



Curriculum Plan
Department: History

	Theme/Skill/Topic – Autumn 1	Theme/Skill/Topic – Autumn 2	Theme/Skill/Topic – Spring 1	Theme/Skill/Topic – Spring 2	Theme/Skill/Topic – Summer 1	Theme/Skill/Topic – Summer 2
Year 7	<p>Transition 1: This is my Hackney</p> <p>Project work</p> <p>Key skill:</p> <ul style="list-style-type: none"> Transition Basic source skills <p>Who had the power? -Who should be king? -How did the Normans keep control? – Doomsday Book, Harrying of the North, Succession</p> <p>Key skill:</p> <ul style="list-style-type: none"> knowledge of key features Explanation 	<p>Life in Medieval Baghdad What was life like for ordinary people? -Medicine, houses, living conditions, education</p> <p>Key skill:</p> <ul style="list-style-type: none"> Source evaluation Cross-referencing <p>Life in Medieval London - discovery of objects -</p> <p>Key skill:</p> <ul style="list-style-type: none"> Cross-referencing Source-evaluation comparison <p>AP1</p>	<p>The Peasants' Revolt -Life in the medieval times, towns, countryside, women -Doom paintings and role of the church -Impact of the Black Death</p> <p>Key skill:</p> <ul style="list-style-type: none"> Causation Writing a narrative account <p>Who was the greatest medieval monarch?</p> <ul style="list-style-type: none"> Henry II, Richard I, John II, Richard II, Edward II, Edward III <p>Key skill:</p> <ul style="list-style-type: none"> Source evaluation 	<p>What was life like for medieval women?</p> <ul style="list-style-type: none"> Married women widows, job opportunities, London, rural life <p>Key skill:</p> <ul style="list-style-type: none"> evaluating historical interpretations <p>Medieval Mali -Living conditions, education, science, wealth, ordinary people, royalty, war</p> <p>Key skill:</p> <ul style="list-style-type: none"> source evaluation judgement justification 	<p>West African Kingdoms</p> <ul style="list-style-type: none"> Ancient Ghana, Mali and Songhai Art, society, culture, Asante kingdom <p>Key skill:</p> <ul style="list-style-type: none"> Explanation <p>What was life like for ordinary people in the Americas? What was life like for ordinary people in the Americans – Taino, Aztecs -How did this change after Columbus?</p> <p>Key skill:</p> <ul style="list-style-type: none"> Explaining change over time 	<p>Who had the power? - War of the Roses – who should be the king? – How did the Tudors steal the throne? - Why did the Tudor's change the Church?</p> <p>Key skill:</p> <ul style="list-style-type: none"> Use of evidence to support judgement <p>Who was the most important Tudor?</p> <ul style="list-style-type: none"> Henry VII, Henry VIII, Edward VI, Mary I, Elizabeth I <p>Key skill:</p> <ul style="list-style-type: none"> Explaining significance importance Developing criteria



Curriculum Plan

Year 8	What was life like for ordinary people? -Witchcraft, religion, ordinary life, life under Cromwell	What was the slave trade? -Life of Equiano versus life in Songhai Empire -Triangular trade, -What was life like on a plantation?	The British Empire - What did it implement? Where? Independence movements, long term impact	WWI – a military history - causes, trench warfare key battles, personnel, the home front – zeppelin raids, how did the war end?	WWII – a social history Outbreak of War, evacuation, bombing and the Blitz, VE/VJ Days	South Africa and Apartheid What was it, how was it implemented, movements to abolish, the end of apartheid
	Key skill: <ul style="list-style-type: none"> Explanation using evidence 	Key skill: <ul style="list-style-type: none"> Explanation using evidence 	Key skill: <ul style="list-style-type: none"> Historical interpretations Sources 	Key skill: <ul style="list-style-type: none"> historical debate use of historical evidence 	Key skill: <ul style="list-style-type: none"> source evaluation 	Key skill: <ul style="list-style-type: none"> source evaluation change over time causation
	The English Civil War King Charles I and causes, what happened during the war? Wales and Scotland, how did it end?	Resistance to the slave trade -Slave resistance -Toussaint L'Ouverture -Equiano and the abolition movement, underground railroad	Industrialisation Was life better or worse? Work, factories, children, family, women	Women's Suffrage - position of women in 1900, Early thinkers, NUWSS, WSPU, WWI, political change	The Holocaust - Anti-Semitism, Nazi rise to power, marginalisation pre-WWII, outbreak of war, the Final Solution, liberation	How should statues be replaced? - history of some important statues, what do they mean? How could we better commemorate the past?
	Key skill: <ul style="list-style-type: none"> Causation explanation 	Key skill: <ul style="list-style-type: none"> Significance Change over time AP1	Key skill: <ul style="list-style-type: none"> Change over time justification 	Key Skill: <ul style="list-style-type: none"> Historical narrative Judging importance 	Key skill: <ul style="list-style-type: none"> Evaluating historical sources Evaluating historians' interpretations 	Key skill <ul style="list-style-type: none"> Historical representation Evaluation Justification



Curriculum Plan

Year 9	Content: GCSE Preparatory Unit: Twentieth Century World The American Civil Rights Movement	Content: GCSE Preparatory Unit: Twentieth Century World The British Civil Rights Movement AP1	Content: GCSE Preparatory Unit: Twentieth Century World Fascism and Dictatorships in 20 th century Europe - The Russian Revolution	Content: Unit 2: Cold War 1945- 55	Content: Unit 2: Cold War Crises	Content: Unit2: Cold War – end of the Cold War REVISION + EXAMS AP2 –Cold War paper
Year 10	Content: Unit 1: Crime & Punishment	Content: Unit 1: Crime & Punishment AP1	Content: Unit 1: Crime & Punishment 1900- 2000 -Whitechapel	Content: Unit 2: Elizabeth I	Content: Unit 2: Elizabeth I	Content: Unit 2: Elizabeth I AP2
Year 11	Content: Unit 3: Germany	Content: Unit 3: Germany Assessment: Germany mock	Content: Unit 3: Germany REVISION -Crime and Punishment	Content: Revision -Elizabeth Assessment: Unit 1, 2 & 3 Mock	Content: REVISION	Content: REVISION + EXAMS
Year 12	Content: Unit 1: America, 1917- 96. <i>The changing political environment</i> Unit 2: South Africa, 1948-94. <i>The response to apartheid, 1948-59</i>	Content: Unit 1: America, 1917- 96. <i>The quest for civil rights</i> Unit 2: South Africa, 1948-94. <i>Radicalisation of resistance & the consolidation of</i>	Content: Unit 1: America, 1917- 96. <i>Society and Culture in change</i> Unit 2: South Africa, 1948-94. <i>Redefining resistance & challenges to National Party Power, 1968-83</i>	Content: Unit 1: America, 1917- 96. <i>The changing quality of life</i> Unit 2: South Africa, 1948-94. <i>The end of apartheid & creation of the 'rainbow nation', 1984-94</i>	Content: Unit 1: America, 1917- 96. <i>Historical interpretations: What impact did the Reagan presidency (1981-89) have on the USA in the years 1981-86?</i>	Content: Unit 1: America, 1917- 96. <i>Historical interpretations: What impact did the Reagan presidency (1981-89) have on the USA in the years 1981-86?</i>



Curriculum Plan

		<i>National Party Power, 1960-68</i> Christmas Assessment			Unit 2: South Africa, 1948-94. <i>The end of apartheid & creation of the 'rainbow nation', 1984-94</i>	Unit 2: South Africa, 1948-94. <i>The end of apartheid & creation of the 'rainbow nation', 1984-94</i> Summer Assessment Unit 1F and 2F mocks
Year 13	Unit 3: The British Experience of Warfare. <i>The Napoleonic Wars</i> COURSEWORK: Cold War Controversy	Unit 3: The British Experience of Warfare. <i>The Crimean War</i> COURSEWORK: Cold War Controversy Assessment Unit 1F	Unit 3: The British Experience of Warfare. <i>The Boer War</i>	Unit 3: The British Experience of Warfare. <i>The First World War</i> REVISION + EXAMS	REVISION + EXAMS	