

Curriculum Map 2019-20

Subject _____ History _____

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Assessment task(s)/title(s)	History skills overview assessment	Which interpretation of King John do you agree with?	Explain the challenges faced by Britain under the Tudors.	Write a narrative account of the events of the English civil war.	Which source is the most useful for an enquiry into the Industrial revolution	Explain why Britain wanted an empire
	Key knowledge	Students will have an understanding of the key skills that they will need for history.	Students will have an understanding of Britain during the Medieval period, focusing on the Battle of Hastings, King William and King John.	Students will have an understanding of Britain during the Tudor period. Students learning will focus on the different kings and queens Britain had during this period and the religious turmoil in Britain during this time.	Students will have an understanding of Britain during the Stuart period and the English Civil War. Students will learn about the gunpowder plot and the causes and consequences of the English Civil war.	Students will have an understanding of Britain during the Industrial Revolution. Students will learn about the changes that took place during the Industrial Revolution and what everyday life was like for the different parts of society.	Students will have an understanding of the British Empire. Students will look at the creation of the British Empire, life during the British Empire and why Britain does not have an Empire today.
	Vocabulary instruction	Cause Consequence source explain interpretations	Hastings Feudal system Domesday book Villain Religion Magna Carta	Reformation Catholics Protestants	Gunpowder Plot Taxes Roundheads Cavaliers Restoration Monarchy	Industrial Revolution Spinning jenny Locomotive Workhouses Working hours Machines Factories Poverty	Empire Colonies India Slavery Slave triangle Slave ships Abolition
	Subject-specific strand(s)	<ul style="list-style-type: none"> •Cause and consequence •Sources •Judgements <ul style="list-style-type: none"> • Interpretations 	<ul style="list-style-type: none"> • Battle of Hastings • Domesday Book • Village people 	<ul style="list-style-type: none"> • War of the Roses • Henry VIII • Henry's Wives • Reformation 	<ul style="list-style-type: none"> • Parliament before the revolution • Charles I before the revolution 	<ul style="list-style-type: none"> • Life before 1700 • Enclosure Act • Why was the Industrial Revolution 	<ul style="list-style-type: none"> • How useful are the sources for understanding life in Britain

			<ul style="list-style-type: none"> • Feudal System • Magna Carta • Religion • Black Death • Who was King John • Thomas Becket 	<ul style="list-style-type: none"> • Elizabethan religious settlement • Mary • Edward 	<ul style="list-style-type: none"> • Why was Charles a bad leader • Civil War • Civil War • Life in Cromwell's Britain • Restoration 	<ul style="list-style-type: none"> • able to happen • Industry in Britain • Local Industry (Cadbury) • Life for rich people • Life for poor people • Victoria 	<ul style="list-style-type: none"> • Why have an empire? • Slave trade • Life in the empire • India • Gandhi and Amritsar • Loss of the empire
Year 8	Assessment task(s)/title(s)	How useful are the sources for an enquiry into why Germany signed the Armistice?	Explain the causes of the second world war	Explain the reasons why the Allies won the war	Explain why there was a policy of MAD in place for the Cold war	We still have propaganda to this day. How far do you agree?	
	Key knowledge	Students will have an understanding of the events of World War One. Students will study the long and short term causes of the war, key events of the war and why Germany signed the Armistice.	Students will have an understanding of the world during the interwar period and the causes Second World War. Students will focus on events in America, Russia and France.	Students will have an understanding of the events of the Second World War. Students will study the different key battles of World War Two, the Home front and the end of World War Two.	Students will have an understanding of the events in the world after the war. Students will look at the problems and developments that took place in Britain after the Second World War.	Students will have an understanding of events in modern history. Students will look at Britain under Thatcher's conservatives, terrorism and modern propaganda.	
	Vocabulary instruction						
	Subject-specific strand(s)	<ul style="list-style-type: none"> • Long and Short term causes of WW1 • Propaganda • WW1 warfare and trenches • Somme • Armistice and 1918 Germany 	<ul style="list-style-type: none"> • Treaty of Versailles • Rise of Hitler • Nazi Germany • Appeasement • Long and Short term causes of WW2 • Churchill 	<ul style="list-style-type: none"> • Dunkirk • Battle of Britain • Stalingrad • D-day • End of the war in Europe • Atomic Bomb 	<ul style="list-style-type: none"> • NHS • Welfare State • Empire End India • Empire End Africa • Britain joins EU 	<ul style="list-style-type: none"> • Thatcher • Mines • Falkland War • Technological developments • Terrorism 9/11 & 7/7 • Iraq • Brexit 	

					<ul style="list-style-type: none"> • Post war Britain • Post war Britain - Manchester • Mad 	<ul style="list-style-type: none"> • Modern Propaganda 	
Year 9	Assessment task(s)/title(s)	What was the biggest change in British history	Explain the status of Britain in the world today	Explain the changes the Normans made to punishments	Explain the changes made to law enforcement in the years 1500 -1700	Matthew Hopkins was the biggest reason people believed in witches. How far do you agree?	Explain the reasons transportation came to an end in the 1900's.
	Key knowledge	Students will have an understanding of how Britain has changed politically over time, from Saxon period to modern day.	Students will have an understanding of how Britain has changed politically over time, from Saxon period to modern day.	Students will have an understanding of how Britain has changed through crime and punishment over time, from Saxon period to modern day.	Students will have an understanding of how Britain has changed through crime and punishment over time, from Saxon period to modern day.	Students will have an understanding of how Britain has changed through crime and punishment over time, from Saxon period to modern day.	Students will have an understanding of how Britain has changed through crime and punishment over time, from Saxon period to modern day.
	Vocabulary instruction			Change Continuity Feudal system Domesday book			
	Subject-specific strand(s)	<ul style="list-style-type: none"> • Kings and Queens of Britain • Saxon government • Feudal system • Magna Carta • statue of labourers • dissolution of monasteries • Religious changes 	<ul style="list-style-type: none"> • World after WW1 • Right to vote • Suffragettes • Russian Revolution • Communism and Stalin • Wall Street Crash • Hitler and fascism 	<ul style="list-style-type: none"> • Crimes in Saxon Britain • Punishments in Saxon Britain • Law enforcement in Saxon Britain • Crimes in Norman Britain 	<ul style="list-style-type: none"> • Crimes in Later Medieval Britain • Punishments in Later Medieval Britain • Law enforcement in Later 	<ul style="list-style-type: none"> • Law enforcement in early modern Britain • Punishments in 1700- 1900 Britain • Law enforcement in 1700- 1900 Britain 	<ul style="list-style-type: none"> • Punishments in 1700- 1900 Britain • Law enforcement in 1700- 1900 Britain • Crimes in 1700- 1900 Britain

		<p>through the Tudors</p> <ul style="list-style-type: none"> • Gun powder plot • Constitutional monarchy 	<ul style="list-style-type: none"> • United nations • Cold war • Vietnam • Relationships today 	<ul style="list-style-type: none"> • Punishments in Norman Britain • Law enforcement in Norman Britain 	<p>Medieval Britain</p> <ul style="list-style-type: none"> • Crimes in early modern Britain • Punishments in early modern Britain 	<ul style="list-style-type: none"> • Crimes in 1700- 1900 Britain 	
Year 10	Assessment task(s)/title(s)	Crime and punishment exam	Derek Bentley was the main reason the death penalty was ended in Britain. How far do you agree?	Explain the reasons people joined the Crusades.	Excommunication was the biggest problem king John faced. How far do you agree?	Explain the problems faced by the Weimar Republic.	Explain how Hitler was able to become dictator of Germany.
	Key knowledge	Students will have an understanding of how Britain has changed through crime and punishment over time, from Saxon period to modern day.	Students will have an understanding of how Britain has changed through crime and punishment over time, from Saxon period to modern day.	Students will have an understanding of King Richard and King John, and the main problems they faced during their reign.	Students will have an understanding of King Richard and King John, and the main problems they faced during their reign.	Students will have an understanding of Weimar Germany and the problems they faced.	Students will have an understanding of Nazi Germany, how Hitler was able to come to power and everyday life under the Nazis.
	Vocabulary instruction						
	Subject-specific strand(s)	<ul style="list-style-type: none"> • Punishments in Modern Britain • Law enforcement in Modern Britain • Crimes in Modern Britain 	<ul style="list-style-type: none"> • Punishments in Modern Britain • Law enforcement in Modern Britain • Crimes in Modern Britain 	<ul style="list-style-type: none"> • Feudal system • Everyday life in medieval Britain • Treatment of the Jews • Richard as King • John as King 	<ul style="list-style-type: none"> • Crusades – why people joined and why we lost • Ricard and the war with France • John and his problems • The magna Carta 	<ul style="list-style-type: none"> • Creation of the Weimar Republic • Problems faced by the Weimar Republic • Stresemann 	<ul style="list-style-type: none"> • Wall street crash • Munich Putsch • Rise of Hitler • Creation of the Nazi party <p>Political problems in 1920's Germany</p>

Year 11	Assessment task(s)/title(s)	How useful are sources B and C for an enquiry into life under the Nazis.	Write a narrative account of the Hungarian uprising	Explain the importance of the Berlin wall on relations between the USA and USSR	Mock exam	Mock exam
	Key knowledge	Students will have an understanding of Nazi Germany, how Hitler was able to come to power and everyday life under the Nazis.	Students will have an understanding the key events during the Cold war and how these events effected the relationship between the USSR and USA.	Students will have an understanding the key events during the Cold war and how these events effected the relationship between the USSR and USA.	Students will have an understanding of the information they have learnt for their GCSE papers and the best ways to revise.	Students will have an understanding of the information they have learnt for their GCSE papers and the best ways to revise.
	Vocabulary instruction					
	Subject-specific strand(s)	<ul style="list-style-type: none"> • Everyday life for people in Nazi Germany – women, workers, minorities 	<ul style="list-style-type: none"> • Three conferences • Atomic bomb • East and West Germany • Arms race • Hungarian uprising • Berlin Wall • Cuban revolution 	<ul style="list-style-type: none"> • Détente • Space race • Afghanistan • Regan • Fall of the Berlin Wall 	Revision	Revision