

## History Curriculum Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 7		<p><b>Development of church, state and society in medieval Britain 1066 – 1509</b></p> <p>Chronological knowledge from before 1066</p>	<p><b>Norman conquest</b> Development of church, state and society in medieval Britain 1066 – 1509</p> <p>Significant society or / interconnections with world development issues in world History</p>	<p>Development of church, state and society in medieval Britain 1066 – 1509</p> <p>Local History</p> <p>Significant society</p>	<p>Development of church, state and society in medieval Britain 1066 – 1509</p> <p>Significant society or / interconnections with world development issues in world History</p>	<p>Development of church, state and society in medieval Britain 1509 – 1745</p>	<p>Significant society or / interconnections with world development</p> <p>Issues in world History and its interconnections with world development</p> <p>Local History</p>
	Topic/skills:	<p>What is History? Timeline. <i>Significance</i></p> <p>Mystery of the Loughskinny skeletons <i>Enquiry / evidence</i></p> <p>Who should be king? <i>power</i></p> <p>Why did William win? <i>Warfare/ causation</i></p> <p>Is Simon Schama right about the significance of the battle of Hastings?</p>	<p>Why was King Henry II Whipped? /Thomas Beckett <i>Power / Beliefs causation</i></p> <p>Who was Richard Lionheart? <i>Power/interpretation</i></p> <p>Crusades <i>beliefs/interpretation</i></p> <p>How is King John portrayed in History? <i>interpretation</i></p> <p>The Magna Carta and its legacy <i>evidence/overview/significance</i></p>	<p>Medieval town and village life <i>ordinary people/change and continuation</i></p> <p>Why were there so many skeletons buried under Charter house? <i>Ordinary people's life/enquiry</i></p>	<p>What did Medieval people fear? <i>Ordinary people/beliefs</i></p> <p>Why were Jewish people persecuted in 13th century England? <i>beliefs/ power</i></p> <p>Why did people go on pilgrimages? <i>Beliefs</i></p> <p>How did the printing press</p>	<p>How powerful was Henry VIII? <i>power</i></p> <p>Should the national portrait gallery sell cushions of Henry VIII? <i>power</i></p> <p>Why was St Winifred's church vandalised? <i>Power / Beliefs overview change</i></p>	<p>Plague V Fire? <i>Ordinary people's lives</i></p> <p><b>Was there really a 'golden age' in medieval Africa?</b> <i>Lives of ordinary people/enquiry diversity</i></p> <p>The excavation at Mapungubwe: <i>diversity</i></p> <p>The Sundiata</p>

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	<p><i>power/significance</i></p> <p>Was life better or worse following the Norman conquest?</p> <p><i>Interpretation /change and continuation/ life of ordinary people</i></p> <p>The Riccall mystery enquiry/warfare/evidence</p> <p>What does the doomsday book reveal about 20 years of Norman rule? <i>Overview</i></p>	<p>Can we reconstruct the life of Medieval peasants? <i>Ordinary people/evidence</i></p> <p>What was it like to be disabled during the medieval time? <i>change and continuation/ life of ordinary people /diversity</i></p> <p>Why could the church not be ignored in medieval time? <i>beliefs</i></p>	<p>Would you have joined the peasants revolt? <i>Ordinary people's life</i></p> <p>Why was the peasant Revolt a failure? <i>Ordinary people's lives consequence / significance</i></p>	<p>change the world? <i>change</i></p> <p>What were the big events of 1509-45? <i>overview</i></p>	<p>Why was Richard Whiting executed /why was there a Reformation? <i>Power / Beliefs causation</i></p> <p>Was Mary really Bloody? <i>Power / Beliefs interpretations</i></p>	<p>Epic:</p> <p>The Timbuktu Manuscripts: <i>diversity</i></p> <p><b>River Thames visit</b></p>
<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- Chronological order through the application of period knowledge.</li> <li>-Complex timelines that require description of changes through time.</li> <li>-Use of historical terms relating to the passing of time; ancient, medieval, modern, BC, AD, century, decade.</li> </ul>				<p><b>Knowledge and Understanding of Events</b></p> <ul style="list-style-type: none"> <li>-Understand that people in past societies had a range of views.</li> <li>-Describes the links between different features of past situations.</li> <li>-Describe the actions of people in distant and unfamiliar historical settings.</li> </ul>		

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	<p><b>Causation and Change</b></p> <ul style="list-style-type: none"> <li>-Provide more general and impersonal reasons for events.</li> <li>-Explains the way events or actions have several linked causes and outcomes.</li> <li>-Describes cause and consequence in relation to abstract ideas such as short and long term.</li> </ul> <p>Produces some written descriptions of change across time.</p> <ul style="list-style-type: none"> <li>-Understands that there is both change and continuity in developments.</li> <li>-Describes change through the use of general, abstract terms such as gradual or rapid, important or unimportant economic, religious etc.</li> </ul>	<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>-Work on a wider variety of interpretations</li> <li>-Give reasons for differences between interpretations.</li> <li>-see how gaps in evidence can influence interpretations.</li> <li>-Comment on the accuracy of interpretations by using knowledge and understanding of the topic</li> </ul>
	<p><b>Organisation and Communication</b></p> <ul style="list-style-type: none"> <li>-Produce structured narratives and descriptions</li> <li>-Identify sources that are useful for specific enquiries</li> <li>-Use a broad range of historical terms and dates accurately in relation to the periods studied.</li> </ul>	<p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>-Draw together information from an increasing range of sources including ICT.</li> <li>-Draw together information from sources about the complexity of life in a past period.</li> <li>-Identify why sources are useful for particular tasks.</li> <li>-Relate the details of sources to their background knowledge of a topic</li> </ul>

HISTORY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 8	<p><b>Development of church, state and society in medieval Britain 1509 – 1745</b></p> <p><b>Challenges for Britain, Europe and the wider world 1901 to the present day.</b></p>	<p><b>Ideas, political power, industry and empire Britain 1745 – 1901/Industrial period</b></p> <p><b>Challenges for Britain, Europe and the wider world 1901 to the present day.</b></p>	<p><b>Ideas, political power, industry and empire Britain 1745 – 1901/Industrial period</b></p> <p><b>Challenges for Britain, Europe and the wider world 1901 to the present day.</b></p>	<p><b>Significant issue in World history.</b></p> <p><b>Ideas, political power, industry and empire Britain 1745 – 1901/Industrial period</b></p>	<p><b>Significant issue in World history.</b></p> <p><b>Ideas, political power, industry and empire Britain 1745 – 1901/Industrial period</b></p>	<p><b>Significant issue in World history.</b></p> <p><b>Ideas, political power, industry and empire Britain 1745 – 1901/Industrial period</b></p>
	Topic/skills:	Topic/skills:	Topic/skills:	Topic/skills:	Topic/skills:	Topic/skills:
	<p>What can we learn from Elizabethan portraits? <i>Power/belief</i></p> <p>How accurate is Battlefield’s Britain’s account of the Armada? <i>Power/beliefs/significance</i></p> <p>Black Tudors The life and testimony of Jacques Francis <i>Ordinary people/</i></p> <p>What was the Civil war? <i>Power/beliefs/significance</i></p> <p>Oliver Cromwell, hero or villain? <i>Power/interpretation/beliefs</i></p> <p>Who should be in charge? King or parliament?</p>	<p>Which historian is right about the Great Hunger? interpretation</p> <p>When was the turning point in the support for the Irish Nationalists? change</p> <p>Was the relationship soured between 1850–1900? change</p> <p>Industrial Period: Overview using Turner Paintings <i>Ordinary lives</i></p>	<p>Did the National Portrait Gallery waste its money on portrait of Richard Arkwright? <i>significance /industrial</i></p> <p>Does Ashill fit with a Whig <i>Interpretation of History</i></p> <p>How much did the Mines Act of 1842 improve John Hall’s working life? <i>Evidence/ordinary lives/ industrial</i></p> <p>When was the best time to</p>	<p>How is the slave trade related to the Industrial revolution? <i>Power/significance ordinary people/industrial</i></p> <p>What was the impact on steam on transport? <i>change /industrial</i></p> <p>When was the best time to persuade an agricultural labourer to move to Manchester? <i>ordinary lives / change</i></p>	<p>Why did the Mason brothers riot in 1830? <i>Power/ordinary lives</i></p> <p>Women’s rights: Were the Suffragette terrorists? <i>Power/interpretation</i></p> <p>Was Emily Davison a martyr? <i>Power/ordinary lives and beliefs</i></p> <p>How much can an antique plate tell us about the British Empire? <i>overview</i></p>	<p>What and when was the French Revolution? <i>Change/overview</i></p> <p>Who were the winners and losers in the Estates System? <i>causation</i></p> <p>Why could France not get out of debt? <i>causation</i></p> <p>Did Louis live up to his portrait? <i>Causation / interpretation</i> What had gone so wrong in France</p>

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	<p><i>Power/ change and continuation/overview</i></p> <p>Ireland: Why did the British relationship with Ireland break down in the early 20th century? <i>overview</i></p> <p>What does the Doolough story tell us about the relationship between Britain and Ireland?</p>	<p>Why was Britain the workshop of the world? <i>Causation/ordinary lives</i></p> <p>Where was the Industrial Revolution? <i>Similarity</i></p>	<p>persuade an agricultural labourer to move to Manchester? <i>change/ ordinary lives</i></p> <p>Power and Protest in the 19th century How close was Britain to Revolution in the early 19th century? <i>change Power</i></p> <p>What really happened at Peterloo? <i>Power Ordinary lives interpretations</i></p>	<p>How close was Britain to Revolution in the early 19th century? What really happened at Peterloo? <i>Power/ordinary lives</i></p>	<p>Why did Britain and China go to war in the 1840s? <i>causation / interpretations) assessment</i></p> <p>Does John D Clare get it right about the Indian Mutiny? <i>interpretations</i></p>	<p>by 1789 to cause a revolution? <i>causation</i></p> <p>When was Louis' execution inevitable? <i>Causation / evidence / interpretation</i></p> <p>Was Robespierre the Butcher of the revolution? <i>interpretation</i></p> <p>The BIG PICTURE – what happened over 1000 years <i>overview</i></p>
	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>-Analysing the developments shown on complex chronological timelines.</li> <li>- Complex timelines: analysing significant changes within and across historical periods.</li> <li>- increasingly more sophisticated use of period terms in relation to the passing of time; revolution, reform.</li> </ul>		<p><b>Knowledge and Understanding of Events</b></p> <ul style="list-style-type: none"> <li>-Analyse and explain the range of views apparent or inferred in past societies.</li> <li>-Analyse the significant distinctive features of past situations.</li> <li>-Analyse and evaluate the actions of different groups of people in a range of historical settings.</li> </ul>			

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### **Causation and Change**

- Evaluate causation with reasoned contextual understanding.
- Understand multi-causal factors and their relationship to events.
- Evaluate explanations of cause and consequence with reference to valid criteria.
- Offer extended explanation of change across periods of time.
- Analyse significant patterns of change and continuity over time.
- Analyse change using general terms, using more sophisticated concepts and realising these could apply to different individuals or groups in the same historical period.

### **Organisation and Communication**

- Produce consistently well-structured and argued answers including substantiated conclusions in the form of narratives, descriptions and explanations.
- Independently select and prioritise relevant information for specific research enquiries.
- Make consistently accurate use of a wide range of historical terms.

### **Historical Interpretation**

- Use different types of interpretations such as academic, educational, fictional, popular and personal.
- Analyse differences between interpretations with reference to the specific circumstances in which each was produced.
- Evaluate different interpretations with reference to the specific evidence used to construct them.
- Evaluate the validity of interpretations with reference to the subject matter and the position of the author.

### **Historical Enquiry**

- Synthesise and reconcile information from a range of demanding sources.
- Draw together information from sources to independently start to reach substantiated conclusions.
- Evaluate the validity of a source for an investigation by reference to both internal evidence and background knowledge.
- Develop a deeper understanding of a source by detailed reference to the context in which it was produced.