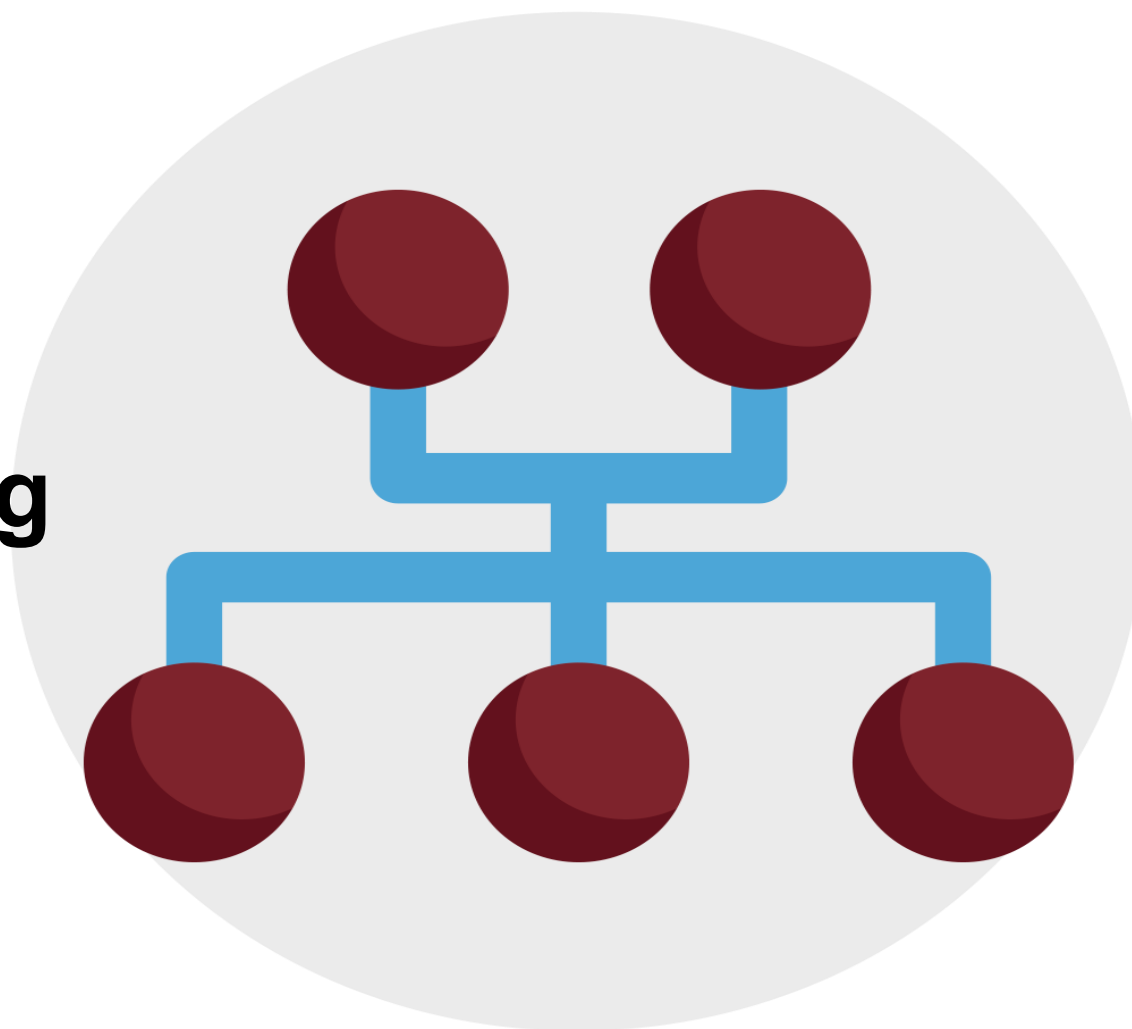


History

Curriculum Mapping

2021



September 2020- July 2021	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 7						
Learning	Norman Conquest	Medieval Law and Order	Black Death	Tudors	Tudors	Stuarts
Concepts	1. Knowledge and Communication of History Skills 2. Cause and Consequence 3. Change and Continuity	1. Sources and Evidence	1. Knowledge and Communication of Medieval Britain 2. Cause and Consequence	1. Cause and Consequence	1. Change and Continuity 2. Sources and Evidence 3. Interpretations	1. Cause and Consequence 2. Interpretations
What is needed to master the knowledge	Reading comprehension to identify and select key information. Understanding of the link between causes and events - concept of multi-causal events. Understanding of the link between evenst and consequences - concept of multi-consequence events. Understanding differences to show change. Understanding of patterns and trends to show continuity.	Understand the nature of different types of evidence. Understand the content and context of sources. Understand the purpose of sources.	Reading comprehension to identify and select key information. Understanding of the link between causes and events - concept of multi-causal events. Understanding of the link between events and consequences - concept of multi-consequence events.	Understanding of the link between causes and events - concept of multi-causal events. Understanding of the link between events and consequences - concept of multi-consequence events.	Understanding differences to show change. Understanding of patterns and trends to show continuity. Understand the nature of different types of evidence. Understand the content and context of sources. Understand the purpose of sources. Identify and understand the reasons for different interpretations	Understanding of the link between causes and events - concept of multi-causal events. Understanding of the link between events and consequences - concept of multi-consequence events. Identify and understand the reasons for different interpretations
Common Misconceptions	One cause = one event = one consequence Either change or continuity occurs, not both.	Evidence is always true or false	One cause = one event = one consequence	One cause = one event = one consequence	Evidence is always true or false Different opinions mean one is right and one is wrong.	One cause = one event = one consequence
National Curriculum Link	the development of Church, state and society in Medieval Britain 1066-1509 the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066	the development of Church, state and society in Medieval Britain 1066-1509	the development of Church, state and society in Medieval Britain 1066-1509	the development of Church, state and society in Britain 1509-1745	the development of Church, state and society in Britain 1509-1745	the development of Church, state and society in Britain 1509-1745

September 2020- July 2021	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 8						
Learning	Industrial Revolution	Industrial Britain	Transatlantic Slave Trade	Transatlantic Slave Trade / Suffragettes	World War One	World War One
Concepts	1. Knowledge and Communication of Life in Industrial Britain 2. Cause and Consequence 3. Change and Continuity 4. Sources and Evidence	1. Sources and Evidence 2. Interpretations 3. Change and Continuity	1. Knowledge and Communication of the Slave Trade 2. Sources and Evidence	1. Change and Continuity 2. Cause and Consequence	1. Cause and Consequence 2. Sources and Evidence	1. Cause and Consequence 2. Interpretations
What is needed to master the knowledge	Reading comprehension to identify and select key information. Understanding of the link between causes and events - concept of multi-causal events. Understanding of the link between events and consequences - concept of multi-consequence events. Understanding differences to show change. Understanding of patterns and trends to show continuity.	Understand the nature of different types of evidence. Understand the content and context of sources. Understand the purpose of sources. Identify and understand the reasons for different interpretations Understanding differences to show change. Understanding of patterns and trends to show continuity.	Reading comprehension to identify and select key information. Understand the nature of different types of evidence. Understand the content and context of sources. Understand the purpose of sources.	Understanding differences to show change. Understanding of patterns and trends to show continuity. Understanding of the link between causes and events - concept of multi-causal events. Understanding of the link between events and consequences - concept of multi-consequence events.	Understanding of the link between causes and events - concept of multi-causal events. Understanding of the link between events and consequences - concept of multi-consequence events. Understand the nature of different types of evidence. Understand the content and context of sources. Understand the purpose of sources.	Understanding of the link between causes and events - concept of multi-causal events. Understanding of the link between events and consequences - concept of multi-consequence events. Identify and understand the reasons for different interpretations Identify and understand the reasons for different interpretations
Common Misconceptions	One cause = one event = one consequence Either change or continuity occurs, not both.	Evidence is always true or false Either change or continuity occurs, not both.	Evidence is always true or false	One cause = one event = one consequence Either change or continuity occurs, not both.	Evidence is always true or false One cause = one event = one consequence	One cause = one event = one consequence Different opinions mean one is right and one is wrong.
National Curriculum Link	ideas, political power, industry and empire: Britain, 1745-1901	ideas, political power, industry and empire: Britain, 1745-1901 a local history study	ideas, political power, industry and empire: Britain, 1745-1901	ideas, political power, industry and empire: Britain, 1745-1901 challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust, this could include:	challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust, this could include:	challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust, this could include:

September 2020- July 2021	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 9						
Learning	WW2	WW2 / Holocaust	Holocaust / Civil Rights	Living Under Nazi Rule	Living Under Nazi Rule	Living Under Nazi Rule
Concepts	<p>1. Cause and Consequence</p> <p>2. Interpretations</p>	<p>1. Cause and Consequence</p> <p>2. Interpretations</p> <p>3. Change and Continuity</p>	<p>Knowledge and Communication of Hitler's Ride to Power</p> <p>Cause and Consequence</p> <p>Change and Continuity</p> <p>Sources and Evidence</p> <p>Interpretations</p>	<p>Knowledge and Communication of Hitler's Rise to Power</p> <p>Cause and Consequence</p> <p>Change and Continuity</p> <p>Sources and Evidence</p> <p>Interpretations</p>	<p>Knowledge and Communication of life in Nazi Germany</p> <p>Cause and Consequence</p> <p>Change and Continuity</p> <p>Sources and Evidence</p> <p>Interpretations</p>	<p>Knowledge and Communication of life in Nazi Germany</p> <p>Cause and Consequence</p> <p>Change and Continuity</p> <p>Sources and Evidence</p> <p>Interpretations</p>
What is needed to master the knowledge	<p>Understanding of the link between causes and events - concept of multi-causal events.</p> <p>Understanding of the link between events and consequences - concept of multi-consequence events.</p> <p>Identify and understand the reasons for different interpretations</p>	<p>Understanding of the link between causes and events - concept of multi-causal events.</p> <p>Understanding of the link between events and consequences - concept of multi-consequence events.</p> <p>Identify and understand the reasons for different interpretations</p> <p>Understanding differences to show change.</p> <p>Understanding of patterns and trends to show continuity.</p>	<p>Reading comprehension to identify and select key information.</p> <p>Understanding of the link between causes and events - concept of multi-causal events.</p> <p>Understanding of the link between events and consequences - concept of multi-consequence events.</p> <p>Understand the nature of different types of evidence.</p> <p>Understand the content and context of sources.</p> <p>Understand the purpose of sources.</p> <p>Identify and understand the reasons for different interpretations</p> <p>Understanding of patterns and trends to show continuity.</p> <p>Understanding differences to show change.</p>	<p>Reading comprehension to identify and select key information.</p> <p>Understanding of the link between causes and events - concept of multi-causal events.</p> <p>Understanding of the link between events and consequences - concept of multi-consequence events.</p> <p>Understand the nature of different types of evidence.</p> <p>Understand the content and context of sources.</p> <p>Understand the purpose of sources.</p> <p>Identify and understand the reasons for different interpretations</p> <p>Understanding of patterns and trends to show continuity.</p> <p>Understanding differences to show change.</p>	<p>Reading comprehension to identify and select key information.</p> <p>Understanding of the link between causes and events - concept of multi-causal events.</p> <p>Understanding of the link between events and consequences - concept of multi-consequence events.</p> <p>Understand the nature of different types of evidence.</p> <p>Understand the content and context of sources.</p> <p>Understand the purpose of sources.</p> <p>Identify and understand the reasons for different interpretations</p> <p>Understanding of patterns and trends to show continuity.</p> <p>Understanding differences to show change.</p>	<p>Reading comprehension to identify and select key information.</p> <p>Understanding of the link between causes and events - concept of multi-causal events.</p> <p>Understanding of the link between events and consequences - concept of multi-consequence events.</p> <p>Understand the nature of different types of evidence.</p> <p>Understand the content and context of sources.</p> <p>Understand the purpose of sources.</p> <p>Identify and understand the reasons for different interpretations</p> <p>Understanding of patterns and trends to show continuity.</p> <p>Understanding differences to show change.</p>
Common Misconceptions	<p>One cause = one event = one consequence</p> <p>Different opinions mean one is right and one is wrong.</p>	<p>One cause = one event = one consequence</p> <p>Different opinions mean one is right and one is wrong.</p> <p>Either change or continuity occurs, not both.</p>	<p>Evidence is always true or false</p> <p>One cause = one event = one consequence</p> <p>Different opinions mean one is right and one is wrong.</p> <p>Either change or continuity occurs, not both.</p>	<p>Evidence is always true or false</p> <p>One cause = one event = one consequence</p> <p>Different opinions mean one is right and one is wrong.</p> <p>Either change or continuity occurs, not both.</p>	<p>One cause = one event = one consequence</p> <p>Evidence is always true or false</p> <p>Different opinions mean one is right and one is wrong.</p> <p>Either change or continuity occurs, not both.</p>	<p>Different opinions mean one is right and one is wrong.</p> <p>One cause = one event = one consequence</p> <p>Evidence is always true or false</p> <p>Either change or continuity occurs, not both.</p>
National Curriculum Link	challenges for Britain, Europe and the wider world 1901 to the present day	challenges for Britain, Europe and the wider world 1901 to the present day	challenges for Britain, Europe and the wider world 1901 to the present day study of a significant society or issue in world history and its interconnections with other world developments	challenges for Britain, Europe and the wider world 1901 to the present day	challenges for Britain, Europe and the wider world 1901 to the present day	challenges for Britain, Europe and the wider world 1901 to the present day

September 2020- July 2021	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10 - UNITS ARE ROTATED EVERY YEAR						
Learning	Saltaire	Elizabethans	Elizabethans	Elizabethans / Living Under Nazi Rule	Living Under Nazi Rule	Living Under Nazi Rule (Holocaust)
Concepts	Knowledge and Communication of Industrial Britain Cause and Consequence Change and Continuity Sources and Evidence	Knowledge and Communication of Elizabethan England Interpretations Cause and Consequence Change and Continuity Sources and Evidence	Knowledge and Communication of Elizabethan England Interpretations Cause and Consequence Change and Continuity Sources and Evidence	Knowledge and Communication of Elizabethan England Interpretations Cause and Consequence Change and Continuity Sources and Evidence	Knowledge and Communication of life in Nazi Germany Cause and Consequence Change and Continuity Sources and Evidence Interpretations	Knowledge and Communication of life in Nazi Germany Cause and Consequence Change and Continuity Sources and Evidence Interpretations
What is needed to master the knowledge	<p>Reading comprehension to identify and select key information.</p> <p>Understanding of the link between causes and events - concept of multi-causal events.</p> <p>Understanding of the link between events and consequences - concept of multi-consequence events.</p> <p>Understanding differences to show change. Understanding of patterns and trends to show continuity.</p> <p>Understand the nature of different types of evidence.</p> <p>Understand the content and context of sources.</p> <p>Understand the purpose of sources.</p>	<p>Reading comprehension to identify and select key information.</p> <p>Identify and understand the reasons for different interpretations</p> <p>Understanding of the link between causes and events - concept of multi-causal events. Understanding of the link between events and consequences - concept of multi-consequence events.</p> <p>Understanding of patterns and trends to show continuity.</p> <p>Understanding differences to show change. Understanding of patterns and trends to show continuity. Understand the nature of different types of evidence.</p> <p>Understand the content and context of sources.</p> <p>Understand the purpose of sources.</p>	<p>Reading comprehension to identify and select key information.</p> <p>Identify and understand the reasons for different interpretations</p> <p>Understanding of the link between causes and events - concept of multi-causal events. Understanding of the link between events and consequences - concept of multi-consequence events.</p> <p>Understanding of patterns and trends to show continuity.</p> <p>Understanding differences to show change.</p> <p>Understanding of patterns and trends to show continuity.</p> <p>Understand the nature of different types of evidence.</p> <p>Understand the content and context of sources.</p> <p>Understand the purpose of sources.</p>	<p>Reading comprehension to identify and select key information.</p> <p>Identify and understand the reasons for different interpretations</p> <p>Understanding of the link between causes and events - concept of multi-causal events. Understanding of the link between events and consequences - concept of multi-consequence events.</p> <p>Understanding of patterns and trends to show continuity.</p> <p>Understanding differences to show change. Understanding of patterns and trends to show continuity. Understand the nature of different types of evidence.</p> <p>Understand the content and context of sources.</p> <p>Understand the purpose of sources.</p>	<p>Reading comprehension to identify and select key information.</p> <p>Understanding of the link between causes and events - concept of multi-causal events. Understanding of the link between events and consequences - concept of multi-consequence events.</p> <p>Understand the nature of different types of evidence. Understand the content and context of sources.</p> <p>Understand the purpose of sources. Identify and understand the reasons for different interpretations Understanding of patterns and trends to show continuity.</p> <p>Understanding differences to show change.</p>	<p>Reading comprehension to identify and select key information.</p> <p>Understanding of the link between causes and events - concept of multi-causal events. Understanding of the link between events and consequences - concept of multi-consequence events.</p> <p>Understand the nature of different types of evidence. Understand the content and context of sources.</p> <p>Understand the purpose of sources. Identify and understand the reasons for different interpretations Understanding of patterns and trends to show continuity.</p> <p>Understanding differences to show change.</p>
Specific Content	How did England change in the Industrial Revolution?	How did Religion change during the Tudor era?	How did 'The Scottish Queen' become a threat to Elizabeth?	Who were the Elizabethan Adventurers? Part 4	What was the Machinery of Terror?	The Holocaust - What do we know?
	Why did Titus Salt move his businesses out of Bradford?	How did Elizabeth control her country?	Why did Elizabeth execute the 'Scottish Queen'?	How successful were the Elizabethan Adventurers? Part 1	What was the Machinery of Terror?	1933 to 1938, Retrieval and Develop
	Why did Titus Salt choose the site for Saltaire?	How did Elizabeth use the royal court to control her subjects?	Why did England and Spain go to war?	How successful were the Elizabethan Adventurers? Part 2	How did the Nazi's use propaganda?	First Solution (Persecution and Emigration, 1938-39)
	How did Titus Salt try to improve the lives of his workers?	What does the Rebellion of the Earl of Essex tell us about Elizabeth's control?	What really happened to the Spanish Armada?	Question 7 Exam Style	How did the Nazi's use propaganda?	Second Solution (Ghettos, 1939-41)
	How did Saltaire's success change over time?	How did Elizabeth control her parliament?	What happened to English Catholicism during Elizabeth's reign?	Question 6b Exam Style	Who opposed the Nazi's?	Final Solution (Murder, 1941-45)
	How was Saltaire not typical, but not unique?	How did Elizabeth control her parliament? Part 2	What was life like for the rich, middling and poor Elizabethans	Question 7 Exam Style	How did the Nazi's control the workers?	Auschwitz
	How and why has Saltaire changed over time?	How did Elizabeth control her people?	What was family life like for the Elizabethans?	Question 6a Exam Style	How did the Nazi's control women?	Holocaust Survivor Accounts
	How have Saltaire's buildings changed over time?	How did Elizabeth control her people? Part 2	What were the causes of poverty during the reign of Elizabeth?	Question 6b Exam Style	How did the Nazi's control young people?	Holocaust Survivor Accounts
	Recall and Revise	Exam Question 6a	What were the responses of Elizabeth and her government to the problem of poverty?	Question 7 Exam Style	How did the Nazi's control young people?	Genocide, Modern Study
	What was the major turning point in the history of Saltaire?	How did Elizabeth make England a Protestant country?	Was the Elizabethan period a Golden Age of culture?		How did the Nazi's begin the persecution of the Jews?	Genocide, Modern Study
	Saltaire, why all the fuss?	Why did Elizabeth have to tighten controls of Catholics after 1580?	Why did popular culture decline?		What was Kristallnacht?	Question 6 Exam Style
	What remains of Saltaire?		Why did Elizabethan Witch Trials increase?		How did the Nazi's make anti-Semitism legal?	Question 6 Exam Style
	How could you paint Saltaire?		Why did Elizabethan Witch Trials increase? Part 2		Germany At War - How did lives change?	Question 7 Exam Style
			How did theatres develop in Elizabethan England?	Who were the leaders of the Nazi Party?	Germany At War - Why was opposition limited?	Question 7 Exam Style
			Why did some people oppose the new theatres?	What was the Nazi ideology in 1933?	Germany At War - Total War, 1943-45, How did lives change?	Question 8 and 9 Exam Style
			Who were the Elizabethan Adventurers?	What was the Reichstag Fire?	Desperation, 1944	Question 8 and 9 Exam Style
			Who were the Elizabethan Adventurers? Part 2	What was the enabling Act?	Chaos Destruction and Peace, 1945	
			Who were the Elizabethan Adventurers? Part 3	What was Gleichschaltung?	Occupation - Poland	
				How did Hitler remove the opposition?	Occupation - Netherlands	
				What was the Knight of the Long Knives?	Collaboration, Accommodation and Resistance	
				Overview - How had Hitler achieved total power?	Responses to Nazi Rule Across Europe	

September 2020- July 2021	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 11 - UNITS ARE ROTATED EVERY YEAR						
Learning	Saltaire	Elizabethans	Elizabethans	Elizabethans / Retrieval and Exam Prep	Retrieval - Assessment/Exam Prep	
Concepts	Knowledge and Communication of Industrial Britain Cause and Consequence Change and Continuity Sources and Evidence	Knowledge and Communication of Elizabethan England Interpretations Cause and Consequence Change and Continuity Sources and Evidence	Knowledge and Communication of Elizabethan England Interpretations Cause and Consequence Change and Continuity Sources and Evidence	Knowledge and Communication of Elizabethan England Interpretations Cause and Consequence Change and Continuity Sources and Evidence	Knowledge and Communication of Units Covered Interpretations Cause and Consequence Change and Continuity Sources and Evidence	
What is needed to master the knowledge	Reading comprehension to identify and select key information. Understanding of the link between causes and events - concept of multi-causal events. Understanding of the link between events and consequences - concept of multi-consequence events. Understanding differences to show change. Understanding of patterns and trends to show continuity. Understand the nature of different types of evidence. Understand the content and context of sources. Understand the purpose of sources.	Reading comprehension to identify and select key information. Identify and understand the reasons for different interpretations Understanding of the link between causes and events - concept of multi-causal events. Understanding of the link between events and consequences - concept of multi-consequence events. Understanding of patterns and trends to show continuity. Understanding differences to show change. Understanding of patterns and trends to show continuity. Understand the nature of different types of evidence. Understand the content and context of sources. Understand the purpose of sources.	Reading comprehension to identify and select key information. Identify and understand the reasons for different interpretations Understanding of the link between causes and events - concept of multi-causal events. Understanding of the link between events and consequences - concept of multi-consequence events. Understanding of patterns and trends to show continuity. Understanding differences to show change. Understanding of patterns and trends to show continuity. Understand the nature of different types of evidence. Understand the content and context of sources. Understand the purpose of sources.	Reading comprehension to identify and select key information. Identify and understand the reasons for different interpretations Understanding of the link between causes and events - concept of multi-causal events. Understanding of the link between events and consequences - concept of multi-consequence events. Understanding of patterns and trends to show continuity. Understanding differences to show change. Understanding of patterns and trends to show continuity. Understand the nature of different types of evidence. Understand the content and context of sources. Understand the purpose of sources.	Reading comprehension to identify and select key information. Identify and understand the reasons for different interpretations Understanding of the link between causes and events - concept of multi-causal events. Understanding of the link between events and consequences - concept of multi-consequence events. Understanding of patterns and trends to show continuity. Understanding differences to show change. Understanding of patterns and trends to show continuity. Understand the nature of different types of evidence. Understand the content and context of sources. Understand the purpose of sources.	
Specific Content	How did England change in the Industrial Revolution?	How did Religion change during the Tudor era?	How did 'The Scottish Queen' become a threat to Elizabeth?	Who were the Elizabethan Adventurers? Part 4	Knowledge Lesson Nazi Germany	
	Why did Titus Salt move his businesses out of Bradford?	How did Elizabeth control her country?	Why did Elizabeth execute the 'Scottish Queen'?	How successful were the Elizabethan Adventurers? Part 1	Question 7 NG Exam Style	
	Why did Titus Salt choose the site for Saltaire?	How did Elizabeth use the royal court to control her subjects?	Why did England and Spain go to war?	How successful were the Elizabethan Adventurers? Part 2	Knowledge Lesson Nazi Germany	
	How did Titus Salt try to improve the lives of his workers?	What does the Rebellion of the Earl of Essex tell us about Elizabeth's control?	What really happened to the Spanish Armada?	Question 7 Exam Style	Question 8 NG Exam Style	
	How did Saltaire's success change over time?	How did Elizabeth control her parliament?	What happened to English Catholicism during Elizabeth's reign?	Question 6b Exam Style	Mini Assessment	
	How was Saltaire not typical, but not unique?	How did Elizabeth control her parliament? Part 2	What was life like for the rich, middling and poor Elizabethans	Question 7 Exam Style	Mini Assessment	
	How and why has Saltaire changed over time?	How did Elizabeth control her people?	What was family life like for the Elizabethans?	Question 6a Exam Style	Knowledge Lesson Peoples Health	
	How have Saltaire's buildings changed over time?	How did Elizabeth control her people? Part 2	What were the causes of poverty during the reign of Elizabeth?	Question 6b Exam Style	Knowledge Lesson Peoples Health	
	Recall and Revise	Exam Question 6a	What were the responses of Elizabeth and her government to the problem of poverty?	Question 7 Exam Style	Question 2 and 3 Exam Style	
	What was the major turning point in the history of Saltaire?	How did Elizabeth make England a Protestant country?	Was the Elizabethan period a Golden Age of culture?	Question 8 and 9 Exam Style	Knowledge Lesson Peoples Health	
	Saltaire, why all the fuss?	Why did Elizabeth have to tighten controls of Catholics after 1580?	Why did popular culture decline?	Question 8 and 9 Exam Style	Question 4 and 5 Exam Style	
	What remains of Saltaire?		Why did Elizabethan Witch Trials increase?	Mini Assessment	Mini Assessment	
	How could you paint Saltaire?		Why did Elizabethan Witch Trials increase? Part 2	Mini Assessment	Mini Assessment	
			How did theatres develop in Elizabethan England?	Knowledge Lesson Nazi Germany	Knowledge Lesson Saltaire	
			Why did some people oppose the new theatres?	Question 6 NG Exam Style	Knowledge Lesson Saltaire	
			Who were the Elizabethan Adventurers?		Knowledge Lesson Saltaire	
			Who were the Elizabethan Adventurers? Part 2		Saltaire Essay Skills	
			Who were the Elizabethan Adventurers? Part 3		Saltaire Essay Skills	
					Mini Assessment	
					Mini Assessment	