

History Curriculum Map

Year 7

	Curriculum Content	Independent Tasks
Term 1 – Autumn 1 September – October	Enquiry Question: Who were the first English people?	Research the following: • The Celts • The Romans • The Anglo-Saxons • The Vikings
Term 2 – Autumn 2 November – December	Enquiry Question: How did the Norman Conquest change England?	Research key people such as: • Edward the Confessor • Harold Godwinson • Harald Hardrada • William Duke of Normandy
Term 3 – Spring 1 January – February	Enquiry Question: Did the Church help or control ordinary people in Medieval England? Enquiry Question: How did the Black Death lead to the Peasants' Revolt?	Research the following: • Christian beliefs about the afterlife • Causes of the Black Death
Term 4 – Spring 2 February – April	Enquiry Question: How far did the Tudors transform England?	Research the following: • Henry VI • Henry VIII • Mary I • Edward VI • Elizabeth I
Term 5 – Summer 1 April – May	Enquiry Question: How did the English Civil War change England?	Research the following: • Charles I • Oliver Cromwell • The New Model Army • The Battle of Naseby
Term 6 – Summer 2 June – July	Enquiry Question: Who benefitted from the Transatlantic Slave Trade – and at what price?	Research the following: • West African Kingdoms • The trade triangle • Harriet Tubman and the Underground Railroad

Year 8

	Curriculum Content	Independent Tasks
Term 1 – Autumn 1 September – October	Enquiry Question: How did people's lives change in Britain during the Industrial Revolution 1750–1900?	Research the following: • Inventions • New methods of transport • Factories
Term 2 – Autumn 2 November – December	Enquiry Question: Was the vote won by peaceful protest, violent action, or circumstance?	Research the following groups: • The Chartists • The Suffragists • The Suffragettes
Term 3 – Spring 1 January – February	Enquiry Question: How 'great' was the Great War?	Research the following: • Causes of the First World War • Trench warfare • Life on the Homefront
Term 4 – Spring 2 February – April	Enquiry Question: Did World War Two bring out the best or the worst in humanity?	Research the following: • Causes of the Second World War • Blitzkrieg • Life on the Homefront (the Blitz)
Term 5 – Summer 1 April – May	Enquiry Question: How was the Holocaust possible in modern Europe?	Research the following: • How were Jewish people persecuted before the Holocaust? • How were Jewish people persecuted during the Holocaust?
Term 6 – Summer 2 June – July	Enquiry Question: How did ordinary people help to bring down segregation in America?	Research key people such as: • Ida B. Wells • Elizabeth Eckford • Rosa Parks • Martin Luther King • Malcolm X

Key Stage 3

Key Stage Three Assessment and Feedback	
Assessment types and frequency	Feedback will take a variety of forms: written feedback on essay-style responses, homework feedback on research and revision-based documents, verbal feedback on a variety of student responses within lesson and/or whole class feedback via the marking process.
Equipment required	Students are expected to bring their basic school equipment, such as pens, rulers etc.
Future proofing	Students are introduced to a wealth of skills in reading, writing, speaking, listening, analysis and evaluation which will be developed throughout their time in KS3, so that they are prepared for KS4.
Pledges	Participation – taking on regular class reading; Excellence – opportunity for students work to be nominated weekly for our Friday Celebration Assembly; Giving – chances to have own written responses shared as model answers with other students in both Years 7 and 8; Service – we are always looking for volunteers to help promote the History Department in open evenings and via social media channels. Leadership – Delivering an assembly on a particularly important historical event/occasion such as Black History Month, Remembrance Day and Holocaust Memorial Day.

Helping Key Stage Three students at home	
Ways you can help your child	Encourage reading – a wide range of texts, fiction and non-fiction; promote use of key words/vocabulary; ask what new key words/vocabulary was learnt in lesson; allow access to films/documentaries relating to time periods studied at Key Stage Three; regular conversation with class teachers who will always be happy to advise.
Useful websites and texts	KS3 History – BBC Bitesize – Access revision resources, quizzes and videos. YouTube – Brilliant for student to watch short clips or lengthier documentaries or films.

Year 9

	Curriculum Content	Independent Tasks
Term 1 – Autumn 1 September – October	Thematic Study: Enquiry Question: What's the best way to bring about change?	Research the following key people: Elizabeth Fry, Josephine Butler, Gandhi, Nelson Mandela. Research the following events: the American Civil War, the English Civil War, the Blitz, Collectivisation in Soviet Union, abolition of the death penalty in the UK. Research organisations such as: WSPU, IRA, ALF and Al-Qaeda.
Term 2 – Autumn 2 November – December	Medicine Through Time Part 1: Medicine in Britain C.1250--present	Produce revision documents on key people, public health and case studies from Medieval England.
Term 3 – Spring 1 January – February	Medicine Through Time Part 1: Medicine in Britain C.1250--present	Produce revision documents on key people, public health and case studies from the Renaissance, eighteenth, nineteenth century England.
Term 4 – Spring 2 February – April	Medicine Through Time Part 1: Medicine in Britain C.1250--present	Produce revision documents on key people, public health and case studies from nineteenth and twentieth century England.
Term 5 – Summer 1 April – May	Medicine Through Time Part 2: the historic environment: The British sector of the Western Front, 1914–1918: injuries, treatment and the trenches	Research the British sector of the Western Front. Produce revision documents on weaponry, injuries, illness, treatments and those treating the wounded.
Term 6 – Summer 2 June – July	Medicine Through Time Part 2: the historic environment: The British sector of the Western Front, 1914–1918: injuries, treatment and the trenches	Research the British sector of the Western Front. Produce revision documents on weaponry, injuries, illness, treatments and those treating the wounded.

Year 10

	Curriculum Content	Independent Tasks
Term 1 – Autumn 1 September – October	Anglo-Saxon and Norman England, c.1060-1088	Produce revision documents on Anglo-Saxon society, the succession crisis, claimants to the throne, the Norman invasion, William establishing control, causes and cause and outcomes of Anglo-Saxon resistance 1068-71.
Term 2 – Autumn 2 November – December	Anglo-Saxon and Norman England, c.1060-1088	Produce revision documents on the legacy of resistance 1087, Revolt of the Earls 1075, the feudal system and the Church, Norman government, the Norman aristocracy, William I and his sons.
Term 3 – Spring 1 January – February	Weimar and Nazi Germany, 1918-39	Produce revision documents on the origins of the Republic 1918-19, the early challenges to the Weimar Republic 1924-29, the recovery of the Weimar Republic 1924-29, Changes in society 1924-29.
Term 4 – Spring 2 February – April	Weimar and Nazi Germany, 1918-39	Produce revision documents on the development of the Nazi Party, 1920-1929, the growth in support of the Nazis, 1929-33, the creation of a dictatorship, 1933-34 and controlling and influencing attitudes.
Term 5 – Summer 1 April – May	Weimar and Nazi Germany, 1918-39	Produce revision documents on opposition, resistance and conformity in Nazi Germany, Nazi policies towards women and young people, employment and living standards and the persecution of minorities.
Term 6 – Summer 2 June – July	Revision and preparation for Paper One mock exam – Medicine through time.	Complete revision booklet and Seneca questions set for homework by class teacher.

Year 11

	Curriculum Content	Independent Tasks
Term 1 – Autumn 1 September – October	Weimar and Nazi Germany, 1918–39	Produce revision documents on the development of the Nazi Party, 1920–1929, the growth in support of the Nazis, 1929–33, the creation of a dictatorship, 1933–34 and controlling and influencing attitudes.
Term 2 – Autumn 2 November – December	Weimar and Nazi Germany, 1918–39	Produce revision documents on opposition, resistance and conformity in Nazi Germany, Nazi policies towards women and young people, employment and living standards and the persecution of minorities.
Term 3 – Spring 1 January – February	The American West, 1835–39	Produce revision documents on the Native Americans: their beliefs and way of life, migration and early settlement, conflict and tension, the development of settlement in the West, ranching and the cattle industry.
Term 4 – Spring 2 February – April	The American West, 1835–39	Produce revision documents on changes in the way of life of the Native Americans, changes in farming, the cattle industry and settlement, conflict and tension, the destruction of the Native Americans way of life.
Term 5 – Summer 1 April – May	Revision in preparation for Paper One, Two and Three examinations.	Complete all revision homework tasks set by class teacher.

Key Stage 4

Key Stage Four Assessment and Feedback	
Assessment types and frequency	Feedback will take a variety of forms: written feedback on essay-style responses, homework feedback on research and revision-based documents, verbal feedback on a variety of student responses within lesson and/or whole class feedback via the marking process.
Independent work to be completed at home	An emphasis is on students completing useful revision documents in their own time in preparation for the end of year exams. Students will be given set homework from their teachers via TEAMS and Seneca. Students should be reading in their own time. Books are available to borrow from the library.
Equipment required	Students may choose to own their own copies of the course textbooks; access to TEAMS, where all lesson information and resources will be uploaded on a weekly basis.
Future proofing	Our curriculum aims to make clear links between the skills learners attain and future career routes so that students have a clear understanding of how their learning will benefit them as lifelong learners. We aim to ensure that all students are able to access their next steps for the future, whether that be 6 th Form, apprenticeships or college.
Pledges	Participation – taking on regular class reading; Excellence – opportunity for students work to be nominated weekly for our Friday Celebration Assembly ; Giving – chances to have own written responses shared as model answers with other students in both Years 9, 10 and 11; Service – we are always looking for volunteers to help promote the History Department in open evenings and via social media channels. Leadership – Delivering an assembly on a particularly important historical event/occasion such as Black History Month, Remembrance Day and Holocaust Memorial Day.

Helping Key Stage Four students at home	
Ways you can help your child	Encourage reading – a wide range of texts, fiction and non-fiction; allow access to films/documentaries relating to time periods studied for the GCSE; regular conversation with class teachers who will always be happy to advise.
Useful websites and texts	Edexcel GCSE History (2016) Pearson qualifications: Access past paper, mark schemes and examiner reports. MrClopeHistory – YouTube: a range of concise revision videos that students can watch to aid their revision. Edexcel GCSE History Online Learning, Revision & Exam Questions – Classroom 42: Examiner (will generate exam questions and mark

students' responses instantly, quizzes, videos, flashcards and cheat sheets.

[GCSE History – Edexcel – BBC Bitesize](#): Access revision resources, quizzes and videos.

[New GCSE History Edexcel Revision Guide \(with Online Edition, Quizzes & Knowledge Organisers\) \(CGP Edexcel GCSE History\) : CGP Books, CGP Books: Amazon.co.uk: Books](#): A helpful revision guide for the GCSE.

TEAMS – all lesson resources uploaded and shared weekly; Seneca – an interactive app which allows students to test themselves on their knowledge and understanding of the entire Edexcel GCSE History course.

Teachers and Contact

Curriculum Leader

Mrs M Downs – mdowns@weldonva.org

Classroom Teachers

Mrs M Downs – mdowns@weldonva.org

Mr G McDonagh – gmcdonagh@weldonva.org

Miss H Robinson – hrobinson@weldonva.org