

Sexey's History Department Curriculum Map and Intent

= cultural capital
= Local History

KS3 – Year 7

Topic and when planned to cover	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7
Key enquiry question	How did life and society develop in early England?	How did William take control of England?	How well did William take control of England?	How hard was life in the Middle Ages?	How did the power of the Monarch change during the Middle Ages?	How did the Tudors change England? (Focus on reformation)	How did the Tudors change England?
Topics covered Power in the Middle Ages	<ul style="list-style-type: none"> What is History? Introduction to Secondary History; Handling evidence and key skills – Maiden Castle (local study) Where has England come from? (Anglo Saxons) 	<ul style="list-style-type: none"> Contenders for the throne 1066 Events leading up to and including the Battle of Hastings Factors/ reasons for William's victory <p>(base line (informal) assessment- Paragraph on who should take the throne)</p>	<ul style="list-style-type: none"> Harrying of the North Castle development Domesday book Feudal System <p>Assessment – factors / importance of factors for William taking control</p>	<ul style="list-style-type: none"> Village life Town Life Importance of church - Crusades Living conditions in towns and cities Black Death <p>Assessment – How useful is the source historians studying the impact of the Black Death</p>	<ul style="list-style-type: none"> King Henry III and Thomas Becket King John and the Magna Carta Rebellion Steps (includes peasants revolt) Beginnings of Parliament <p>Assessment – who was responsible for death of Becket? Judgment and analysis of interpretations</p>	<ul style="list-style-type: none"> Henry VII – how did he overcome problems and secure his throne Henry VIII and the break with Rome Catholic v Protestants Reformation roller coaster. Elizabeth I – structure of govnt and power of Parliament How did she deal with problems? Focus on religion <p>Black Tudors case study HW</p> <p>Assessment – Explain the importance of Religion in Medieval England (causes for change, events, consequences)</p>	
NC Link	Development of Church, state and society in Medieval Britain 1066-1509 Consolidates and extends pupils' chronological knowledge from before 1066	Development of Church, state and society in Medieval Britain 1066-1509	Development of Church, state and society in Medieval Britain 1066-1509	Development of Church, state and society in Medieval Britain 1066-1509 Study of a significant society or issue in world history and its interconnections with other world developments	Development of Church, state and society in Medieval Britain 1066-1509	Development of Church, state and society in Medieval Britain 1066-1509	Development of Church, state and society in Britain 1509-1745
Links to Sexey's 7 and Christian values	<p>Respect - Study of religious beliefs in England pre 1066. Can link this to differences in importance of religion today.</p> <p>Empathy - Developing understanding and appreciation of a different society in the same country we now live in.</p>	<p>Courage – against the odds / in battle</p> <p>Resilience – Harold Godwinson continuing to try to defend England against many contenders</p>	<p>Respect – in built hierarchy of respect within the feudal system that continues today</p> <p>Honesty – Domesday survey required true accounting</p>	<p>Empathy- Developing understanding of appreciation of a different society in the same country we now live in. Understanding people's reactions to the Black Death and how awful the pandemic was for England and the rest of the world.</p> <p>Resilience- in face of hardship of everyday life.</p> <p>Kindness- the charitable work of the monasteries</p> <p>Ideas of Heaven and Hell.</p>	<p>Courage - the Barons standing up to John, holding leadership to account in a time of Divine Right The people/ Barons/ Lords standing up to leaders when they get out of hand</p>	<p>Forgiveness – Henry II's initial forbearance at Becket's disloyalty</p> <p>Empathy – Appreciating that we can be regretful of past actions – Henry Pilgrimage</p> <p>Study of Crusades- look at beginnings of hostilities in the Middle East and treatment of Muslims by Christians</p> <p>Excommunication & Papal Power</p>	<p>Respect - Study of religious beliefs in England and how this changed during the Early Modern period.</p> <p>Empathy – Understanding that these changes hugely affected all of society, and how the different interpretations and different ways Christianity is practised still exists today.</p> <p>Kindness – appreciating different views to your own</p> <p>Differences between Catholicism and Protestantism</p>

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Topic and when planned to cover	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Key enquiry question	Was the English Civil War pointless?	Was the Empire just good for the British?	How Horrific was the Transatlantic Slave Trade?	How did the Industrial Revolution change England?	How did power develop in the 19th and 20th centuries? How did most men get the vote?	How did power develop in the 19th and 20th centuries? How did Women get the vote?
Topics covered	<ul style="list-style-type: none"> • What is a revolution? • Origins of the civil war – overview of causes and events • Cromwell • Road to Glorious revolution and Act of Union.(1 lesson) <p>Assessment – interpretation of Cromwell's England (link to testing convincing)</p>	<ul style="list-style-type: none"> • Origins of Empire • Reasons for Empire • Was Empire good or bad? • Case Study – impact on India <p>Informal Assessment - Paragraph answering enquiry question</p>	<ul style="list-style-type: none"> • Triangular Trade • Middle Passage • Slave Life • Abolition • Building up of Bristol – link to Colston (local study) <p>Assessment – Explanation of the horrors of slavery (link to causes, events, consequences)</p>	<ul style="list-style-type: none"> • Life before the Revolution • Cottage v factory • Factory life & living conditions (PH and diseases) • Children <p>Assessment – knowledge test (changing to significance Q)</p>	<p>Voting in 1800 – what was wrong? (local study link – Old Sarum and Rotten Boroughs)</p> <ul style="list-style-type: none"> • Development in male franchise 	<ul style="list-style-type: none"> • Female rights in 1900 • Arguments for and against female suffrage • Suffragists & Suffragettes tactics • Reasons for victory and new legislation • Position of Women around the world today <p>Assessment – Assess the reasons why some Women were got the vote in 1914</p>
NC Link	The development of Church, state and society in Britain 1509-1745	Ideas, political power, industry and empire: Britain, 1745-1901 Study of a significant society or issue in world history and its interconnections with other world developments	Ideas, political power, industry and empire: Britain, 1745-1901 A local history study	Ideas, political power, industry and empire: Britain, 1745-1901	Ideas, political power, industry and empire: Britain, 1745-1901 challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day
Links to Sexey's 7 and Christian values	Religious conflict as a cause of civil war Rise of puritanism under Cromwell Change of power despite belief in the Divine Right at this time (shows change in beliefs of one person holding physical embodiment of Gods will without challenge) Honesty – true motives of Cromwell Empathy - Developing understanding and appreciation of a different society in the same country we now live in.	Religious justification of Empire – mercenaries and spread of Christianity Forgiveness – looking at the impact of Empire at this time and judging if we should ask for forgiveness for this on behalf of our ancestors. Empathy – looking at how Empire impacted others both positive and negative Courage – to appreciate that the way the Empire treated nations within its control was wrong at times	Christianity as a driving force for reform - Religious reasons behind abolitions of slavery – Quakers, Wilberforce Appreciation that faith gave slaves strength, solace and community Courage, empathy & resilience - shown in enduring the Middle Passage and slave life Honesty – to accept that the way slaves were treated was horrific and whether we should have a modern reassessment on this (links to Bristol and monuments)	Church providing community / care for workers living in poverty Look at the declining role of the Church and particularly its control over everyday life Resilience and empathy – of people living in such hardship at this time	Respect - of the current political system and fairness compared to earlier (developed in year 9 with a comparison to Dictatorships) Respect – for those who fought to make things fairer for all	Equality – all equal in the eyes of the Lord Looking at martyrs – Emily Davidson Respect – for those who fought to make things fairer for all Courage and resilience - of female Suffragettes/ Suffragists and their supporters Respect for the rights of women in both the UK and around the world Honesty – judging whether Women have reached true equality today

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Key enquiry question	What caused WWI?	Was Hitler the main cause of WW2?	Why and how were Jews and other minorities persecuted in Nazi Germany?	How did life change in Britain after World War 2? How did WW2 end?	How accepting of diversity was Britain in the 20th century?	What was Medicine like in Medieval Britain?
Topics covered	<ul style="list-style-type: none"> What was England like in C20th Causes of WWI inc Assassination Trench life Contribution of the Empire in WW1 Peace settlement and consequences <p>Assessment - Knowledge test and judgment of which part of trench life was most horrific</p>	<ul style="list-style-type: none"> Impact of War/ TOV on Germany Early life of Hitler Why were the Nazis so appealing to Germans? Democracy and Dictatorship in C20th Europe Appeasement Steps to WW2 <p>(WSC and League of Nations covered in HW time)</p> <p>Assessment Explanation and Judgement question – Hitler and the Nazis were the main reason for War breaking out in 1939 HFDYA?</p>	<ul style="list-style-type: none"> Life in Nazi Germany (Education and Propaganda) What was the Holocaust? Key terms - genocide Historical antisemitism Dehumanisation Ghettos Final solution How should the Holocaust be remembered? <p>Assessment - Museum display – justification and interpretation</p>	<ul style="list-style-type: none"> Life in WW2 (rationing, DORA, Blitz, Battles of WW2) End of WW2 Nuclear War – Atomic Bomb 	<ul style="list-style-type: none"> How immigration changed Britain Windrush Impact of new cultures BLM and Civil Rights in the UK - Local Study – Bristol bus boycotts Pride movement Does Slavery still exist? <p>Homework on significant Modern Events:</p> <ul style="list-style-type: none"> Women’s movement in the USA Israel and Palestine Terrorism (including 9:11) <p>Assessment – How do the sources differ about life in C20th Britain? Why do they differ?</p>	<ul style="list-style-type: none"> Basis for knowledge – importance of Hippocrates and Galen and ancient world Ideas about causes of diseases How did they treat diseases in Medieval England? Problems with Public Health Case study – Medieval Hospitals Medicine in the Islamic Middle Eastern / Medieval World How can a study of the Black Death represent Medieval Medical ideas? <p>Assessment – significance of Ancient ideas</p>
NC Link	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day Study of a significant society or issue in world history	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day Study of a significant society or issue in world history and its interconnections with other world developments	Theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066 Study of a significant society or issue in world history and its interconnections with other world developments
Links to Sexey’s 7 and Christian values	<p>Empathy – impact of trench life on the soldiers (emphasis on psychological trauma)</p> <p>Resilience and courage - of soldiers in the face of harsh conditions and likely death</p> <p>Forgiveness – different attitudes post war How desires for revenge over the TOV rather than forgiveness helped create the tensions for future conflict</p>	<p>Forgiveness – appreciating why attempts were made to give aggressors the opportunity to avoid conflict</p> <p>Respect - of our political system and fairness of this compared to earlier (developed from year 8 democracy study)</p>	<p>Courage and resilience: shown by Jewish victims of the Holocaust</p> <p>Courage - Morality of standing up for others and denouncing what is wrong including aggression Explaining how antisemitism has existed through time, and is still an issue today (links to labour party controversy) How prejudice can lead to persecution and genocide when human respect and dignity are denied</p>	<p>Resilience: Living through War and life on the Home front Dunkirk and the Battle of Britain – refusing to give in despite the odds being against you.</p> <p>Respect - treatment of others – how all should be treated equally despite race and beliefs</p> <p>Kindness – appreciation of providing support for all through the introduction of the NHS and welfare</p>	<p>Respect/ Empathy/ Kindness - treatment of others – how all should be treated equally and fairly despite race and beliefs</p> <p>Respect – for those who fought to make things fairer for all</p> <p>Courage and resilience - of Civil Rights campaigners and their supporters</p> <p>Honesty – judging whether we have reached true equality today within society</p>	<p>Empathy – Understanding that life was hard in medieval times, and people often died for what we now see as preventable reasons</p> <p>Resilience- in face of hardship of everyday life.</p> <p>Kindness- the charitable work of the monasteries</p> <p>Respect – For Muslim ideas and their contribution to medical knowledge</p>