Year 7 History curriculum map

	Autumn term		Spring term		Summer term	
Unit of Work	**What is History?**	**Battle of Hastings**	**Middle Ages**	**Tudors**	**Stuarts**	**'Her'story**
Enquiry Questions	What is chronology? What makes things 'significant' in history? How do historians use sources? How are interpretations constructed?	Why did William win the Battle of Hastings? Who were the contenders for the English throne? How did William control England?	How miserable was the Middle Ages? What was it like to live in the Middle Ages? Who had power in the Middle Ages?	How did life change under the Tudors? Was Tudor England a "religious rollercoaster"? How did the Tudors start the British Empire?	How did life change under the Stuarts? How did Great Britain start? What happened when England went to war with itself?	How can we remember women from the past? Why have women often been overlooked in History? Why is it important to learn about women in History?
Key Knowledge	Chronology, significance, sources, interpretations, change, continuity, similarity, difference, cause, consequence	Monarchy, Feudalism, Military, Conquest, Oppression, Harrying	Protest, Monarchy, Government, Absolute Power, Catholic	Exploration, Trade, Monarchy, Economy, Government, Religion	Civil war, Democracy, Monarchy, Parliament, Republic, Succession	Patriarchy, misogyny, systematic
Assessment	Progress check (scaled MCQs) and re-teach PEEL paragraph on historical significance	Progress Check (scaled MCQs) and re-teach, Narrative account on the Battle of Hastings	Progress Check (scaled MCQs) and re-teach	End of year assessment	Progress Check (scaled MCQs) and re-teach Interpretations	Oral presentation with a poster
Experiences/ Purposeful Fun / Trip Opportunities	Introduction to handling artefacts	Re-enactment of the Battle of Hastings	Arundel Castle Trip	Tudor fair lesson	Civil War weapons and soldiers re-enactment	Group research project on an important woman in history
Skills and concepts	Chronology, significance, evidence, explanation	Understanding causes and consequences	Using historical sources	Understanding change and continuity	Analysing interpretations	Significance
Has links to... (prior and future)	This unit sets pupils up for all future historical learning. It explores second-order concepts central to becoming good historians. Pupils explore the foundations of what learning history actually is.	Links to prior learning: What is History? (Autumn 1) Links to future learning: Middle Ages (Spring 1), British Empire (Y8)	Links to prior learning: What is History? (Autumn 1), Battle of Hastings (Autumn 2) Links to future learning: Tudors (Spring 2), Stuarts (Summer 1), Industrial Revolution (Y8), Health and the People (Y10 - GCSE)	Links to prior learning: What is History? (Autumn 1), Middle Ages (Spring 1) Links to future learning: Transatlantic Slave Trade (Y8), British Empire (Y8), Elizabethan England (Y10 - GCSE)	Links to prior learning: What is History? (Autumn 1), Tudors (Spring 2) Links to future learning: Transatlantic Slave Trade (Y8), British Empire (Y8)	Links to prior learning: What is history? (Autumn 1), Tudors (Spring 2) Links to future learning: Brighton (Y8), WWI (Y8), Elizabethan England (Y10 - GCSE)
Careers links	Making links, practicing new skils, critical thinking, using evidence	Forming arguments, making links	Critical thinking, using evidence	Making links, analysing changes and their impacts	Looking at different perspectives, using evidence to build arguments	Oral presentations, using evidence, making clear arguments
Literacy elements	**Disciplinary reading:** Reading comprehension New vocabulary Reading historical interpretations Reading historical sources	**Disciplinary reading:** Reading comprehension New vocabulary	**Disciplinary reading:** Reading comprehension New vocabulary Reading historical sources	**Disciplinary reading:** Reading comprehension New vocabulary	**Disciplinary reading:** Reading comprehension New vocabulary Reading historical interpretations	**Disciplinary reading:** Reading comprehension New vocabulary

Y8 History curriculum map

	Autumn term		Spring term		Summer term	
Unit of Work	**Industrial Revolution**	**Transatlantic Slave Trade**	**British Empire**	**World War I**	**British Civil Rights Movement**	**Brighton**
Enquiry Questions	Did the Industrial Revolution create positive change for Britain? • How did changes in the way of working impact the poor? • What impact did urbanisation have on different groups in society?	What are the causes and consequences of the Transatlantic Slave Trade? • How did sugar drive the Transatlantic Slave Trade? • What led to the abolition of the slave trade?	What was the impact of the British Empire on the world? • Why did Britain want an empire? • What was India like before and after the British Empire?	How did WWI impact peoples lives? • What led to WWI? • What was the war like for different people on an off the battlefield? • How did WWI lead to women getting the vote?	How did Black Britons achieve civil rights in the UK? • What struggles did Black people face in Briton after WWII? • How did Black Britons fight for their own rights? • How does the law support Black Britons?	How did Brighton change over time? • What has made Brighton a popular destination? • What is the history of Portslade and Mile Oak?
Key Knowledge	Progress, Industrialisation, Revolution, Urbanisation, Public Health, Laissez Faire	Oppression, Trade, Empire, Rebellion, Colonisation, Indentured, Planation, Boycott	Empire, Government, Protest, Imperialism, Mutiny, Conquest, Interpretation	Nationalism, Alliance, Militarism, Enlistment, Conscription, Propaganda, Suffrage	Civil Rights, Legacy, Segregation, Immigrant, Act, Institutional Racism, Riot	Dippers, Hogboat, Chinoiserie, Regency, Patronage, Brighthelmstone
Assessment	Progress Check (scaled MCQs) and re-teach, Analysis of Sources (political cartoons and contemporary eye witness accounts)	Progress Check (scaled MCQs) and re-teach, What was the most significant reason for the abolition of the slave trade comparative essay	Progress Check (scaled MCQs) and re-teach	Progress Check (scaled MCQs) and re-teach, End of Year assessment (WWI sources and Suffragette interpretation)	Progress Check (scaled MCQs) and re-teach,	Progress Check (scaled MCQs) and re-teach
Experiences/ Purposeful Fun / Trip Opportunities	Worst jobs for children interactive lesson	Debate and discussion lesson around Edward Colston statue and the legacy of the slave trade	British Museum Trip	Trench dodgeball to help simulate the realities of life in trenches	Card sort and storytelling lesson on the Mangrove 9	Local history project where students can look into a place or person from the local area and do their own research
Skills and concepts	Using historical sources	Understanding causes and consequences	Analysing interpretations	Understanding Causes and Consequences	Using Historical Sources	Understanding change and continuity
Has links to... (prior and future)	Links to prior learning: Middle Ages - Feudalism (Y7), Sustainable cities - Geography (Y7), Oliver Twist - English (Y7) Links to future learning: Empire (Autumn 2), Slavery (Spring 1) WW1 (Spring 2), Health and the People (Y10 - GCSE)	Links to prior learning: Industrial Revolution (Autumn 1), Links to future learning: Empire (Spring 2), British Civil Rights Movement (Summer 1)	Links to prior learning: Norman Conquest and Battle of Hastings (Y7), The Tudors and Stuarts (Y7), Industrial Revolution (Autumn 1), Transatlantic Slave Trade (Autumn 2) Links to future learning: WWI (Spring 2), Elizabethan England (Y10 - GCSE)	Links to prior learning: British Empire (Spring 1), War Poetry - English (??) Links to future learning: Russian Revolution (Y9), Rise of the Nazis (Y9), WWII (Y9), Nazi Germany (Y10 - GCSE)	Links to prior learning: Middle Ages (Y7), UK Migration - Geography , Transatlantic Slave Trade (Autumn 1), British Empire (Spring 1) Links to future learning: Brighton Migration - Geography (Y9), WWII (Y9)	Links to prior learning: Norman conquest (Y7), The Tudors (Y7), WWI (Spring 2) Links to future learning: Brighton - Geography (Y9), WWI (Y9)
Careers links	Critical thinking, using evidence	Forming arguments, making links	Looking at different perspectives, using evidence to build arguments	Making links, forming arguments	Understanding the impact of changing laws, using evidence, critical thinking	Making links, analysing changes and their impacts

Y9 History curriculum map

	Autumn Term		Spring Term		Summer Term	
Unit of Work	**Russian Revolution**	**Rise of the Nazis**	**Rise of the Nazis and the Holocaust**	**WW2 and Middle Eastern disputes over land**	**Cold War and War on Terror**	**20th Century Britain through music**
Enquiry Questions	Why did Russia have a revolution? What was life like in Russia under the Tsar? Who were the Bolsheviks and how did they overthrow the Tsar	How did the end of WWI lead to chaos in Germany? What impact did the Treaty of Versailles have on Germany? How did Germany's economy fail?	How did Hitler become dictator? Who did the Nazis prosecute?	How close did Britain come to losing the war? Perspectives on the Israel/Palestine conflict	Why was there even more conflict after WWI? What were the consequences of the War on Terror?	What can music tell us about Britain's past?
Key Knowledge	Imperialism, Revolution, Communism, Government , Purging, Propaganda	Politics, Economic, Far-Right, Far-Left, Hyperinflation	Dictator, Fascism, Nazism, Police State, Holocaust, Final Solution	Dunkirk, Battle of Britain, Barbarossa, Pearl Harbor, Hiroshima, colonisation, religion	Capitalism, Communism, Berlin Wall, Cuba, Terrorism, 9/11, Al-Qaeda, War on Terror, power, religion	Protest, Identity, Migration, Youth Culture, Sources, Music, Fashion, Section 28
Assessment	Progress Check (scaled MCQs) and re-teach, How useful is source A to a historian studying why Russia had a revolution?	Progress Check (scaled MCQs) and re-teach, How did the end of WWI lead to chaos in Germany?	Progress Check (scaled MCQs) and re-teach How did Hitler become dictator?	Progress Check (scaled MCQs) and re-teach, How close did Britain come to losing the war?	Progress Check (scaled MCQs) and re-teach, What were the consequences of the War on Terror? Shapes and patterns poster	Progress Check (scaled MCQs) and re-teach Gallery lesson on 90's sources from parents/carers
Experiences/ Purposeful Fun / Trip Opportunities	Revolutionary propaganda poster creation. Stalin's terror board game	Hyperinflation simulation activity. Election campaign challenge based on Weimar Germany.	Holocaust Memorial educational resources. Testimony and survivor case study activities.	Y9/Y10 Imperial War Museum visit. Battle map and strategy simulation exercises.	Cuban Missile Crisis decision-making simulation. Debate on civil liberties and security post-9/11.	Analysis of music from different decades. Gallery lesson on 90's sources from parents/carers
Skills and concepts	Understanding causation, significance, source analysis, historical interpretations	Analysing causes, consequences and interpretations	Evaluating interpretations, evidence, diversity of experiences	Understanding significance, interpretations and contested histories	Change and continuity, interpretations, significance, evidential reasoning	Using sources, change and continuity, analysing interpretations and cultural evidence
Has links to... (prior and future)	**Links to prior learning:** Middle Ages (Y7) - Monarchy and power Stuarts (Y7) - Challenges to rulers and revolution Industrial Revolution (Y8) - Social and economic change WWI (Y8) **Links to future learning:** Cold War (Y9) Germany (Y10) Conflict and Tension (GCSE)	**Links to prior learning:** WWI (Y8) Industrial Revolution (Y8) - Economic change and political movements British Empire (Y8) **Links to future learning:** Holocaust (Spring 1 Y9) Germany (Y10) Nazi Germany (GCSE)	**Links to prior learning:** Rise of the Nazis (Autumn 2 Y9) British Civil Rights Movement (Y8) WWI (Y8) **Links to future learning:** Germany (Y10) Human Rights and Citizenship Modern Migration Studies	**Links to prior learning:** WWI (Y8) British Empire (Y8) Battle of Hastings (Y7) - Causes of conflict Stuarts (Y7) - Warfare and government **Links to future learning:** Cold War (Y9) Germany (Y10) Conflict and Tension (GCSE) Elizabeth (Y10) - International relations and warfare	**Links to prior learning:** Russian Revolution (Autumn 1 Y9) WWII (Spring 2 Y9) British Empire (Y8) **Links to future learning:** Germany (Y10) International Relations (GCSE/A-Level) Modern World Studies	**Links to prior learning:** British Civil Rights Movement (Y8) Brighton (Y8) British Empire (Y8) 'Her/story' (Y7) **Links to future learning:** Medicine (Y10) - Social change and public health Elizabeth (Y10) - Culture and identity Citizenship and Contemporary Britain
Careers links	Politics, journalism, international relations, public administration	Economics, political analysis, law, public policy	Human rights law, education, museum and archive work	Armed forces, diplomacy, international development, intelligence services	Politics, security services, international relations, journalism	Music industry, media, marketing, journalism, heritage and cultural sectors
Literacy elements	Disciplinary Reading • Revolutionary speeches • Contemporary accounts • Political cartoons	Disciplinary Reading • Treaty extracts • Statistical evidence • Political propaganda	Disciplinary Reading • Survivor testimony • Nazi propaganda • Historical interpretations	Disciplinary Reading • Government documents • Personal accounts • Historical interpretations	Disciplinary Reading • Speeches • Newspaper reports • Political cartoons and interpretations	Disciplinary Reading • Song lyrics • Interviews • Music reviews and cultural commentary

Y10 History curriculum map

	Autumn term	Spring term		Summer term	
Unit of Work	**Medicine**	**Elizabeth**	**Elizabeth**	**Germany**	**Germany**
Enquiry Questions	How useful are sources for understanding medicine in the Middle Ages? How much did new Renaissance ideas really improve progress in medicine? Was the 19th Century a significant turning point in medicine? Is modern medicine a story of science or people?	What problems did Elizabeth face as a female ruler? How did Elizabeth try and keep all Christians happy and in line?	What challenges did Elizabeth have running England Why did tension build between England and Spain?	What challenges did Kaiser Wilhlem have running Germany? What was the impact of WW1 on the people of Germany? How far were the 1920s a Golden age for Germany?	How did Hitler rise to power? How does Hitler consolidate his power? What was life like in Nazi Germany?
Key Knowledge	Themes: Disease, treatment, prevention, surgery, public health, hospitals Factors: War, government, religion, science, technology, communication, individuals, chance	Monarchy Patriarchy Parliament Religion Feudalism / Hierarchy	Rebellions, plots and Mary Queen of Scots Voyaging / circumnavigation Piracy / Slavery Spanish Armada	Government Political spectrum Socialism / communism Warfare Revolution Economic crise	Dictatorship, Nationalism, Propaganda, Communism, Fascism, Extremism, Government, Power, Economy, Persecution
Assessment	1. Medieval MCQ quiz + Question 1 (Source analysis) 2. Renaissance MCQ + Question 2 (Similarity/Difference) 3. Industrial MCQ quiz + Question 3 (Significance) 4. MCQ + Question 4 (Factors essay) 5. January Mock (Paper 2 - Medicine)	Progress check x2 Scaled MCQ x2 Interpretations Significance PEELs	Progress check x2 Scaled MCQ x2 Significance PEELs Narrative account PEELs	Progress Check x2 Scaled MCQ x2 PEEL paragraphs	1. Hitler becomes chancellor MCQ + PEEL paragraph 2. March Mock (Paper 1 – Germany and Elizabeth) 3. Life in Nazi Germany MCQ + PEEL paragraph
Experiences/ Purposeful Fun / Trip Opportunities	Surgery Through Time - Practical		Y9 / Y10 - Imperial War Museum		
Skills and concepts	Evidence and sources Similarity and difference Significance Explaining factors/Essay writing	Interpretations Causation Significance Persuasive writing	Interpretations Causation Significance Persuasive writing	Interpretations Causation Significance Change / continuity	Interpretations Causation Significance Change / continuity
Has links to... (prior and future)	Year 7: Middle Ages (Spring 1) - Religion, disease, Public Health Year 8: Industrial Revolution (Autumn 1) - Public Health, Laissais-faire, Industrialisation, Poverty Year 9: 20th century Britain (Summer 2) - Public Health, NHS, Liberal reforms	Feudalism (Y7) Monarchy (Y7) Religious tensions (Y7 & Y8) Empire (Y8)	Feudalism (Y7) Monarchy (Y7) Religious tensions (Y7 & Y8) Empire (Y8)	Year 7: Middle Ages (Spring 1) - Absolute power, government Year 8: WW1 (Spring 2) - Militarism, Nationalism, Propaganda Year 9: Germany (Autumn 1 and Spring 2)	Year 7: Middle Ages (Spring 1) - Absolute power, government Year 8: WW1 (Spring 2) - Militarism, Nationalism, Propaganda Year 9: Germany (Autumn 1 and Spring 2)
Careers links	Making links, analysing changes and their impacts, forming arguments, critical thinking, historiography				
Literacy elements	Disciplinary reading, Comprehension, Source analysis, Historiography				

Y11 History curriculum map

	Autumn term		Spring term		Summer term	
Unit of Work	**Korean War (P1)**	**Vietnam War (P1)**	**Elizabethan England (P2)**			
Enquiry Questions	How did the Korean war escalate into an international conflict? Why did the Korean War end in a Stalemate?	Why did the USA get more involved in Vietnam? Why did the USA struggle in Vietnam? How did the Vietnam war end in a victory for communism?	What was the main source of tension between Elizabeth and Spain How was little England able to defeat the massive Armada?	**Revision / Summer exams**		
Key Knowledge	Communism Empire	Communism Empire Nationalism Civil War	Monarchy Government Exploration Poverty			
Assessment	3x Booklet Tasks • Scaled Quiz • Thinking Maps • Extended writing	November Mocks - AQA Paper 1 - Source Analysis - Narratives - Essays	3x Booklet Tasks • Scaled Quiz • Thinking Maps • Extended writing	March Mocks - AQA Paper 1 + 2 *All questions types*	**Summer exams**	
Experiences/ Purposeful Fun	38th Parrallel Trench Dodgeball	'Hanging on the belts of the Americans' Guerilla Warfare game	Spanish Armada Re-enactment	**Revision / Summer exams**		
Skills and concepts	• Using sources • Cause and consequence • Significance	• Using sources • Cause and consequence • Significance	Persuasive writing			
Has links to... (prior and future)	• Empire (Y8) • End of WW2 (Y9) • Vietnam (Y11)	• Empire (Y8) • End of WW2 (Y9)				
Careers links	• Travel and Tourism • Human Rights Lawyer • International Diplomacy					
Literacy elements	Disciplinary Reading • Comprehension • Sources	Disciplinary Reading • Comprehension • Sources	Disciplinary reading •Comprehension •Historiography			