

History Department Curriculum Map 2019-2020

<u>Key Stage</u>	<u>Topics (Knowing More)</u>	<u>Prior Knowledge needed</u>	<u>Subject Specific Terminologies</u>	<u>Skills to be developed (Doing More)</u>	<u>Assessments (Remembering More)</u>	<u>Further Depth/ Challenge for All/ Cultural Capital</u>
Year 7						
<ul style="list-style-type: none"> Autumn Term <p>Chronological</p>	<p>The development of Church, state and society in Medieval Britain 1066-1509</p> <ul style="list-style-type: none"> Chronology Chronological terms Overview British history timeline (periods) <p>Anglo-Saxon and Norman England c1060–1088</p> <ul style="list-style-type: none"> What was England like before the Battle of Hastings? Contenders to the throne in 1066 The Battle of Hastings <p>Feudal System</p> <ul style="list-style-type: none"> Castles The evolution of castles and castle design 	<p>KS2</p> <ul style="list-style-type: none"> What did you learn in primary school? Locating the Anglo-Saxons in an overview of British History <p>What is England like today?</p> <p>What makes good monarch?</p> <p>Why build castles?</p>	<p>Chronological Order</p> <p>Timelines</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> BCE CE BC AD King Monarch Saxon Norman Peasant Housecarls Archers <p>Second Order Concepts</p> <ul style="list-style-type: none"> Sources Causation Knowledge Interpretations Change Continuity Consequences 	<ul style="list-style-type: none"> Descriptive Skills Literacy Skills; writing, reading and oracy. Comprehension Skills Numeracy sequencing Analytical Narrative Comprehension Skills Literacy Skills; writing, reading and speaking. Independent Learning Skills 	<ul style="list-style-type: none"> Baseline Test. Classwork activities Home learning activities Research tasks Verbal questioning Written assessments In class Learning review Chronology Essay : Battle of Hastings 	<ol style="list-style-type: none"> <u>Independent Enquiries</u> e.g. The Feudal System <u>Team workers</u> e.g. discussion, peer assessment and debating. <u>Active Participants</u> –, use of Historical language abstract thinking <u>Self-Learners</u> – independent learning and organisation, homework, projects, setting targets, self-assessment <u>Reflective Learners</u> – What have I learnt self-assessment, peer-assessment and feedback <u>Creative thinkers</u> - Geography/Math Socratic questions and discussion. <p><u>Culture Capital:</u> To learn about the Norman invasion of England. Why do we have castles in Britain. Castle visit.</p>

<ul style="list-style-type: none"> • Spring Term 	<p>Medieval views of the afterlife (heaven, hell and purgatory)</p> <ul style="list-style-type: none"> • Story of the murder of Thomas Becket • Was King John an Evil King? • Magna Carta • How important were England's medieval queens? • Claims of Matilda and Stephen • Their personal qualities and fitness to rule • Civil War (during the period of anarchy) and its outcome • Story of Eleanor of Aquitaine - her accomplishments, influence and limitations • The rise of Islam • Key features of Islamic civilisation • Foundation and survival of the Kingdom of Jerusalem • Crusader States • Crusader Castles • Templars and Hospitallers 	<p>Heaven Hell</p> <p>What do we know about King John?</p> <p>Monarchy</p> <p>What do we know about Islam?</p>	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Knight • Baron • Peasant • Constitution • church • Monk • Bishop • Knight • Development of citizen's rights • Parliament • Women in History/Herstory • What is a Civil War? <p>Second Order Concepts</p> <ul style="list-style-type: none"> • Sources • Causation • Knowledge • Interpretations 	<ul style="list-style-type: none"> • Literacy • Writing skills • Reading • oracy • Source work • Interpretations • Literacy • Writing skills • Reading <ul style="list-style-type: none"> ▪ Comprehension Skills ▪ Literacy Skills; writing, reading and speaking. ▪ Independent Learning Skills 	<ul style="list-style-type: none"> • Classwork activities • Home learning activities • Research tasks • Verbal questioning • Written assessments • In class Learning review • Classwork activities • Home learning activities • Research tasks • Verbal questioning • Written assessments • In class Learning review • ASSESSMENT 3 	<ol style="list-style-type: none"> 1. <u>Independent Enquiries</u> e.g. The First Parliament 2. <u>Team workers</u> e.g peer assessment and debating. 3. <u>Active Participants</u> – use of historical language , abstract thinking Good and Evil concepts RE 4. <u>Self-Learners</u> – independent learning and organisation, homework, projects, eg castle buiding/design setting targets, self-assessment 5. <u>Reflective Learners</u> – self-assessment, peer-assessment and feedback 6. <u>Creative thinkers</u> - Re/English opportunities, role play, Socratic questions relating to own experience and society <p><u>Culture Capital:</u> To learn about the conflict between Monarchs and the Church. The story of Robin Hood</p>

	<ul style="list-style-type: none"> Wars of the Roses The Mali Empire Musa Mansa Migration to the British Isles How migrants changed Britain, West Indian and Irish. 	Civil War	<ul style="list-style-type: none"> Sources Causation Knowledge Interpretations Change Continuity Consequences Compare Medieval Mali to Britain 			
--	--	-----------	---	--	--	--

Year 8

<ul style="list-style-type: none"> Autumn Term Chronological 	<p>The development of Church, state and society in Britain 1509-1745</p> <p>Tudors</p> <ul style="list-style-type: none"> Henry V111 Man or Monster Henry's "Great Matter": Catherine of Aragon * The Break from Rome Black Tudors John Blanke Dissolution of the Monasteries Mary's reign – persecution of 	<ul style="list-style-type: none"> Wars of the Roses The Chuch The Pope Monks Nuns 	<ul style="list-style-type: none"> Tudor Propaganda Renaissance Reformation Wolsey Cromwell More <p>Second Order Concepts</p>	<ul style="list-style-type: none"> Literacy Oracy Writing skills Reading Source work Interpretations Comprehension Skills Literacy Skills; writing, reading and speaking. Independent Learning Skills 	<ol style="list-style-type: none"> <u>Independent Enquiries</u> e.g. The Renaissance <u>Team workers</u> e.g., peer assessment and debating. <u>Active Participants</u> – use of Historical language. <u>Self-Learners</u> – independent learning and organisation, homework, projects, setting targets, self-assessment <u>Reflective Learners</u> – self-assessment, peer-assessment and feedback <u>Creative thinkers</u> - RE/Art/Geography Link opportunities, Hot seating, Socratic questions and discussion, exercises relating to own experience and society <p><u>Cultural Capital</u> : Hampton Court visit Renaissance. Story of the Armada.</p>
--	--	---	---	--	---

	<p>Protestants</p> <p>Tudor Art</p> <p>Portraits as propaganda</p> <ul style="list-style-type: none"> • The Armada • Elizabethan Society • The Poor • Crime • Exploring the World • Building an Empire 	<ul style="list-style-type: none"> • Reformation • Exploration • Columbus • Drake 	<ul style="list-style-type: none"> • Sources • Causation • Knowledge • Interpretations • Change • Continuity • Consequences • Social • Economic • political 	<ul style="list-style-type: none"> • Literacy • Oracy • Writing skills • Reading • Source work • Analytical Narrative 		
<ul style="list-style-type: none"> • Spring Term Chronological 	<ul style="list-style-type: none"> • Stuarts <ul style="list-style-type: none"> ▪ King James 1 ▪ The aims of the Gunpowder Plot ▪ Events of the plot ▪ English Civil War ▪ Cromwell 		<ul style="list-style-type: none"> • Divine Right • New Model Army • Tactics 	<ul style="list-style-type: none"> ▪ Comprehension Skills ▪ Literacy Skills; writing, reading and speaking. ▪ Independent Learning Skills ▪ Higher order thinking skills • Analytical Narrative 		<ol style="list-style-type: none"> 1. <u>Independent Enquiries</u> e.g. Restoration, Scientific Revolution? 2. <u>Team workers</u> e.g. peer assessment and debating. 3. <u>Active Participants</u> –Use of historical language, abstract thinking and concepts 4. <u>Self-Learners</u> – independent learning and organisation, homework, projects, setting targets, self-assessment 5. <u>Reflective Learners</u> – Peer assessment and feedback 6. <u>Creative thinkers</u> - English/RE/ science opportunities, role play, Socratic questions and discussion, exercises relating to own experience and society 7. <u>Culture Capital:</u> Development of Parliament . Story of Guy Fawkes

	<ul style="list-style-type: none"> ▪ Glorious Revolution 1688 		<ul style="list-style-type: none"> • Battle of Naseby <p>Second Order Concepts</p> <ul style="list-style-type: none"> • Sources • Causation • Knowledge • Interpretations • Change • Continuity • Consequences <ul style="list-style-type: none"> • Social • Economic • political 			
<ul style="list-style-type: none"> • Summer Term <p>Thematic</p>	<ul style="list-style-type: none"> ▪ Black Peoples of the Americas and Britain, ▪ What was Africa like before the Europeans arrived? ▪ African Empires ▪ Benin ▪ Dahomey ▪ Middle Passage 	<ul style="list-style-type: none"> • What do you know? Link to Mali year 7 	<ul style="list-style-type: none"> • Slavery • Freedom • Triangle of Trade • Harriet Tubman <p>Second Order Concepts</p> <ul style="list-style-type: none"> • Sources 	<ul style="list-style-type: none"> ▪ Higher order thinking skills ▪ Beginning to implement ▪ Independent/ Revision Skills ▪ Explaining skills ▪ Comprehension and use of specialist Historical language <ul style="list-style-type: none"> ▪ Descriptive Skills ▪ Literacy Skills; writing, reading and speaking. 		<ol style="list-style-type: none"> 1. <u>Independent Enquiries</u> e.g. Harriet Tubman African Empires? 2. <u>Team workers</u> e.g. discussion,, peer assessment and debating. 3. <u>Active Participants</u> – use of Historical language and , abstract thinking and concepts Freedom 4. <u>Self-Learners</u> – independent learning and organisation, homework, projects, setting targets, self-assessment 5. <u>Reflective Learners</u> – self-assessment, peer-assessment and feedback 6. <u>Creative thinkers</u> - Art/Geography/RE opportunities, Socratic questions and discussion, , exercises relating to own experience and society 7. <u>Culture Capital:</u> y, British History (Henry VIII). Migration to Britain

	<ul style="list-style-type: none"> ▪ Life on Plantations ▪ Slave revolts ▪ Abolitionists ▪ American Civil War ▪ America in the 20 Century ▪ American Civil Rights Movement UK Civil Rights in the 1950's and 60'sl • Windrush 1948 • Bristol Bus Boycott 1963 • Euston colour Bar 1966 • Race Relations Act 1968 • Mangrove 9 1970 	<ul style="list-style-type: none"> • Maroons • Tacky's Revolt • Wilberforce • Human Rights • UNICEF 	<ul style="list-style-type: none"> • Causation • Knowledge • Interpretations • Change • Continuity • Consequence • Emancipation • Lincoln • Jim Crow Laws • Segregation • King • Malcolm X • Rosa Parkes • Montgomery Bus Boycott • Bristol Bus Boycott 	<ul style="list-style-type: none"> • Analytical Narrative • Literacy • Oracy • Writing skills • Reading • Source work • Analytical Narrative 		
--	--	--	--	---	--	--

Year 9						
<ul style="list-style-type: none"> Autumn Term Chronological 	Ideas, political power, industry and empire: Britain, 1745-1901 <ul style="list-style-type: none"> Britain as the first industrial nation Change 1745-1901 Children in the Mills Luddites The Vote Chartism Democracy in 1820 British Empire Annie Besant Match Girls Strike 	Link to yea YR8. <ul style="list-style-type: none"> Slave Trade Empire Parliament Role of Cuffay Women in History Year 7,8 	Substantive concept <ul style="list-style-type: none"> Industrial Revolution Empire Second Order Concepts <ul style="list-style-type: none"> Sources Causation Knowledge Interpretations Change Continuity Consequences Social Economic political 	<ul style="list-style-type: none"> Higher order thinking skills Beginning to implement (KISS skills) Independent/ Revision Skills Explaining skills Use of specialist Historical language Descriptive Skills Literacy Skills; writing, reading and speaking. Source work: Comprehension Skills Analytical Narrative 	<ul style="list-style-type: none"> Classwork activities Home learning activities Research tasks Self/Peer assessments Recap knowledge Revision Maps Written assessments 	<ol style="list-style-type: none"> <u>Independent Enquiries</u> e.g. CASE STUDIES: Battle of Waterloo, Peterloo 1819. Victorian Britain <u>Team workers</u> e.g. Role-play, discussion, peer assessment and debating. <u>Active Participants</u> – use of historical language and imagery, abstract thinking and concepts <u>Self-Learners</u> – independent learning and organisation, homework, projects, setting targets, self-assessment <u>Reflective Learners</u> – prayer, mediation, self-assessment, peer-assessment and feedback <u>Creative thinkers</u> - Art/ICT opportunities, role play, Socratic questions and discussion, stilling exercise, exercises relating to own experience and society <u>Culture Capital: The British Empire. The Victorians</u>

**Europe and the wider world
1901 to the present day.**

- Women and the Vote

- Causes of World War One

- Empires
- Year 7,8

- Suffragettes
- Suffragists

- Militarism
- Alliances
- Imperialism
- Nationalism
- Analytical Narrative

Second Order Concepts

- Sources
- Causation
- Knowledge
- Interpretations
- Change
- Continuity
- Consequences

<ul style="list-style-type: none"> • Spring Term Chronological 	<ul style="list-style-type: none"> • Who fought in the First World War? • Recruitment and conscription • Home Front • Treaty of Versailles • Weimar Republic • Rise of The Dictators • Life in Hitler's Germany 	<p>Role of troops from the Empire</p> <p>Walter Tull</p> <p>Indian troops</p> <p>African Troops</p> <ul style="list-style-type: none"> • Democracy • Dictatorship 	<p>Second Order Concepts</p> <ul style="list-style-type: none"> • Sources • Causation • Knowledge • Interpretations • Change • Continuity • Consequences • Social • Economic • political 	<ul style="list-style-type: none"> ▪ Higher order thinking skills ▪ Beginning to implement (KISS skills) ▪ Independent/ Revision Skills ▪ Explaining skills ▪ Use of specialist Historical language ▪ Descriptive Skills ▪ Literacy Skills; writing, reading and speaking. ▪ Prayer: extempore and formulaic ▪ Reference Skills ▪ Comprehension Skills 	<ul style="list-style-type: none"> ▪ Classwork activities ▪ Home learning activities ▪ Research tasks ▪ Self/Peer assessments ▪ Recap knowledge ▪ Revision Maps ▪ Written assessments ▪ GCSE practice questions 	<ol style="list-style-type: none"> 1. <u>Independent Enquiries</u> e.g. Role of women in the war <u>Team workers</u> e.g. Role-play, circle time, discussion, peer assessment and debating. 2. <u>Active Participants</u> –use of historical language and imagery, abstract thinking and concepts 3. <u>Self-Learners</u> – independent learning and organisation, homework, projects, setting targets, self-assessment 4. <u>Reflective Learners</u> – prayer, mediation, self-assessment, peer-assessment and feedback 5. <u>Creative thinkers</u> - Art/ICT opportunities, role play, Socratic questions and discussion, stilling exercise, exercises relating to own experience and society 6. <u>Culture Capital</u>: Remembrance, Poppy Appeal
<ul style="list-style-type: none"> • Summer Term Chronological 	<ul style="list-style-type: none"> • World War 11 • The Holocaust • Britain Post 1945 		<ul style="list-style-type: none"> • Churchill • Dunkirk • Battle of Britain • The Blitz • Genocide 	<ul style="list-style-type: none"> ▪ Higher order thinking skills ▪ Beginning to implement (KISS skills) ▪ Independent/ Revision Skills ▪ Explaining skills ▪ Use of specialist Historical language ▪ Descriptive Skills ▪ Literacy Skills; writing, reading and speaking. 	<ul style="list-style-type: none"> ▪ Classwork activities ▪ Home learning activities ▪ Research tasks ▪ Self/Peer assessments ▪ Recap knowledge ▪ Revision Maps ▪ Written assessments 	<ol style="list-style-type: none"> 1. <u>Independent Enquiries</u> Rwanda, Bosnia. Vietnam. Beveridge. NHS. 2. <u>Team workers</u> e.g. Role-play, circle time, discussion, Pass the Buck, peer assessment and debating. 3. <u>Active Participants</u> –circle time, use of metaphors, use of religious language and imagery, abstract thinking and concepts 4. <u>Self-Learners</u> – independent learning and organisation, homework, projects, setting targets, self-assessment 5. <u>Reflective Learners</u> – assessment and feedback 6. <u>Creative thinkers</u> - Art/IRE/English

	<ul style="list-style-type: none"> • Cold War • Origins • Development 		<ul style="list-style-type: none"> • Welfare State • NHS <p>Second Order Concepts</p> <ul style="list-style-type: none"> • Sources • Causation • Knowledge • Interpretations • Change • Continuity • Consequences 	<ul style="list-style-type: none"> ▪ Comprehension Skills 		<p>opportunities, role play, Socratic questions and discussion, stilling exercise, exercises relating to own experience and society</p> <p>7. <u>Culture Capital</u>: Holocaust, Jewish Free School Visit, Jewish Museum Visit. Dunkirk Spirit. History Walk</p>
--	--	--	--	--	--	--

Year 10

<p>Year 10</p> <ul style="list-style-type: none"> • Autumn Term To Summer Term 	<p>2 Year Edexcel GCSE History course.</p> <ul style="list-style-type: none"> • Warfare and British Society • 1250 to present day • Henry V111 and his Ministers1509-1540 • Superpower Relations and the Cold War 1941-91 	<ul style="list-style-type: none"> • Year 7 • Year 8 • Year 9 	<p>Second Order Concepts</p> <ul style="list-style-type: none"> • Sources • Causation • Knowledge • Interpretations • Change • Continuity • Consequences 	<ul style="list-style-type: none"> ▪ Higher order thinking skills ▪ Independent/ Revision Skills ▪ Explaining skills ▪ Analysing and Evaluating skills ▪ Interpretations ▪ Use of specialist Historical language ▪ Use of sources ▪ Reference Skills ▪ Comprehension Skills ▪ Descriptive Skills ▪ Literacy Skills; writing, reading and speaking. 	<ul style="list-style-type: none"> ▪ Classwork activities ▪ Home learning activities ▪ Research tasks ▪ Self/Peer assessments ▪ Recap knowledge ▪ Revision Maps ▪ Written assessments ▪ GCSE practice questions <p>Inspire them to achieve their potential at GCSE.</p>	<ol style="list-style-type: none"> 1. <u>Independent Enquiries</u> e.g The London Blitz, Appeasement. 2. <u>Team workers</u> eg.Hot Seating .assessment and debating. 3. <u>Active Participants</u> –of Historical language abstract thinking and concepts, ideologies <u>Self-Learners</u> – independent learning and organisation, homework, projects, setting targets, self-assessment 4. <u>Reflective Learners</u> self-assessment, peer-assessment and feedback 5. <u>Creative thinkers</u> - Art/ICT opportunities, , Socratic questions and discussion, 6. <u>Cultural Capital</u>: Developing an understanding of our relationship with the past.
---	---	--	---	---	---	--

Year 11						
<p>Year 11</p> <p>Autumn Term</p>	<p>Russia and the Soviet Union 1917- 41</p>	<ul style="list-style-type: none"> • Year 9 • Year 10 	<p>Second Order Concepts</p> <ul style="list-style-type: none"> • Sources • Causation • Knowledge • Interpretations • Change • Continuity • Consequences 	<ul style="list-style-type: none"> ▪ Descriptive Skills ▪ Literacy Skills; writing, reading and speaking ▪ Explaining skills ▪ Analysing skills ▪ KISS skills for answering questions ▪ Use of specialists language 	<ul style="list-style-type: none"> ▪ Classwork activities ▪ Home learning activities ▪ Research tasks ▪ Self/Peer assessments ▪ Recap knowledge ▪ Revision Maps ▪ Written assessments ▪ GCSE practice questions 	<ol style="list-style-type: none"> 1. <u>Independent Enquiries</u> Februaty Revolution 2. <u>Team workers</u> peer assessment and debating. 3. <u>Active Participants</u> –use of historical language thinking and concepts 4. <u>Self-Learners</u> – independent learning and organisation, homework, projects, setting targets, self-assessment 5. <u>Reflective Learners</u> –, self-assessment, peer-assessment and feedback 6. <u>Creative thinkers</u> - Art/English Socratic questions and discussion, relating to own experience and society
<p>Summer Term</p>	<p>Revision</p>					