

Curriculum Map History

SUBJECT FOCUS	INTENT
Overall curriculum intent	To develop Independent, resilient and reflective learners with a passion for History.
Literacy & Oracy	To fully develop the literacy skills of our students to encompass both historic and frequently used command words.
Skills	To develop historical and transferable skills.
Cumulative learning	To maintain high standards of teaching and learning through remote learning. To continuously improve on the exceptional academic achievement of the students in the external examinations.
Culture	To develop students that understand the role they play in society.

Curriculum focus and sequencing

SUBJECT	Autumn topics	Spring topics	Summer topics
Year 7	<ul style="list-style-type: none"> What is History? (Evidence, source and time) Roman Britain: (local study) (Conquest of Britannia) The Creation of State: (1066 and associated events) 	<ul style="list-style-type: none"> The development of society: (How did the Normans establish control over Britain?) The development of church and society (The peoples of the Feudal System and their interaction with the Church) 	<ul style="list-style-type: none"> The development of the church: (world study) The Crusades The development of church, state and society: (The storey of Henry VIII and his impact on England)
Year 8	The development of Church and State: <ul style="list-style-type: none"> The reigns of Henry's 	The development of state: The English Civil War	Changing ideas, industry, power:

	<p>children and their Reformation, counter Reformation and Middle Way. Changes in belief, practices, churches.</p> <p>The development of society:</p> <ul style="list-style-type: none"> • The Golden Age of Elizabeth 	<p>Ideas, Industry and Empire</p> <ul style="list-style-type: none"> • The development of Empire concurrent with the development of the IR, growth of trade and expansion of British Dominion. • Slave Trade 	<ul style="list-style-type: none"> • Agricultural and Industrial Revolution <p>Ideas, Industry and Empire:</p> <ul style="list-style-type: none"> • The Industrial Revolution, its key inventions and its imperial context.
Year 9	<p>Ideas, political power, Empire, Industry:</p> <ul style="list-style-type: none"> • Social consequences of the Industrial Revolution. <p>Challenges to the wider world 1901 – 1918:</p> <ul style="list-style-type: none"> • Causes of World War 1, both short and long term. 	<p>Challenges for all, 1918 – 1934:</p> <ul style="list-style-type: none"> • Rise of dictatorships <p>Challenges for all, 1934 – 1945:</p> <ul style="list-style-type: none"> • World War 2 and The Holocaust 	<p>Challenges for Britain 1940 – 1999:</p> <ul style="list-style-type: none"> • Local depth study. Examine Southend over 150 years. <p>Challenges for the Wider World 1945 – 1975:</p> <ul style="list-style-type: none"> • The Cold War
Year 10	<p>Crime and Punishment in Britain, c1000AD to now</p>	<p>Crime and Punishment depth study: Whitechapel 1870-1900</p> <p>Elizabethan England: Government and religious settlement.</p>	<p>Elizabethan England: Challenges at home and away.</p> <p>Cold War:</p>
Year 11	<p>Cold War: The end of Cold War, 1970-91. Attempts to reduce tension between East and West.</p> <p>USA: AA in USA from 1954-1960</p>	<p>USA: Civil Rights Movement 1960 – 1975</p> <p>USA: Vietnam War</p>	<p>Revision</p>