# History Curriculum Map

1A: Did Suffragette Action help or hinder the female suffrage movement? What role did war play in the suffrage movement?

6A: How colourful was Henry VIII?



Threshold Concepts



Summative Assessment **Transition Link** Transition Link 6a. Was it all just 'propaganda, 5a. What was it like to be involved in 4a: To what extent can the period 1700-1900 be called mud, rats and poppies' in the First the Slave Trade? an 'Age of Empire'? World War? Empire Causes of the Industrial Empire and the **causes** of WW1 Triangular Trade Revolution – rise of class □ Middle Passage How was propaganda used to system Mid Point Mid Point persuade men to join the British Plantations □ Significance of new Assessment Assessment armed forces? 5b. Why was the Slave Trade inventions □ What was life like in the abolished? Development of the **Consequences** trenches? Empire Role of India and Africa □ The Battle of the Somme **Causes** of the Abolition 4b. How Revolutionary was □ Significance of World War One the Industrial Revolution? Children Similarities and For each topic, you will have TWO pieces of History Homework: **Differences** between HOME ✓ **Retrieval Knowledge Organiser** Mid Point the experiences of the WORK ✓ Assessment Story, Source Scholarship Industrial Revolution 2a: Was MQS a victim of circumstance or the engineer of **3a: Why did the English fight the English?** her downfall? Divine Right of Kings and Chronology/ Chronology and Succession of Queen Elizabeth I succession of Charles I **Religious** conflict between Protestant Elizabeth and Tensions with Parliament Catholic Mary **Causes** of the Civil War Gender in the Early Modern Period, and significance of **Events** of the Civil War MQS threat **Consequences** of the Civil War 2b: How Glorious was Gloriana? 3b: Why did the English kill their King? Religious Settlement □ Absence of Monarchy Image and Representation/ Identity Restoration England Spanish Armada Mid Point Mid Point Assessment Golden Age? Significance of Oliver Cromwell Assessment

By the End of Year 8: ✓ To extend our understanding of Chronology through exploring the extreme religious and political changes that dominated Early Modern Europe and Britain, 1509-1745. ✓ To recognise the changing Industrial Landscape of Britain that informed its political power and development of Empire from 1745-1901. ✓ To consider intolerance of gender and race throughout the Early Modern Period.

### 1 = Developing a Sense of Chronology

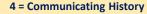
Gaining core knowledge and improving understanding of core knowledge through retrieval, with particular focus on the Chronological Journey through History.

### 2 = Investigating the Past

Reading like a Historian and asking questions about the past such as Who? What? Where? When? Why? How? Analysing, evaluating and using sources as evidence to develop an argument or interpretation.

### 3 = Thinking like a Historian

Reading like a Historian through understanding the causes and consequences of the past; considering the changes and continuities of the past; measuring the similarities, differences and significance of core events



Being able to 'speak' like a Historian, communicate your ideas with evidence to support your argument both verbally and in written work.

## **Transition Link**

# 1a: How extreme was the Tudor

# **Reformation?**

- **G** Recap the **differences** between Catholics and Protestants
- **Religious Changes** in Europe and Henry's desire for a son which inspire the Break
  - with Rome
- □ Significance of the Break with Rome and Dissolution of the Monasteries
- Tudor Religious Rollercoaster

St Michael's atholic Academy