

## History curriculum overview Yr7

| <u>Term</u>     | <u>Topic and key questions</u>  | <u>Assessment structure</u>   | <u>How parents can help</u>  |
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| <u>Autumn 1</u> | <p><b>Introduction to History</b></p> <p>Change and Continuity AD 100 – 1100 (Assessment)</p> <p>The Romans<br/>           Beginnings of Rome<br/>           Growth of Empire<br/>           Roman Army<br/>           HW project (aspects of Romans)</p>     |   | <p><b>Students will be assessed four times across the year.</b></p> <p><b>Support at home:</b> Encourage your daughter to develop her descriptive ability in general conversation (using the word because and having the curiosity to ask ‘why?’)</p>  |
| <u>Autumn 2</u> | <p><b>Britain 1066-1509</b></p> <p>Events of 1066<br/>           Battle of Hastings (<b>Assessment</b>)<br/>           Feudal System<br/>           Castles<br/>           Domesday Book<br/>           How did William Keep Control? (<b>Assessment</b>)</p> | <p>Battle of Hastings<br/>           How did William keep control?</p> <p><b>Assessment focus:</b><br/> <b>Narrative:</b> Describe and Explain skill.</p> | <p><b>General independent research:</b><br/>           Year 7 is about developing their understanding of the Medieval world, culture, religion and structure.</p> <p><b>Suggested websites:</b></p> <p><a href="http://www.bbc.co.uk/history/british/middle_ages/">http://www.bbc.co.uk/history/british/middle_ages/</a></p> |
| <u>Spring 1</u> | <p><b>Britain 1066-1509</b></p> <p>What did Medieval people believe in?</p> <p>Religious belief and the Catholic Church<br/>           Black Death</p>  | <p><b>Assessment focus:</b><br/> <b>Using evidence:</b><br/>           Ability to analyse and use sources.</p>  | <p><a href="http://www.historylearningsite.co.uk/medieval-england/">http://www.historylearningsite.co.uk/medieval-england/</a></p>   |
| <u>Spring 2</u> | <b>Britain 1066-1509</b>  |   |  |

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|                        | <p>Did Medieval people have power?</p> <p>Magna Carta<br/>The First Parliament<br/>The Peasants' Revolt</p>   |  | <p><a href="http://www.britannia.com/history/medtime.html">http://www.britannia.com/history/medtime.html</a></p>   |
| <b><u>Summer 1</u></b> | <p><b>Britain 1066-1509</b></p> <p>Where were medieval people going?</p> <p>The Crusades (<b>Assessment</b>)</p> <p>Islamic Civilisations (<b>Assessment</b>)</p> | <p><b>The Crusades</b><br/>(<b>Assessment</b> focus: Interpretations, 10 marks) Balanced extended writing.</p> <p><b>Islamic Civilisations</b><br/>(<b>Assessment:</b> Describe, Explain and Interpretation style questions, applying learning across the year.)</p> | <p><b>For some fun to test your knowledge of the Crusades:</b><br/><a href="https://schoolhistory.co.uk/games/crusades-fling-teacher-game/">https://schoolhistory.co.uk/games/crusades-fling-teacher-game/</a></p> |
| <b><u>Summer 2</u></b> | <p><b>Britain 1066-1509</b></p> <p>Renaissance: The Big Ideas</p> <p>Scientists<br/>Explorers<br/>Artists<br/>Intellectuals<br/>Printing Press</p>                |  | <p><b>To get a sense of the era:</b> Interesting documentary.<br/><a href="https://www.youtube.com/watch?v=Uhd-uwFonog">https://www.youtube.com/watch?v=Uhd-uwFonog</a></p>  |

## History curriculum overview Yr8

| <u>Term</u>     | <u>Topic and key questions</u>  | <u>Assessment structure</u>   | <u>How parents can help</u>  |
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| <u>Autumn 1</u> | <p><b>How did Britain change between 1500 and 1900?</b></p> <p>Power/democracy/religious conflict<br/>Differences within Christianity<br/>Henry VIII<br/>Government and Parliament 1500 and today</p>   |   | <p>We are very lucky to have the capital city on our doorsteps and it would be helpful to students to explore areas all around us. For example seeing Westminster, the site of Parliament. Alongside this it will always be useful to watch the news/news round so that students have a general awareness of the social and political world around them.</p> <p><b>Recommended visit: St Pauls cathedral.</b> This was the first Cathedral to be built after the English Reformation in the sixteenth-century, when Henry VIII removed the Church of England from the jurisdiction of the Pope and the Crown took control of the life of the church.</p> |
| <u>Autumn 2</u> | <p><b>The English Reformation</b></p> <p>Struggle between Monarch and Parliament<br/>The English Civil War (<b>Assessment</b>)<br/>Execution of Charles I<br/>Cromwell and the monarchy restoration</p> | <p><b>Assessment</b> focus:<br/>Exam command words, extended writing. Students will be required to answer four key historical question styles; describe, explain, how far do you agree, use</p> | <p><b>For a visit slightly further afield:</b><br/>You could try Carisbrooke castle on the Isle of Wight. This castle allows you to discover where King Charles I was imprisoned after the Civil War.</p>  |

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|                        |  | evidence to discuss...<br>Topic area is King <b>Charles I and his execution.</b>  |   |
| <b><u>Spring 1</u></b> | <b>The Industrial Revolution</b><br><br>Why was Britain the world leader of industry?<br>Lasting legacy: Entrepreneurs and engineers<br>Transport and urban life<br>Disease and child labour ( <b>Assessment</b> ) | <b>Child Labour</b> (use of sources and evidence)<br>Students will have to use prior knowledge of industrial treatment and apply this to the use of children. They will need to be aware of how useful and reliable sources can be to Historians<br><b>(Assessment)</b> | <b>Watch the Olympic 2012 opening ceremony...</b> an inspirational show that highlights Britain's past from a focus on agriculture to industry and how Britain was so central to industrial development. (YouTube clips widely available) |
| <b><u>Spring 2</u></b> | <b>The Industrial Revolution</b><br><br>Factory systems<br>Working conditions in factories<br>Living conditions in Towns<br>Population   |   | <b>Go for a walk along the canals,</b> some beautiful sites to see. East London has rich industrial places to view for free; all you need is a sense of adventure. Special mention to the House Mill near Stratford.                      |
| <b><u>Summer 1</u></b> | <b>Colonisation and Slavery</b><br><br>Spread of Empire<br>Impact of Colonisation  | <b>Slavery Project:</b> 3 weeks to complete a two part project which requires a written section and a creative task. This will bring together classwork and encourage students to develop their knowledge of a broad depth of time.                                     | <b>Visit the Museum of London.</b> Also linked with the Museum of London Docklands; both are an interesting look at London's role in slavery and trade.   |

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| <p><b><u>Summer 2</u></b></p> | <p><b>Colonisation and Slavery</b></p> <p>British Empire<br/>Transatlantic Slave Trade<br/>Life on Plantations<br/>Resistance and Rebellion<br/>The Abolitionists</p> | <p>The Slave Trade<br/>(<b>Assessment</b>)<br/>Interpretation of sources. Students must work to analyse sources in order to answer the question<br/><b>‘How useful are sources in investigating the slave trade?’</b></p> | <p>There are lots of <b>texts/novels</b> and books on slavery which are both factual and fictional.<br/>Reading generally will help students to develop their literacy skills which will benefit them across the curriculum across Humanities and in English.</p> |
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## **History curriculum overview Yr9**

| <b><u>Term</u></b>            | <b><u>Topic and key questions</u></b>  | <b><u>Assessment structure</u></b>   | <b><u>How parents can help</u></b>   |
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| <p><b><u>Autumn 1</u></b></p> | <p>World War One<br/>Introduction to technology<br/>Causes of the Great War<br/>Trench structure<br/>Trench warfare (around the world)</p> |  | <p><b>IWM (Imperial War Museum)</b><br/>The museum has been renovated in recent years and provides many floors worth of information on conflicts throughout the 20<sup>th</sup> century. There are many interesting artefacts and a unique model of a trench with realistic sound effects to get students in the mindset of the sacrifice our soldiers made all those years ago.</p> |
| <p><b><u>Autumn 2</u></b></p> | <p>World War One<br/>Battle of the Somme<br/>Was it a military disaster? (<b>Assessment</b>)<br/>Empathy/personal loss</p>                 | <p><b>Assessment</b> focus:<br/>Interpretations.<br/><b>‘The Battle of the Somme was a military disaster’</b><br/>How far do you agree with this</p> | <p><b>British Legion:</b> They have a useful website to help guide students and to develop their knowledge outside of the classroom. There is particularly good information on the 1916 Battle of the Somme.</p>   |

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|                        |   | interpretation?<br>Students will need the ability to assess source evidence to argue for and against the title of the assessment.                               |   |
| <b><u>Spring 1</u></b> | World War Two<br>Treaty of Versailles<br>Steps to War<br>Appeasement ( <b>Assessment</b> )<br>Aspects of WW2<br>The Blitz – with reference to Waltham Forest<br>The Atom bomb | <b>Assessment:</b><br><b>Balanced essay.</b><br>Focus on the issues surrounding appeasement and the outbreak of WW2.<br>E.g. Was Chamberlain a fool to appease? | <b>Visit Vestry House Museum:</b> Local museum in Walthamstow has some fascinating information about the heritage of the local area. The collection has numerous artefacts and pictures. Particularly relevant for seeing the effects of the war on the Home Front. |
| <b><u>Spring 2</u></b> | Occupation & Resistance with specific reference to the Holocaust  | In class <b>assessment</b> (peer)<br>GCSE style source answers. (6-8 mark)  |   |
| <b><u>Summer 1</u></b> | Nationalism and Independence in India<br>Amritsar Massacre<br>Role of Ghandi<br>British control   | <b>Source analysis e.g. What is the message? Why was this source published?</b> Ensuring students have a grasp of sources within context and how to apply this. | <b>Useful background research:</b><br><a href="http://www.bbc.co.uk/history/british/modern/independence1947_01.shtml">http://www.bbc.co.uk/history/british/modern/independence1947_01.shtml</a>   |
| <b><u>Summer 2</u></b> | South Africa<br>Apartheid<br>Protest<br>Role of individuals   |   | <b>Film:</b> Mandela: Long walk to freedom (2013)<br>Invictus (2009)  |