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| **HISTORY: Year 7 Curriculum Map** | | **TOPIC**  **COMPLETED** |
| **Topic 1: Introduction to history and the Norman Conquest** | |  |
| What is history and how is it organised? (centuries, chronology and timelines!) | |  |
| The three contenders for the throne in 1066 | |  |
| The Battle of Hastings and the new king of England | |  |
| FAR Assessment | Percentage: |  |
| **OCTOBER HALF TERM** | | **HALF TERM** |
| How the Normans maintained control – the Harrying of the North, castles, the Doomsday book and the Feudal System | |  |
| Medieval England | |  |
| The Crusades: Why Europe set their sights on conquest in the Middle East, what happened, and what were the consequences? | |  |
| Assessment | Percentage: |  |
| **Topic 2: Ancient and medieval cities** | |  |
| What were ancient and medieval cities like? | |  |
| What role did cities play in society? | |  |
| How did cities change through time? | |  |
| **CHRISTMAS HOLIDAYS** | | **CHRISTMAS** |
| **Topic 3: The Kingdom of Benin** | |  |
| European attitudes to Africa in history | |  |
| The Oba of Benin and his role | |  |
| Life in Benin and the Golden Age | |  |
| The Benin Bronzes and their importance | |  |
| The Siege of Benin and its impact | |  |
| FAR Assessment | Percentage: |  |
| **HALF TERM** | | **HALF TERM** |
| **Topic 4: The Tudor Religious Roller-coaster** | |  |
| The Catholic Church in Medieval England | |  |
| Martin Luther and the Reformation | |  |
| King Henry VIII and the break from Rome | |  |
| The later Tudor kings and queens - Edward VI, Mary I and Elizabeth I | |  |
| Mary Queen of Scots and James I | |  |
| Assessment | Percentage: |  |
| **EASTER** | | **EASTER** |
| **Topic 5: The English Civil War** | |  |
| The Monarchy and the Parliament: what are they and what is their relationship? | |  |
| The leadership of King Charles I | |  |
| Conflict in 17th century England that led to war | |  |
| The English Civil War: battles and the outcome | |  |
| Oliver Cromwell: Puritan rule and the invasion of Ireland | |  |
| FAR Assessment | Percentage: |  |
| **HALF TERM** | | **HALF TERM** |
| **End of Year Assessment** | |  |
| Revision skills: mind maps | |  |
| Revision skills: flashcards | |  |
| Revision skills: PEE paragraphs and source analysis | |  |
| Introduction to the idea of Ancient Civilisations | |  |
| Independent ICT research | |  |
| Creation of independent project | |  |
| End of Year assessment | Percentage: |  |
| Independent Project: Ancient Civilisations | Grade: |  |

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| **HISTORY: Year 8 Curriculum Map** | | **TOPIC**  **COMPLETED** |
| **Topic 1: The Trans-Atlantic Slave Trade** | |  |
| What is an Empire? | |  |
| The Triangular Trade | |  |
| The Middle Passage and de-humanisation in auctions | |  |
| Life and work on the plantations | |  |
| Slave Rebellion and the Underground Railroad | |  |
| Abolitionism of Slavery | |  |
| FAR Assessment | Percentage: |  |
| **OCTOBER HALF TERM** | | **HALF TERM** |
| **Topic 2: The British Empire and India** | |  |
| The British Empire and the East India Company | |  |
| The 1857 Mutiny and its consequences | |  |
| Life in the British Raj | |  |
| Problems with British rule and the Amritsar Massacre | |  |
| Gandhi, Indian Independence and partition | |  |
| Assessment | Percentage: |  |
| **CHRISTMAS HOLIDAYS** | | **CHRISTMAS** |
| **Topic 3: The Fight for Women’s Rights** | |  |
| Perceptions of women before the First World War | |  |
| Women’s lives in 1900 and early feminism | |  |
| Suffragist protest | |  |
| Suffragette protest: Hunger strikes and Emily Davison | |  |
| Women’s work and the First World War | |  |
| The enfranchisement of women and the impact since | |  |
| FAR Assessment | Percentage: |  |
| **HALF TERM** | | **HALF TERM** |
| **Topic 4: The Great War** | |  |
| The long-term causes of the war: alliances, militarism, nationalism and imperialism | |  |
| The assassination of Arch-Duke Frans-Ferdinand | |  |
| Reasons soldiers were enthusiastic for war | |  |
| Trench warfare and the weapons of World War One | |  |
| Life as a World War One soldier: shellshock, trauma and discomfort | |  |
| The memorialisation and impact of the war | |  |
| Assessment | Percentage: |  |
| **EASTER** | | **EASTER** |
| **Topic 5: Hitler’s Rise to Power** | |  |
| The difficulties faced by Germany after World War One | |  |
| The Treaty of Versailles | |  |
| New politics: Fascism, communism, democracy and dictatorship | |  |
| How Hitler rose to power (1918-1933) | |  |
| How did Hitler start the First World War? | |  |
| FAR Assessment | Percentage: |  |
| **HALF TERM** | | **HALF TERM** |
| **End of Year Assessment** | |  |
| Revision skills: mind maps and flashcards | |  |
| Revision skills: Revision of key skills | |  |
| Introduction to the idea of Exploration | |  |
| Independent ICT research | |  |
| Creation of independent project | |  |
| End of Year assessment | Percentage: |  |
| Independent Project: Explorers | Grade: |  |

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| **HISTORY: Year 9 Curriculum Map** | | **TOPIC**  **COMPLETED** |
| **Topic 1: The Second World War and the Holocaust** | |  |
| Hitler’s rise to power at home: the growth in anti-Semitism in Germany and Kristallnacht | |  |
| Hitler’s rise to power abroad: the invasion of Europe. | |  |
| Ghettos and the creation of the Final Solution | |  |
| The Blitzkrieg and the ‘miracle’ of Dunkirk | |  |
| The Blitz | |  |
| Developments in the war: Pearl Harbour and Stalingrad | |  |
| FAR Assessment | Percentage: |  |
| **OCTOBER HALF TERM** | | **HALF TERM** |
| **Topic 2: The Holocaust** | |  |
| Concentration camps | |  |
| How did the allies win the war? | |  |
| Remembering the Holocaust and its impact | |  |
| Hiroshima and Nagasaki: the dropping of the atomic bomb | |  |
| Post-war change in Britain | |  |
| The formation of Israel and resulting conflict | |  |
| Assessment | Percentage: |  |
| **CHRISTMAS HOLIDAYS** | | **CHRISTMAS** |
| **Topic 3: Immigration to Ladbroke Grove** | |  |
| The beginnings of Ladbroke Grove and early immigration | |  |
| Irish immigration to Ladbroke Grove | |  |
| Caribbean immigration to Ladbroke Grove and the Windrush Scandal | |  |
| Immigration to Ladbroke Grove from Europe, Asia and Africa | |  |
| The impact of immigration on Ladbroke Grove | |  |
| FAR Assessment | Percentage: |  |
| **HALF TERM** | | **HALF TERM** |
| **Topic 4: Medicine through time** | |  |
| Medicine in medieval Britain, case study – the Black Death | |  |
| The Medical Renaissance and changing ideas of causes and cures of disease | |  |
| Industrial Britain and medical advancement: surgery and vaccinations | |  |
| Changing care in the modern period: shifts in government response to public health | |  |
| Discrimination in healthcare: The AIDs pandemic | |  |
| Assessment | Percentage: |  |
| **EASTER** | | **EASTER** |
| **Topic 5: The Fight for Civil Rights in America** | |  |
| Discrimination and segregation up to the 1950s: Jim Crow, the KKK and migration | |  |
| The murder of Emmett Till | |  |
| Civil rights in education: Linda Brown and the Little Rock Nine | |  |
| The Montgomery Bus Boycott | |  |
| Student movement in the 1960’s: Freedom rides, sit-ins, Birmingham | |  |
| Martin Luther King: I have a dream | |  |
| FAR Assessment | Percentage: |  |
| **HALF TERM – End of Year Assessment** | | **HALF TERM** |
| Campaign for voting rights: Freedom Summer and Selma | |  |
| Black Power movement: Malcolm X, the 1968 Olympics and Stokely Carmichael | |  |
| The Black Panthers | |  |
| End of Year assessment | Percentage: |  |