

# History - Curriculum Map

| Year   | Term     | Topic Overview                               | Focus  | Assessment   |
|--------|----------|--|--|--|
| Year 7 | Autumn 1 | Anglo Saxon Period                           | <p>During year 7 students focus on the period from the Anglo Saxons through to modern day. They cover the following themes, as well as key events from each period:</p> <ul style="list-style-type: none"> <li>→ Government</li> <li>→ Society</li> <li>→ Religion</li> <li>→ Towns</li> <li>→ Empire</li> <li>→ Migration</li> <li>→ War</li> <li>→ Crime and Punishment</li> </ul> <p>The aim of this is to give them a broad overview of history to help them situate topics that are taught in year 8 and 9.</p> | <p>At the end of each unit of study students sit an assessment, they all follow the structure below:</p> <ul style="list-style-type: none"> <li>→ Knowledge test out of 20:               <ul style="list-style-type: none"> <li>○ covering key terms of knowledge from the topic</li> </ul> </li> <li>→ A source question using the stem:               <ul style="list-style-type: none"> <li>○ "how useful is source A for an enquiry into..."</li> </ul> </li> <li>→ An extended piece of writing using the stem:               <ul style="list-style-type: none"> <li>○ Explain why there were changes in the .... Period?</li> </ul> </li> </ul> |
|        | Autumn 2 | Medieval Period                              |  |  |
|        | Spring 1 | Renaissance Period                           |  |  |
|        | Spring 2 |  |  |  |
|        | Summer 1 | Industrial Period                            |  |  |
|        | Summer 2 | Modern Period                                |  |  |
| Year 8 | Autumn 1 | The British Empire                           | Students look at; how the Empire was gained, the impact of the Empire on the Colonies and Britain and finally the legacy of the Empire and how it should be remembered.  | <p>At the end of each unit of study students sit an assessment, they all follow the structure below:</p> <ul style="list-style-type: none"> <li>→ Knowledge test out of 20:               <ul style="list-style-type: none"> <li>○ covering key terms of knowledge from the topic</li> </ul> </li> <li>→ A source question using the stem:               <ul style="list-style-type: none"> <li>○ "how useful is source A for an enquiry into..."</li> </ul> </li> <li>→ An extended piece of writing using the stem:               <ul style="list-style-type: none"> <li>○ Explain why...?</li> </ul> </li> </ul>                                    |
|        | Autumn 2 | The Transatlantic Slave Trade                | Students look at the origins of the Transatlantic Slave Trade, the way that it worked, and how slavery was eventually abolished in Britain and America.  |  |
|        | Spring 1 | The Industrial Revolution                    | Students look at the reasons behind the Industrial Revolution and then the consequences it had on children, workers, cities, trade and wealth in Britain.  |  |
|        | Spring 2 |  |  |  |
|        | Summer 1 | UK Voting rights: Chartists and Suffragettes | Students follow the struggle for equal suffrage. Focusing on the actions of the Chartists in the 1800s and then Women in the late 1800s and early 1900s.   |  |
|        | Summer 2 | UK Civil Rights                              | Students look at key civil rights such as, the right to education, work, justice, and family. They track the history of key groups such as women, working classes, different races and sexualities to see how they gained these rights in Britain.   |  |

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|               |          |   |  |   |
|---------------|----------|---|--|---|
| <b>Year 9</b> | Autumn 1 | WWI   | Students focus on the outbreak of WWI. Looking at key reasons such as the alliances system, rise of Nationalism and the Arms Race. They then look at the war itself investigating key battles and life in the trenches before finally looking at how the war came to an end.               | <p>At the end of each unit of study students sit an assessment, they all follow the structure below:</p> <ul style="list-style-type: none"> <li>→ Knowledge test out of 20:             <ul style="list-style-type: none"> <li>○ covering key terms of knowledge from the topic</li> </ul> </li> <li>→ A source question using the stem:             <ul style="list-style-type: none"> <li>○ "how useful is source A for an enquiry into..."</li> </ul> </li> <li>→ An extended piece of writing using the stem:             <ul style="list-style-type: none"> <li>○ How far do you agree that...?</li> </ul> </li> </ul> |
|               | Autumn 2 | Rise of Dictators   | Students look at the Rise of Dictators in Europe post WWI. They focus on Stalin, Hitler, Mussolini and Franco. Investigating how these men got into power, and the consequences they had on the lives of ordinary people.  |   |
|               | Spring 1 | WWII  | Students look at the reasons for the outbreak of WWII and then track the war through key turning points. These include Dunkirk, Battle of Britain, Invasion of Russia, The Blitz, D-Day and Pearl Harbour. They also carry out an investigation into life on the home front.               |   |
|               | Spring 2 |   |  |   |
|               | Summer 1 | The Holocaust   | Students look at how the Holocaust was able to happen in Europe. They focus on the role of propaganda, fear and historical Anti-Semitism. They then focus on the Ghettos and Camps by using survivors testimonies to gain a deeper and more personal understanding of this period of time. |   |
|               | Summer 2 | Significant events of the 20 <sup>th</sup> and 21 <sup>st</sup> Century | Students finally investigate a number of other historical events such as the Cold War, Berlin Wall, Irish Troubles, apartheid and 9/11.  |   |