



History Curriculum Map



Year	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2	Fundamental Learning
7	8 weeks 12 Lessons	7 weeks 10 lessons	6 weeks 9 lessons	6 weeks 9 Lessons	5 weeks 7 Lessons	7 weeks 10 lessons	
	<p>Baseline DC1 Analysis of a WW1 recruitment poster Historical skills Chronology, Bias, Source and Interpretation</p> <p>1066 Claims to the Throne A series of lessons looking at the events of 1066 including the death of Edward the Confessor, the Battles of Stamford Bridge and Hastings.</p>	<p>DC1 How did William keep control of England? A series of lessons looking at William's reign, how he used the Feudal System, castles and the Domesday Book to rule. Students will then complete an essay response looking at change and continuity and knowledge of facts, events and people.</p>	<p>DC2 Medieval Life & the Black Death. A series of lessons looking at Medieval life in town and country leading to the spread of the Black Death in 1348. Develop an understanding of health and medicine in the Medieval Period.</p>	<p>DC2 The Peasants' Revolt & the Magna Carta 1381 – the Peasants' Revolt and begin to explore democracy in Britain. Looking at second-order concepts of change and continuity. Extended writing: How did the Peasants' Revolt lead to change in Britain?</p>	<p>DC3 The Tudors A series of lessons looking at the Tudor Dynasty. The War of the Roses, Henry VII and VIII, the Reformation of the Church and the break with Rome. Core Knowledge Quiz.</p>	<p>DC3 Elizabethan England A series of lessons looking at Elizabeth's early reign, the question of marriage, succession, religion and war with Spain. Extended writing: Was Elizabeth a significant ruler? Looking at change and continuity over time.</p> <p>English Civil War A series of lessons looking at the reign and execution of Charles I, England as a republic & the Restoration.</p> <p>End of year Core Knowledge Test</p>	<p>First Order Historical Concepts - (Declarative) knowledge of facts, events, people. Second Order Historical Concepts (Procedural) knowledge – continuity, change, cause, consequence. See Core Knowledge Booklets for breakdown of Core Knowledge</p>
Prior Knowledge Needed	<p>Descriptive writing skills Evaluate and analyse information Reading skills</p>	<p>Writing skills</p>	<p>Chronology. Source analysis. Understanding of abstract terms – monarchy, peasants,</p>	<p>Understanding of abstract terms – feudal, peasants</p>			



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	<p>DC1 Industrial Revolution in Britain A series of lessons looking at how Britain changed from 1750 – 1900. Looking at population explosion, factories and public health. Knowledge Test, source analysis. Preparation for GCSE depth study Includes local history study</p>	<p>DC1 Industrial Health Looking at how health in Britain changed in the Industrial Era, including knowledge of causes and treatment of disease, developments in surgery and war. Core Knowledge test.</p>	<p>DC2 Empire & Slavery (National Curriculum/diversity) To explore the concept of Empire. What did Britain gain from the empire? Was Empire a good thing? The Slave Triangle, Life of Slaves, End of Slavery & collapse of African nations. Core Knowledge test</p>	<p>DC2 Suffrage To explore the fight for the vote in British history, including the Peterloo Massacre, Chartist Movement, Suffragettes. Includes local history study – Ada Nield Chew.</p>	<p>DC3 Causes of the First World War A study the events leading up to WW1. Students consider the tensions in Europe prior to WW1, the assassination of Franz Ferdinand and the failure of the Schlieffen Plan. Core Knowledge Test</p>	<p>DC3 Depth study: 'How significant an impact did America have on the world in the 20th Century?' Students will focus on Pearl Harbour (abandoning isolationist policy), Hiroshima / Nagasaki, The Cuban Missile Crisis and the Space Race. Core Knowledge Questions</p>	<p>History – First Order Historical Concepts (Declarative) – knowledge of facts, events, people Second Order Historical Concepts (Procedural) – continuity, change, cause, consequence. See Core Knowledge Booklets for breakdown of Core Knowledge</p>
Prior Knowledge Needed	Understanding of abstract terms.		Understanding of abstract terms – feudal, peasants		Understanding of 'significance' as a concept.		

