

Year 7 HISTORY Curriculum Map

Term	Topic/Unit title	Essential knowledge <i>(what students should know and understand by the end of the unit/topic)</i>	Essential skills <i>(what students should be able to do by the end of the unit/topic)</i>
Autumn 1	Topic one: What is history? Topic Two: England before 1066	Demonstrate that I understand and can order time chronologically Demonstrate that I can work out BC and AD in order Tell the difference between a primary and secondary source Identify the differences between time periods by looking at images Provide specific facts about the Tollund Man Apply these facts to explain different reasons as to why the Tollund Man may have died Provide some facts about who the Romans were Provide 3 reasons why they invaded Britain Describe the functions of a Roman fort Identify four parts of a Roman fort Identify where the Anglo-Saxons came from	Look at a variety of factors that may have caused something to happen Use at least one piece of evidence to demonstrate an argument Explain how my evidence demonstrates my argument Use key terms in my answer Write a balanced conclusion that shows judgement by looking at multiple factors Show good spelling, punctuation and grammar

		<p>Describe two reasons why the Anglo-Saxons came to England</p> <p>Identify where the Vikings came from</p> <p>Describe two reasons why the Vikings came to England</p>	
<p>Autumn 2</p>	<p>Topic 3: The Norman Conquest of England</p>	<p>Recall some important facts about the Battle of Hastings and the events leading up to it</p> <p>Provide some advantages and disadvantages of the contenders to the English throne</p> <p>Describe some reasons Harold faced problems going into the Battle of Hastings</p> <p>Provide specific facts about why William won the Battle of Hastings</p> <p>Explain different reasons as to why William won the Battle of Hastings</p>	<p>Look at a variety of factors that contributed to the victory at Hastings</p> <p>Use evidence to demonstrate my argument</p> <p>Explain how my evidence demonstrates my argument</p> <p>Use key terms in my answer</p> <p>Write a balanced conclusion that shows judgement by looking at multiple factors</p> <p>Show good spelling, punctuation and grammar</p>

<p>Spring 1</p>	<p>Topic 4: Medieval England</p>	<p>Identify when the medieval period was</p> <p>Recall some facts about medieval people's lives including, their system of farming, diet, the types of trials they experienced and why they were so religious</p> <p>Recall some facts about the Lollards</p> <p>Identify three symptoms of the Black Death</p> <p>Identify three causes of the Black Death</p>	<p>Make an inference about a source using my own knowledge</p> <p>Use evidence to demonstrate an argument</p> <p>Explain how my evidence demonstrates my argument</p> <p>Use key terms in my answer</p> <p>Write a conclusion that states my opinion and why</p> <p>Write a balanced conclusion that shows judgement by looking at both sides of the argument</p>
<p>Spring 2</p>		<p>Describe two causes of the Peasant's Revolt</p> <p>Recall different ways in which the Peasant's Revolt either changed people's lives or resulted in them staying the same</p> <p>Recall some facts about the Black Death and whether it was a disaster or not</p>	<p>Show good spelling, punctuation and grammar</p>
<p>Summer 1</p>	<p>Topic 5: Tudor England</p>	<p>Provide 3 facts about Britain in 1485</p> <p>Provide 3 facts about Martin Luther</p>	

		<p>Tell the difference between a catholic and protestant church</p> <p>Understand what the Reformation was and when it happened</p> <p>Identify 5 facts about Elizabeth I</p> <p>Provide some reasons why Elizabeth did not marry</p> <p>Identify two causes of Mary, Queen of Scots execution</p> <p>Identify two reasons why Spain was unable to defeat England during the Spanish Armada</p>	
Summer 2			

Year 8 HISTORY Curriculum Map

Term	Topic/Unit title	Essential knowledge (what students should know and understand by the end of the unit/topic)	Essential skills (what students should be able to do by the end of the unit/topic)
Autumn 1	Topic One: The Stuarts, Civil War, Interregnum and Restoration	<p>Identify some key facts/dates about the period, such as who was King first and when Charles I was executed.</p> <p>Identify the two sides in the English Civil War</p> <p>Identify two reasons why the New Model Army improved Parliament's chances in the war</p> <p>Explain the difference between meritocracy and nepotism</p>	<p>Look at a variety of factors that contributed to the victory at Hastings</p> <p>Use evidence to demonstrate my argument</p> <p>Explain how my evidence demonstrates my argument</p> <p>Use key terms in my answer</p> <p>Write a balanced conclusion that shows judgement by looking at multiple factors</p>
Autumn 2		<p>Identify reasons for Cromwell being considered either a hero or a villain</p> <p>Identify two ways in which the Bill of Rights changed who had power in England</p> <p>Identify ways in which it could be shown that England did/did not experience a 'scientific revolution' in the 17th century</p> <p>Describe two reasons why the English Civil War began in 1642</p>	<p>Shown good spelling, punctuation and grammar</p>

<p>Spring 1</p>	<p>Topic two: The British Empire and the Atlantic Slave Trade</p>	<p>Define key terms such as 'empire', 'colonies', 'triangular trade'</p> <p>Identify which countries were involved in the Transatlantic Slave Trade</p> <p>Identify some of the positive and negative impacts of British rule on colonised countries</p> <p>Recall how slaves were sold</p>	<p>Make inferences about a source</p> <p>Identify how a source's origin has influenced its content</p> <p>Look at a variety of factors which contributed to the abolition of the slave trade in Britain</p> <p>Include a range of specific and relevant evidence to support my arguments</p>
<p>Spring 2</p>		<p>Describe the typical daily life of a field slave</p> <p>Identify the difficulties slaves faced in trying to rebel / escape</p> <p>Provide specific facts about why slavery was abolished in Britain in 1807</p> <p>Explain the different reasons that slavery was abolished in Britain in 1807</p>	<p>Use key terms in my answer</p> <p>Explain how the evidence I have provided supports my argument</p> <p>Write a balanced conclusion that shows judgement by looking at both sides of an argument</p> <p>Shown good spelling, punctuation and grammar</p>
<p>Summer 1</p>	<p>Topic three: Britain and the Industrial Revolution</p>	<p>Identify two reasons why there was an Industrial Revolution in Britain.</p> <p>Describe what the life of a factory worker was like in the 1800s</p> <p>List two ways in which the Factory Acts aimed to change the lives of factory workers.</p>	<p>Describe the key features of the source</p> <p>Use own knowledge to support analysis of a source image</p> <p>Use evidence to demonstrate an argument</p>

Summer 2		<p>List two of the problems / limitations of the Factory Acts.</p> <p>List two reasons why more people wanted the right to vote in the 19th century.</p> <p>Define key terms such as 'miasma'</p> <p>Recall the names of charities established in the 19th century</p> <p>Identify two key individuals who helped aid the advancement of medicine in the 19th century, and describe their contributions.</p>	<p>Explain how the evidence I have provided supports my argument</p> <p>Explain changes to a society and their wider impact</p> <p>Use key terms in an answer</p> <p>Show good spelling, punctuation and grammar</p>
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Year 9 HISTORY Curriculum Map 2022-23

Term	Topic/Unit title	Essential knowledge (what students should know and understand by the end of the unit/topic)	Essential skills (what students should be able to do by the end of the unit/topic)
Autumn 1	Topic one: World War One	Identify two reasons people signed up for war Identify two features of the trench system and what they were used for Identify two differences between the experiences of a white British soldier and a British West Indian regiment soldier Identify two ways in which Germany was affected by World War One	Identify how sources are different using the content of the source Identify why a source is different using the provenance (where the source comes from) Evaluate how believable a source is using its content Evaluate how believable a source is using your own knowledge
Autumn 2		Recall key facts about the Battle of the Somme Identify key causes of the First World War Recall key facts about the causes of the First World War	Use evidence to support an argument Explain how my evidence supports my reasoning Write a balanced conclusion that compares multiple factors Use key terms we have learnt Show good spelling, punctuation and grammar

<p>Spring 1</p>	<p>Topic Two: The Inter-war years, democracy vs dictatorship and the Holocaust</p>	<p>Identify one thing that the French Prime Minister achieved from the Treaty of Versailles</p> <p>Identify one thing that the British Prime Minister achieved from the Treaty of Versailles</p> <p>Identify one thing that the US President achieved from the Treaty of Versailles</p> <p>Identify two countries that were considered a Dictatorship in the 1920s</p> <p>Identify the three individuals who represented 'the Big Three' in signing the Treaty of Versailles</p> <p>Describe two reasons why the French Prime Minister wanted to punish Germany</p> <p>Describe two reasons how Adolf Hitler was able to come to power in 1933</p> <p>Describe two things we can learn about Jewish people by looking at their lives before World War Two</p> <p>Explain two ways in which Democracy and Dictatorships are different</p>	<p>Write about events in chronological order related to escalation in Jewish persecution</p> <p>Describe key events in relation to Jewish persecution</p> <p>Support my descriptions with explanations that answer the question</p> <p>Link my answer to the 'bigger picture' by sequencing the events to show why they show an increase in persecution</p> <p>Use key terms we have learnt</p> <p>Show good spelling, punctuation and grammar</p>
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<p>Spring 2</p>	<p>Topic three: The Second World War</p>	<p>Identify the term used to describe the first phase of World War Two where both sides were waiting for the other to make their first move</p> <p>Identify the years in which the 'Blitz' took place</p> <p>Identify two reasons why Hitler wanted to invade the USSR</p> <p>Identify two arguments for the atomic bombing of Hiroshima and Nagasaki</p> <p>Identify two arguments against the atomic bombing of Hiroshima and Nagasaki</p> <p>Describe the reasons for the 'Blitz'</p> <p>Describe the term 'Dunkirk spirit'</p> <p>Describe two ways in which the NHS changed the way people were looked after</p> <p>Explain two reasons why World War Two broke out in 1939</p>	<p>Look at the content of an interpretation to describe how they are different</p> <p>Use quotes accurately to show how interpretations are different</p> <p>Make an inference about the interpretation</p> <p>Look at the author of an interpretation to explain why they might have different views</p> <p>Explain why the authors may have different views thinking about their motivations</p> <p>Use my own knowledge to explain why an interpretation is convincing or not</p> <p>Support my own knowledge to explain why an interpretation is convincing or not</p> <p>Write a conclusion explaining which interpretation I find more convincing</p> <p>Show good spelling, punctuation and grammar</p>
<p>Summer 1</p>	<p>Topic four: Post-War World</p>	<p>Identify two causes of the Cold War</p> <p>Identify the time and event that nearly led to nuclear war</p>	

Summer 2		<p>Identify reasons why the USA went to war in Vietnam</p> <p>Identify two differences between the way in which the USA and the Vietcong fought during the war</p> <p>Identify two forms of protest during the Vietnam War</p> <p>Identify some key figures during the Civil Rights movement and what they did</p> <p>Identify some of the reasons for conflict in the Middle East</p> <p>Identify some of the reasons why the Soviet Union collapsed in 1991</p>	
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