

Curriculum Mapping: History Year 7-9

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 -	What is History? The Romans	The Romans/ Anglo Saxons	Medieval Realms Battle of Hastings political and social change	Medieval realms Castles, religion, the Crusades	Medieval Realms Life, Peasants Revolt, Black Death	Islamic Civilisations
	Concepts/Tier 3 vocabulary Chronology, source, decade, millennium, century, significance, BC, BCE, AD, CE	Concepts/Tier 3 vocabulary Province, empire, myth, legionary, centurion, rebellion, citizen, invasion	Concepts/Tier 3 vocabulary Medieval, Witan, monarch, interpretation, motte, bailey, feudal system, villein, noble,	Concepts/Tier 3 vocabulary Crusades, pilgrimage, trebuchet, portcullis, Keep, siege	Concepts/Tier 3 vocabulary Charter, guild, trencher, tournament, excommunicate, revolt	Concepts Tier 3 vocabulary Caliph, Islam, Mecca, mosaic, Ottomans, nomads, Holy Land, mosque
	Justification: Students join SMS at different points in their historical learning journey. The What is History scheme of work is therefore taught to ensure that all students acquire the necessary historical skills – chronology, source evaluation, historical significance and the understanding of change and continuity, cause and consequence, similarity and difference. This unit will provide the foundation for their historical understanding for KS3 and beyond. In KS3, students largely follow a chronological approach to British History (as set out in the National curriculum). Therefore, The Romans Unit provides students with knowledge and understanding of the impact of Roman rule on Britain.	Justification: Students will build upon their knowledge and understanding of Roman Britain and move onto why the Roman Empire collapsed. In preparation for the unit on Medieval Realms, students will look at what happened after the departure of the Romans from Britain and the important role that immigration has always played in our history, - this is particularly important in terms of our modern day multi-cultural society. Students will also use their critical thinking skills to address questions such as, were the Dark Ages really dark and did Alfred deserve the title great?	Justification: The Medieval scheme of work is important in enabling students to acquire knowledge and understanding of key developments that have impacted both our political and social structures today. They will address questions such as why did the Normans win the Battle of Hastings? And what was the impact of the Feudal system on Britain? And how was society structured? In terms of skills, students will focus on honing their skills of extended writing and cause and consequence.	Justification: Students continue to study the Medieval Realms and Britain's place in the world. They will acquire knowledge and understanding of the importance of religion in the Medieval World – which will be revisited later in Year 8, when students study the English Reformation – and for students who take GCSE History – in modules Health and Medicine and Elizabeth I. They will also develop their understanding and evaluation of different interpretations of the past and change and continuity.	Justification: The final part of Medieval Realms focuses on what life was like in this period. Through the study of, for example, jobs, entertainment and food, students will revisit the concepts of change and continuity and similarity and difference. In addition, they will learn about the importance of Protest – the Peasant's Revolt – and will study the local link. In studying the Black Death, students will be able to make comparisons with the recent Covid Pandemic.	Justification: Islamic Civilisations is the final unit for our Year 7 students. It was chosen as an example of a non-European Civilisation and to reflect the changing intake of SMS. Students should therefore be able to make both connections and contrasts between two civilisations which existed side by side. They will study, for example, the importance of another world religion and discover the tensions between Islam and Christianity. They will also look at the achievements of the Islamic World and the positive impact on the West. Again, this is something that students will return to at a later date of the history learning journeys (for example – at GCSE – the history of Medicine). Throughout the unit, students will consolidate their historical skills which they will take forward into their Year 8 learning journey.

	Assessment AP1a: Explain how and why the Tolland Man died	Assessment: - AP1b: In what ways did Britain change during Roman rule?	Assessment: AP2a: Narrative account of the Battle of Hastings	Assessment: AP2b: Explain the significance of the Crusades for Britain	Assessment: AP3a: Consequences of the Peasants Revolt	Assessment AP3b: Impact of the Islamic Empire
	<i>Wider reading/Cultural capital</i> Students are encouraged to widen their knowledge and understanding, by, for example, recommending local castles to visit (Heddingham, Rochester, Colchester), novels to read – The Roman Mysteries, Michelle Paver – the Chronicle of Ancient Darkness, the Silver Sword.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>The Tudors</i>	<i>James I to the Restoration and beyond</i>	<i>A journey through the industrial revolution</i>	<i>Changes in transport, leisure and the role of individuals</i>	<i>Empire and Slavery</i>	<i>Slavery continued and the Titanic</i>
Year 8 -	Concepts/Tier 3 vocabulary Monarch, Reformation, dissolution, Protestant, heresy, treason, Armada, pauper	Concepts/Tier 3 vocabulary Civil war, royalist, parliamentarian, cavalry, roundhead, traitor, republic, Restoration, plague, constitution	Concepts/Tier 3 vocabulary Domestic system, factory system, pauper apprentice, spinning, weaving, mill	Concepts/Tier 3 vocabulary canal, suburb, terrace, cholera, public health, epidemic, entrepreneur	Concepts/Tier 3 vocabulary Empire, colony, mother country, mutiny, sepoy, slave, slave triangle, auction,	Concepts Tier 3 vocabulary plantation, banded, abolish, racist, distress fare, SOS

	<p>Justification:</p> <p>Year 8 students continue with their chronological approach to British history, as set out in the National Curriculum, picking up where they left off at the end of summer half term. They study the Tudors and focus on some of the key changes that took place during the period, which still have impact on our lives today. They also learn that, despite the fact that the Tudors lived c.500 years ago, society was similar to ours today in terms of, for example rich and poor, leisure time and fashion. They continue to consolidate their historical and literacy skills.</p>	<p>Justification:</p> <p>Continuing their chronological approach, students study the problems leading up to the English Civil war and the ongoing struggle between the crown and Parliament. They are introduced to the idea of democracy (which is revisited in Year 9). They continue to hone their historical skills, in particular the analysis of source materials in relation to the Restoration. In terms of local History, they study the key features of the Great Fire of London and the impact that the event had on London.</p>	<p>Justification:</p> <p>The impact of industrialisation on the British economy, society and the landscape of the country is a fundamental part of our History and students study these important effects. Lessons revolve around the reasons why we moved from a domestic system to a factory system and the impact that this move had on the workers, including women and children. Students study primary sources concerning working conditions and are provided with opportunities to problem solve, before looking at key reforms.</p>	<p>Justification:</p> <p>Changes in transport went hand in hand with industrialisation and therefore students gain knowledge and understanding of, in particular, the development of the railways -both the economic and social impact. In relation to this, the coming of leisure time is also studied and local links are made to the expansion of Southend on Sea as a seaside destination. In terms of skills, students are asked to consider the nature of historical significance – for example, assessing the way the role of Mary Seacole has been re-evaluated over time.</p>	<p>Justification:</p> <p>At the beginning of this term, students are reintroduced to the idea of Empire (having already looked at the Roman and Islamic empires in Year 7). In keeping with recent revisionist views of the impact of Empire, students are asked to consider the impact of empire on the indigenous peoples of the colonies. When looking at slavery, students firstly study examples of West African kingdoms before the slave trade, so students are aware of the complexities and sophistication of these Kingdoms and their peoples. The horrors of the slave trade and its lasting impacts are then studied, discussed and evaluated.</p>	<p>Justification:</p> <p>Students complete their work on slavery. They then finish the year with a module of work that explores the tragedy of the Titanic. Students look at many aspects of the disaster – for example, how rigid class divisions were reflected in the make up of the ship and the ensuing tragedy. Students continue to consolidate their historical skills of similarity and difference, cause and continuity and source analysis.</p>
	<p>Assessment:</p> <p>AP1a -Why did Henry make himself Head of the Church?</p>	<p>Assessment:</p> <p>Ap1b – Source evaluation on the Restoration of Charles II</p>	<p>Assessment:</p> <p>Ap2a – source evaluation – children in the mills</p>	<p>Assessment:</p> <p>Ap2b – who was more significant – Florence Nightingale or Mary Seacole</p>	<p>Assessment:</p> <p>AP3a – Why was the Slave Trade abolished?</p>	<p>Assessment:</p> <p>AP3b- Who was responsible for the Titanic tragedy?</p>
	<p>Wider reading/Cultural capital <i>Students are encouraged to widen their knowledge by reference to films such as Elizabeth – the Golden Age and the English Civil War (the Tudors and James I to the Restoration) and books such as Dickens novels (Industrialisation). Links, via home learning, are made to the idea of modern day slavery of the exploitation of workers in other parts of the world.</i></p>					
	Autumn 1	Autumn 2	Spring 1(2)	Spring 2	Summer 1	Summer 2

Year 9 -	The First World War	The end of WW1 and the causes of WW2	The Second World War	The Holocaust	20th Century Protest	The Post War World
	Concepts/Tier 3 vocabulary Alliance, militarism, imperialism, arms race, assassinate, conscription, conscientious objector, propaganda, trench, stalemate, truce	Concepts/Tier 3 vocabulary Munitions, suffragettes, home front, court martial, rationing, armistice, treaty, reparations, democracy, dictatorship, rearmament, appeasement	Concepts/Tier 3 vocabulary Blitz, blitzkrieg, Luftwaffe, evacuation, radar, Anderson shelter, rationing, blackout,	Concepts/Tier 3 vocabulary Surrender, anti-Semitism, ghetto, persecution, scapegoat, collaboration,	Concepts/Tier 3 vocabulary Civil rights, persecution, discrimination, lynching, segregation, Jim Crow Laws, apartheid	Concepts Tier 3 vocabulary Welfare state, NHS, capitalism, Communism, Cold war, nuclear, Windrush, immigrant, refugee, multi-cultural
	Justification: <i>It is important that students in Year 9 begin to develop a better understanding of the modern world and hence we start the year with a study of the First World War and its lasting impact on both Britain and the wider world. Students are introduced to complex concepts such as militarism, imperialism, and alliances. The human cost of war is emphasised, as is the significant role that was played by women and soldiers of the empire, in keeping with the inclusivity of our overall SOW. Consolidation of all skills continues, with a particular focus on the evaluation of primary source material.</i>	Justification: <i>Continuing with their study of the First World War, students look at the end of the war, the impact of the war on the world and go on to study its role in bringing about the beginning of the Second World War. Again, complex concepts such as democracy and dictatorships are explored, with links being made to the modern world. Students who go on to take History as one of their GCSE options will revisit these in more depth at the beginning of KS4.</i>	Justification: <i>Students look at the start of the Second World War in terms of causation and indeed the role played by not only the dictators but also the policy of appeasement. We have chosen to study the war partly through looking at the key turning points, such as the evacuation of Dunkirk, the Battle of Britain, the Blitz and the D Day landings, amongst others. Students also look at the impact of the war on British Society – for example – the changes to lives of women and whether these changes were lasting.</i>	Justification: <i>Students develop their critical thinking skills by evaluating what they consider to be the most significant turning point in the Second World War. They will also explore the moral questions surrounding the dropping of the atomic bombs on Japan. The Holocaust is the most important topic that students will learn about in their whole school career. It is taught with sensitivity and students will become aware of the enormity of the horrors of the events of the Final Solution and the need to work to avoid another such horror. Students are not assessed on the Holocaust and for those who choose History GCsE as one of their options, they will return to this topic and will have chance to work with representatives from the Holocaust Educational Trust.</i>	Justification: <i>20th Century Protest focuses primarily on the struggle of African American Civil Rights movement in the USA (and will link back to their Year 8 studies on Slavery), with its significance in understanding discrimination and racism in the today's world. As well as looking at key moments in the struggle for equality in terms of civil rights, students will also study the role of inspiring individuals such as Rosa Parks and Martin Luther King. In addition, students will explore similarity and difference, when looking at apartheid in South Africa and the role of Nelson Mandela in bringing about its downfall.</i>	Justification: <i>Approximately half of our Year 9 students will not go on to study History at GCSE. We have chosen, therefore, to finish off their studies with continuing to explore important events in the post world war and how these impact their lives today. We revisit complex ideologies such as communism and capitalism, the significance of Windrush and the role of immigration in the making of modern Britain. In addition, we look at the development of popular culture in the post world war. Students will be given opportunities to work both collaboratively and independently and develop their presentation skills.</i>

	Assessment: AP1a – The causes of the First World war	Assessment: AP1b – Source evaluation – conditions in the trenches	Assessment: AP2a – Was appeasement a mistake?	Assessment; AP2b – What was the most important turning point in the war?	Assessment: AP3a – Little Rock source evaluation	Assessment: AP3b – Post War Britain – group presentations
<p>Wider reading/Cultural capital Students are offered the chance to visit the WW1 battlefields, recommended films to watch such as Private Peaceful, War Horse, Dunkirk, The help, recommended books to read – Private Peaceful, War Horse, Boy in the Striped pyjamas, The Book Thief and many more beyond</p>						