



# History

## FOUNDATION STAGE

# Curriculum & Assessment Map

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>CONTENT</b>	<b>L2L - Learning to Learn</b> <ul style="list-style-type: none"> <li>Learning Process</li> <li>Barriers to learning</li> <li>What makes a good learner?</li> </ul> <b>Religious Studies</b> <ul style="list-style-type: none"> <li>Religious Symbols</li> <li>What is God?</li> <li>Religious Responses to God</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Continent &amp; Oceans</li> <li>Map Symbols</li> <li>Settlements</li> </ul> <b>History</b> <ul style="list-style-type: none"> <li>What is History?</li> <li>Battle of Hastings</li> <li>William the Conqueror</li> </ul>	<b>Oracy (Debating)</b> <ul style="list-style-type: none"> <li>Types of Migration</li> <li>Why do people migrate?</li> <li>Multiculturalism</li> </ul> <b>Religious Studies</b> <ul style="list-style-type: none"> <li>Who was Abraham?</li> <li>Abrahamic Faiths (Judaism, Christianity, Islam)</li> <li>Introduction to Humanism</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Maps &amp; Scale</li> <li>Distance</li> <li>Grid References</li> </ul> <b>History</b> <ul style="list-style-type: none"> <li>UK under William the Conqueror</li> <li>Medieval England</li> <li>Sources</li> </ul>	<b>Extended Homework Project (Research)</b> <ul style="list-style-type: none"> <li>3 Part project covering Geography, History, Religious Studies</li> </ul> <b>Geography</b> <ul style="list-style-type: none"> <li>Maps &amp; Scale</li> <li>Distance</li> <li>Tectonic Plates</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>UK under William the Conqueror</li> <li>Medieval England</li> <li>Tudors</li> </ul> <b>Religious Studies</b> <ul style="list-style-type: none"> <li>Dharmic Faiths (Buddhism, Hinduism, Sikhism)</li> <li>Dharmic Beliefs</li> <li>Dharmic Practises</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>Essay writing</li> <li>Team working</li> <li>Analysing information</li> </ul>	<ul style="list-style-type: none"> <li>How to use maps</li> <li>Investigating &amp; verifying sources</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating arguments</li> <li>Exploring alternative viewpoints</li> <li>Understanding diverse opinions</li> </ul>	<ul style="list-style-type: none"> <li>Public speaking</li> <li>Understanding how to read and use a grid references using a map</li> </ul>	<ul style="list-style-type: none"> <li>Independently researching and sourcing information</li> <li>Presenting</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating arguments</li> <li>Exploring alternative viewpoints</li> <li>Understanding diverse opinions</li> </ul>
<b>ASSESSMENT</b>	5 Literacy based assessments 3 Knowledge Tests (Oracy) Debating and Public Speaking					
<b>USEFUL RESOURCES/GUIDANCE:</b>						
<a href="https://www.bbc.com/education/subjects/zrw76sg">https://www.bbc.com/education/subjects/zrw76sg</a> <a href="https://schoolhistory.co.uk/">https://schoolhistory.co.uk/</a> <a href="https://www.educationquizzes.com/ks3/religious-education/">https://www.educationquizzes.com/ks3/religious-education/</a> <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a>						

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>CONTENT</b>	The English Civil War - Why did we kill the King?	Should we be proud of the British Empire?	How far did life change for African Americans - 1750-1965	How far did the Industrial Revolution change Britain?	Causes of WW1 - Did 1 bullet kill 16 million people?	What was it like fighting in the trenches?
<b>SKILLS</b>	Causation	Historical interpretations	Historical change	Historical change	Source utility/Causation	Historical interpretations
<b>ASSESSMENT</b>	Charles I was killed because parliament wanted more power. Do you agree?	Focus: Using historical interpretations to decide whether we should be proud of the British Empire	How did life change for African Americans?	Focus: How far did life improve during the Industrial Revolution	Focus: Which is the most useful source for helping historians understand the causes of WW1	Do you agree with the interpretation that General Haig was the butcher of the Somme?
<b>USEFUL RESOURCES/GUIDANCE:</b>						
<a href="https://schoolhistory.co.uk/">https://schoolhistory.co.uk/</a>						



# Curriculum & Assessment Map

## EXAMINATION STAGE

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>CONTENT</b>	GCSE - The development of the USA - 1930 - 2000 - economic downturn and recover in 1930's USA and the economic impact of WW2	GCSE - The development of the USA - 1930 - 2000 - Civil Rights and political change in the USA	GCSE - The development of the USA - 1930 - 2000 - social change in the USA and the Cold War	GCSE - The development of the USA - 1930 - 2000 - the Cold War and the search for world peace since 1970	GCSE - The development of the USA - 1930 - 2000 - the Cold War and the search for world peace since 1970	GCSE - Germany - 1919 - 1939 - the impact of WW1, Treaty of Versailles, the recovery of Weimar and the Nazi rise to power and the end of the Weimar Republic
<b>SKILLS</b>	Historical change	Historical change and significance	Historical change	Historical change and significance	Significance and extended writing skills	Source analysis - purpose
<b>ASSESSMENT</b>	Questions 1 and 2 from USA paper	Questions 1 and 3 from USA paper	Questions 4 and 5 from USA paper	45 minute full paper GCSE exam	Comprehension revision check	Questions 1 and 2 of Germany paper
<b>USEFUL RESOURCES/GUIDANCE:</b> <a href="https://klic.kingsbury.brent.sch.uk/course/view.php?id=186">https://klic.kingsbury.brent.sch.uk/course/view.php?id=186</a>						

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>CONTENT</b>	GCSE - Germany - 1919 - 1939 - the consolidation of Nazi power and Nazi economic, social and racial policy	GCSE - Germany - 1919 - 1939 - terror and persuasion and Hitler's Foreign Policy	GCSE - The Elizabethan Age, 1558-1603 - Elizabethan government, the lifestyles of the rich and poor and popular entertainment	GCSE - The Elizabethan Age, 1558-1603, the problem of religion and the Catholic threat	GCSE - The Elizabethan Age, 1558-1603, the Spanish Armada and the Puritan threat	Medicine through time: - causes of illness and disease and attempts to prevent illness and disease
<b>SKILLS</b>	Source analysis - purpose, utility and historical interpretations	Source analysis - purpose, utility and historical interpretations	Source content/inferences and source accuracy	Historical significance and making connections	Historical interpretations	Source content and reliability
<b>ASSESSMENT</b>	Questions 3 and 4 of Germany paper	1 hour full GCSE paper	Questions 1 and 2 of Elizabeth paper	Questions 3 and 4 of Elizabeth paper	Question 5 of the Elizabeth paper	Full Elizabeth paper - 1 hour
<b>USEFUL RESOURCES/GUIDANCE:</b> <a href="https://klic.kingsbury.brent.sch.uk/course/view.php?id=186">https://klic.kingsbury.brent.sch.uk/course/view.php?id=186</a>						



# Curriculum & Assessment Map

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>CONTENT</b>	Medicine through time: Attempts to treat and cure illness and disease and advances in medical knowledge	Medicine through time: Developments in patient care, developments in public health and the Historical study	Revision - USA	Revision - Germany/Elizabeth	Revision - Medicine through time	Study Leave
<b>SKILLS</b>	Source content/reliability and change/continuity over time	Chronology, source content/reliability and chronology	Significance and change	Source skills and historical interpretations	Change /continuity and chronology	
<b>ASSESSMENT</b>	Questions 1, 2 and 3 of the medicine through time paper	Mock exams - Medicine through time and USA - 2 hours in total	Practice questions from USA paper	Practice questions from Germany/Elizabeth papers	Practice questions from the medicine through time paper	
USEFUL RESOURCES/GUIDANCE: <a href="https://klic.kingsbury.brent.sch.uk/course/view.php?id=186">https://klic.kingsbury.brent.sch.uk/course/view.php?id=186</a>						



# Curriculum & Assessment Map

## ADVANCED STAGE

YEAR 12	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>CONTENT</b>	Germany – Treaty of Versailles to the Munich Putsch  Tudors – Battle of Bosworth, consolidation of power and English society	Germany – Weimar recovery – economic, social and cultural  Tudors – rebellions under Henry VII, religion, humanism, Henry VIII legacy and an introduction to Henry VIII	Germany – Political developments and the rise of Nazism  Tudors – Henry VIII – government, the Great Matter and Foreign Policy	Germany – Hitler’s appointment as Chancellor and his consolidation of power  Tudors – Henry VIII – religion, society and economy	Revision	NEA – Russia and autocracy
<b>SKILLS</b>	Source analysis/historical interpretations	Source analysis/historical interpretations	Source analysis/historical interpretations/evaluation and judgements	Source analysis/historical interpretations/evaluation and judgements	Source analysis/historical interpretations/evaluation and judgements	Source analysis, historical interpretations and analysis of significance for NEA
<b>ASSESSMENT</b>	Tudors – historical interpretation exam question Germany – source skills exam question	November mock exam – Germany – source skills exam question Tudors essay writing skills	Tudors – historical interpretation Germany – essay skills	February mock exam – Germany – essay skills. Tudors – historical interpretation	AS exams – Tudors and Germany	NEA – practice assessments

YEAR 13	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>CONTENT</b>	Germany – Nazi government, propaganda economic and social policy  Tudor – Edward IV and Mary I – government society, economy and religion	Germany – social policy and Jewish policy  Tudor - Elizabeth – government, parliament and the religious settlement	Germany – Development of anti-Semitism, beginning of WW2, impact of war on society and the war economy  Tudors – Elizabeth - Mary Queen of Scots, foreign policy, economy, society and the poor	Germany – final solution and opposition to the Nazis  Tudors – Elizabeth – last years and the English renaissance	Revision	
<b>SKILLS</b>	Interpretation and source skills	Source skills	Source analysis/historical interpretations/evaluation and judgements	historical interpretations, evaluation and judgements	Source analysis/historical interpretations/evaluation and judgements	
<b>ASSESSMENT</b>	September mock – NEA – interpretation and source skills	November mock - Germany source and essay question	Germany essay question Tudor interpretation question	February mock – Tudor interpretation and essay question	Practice questions	A2 exam

**USEFUL RESOURCES/GUIDANCE:**

<https://schoolhistory.co.uk/>