

History Curriculum Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<i>Title</i>	Do ancient civilizations continue to shape our lives?	How momentous was the Norman Conquest?	Could a medieval king do whatever he wants?	Could you survive life in Medieval England?	Was Sixteenth Century a period of rebirth or reformation?	Did the Civil War create modern politics?
	<i>Knowledge</i>	<ul style="list-style-type: none"> Timeline (Chronology) Ancient Greek Democracy comparison with UK today (Citizenship & Similarity and difference) Roman Kings to republic (Change & Continuity) Investigate how great Cyrus was. (Using sources/artefacts/significance) Cambyzes & the Apis Bull (cause and consequence) 	<ul style="list-style-type: none"> Norman Invasion 1066 (Church, state & society 1066 - 1500) 1066 & contenders Battle of Stamford Bridge & Battle of Hastings Securing power in England - Domesday Book & Feudal System (Link to Local History Study) Castles (Link to Local History Study) Harrying of the North 	<ul style="list-style-type: none"> Medieval Kings - (Development in state, church & society 1066 - 1500) Henry II vs Thomas Becket Crusades & Richard I John & Magna Carta The Peasant Revolt 	<ul style="list-style-type: none"> Medieval Life - (development of church, state & society- 1066-1500) Church Peasants Crime & punishment Black Death Possibilities to link to Local History Study 	<ul style="list-style-type: none"> The Renaissance - Thinking, Art, literature, inventions The Tudors - (state, society & church 1500 - 1749) Martin Luther Henry VIII & Reformation Bloody Mary Elizabeth & Armada 	<ul style="list-style-type: none"> English Civil War - (state, society & church 1500 - 1749) Charles I Gunpowder plot Causes of civil war / execution of king Cromwell Crisis & Commonwealth Glorious revolution Restoration
	<i>Skill</i>	5 historical concepts - Induction to ensure these are secure - Significance, Cause & Consequence, Change & Continuity, Using Evidence, Similarities & Differences, Chronology	5 historical concepts - Induction to ensure these are secure - Significance, Cause & Consequence, Change & Continuity, Using Evidence, Similarities & Differences, Chronology	Significance, Cause & Consequence, Change & Continuity, Using Evidence, Similarities & Differences, Chronology, Evaluation, analysis, making a judgement	Significance, Cause & Consequence, Change & Continuity, Using Evidence, Similarities & Differences, Chronology, Evaluation, analysis, making a judgement	Significance, Cause & Consequence, Change & Continuity, Using Evidence, Similarities & Differences, Chronology, Evaluate, judgement, analyse	Significance, Cause & Consequence, Change & Continuity, Using Evidence, Similarities & Differences, Chronology, Evaluate, judgement, analyse



	Title	How Golden was Elizabeth's Reign?	Stuarts	Why was Europe in Revolt?	Industrial revolution	Rise and Fall of the British Empire	Transatlantic
Year 8	<i>Knowledge</i>	<ul style="list-style-type: none"> • What was young Elizabeth I like? • What problems did Elizabeth I face when she became Queen? • What was Elizabeth Middle way? • Who should Elizabeth Marry? • Voyages of Discovery • England V's Spain • Crime and punishment in Tudor time • Why did Elizabeth kill her cousin? 	<ul style="list-style-type: none"> • Who was James I? • What problems did James I face as King of England? • Why do we celebrate 5th November? • Why was James so fearful of witches? • Who was Matthew Hopkins? • What were Frost Fairs? 	<ul style="list-style-type: none"> • Who was Charles I? • What were the causes events and consequences of the English Civil war? • What happened between Cromwell and Ireland? • How and why was the English monarchy restored? • What were the causes and consequences of the Russian Revolution? 	<ul style="list-style-type: none"> • What was life like before the Industrial Revolution(Hillingdon) • What were the causes of the industrial revolution • What were the working conditions in Factories / mills? • What were the living conditions like during the Industrial Revolution? (Public health :King Cholera) • Local study Hillingdon work house • Crime and punishment: Who was Jack the Ripper • Escape room Jack the Ripper 	<ul style="list-style-type: none"> • What were the origins of the British Empire • HO was America colonised and what was the American Revolution • What was Britain's relationship with India? • Why did the <ul style="list-style-type: none"> ◦ British Empire decline? • What happened to the Kingdom of Songhay? 	<ul style="list-style-type: none"> • Why was there a scramble for Africa? • How were Slaves captured? • What was the Trans-Atlantic slave trade? • What was life on Plantations? • How did slaves rebel? • What was the Emancipation and how was it achieved?
	<i>Skill</i>	Significance, Cause & Consequence, Change & Continuity, Using Evidence, Similarities & Differences, Chronology, Evaluation, analysis, making a judgement	Significance, Cause & Consequence, Change & Continuity, Using Evidence, Similarities & Differences, Chronology, Evaluation, analysis, making a judgement	Significance, Cause & Consequence, Change & Continuity, Using Evidence, Similarities & Differences, Chronology, Evaluation, analysis, making a judgement	Significance, Cause & Consequence, Change & Continuity, Using Evidence, Similarities & Differences, Chronology, Evaluation, analysis, making a judgement	Significance, Cause & Consequence, Change & Continuity, Using Evidence, Similarities & Differences, Chronology, Evaluation, analysis, making a judgement	Significance, Cause & Consequence, Change & Continuity, Using Evidence, Similarities & Differences, Chronology, Evaluation, analysis, making a judgement



	Title	How horrific was WW1?	How peaceful were the Inter-War years?	What was life like in Nazi Germany?	What was Britain's role in WW2?	How did the Civil Rights Movement Impact the Lives of Black Americans?	What was life like after the Second World War?
Year 9	Knowledge	<ul style="list-style-type: none"> • What were the MAIN cause of WW1? • Why was the assassination at Sarajevo significant in the outbreak of WW1? • How did the British Government recruit men to fight in WW1? • What was the Schlieffen plan? • What was it like to fight in a WW1 trench? • How successful was the Battle of the Somme? • What was the role of British Empire in WW1? • How did the First World War Change Medicine? • Local study of Hillingdon and WW1 who fought WW1 war graves • Why was the Armistice signed in 1918? • What was the Treaty of Versailles? • 12. How did Germany react to the terms of the Treaty? 	<ul style="list-style-type: none"> • How did women gain the right to vote? • What is the difference between socialism and fascism? • What Impact did the Wall Street Crash and the Depression have on the world? • What was the League of Nations • How successful was the League of Nations • Road to WW2 • Why did Appeasement fail • How roaring were the roaring 20s? • 9. How did Hitler rise to power? 	<ul style="list-style-type: none"> • How did Hitler maintain control in Germany (terror and propaganda) • What was the holocaust? • Who did the Nazis persecute? • How did the lives of Jews change after 1933? • What was the consequence of Kristallnacht? • What were Kinder transport? • What was life like in the Ghettos? • Did the Jewish people resist? • 9. What was the final solution? 	<ul style="list-style-type: none"> • How did Britain prepare for WW2 on the Home Front? • What was the role of women on the Home front? • Why were Children evacuated during WW2? (local study evacuation to high Wycombe and royal family to Windsor) • What happened during the Blitz (local study Buckingham palace) • Was Dunkirk a military defeat or heroic success?? • Was the Battle of Britain a turning point in WW2? • Was Pearl Harbour a killer blow or tactical mistake? • D-Day • 9. Why did America drop the atomic bomb? 	<ul style="list-style-type: none"> • What were the Jim Crow Laws and how did they impact the lives of Black Americans? • How significant were the events at Little rock to the Civil Rights Movement? • What happened to Emmet Till? • What was the significance of the Montgomery Bus Boycott? • How successful was the Bristol Bus Boycott? • What was the Significance of MLK to the Civil Rights Movement (march on Selma)? • 7. What Impact did Malcolm X have on the Civil Rights Movement? 	<ul style="list-style-type: none"> • How did WW2 change Health and Medicine? • How did the development of Penicillin impact the Second World War? • Why don't we pay to see a doctor? • Why was there a Cold War? • Why should we remember the Empire Wind rush? • Why were the sixties so swinging? • What is terrorism? • How have the rights of LGBTQ changed over time? • Class choice of topic independent project • 10. Class choice of topic independent project
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	Title	<u>Germany 1890-1945</u>	<u>Conflict and tension Inter war years 1919-1939</u>	<u>Elizabethan England c1568-1603</u>
Year 10	Knowledge	<ul style="list-style-type: none"> Germany and the growth of democracy: Kaiser and difficulties of ruling Germany Impact of WW1 Weimar democracy Germany and the Depression Depression and the Rise of the Nazis The failure of Weimar democracy The establishment of Hitler's dictatorship The Experiences of Germans under the Nazis Economic changes Social policies and practice Control and resistance 	<ul style="list-style-type: none"> Peace-making The armistice: aims of the peacemakers The Versailles Settlement Impact of the treaty and wider settlement League of Nations and international Peace The league of Nations Diplomacy outside the League The collapse of the League The origins and outbreak of the Second World War The development of tension The escalation of tension The outbreak of war 	<ul style="list-style-type: none"> Elizabeth's court and Parliament Elizabeth I and her court The difficulties of a female ruler Troubles at home and abroad Religious matters Mary Queen of Scots Conflict with Spain
	Skill	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>



	Title	<u>Elizabethan England. c.1568-1603</u>	<u>Britain: Health and People c.1000 to present day</u>	<u>Revision and exams</u>
Year 11	Knowledge	<ul style="list-style-type: none"> ● Elizabeth's court and Parliament ● Elizabeth I and her court ● The difficulties of a female ruler ● Life in Elizabethan times ● A 'golden age' ● Poverty ● English sailors ● Troubles at home and abroad ● Religious matters ● Mary Queen of Scots ● Conflict with Spain 	<ul style="list-style-type: none"> ● Medicine stands still ● Medieval medicine ● Medical progress ● Public health in the Middle Ages ● The beginning of change ● Impact of the Renaissance on Britain ● Dealing with disease ● Prevention of disease ● A revolution in Medicine ● Advances in medical science in 19th century Britain ● Further impact of Germ Theory in Britain ● Improvement in Public health ● Modern medicine ● Modern treatment of disease ● Impact of war and technology on surgery ● Modern public health 	<ul style="list-style-type: none"> ● Paper 1 A Germany ● Paper 1 B Inter-war years ● Paper 3 Health and people ● Paper 4 Elizabeth
	Skill	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>