



# History CURRICULUM MAP – YEAR 7

Term	Year 7	Term	Year 7
Spring Term 2	<p><b>Substantive knowledge:</b> Students will gain knowledge on:</p> <ul style="list-style-type: none"> <li>the causes of the Black Death (perceived and actual), treatment and prevention</li> <li>the Peasants’ Revolt: causes, events, consequences</li> </ul> <p>In addition, students will discuss the influence of the Church, feudalism, trade, peasantry, revolution, reform, Monarchy and land ownership.</p> <p><b>Disciplinary knowledge:</b> This unit focuses on the end of the medieval period, looking at the impact the Black Death had on society including the Peasants Revolt. These events played a crucial role in the changing power of the peasantry and the ending of feudalism in England.</p> <p>Students will gain conceptual understanding to be able to explain in what ways society changed or stayed the same as a result of the Black Death.</p> <p><b>Assessment:</b> Write a children’s story (before, during and after) about the Black Death</p> <p><b>SMSC/British Values:</b> Draw on how the rule of law and how democracy works in Britain to explain why there was a Peasant Revolt.</p> <p><b>Wider reading</b> The Black Death by John Hatcher</p>	SUMMER TERM 2	<p><b>Substantive knowledge</b> Students will gain knowledge on changes to religion, social class, racial/cultural differences in London/Uxbridge</p> <p><b>Disciplinary knowledge:</b> This unit focuses on how similar or different London/Uxbridge is in comparison to 50 years ago.</p> <p>Students will gain conceptual understanding to explain why similarities/differences exist today in London/Uxbridge.</p> <p><b>Assessment:</b> Presentation in front of a panel.</p> <p><b>SMSC/British Values:</b> Appreciate diverse viewpoints and explore cultural differences which provide opportunities for students to understand, respect and celebrate diversity.</p> <p><b>Wider reading</b> The Spitfire Kids: The generation who built, supported and flew Britain’s most beloved fighter by Alasdair Cross</p>
<p>SUMMER TERM 1</p> <p><b>Topic: Henry VIII</b></p> <p><b>Enquiry question: Was Henry VIII a bad King?</b></p> <p><b>Second-order concept focus: Interpretations</b></p> <p><b>ASSESSMENT: DPR KO1, 2 and 8</b></p>	<p><b>Substantive knowledge</b> Students will gain knowledge on:</p> <ul style="list-style-type: none"> <li>The origins of the Reformation</li> <li>Henry VIII’s character</li> </ul> <p>Students will discuss the influence of the Church, the Reformation – Protestantism, Catholicism, Monarchy, the power of the Church.</p> <p><b>Disciplinary knowledge:</b> This unit focuses on Henry VIII’s character during a period of religious change that occurred during the Reformation. This includes looking at the foundations of the Reformation in modern day Germany and the implications of this on England. Students will also gain an understanding of the difference between Catholicism and Protestantism.</p> <p>Conceptual understanding will be gained through examining a number of interpretations to assess whether Henry VIII can be seen as a bad King?</p> <p><b>Assessment:</b> Write an obituary for Henry VIII explaining whether Henry VIII was a bad king.</p>	ENRICHMENT OPPORTUNITIES THROUGHOUT THE YEAR:	<p>Trip to the Battle of Britain Bunker</p> <p>History Film Club</p> <p>Debate club</p> <p>Visits from House of Lords member</p> <p>Visit from former PM</p> <p>Assembly on Democracy</p>



# History CURRICULUM MAP – YEAR 8

Term	Year 8	Term	Year 8
<p>Spring Term 2</p> <p><b>Topic: Trans-Atlantic Slave Trade and Abolition</b></p> <p><b>Enquiry question: How and why should we remember the slave trade?</b></p> <p><b>Second-order concept focus: Significance</b></p> <p><b>ASSESSMENT: DPR KO1, 2 and 4</b></p>	<p><b>Substantive knowledge:</b> Students will gain knowledge on:</p> <ul style="list-style-type: none"> <li>Africa before the Atlantic Slave Trade</li> <li>the Triangular Trade and the Middle Passage</li> <li>the lives of Enslaved People including slave resistance.</li> <li>abolition and its causes.</li> </ul> <p>In addition, students will discuss colonialism, Civil Rights, racism and resistance</p> <p><b>Disciplinary knowledge:</b> Students will form a balanced view of colonialism – the positives and negatives and the ramifications it has on modern day.</p> <p>Students will gain conceptual understanding to be able to explain the significance of the slave trade particularly its consequences on the lives of Africans.</p> <p><b>Assessment:</b> Design a museum to commemorate the Slave Trade</p> <p><b>SMSC/British Values:</b> Draw on the rule of law, appreciate diverse viewpoints, investigate moral and ethical issues and explore what is right and wrong.</p> <p><b>Wider reading</b> Unheard Voices: An Anthology of Stories and Poems by Malorie Blackman</p>	<p><b>SUMMER TERM 2</b></p> <p><b>Topic: Migration Stories</b></p> <p><b>Enquiry question: How have the experiences of coming to Britain changed through time?</b></p> <p><b>Second-order concept focus: Similarity and difference</b></p> <p><b>ASSESSMENT: DPR KO1, 2 and 5</b></p>	<p><b>Substantive knowledge</b> Students will gain knowledge on:</p> <ul style="list-style-type: none"> <li>Why different migrant groups came to Britain and the different events and ideas that influenced their experience</li> <li>Why different migrant groups had different ‘stories’ of migration</li> </ul> <p>In addition students will discuss colonisation, racism and the impact of two World Wars.</p> <p><b>Disciplinary knowledge:</b> Students will gain conceptual understanding to explain why similarities/differences existed through the experiences of migration. Students will explore both positive and negative experiences of groups of people who moved to Britain.</p> <p><b>Assessment:</b> Presentation of their findings to a panel</p> <p><b>SMSC/British Values:</b> Appreciate diverse viewpoints and explore cultural differences which provide opportunities for students to understand, respect and celebrate diversity. Also, explore moral and ethical issues and what is right and wrong.</p> <p><b>Wider reading</b> Homecoming: Voices of the Windrush generation by Colin Grant</p>
<p><b>SUMMER TERM 1</b></p> <p><b>Topic: Industrial Revolution</b></p> <p><b>Enquiry question: To what extent did the Industrial Revolution change peoples’ lives</b></p> <p><b>Second-order concept focus: Change and continuity</b></p> <p><b>ASSESSMENT: DPR KO1, 2 and 3</b></p>	<p><b>Substantive knowledge</b> Students will gain knowledge on:</p> <ul style="list-style-type: none"> <li>The Industrial Revolution: causes, key features, consequences</li> <li>Social reform</li> <li>Political reform</li> </ul> <p>In addition, students will discuss urbanisation and suffrage.</p> <p><b>Disciplinary knowledge:</b> This unit looks at reform in three ways: industrial reform, social reform, and political reform. Students will need to understand what ‘reform’ really means. There are links between all types of reforms, and it is important to highlight how the industrial revolution led to a more politicised working class with worse living conditions.</p> <p>Conceptual understanding will be gained through examining how society changed or stayed the same as a result of the industrial revolution.</p> <p><b>Assessment:</b> Group presentation using sources and own knowledge to examine the extent of change in the lives of a group of people due to the Industrial Revolution.</p>	<p><b>ENRICHMENT OPPORTUNITIES THROUGHOUT THE YEAR:</b></p> <ul style="list-style-type: none"> <li>Theatre trip to watch 'The Meaning of Zhong'</li> <li>Visit from a former PM</li> <li>History Film Club</li> <li>Tower of London</li> </ul>	



# History CURRICULUM MAP – YEAR 9

Term	Year 9	Term	Year 9
<b>Spring Term 2</b>  <b>Topic: Holocaust</b>  <b>Enquiry question: How should the Holocaust be remembered?</b>  <b>Second-order concept focus: Significance</b>  <b>ASSESSMENT: DPR KO1, 2 and 4</b>	<p><b>Substantive knowledge:</b> Students will gain knowledge on:</p> <ul style="list-style-type: none"> <li>Life before the Holocaust</li> <li>Ghettos</li> <li>Camps</li> <li>Jewish resistance</li> <li>The lives of ordinary Jewish people</li> </ul> <p>In addition, students will discuss persecution and genocide</p> <p><b>Disciplinary knowledge:</b> This unit starts by providing a context to anti-Semitism, so students do not see it as purely Hitler/German phenomenon. It is important to also talk about Jewish contribution and resistance and it is often taught in a way that portrays the Jewish community as solely victims. The story of the Holocaust, while devastating, is important as it demonstrates what can happen when seemingly “mild” persecution goes unchallenged.</p> <p><b>Assessment:</b> A newspaper article explaining why and how we should remember the Holocaust.</p> <p><b>SMSC/British Values:</b> Draw on the rule of law, appreciate diverse viewpoints, investigate moral and ethical issues, explore what is right and wrong as well as understanding, respecting and celebrating diversity.</p> <p><b>Wider reading</b></p>	<b>SUMMER TERM 2</b> <b>Topic: Cold War</b>  <b>Enquiry question: Did the Atom Bomb change everything?</b>  <b>Second-order concept focus: Change and continuity</b>  <b>ASSESSMENT: DPR KO 1, 2 and 3</b>	<p><b>Substantive knowledge</b> Students will gain knowledge on:</p> <ul style="list-style-type: none"> <li>The circumstances surrounding the increase in tensions between the US and USSR</li> <li>Capitalism vs communism</li> <li>The Atom bomb</li> <li>The impact on sport</li> <li>How did the Cold War come to an end?</li> </ul> <p><b>Disciplinary knowledge:</b> The Cold War is very relevant to today’s students. At a time when relations between Russia and the West are still often strained, it is important that students have some context for what they may see on the news or hear discussed by adults. Culturally, the Cold War still resonates.</p> <p>Students will gain conceptual understanding to explain why things stayed the same or changed as a result of the Cold War.</p> <p><b>Assessment:</b> To write a narration of the Cold War for a children's book</p> <p><b>SMSC/British Values:</b> Appreciate diverse viewpoints, expand political awareness, understand consequences, investigate moral and ethical issues and offer reasoned views</p> <p><b>Wider reading</b> The Cold War by John Lewis Gaddis</p>
<b>SUMMER TERM 1</b> <b>Topic: Civil Rights Movement</b>  <b>Enquiry question: How similar were the experiences of the US Civil Rights Movement and the UK Civil Rights Movement?</b>  <b>Second-order concept focus: Similarity and difference</b>  <b>ASSESSMENT: DPR KO1 2 and 5</b>	<p><b>Substantive knowledge</b> Students will gain knowledge on:</p> <ul style="list-style-type: none"> <li>How and why Black Americans fought for Civil Rights</li> <li>How and why Black British people fought for Civil Rights</li> <li>Impact of race riots and boycotts</li> </ul> <p>In addition, students will discuss racial discrimination and reaction from the authorities.</p> <p><b>Disciplinary knowledge:</b> This unit explores the political foundations and environment in order to understand why there was a quest for civil rights and how context of racism had an impact on hindering the quest for rights.</p> <p>Students will gain conceptual understanding to be able to explain the similarities and differences between the US and Britain in the Civil Rights Movement.</p> <p><b>Assessment:</b> To create an interactive display demonstrating the similarities and differences.</p> <p><b>SMSC/British Values:</b> Expand political awareness, appreciate diverse viewpoints and investigate moral and ethical issues as well as understanding, respecting and celebrating diversity.</p>	<b>ENRICHMENT OPPORTUNITIES THROUGHOUT THE YEAR:</b>	Berlin Wall Holocaust memorial in Berlin Workshops by the Holocaust Education Trust Bletchley Park Visit by a former PM Visits by a Holocaust survivor Holocaust Memorial Day