

Wollaston School: 2021/22 Curriculum Map for HISTORY Curriculum Lead: Meg Downs

Curriculum Aim & Scope: At Wollaston School we believe that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. Understanding historical concepts such as continuity and change, cause and consequence, similarity, difference and significance. Students then use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts.

	Topic 1 and 2– History skills and Britain's Migration story	Topic 3 – the Norman Conquest and Medieval Monarchs	Topic 3 – Medieval Religion	Topic 4 – Crusades	Topic 5 – Medieval Monarchs	Topic 6 – Tudors
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<p>Year 7 Unit description</p>	<p><u>History Skills</u> 6 lesson unit introducing/reinforcing key concepts of chronology, primary and secondary sources, how to build a hypothesis/historical enquiry. Summative assessment: Initial assessment on core skills and disciplinary knowledge. Intent: teaches students key disciplinary content in preparation for KS3 study.</p> <p><u>Britain's migration story</u> 12 lesson thematic unit on the making of Britain Students will study the conquest and invasion of Britain, including groups such as the Celts, Romans, Anglo-Saxons, Vikings and modern migrations from Europe and the Empire.</p> <p>Summative work – PEEL paragraphs on 'first English people' and on the migrant group to make the biggest impact on Britain.</p> <p>Formative assessment – knowledge test – fingertip knowledge.</p>	<p><u>1066, the Battle of Hastings, and Norman Conquest and case studies of medieval Kings</u> 14 lessons (p.22-47) Students will study the events surrounding the Norman Conquest of England and the methods by which William established his authority, including castles. Case studies on John, Edward I focus on aspects that have helped to shape modern Britain (Magna Carta, conquest of Wales, loss of Scotland).</p> <p>Intent: This topic is relevant to Anglo-Saxon and Norman History which are studied at GCSE. Case studies help to deepen knowledge of the history of Britain.</p>	<p><u>Medieval Religion</u> 7 lessons Students will study the importance of the medieval Church; the murder of Thomas Becket; and examine evidence in order to assess whether the Church 'made everyone good' or not. Summative, peer-assessed task on the afterlife.</p> <p>Intent: This topic is core to understanding Medieval History and is relevant to Medieval GCSE options</p> <p><u>The Middle East and the Crusades</u> 10 lessons (p.76-103) Students will study the rise of Islam and importance of Jerusalem; threats to the Byzantine Empire; the events and consequences of the Crusades. Summative piece of work analysing a source</p> <p>Intent: Opportunity to study a non-British</p>	<p><u>The Black Death and Peasants Revolt</u> 6 lessons (p.136-163) Students will study the events of the Black Death, focusing on causes and consequences, both short-term and long-term.</p> <p>Intent: Chance for a depth study and relevant to Medicine GCSE unit</p> <p><u>Britain's Medieval Queens</u> Students will study the role of women in the Middle Ages, focussing on the roles of queens such as Mathilda to see how much power women could have at that time</p> <p>Intent: Chance to consider the roles of women across the ages with links to the suffragettes in Y9</p>	<p><u>Wars of the Roses</u> Students will study the key events in the Wars of the Roses looking at the causes and consequences for England.</p> <p>Intent: Chance to study conflict and power with links to the Battle of Hastings and the Tudors.</p> <p><u>Renaissance</u> Students will study key developments in science and discovery in this time period.</p> <p>Intent: This topic links to the GCSE medicine topic, a key part of change happened during the renaissance</p>	<p><u>Tudors</u> 12 lessons Students will study the key developments in Tudor England including the establishment of the Church of England and the reigns of Mary and Elizabeth</p> <p>Intent: This topic develops students understanding of power and the role of religion preparing them for the Y8 topic of the Civil War</p>
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	Intent: This topic provides an introduction to thematic history.		medieval society			
Year 7 Assessment	<p>Initial Assessment Students have to demonstrate their skills/knowledge focusing on:</p> <ul style="list-style-type: none"> • Chronology • Sources and evidence • Similarity and difference 	<p><i>Explain why William won the Battle of Hastings</i> Levelled assessment Tests students' ability to write effective explanations. Previous FMW will have helped them with the skills required. AO1/AO2</p>	<p>Thomas Becket Students to write an extended response looking at interpretations of the murder of Thomas Becket. AO1/AO4</p>	<p>Consequences of the Crusades – change and continuity sources Levelled assessment Tests student's ability to analyse similarities and differences between two points in time. (See p.102-3) AO1/AO2/AO3</p>	<p>Interpretations of King John Students to write a short essay weighing up the two interpretations of King John – unlucky or useless – before reaching their judgment.</p>	<p>End of Year test Levelled assessment A knowledge retrieval test based on topics studied this year (in line with whole school calendar). AO1</p>
	Topic 1 - The English Civil War and the Restoration	Topic 2 – The transatlantic slave trade	Topic 3 – The Industrial Revolution	Topic 4 – Getting the vote	Topic 5 – The discovery of America and how this lead to the development of the British Empire And British Expansion in India	Topic 6 – Black British History
Year 8 Unit description	<p>The English Civil War and the Restoration 13 lessons Students will study the causes, events and consequences of the Civil War. They will consider the change in power from monarch to parliament</p>	<p>The transatlantic slave trade 12 lessons Students will examine the relationship between the British Empire and transatlantic slave trade, as well as the realities of slavery in</p>	<p>The Industrial Revolution 14 lessons Students will study an overview of the period of the Industrial Revolution in Britain, including key aspects of crime, disease and the</p>	<p>Getting the vote 12 lessons Students will study the protests that led to the extension of the franchise to the working classes in the 19th Century and women in the 20th C.</p>	<p>The discovery of America and how this led to the development of the British Empire And British Expansion in India 12 lessons Students will look at the reasons for the creation</p>	<p>Black British History 12 lessons Students will study key figures who have traditionally been overlooked in history, people like Mary Seacole and the Windrush migrations</p>

	<p>Intent: This topic provides fundamental SMSC understanding for British values on democracy and links to the topic on the extension of the franchise in the 19th Century</p>	<p>the Americas and the significance of individuals and groups in the struggle for abolition.</p> <p>Intent: This topic provides fundamental SMSC understanding for British values, and tackles the background to persisting racism. Also provides non-British contextual enquiry (West Africa, Americas, India) to promote global history.</p>	<p>life of children. Students will have the opportunity to reflect upon change and continuity across the period, as well as extent of progress/improvement.</p> <p>Intent: This topic concludes the chronological progress from Early Modern Britain to late 19th Century and provides valuable background for part of the GCSE unit on Medicine Through Time.</p>	<p>Intent: This topic provides fundamental SMSC understanding for British values of democracy</p>	<p>of the British Empire and the impact the empire had on the colonised people and cultures.</p> <p>Intent: This topic links to Y7 topic on migration and the Y9 topic on bringing about change. The GCSE topic on the American West follows the development of the USA after leaving the British Empire</p>	<p>Intent: This topic provides fundamental SMSC understanding for British values on tolerance. There are links with Y7 topic of migration and GCSE medicine.</p>
Year 8 Assessment	<p>What happened at Charles' execution? Using evidence and utility AO3</p>	<p>'Study Source A. How does it portray the causes of the abolition of the transatlantic slave trade, and how far do you agree with its portrayal?' - Interpretations</p>	<p>'The railways were the main reason why people's lives changed during the Industrial Revolution' p.189 - Change</p>	<p>'Emily Davidson did not mean to commit suicide at the Epsom Derby.' How far do you agree? You may use the following in your answer: - Suicide - Accident</p>	<p>'Explain why some Indians rose up against British rule in 1857-58'</p>	

	Topic 1 - First World War	Topic 2 – Conflict in the 20th Century	Topic 3 – Cold War, Vietnam War and conflict in the Middle East	Topic 4 – 20th Century American History	Topic 5 – Best way to bring about change	
Year 9 Unit description	<p>First World War 13 lessons Students will study the causes, events and consequences of the First World War. Within this topic students will also spend time studying Walter Tull, an individual of local significance, but equally significant within cultural diversity. Additionally, the topic will allow students to gain knowledge and understanding of what life was like on the Homefront during the First World War.</p> <p>Intent: This topic is relevant to the GCSE World War Medicine unit as it gives students a basic level of knowledge and understanding of how the war helped within the progression of medicine.</p>	<p>Conflict in the 20th Century 14 lesson Students will begin this topic by looking at the ideas of communism how these led to conflict. Students will also study the ideas of fascism, and what life was like to live in a fascist nation. Additionally, students will explore the causes of World War Two including how fascism led to World War Two and key events that took place between 1939-1945, including Dunkirk, the home front, Pearl Harbour, and D-Day and Americas use of nuclear weapons against Japan.</p> <p>Intent: This topic is relevant to the GCSE</p>	<p>Cold War, Vietnam and conflict in the Middle East 12 lessons Students within this topic will study the causes, events and consequences of the Cold War, Vietnam War and a variety of different conflicts that occurred in the Middle East throughout the 20th century. This will include the Arab-Israeli War, Iran-Iraq War and the First Gulf War.</p> <p>Intent: This topic gives students the opportunity to understand the History behind why so much conflict still exists in the Middle East today and to understand other countries involvement in the conflicts.</p>	<p>20th Century American History 11 lessons Students will explore what life was like for America’s living in the 1920s up to the 1960s. Students will gain knowledge and understanding of how and why segregation was ended and the importance of the Civil Rights movement within this. Students will additionally study important historical events that occurred in America during the 20th century, such as the assassination of Kennedy.</p> <p>Intent: This topic gives students the opportunity to study a non-British society and</p>	<p>Best way to bring about change 12 lessons Students explore how different methods of protests have led to change. Students will study a range of individuals and event such as Elizabeth Fry and Josephine Butler and impact of stirring up moral outrage to looking at terrorist organisations such as IRA, ALF, WSPU, Al-Qaeda and Nelson Mandela. Within this topic, students will evaluate how much change was brought about by these protest movements.</p> <p>Intent: This topic allows students to engage within a thematic study rather than a typical</p>	

		Weimar and Nazi Germany unit as this gives students a basic level of knowledge and understanding of how Hitler was able to come to power and what life was like living in Weimar and Nazi Germany.		to understand their lives and experiences within the 20 th century.	chronological form of historical study. This will allow students to focus on one area, methods of protest, in order to assess which protest method/movement was the effective in bringing about change and why.	
Year 9 Assessment	<p>Walter Tull assessment – Using evidence AO1/AO2</p> <p>Students will explain who Walter Tull was and justify why his achievements were significant, specifically in relation to cultural diversity.</p>	<p>‘People lives improved as a result of the Nazi take over in Germany.’ How far do you agree? AO1/AO2</p> <p>Could make this an interpretations question in the future to cover AO4</p> <p>Students will evidence and explain the positives and negatives of life in Nazi Germany.</p>	<p>How was the Cuban Missile Crisis solved? - Analytical narrative AO1/AO2</p> <p>Students will explain how the Cuban Missile Crisis was solved in an analytical and chonical manner.</p>	<p>‘Life had significantly improved for all groups in society in 20th Century America.’ How far do you agree? – Change AO1/AO2</p> <p>Students will evidence and explain the positives and negatives of life in the 20th century America.</p>	<p>How useful would historians find source A and source B for an investigation into conditions during the London Blitz? – Utility AO2/AO3</p> <p>Student will analyse both sources in depth before reaching a judgment.</p>	

Assessment types

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied

AO2: Explain and analyse historical events and periods studied using second order historical concepts

AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied

AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Second order historical concepts

- cause
- consequence
- change and continuity
- similarity and difference
- historical significance
- sources and evidence
- historical interpretations

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Edexcel History 9-1 course Medicine through time Assessment: Past Paper questions	Edexcel History 9-1 course Medicine through time Assessment: Past Paper questions	Edexcel History 9-1 course Complete Medicine through time Anglo-Saxon and Norman England Assessment: Past Paper questions	Edexcel History 9-1 course Anglo-Saxon and Norman England Assessment: Past Paper questions	Edexcel History 9-1 course Anglo-Saxon and Norman England Assessment: Past Paper questions	Edexcel History 9-1 course Weimar and Nazi Germany 1918-39 Assessment: Past Paper questions
Year 11	Edexcel History 9-1 course Weimar and Nazi Germany 1918-39 Assessment: Past Paper questions	Edexcel History 9-1 course Weimar and Nazi Germany 1918-39 Assessment: Past Paper questions	Edexcel History 9-1 course The American West Assessment: Past Paper questions	Edexcel History 9-1 course The American West Assessment: Past Paper questions		

<p>Year 12</p>	<p>Edexcel A-Level History Communist States: Russia GDR</p> <p>Assessment: Past Paper Questions</p>	<p>Edexcel A-Level History Communist States: Russia GDR</p> <p>Assessment: Past Paper Questions</p>	<p>Edexcel A-Level History Communist States: Russia GDR</p> <p>Assessment: Past Paper Questions</p>	<p>Edexcel A-Level History Communist States: Russia GDR</p> <p>Assessment: Past Paper Questions</p>	<p>Edexcel A-Level History Communist States: Russia GDR</p> <p>Assessment: Past Paper Questions</p>	<p>Edexcel A-Level History</p> <p>Poverty, public health, and the state in Britain c1780-1939</p> <p>Assessment: Mock exam</p>
<p>Year 13</p>	<p>Edexcel A-Level History</p> <p>Poverty, public health, and the state in Britain c1780-1939</p> <p>Assessment: Past Paper Questions</p>	<p>Edexcel A-Level History</p> <p>Complete Poverty, public health, and the state in Britain c1780- 1939</p> <p>Coursework – historiography of the causes of the Russian Revolution</p> <p>Assessment: Mock exam</p>	<p>Edexcel A-Level History</p> <p>Coursework – historiography of the causes of the Russian Revolution</p> <p>Assessment: Past Paper Questions</p>	<p>Edexcel A-Level History</p> <p>Complete coursework – historiography of the causes of the Russian Revolution</p> <p>Assessment: coursework</p>		