

## Curriculum Map

### Subject: History

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	<p><b>Curriculum Topics:</b></p> <p><b><u>Introducing History:</u></b> History skills</p> <p><b><u>Origins of Britain:</u></b></p> <ul style="list-style-type: none"> <li>Prehistoric Britain</li> <li>Roman Empire</li> </ul>	<p><b>Curriculum Topics:</b></p> <ul style="list-style-type: none"> <li>Finish Romans</li> </ul> <p><b><u>Medieval Britain:-</u></b> The Medieval origins of our modern state:</p> <ul style="list-style-type: none"> <li>Impact of Normans (Context)</li> <li>Feudalism</li> <li>Medieval Church</li> </ul>	<p><b>Curriculum Topics:</b></p> <p><b><u>Medieval Britain:-</u></b> The Medieval origins of our modern state:</p> <ul style="list-style-type: none"> <li>Church, People or Barons? What was the biggest threat to a Medieval King?</li> <li>Case study of John and Peasants revolt</li> <li>Magna Carta and Origins of Parliament</li> </ul>	<p><b>Curriculum Topics:</b></p> <p><b><u>How did Henry VIII change Britain?</u></b></p> <ul style="list-style-type: none"> <li>Reformation and Henry VIII- Break from Rome and impact.</li> <li>Dissolution of the Monasteries.</li> </ul>	<p><b>Curriculum Topics:</b></p> <p><b><u>Civil War:</u></b> Causes and significance</p> <ul style="list-style-type: none"> <li>Why did Charles and Parliament fall out?</li> <li>Why was the King executed?</li> <li>What was the impact of the civil war?</li> <li>Why was the civil war so significant?</li> </ul>	<p><b>Curriculum Topics:</b></p> <p><b><u>Restoration and concept of limited monarchy.</u></b></p> <ul style="list-style-type: none"> <li>Why was the King brought back?</li> <li>What happened in 1688?</li> <li>Why is this significant?</li> </ul> <p>Then interleaving: How has the power of kings changed?</p>
	<p><b>Links with other topics:</b></p> <p>Chronological links to other parts of year 7 -9- Beginning of Britain's story. Basic historical skills to be developed throughout KS3-5</p>	<p><b>Links with other topics:</b></p> <p>Chronological links to rest of year 7-8. Use as a reference in year 8 when looking at British Empire- Similarities? Do we see GB as bad, but Romans as great? Why?</p>	<p><b>Links with other topics:</b></p> <p>Key to understanding how power changed over time from Medieval – modern period- Links to Henry VIII (Church), civil war and restoration</p>	<p><b>Links with other topics:</b></p> <p>Builds on concepts of power of Church and how Kings finally broke this</p>	<p><b>Links with other topics:</b></p> <p>Parliament and rise of 'people power'- Builds on concepts in medieval period and Henry VIII</p>	<p><b>Links with other topics:</b></p> <p>Develops concept of power from medieval kings to constitutional monarchy- Reprised in democracy unit in Yr 8</p>
	<p><b>Assessments:</b></p> <p>Prehistory skills- What was prehistoric Britain really like? Using evidence to challenge preconceptions.</p>	<p><b>Assessments:</b></p> <p>How should we Remember the Romans- Interpretation.</p>	<p><b>Assessments:</b></p> <p>Church, Barons or the people: Who were the biggest challenges to a king's power? Essay</p>	<p><b>Assessments:</b></p> <p>Why did Henry VIII close the monasteries? Essay</p>	<p><b>Assessments:</b></p> <p>Did Charles I deserve to lose his head? Interpretations- Prosecution and defence.</p>	<p><b>Assessments:</b></p> <p>Exam- End of year summary assessing conceptual knowledge and understanding and skills.</p>

8	<b>Curriculum Topics:</b> <u><b>Industrial revolution:</b></u> <ul style="list-style-type: none"> <li>How and why did Britain change?</li> <li>Factory and living conditions</li> </ul>	<b>Curriculum Topics:</b> <u><b>The transatlantic slave trade.</b></u> <ul style="list-style-type: none"> <li>What was the slave trade?</li> <li>How did the Slave trade shape Britain?</li> <li>Why was Slavery abolished?</li> <li>How should we remember the slave trade?</li> </ul>	<b>Curriculum Topics:</b> <u><b>The British Empire</b></u> <ul style="list-style-type: none"> <li>How did the British build an Empire?</li> <li>How did the Empire shape Britain?</li> <li>The Empire in India; Organisation, trade and mutiny.</li> <li>Interpretations of Empire.</li> </ul>	<b>Curriculum Topics:</b> <u><b>First World War:</b></u> <ul style="list-style-type: none"> <li>Overview of outbreak</li> <li>Leeds Pals and Guiseley volunteers.</li> <li>Trench warfare</li> <li>Somme</li> <li>Lions led by Donkeys</li> <li>Legacy of war in Guiseley- Memorials.</li> </ul>	<b>Curriculum Topics:</b> <u><b>Growth of Democracy and Women and WSPU</b></u> <ul style="list-style-type: none"> <li>What is Democracy?</li> <li>Chartists and male vote 1800's.</li> <li>WSPU and NUWSS</li> </ul>	<b>Curriculum Topics:</b> <u><b>The Russian Revolution.</b></u>
	<b>Links with other topics:</b>  Links to Year 7- Britain before and after- Link to how society changed- especially rural society- Power shift from landed aristocracy to industrial cities. Also sets context for slavery and Empire units	<b>Links with other topics:</b>  Industrial context from previous unit- Slavery helped industrialise GB, also different views about rights. Links into Empire unit next- One of 'evils' of Empire., and part of trade.	<b>Links with other topics:</b>  Links to previous two units- Industrialisation and slavery both developed by and pushed imperialism. First three units are inherently linked. Also links to year 7 Roman Empire- comparisons and interpretations, and year 9- End of Empire unit.	<b>Links with other topics:</b>  Roots of conflict in Empire. Industrialised war. Working class contribution, from first unit. Colonial contribution and 'World War' Also impact of war in year 9 with Nazis and WWII and links to GCSE with similar units- This looks more at the social side of the war	<b>Links with other topics:</b>  Links back to a lot of the year 7 work on Parliament and power, also impact of industrialisation on workers and demand for vote. WW1 links to women getting the vote.	<b>Links with other topics:</b>  Links to concepts of power and society in year 7 and impact of industrialisation- What happened when Kings don't give up power? Links to concepts of communism and dictatorship to help understand origins of Nazis and also Cold War context in year 9
	<b>Assessments:</b>  Empathy: Why was reform so slow? Letter to and from Factory owner. Both sides.	<b>Assessments:</b>  Why was Slavery abolished? Essay	<b>Assessments:</b>  Was the British Empire a force for good or evil? Interpretation and evidence	<b>Assessments:</b>  Was Haig the 'Butcher of the Somme'? Interpretation and evidence	<b>Assessments:</b>  'The WSPU was the main reason women got the vote' Discuss. Essay and evidence	<b>Assessments:</b>  Exam- End of year summary assessing conceptual knowledge and understanding and skills.

9	<p><b>Curriculum Topics:</b> <u>Nazi Germany and Holocaust</u></p> <p>Why did Hitler come to power- Overview? How did the Nazis control Germany? Who were the European Jews? What was the Holocaust?</p>	<p><b>Curriculum Topics:</b> <u>Second World War: The Blitz Spirit.</u></p> <p>Why did the war happen? Overview of the war- Key events Did the Blitz Spirit really exist?</p>	<p><b>Curriculum Topics:</b> <u>End of Empire</u>, India, colonialism and migration.</p> <ul style="list-style-type: none"> <li>• What happened to the Empire?</li> <li>• Imperial Legacy:</li> <li>• Indian partition</li> <li>• Postcolonial Africa</li> <li>• Migration and experiences in UK</li> </ul>	<p><b>Curriculum Topics:</b> <u>Synoptic study-</u> Women through the ages.</p> <ul style="list-style-type: none"> <li>• How did the lives of women change?</li> <li>• What roles did women play in history?- ‘Herstory?’</li> </ul> <p>Finally a summary- How has Guiseley changed through time?</p>	<p><b>Curriculum Topics:</b> <u>Medieval Medicine</u></p> <ul style="list-style-type: none"> <li>• Galen and Church</li> <li>• Medieval cures and treatments</li> <li>• Medieval surgery</li> <li>• Medieval public health including black death.</li> </ul>	<p><b>Curriculum Topics:</b> <u>Medicine-Renaissance/ Early Modern</u></p> <p>What as the renaissance? Early Modern cures and treatments. Vesalius, Pare and Surgery Plague of 166 and Public Health</p>
	<p><b>Links with other topics:</b></p> <p>Link to end of WW1- Reasons for Hitler Link to racism in Empire study</p>	<p><b>Links with other topics:</b></p> <p>Links to rise of Hitler, although focus is on Blitz.</p>	<p><b>Links with other topics:</b></p> <p>Links to debates on Empire, slavery especially legacy of empire and slavery. Links to concept of Empire- Romans and British in terms of American Empire</p>	<p><b>Links with other topics:</b></p> <p>Links across the topics from year 7-year 9- Look at women in different periods- Aim is to re examine and go over key periods and look specifically at women and the part they played, and what we can learn from women’s experience/</p>	<p><b>Links with other topics:</b></p> <p>Link back to some of the work on Feudalism and Medieval society in year 7 to build concepts.</p>	<p><b>Links with other topics:</b></p> <p>Link back through renaissance and industrial revolution from year 7 and 8 to build concepts</p>
	<p><b>Assessments:</b></p> <p>How could it happen? Was Adolf Hitler responsible for the Holocaust? Essay and interpretation</p>	<p><b>Assessments:</b></p> <p>Interpretation and evidence study- Did the Blitz spirit really exist?</p>	<p><b>Assessments:</b></p> <p>Source investigation – Migrant experience</p>	<p><b>Assessments:</b></p> <p>Biography of a historical women research project.</p>	<p><b>Assessments:</b></p> <p>Exam question on Medieval Medicine.</p>	<p><b>Assessments:</b></p> <p>Exam: 1 hour on Medicine so far.</p>

10	<p><b>Curriculum Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Medicine:</b> Industrial and modern.</li> <li>• Jenner, Germ Theory and penicillin.</li> <li>• Lister and Simpson and modern surgery.</li> <li>• Cholera and clean up, NHS and Pandemics- Public Health.</li> </ul>	<p><b>Curriculum Topics:</b></p> <p><b>Normans:</b></p> <ul style="list-style-type: none"> <li>• Brief overview of England in 1066</li> <li>• Crisis 1066</li> <li>• Battle of Hastings</li> </ul>	<p><b>Curriculum Topics:</b></p> <p><b>Normans-</b> Impact of Conquest:</p> <ul style="list-style-type: none"> <li>• Impact on Church</li> <li>• Impact on Society</li> <li>• Impact on government</li> </ul>	<p><b>Curriculum Topics:</b></p> <p><b>Normans:</b> Site study- Set by board.</p>	<p><b>Curriculum Topics:</b></p> <p><b>First World war- Outbreak of war</b></p> <ul style="list-style-type: none"> <li>• Diplomacy before war</li> <li>• Germany before war (to cover part of Germany unit)</li> </ul>	<p><b>Curriculum Topics:</b></p> <ul style="list-style-type: none"> <li>• First World War- Technology and Key battles and tactics</li> </ul>
	<p><b>Links with other topics:</b></p> <p>Links to WW1 and II in year 9 and Industrial revolution in year 8</p>	<p><b>Links with other topics:</b></p> <p>Links to medieval unit in Y7, and Medieval Medicine unit</p>	<p><b>Links with other topics:</b></p> <p>Links to medieval unit in Y7, and Medieval Medicine unit</p>	<p><b>Links with other topics:</b></p> <p>Links to medieval unit in Y7, and Medieval Medicine unit</p>	<p><b>Links with other topics:</b></p> <p>Links to First world war in year 9, Empire in year 8- Imperialism as a cause</p>	<p><b>Links with other topics:</b></p> <p>Links to First world war in year 9 also to Impact of war on medicine.</p>
	<p><b>Assessments:</b></p> <p>Summary end of Medicine unit full exam paper.</p>	<p><b>Assessments:</b></p> <p>Exam question on Battle of Hastings</p>	<p><b>Assessments:</b></p> <p>Exam style paper on control and government</p>	<p><b>Assessments:</b></p> <p>A mock site study paper on the site set by board.</p>	<p><b>Assessments:</b></p> <p>Exam style questions on outbreak, including a source and essay response on outbreak.</p>	<p><b>Assessments:</b></p> <p>End of year exam on Normans and Medicine.</p>
11	<p><b>Curriculum Topics:</b></p> <ul style="list-style-type: none"> <li>• First world war- End of the war.</li> </ul> <p><b>Start Germany unit-</b> Impact WW1 and early Weimar problems- Revolution and Hyperinflation.</p>	<p><b>Curriculum Topics:</b></p> <p><b>Germany</b></p> <ul style="list-style-type: none"> <li>• Weimar Republic; A golden age?</li> <li>• Early Nazi party.</li> </ul>	<p><b>Curriculum Topics:</b></p> <p><b>Germany:</b></p> <ul style="list-style-type: none"> <li>• Collapse of Weimar and rise of Hitler</li> <li>• Impact of depression</li> <li>• Helped to power?</li> <li>• Consolidation of power</li> </ul>	<p><b>Curriculum Topics:</b></p> <p><b>Germany:</b> Life in Hitler's Germany</p> <ul style="list-style-type: none"> <li>• Hitler Youth</li> <li>• Women in Germany</li> <li>• Impact of war</li> <li>• Holocaust</li> <li>• Opposition</li> </ul>	<p><b>Curriculum Topics:</b></p> <p><b>Revise/ exams</b></p>	<p><b>Curriculum Topics:</b></p> <p><b>Finished</b></p>
	<p><b>Links with other topics:</b></p> <p><b>WW1 links to rise of Hitler- next unit and y9.</b> Pre war Germany element of Germany course</p>	<p><b>Links with other topics:</b></p> <p>End of WW1 and impact on Germany. Some content introduced in year 9 Holocaust unit.</p>	<p><b>Links with other topics:</b></p> <p>Democracy and revolution links to year 8/9.</p>	<p><b>Links with other topics:</b></p> <p>Links to Holocaust unit in year 9- Develops introduction given here.</p>	<p><b>Links with other topics:</b></p>	<p><b>Links with other topics:</b></p>

	overlaps with outbreak of war, so can be taught earlier as part of outbreak war.					
	<b>Assessments:</b> Exam essay Question on end of the war.	<b>Assessments:</b> Mock exams- 2 papers on content already covered.	<b>Assessments:</b> Exam style paper on Rise Hitler and Weimar Germany	<b>Assessments:</b> Exam style paper to complete Germany course.	<b>Assessments:</b>	<b>Assessments:</b>

