

History Curriculum Roadmap

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Year 7	Topic 1: Early Settlers to England	Topic 2: Why did William win?	Topic 3: Power in the Medieval Period	Topic 4: Medieval Religion	Topic 5: Comparing Medieval London & Baghdad	
Year 8	Topic 1: Significance of Tudor Monarchs	Topic 2: The Rocky Road to Democracy	Topic 3: The Industrial Revolution	Topic 4: The British Empire	Topic 5: Rights of African-Americans	Topic 6: Votes for Women
Year 9	Topic 1: World War One	Topic 2: Rise of Hitler	Topic 3: The Holocaust	Topic 4: World War Two	Topic 5: Origins of the Cold War	Start of GCSE course

History Curriculum Framework

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Topic 1: Early Settlers to England

British breadth study, Autumn 1

Enquiry Question(s):

Why did people settle in England before 1066?
What impact did early settlers have on England?

Assessment Question:

Explain the significance of one of the following groups: Romans, Vikings, Anglo-Saxons

Knowledge Objectives:

- ✓ To know a variety of ways the Romans had an impact on England
- ✓ To be able to explain features of Anglo-Saxon society from sources
- ✓ To understand why the Vikings invaded England and the significance of their invasion

Skills Objectives:

- ❖ To be able to place a variety of dates (BC and AD) in chronological order
- ❖ To understand causation, and be able to categorise different kinds of causes (long-term, short term, trigger)
- ❖ To be able to evaluate significance according to a criteria
- ❖ To be able to make basic inferences from a source

Key first order concepts: Romans, Vikings, Anglo-Saxons

Key second order concepts: Chronology, Causation, Significance

GCSE links: Empire & Migration, background to Norman England, Significance question (8 marks)

Cross-Curricular links: Geography (Migration of people)

Historical scholarship: N/A

Diversity & Inclusion opportunities: Black Roman soldiers, role of women in Viking society, slaving in Viking society.

Topic 2: Why did William win?

British depth study, Autumn 1-2

Enquiry Question(s):

Why was there a succession crisis in 1066?
What were the strengths and weaknesses of the 3 contenders?
Why did William win at the battle of Hastings?

Assessment Question:

What was the main reason why William won at Hastings?

Knowledge Objectives:

- ✓ To understand why there was a struggle for the throne in 1066.
- ✓ To know the strengths and weaknesses of the 3 main contenders
- ✓ To know the events leading to William becoming King of England

Skills Objectives:

- ❖ To be able to analyse which factors would make a strong contender
- ❖ To be able to give a detailed narrative account of events, both orally and written
- ❖ To be able to evaluate the factors leading to a victory and write a conclusion.

Key first order concepts: Heir, succession crisis, contender, coronation

Key second order concepts: Cause & Consequence, Importance.

GCSE links: Norman England, Which factor...? question (12 mark)

Cross-Curricular links: N/A

Historical scholarship: N/A

Diversity & Inclusion opportunities: N/A

Topic 3: Power in the Medieval Period

British breadth study, Autumn 2- Winter 1

Enquiry Question(s):

How did the King control people in Medieval England?
How did events impact the powers of the Church and King?

Assessment Question:

Who had the most power after the following events? William crowned King, death of Becket, signing of the Magna Carta, Black Death, Peasant's revolt.

Knowledge Objectives:

- ✓ To understand how the feudal system kept Kings in control
- ✓ To understand how power shifted after each of the following events: William crowned King, death of Becket, signing of the Magna Carta, Black Death, Peasant's revolt

Skills Objectives:

- ❖ To be able to analyse how events lead to a change in power
- ❖ To be able to evaluate whose group saw its power change the most over the Medieval period, and why.

Key first order concepts: Hierarchy, feudal system, Parliament, absolute/limited power, revolt

Key second order concepts: Change & Continuity

GCSE links: Norman England, Empire & Migration

Cross-Curricular links: N/A

Historical scholarship: N/A

Diversity & Inclusion opportunities: Introduction to popular uprisings, birth of constitutional monarchy, shift of power to working class people.

Topic 4: Medieval Religion

British/Middle-Eastern depth study, Winter 2

Enquiry Question(s):

What were the roles of the Church in Medieval England?
How did conflict over religion lead to the Crusades?
What were the impact of the Crusades on England and the Holy Land?

Assessment Question:

In what ways did the Church affect the lives of people in Medieval England?

Knowledge Objectives:

- ✓ To know what powers and roles the Church had in England and how they threatened the king
- ✓ To know how monks and nuns lived
- ✓ To understand the cause, events, and impacts of the Crusades

Skills Objectives:

- ❖ To be able to evaluate whether the Church was more powerful than the King.
- ❖ To be able to analyse the importance of the different roles of the Church
- ❖ To be able to make a judgement on the impact of the Crusades, referring to interpretations.

Key first order concepts: Catholic Church, Pope, saint, tithes, excommunication, pilgrimage, Crusade

Key second order concepts: Importance, cause & consequence, interpretation.

GCSE links: Norman England, In what ways question (8 marks), interpretation convincing question (8 marks)

Cross-Curricular links: N/A

Historical scholarship: Christian and Muslim views on the Crusades, interpretations of Saladin.

Diversity & Inclusion opportunities: Introduction to Medieval Islamic culture, Saladin as an enlightened ruler.

Topic 5: Comparing Medieval London & Baghdad

British/Asian depth, Summer 1-2

Enquiry Question(s):

What can artefacts and sources tell us about life in Medieval London & Baghdad?
In what ways was life similar or different in Medieval London and Baghdad?
What can we infer about Medieval English and Islamic culture and society?

Assessment Question:

Analyse the similarities and differences between Medieval London and Baghdad.

Knowledge Objectives:

- ✓ To know about Medieval England and the Islamic world across 5 different aspects: medicine, entertainment, power, law & order, art.
- ✓ To understand how Medieval England and Islam were different and similar.

Skills Objectives:

- ❖ To be able to use historical artefacts to make inferences.
- ❖ To be able to curate a series of objects to highlight a certain aspect of society
- ❖ To be able to analyse similarities and differences, and evaluate their importance.
- ❖ To be able to produce an interpretation of Medieval England and Islam.

Key first order concepts: archaeologist, historian, treason, trial by ordeal, Golden Age, cosmopolitan

Key second order concepts: Similarity & difference, change & continuity

GCSE links: Similarity / difference question (8 marks)

Cross-Curricular links: Science (history of health and medicine, Arab doctors and inventors).

Historical scholarship: N/A

Diversity & Inclusion opportunities: Discoveries and inventions of Medieval Islamic world, Muslim doctors and inventors as role models.

Topic 1: Significance of Tudor Monarchs

British breadth study, Autumn 1

Enquiry Question(s):

What is the significance of each Tudor Monarch?
How did the Tudors change religion in England?

Assessment Question:

Explain the significance of two of the following Tudor Monarchs: Henry VII, Henry VIII, Edward VI, Mary I, Elizabeth I

Knowledge Objectives:

- ✓ To know a range of knowledge for each Tudor monarch
- ✓ To understand why Henry VIII made England Protestant.
- ✓ To know how each subsequent Tudor Monarch changed religion

Skills Objectives:

- ❖ To be able to link knowledge of Tudor Monarchs to criteria for significance
- ❖ To be able to analyse the importance of changes to religion
- ❖ To be able to make a sustained judgement on who was the most significant Tudor monarch.

Key first order concepts: Monarchy, dynasty, Reformation, Protestant, heretic
Key second order concepts: Significance, Change & Continuity

GCSE links: Empire & Migration, Significance question (8 marks)
Cross-Curricular links: Art (symbolism used by Elizabeth).

Historical scholarship: N/A

Diversity & Inclusion opportunities: Sexism towards women in power, Elizabeth as a female role model.

Topic 2: The Rocky Road to Democracy

British depth study, Autumn 2

Enquiry Question(s):

Assessment question:
"The Execution of King Charles was the most important step on the rocky road to democracy" How far do you agree with this statement?

You must write about the execution of King Charles and at least one other event.

Knowledge Objectives:

- ✓ To understand the factors that caused the Industrial Revolution
- ✓ To know how the Industrial Revolution affected the lives of people
- ✓ To understand the relevance of the Industrial Revolution to the world today.

Skills Objectives:

- ❖ To be able to categorise the impacts of the Industrial Revolution into positive and negative
- ❖ To analyse and evaluate the impacts of the Industrial Revolution.

Key first order concepts: Revolution, population boom, urbanisation, manufactured good, raw material
Key second order concepts: Change & Continuity, Impact.

GCSE links: Empire & Migration, in what ways question (8 marks)
Cross-Curricular links: Geography (urbanisation, development indicators), Science (health & medicine)

Historical scholarship: N/A

Diversity & Inclusion opportunities: Children and worker's rights, Match Girls as case study of first organised strike action.

Topic 3: The Industrial Revolution

British depth study, Winter 1

Enquiry Question(s):

Why did the Industrial Revolution take place in England?
What were the positive and negative impacts of the Industrial Revolution?

Assessment Question:

In what ways did the lives of British people change during the Industrial Revolution?

Knowledge Objectives:

- ✓ To understand the factors that caused the Industrial Revolution
- ✓ To know how the Industrial Revolution affected the lives of people
- ✓ To understand the relevance of the Industrial Revolution to the world today.

Skills Objectives:

- ❖ To be able to categorise the impacts of the Industrial Revolution into positive and negative
- ❖ To analyse and evaluate the impacts of the Industrial Revolution.

Key first order concepts: Revolution, population boom, urbanisation, manufactured good, raw material
Key second order concepts: Change & Continuity, Impact.

GCSE links: Empire & Migration, in what ways question (8 marks)
Cross-Curricular links: Geography (urbanisation, development indicators), Science (health & medicine)

Historical scholarship: N/A

Diversity & Inclusion opportunities: Children and worker's rights, Match Girls as case study of first organised strike action.

Topic 4: The British Empire

World breadth study, Winter 2

Enquiry Question(s):

Why did Britain want an Empire?
How did Britain benefit from its Empire?
What was the impact of the British Empire on its colonies and on Britain?

Assessment Question:

'Profit was the main objective of the British Empire' – To what extent do you agree with this statement?

Knowledge Objectives:

- ✓ To know the features of Empires and colonies
- ✓ To understand a variety of factors that led to Britain wanting an Empire.
- ✓ To know how Britain exploited and maintained power over its Empire.
- ✓ To understand why the British Empire came to an end.

Skills Objectives:

- ❖ To analyse the impact of the British Empire across 4 case studies: India, Australia, Ireland, Africa
- ❖ To evaluate the 3 objectives of the British Empire: money, power, religion.
- ❖ To engage with historical interpretations of the British Empire and form their own view

Key first order concepts: Empire, colony, resource, exploitation, conquest, dominion, propaganda
Key second order concepts: Cause & Consequence, Impact, Interpretation.

GCSE links: Empire & Migration, To what extent question (16 marks)
Cross-Curricular links: N/A

Historical scholarship: Gott and Fergusson's views of the British Empire

Diversity & Inclusion opportunities: Views from colonial subjects e.g. Ghandi, critical views of the British Empire (both from the time and contemporary) and propaganda.

Topic 5: Rights of African-Americans

USA breadth study, Summer 1

Enquiry Question(s):

How did the Slave Trade work?
What was life like as a slave?
How did the rights of African Americans evolve after abolition?
What was the role of Civil Rights activists in improving rights for African Americans?

Assessment Question:

Which source is the most useful for understanding why the rights of African Americans improved?

Knowledge Objectives:

- ✓ To know why slavery started, and how the Slave Triangle functioned
- ✓ To understand what life was as a slave and how they resisted.
- ✓ To know why slavery was abolished in the UK and USA
- ✓ To know the different factors that improved rights of African Americans.

Skills Objectives:

- ❖ To analyse and evaluate the reasons why slavery started, and why it ended.
- ❖ To evaluate the extent to which the rights of African Americans improved after slavery.
- ❖ To engage critically with a variety of source and interpretation material and make a judgement on their usefulness.

Key first order concepts: Slave trade, social Darwinism, abolition, segregation, Civil Rights Movement, Black Power.

Key second order concepts: Cause & Consequence, Change & Continuity.

GCSE links: Empire & Migration, USA Inequality & Opportunity, usefulness comparison question (12 marks)
Cross-Curricular links: Geography (Migration of people)

Historical scholarship: N/A

Diversity & Inclusion opportunities: Primary sources (E.g. Equiano) and interpretations of slavery & Civil Rights movement.

Topic 6: Votes for Women

British depth study, Summer 2

Enquiry Question(s):

Why did people settle in England before 1066?
What impact did early settlers have on England?

Assessment Question:

Which of the following factors best explains why women obtained the right to vote? – Actions of Suffragists – Actions of Suffragettes – Role in WW1

Knowledge Objectives:

- ✓ To understand attitudes towards women in the early 20th century.
- ✓ To know about the key actions and figures of Suffragists and Suffragettes.
- ✓ To know how women contributed to the war effort.

Skills Objectives:

- ❖ To analyse the effectiveness of a variety of campaigning methods
- ❖ To evaluate the importance of the Suffragists, Suffragettes, and WW1 in women obtaining the right to vote.

Key first order concepts: Feminism, sexism, suffrage, lobbying, division of labour.

Key second order concepts: Cause & Consequence, Significance.

GCSE links: Which factor question (12 marks)
Cross-Curricular links: N/A

Historical scholarship: N/A

Diversity & Inclusion opportunities: Sources from early British feminists.

Topic 1: World War One

British / European depth study, Autumn 1

Enquiry Question(s):

- What factors led to WW1 becoming a World War?
- What was life like on the Western Front?
- Does General Haig deserve the title of ‘Butcher of the Somme’?
- Why did Britain and her allies win the war?
- What was the peace agreement reached after the war?

Assessment Question:

Which factor is the most important in explaining why Britain and her allies won WW1? – British Empire – US involvement – 100 Days Campaign

Knowledge Objectives:

- ✓ To know a variety of causes (long-term, short term, trigger) that led to the start of WW1.
- ✓ To know features of Trench Warfare and factors that made it more deadly.
- ✓ To understand a range of reasons that led to the Triple Entente’s victory.

Skills Objectives:

- ❖ To be able to use sources and interpretations to critically examine General Haig’s responsibility, and reach a sustained judgement.
- ❖ To analyse and evaluate the factors that led to Britain’s victory.

Key first order concepts: Alliance, Imperialism, arms race, war of attrition, stalemate, armistice, reparations

Key second order concepts: Cause & Consequence, Importance, Interpretation

GCSE links: Which factor question (12 marks)
Cross-Curricular links: English (War Poetry)

Historical scholarship: Views on General Haig.

Diversity & Inclusion opportunities: Role of women during WW1, contribution of soldiers from the Empire.

Topic 2: Rise of Hitler

European depth study, Autumn 2

Enquiry Question(s):

- How was Germany affected by the Treaty of Versailles?
- What threats did the Weimar Government face both from within and outside Germany?
- How did Hyperinflation and the Great Depression help the Nazi Party?
- How was Hitler able to legally take control of Germany?

Assessment Question:

Hitler’s rise to power was mostly due to the Great Depression – To what extent do you agree with this statement?

Knowledge Objectives:

- ✓ To understand how the Treaty of Versailles impacted Germany
- ✓ To understand the variety of threats (Freikorps, Spartacists, France...) faced by the Weimar Government.
- ✓ To understand how economic crisis led to political polarisation.

Skills Objectives:

- ❖ To analyse how events in Germany contributed to the rise of the Nazis
- ❖ To evaluate the importance of these events in leading to the rise of Hitler.
- ❖ To engage with a variety of source material about Germany in the inter-war period and make inferences.

Key first order concepts: Weimar, chancellor, Fascism, hyperinflation, League of Nations, Great Depression

Key second order concepts: Cause & Consequence, Impact, Importance, Source

GCSE links: USA Inequality & Opportunity, To what extent question (16 marks)
Cross-Curricular links: English (Animal Farm)

Historical scholarship: N/A

Diversity & Inclusion opportunities: Socialist ideas of Rosa Luxembourg.

Topic 3: The Holocaust

European depth study, Winter 1

Enquiry Question(s):

- Why have Jews been persecuted throughout history?
- What events led up to the idea of a Final Solution?
- How was the Final Solution implemented?
- What can the film ‘Escape from Sobibor’ tell us about who was responsible for the Holocaust?

Assessment Question:

Who was responsible for the Holocaust according to ‘Escape from Sobibor’?

Knowledge Objectives:

- ✓ To understand the historical background to anti-Semitism
- ✓ To know how the Nazis persecuted Jews in Germany
- ✓ To know how the idea of the Final Solution was developed.
- ✓ To know what life was like in Death Camps

Skills Objectives:

- ❖ To be able to analyse and evaluate the factors leading to Jewish persecution through history
- ❖ To be able to use Nazi propaganda posters to infer messages about anti-Semitism
- ❖ To critically engage with the film ‘Escape from Sobibor’ and use it as the basis for extended writing

Key first order concepts: Stereotype, anti-Semitism, persecution, propaganda, conspiracy theory, ghetto, Labour/Death camp, Final Solution

Key second order concepts: Cause & Consequence, Chronology, Source & Interpretation

GCSE links: Source and Interpretation questions
Cross-Curricular links: English (Boy in the Stripped Pyjamas)

Historical scholarship: Goldhagen source

Diversity & Inclusion opportunities: Jewish thinkers e.g. Hannah Arendt, accounts from survivors of the Holocaust.

Topic 4: World War Two

World depth study, Winter 2 / Summer 1

Enquiry Question(s):

- Why was there another World War?
- How were the Nazis able to conquer most of Europe?
- Why was Britain able to survive?
- Why did Operation Barbarossa fail?
- What was the role of the USA in the allied victory in Europe and the Pacific?
- Was the dropping of the Atomic Bomb justified?

Assessment Question:

What was the turning point in WW2? Was the USA justified in dropping the Atomic Bomb?

Knowledge Objectives:

- ✓ To understand how the rise of the Nazis and appeasement led to WW2
- ✓ To know the key events of WW2 in the European and Pacific theatres
- ✓ To understand the main reasons for the defeat of the Axis powers
- ✓ To know arguments for and against dropping the Atom Bomb

Skills Objectives:

- ❖ To analyse and evaluate the most important turning points in WW2
- ❖ To evaluate the main reason for the Allied victory in WW2
- ❖ To make a sustained argument and judgement on whether the USA was justified in dropping the Atom Bomb

Key first order concepts: Appeasement, Blitzkrieg, Manhattan Project, Axis Powers, Operation Barbarossa, Operation Overlord, Pearl Harbour, Atomic bomb.

Key second order concepts: Cause & Consequence, Chronology, Importance, Justification.

GCSE links: USA Inequality & Opportunity
Cross-Curricular links: N/A

Historical scholarship: Views on the Atom Bomb

Diversity & Inclusion opportunities: Contribution of British Empire / Black American soldiers.

Topic 5: Origins of the Cold War

European depth study, Summer 1

Enquiry Question(s):

- Why did the Cold War begin?
- What events led to a divided Europe by 1950?

Assessment Question:

Write an account of the events leading to a divided Europe.

Knowledge Objectives:

- ✓ To know features of a superpower, and of Capitalism / Communism
- ✓ The understand how the end of WW2 led to a confrontation between USA & USSR
- ✓ To know the events that led to tension escalating in Europe.

Skills Objectives:

- ❖ To be able to explain chronologically how events led to the division of Europe

Key first order concepts: Cold War, superpower, capitalism, communism, Iron Curtain, Berlin Blockade, Marshall Plan.

Key second order concepts: Chronology, Causation, Significance

GCSE links: USA Inequality & Opportunity, Conflict and Tension in Asia, Narrative account question (8 marks)

Cross-Curricular links: English (Animal Farm)

Historical scholarship: N/A

Diversity & Inclusion opportunities: N/A