

# History Curriculum Map



## YEAR 9

### Transition Link

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

Summative Assessment

6a. Was it all just 'propaganda, mud, rats and poppies' in the First World War?

- Empire and the causes of WW1
- How was propaganda used to persuade men to join the British armed forces?
- What was life like in the trenches?
- The Battle of the Somme
- Significance of World War One

Mid Point Assessment

5a. What was it like to be involved in the Slave Trade?

- Empire
- Triangular Trade
- Middle Passage
- Plantations

5b. Why was the Slave Trade abolished?

- Consequences
- Causes of the Abolition

Mid Point Assessment

4a: To what extent can the period 1700-1900 be called an 'Age of Empire'?

- Causes of the Industrial Revolution – rise of class system
  - Significance of new inventions
  - Development of the Empire
  - Role of India and Africa
- 4b. How Revolutionary was the Industrial Revolution?
- Children
  - Similarities and Differences between the experiences of the Industrial Revolution

Mid Point 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.

## YEAR 7

6A: How colourful was Henry VIII?



For each topic, you will have TWO pieces of History Homework:

- ✓ Retrieval Knowledge Organiser
- ✓ Story, Source Scholarship

Mid Point Assessment

### Transition Link

## YEAR 8



1a: How extreme was the Tudor Reformation?

- 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

Mid Point Assessment

2a: Was MQS a victim of circumstance or the engineer of her downfall?

- Chronology** and Succession of Queen Elizabeth I
- Religious** conflict between Protestant Elizabeth and Catholic Mary
- Gender** in the Early Modern Period, and **significance** of MQS threat

2b: How Glorious was Gloriana?

- Religious Settlement
- Image and Representation/ Identity
- Spanish Armada
- Golden Age?

Mid Point Assessment

3a: Why did the English fight the English?

- Divine Right of Kings and **Chronology/** succession of Charles I
- Tensions with Parliament
- Causes** of the Civil War
- Events** of the Civil War
- Consequences** of the Civil War

3b: Why did the English kill their King?

- Absence of Monarchy
- Restoration England
- Significance** of Oliver Cromwell

### Threshold Concepts

#### 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

#### 4 = Communicating History

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