

History Curriculum Map

Term	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2	
Year 7	<i>An introduction to History, local History and the Medieval World</i>		Assessment 1	<i>The Medieval World Continued</i>	<i>Medieval Life</i>	Assessment 2	<i>Monarchy and Religion</i>	<i>The Early British Empire</i>	Assessment 3
	An introduction to History and Historical Skills	The Norman Conquest: How did William the Conqueror change England after 1066?		Medieval African Kingdoms: How can we challenge Historians interpretations?	The Black Death: How did Black Death change society?		The Catholic Church in the 16 th and 17 th Century: Why were there challenges to the Catholic Church?	Britain's Transatlantic Slave Trade: Why did Britain become involved and what is the legacy of slavery in Britain?	
	How has Harrow changed from Medieval times through to the Modern Day?			Why did people go on Crusade?	Richard III: Does Richard III deserve his reputation?				
Year 8	<i>Changes to British Society between 1750-1918</i>		Assessment 1	<i>Conflict and Politics in the 20th Century</i>		Assessment 2	<i>Conflict in the 20th Century continued</i>		Assessment 3
	The Industrial Revolution: How did the industrial revolution change Britain?	The Suffrage Movement in Britain: How did women become citizens?		<i>The First World War: Why was there a world war/How and where was the war fought?</i>	<i>The Interwar Years: How did new ideas lead to conflict?</i>		<i>The Second World War: Where were the "hotspots" during WW2?</i>	<i>The Holocaust: Context, Persecution and legacy</i>	
Year 9	<i>Britain's involvement in the Wider World (16th century to 21st century)</i>		Assessment 1	<i>International Politics and Conflict after the Second World War</i>		Assessment 2	<i>Changes in British Society, 1918 onwards</i>	<i>GCSE: Crime and Punishment</i>	Assessment 3
	The British Empire: How should we interpret the British Empire?	Migration: Why have people migrated to Britain over time?		The Cold War: How do you fight a Cold War?	The Middle East: How did the Cold War cause conflict in the Middle East?		The British Civil Rights Movement: Has the Race Relations Act (1965) been successful?	Equality in Britain: Why was the 2010 Equality Act Passed? C1000-1500; Crime, Punishment, and Law Enforcement in Medieval England.	

Year 10	GCSE: Crime and Punishment		GCSE: Crime and Punishment		GCSE: Superpower Relations and the Cold War	GCSE: Superpower Relations and the Cold War/Early Elizabethan England		GCSE: Early Elizabethan England	GCSE: Revision/Recap	
	C1500-1750; Crime, Punishment, and Law Enforcement C1700-1900; Crime, Punishment, and Law Enforcement		C1900 to the present Day; Crime, Punishment, and Law Enforcement Whitechapel, 1870-1900: Crime, Policing and the Inner City	Assessment 1	The Origins of the Cold War, 1941-58 Cold War Crises, 1958-70	The End of the Cold War, 1970-91 Elizabethan England: Queen, Government and religion, 1558-69	Assessment 1	Challenges to Elizabethan England at home and abroad, 1569-80 Elizabethan Society in the Age of Exploration, 1558-88	Crime and Punishment revision Cold War Revision Early Elizabethan England Revision	Assessment 1
Year 11	Crime Punishment/ Whitechapel; Weimar and Nazi Germany, 1918-1939		Mock 1 (Nov)	Weimar and Nazi Germany, 1918-1939	Weimar and Nazi Germany, 1918-1939	<i>Content Revision</i>		<i>Content Revision</i>		
	C1900 to the present Day; Crime, Punishment, and Law Enforcement Whitechapel, 1870-1900: Crime, Policing and the Inner City Weimar and Nazi Germany, 1918-1939			Weimar and Nazi Germany, 1918-1939	Weimar and Nazi Germany, 1918-1939 <i>Revision: Superpower relations and the Cold War 1941-1991</i>	<i>Revision: Early Elizabethan England 1558-1588</i> Crime and Punishment	Mock 3 (Mar)	<i>Recap, Revision and exam prep:</i> • Weimar and Nazi Germany • Superpower Relations • Early Elizabethan England	<i>Summer Exams</i>	

Intent: The History Curriculum is a result of a collaborative and evolving process. We believe that a great historical education should give students the cultural capital needed for successful futures, with our SOWs covering a range of eras, countries and cultures. Our lessons are always linked to the present, ensuring our students are aware of where we've come from and how this informs where we are going. The development of key transferable historical skills is embedded in our teaching and should allow students to make great progress not only in our lessons, but in all lessons and in the world of work. These skills are developed throughout all key stages and build upon each other. As teachers, we ensure that our lessons are underpinned by current and relevant academic research ensuring our schemes of work are always in flux. Our ultimate goal is to help pupils become informed, responsible and discerning members of British society.

At Key Stage 3, we aim to provide students with an overall chronology of British History from the Iron Age to the present day. We focus on the key moments in History, which have helped shaped modern Britain charting the course from monarchy to democracy. We also cover a number of international events, which we consider crucial for any students' cultural capital including the Holocaust, the Russian Revolution and both World Wars. At Key Stage 3, we develop the key historical skills advocated by the Historical Association including source analysis, writing narratives and essay writing. Students cover a range of historical concepts including continuity and change, cause and consequence, similarity and difference and significance. As a school in North West London with a diverse community, we aim to have a curriculum that reflects this.

At Key Stage 4, we continue to build on the historical and transferable skills taught in the previous Key Stage especially in regard to source work and the evaluation of historical interpretations. We consolidate on the breadth of students' knowledge through studying a variety of historical events from the Norman Conquests to the fall of the Soviet Union. We seek to ensure that all pupils make outstanding progress.