



Curriculum Map: Subject: History

Year 7

Term	Unit of Work	Knowledge and Skills	Assessment
1	Intro	<ul style="list-style-type: none"> Students will take a history baseline test. They will also have an overview of history and the skill that are required. Interpretations, source analysis, significance, change and continuity. 	Geography – Global warming
2	Medieval Britain	<ul style="list-style-type: none"> Chronology of Medieval England from 1066-1509 Making inferences from sources and understanding different interpretations of history. Explaining the consequences of events in Medieval England e.g. The Black Death. Describing key features of medieval society. 	RE – Christianity
3	16 th and 17 th Century	<ul style="list-style-type: none"> Describe the reign of Henry VIII and evaluate whether he was an effective King. Make inferences from sources and begin to evaluate the utility and provenance of the source. Explain the significance of the religious conflict between Catholicism and Protestantism in Tudor England. Understanding power and succession in Tudor England through the reigns of Mary Tudor and Elizabeth I. Explain the causes and key events of the English Civil War. Evaluate effectiveness of King Charles I reign and reach a judgement on whether he should have been deposed. Explain the impact and significance of the slave trade. 	History - Elizabeth I
4	The Almighty Dollar	N/A	Geography
5	India and Buddhism	<ul style="list-style-type: none"> Assess the extent of change that the Mughals brought to India and evaluate how positive their impact was. 	R.E – Buddhism
6	Swindon and our local area	<ul style="list-style-type: none"> To describe the key features of pre-historic Swindon and conduct individual research into local pre-historic history. Explain the impact of key technological changes in the pre-historic era. To conduct research into a historic environment and apply contextual knowledge of pre-historic Britain to the site. 	History – source assessment. Evaluate the extent to which farming changed throughout pre-historic Britain (assessment). <ul style="list-style-type: none"> Assessment source analysis of Avebury.



Curriculum Map: Subject: History

Year 8

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1	Geography Unit	N/A	Geography
2	The Victorian Age	<p>Knowledge - The causes and consequences of the industrial revolution on a local, national and international perspective, including transport, empire, health, and employment.</p> <p>Skills - Source skills – inference, reliability, usefulness, interpretation, purpose. Change and continuity – comparison, evaluate, impact. Significance – impact, long-term and short-term.</p>	<p>Milestone assessments – Source work (disease and health in the Victorian age) & extended writing life in the factories.</p> <p>Assessment – source skills – inference, reliability, usefulness, interpretation, purpose & change and continuity.</p>
3	Geography unit	N/A	Geography
4	RE Unit	N/A	R.E.
5	World War One	<p>Knowledge - The causes, chronologically and consequences of the First World War. This includes key battles (Somme, Passchendaele, and Amiens), long and short-term causes, poetry, life in the trenches, impact on society.</p> <p>Skills - Cause and consequence – long and short term causes, links between events/causes. Significance – compare views of an event Source skills – propaganda, useful, reliability Change and continuity – compare life before the war with life during the war.</p>	<p>Milestone marking – Extended writing on life in the trenches & extended writing & interpretations of the impact of World War One.</p> <p>Assessment – causes (short and long-term) of the First World War.</p>
6	East vs West	<p>Knowledge - The history of Islam including the cause and consequences of the Crusades, key battles (siege of Jerusalem), the Moors in Spain.</p> <p>Skills - Cause and consequence – long and short term causes, links between events/causes. Significance – compare views of an event. Change and continuity – compare life before the war with life during the war.</p>	<p>Milestone marking – Extended writing of the positives and negatives of the Crusades.</p>



Curriculum Map: Subject: History

Year 9

Term	Unit of Work	Knowledge and Skills	Assessment
1 2	The Weimar Republic	Knowledge – World War One, Weimar constitution, The Treaty of Versailles, Problems of 1923, economic recovery, cultural changes and changes for women. Skills – chronology, causation, analyse and evaluate contemporary sources and interpretations.	The Weimar Republic assessment – knowledge test, source inference, evaluate the extent to which the Weimar recovered through assessing differing factors.
2 3	Hitler's rise to power	Knowledge – Hitler and the beginnings of the Nazi Party, the Munich Putsch, and reasons people voted for the Nazis, Hitler becoming chancellor. Skills – causation, analyse and evaluate contemporary sources and interpretations.	Hitler's rise to power
3 4	Nazi Control and dictatorship	Knowledge – Hitler's consolidation of power, how the Nazis controlled, opposition and resistance to the Nazis. Skills – chronology, analyse and evaluate contemporary sources and interpretations.	Nazi Control and dictatorship
5 6	Life in Nazi Germany	Knowledge – Nazi policies towards women, youth, Nazi economic plans, persecution of minorities. Skills - analyse and evaluate contemporary sources and interpretations.	Life in Nazi Germany

Year 10

Term	Unit of Work	Knowledge and Skills	Assessment
Weimar and Nazi Germany 1918-39			
1	Re-cap of course with exam questions.	Knowledge – Students will re-cap all knowledge from year 9 about this course. Skills – inference, causation, utility, interpretation and judgement.	Mock examination
Superpower relations and the Cold War 1941- 91			
2	Origins of the Cold war 1941- 58	Knowledge – ideological differences between Communism and Capitalism, Post-War conferences and relations, problem of Berlin, the nuclear arms race and satellite states.	Origins of Cold War assessment – explain and analyse consequences, explain and evaluate the importance of events in



Curriculum Map: Subject: History

		Skills – chronology, explaining causes and consequences of key events, evaluate change and continuity and significance of events.	creating tension between the Superpowers.
3	Cold War crises 1958-70	Knowledge – Khrushchev and his response to Berlin, Cuban Missile Crisis, Czechoslovakia and the Prague Spring. Skills – Chronology, explaining causes and consequences of key events, assessing the significance of key events in causing tension between East and West.	Cold War Crises assessment – Explain causes and consequences, explain and evaluate importance of events.
4	End of the Cold War 1970-91	Knowledge – Détente and nuclear disarmament treaties, Reagan and Gorbachev relationship, Soviet invasion of Afghanistan, the ‘second Cold War’, fall of Berlin Wall and collapse of Soviet Union. Skills – Evaluate change and continuity in Soviet-American relations, Explain causes and consequences of events, assess effectiveness of Soviet and US policy.	Mock examination.
Medicine Through time 1250-present			
5	Medicine in medieval England	Knowledge – beliefs about causes of disease, cures for disease, key individuals and theories, responses to Black Death, medieval public health. Skills – Change and continuity, explaining how different factors have enacted change, describe the key features of medieval medicine, analyse a case study.	End of topic assessment – explaining improvements to medieval medicine and re-calling key knowledge.
6	Renaissance medicine 1500-1700	Knowledge – explaining causes and cures of disease in Renaissance era, understanding scientific, cultural and technological changes and how these enacted change in medicine. Case study of William Harvey and the Great Plague, changes to care and treatment in hospitals. Skills – Change and continuity within Renaissance era and across two eras. Analyse case studies. Explain key features of Renaissance medicine. Evaluate factors for change.	End of topic assessment – explain why medicine improved during Renaissance medicine, re-call key knowledge and apply case studies, compare time eras and evaluate a statement.
	Medicine from 1700-1900	Knowledge – explaining causes and cures of disease across the period, describing key factors for change e.g. individuals and science. Changes in surgery and hospital care. Public Health Acts. Jenner and impact of vaccination case study. Case study of Cholera. Skills – Change and continuity between eras in ideas about causes and treatment of disease. Comparing and analysing key factors for change in medicine. Evaluating impact of theories, individuals and government intervention in medicine.	End of topic assessment – evaluate factors for change, evaluate a statement, explain why medicine improved.



Curriculum Map: Subject: History

Year 11

Term	Unit of Work	Knowledge and Skills	Assessment
1	Medicine in modern Britain 1900-present	<p>Knowledge – advances in treating and explaining causes of disease. Key factors of government, war, science and technology in progress of understanding disease. Key individuals e.g. Fleming, Florey and Chain. Case study of lung cancer. Historical environment (trenches)</p> <p>Skills – Apply knowledge to and analyse a historical environment, using sources. Evaluate utility and provenance of sources. Apply knowledge of course to compare change and continuity over time. Comparing and analysing key factors for change in medicine. Evaluating impact of theories, individuals and government intervention in medicine.</p>	Mock exam in class and in NOV
2	Historic environment – The British Sector of the Western Front, 1914-1918: injuries, treatment and the trenches.	<p>Knowledge – theatre of war in Flanders and northern France. Trench system, use of mines at hill 60 tunnels and caves at Arras. Nature of wounds. The work of the RAMC and FANY. System of transport and stages of treatment areas. Experiments in surgery. Historical context of medicine in the early C20th.</p> <p>Skills – Apply knowledge of national and local sources to the period and issue. Recognition of the strengths and weaknesses of different types of source for specific enquires. Framing questions relevant to the pursuit of a specific enquiry. Selection of appropriate sources for specific investigations.</p>	Mock exam on the historic environment. Included in NOV mocks.
Early Elizabethan England 1558-88			
3	Elizabethan England: Queen, government and religion. 1558-69	<p>Knowledge – early problems facing Elizabeth, structure of government, the problem of religion and issues facing England abroad. Puritanism and Mary Queen of Scots.</p> <p>Skills – Describe and explain the political, social, economic and religious issues facing Elizabeth. Explain importance of key events, explain reasons for problems facing Elizabeth. Evaluate effectiveness of features of Elizabeth's government.</p>	End of topic assessment – re-call knowledge, describe problems and evaluate a statement.
4	Challenges at home and abroad. 1569-88	<p>Knowledge – rebellions at home and abroad, Mary, Queen of Scots and her execution, relations with Spain and war with Spain, events of the Spanish armada.</p> <p>Skills – evaluate Elizabeth's response to threats, explain causes and consequences of key events in her reign. Explain significance (importance) of key events in reign.</p>	End of topic assessment - re-call knowledge, describe problems and evaluate a statement.



Curriculum Map: Subject: History

5	Society and exploration 1558-88	Knowledge – education, leisure, theatre and fashion in Elizabethan England, problem of poverty and Elizabeth’s response to the poor. Exploration of New World and impact of exploration, beginnings of empire. Significance of Drake and Raleigh & reasons for failure in Virginia. Skills – causes and consequences, change and continuity in society, assess and evaluate importance of exploration.	End of module mock exam – re-call knowledge, evaluate a statement, describe and explain causes of various problems and events facing Elizabeth.
6		N/A	