Curriculum Map: Subject: History

Year 7

Term	Unit of Work	Knowledge and Skills	Assessment
1	Geography topic	•	
2	Medieval Britain	• 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.	N/A
3	16th and 17th Century	• 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 key successes and challenges of Elizabeth's reign • Analyse the causes, events and defeat of the Spanish Armada • Explain the impact and significance of the slave trade.	Elizabeth I assessment. Reach a judgment on the most important factor in the defeat of the Spanish Armada Re-call key facts about Elizabeth's reign
5	India	• Assess the extent of change that the Mughals brought to India and evaluate how positive their impact was.	N/A

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6	History of Swindon	• To describe the key features of pre-historic Swindon and the town's origins. • Evaluate the importance of hill forts in Iron Age settlements • Explore Swindon's history through multiple eras of British history spanning pre-history to the modern era. • Describe the origins of the Goddard Family and their contributions to Swindon • Evaluate the impact of railways, canals and the World Wars on Swindon as a community.	• Propose how Swindon's history should be studied by the public • Design a floor plan of a museum displaying Swindon's history • Assess the uses of artefacts in a museum and how they can be used to tell the story of Swindon's history.

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Year 8

Term	Unit of Work	Knowledge and Skills	Assessment
1	Geography topic		
2	The Victorian Age	**Knowledge** - The causes and consequences of the industrial revolution on a local, national and international perspective, including transport, empire, health, and employment. Evaluate the extent of change experienced by Victorians in terms of their quality of life, health and economic status. **Skills** - Source skills – inference, reliability, usefulness, interpretation, purpose. Change and continuity – comparison, evaluate, impact. Significance – impact, long-term and short-term.	Milestone assessments – Source work (disease and health in the Victorian age) & extended writing life in the factories. Assessment – source skills – inference, reliability, usefulness, interpretation, purpose & change and continuity.
3	RE topic		
4	Geography topic		
5	World War One	**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. **Skills** - Cause and consequence – long and short term causes, links between events/causes.	Milestone marking – Extended writing on life in the trenches & extended writing & interpretations of the impact of World War One.

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		Significance – compare views of an event Source skills – propaganda, useful, reliability Change and continuity – compare life before the war with life during the war.	Assessment – causes (short and long-term) of the First World War.
6	The Middle East	**<u>Knowledge</u>** - The history of Islam and how it spread around the world. Empires of the Middle East and how Medieval Islamic civilisations compare to Medieval Europe (Meanwhile, Elsewhere). Islam's contributions to medicine and technology. Reasons why people were convinced to go on crusade and the impact of the crusades. The historical context of the Iraq War and how people responded to it. The Consequences of the Iraq war. **<u>Skills</u>** - 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.	Milestone marking – Extended writing of the impacts of the crusades.

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Year 9

Term	Unit of Work	Knowledge and Skills	Assessment
1	The Rise of Hitler	**Knowledge –** Germany at end of WW1, Weimar government's challenges, reasons why Hitler came to power, features of Nazi police state, changes to the lives of women and children in Nazi Germany **Skills –** Cause and consequence, reliability, usefulness of source evidence, explain why	Life in Nazi Germany
2	Nazi Germany and the Holocaust	**Knowledge –** Origins of anti-Semitism in last 2000 years, forms of Jewish persecution, acceptance of anti-Semitism in Nazi Germany, events and impacts of Kristallnacht, Life in ghettos, The Final Solution, Methods of genocide, decisions of ordinary Germans during the Holocaust **Skills –**Chronology, cause and consequence, evaluation, significance, interpretations, inference	Milestone writing on Kristallnacht – interpretations.
3	The American West	**Knowledge –** The Plains Indians, warfare, migration and settlement on the Plains, the gold rush, Problems of lawlessness in the 'Wild West' **Skills –** source analysis, significance, cause and consequence	Milestone marking – 4 mark question
4	The Civil rights movement	**Knowledge –** Segregation, Little Rock, methods of protest, Martin Luther King and Malcolm X. **Skills –** evaluation, source analysis, cause and consequence	The Civil rights movement - significance of non-violent protest in the Civil Rights Movement – was it successful

5	Making of Modern Britain	**Knowledge –** Post-war migration and Windrush, Thatcher's Britain, AIDS epidemic **Skills –** reliability and usefulness, significant, evaluation	Post war Britain and Thatcher Inference / source utility.
6	The New Millennium	**Knowledge –** The EU, Brexit, 21st Century terror attacks, same sex marriage, multicultural Britain, 2000s technology and the rise of social media, President Obama. **Skills –** cause and consequence, evaluation, significance	N/A

Year 10

Term	Unit of Work	Knowledge and Skills	Assessment
Medicine in Britain			
1	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.	Milestone mark – 16 mark factors question
1	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.	End of topic assessment on Medieval and Renaissance medicine

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		Skills – Change and continuity within Renaissance era and across two eras. Analyse case studies. Explain key features of Renaissance medicine. Evaluate factors for change.	
1	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.	Milestone mark – 12 mark question
2	Medicine in modern Britain 1900-present	**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) **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.	20th century assessment
2	Historic environment –	**Knowledge –** theatre of war in Flanders and northern France. Trench system, use of mines at hill 60 tunnels and caves at Arras.	Exam practice – milestone mark

	The British Sector of the Western Front, 1914-1918: injuries, treatment and the trenches.	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. **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.	
Early Elizabethan England 1558-88			
3	Elizabethan England: Queen, government and religion. 1558-69	**Knowledge –** early problems facing Elizabeth, structure of government, the problem of religion and issues facing England abroad. Puritanism and Mary Queen of Scots. **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.	Milestone mark – 16 mark question
3	Challenges at home and abroad. 1569-88	**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. **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.	Milestone – exam question

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4	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 assessment on the Elizabeth topic
Weimar and Nazi Germany 1918-39			
4	**The Weimar Republic**	**Knowledge –** Impact of WW1, the Treaty of Versailles, Hyperinflation, societal changes **Skills –** inference, causation, utility, interpretation and judgement.	End of topic assessment - re-call knowledge, and 12-mark explanation question
4	**Hitler's rise to power**	**Knowledge –** Growth of the Nazi party, The Munich Putsch, the depression, How did Hitler become chancellor**.** **Skills -** inference, causation, utility, interpretation and judgement.	End of topic assessment - re-call knowledge, and 16-mark interpretation question
5	**Nazi control and dictatorship**	**Knowledge –** police state, the churches, propaganda, Nazi sport and the arts. **Skills -** inference, causation, utility, interpretation and judgement.	End of topic assessment - re-call knowledge, and 8 mark how useful question
5/6	**Life in Nazi Germany**	**Knowledge –** life for women and children in Nazi Germany, employment and standard of living, racial beliefs. **Skills -** inference, causation, utility, interpretation and judgement.	End of topic assessment - re-call knowledge, interpretations, source utility.
Superpower relations and the Cold War 1941- 91			
6	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

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		Skills – chronology, explaining causes and consequences of key events, evaluate change and continuity and significance of events.	of events in creating tension between the Superpowers.
Year 11			
1	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.
2	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.
3 onwards		Revision and use of past papers. Lessons are structured to focus on content retrieval and exam question practice.	