

History Curriculum Map

Transition Link

4A: Did the civilians of Western Europe have shared experience?

- How was the Second World War a Total War?
- Bombing:** Comparing civilian experiences in Britain, Germany and France
- Occupation and Resistance:** France and Germany
- Women in War:** Comparing experiences in Britain, Germany and occupied France
- Children in War:** Evacuation in Britain, Germany and France
- Persecution and Genocide** in Germany and occupied France

Mid Point Assessment

3A: How did the Nazi Party become the most powerful political party in Germany?

- Weaknesses of the Weimar Constitution
- Munich Putsch
- Why did the Nazis become more popular after 1929? – Great Depression
- Hitler's Tricks – propaganda, SA and Reichstag Fire
- Night of the Long Knives – including death of Hindenburg

Mid Point Assessment

5A: How Roaring were the 1920s?

- Isolationism and political radicals.
- Economic Boom
- Entertainment Industries
- Prohibition and Gangsters
- Legacy of Slavery and Ku Klux Klan

Mid Point Assessment



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

- ✓ Retrieval Knowledge Organiser
- ✓ Story, Source Scholarship

Mid Point Assessment

2A: Can Peace lead to War?

- The Armistice
- Consequences of World War One
- The Big Three & Paris Peace Conference
- The Treaty of Versailles
- The Rise of Extremism in Germany

1A: Did Suffragette Action help or hinder the Suffrage Movement?

- Were men and women equal in the early 20th century?
- What did women want? Why did women want the vote?
- Suffragettes vs Suffragists
- The role of Emily Davidson
- Role of women in First World War

Summative Assessment

Transition Link

YEAR 10

By the End of Year 9:



✓ We will conclude our chronological understanding by studying the **feminist movement** in Britain and the **impact of the global war** and politics in the twentieth century; as well as the new ideas that caused **new forms of conflict and extreme changes** the twentieth century brought in Britain, Europe and the wider world from 1901 to the present day.

✓ Students will also be deepen their understanding of the **dark underbelly of Empire**, concluding with a study of the wider implications of **Slavery and Racism** to answer the final enquiry of 'Race Relations; Free at last?'

YEAR 8

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

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.