

### Year 7 HISTORY Curriculum Map

Term	Topic/Unit title	Essential knowledge (what students should <i>know and understand</i> by the end of the unit/topic)	Essential skills (what students should <i>be able to do</i> by the end of the unit/topic)
Autumn 1	<p><b>Topic 1:</b> What is history?</p> <p><b>Topic 2:</b> England before 1066</p>	<p>Demonstrate an ability to order time chronologically</p> <p>Understand the terms 'BC' and 'AD'</p> <p>Tell the difference between a primary and secondary source</p> <p>Identify the differences between time periods by looking at images</p> <p>Provide specific facts about the Tollund Man</p> <p>Apply these facts to explain different reasons as to why the Tollund Man may have died</p> <p>Provide some facts about who the Romans were</p> <p>Provide 3 reasons why they invaded Britain</p> <p>Describe the functions of a Roman fort</p> <p>Identify four parts of a Roman fort</p> <p>Identify where the Anglo-Saxons came from</p>	<p>Look at a variety of factors that may have caused something to happen</p> <p>Use at least one piece of evidence to demonstrate an argument</p> <p>Explain how the evidence used demonstrates the argument</p> <p>Use key terms in an 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>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>	
<b>Autumn 2</b>	<p><b>Topic 3:</b> 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 an argument</p> <p>Explain how the evidence used demonstrates the argument</p> <p>Use key terms in an answer</p> <p>Write a balanced conclusion that shows judgement by looking at multiple factors</p> <p>Show good spelling, punctuation and grammar</p>
<b>Spring 1</b>	<p><b>Topic 3 (continued):</b> The Norman Conquest of England</p>	<p><i>See above checklist for topic 3</i></p>	<p><i>See above checklist for topic 3</i></p>
<b>Spring 2</b>	<p><b>Topic 4:</b> Medieval England</p>	<p>Recall some facts about medieval people's lives including, their system of farming, diet,</p>	<p>Make an inference about a source using own knowledge</p>

<p><b>Summer 1</b></p>	<p><b>Topic 4 (continued):</b> Medieval England</p>	<p>the types of trials they experienced and why they were so religious</p> <p>Identify three symptoms of the Black Death</p> <p>Identify three causes of the Black Death</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>Identify reasons for people joining the Crusades</p>	<p>Use evidence to demonstrate an argument</p> <p>Explain how the evidence used demonstrates the argument</p> <p>Use key terms in an answer</p> <p>Show good spelling, punctuation and grammar</p>
<p><b>Summer 2</b></p>	<p><b>Topic 5:</b> The Wars of the Roses</p>	<p>Understand the reasons for conflict during the Wars of the Roses</p> <p>Recall details of key battles from the Wars of the Roses, including who was fighting, what the outcome was, and what the impact was</p> <p>Explain the importance of key individuals such as the Earl of Warwick</p> <p>Understand and explain theories surrounding what happened to the 'princes in the tower'</p>	

### 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)
<b>Autumn 1</b>	<b>Topic 1:</b> The Tudor Dynasty	<p>Identify reasons why people were beginning to turn against the Catholic Church by the 1500s.</p> <p>Describe some of the differences between the Catholic and Protestant Churches.</p> <p>Explain why Henry VIII broke with the Catholic Church in 1536</p> <p>Understand why Jane Grey came to the throne but only ruled for nine days</p> <p>Explain reasons why Mary I may or may not deserve the nickname 'Bloody Mary'</p> <p>Identify some of Elizabeth I's possible suitors</p> <p>Explain some of the reasons Elizabeth I chose not to marry</p> <p>Describe some of the problems faced by Elizabeth I during her reign</p> <p>Explain the impact of the Spanish Armada</p>	<p>Make an inference about a source using own knowledge</p> <p>Use evidence to demonstrate an argument</p> <p>Explain how the evidence used demonstrates the argument</p> <p>Use key terms in an answer</p> <p>Show good spelling, punctuation and grammar</p>

<p><b>Autumn 2</b></p>	<p><b>Topic 2:</b> The Stuarts, Civil War, Interregnum and Restoration</p>	<p>Understand the legacy left by James I</p> <p>Describe reasons for the outbreak of Civil War</p> <p>Identify the two 'sides' in the English Civil War</p> <p>Explain how the New Model Army improved Parliament's chances in the war</p> <p>Explain the difference between meritocracy and nepotism</p> <p>Explain why and how Charles I was executed</p> <p>Identify reasons for Cromwell being considered either a hero or a villain</p> <p>Explain why monarchy was restored in 1660</p>	<p>Look at a variety of factors that contributed to Parliament's victory in the Civil War</p> <p>Use evidence to demonstrate my argument</p> <p>Explain how the evidence used demonstrates the argument</p> <p>Use key terms in an 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><b>Spring 1</b></p>	<p><b>Topic 3:</b> The British Empire and the Transatlantic Trade of Enslaved People</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>Describe the typical daily life of a field slave</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 arguments</p> <p>Use key terms in an answer</p> <p>Explain how the evidence used supports the argument</p>

Spring 2		<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>Write a balanced conclusion that shows judgement by looking at both sides of an argument</p> <p>Shown good spelling, punctuation and grammar</p>
Summer 1	<p><b>Topic 4:</b> Britain and the Industrial Revolution</p>	<p>Identify two reasons why there was an Industrial Revolution in Britain.</p> <p>Describe some of the key inventions from the industrial period.</p> <p>Define the term 'cottage industry'</p> <p>Define the term 'Luddite'</p> <p>Describe what the life of a factory worker was like in the 1800s</p>	<p>Identify how sources are different</p> <p>Explain how provenance influences what is written in a source</p> <p>Use own knowledge to support analysis of sources</p> <p>Use evidence to demonstrate an argument</p> <p>Explain changes to a society and their wider impact</p>
Summer 2		<p>List two ways in which the Factory Acts aimed to change the lives of factory workers.</p> <p>Identify reasons for the introduction of the Public health Act</p> <p>Identify 'pros' and 'cons' of new forms of transport</p>	<p>Use key terms in an answer</p> <p>Show good spelling, punctuation and grammar</p>

**Year 9 HISTORY Curriculum Map 2022-23**

<b>Term</b>	<b>Topic/Unit title</b>	<b>Essential knowledge (what students should know and understand by the end of the unit/topic)</b>	<b>Essential skills (what students should be able to do by the end of the unit/topic)</b>
<b>Autumn 1</b>	<b>Topic 1:</b> World War One	Identify reasons why people signed up for war	Use evidence to support an argument  Explain how the evidence used supports the argument  Write a balanced conclusion that compares multiple factors  Use key terms in written answers  Show good spelling, punctuation and grammar
<b>Autumn 2</b>		Describe different features of the trench system  Explain what trench foot was and why soldiers got it  Identify two differences between the experiences of a white British soldier and a British West Indian regiment soldier  Debate whether General Haig's actions in the Battle of the Somme were or weren't justified  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	

<p><b>Spring 1</b></p>	<p><b>Topic 2:</b> The Inter-war years, democracy vs dictatorship and the Holocaust</p>	<p>Identify two countries that were considered a Dictatorship in the 1920s</p> <p>Explain how aspects of Hitler's early life influenced his actions / character as an adult</p> <p>Identify two reasons for antisemitism</p> <p>Describe some of the laws which were introduced against Jewish people</p> <p>Explain why 'ghettos' were created for Jewish people</p> <p>Define the term 'final solution'</p> <p>Explain the differences between democracy and dictatorships</p> <p>Describe how Adolf Hitler was able to come to power in 1933</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 descriptions with explanations that answer the question</p> <p>Link the answer to the 'bigger picture' by sequencing the events to show why they show an increase in persecution</p> <p>Use key terms</p> <p>Show good spelling, punctuation and grammar</p>
<p><b>Spring 2</b></p>	<p><b>Topic 3:</b> The Second World War</p>	<p>Explain reasons for the outbreak of WWII</p> <p>Identify two reasons why Hitler wanted to invade the USSR</p> <p>Identify arguments 'for' and 'against' the atomic bombing of Hiroshima and Nagasaki</p> <p>Describe the reasons for the 'Blitz'</p> <p>Define the term 'Dunkirk spirit'</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>Explain why the authors may have different views thinking about their motivations</p>



			<p>Use own knowledge to explain why an interpretation is convincing or not</p> <p>Write a conclusion explaining which interpretation is more convincing</p> <p>Show good spelling, punctuation and grammar</p>
<b>Summer 1</b>	<p><b>Topic 4:</b> The Post-War World</p>	<p>Identify two causes of the Cold War</p> <p>Explain the conspiracies surrounding man landing on the moon in 1969</p> <p>Identify some of the suspects in the JFK assassination</p>	<p>Make an inference about a source using own knowledge</p> <p>Explain how political cartoons can express opinions of people at the time</p>
<b>Summer 2</b>		<p>Explain why the USA became involved in the Vietnam war</p> <p>Identify two differences between the way in which the USA and the Vietcong fought during the war</p>	