



Striving For Excellence Together

Curriculum Map HISTORY

<p>Key Concepts: (Threshold Concepts) <i>State the big ideas or skills that students will revisit throughout the curriculum</i></p>	<p>The Curriculum is sequenced by Chronology. An ability to develop a sense of historical period is significant in helping students to understand how society has changed over time.</p> <p>The importance of religion, social hierarchy, systems of power and economic development are key concepts students will revisit throughout. Developing technological advances will also thread through topics, helping students to understand how the people from different cultures and civilisations connect; and why warfare, science and economies improve.</p> <p>Throughout all lessons, the following second-order historical concepts are explored and developed: Significance, Causation, Consequence, Change, Continuity, Diversity.</p> <p>Students are also exposed to, and expected to analyse and evaluate, a range of historical sources and interpretations.</p>
---	--

7	Topics	Assessment	Key Concepts	Key Vocabulary	Our Pillars	Knowledge tracking
	The key topics taught in this term. (Change term to topic if appropriate)	Give the name, nature/content and date of the assessment in this term.	Where are the key areas of this subject visited and revisited?	List the Tier 3 words that will be encountered.	Does this unit address any of our 4 pillars?	What prior learning does this term's curriculum build on and what future learning does it link to?
Unit 1	Invaders to Britain 0-1000 'How was Britain shaped by different invaders before 1066?'	<p>Timed Source & Essay Assessment: What can you learn from Source A about the Viking Invasion of Britain?</p> <p>How did the Romans or the Anglo-Saxons change Britain? Explain</p>	<p>The Roman Empire Roman Impact on Britain The Anglo-Saxons Anglo-Saxon impact on Britain Viking Culture Viking Impact on Britain</p>	<p>Centurion Aqueduct Invader Celtic Pagan Interpretation Valhalla Change Continuity</p>	<p>Literacy and Oracy Life Beyond SWR Life After SWR Diversity and Inclusivity</p>	<p>Year 7 Unit 2 'Norman Conquest' Year 10 Unit 1 'People's Health'</p>
Unit 2	The Norman Conquest 'How did the Normans conquer and control Britain after 1066?'	<p>Timed Essay Assessment: How did William I control England after 1066? (GCSE style question)</p>	<p>The Battle of Hastings Reasons for William the Conqueror's victory Bayeux Tapestry Domesday Book Feudal System Harrying of the North Motte and Bailey Castles Development of Stone Castles</p>	<p>Conquer Motte and Bailey Castle Domesday Feudal Harrying Tapestry Significance</p>	<p>Literacy and Oracy Life Beyond SWR Life After SWR</p>	<p>Year 7 Unit 3 'The Middle Ages' Year 7 Unit 4 'Medieval Civilisations' Year 10 Unit 1 'The People's Health' Year 10 Unit 3 'History Around Us: Goodrich Castle'</p>

Striving For Excellence Together

Curriculum Map HISTORY

Unit 3	<p>The Middle Ages</p> <p>Enquiry 1: The Power of the Church Enquiry 2: The Power of Monarchs Enquiry 3: The Power of the People</p> <p>‘To what extent did Monarchs have total control over the people in Medieval Britain?’</p>	<p>Source Assessment (Peer): ‘What can we learn from the source about why knights went on crusade?’ [GCSE style question]</p> <p>Interpretation Assessment: Interpretation 2 and Source 3 both focus on John as a King. How far are they different in their opinion of John and what might explain any differences? (GCSE style question]</p>	<p>The Medieval Church Pilgrimage The Crusades Murder of Thomas Becket The Magna Carta Interpretation of King John Edward I The Black Death Life in towns and villages Women in Medieval England Poverty in Medieval England Fun and Entertainment in Medieval Britain The Peasants Revolt</p>	<p>Pilgrimage Pilgrim Purgatory Pope Bishops Priests Monks Nuns Monastery Crusade Interpretation Primary Source</p>	<p>Literacy and Oracy Life Beyond SWR Life After SWR Diversity and Inclusivity</p>	<p>Year 7 Unit 2 ‘Norman Conquest’ Year 7 Unit 4 ‘Medieval Civilisations’ Year 8 Unit 1 ‘Tudor England’ Year 8 Unit 2 ‘The 1600s’ Year 10 Unit 1 ‘The People’s Health’ Year 10 Unit 3 ‘History Around Us: Goodrich Castle’ Year 11 Unit 2 ‘The Elizabethans’</p>
Unit 4	<p>Medieval Civilisations</p> <p><u>‘How similar was life in different civilisations around the World between 1100 and 1500?’</u></p>	<p>Timed Essay & Source Assessment: ‘How similar was life in Feudal Japan compared to life in Medieval Britain?’ Plus two source questions</p>	<p>The Silk Roads The Islamic Empire Baghdad and the House of Wisdom Feudal Japan Culture and the Samurai Feudal Japan Religion Pre-Colonial West African Kingdoms Mansa Musa and his importance in Mali Life in Benin</p>	<p>Trade Empire Caliph Samurai Buddhism Kimono Hajj</p>	<p>Literacy and Oracy Life Beyond SWR Diversity and Inclusivity</p>	<p>Year 7 Unit 2 ‘The Norman Conquest’ Year 7 Unit 3 ‘The Middle Ages’ Year 7 Unit 5 ‘Discovery’ Year 8 Unit 1 ‘The Tudors’</p>
Unit 5	<p>Discovery</p> <p>‘How far was European Discovery and Exploration a positive development in the 15th-16th centuries?’</p>	<p>Timed Essay & Source Assessment: What can you learn from Source A about Columbus’ views of the Native peoples? How far was Columbus a hero? Explain using your own knowledge</p>	<p>How far did the Renaissance change Europe? How did the world become more connected between 1450 and 1550? Christopher Columbus and the New World The Aztecs What happened when the Spanish met the Aztecs?</p>	<p>Renaissance Discovery Spices Exploration Exploitation Aztec Enslaved Slavery</p>	<p>Literacy and Oracy Life Beyond SWR Diversity and Inclusivity</p>	<p>Year 7 Unit 3 ‘The Middle Ages’ Year 7 Unit 4 ‘Medieval Civilisations’ Year 8 Unit 1 ‘The Tudors’ Year 8 Unit 3 ‘The British Empire’ Year 8 Unit 4 ‘Transatlantic Slave Trade’ Year 11 Unit 1 ‘Making of America’ Year 11 Unit 1 ‘The Elizabethans’</p>

Striving For Excellence Together

Curriculum Map HISTORY

8	Topics	Assessment	Key Concepts	Key Vocabulary	Our Pillars	Knowledge tracking
	The key topics taught in this term. (Change term to topic if appropriate)	Give the name, nature/content and date of the assessment in this term.	Where are the key areas of this subject visited and revisited?	List the Tier 3 words that will be encountered.	Does this unit address any of our 4 pillars?	What prior learning does this term's curriculum build on and what future learning does it link to?
Unit 1	Life in Tudor England 'How important was Tudor England in shaping modern Britain?'	Timed Interpretation Assessment: Interpretations A and B both focus on what life was like for people in Tudor England. How far do they differ and what might explain any differences? 12 marks	War of the Roses The Tudor Dynasty Life of the Rich and Poor African Tudors Women in Tudor England Popular Culture Science and Medicine in Tudor England Religion and the Reformation Power in Tudor England Reasons for Exploration Elizabeth and the Islamic World Impact of Tudor England	Nobility Gentry Yeoman Witchcraft Superstition Reformation Catholic Protestant Physician Puritan Culture Dissolution Sultan	Literacy and Oracy Life Beyond SWR Life After SWR Diversity and Inclusivity	Year 7 Unit 2 'The Norman Conquest' Year 7 Unit 3 'The Middle Ages' Year 7 Unit 4 'Medieval Civilisations' Year 8 Unit 2 '1600s' Year 8 Unit 3 'The British Empire' Year 8 Unit 4 'Transatlantic Slave Trade' Year 10 Unit 1 'People's Health' Year 11 Unit 1 'Making of America' Year 11 Unit 2 'The Elizabethans'
Unit 2	'Were the 1600s a century of chaos?'	Time Essay Assessment: 'The 17th Century was a Century of Chaos.' To what extent do you agree with this?	The Gunpowder Plot Causes of the English Civil War Significance of Charles I execution Life under Oliver Cromwell Glorious Revolution Union with Scotland	Gunpowder Roundhead Cavalier Divine Right Treason Republic Revolution	Literacy and Oracy Life Beyond SWR	Year 7 Unit 3 'The Middle Ages' Year 8 Unit 1 'The Tudors'
Unit 3	The British Empire 'Did the developments the Empire provided outweigh the experiences of those who were colonised?'	Timed Source & Interpretation Assessment: Interpretations C and D both focus on whether the British Empire was a force for good around the world. How far do they differ and what might explain any differences? 'The British Empire was a force for good in the world'. How far do you agree?	Why did Britain want an Empire? How did Britain gain an Empire? British India British Australia Cecil Rhodes and Africa	Empire Influence Indigenous Native Conversion Opium Loot Maxim Gun Colony	Literacy and Oracy Life Beyond SWR Life After SWR Diversity and Inclusivity	Year 7 Unit 5 'Discovery' Year 8 Unit 1 'The Tudors' Year 8 Unit 4 'Transatlantic Slave Trade' Year 8 Unit 5 'The Industrial Revolution' Year 9 Unit 1 'The First World War' Year 9 Unit 2 'The Fight for Rights' Year 10 Unit 1 'The People's Health' Year 11 Unit 1 'The Making of America' Year 11 Unit 2 'The Elizabethans'



Striving For Excellence Together

Curriculum Map HISTORY

Unit 4	The Transatlantic Slave Trade ‘Why is it important to study the experiences and legacy of those involved in the transatlantic slave trade?’	Time Essay Assessment: ‘William Wilberforce was the reason slavery ended in Britain’. To what extent do you agree?	The Asante Kingdom Capture The Middle Passage Auctions and Plantations Resistance Abolition Movement	Asante Akan Drum Triangle Trade Dysentery Flux Brand Plantation Passive Resistance Active Resistance Underground Railroad	Literacy and Oracy Life Beyond SWR Life After SWR Diversity and Inclusivity	Year 7 Unit 5 ‘Discovery’ Year 8 Unit 1 ‘The Tudors’ Year 8 Unit 4 ‘Transatlantic Slave Trade’ Year 8 Unit 5 ‘The Industrial Revolution’ Year 9 Unit 1 ‘The First World War’ Year 9 Unit 2 ‘The Fight for Rights’ Year 10 Unit 1 ‘The People’s Health’ Year 11 Unit 1 ‘The Making of America’ Year 11 Unit 2 ‘The Elizabethans’
Unit 5	The Industrial Revolution ‘Was the Industrial Revolution a Golden Age or Dark Age for Britain?’	Timed Source & Essay Assessment: ‘What can you learn from Source A?’ ‘The Industrial Revolution was a golden age for Britain’. To what extent do you agree?	The Factory System Children in the Factories Conditions in Towns Disease Transportation Holidays and Leisure Crime Peterloo	Factory Domestic Cholera Cesspit Conduit Privie Back-to-Back Housing Canal Turnpike Trust	Literacy and Oracy Life Beyond SWR Life After SWR Diversity and Inclusivity	Year 8 Unit 1 ‘The Tudors’ Year 8 Unit 4 ‘Transatlantic Slave Trade’ Year 8 Unit 5 ‘The Industrial Revolution’ Year 9 Unit 1 ‘The First World War’ Year 9 Unit 2 ‘The Fight for Rights’ Year 9 Unit 3 ‘The Second World War’ Year 10 Unit 1 ‘The People’s Health’ Year 11 Unit 1 ‘The Making of America’ Year 11 Unit 2 ‘The Elizabethans’

9	Topics	Assessment	Key Concepts	Key Vocabulary	Our Pillars	Knowledge tracking
	The key topics taught in this term. (Change term to topic if appropriate)	Give the name, nature/content and date of the assessment in this term.	Where are the key areas of this subject visited and revisited?	List the Tier 3 words that will be encountered.	Does this unit address any of our 4 pillars?	What prior learning does this term’s curriculum build on and what future learning does it link to?



Striving For Excellence Together

Curriculum Map HISTORY

Unit 1	<p>The First World War</p> <p>‘What does the First World War tell us about values and attitudes in the early 20th century?’</p>	<p>Timed Essay Assessment: Why were conditions in the trenches so difficult for soldiers?</p> <p>Timed Source/Interpretation Assessment: Sources B and C both focus on the harshness of the treaty of Versailles. How far do they differ and what might explain any differences?</p>	<p>Causes of the First World War Propaganda and Conscription Trench Warfare Empire Soldiers The Home Front Lives of Women during the war Conscientious Objectors Armistice and Remembrance Treaty of Versailles</p>	<p>Propaganda Alliances Imperialism Militarism Assassination Trench Fire-step Traverse system Puttees Trench Foot Gas Conscientious Home Front Artillery Shells Rationing Blockade Treaty Armistice</p>	<p>Literacy and Oracy Life Beyond SWR Life After SWR Diversity and Inclusivity</p>	<p>Year 8 Unit 3 ‘The British Empire’ Year 8 Unit 5 ‘The Industrial Revolution’ Year 9 Unit 2 ‘The Fight for Rights’ Year 9 Unit 3 ‘The Second World War’ Year 10 Unit 2 ‘Living Under Nazi Rule’</p>
Unit 2	<p>The Fight for Rights</p> <p>‘How far have the rights of different groups developed since 1900?’</p>	<p>Timed Essay Assessment: ‘The rights of _____ have developed significantly across the past 120 years due to the actions of campaigners’. To what extent do you agree?</p>	<p>Rights of women in UK before 1900 The suffragettes and suffragists Lives of African Americans before 1960 Civil Rights Movement Violent and Non-Violent protest Migration to Britain in the 20th century Rights of Ethnic Minorities in Britain in the 20th century History of LGBTQ rights in the UK</p>	<p>Suffragist Suffragist Suffrage Force Feeding Jim Crow Segregation Discrimination Prejudice Protest Civil Rights Migration Immigrant Emigrant Refugee Asylum Seeker Pride</p>	<p>Literacy and Oracy Life Beyond SWR Life After SWR Diversity and Inclusivity</p>	<p>Year 7 Unit 4 ‘The Middle Ages’ Year 8 Unit 1 ‘The Tudors’ Year 8 Unit 3 ‘The British Empire’ Year 8 Unit 4 ‘The Transatlantic Slave Trade’ Year 8 Unit 5 ‘The Industrial Revolution’ Year 9 Unit 1 ‘The First World War’ Year 11 Unit 1 ‘The Making of America’</p>
Unit 3	<p>The Second World War</p> <p>‘To what extent was 1945 a key moment in World History?’</p>	<p>Timed Source/Interpretation Assessment: How useful are Sources A, B and Interpretation C in understanding the effects of the Blitz on the British population? Use the evidence and your own knowledge</p> <p>Timed Essay Assessment: ‘Was the dropping of the atomic bomb justified?’</p>	<p>Causes of the Second World War Rise of Nazi Germany Appeasement Dunkirk The Blitz ‘Turning Points’ of the war (Stalingrad/El Alamein/Pearl Harbor/Atlantic/Battle of Britain] Empire soldiers Atomic Bomb</p>	<p>Versailles Fascism Nazism Communism Great Depression Democracy Appeasement Blitzkrieg Air-Raid Evacuation Blackout Atomic Radiation</p>	<p>Literacy and Oracy Life Beyond SWR Life After SWR Diversity and Inclusivity</p>	<p>Year 8 Unit 3 ‘The British Empire’ Year 8 Unit 4 ‘The Transatlantic Slave Trade’ Year 8 Unit 5 ‘The Industrial Revolution’ Year 9 Unit 1 ‘The First World War’ Year 9 Unit 2 ‘The Fight for Rights’ Year 9 Unit 4 ‘The Holocaust’ Year 10 Unit 2 ‘Living Under Nazi Rule’</p>



Striving For Excellence Together

Curriculum Map HISTORY

Unit 4	The Holocaust “Why is it important to commemorate the Holocaust?”	Timed Essay Assessment: ‘Why is it important to commemorate the Holocaust?’	Anti-Semitism through History Life for Jewish people in 1930 in Europe Persecution in Nazi Germany Ghettoization Concentration Camps ‘The Final Solution’ Resistance Responsibility After the Second World War	Anti-Semitism Jewish Judaism Kristallnacht Persecution Ghetto Concentration Camp Labour Camp Death Camp Resistance Collaboration Accommodation	Literacy and Oracy Life Beyond SWR Life After SWR Diversity and Inclusivity	Year 9 Unit 1 ‘The First World War’ Year 9 Unit 2 ‘The Fight for Rights’ Year 9 Unit 4 ‘The Second World War’ Year 10 ‘Living Under Nazi Rule’
--------	---	---	--	---	--	---

10	Topics	Assessment	Key Concepts	Key Vocabulary	Our Pillars	Knowledge tracking
	The key topics taught in this term. (Change term to topic if appropriate)	Give the name, nature/content and date of the assessment in this term.	Where are the key areas of this subject visited and revisited?	List the Tier 3 words that will be encountered.	Does this unit address any of our 4 pillars?	What prior learning does this term’s curriculum build on and what future learning does it link to?



Striving For Excellence Together

Curriculum Map HISTORY

Term 1	<p>People's Health 1250-</p> <p>Topic 1: Medieval Period (1250-15000)</p> <p>Topic 2: Early Modern Period (1500-1750)</p> <p>‘How far have people’s living standards in Britain changed over time?’</p> <p>‘How far have responses to epidemics changed over time?’</p> <p>How far have authorities attempted to improve health over time?’</p>	<p>Assessment Point 1: Write a clear and organised summary that analyses people’s living conditions in the Middle Ages. Support your summary with examples. [9]</p> <p>Assessment Point 2: Why was public health in Medieval Monasteries so good? [10]</p> <p>Assessment Point 3: Why did people’s attempts to stop the spread of plague in the period 1500–1750 have limited impact? Support your answer with examples. [10]</p>	<p>Overview of Medieval Period Living Conditions 1250-1500 Responses to the Black Death Improvements by Authorities 1250-1500</p> <p>Overview of Early Modern Period Living Conditions 1500-1750 Responses to Plague Improvements by Authorities 1500-1750</p>	<p>Cesspit Latrine Conduit Midden Pesthouse Flagellant Miasma Contaminated Plague Bubonic Septicaemic Pneumonic Guilds Jetties Scavengers Gongfermer Searchers</p>	<p>Literacy and Oracy Life Beyond SWR Diversity and Inclusivity</p>	<p>Year 7 Unit 2 ‘The Norman Conquest’ Year 7 Unit 3 ‘The Middle Ages’ Year 7 Unit 4 ‘Medieval Civilisations’ Year 8 Unit 1 ‘The Tudors’ Year 8 Unit 2 ‘The 1600s’ Year 8 Unit 3 ‘The British Empire’ Year 8 Unit 4 ‘The Transatlantic Slave Trade’ Year 8 Unit 5 ‘The Industrial Revolution’ Year 11 Unit 3 ‘History Around Us: Goodrich Castle’ Year 11 Unit 2 ‘The Elizabethans’</p>
Term 2	<p>People's Health 1250-</p> <p>Topic 3: Industrial Period (1750-1900)</p> <p>Topic 4: Modern Period (1900-)</p>	<p>Assessment Point 4: Write a clear and organised summary that analyses living conditions in the Industrial Period in Britain from 1750-1900. Support your summary with examples. [9]</p> <p>Assessment Point 5: ‘The authorities had little success in improving people’s health from 1250-1750’, to what extent do you agree? Explain using examples to support your answer [18]</p> <p>Assessment Point 6: ‘Living Conditions have developed and improved in all areas during the 20th century’. To what extent do you agree with this statement? [18]</p> <p style="text-align: center;">END OF TOPIC TEST [40 marks]</p>	<p>Overview of Industrial Period Living Conditions 1750-1900 Responses to Cholera Improvements by Authorities 1750-1900</p> <p>Overview of Modern Period Living Conditions 1900-2000 Responses to the Spanish Flu Responses to AIDS Improvements by Authorities 1900-2000</p>	<p>Cesspit Privie Latrine Sewers Conduit Bosses Scavengers Cholera Miasma Quarantine Inactivity Smog Midwives Council Housing Immunisation Vaccination Spanish Flu AIDS NHS</p>	<p>Literacy and Oracy Life Beyond SWR Diversity and Inclusivity</p>	<p>Year 8 Unit 1 ‘The Tudors’ Year 8 Unit 2 ‘The 1600s’ Year 8 Unit 3 ‘The British Empire’ Year 8 Unit 4 ‘The Transatlantic Slave Trade’ Year 8 Unit 5 ‘The Industrial Revolution’ Year 9 Unit 1 ‘The First World War’ Year 9 Unit 2 ‘The Fight for Rights’ Year 9 Unit 3 ‘The Second World War’ Year 11 Unit 3 ‘History Around Us: Goodrich Castle’ Year 11 Unit 2 ‘The Elizabethans’</p>



Striving For Excellence Together

Curriculum Map HISTORY

Term 3	<p>Living Under Nazi Rule 1933-45</p> <p>Topic 1: Establishment of the Dictatorship Topic 2: Control and Opposition</p> <p>‘How far did the Nazis use legal means to take and maintain control in Germany from 1933-1939?’</p>	<p>Assessment Point 1: What can Source A tell us about Hitler and the Nazi Party in January 1933? Use the source and your own knowledge to support your answer. [7]</p> <p>Assessment Point 2: How useful are Sources B and C and Interpretation D for a historian studying the establishment of the Nazi dictatorship between January and July 1933? In your answer, refer to the interpretation and the two sources as well as your own knowledge. [15]</p>	<p>Rise of the Nazis before 1933 Nazi Ideology Nazi Leadership Establishment of the Dictatorship Night of the Long Knives Use of Terror organisations Use of Propaganda Opposition from the Political Left Opposition from the Church Opposition from Youth</p>	<p>Nazism Weimar Republic Fascism Reichstag Chancellor President Civil Service SA SS Gestapo Concentration Camp Propaganda Protestant Catholic</p>	<p>Literacy and Oracy Life Beyond SWR Life After SWR Diversity and Inclusivity</p>	<p>Year 9 Unit 1 ‘The First World War’ Year 9 Unit 2 ‘The Fight for Rights’ Year 9 Unit 3 ‘The Second Word War’ Year 9 Unit 4 ‘The Holocaust’ Year 10 Unit 1 ‘The People’s Health’</p>
Term 4	<p>Living Under Nazi Rule 1933-45</p> <p>Topic 3: Lives of citizens Topic 4: The Second World War in Germany</p> <p>‘How far did the lives of people in Germany change between 1933-39?’</p> <p>‘How far did the Second World War change the lives of people living in Nazi occupied areas between 1939-45’</p>	<p>Assessment Point 3: How useful are Interpretation B and Sources C and D for a historian studying the growth of Hitler Youth organisations between 1932 and 1939? In your answer, refer to the interpretation and the two sources as well as your own knowledge. [15]</p> <p>Assessment Point 4: Terror was more important than propaganda in controlling people in Nazi Germany between 1933 -1939? [18]</p> <p>Assessment Point 5: The Second World War had a negative impact on the German people between 1939 and 1945.’How far do you agree with this view? [18]</p>	<p>How did Workers’ lives change? How did Women’s lives change? How did the Nazis change the lives of Youths? How did the Nazis persecute Ethnic Minorities?</p> <p>The War Economy The lives of civilians during the Second World War Total War Opposition during the Second World War Defeat and Desperation</p>	<p>Mittelstand DAF (German Labour Front) Übermenschen Untermenschen Aryan</p>	<p>Literacy and Oracy Life Beyond SWR Life After SWR Diversity and Inclusivity</p>	<p>Year 9 Unit 1 ‘The First World War’ Year 9 Unit 2 ‘The Fight for Rights’ Year 9 Unit 3 ‘The Second Word War’ Year 9 Unit 4 ‘The Holocaust’ Year 10 Unit 1 ‘The People’s Health’</p>



11	Topics	Assessment	Key Concepts	Key Vocabulary	Our Pillars	Knowledge tracking
	The key topics taught in this term. (Change term to topic if appropriate)	Give the name, nature/content and date of the assessment in this term.	Where are the key areas of this subject visited and revisited?	List the Tier 3 words that will be encountered.	Does this unit address any of our 4 pillars?	What prior learning does this term's curriculum build on and what future learning does it link to?



Striving For Excellence Together

Curriculum Map HISTORY

Term 1	<p>The Making of America 1789-1900</p> <p>Topic 1: Expansion, Exploitation and Expulsion</p> <p>Topic 2: The American West</p> <p>Topic 3: The US Civil War</p> <p>‘Why was America so determined to expand rapidly between 1789-1838?’</p> <p>‘To what extent was the period 1839-1900 was a time of conflict and challenge in America?’</p>	<p>Assessment Point 1: Write a clear and organised summary that analyses the expansion in the United States as it grew from 1789-1838. Support your summary with examples. [9]</p> <p>Assessment Point 2: What was the impact of the Californian gold rush of 1848–1849? Support your answer with examples. [10]</p> <p>Assessment Point 3: ‘The discovery of gold was the main reason for migration to the West between 1839 and 1860.’ How far do you agree with this statement? Give reasons for your answer. [18]</p>	<p>US government and state system</p> <p>Expansion of the United States</p> <p>Exploitation of Slaves</p> <p>Expansion of Slavery</p> <p>Expulsion of Native Americans</p> <p>Culture of the Lakota Sioux</p> <p>Pioneer Farmers to the West</p> <p>California Gold Rush</p> <p>Pike’s Peak Gold Rush</p> <p>Mormons</p> <p>Causes of the US Civil War</p> <p>African Americans lives during the War</p> <p>Reconstruction Period</p>	<p>Exploitation</p> <p>Expulsion</p> <p>State</p> <p>Territory</p> <p>Chattel</p> <p>Indigenous</p> <p>Nomadic</p> <p>Sioux</p> <p>Animism</p> <p>Pioneers</p> <p>Push factors</p> <p>Pull factors</p> <p>Supreme Court</p> <p>Mormonism</p> <p>Sectionalism</p> <p>Republican</p> <p>Democrat</p> <p>Secession</p>	<p>Literacy and Oracy</p> <p>Life Beyond SWR</p> <p>Life After SWR</p> <p>Diversity and Inclusivity</p>	<p>Year 7 Unit 5 ‘Discovery’</p> <p>Year 8 Unit 1 ‘The Tudors’</p> <p>Year 8 Unit 3 ‘The British Empire’</p> <p>Year 8 Unit 4 ‘The Transatlantic Slave Trade’</p> <p>Year 8 Unit 5 ‘The Industrial Revolution’</p> <p>Year 8 Unit 6 ‘Revolution’</p> <p>Year 11 Unit 2 ‘Elizabethans’</p>
Term 2	<p>The Making of America 1789-1900</p> <p>Topic 3: The US Civil War</p> <p>Topic 4: Conflict on the Great Plains</p> <p>Topic 5: American Lives by 1900</p> <p>‘How far had the lives of Native Americans and African Americans changed across the 19th century?’</p>	<p>Assessment Point 4: Assessment 4: ‘Slavery alone caused the civil war’. How far do you agree with this statement? Give reasons for your answer. [18]</p> <p>Assessment Point 5: Why did the building of the railroads have such a big impact on the Plains? Explain your answer with examples. [10]</p> <p>Assessment Point 6: Write a clear and organised summary that analyses how the Native Americans lived from 1877-1900 [9]</p> <p style="text-align: center;">MOCK EXAM</p>	<p>Railroads</p> <p>Cattle Ranching</p> <p>Homesteaders</p> <p>Native American Wars</p> <p>Battle of Little Bighorn</p> <p>Reservation System</p> <p>Destruction of Native American Culture</p> <p>African American lives 1877-1900</p> <p>Big Businesses</p> <p>Growth of Cities</p>	<p>Conscription</p> <p>Contraband</p> <p>Reconstruction</p> <p>Radical</p> <p>Exoduster</p> <p>Sharecropper</p> <p>Rancher</p> <p>Homesteader</p> <p>Cowboy</p> <p>Sod</p> <p>Reservation</p>	<p>Literacy and Oracy</p> <p>Life Beyond SWR</p> <p>Life After SWR</p> <p>Diversity and Inclusivity</p>	<p>Year 7 Unit 5 ‘Discovery’</p> <p>Year 8 Unit 1 ‘The Tudors’</p> <p>Year 8 Unit 3 ‘The British Empire’</p> <p>Year 8 Unit 4 ‘The Transatlantic Slave Trade’</p> <p>Year 8 Unit 5 ‘The Industrial Revolution’</p> <p>Year 8 Unit 6 ‘Revolution’</p> <p>Year 11 Unit 2 ‘Elizabethans’</p>



Striving For Excellence Together

Curriculum Map HISTORY

Term 3	<p>The Elizabethans 1580-1603</p> <p>Topic 1: Elizabeth, Power, and Government</p> <p>Topic 2: Elizabeth and Catholics</p> <p>‘How far did Elizabeth I have total control over the country?’</p> <p>‘To what extent was Elizabeth treatment motivated by religious reasons?’</p>	<p>Assessment Point 1: In Interpretation A, the film makers portray Elizabeth as a powerful queen. [3][5]</p> <p>Assessment Point 2: In Interpretation A, Jessie Child portrays the Catholic threat against Elizabeth... [3][5]</p> <p>Assessment Point 3: Interpretations B and C both focus on the threat posed by Mary Queen of Scots. How far different are they and what explain any differences? [12]</p>	<p>Elizabethan Court Elizabethan Parliament Rebellion of the Earl of Essex Propaganda and Censorship Lord Lieutenants and JPs</p> <p>Religious Laws Increase in Recusancy Persecution of Catholics Role of Catholic Priests Mary, Queen of Scots The Spanish Armada</p>	<p>Royal Court Patronage Privy Chamber Privy Council Lord Lieutenant Justice of the Peace</p> <p>Uniformity Supremacy Act of Persuasions Recusant Papist Excommunicate Armada Heretic</p>	<p>Literacy and Oracy Life Beyond SWR Life After SWR</p>	<p>Year 7 Unit 3 ‘The Middle Ages’ Year 8 Unit 1 ‘The Tudors’ Year 8 Unit 2 ‘The 1600s’ Year 10 Unit 1 ‘The People’s Health’</p>
Term 4	<p>The Elizabethans 1580-1603</p> <p>Topic 3: Daily Lives in Elizabethan England</p> <p>Topic 4: Popular Culture in Elizabethan England</p> <p>‘How far was it a good time to be English during the Elizabethan period?’</p>	<p>Assessment Point 4: In Interpretation A, the illustrator portrays how an Elizabethan noblewoman tried to impress guests.... [3][5]</p> <p>Assessment Point 5: According to the website www.enotes.com, ‘it was a good time to be English during the Elizabethan era’. How far do you agree with this view of people’s daily lives between 1580 and 1603 [20]</p> <p>Assessment Point 6: According to the book Travel: London, Elizabethan theatres ‘had the support of everyone from the Queen to the peasants.’ How far do you agree with this view of people’s attitudes towards theatres between 1580 and 1603? [20]</p>	<p>The Elizabethan Class System The Elizabethan Family Poverty in Elizabethan England</p> <p>Popular Past times Elizabethan Theatre Puritan attacks on culture Witchcraft Trials</p>	<p>Gentry Middleling sort Labouring Poor Vagabond Wet nurse Impotent</p> <p>Puritanism Parish Customs Groundlings</p>	<p>Literacy and Oracy Life Beyond SWR Life After SWR Diversity and Inclusivity</p>	<p>Year 7 Unit 3 ‘The Middle Ages’ Year 8 Unit 1 ‘The Tudors’ Year 8 Unit 2 ‘The 1600s’ Year 10 Unit 1 ‘The People’s Health’</p>
Term 5	<p>The Elizabethans 1580-1603</p> <p>Topic 5: Elizabethan Exploration</p> <p>‘How far was Elizabethan Exploration the greatest legacy of her reign?’</p> <p>REVISION</p>	<p>Assessment Point 7: Interpretations B and C both focus on Elizabethan adventurers. How far do they differ and what might explain any differences? [12]</p> <p>END OF TOPIC TEST</p>	<p>Causes of Exploration Significant Explorers Roanoke Eastern Exploration</p>	<p>Colony Imperialism Circumnavigate</p>	<p>Literacy and Oracy Life Beyond SWR Life After SWR Diversity and Inclusivity</p>	<p>Year 7 Unit 3 ‘The Middle Ages’ Year 8 Unit 1 ‘The Tudors’ Year 8 Unit 2 ‘The 1600s’ Year 10 Unit 1 ‘The People’s Health’</p>
Term 6	EXAMS	EXAMS				



Striving For Excellence Together Curriculum Map HISTORY