

HISTORY Curriculum Map

Terms/ Years	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
YEAR 7	<u>Britain 1066 – 1509</u> <u>Invasion, Plague and Murder</u> Students will be introduced to key historical concepts in order to assist them in the studying and evaluation of the life during The Middle Ages. Students will examine the causes and consequences of the English Succession Crisis of Edward the Confessor and the subsequent battles of Stamford Bridge and Hastings and castles	<u>Britain 1066 – 1509</u> <u>Invasion, Plague and Murder</u> Students will apply critical thinking skills to historical events and scenarios. Students will study parts of the medieval period post 1066, including The Feudal System, religion and The Crusades. Students will be assessed on the topic of the Black Death	<u>Britain 1509 –1745</u> <u>Renaissance, Revolution and Reformation</u> Students will explore several key concepts and develop their history skills. Students will examine the reigns of king Henry VIII and his children. Students will be assessed on this topic by analysing symbolism used in visual sources and explaining how Elizabeth used portraits as propaganda to convey certain messages to her people.	<u>Britain 1509 -1745</u> <u>Renaissance, Revolution and Reformation</u> Students will explore early colonial past of Britain using key historical terminology appropriately and to determine the significance of both key individuals and international history. Students will be assessed on this topic by analysing the significance of key individuals from this and will present their work in the form of presentation.	<u>History of Muslim civilisation</u> Students will be exposed to the richness of the Muslim Civilization and many contributions of that civilisation to humanity in general. Students will explore the role of the Islamic sciences in the development of Islamic History and thought.	<u>History of Muslim civilisation</u> Students will explore the women’s active and decisive presence in Islamic History. Students will be involved in research work. Students will be assessed on the role of women and contributions of Muslim civilisation.

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	Students will be assessed on the topic of castles.					
YEAR 8	<u>Britain 1745-1901 Industry, Invention and Empire</u> Students will examine Trans-Atlantic slavery, from its origins to its abolition in both America and the UK. Students will discuss the impact of slavery on the world and evaluate which key figure was most important in the abolition of slavery. Students will be assessed on an evaluation of who was the most important figure in the abolition of slavery.	<u>Britain 1745-1901 Industry, Invention and Empire</u> Students will expand their understanding of trade and empire and apply it to the Industrial Revolution. Students will evaluate the change from Agrarian Britain to Industrial Britain, as well as examining the development of the class divide. Students will be assessed on the interpretation of life in Industrial Britain for different classes.	<u>Technology, War and independence 1901 – Present day</u> Students will study The Great War - A unit of work focused on the causes and effects of World War 1, including tensions, economy and alliances. Students will consider the reasons for trench warfare and how Britain resolved their challenges on the front line. Students will be assessed on the following: Explain the causes of WW1. Describe what trench war fare was like.	<u>Technology, War and independence 1901 – Present day</u> Students will continue to consider the effects of WW1 such as the rights of women and The Treaty of Versailles. They will assess the impact of WW1 on the growing tensions in Europe at that time as well as the development of the three main forms of government in place. Students will be assessed on the evaluation of the Treaty of Versailles and whether it was fair for the German people or not.	<u>Islamic Art and Culture</u> Students will explore the Islamic artistic achievements including architectural monuments, pottery costumes, carpets and – calligraphy. Students will be assessed on architectural developments of 12-14th century..	<u>Islamic Art and Culture</u> Students will explore the Islamic artistic achievements including architectural monuments, pottery costumes, carpets and – calligraphy. Students will be assessed on architectural developments of 12-14th century..

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YEAR 9	<u>Conflict and Tension, 1918-1939</u> This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. Students will look at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. Students will also consider the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations. Students will be assessed on History Paper 1 Section B	<u>Elizabethan England, 1558-1603</u> This option allows students to study in depth a specified period - the last 35 years of Elizabeth I's reign. Students will focus on understanding major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. They will study the historic environment which will focus on a particular site in its historical context and should examine the relationship between a specific place and associated historical events and developments. Students will be assessed on History Paper 1 Section B	
YEAR 10	<u>Elizabethan England, 1558-1603</u> This option allows students to study in depth a specified period - the last 35 years of Elizabeth I's reign. Students will focus on understanding major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. They will study the historic environment which will focus on a particular site in its historical context and should examine the	<u>Opportunity and Inequality America 1920 -1973</u> This periodic study enables students to understand the development of the USA during the 20th century, focusing on opportunity and inequality – when some Americans lived the ‘American Dream’ whilst others grappled with the nightmare of poverty, discrimination and prejudice. Students will focus on the development of America during a turbulent half a century: the impact of key individuals and groups who shaped change and the ideas and beliefs that influenced them.	<u>Opportunity and Inequality America 1920 -1973</u> This periodic study enables students to understand the development of the USA during the 20th century, focusing on opportunity and inequality – when some Americans lived the ‘American Dream’ whilst others grappled with the nightmare of poverty, discrimination and prejudice. Students will focus on the development of America during a turbulent half a century: the impact of key individuals and groups who shaped change and the ideas and beliefs that influenced them.

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	relationship between a specific place and associated historical events and developments. Students will be assessed on AQA GCSE History Paper 2 Section B	Students will develop understanding of historical knowledge and a good grasp of concepts such as causation, consequence and change. Students will be assessed on History Paper1 Section B	Students will develop understanding of historical knowledge and a good grasp of concepts such as causation, consequence and change. Students will be assessed on History Paper1 Section B
YEAR 11	<u>Medicine, Health and the People c1000-Present Day</u> This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long-term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Students will focus on the main change factors: war, religion, government, science,	<u>Medicine, Health and the People c1000-Present Day</u> This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long-term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Students will focus on the main change factors: war, religion, government, science.	<u>GCSE EXAMS</u>