

Inspire, Challenge, Enrich

History - Curriculum maps

Department mission/curriculum statement: e.g. Science department aims to enable students to appreciate the awe and wonder of the world around them, by giving them the skills and knowledge to make informed decisions in a rapidly changing society.

Year 7	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Was ‘one kind of England annihilated’ by the Battle of Hastings?	What made Medieval Baghdad so special? (5) Why did Europeans join the Crusaders? (6)	Was it difficult to rule medieval England? How did the Black Death change the medieval world?	Women in the medieval period – EQ TBC	Why did Henry VIII break from Rome?	Why is the Tudor period called the religious rollercoaster?
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Disciplinary concept - Change and Continuity; interpretations of history	Disciplinary concept – Significance; causation	Disciplinary concept – significance; change and continuity	Disciplinary concept – significance; interpretations; evidence	Disciplinary concept – cause and consequence	Disciplinary concept – change and continuity; similarity and difference
Key Vocabulary (School Improvement Priority)	Claimants; succession; Saxon; Normans; Vikings; invasion; Bayeux tapestry; motte and bailey; Housecarls; archers; Domesday Survey; rebellions; Nobles; barons; knights; feudalism; peasants; bishops; Cathedrals	Medieval Baghdad Significance Intellectual Cultural Trade Legacy Crusades Medieval Christianity Islam Holy Land Pope Seljuk Turks Jerusalem Feudalism Trade Routes Saracens Chivalry	TBC	TBC	Protestant, Catholic, divorce, annulment, dynasty, supremacy, reform/reformation, oath, act, treason	Protestant, Catholic, divorce, annulment, dynasty, supremacy, reform/reformation, oath, act, treason, heretics, persecution
Extended Writing / Disciplinary Reading (School Improvement Priority)	W: I do, we do, you do – Explain why William won the Battle of Hastings (Causation) W: Assessment R: Simon Schama’s interpretation R: Battle of Hastings Poem	W: What made Medieval Baghdad special? R: Historian’s interpretations	TBC	TBC	W: Explain why Henry VIII wanted a divorce: R: Historian’s interpretations; sources	<i>W: How had the church changed since the death of Henry VIII?</i> R: Historian’s interpretations

Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Summative - Was 'one kind of England annihilated' by the Battle of Hastings?				Summative: The main reason Henry broke from Rome was because he wanted a son. How far do you agree?	Formative: Write a narrative account of the religious rollercoaster 1530-1560
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Year 8	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	To what extent was Elizabethan England a 'golden age'?	What caused the English Civil War?	How have interpretations of Oliver Cromwell changed over time? How did England create an empire?	The age of Revolutions – Enquiry TBC	Transatlantic Slave Trade	Industrial Revolution - TBC
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Disciplinary concepts – interpretations; similarity/difference, significance	Disciplinary concepts – cause/consequence	Disciplinary concepts – interpretations; cause/consequence	Disciplinary concepts – cause/consequence; sources, similarity/difference	TBC	TBC
Key Vocabulary (School Improvement Priority)	Protestant, Catholic, supremacy, act, treason, heretics, persecution, culture, exploration,	Monarchy Parliament Divine Right of Kings Constitutionalism Civil War Royalists Parliamentarians Commonwealth New Model Army Petition of Right Grand Remonstrance Roundheads Cavaliers Commonwealth of England	Oliver Cromwell Royalists Republicans Revisionist Political Ideologies Popular Culture Legacy Empire Exploration Colonization Motivations Economic Political Religious Privateers East India Company Trading posts Jamestown Plymouth Plantations Conquest	TBC	TBC	TBC

Inspire, Challenge, Enrich

Extended Writing / Disciplinary Reading (School Improvement Priority)			TBC	TBC	TBC	TBC
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given		S: What caused the English Civil War?	TBC	TBC	TBC	TBC

Year 9	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question What caused WWI? How can we find out about the different experiences of war?		Interwar years	The Holocaust WWII	To what extent did non-violent strategies advance the goals of the Civil Rights Movement in the US?	Arab/Israeli Conflict – Enquiry Question TBC Can the Arab-Israeli conflict be resolved?	The Technological Revolution – Enquiry Q TBC
Key Knowledge/Skills Main knowledge/skills (subject specific and generic) that will be developed and how	TBC	TBC	TBC	Disciplinary concept – evidence; significance; change	Disciplinary concepts - interpretation	Disciplinary concept- evidence; change
Key Vocabulary (School Improvement Priority)	TBC	TBC	TBC	Civil Rights Movement Segregation Jim Crow Activism Non-violence Sit-ins Freedom Rides Marches Boycotts Civil disobedience Voter registration drives Black Power Movement Self-defence	Zionism Mandate Partition Nationalism Balfour Declaration Nakba Refugee Six-Day War Territories Intifada Settlements Oslo Accords Two-state solution	TBC

Inspire, Challenge, Enrich

				Discrimination Legislation	Jerusalem Right of return	
Extended Writing / Disciplinary Reading (School Improvement Priority)	TBC	TBC	TBC	TBC	TBC	TBC
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	TBC	TBC	TBC	What do primary sources reveal about the fight for civil rights? To what extent did non-violent strategies advance the goals of the Civil Rights Movement in the US?	TBC	TBC

Year 10	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Medicine through Time GCSE Unit	Medicine through Time GCSE Unit	Medicine through Time GCSE Unit – Medicine on the Western Front	GCSE – Elizabethan England	GCSE – Elizabethan England	GCSE American West
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Disciplinary concepts – change/continuity; similarity/difference	Disciplinary concepts – change/continuity; similarity/difference	Disciplinary concepts – change/continuity; similarity/difference	Cause/Consequence; significance	Cause/Consequence; significance	Cause/Consequence; significance
Key Vocabulary (School Improvement Priority)	anaesthetics • antibiotics • antiseptics • apothecary • bleeding • bloodletting • chemotherapy • cholera • the Church • circulation • diagnosis • dissection • DNA • epidemic • genetics • inoculation • laissez-faire • miasma • microbe • observation • pandemic • penicillin • physician • purging • radiotherapy • supernatural • vaccination	anaesthetics • antibiotics • antiseptics • apothecary • bleeding • bloodletting • chemotherapy • cholera • the Church • circulation • diagnosis • dissection • DNA • epidemic • genetics • inoculation • laissez-faire • miasma • microbe • observation • pandemic • penicillin • physician • purging • radiotherapy • supernatural • vaccination	anaesthetics • antibiotics • antiseptics • apothecary • bleeding • bloodletting • chemotherapy • cholera • the Church • circulation • diagnosis • dissection • DNA • epidemic • genetics • inoculation • laissez-faire • miasma • microbe • observation • pandemic • penicillin • physician • purging • radiotherapy • supernatural • vaccination	Catholic • ciphers • circumnavigation • clergy • colonisation • Commons • deserving poor • enclosure • financial • idle poor • inflation • legitimacy • Lords • Monarch • navigation • nobility • Papacy • privateers/privateering • Privy Council • Puritan • real wages • the slave trade • vagabondage • vestments	Catholic • ciphers • circumnavigation • clergy • colonisation • Commons • deserving poor • enclosure • financial • idle poor • inflation • legitimacy • Lords • Monarch • navigation • nobility • Papacy • privateers/privateering • Privy Council • Puritan • real wages • the slave trade • vagabondage • vestments	• claim • corral • dry farming • Exoduster • federal • frontier • Ghost Dance • homesteader • lawlessness • Manifest Destiny • marshal • nomadic • open range • railroad • ranch • range war • reservation • rustling • sheriff • vigilante
Extended Writing / Disciplinary Reading (School Improvement Priority)						

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Assessment [Summative & Formative]				Summative: AW Exam Paper		Summative: Mocks
How knowledge and skills will be assessed formally and informally. How feedback will be given						

Year 11	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	GCSE American West	GCSE Weimar and Nazi Germany	GCSE Weimar and Nazi Germany	GCSE Weimar and Nazi Germany/Revision	Revision	
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Cause/Consequence; significance	Cause/Consequence; significance; sources; interpretations	Cause/Consequence; significance; sources; interpretations	Cause/Consequence; significance; sources; interpretations		
Key Vocabulary (School Improvement Priority)	● claim ● corral ● dry farming ● Exoduster ● federal ● frontier ● Ghost Dance ● homesteader ● lawlessness ● Manifest Destiny ● marshal ● nomadic ● open range ● railroad ● ranch ● range war ● reservation ● rustling ● sheriff ● vigilante	● abdication ● armistice ● autobahn ● communist ● conformity ● constitution ● democracy ● depression ● Freikorps ● Führer ● hyperinflation ● Kaiser ● Left ● Mein Kampf ● monarchy ● persecution ● putsch ● rearmament ● Reichstag ● Rentenmark ● reparations ● republic ● Right ● trade union	● abdication ● armistice ● autobahn ● communist ● conformity ● constitution ● democracy ● depression ● Freikorps ● Führer ● hyperinflation ● Kaiser ● Left ● Mein Kampf ● monarchy ● persecution ● putsch ● rearmament ● Reichstag ● Rentenmark ● reparations ● republic ● Right ● trade union	● abdication ● armistice ● autobahn ● communist ● conformity ● constitution ● democracy ● depression ● Freikorps ● Führer ● hyperinflation ● Kaiser ● Left ● Mein Kampf ● monarchy ● persecution ● putsch ● rearmament ● Reichstag ● Rentenmark ● reparations ● republic ● Right ● trade union		
Extended Writing / Disciplinary Reading (School Improvement Priority)						

Inspire, Challenge, Enrich

Assessment [Summative & Formative]						
How knowledge and skills will be assessed formally and informally. How feedback will be given						