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| **Bridgewater High Key Stage 3 Curriculum Map** |
| History – Year 7 |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **Why have individuals been significant in their age?**  How did individuals shape the British Isles before 1066? | **How has British society developed since 1066?**  What was the legacy of 1066? | **How far have beliefs led to positive change in History?**  Were the Crusades truly a religious war? | **How has political power developed in Britain since 1066?**  Could Medieval monarchs do as they wanted?  **Independent Project:** Who are the unsung heroes of History? | **How far is war a catalyst for change?**  What was the impact of Henry VII’s win at Bosworth? | **What has been the impact of discrimination on society and people?**  Were whites correct to see ‘Indians’ as savages? |
| **Key Knowledge & Concepts** | | - Early migrants and settlers  – arrival of Celts  - arrival of Romans  - Anglo-Saxon England  - Viking invasion  - What England was like before the Battle of Hastings  - Chronology  - Significance | - The crisis in Jan 1066  - Battle of Stamford Bridge  - Battle of Hastings  - William the Conqueror’s control of England  - Impact of Norman rule  - Cause and consequence  - Change and continuity | - Importance of Jerusalem  - Crusaders motives  - Saladin v Richard, the Lionheart  - Impact of the Crusades  - Interpretations | - Reign of King John  - Magna Carta: causes and significance  - Causes and consequences of the peasants’ revolt.  - Evaluation | - Wars of the Roses  - Battle of Bosworth  - Problems facing Henry VII  - Marriage and alliances  - Pretenders to the throne  - Controlling the nobility  - Historical narrative | - America before the arrival of Europeans  - The Sioux  - The Cherokee  - Powhatan  - The first white settlers (Mayflower, origins of ‘Thanksgiving’)  - Contemporary views  - Source utility |
| **Clarity around Sequencing** | **Main links across the curriculum** | | Yr. 7 Autumn term 2  Yr. 7 Spring term 2  Yr. 8 Autumn term 2  Yr. 9 summer term 1 | Yr. 7 Autumn term 1  Yr. 7 Spring term 1 & 2  Yr. 8. Spring term 2  Yr. 9 Autumn term 1 | Yr. 7 Autumn term 2  Yr. 8. Autumn term 1  Yr. 9 Summer term 2 | Yr. 7 Autumn term 2  Yr. 7 Summer term 1  Yr. 8 Spring term 1 & 2  Yr. 9 Autumn term 1 | Yr. 7 Spring term 2  Yr. 8. Autumn term 1  Yr. 8 Summer term 2  Yr. 9 Autumn term 2. | Yr. 8 Summer term 1  Yr. 9 Spring term 1 & 2  GCSE American West |
| **Cross – curricular / Authentic Links** | | Geog yr. 7 - Settlement |  | RS – ‘just war v holy war’. |  |  |  |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Reading includes:  \* The Genius of the Celts by Robb Graham.  \* Extracts from the work of Venerable Bede The ‘Ecclesiastical History of the English People  \* ‘Rivers of Blood’ speech by Enoch Powell. | Reading includes:  \* Marc Morris -The Norman Conquest | Reading includes: | Reading includes: | Reading includes:  \* Thomas Penn – Winter King (about the Battle of Bosworth)  \* Jez Ross – Pretenders to the throne | Reading includes:  \* Woman chief of the Crow people Biawacheeitchish |
| **Ext. Writing** | Lesson 1 and 8 | Lesson 1, 2, 4 and 9 | Lesson 3 and 7 | Lesson 1, 3, 7 and 8 | Lesson 2, 4 and 7. | Lesson 3, 5 and 9. |
| **Key**  **Vocabulary** | Key words identified on Knowledge organiser and scheme of work. New terms include:  - migration  - Anglo-Saxon  - Celts  - Danelaw  - Boudicca | Key words identified on Knowledge organiser and scheme of work. New terms include:  - Heir  - Bayeux tapestry  - Feudal System  - Nobles  - Claimants | Key words identified on Knowledge organiser and scheme of work. New terms include:  - Holy Land  - Pope  - Pilgrimage  - Saracens  - Franks | Key words identified on Knowledge organiser and scheme of work. New terms include:  - excommunication  - Magna Carta  - Revolt  - Democratic rights | Key words identified on Knowledge organiser & scheme of work. New terms include:  - Usurper  - Succession  - Wars of the Roses  - Alliances | Key words identified on Knowledge organiser and scheme of work. New terms include:  - Discrimination  - Nomadic  - Great Plains  - Colonise |
| **Memory & Cognition** | **Retrieval/ Formative Assessment** | **Start** | History Baseline based on key elements of the KS2 curriculum | Road map, Multiple choice on the key features of England prior to 1066. | Road map, summary question on importance of religion | Road map, Picture prompt on previous monarchs | Multiple choice quiz & summary question on the impact of war so far. | Knowledge organiser quiz set on key terms. |
| **On going** | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units. Retrieval is compulsory every 3 lessons. Activities include connectives, concept maps, KO tests, odd-one-out etc. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions or hinge questions, one-to-one conversations etc | | | | | |
| **End** | KR: Picture prompt on key individuals and how they shaped the British Isles. | KR: Picture Prompt to focus on the changes that the reign of William I led to in comparison to Anglo-Saxon England | Walk about bingo on the key features of the crusades – causes, motives, consequences. | Retrieval grid on power of medieval monarchs and how changed | Multiple choice section on impact of Henry VII’s reign as part of key assessed piece. | Evaluation of key differences between white settler and Native Americans – learning quilt |
| **Assessment** | **Summative**  **Assessment** | | Key assessed piece: Enquiry Question | Key assessed piece: Enquiry Question | Key assessed piece: Enquiry Question | 1. Key assessed piece: Enquiry Question  2. Independent project | Key assessed piece: Enquiry Question | Key assessed piece: Enquiry Question |
| **Possible misconceptions** | | - Lack of understanding of how migration has shaped British culture and identity | - warfare is similar to that of today  - structure of feudal society different to current society  - rulers were determined by succession  - cultural / social misconceptions re: origin. | - Holy Land no longer exists  - Crusades were all about religion  Key misconceptions derive from a lack of chronological understanding – chronology needs to be embedded. | - people in medieval society could protest the same as today  - Magna Carta impacted everyone. |  | - Native Americans are all one people  - Term ‘Indian’  NA society is same as white society re: values, structure etc. |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | - What it means to be ‘British’ or to understand British culture.  - Impact of Norman rule  **- Early migrants and settlers** | - Why there is still conflict over Jerusalem.  - Changes in language and culture & landscape | - To what extent is religion a cause of division today?  - Influence of Islamic world on British history/culture etc.  **- Saladin v Richard, the Lionheart** | - Monarch’s role in society and political affairs  - Magna Carta: causes and significance  **- Peasant’s Revolt** | **- Problems facing Henry VII** | - Terminology we use when discussing native peoples  - Impact of colonisation on a society  **- Understanding of different Native tribes e.g Sioux** |

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| **Bridgewater High Key Stage 3 Curriculum Map** |
| History – Year 8 |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **How far have beliefs led to positive change in History?**  What was the importance of the Reformation? | **Why have individuals been significant in their age?**  Did Elizabeth succeed in a man’s world?  **Independent Project:** Should Jane Austen be on the £10 note? | **How has political power developed in Britain since 1066?**  What was the impact of 1649 on political power? | **How has British society and political power developed since 1066?**  How did the industrial revolution change the landscape and lives of British people? | **What has been the impact of discrimination on society and people?**  What was the cost of British expansion? | **How far is war a catalyst for change?**  Should WWI have been labelled ‘the war to end all wars’? |
| **Key Knowledge & Concepts** | | - Importance of religion at the start of the Tudor period  - Causes of the Reformation  - Impact on the monarch’s power (e.g. Act of Supremacy, dissolution of the monasteries)  - Impact on ordinary people (e.g. loss of support systems, Pilgrimage of Grace)  - Religious division through Tudor dynasty and beyond  - Interpretations  - Cause and consequence | - Problems facing Elizabeth in 1558 – illegitimacy, finance, nobility etc.  - Settlement of religion – the Middle Way  - Candidates for marriage and consequences of not marrying  - Relationship with Mary, Queen of Scots  - Privateering  - Defeat of the Spanish Armada. | - Causes of the English civil war  - key features of the English civil war e.g. Roundheads, Parliamentarians, Cavaliers, New Model Army etc.  - Role of Warrington in the civil war  - Trial and execution of Charles I  - Inter-regnum and restoration | - what was the industrial revolution  - agricultural revolution (enclosure, selective breeding etc)  - domestic system to the factory system (children in the workplace)  - Crime and grime: living conditions and increase in crime  - Social and political changes | - African societies prior to the slave trade  Key features of the slave trade (middle passage and plantation life)  - Abolition of slavery  - Impact of slave trade on Britain and Africa  - Development of Empire  - India case study  - Benefits and cost of British empire | -Why tensions in Europe were developing in 1900s (Militarism, Alliances, Imperialism, Nationalism)  - Assassination of Archduke Ferdinand and link to war  - Trench warfare  - Home front  - Consequences of WWI – Treaty of Versailles & rise of nationalism - dictators |
| **Clarity around Sequencing** | **Main links across the curriculum** | | Yr. 7. Spring term 1  Yr. 8. Autumn term 2  Yr. 9. Summer term 2 | Yr. 7. Autumn term 1  Yr. 8. Autumn term 1  Yr. 9. Summer term 1  GCSE Elizabethan England | Yr. 7 Spring term 2  Yr. 8 Spring term 2  Yr. 9 Autumn term 1. | Yr. 7 autumn term 2  Yr. 8 Summer term 1  Yr. 9 Autumn term 1 | Yr. 7 summer term 2  Yr. 9 spring term  Yr. 8 spring term 2 | Yr. 7 summer term 1  Yr. 9 Autumn term 2  Yr. 8 summer term 1  Yr. 9 autumn term 1  GCSE Weimar and Nazi Germany |
| **Cross – curricular / Authentic Links** | | RS Yr. 7 – Reformation and denominations  RS Yr. 11 – Christianity practices | RS Yr. 7 – Reformation and denominations  RS Yr. 11 – Christianity practices | Geography yr7. Term 6 Settlement | Geog Yr. 10 – Urbanisation (Manchester& industrialisation / cholera) | Art & Textiles Yr. 7 – African Culture  Geog Yr. 11 – Changing economic world – India. | Dance yr. 7 – WWI  English yr. 7 – War Horse  English yr. 9. War poetry. |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Reading includes:  \* John Guy – a short history of the Tudors  \* Simon Schama – the Making of the UK | Reading includes:  \* Simon Jenkins – a short history of England  \* John Guy – A short history of the Tudors. | Reading includes:  \* | Reading includes:  \* Extract from Charles Kingsley – Water Babies  \* BBC article on impact of the Industrial Revolution  \* Simon Schama – Making of the UK | Reading includes:  \* BBC article – Impact of slavery on Africa  \* David Olusoga – Black and British  \* Sathnam Sanghera - Empireland | Reading includes:  \* Simon Jenkins – A short History of England  \* Gombrichs – A little History of the World  \* Paxman – Britain’s Great War  \* Wilfred Owen - Dulce et Decorum Est |
| **Ext. Writing** |  | Lessons 1, 3, 8 and 10 | Lessons 2, 5, 6 and 8 |  |  | Lesson 3, 8 and 9 |
| **Key**  **Vocabulary** | Key words identified on Knowledge organiser and scheme of work. New terms include:  - Reformation  - Dissolution  - Monasteries  - Protestant  - Pilgrimage of Grace  - Pope | Key words identified on Knowledge organiser and scheme of work. New terms include:  - Legitimacy  - Middle Way  - Privateering  - Armada  - Mary Stuart | Key words identified on Knowledge organiser and scheme of work. New terms include:  - Civil War  - Regicide  - Lord Protector  - Restoration  - Cavaliers  - Roundheads | Key words identified on Knowledge organiser and scheme of work. New terms include:  - Industrialisation  - agriculture  - domestic system  - urbanisation  - apprentices | Key words identified on Knowledge organiser and scheme of work. New terms include:  - Slave  - Empire  - Colonisation  - Middle Passage  - Abolition | Key words identified on Knowledge organiser and scheme of work. New terms include:  - Nationalism  - Imperialism  - over the top  - armistice  - Western front |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Story so far re: role of religion and importance to people – road map, knowledge quiz | Story so far: re individuals & importance of women. Road map & mind map | Story so far re: development of political power. Road map and multiple choice quiz. | Story so far re: development of British society. Road map and multiple choice quiz. | Story so far re: discrimination and the fight for civil rights. | Story so far – battles studied and change they led to. Road map and multiple choice. |
| **On going** | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units. Retrieval is compulsory every 3 lessons. Activities include connectives, concept maps, KO tests, odd-one-out etc. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions or hinge questions, one-to-one conversations etc | | | | | |
| **End** | KR on the impact of the Reformation. Retrieval grid. | KR on key features of Elizabeth’s reign and if a success/disaster – learning quilt. | KR on impact of civil war on power of monarchy and people rights – live graph | Kr focusing on the changes made to British society & political power. Comparison to prior situation. | Kr focusing on impact of British expansion. Learning quilt. | On the main changes that WWI led to. Picture prompt. |
| **Assessment** | **Summative**  **Assessment** | | Key assessed piece: Enquiry Question | Key assessed piece: Enquiry Question | Key assessed piece: Enquiry Question | Key assessed piece: Enquiry Question | Key assessed piece: Enquiry Question | Key assessed piece: Enquiry Question |
| **Possible misconceptions** | | Catholic v Protestant | Financial understanding – inflation re: debt then to now | - Monarchy v constitutional monarchy | Poverty only exists in towns and cities | - Role of Britain in slavery  - views on the British empire.  Key misconceptions derive from a lack of chronological understanding – chronology needs to be embedded.  - Britain as the heroes/wrong-doers and Africans as victims.  - slave owners were always white | WWI was a European war between England, Germany and France |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | - Religious division and the issues it can cause  **- Impact on ordinary people (e.g. loss of support systems, Pilgrimage of Grace)** | -Diversity within History  -Importance of strong leadership  - Respect for other religions  - Elizabeth’s resilience in a man’s world; overcoming challenges. | - Understanding the development of parliamentary democracy  **- Trial and execution of Charles I** | - Social and political changes  **- Resilience of people during the industrial revolution**  - Impact of factories and town living on health – cholera etc  - Aspiration of people to create a better life, society bringing in compulsory education etc  - Crime and grime and factory conditions etc | - Should controversial statues be removed?  - How should we remember the empire?  **- Rights and responsibilities re: colonisation and empire / slavery and abolition etc**  **- Resilience of nations during colonisation, resilience of slaves.**  - Aspiration of slaves to fight for freedom, aspiration of abolitionists, aspiration of nations under empire. | - How nationalism can lead to conflict.  - How should WWI be remembered in 2021?  **- Trench warfare and home front**  **- Home front re: government legislation** |

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| **Bridgewater High Key Stage 3 Curriculum Map** |
| History – Year 9 |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **How has political power and British society developed in Britain since 1066?**  Why did British women get the right to vote? | **How far is war a catalyst for change?**  What was the impact of WWII on the world and its people? | **What has been the impact of discrimination on society and people?**  How far was equality achieved in the 20th Century? | | **Why have individuals been significant in their age?**  How far have individuals caused conflict in the Middle East?  **Independent project:** What was the importance of 9/11? | **How far have beliefs led to positive change in History?**  How far have beliefs in Northern Ireland shaped its history? |
| **Key Knowledge & Concepts** | | - The stage of democracy Britain had reached by 1900  - Position of women in society  - Methods & achievement of the Suffragists and Suffragettes  - Hunger strikes and force feeding  - Case study: Emily Davison  - Impact of WWI  - How far did lives of women change | - The Holocaust, events leading up to it and its consequences  - Extent of Jewish persecution prior to the Holocaust  - Impact of WWII on British society (evacuation, Blitz, NHS, Windrush etc)  - Impact of WWII on British Empire  - Use of nuclear weapons against Japan  - The Cold War – what it was, why it started and key events | **Case Study: USA**  - What was life like for African-Americans in the 1950s and 60s  - Martin Luther King’s beliefs, dream, methods and achievements (e.g. Civil Rights Act of 1964 and Voting Rights Act of 1965)  - Other factors for segregation ending e.g. NAACP, BPP etc  - How far black Americans achieved equality in the 21st century  **Case Study South Africa**  - Apartheid and how similar to segregation  - Compare methods of Mandela and MLK (Sharpeville Massacre, ANC etc)  - How far has South Africa achieved equality | | - What and where is the Middle East  Situation in the Middle East at the start of the 20th century  - Arab revolt against Ottoman rule  - Balfour Declaration  - Arab-Israeli conflict (Palestine / Israel)  - Iran-Iraq War (Saddam Hussein, Ruhollah Khomeini)  - The First Gulf War (Kuwait)  - The September 11 attacks  - The ‘war on terror’ and its consequences | - History of Northern Ireland  - The troubles  - The causes, events and consequences of Bloody Sunday  - The increase in Paramilitary violence  - The events and consequences of the Warrington bombing  - The terms and impact of the Good Friday Agreement  - The current situation in Northern Ireland |
| **Clarity around Sequencing** | **Main links across the curriculum** | | Yr. 7 Spring Term 2  Yr. 8 Spring term 1  Yr. 9 spring term | Yr. 7 summer term 1  Yr. 8 summer term 2  Yr. 9. Summer term 1  GCSE Weimar and Nazi Germany | Yr. 7 Summer term 2  Yr. 8 Summer term 1  Yr. 9 Autumn term 1 | | Yr. 7 autumn term 1  Yr. 8 autumn term 2  Yr. 8. Summer term 1  Yr. 9 autumn term 2 | Yr. 7 spring term 1  Yr. 8. Autumn term 1  Yr. 9 summer term 1 |
| **Cross – curricular / Authentic Links** | | RS yr. 10 Human relationships (gender and equality) | Dance yr. 7 WW2  RS yr. 7 belonging about religion – Holocaust  English Yr. 9 – War poetry WWII  English yr.9 1945- Hiroshima | English Yr 9 – To Kill a Mockingbird  RS yr 9 – Are humans equal? | | Geog yr. 8 – Development Middle East Aid  RS yr. 10 – Islam  English yr. 9 War Poetry - Iraq | RS yr. 11 – Religion, peace and conflict |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Reading includes:  \* Various sources from the time of Emily Davison’s death | Reading includes: | Reading includes:  \* Extract from ‘The Help’ by K. Stockett  Article: ‘Little Rock Nine: the day young students shattered racial segregation’  \* Invictus by William Earnest Henley  \* Extracts from Mandela’s autobiography | | Reading includes: | Reading includes:  \* D McKevitt and McVea - Making Sense of the troubles  \* B Feeney - A short history of the troubles  \* T. Blair – A Journey  \* Article – ‘The key legacy of the Good Friday Agreement; lives saved’. |
| **Ext. Writing** | Lesson 2, 5 and 9. | Lessons 1, 4, 8 and 11 | Lessons 3, 4 ,6 ,9 and 11 | | Lessons 1, 2, 5 and 9 | Lesson 4, 6, 10 and 11 |
| **Key**  **Vocabulary** | Key words identified on Knowledge organiser and scheme of work. New terms include:  - Democracy  - Suffrage  - Suffragists  - Suffragettes  - Hunger strike | Key words identified on Knowledge organiser and scheme of work. New terms include:  - Holocaust  - Anti-Semitism  - Cold war  - Nuclear war  - Migration | Key words identified on Knowledge organiser and scheme of work. New terms include:  - Discrimination  - Segregation  - Civil Rights  - Suffragettes  - Apartheid  - Bantustans | | Key words identified on Knowledge organiser and scheme of work. New terms include:  - Middle East  - Arab  - Caliphate  - United Nations  - Islamic fundamentalism | Key words identified on Knowledge organiser and scheme of work. New terms include:  - Nationalist  - Unionist  - The Troubles  - Paramilitary  - direct rule |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | The story of the development of politics and Br society so far  Road Map | The story of the impact of war so far – previous battles and the changes they have led to – road map & summary question. | The story of discrimination and rights so far – road map  Comparison table | | The story of significant individual’s so far re: conflict - Road map & summary question. | The story of beliefs and the change they have led to so far – road map.  Summary question |
| **On going** | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units. Retrieval is compulsory every 3 lessons. Activities include connectives, concept maps, KO tests, odd-one-out etc. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions or hinge questions, one-to-one conversations etc | | | | | |
| **End** | KR on the key features of the theme of political power. | KR on the extent to which war has led to change. Mapping activity. | KR on the main features of inequality or trying to achieving change in USA and South Africa. Multiple choice test. | | KR on causes of conflict in the Middle East. Learning quilt. | KR on how beliefs in Northern Ireland had changed over time.​  Activity = picture prompt |
| **Assessment** | **Summative**  **Assessment** | | Key assessed piece: Enquiry Question & theme question | Key assessed piece: Enquiry Question & theme question | Key assessed piece: Enquiry Question & theme question | | Key assessed piece: Enquiry Question & theme question | Key assessed piece: Enquiry Question & theme question |
| **Possible misconceptions** | | - Suffragists v Suffragette  - All women received the vote in 1928  - Only upper class women fought for the vote  - Suffragists made no progress. | - misconceptions around the holocaust  - anti-Semitism was not a ‘one time event’  - WW2 was a European war with European consequences | - Martin Luther King was the only person responsible for civil rights gains  - Views of Mandela (freedom fighter v terrorist) | | - Location of the Middle East  - key elements of Arab-Israeli War  - Misunderstanding of events surrounding 9/11 due to not understanding context  Key misconceptions derive from a lack of chronological understanding – chronology needs to be embedded. | - Nationalists v Unionists.  - Ireland v Northern Ireland  - Nature of terrorism (predominantly by Muslims) |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | - Extent of equality in society today / civil rights – how far did lives of women change?  **- The stage of democracy Britain had reached by 1900**  **- Resilience of women re: Suffragists and Suffragettes, hunger strikes & force-feeding** | - Understanding of genocide as a concept and past examples  - Relations between Russia and US  - Understanding of Britain’s’ cultural heritage  **- The Holocaust, events leading up to it and its consequences**  **- Use of nuclear weapons against Japan**  **- Impact on British society: NHS, Migration** | - Black Lives Matter movement and other civil rights groups  - Legacy of colonisation / empire  - Current situation in US / South Africa  **- Life of African- Americans, role of government and people in trying to achieve change**  **- Campaigning of people to try and achieve civil rights in both the US and South Africa** | | - Understand current conflict in Middle East e.g. conflict between Israel and Palestine  - Understand background to ‘war on terror’ in context.  - Resilience re: Palestine and Israeli conflict.  - Aspiration of countries / groups in the Middle East re: own society / nation  **- Rights and responsibilities of Br to Middle east and of different groups In the region** | - Current situation in Northern Ireland surrounding Brexit, orange marches, Stormont etc.  **- The views of both communities and actions towards each other. Role of the British and Irish government. (troubles and GFA)** |

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| **Bridgewater High Key Stage 4 Curriculum Map** |
| History – Year 10 |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **Paper 1: Medicine through Time**  Medieval and Renaissance medicine 1250-1700 | **Paper 2: Elizabethan England 1558-1568**  Queen, gov’t and religion 1558-1569 | **Paper 2: American West c1835-90**  Native American Society and Migration | **Paper 3: Weimar and Nazi Germany 1918-39**  Weimar Germany 1918-1929 | **Paper 1: Medicine through Time**  Medicine in the 18th and 19th and from 1900 to the present day. | **Paper 2: Elizabethan England 1558-1568**  Challenges to Elizabeth at home and abroad 1569-1588 |
| **Key Knowledge & Concepts** | | - Theory of the Four Humours, Miasma theory, supernatural beliefs  - Case study Black Death: 1348  -Role and importance of the Church  - Renaissance & reformation changes  - William Harvey  - Andreas Vesalius  - Thomas Sydenham  - Hospital care  - Public Health  - Great Plague 1665  - Change and continuity  - Significance  - Cause and consequence | - Structure of Elizabethan Government and Society  - Situation on Elizabeth’s accession (illegitimacy, challenges from abroad, financial etc)  - The ‘settlement’ of religion (Act of Supremacy, Uniformity and Royal Injunctions)  - Challenges to the religious settlement (Puritan and Catholic challenge)  - The problem of Mary, Queen of Scots. | - Sioux tribal and social structures  - Sioux way of life and means of survival  - Sioux beliefs about war, land, and property.  - Migration West in three phrases (35-49: Gold rush, Oregon trail etc; 61-70: transcontinental railroad, Homestead Act etc and 79-90: Exodusters, land rushes)  - Migration case studies: Donner Party and Mormons | - Impact of WWI on Germany and political revolution  - Armistice and stab-in-the-back theory  - The Treaty of Versailles  - Political Violence  - Crises of 1923  - Recovery of the Weimar Republic 1924-1929  - Changes in society 1924-29 | - Edward Jenner and smallpox vaccination  - Pasteur’s germ theory  - Koch’s work on microbes  - anaesthetics  - antiseptics  - developments in care and treatment  - Cholera and work of Snow  - Genetics and lifestyle  - improvements in diagnosis  - penicillin case study  - lung cancer case study | - Plots and revolts at home (Northern Earls, Ridolfi, Throckmorton and Babington)  - Role of Walsingham  Reasons for, and significance of the execution of Mary, Queen of Scots.  - Relations with Spain and cause of tension (economic, religious and political)  - Outbreak of war with Spain 1585-88  - The Armada |
| **Clarity around Sequencing** | **Main links across the curriculum** | | Yr. 10 summer term 1  Yr. 11 spring term 1  Yr. 7 autumn term  Yr. 8 autumn term 1 | Yr 10 Summer term 2  Yr 11 Spring term 2  Yr 8 Autumn term 2 | Yr 11 Autumn term 1  Yr 11 Spring term 2  Yr 11 summer term 1  Yr 7 summer term 2 | Yr 11 Autumn term 2  Yr 11 Summer term 2  Yr 8 summer term 2  Yr 11 Spring term 1 | Yr 10 autumn term 1  Yr. 11 Spring term 1 | Yr. 10 Autumn 2  Yr. 11 Spring term 2  Yr. 8 Autumn term 2  Yr. 7 summer term 2  Yr. 8 spring term 2 |
| **Cross – curricular / Authentic Links** | | Biology Yr. 10 – heart and blood vessels | Rs yr. 7 – what unites and divides Christians?  RS yr. 10 – Christian beliefs |  |  | Bio yr. 9 – genetics & fit and healthy  Chem yr. 8 – microbes  Bio yr. 10 – penicillin & DNA and Genome  Geog yr. 10 – Urbanisation  PE yr.11 – health & well-being |  |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Wider reading highlighted in the enrichment booklet. Other reading based on a variety of course textbooks and historical sources. | Wider reading highlighted in the enrichment booklet. Other reading based on a variety of course textbooks and historical sources. | Wider reading highlighted in the enrichment booklet. Other reading based on a variety of course textbooks and historical sources. | Wider reading highlighted in the enrichment booklet. Other reading based on a variety of course textbooks, historical sources and historical interpretations. | Wider reading highlighted in the enrichment booklet. Other reading based on a variety of course textbooks and historical sources. | Wider reading highlighted in the enrichment booklet. Other reading based on a variety of course textbooks and historical sources. |
| **Ext. Writing** | Exam responses  \* 12 mark causation question  \* 16 mark evaluation question | Exam responses  \* 12 mark causation question  \* 16 mark evaluation question | Exam responses  \* 8 mark narrative  \* 8 mark importance question | Exam responses  \* 8 mark source utility question  \* 12 mark causation question | Exam responses  \* 12 mark causation question  \* 16 mark evaluation question | Exam responses  \* 12 mark causation question  \* 16 mark evaluation question |
| **Key**  **Vocabulary** | Key words identified on Knowledge organiser, scheme of work and in pupil booklets. New terms include:  - Miasma  - Renaissance  - Purging  - Anatomy | Key words identified on Knowledge organiser, scheme of work and in pupil booklets. New terms include:  - Illegitimacy  - Auld Alliance  - Recusants  - Puritans | Key words identified on Knowledge organiser, scheme of work and in pupil booklets. New terms include:  - Sioux  - Counting Coup  - Nomadic  - Exodusters  - Manifest Destiny | Key words identified on Knowledge organiser, scheme of work and in pupil booklets. New terms include:  - Kaiser  - Reichstag  - Dolchstoss  - Armistice | Key words identified on Knowledge organiser, scheme of work and in pupil booklets. New terms include:  - antiseptic  - anaesthetic  - aseptic  - DNA | Key words identified on Knowledge organiser, scheme of work and in pupil booklets. New terms include:  - Anglo-Spanish  - Privateering  - Commercial  - Excommunication |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Knowledge retrieval using road map and knowledge organisers to see what knowledge students already have. Mind-mapping of key ideas and concepts. Where a unit is revisited, there will also be a focus on previous knowledge covered in the unit ready to build upon it. Variety of retrieval activities. | | | | | |
| **On going** | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units. Retrieval is compulsory every 3 lessons. Activities include connectives, concept maps, KO tests, odd-one-out etc. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions or hinge questions, one-to-one conversations etc | | | | | |
| **End** | Multiple choice quiz to assess knowledge of key features of the course and to help inform the personal learning checklist (PLC). Consolidation task completed for the unit to see how far students know and understand the main features. | | | | | |
| **Assessment** | **Summative**  **Assessment** | | \* Compulsory exam questions  \* Paper 1 assessment  \* PLC | \* Compulsory exam questions  \* Paper 2 assessment  \* PLC | \* Compulsory exam questions  \* Paper 2 assessment  \* PLC | \* Compulsory exam questions  \* Paper 3 assessment  \* PLC | \* Compulsory exam questions  \* Paper 1 assessment  \* PLC | \* Compulsory exam questions  \*Mock exam  \*PLC |
| **Possible misconceptions** | | Lack of scientific understanding in Middle Ages | - Applying 21st century values to the Tudor era | \* USA existed as it currently does in 1835  \* Pre-existing ideas about American West  \* Western social structure was the norm for NA society  Key misconceptions derive from a lack of chronological understanding – chronology needs to be embedded. |  |  |  |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | - Reactions to epidemics / pandemics.  - Renaissance public health, plague  - William Harvey | - Religious tolerance and extremism  - **Structure of Elizabethan gov’t & Society and challenges to religious settlement**  - **situation on Elizabeth’s accession** | - Sustainable living  - Migration  - Respect for other cultures  **- Sioux tribal & social structures and beliefs about war, land and property**  **- Sioux way of life and means of survival and exodusters and migration case studies**  **- Migration west** | - Political violence as a sign of discontent  - Impact of foreign policy decisions | - The importance of healthy living.  - Main developments in medicine  - Health and wellbeing runs through the course e.g. cholera, lung cancer, improving diagnosis etc. | **- Plots & revolts at home** |

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| **Bridgewater High Key Stage 4 Curriculum Map** |
| History – Year 11 |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **Paper 2: American West c1835-1890**  White settlement on the Plains with cattle industry | **Paper 3: Weimar and Nazi Germany 1918-1939**  Hitler’s Rise to Power 1919-1933 | **Paper 1: Historic Environment**  The British sector of the Western Front | **Paper 2: Elizabethan England 1558-1588**  Elizabethan society in the Age of Exploration | **Paper 2: The American West c1835-1890**  Conflict, gov’t policy & law and order | **Paper 3: Weimar and Nazi Germany.**  Nazi control & dictatorship and life in Nazi Germany |
| **Key Knowledge & Concepts** | | - Settlement on the Plains  - Problems facing settlers  - Solutions for homesteaders  - growth of cattle industry  - changing role of cowboy  - ranching.  - Range wars | - Early development of the NSDAP  - The Munich Putsch  - The lean years  - Growth in support for the Nazis 1929-32 (depression and appeal of the Nazis)  - Hitler becomes Chancellor 1932-33  - The creation of a dictatorship 1933-34. | - Context of medicine in 1914  - trench system  - terrain and transport  - trench illness  - Effects of gas  - FANY and RAMC  - medical developments  - historical enquiry | - Education in homes, schools, and universities  - Sports, pastimes, and the theatre  - The problem of the poor  - Exploration and voyages of discovery  - Raleigh and Virginia | - conflict and tension between the settlers and Plains Indians  - Indian Wars  - Gov’t policy towards NA and case studies e.g. 1st and 2nd Fort Laramie Treaty  - Problems and solutions with law and order  - Billy the Kid  - Wyatt Earp | - The police state  - Controlling and influencing attitudes  - Opposition, resistance and conformity  - Nazi policies towards women  - Nazi policies towards the Young  - Employment and living standards  - Persecution of minorities |
| **Clarity around Sequencing** | **Main links across the curriculum** | | Yr. 10 Spring term 1  Yr. 11 Summer term 1  Yr. 7 summer term 2 | Yr. 10 Spring term 2  Yr. 11 summer term 2  Yr. 8 summer term 2 | Yr. 10 Summer term 1  Yr. 8 summer term 6 | Yr. 10 Autumn term 2  Yr. 10 Summer term 2  Yr. 8 Autumn term 2  Yr. 7 summer term 2 | Yr. 10 Autumn term 1  Yr. 11 Summer term 1  Yr. 7 summer term 2 | Yr. 10 spring term 2  Yr. 11 Autumn term 2  Yr. 9 Autumn term 2 |
| **Cross – curricular / Authentic Links** | |  |  | Dance Yr 7 – WWI  English yr 7. War Horse  English yr 9. War poetry. | Drama yr. 11 Shakespeare |  | RS Yr. 7 – Is belonging about religion – the impact of the holocaust on Jewish people. |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Wider reading highlighted in the enrichment booklet. Other reading based on a variety of course textbooks and historical sources. | Wider reading highlighted in the enrichment booklet. Other reading based on a variety of course textbooks, historical source and historical interpretations. | Wider reading highlighted in the enrichment booklet. Other reading based on a variety of course textbooks and historical sources. | Wider reading highlighted in the enrichment booklet. Other reading based on a variety of course textbooks and historical sources. | Wider reading highlighted in the enrichment booklet. Other reading based on a variety of course textbooks and historical sources. | Wider reading highlighted in the enrichment booklet. Other reading based on a variety of course textbooks, historical source and historical interpretations. |
| **Ext. Writing** | Exam responses  \* 8 mark narrative  \* 8 mark importance question | \* 8 mark source utility question  \* 12 mark causation question  \* 16 mark interpretation evaluation question | \* 12 mark causation question  \* 16 mark evaluation question | \* 12 mark causation question  \* 16 mark evaluation question | Exam responses  \* 8 mark narrative  \* 8 mark importance question | \* 8 mark source utility question  \* 12 mark causation question  \* 16 mark interpretation evaluation question |
| **Key**  **Vocabulary** | Key words identified on Knowledge organiser, scheme of work and in pupil booklets. New terms include:  - Ranching  - Cowboy  - Homestead Act  - Sulky Plow  - Abilene | Key words identified on Knowledge organiser, scheme of work and in pupil booklets. New terms include:  - Consolidation  - Propaganda  - Fuhrer  - Swastika | Key words identified on Knowledge organiser, scheme of work and in pupil booklets. New terms include:  - shell shock  - trench fever  - gangrene  - CCS  - trench foot | Key words identified on Knowledge organiser, scheme of work and in pupil booklets. New terms include:  - Colonisation  - Circumnavigation  - Astrolabe  - Bear-baiting | Key words identified on Knowledge organiser, scheme of work and in pupil booklets. New terms include:  - Ranching  - vigilante  - Pinkertons  - claim jumping | Key words identified on Knowledge organiser, scheme of work and in pupil booklets. New terms include:  - Lebensborn  - Persecution  - Kristallnacht  - Aryan  - Anti-Semitism |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Knowledge retrieval using road map and knowledge organisers to see what knowledge students already have. Mind-mapping of key ideas and concepts. Where a unit is revisited, there will also be a focus on previous knowledge covered in the unit ready to build upon it. Variety of retrieval activities. | | | | | |
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| **End** | Multiple choice quiz to assess knowledge of key features of the course and to help inform the personal learning checklist (PLC). Consolidation task completed for the unit to see how far students know and understand the main features. | | | | | |
| **Assessment** | **Summative**  **Assessment** | | \* Compulsory exam questions  \* Paper 2 assessment  \* PLC | \* Compulsory exam questions  \* Mock Exams  \* PLC | \* Compulsory exam questions  \* Paper 1 assessment  \* PLC | \* Compulsory exam questions  \* Paper 2 assessment  \* PLC | \* Compulsory exam questions  \* Paper 2 assessment  \* PLC | \* Compulsory exam questions  \* PLC  \* GCSE Exams |
| **Possible misconceptions** | |  |  |  |  | - Cowboys were predominantly white  - Problems with law and order between whites and natives. | - All Germans supported the Nazi regime |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | **- settlement on the Plains and problems facing settlers** | - Power of misinformation / fake news  - how economic depression / gov’t disillusionment can lead people to vote for extreme ideas. | - Trench illness / trench system  **- Conditions facing soldiers, stretcher bearers and medics**  **- effects of gas, FANY & RAMC,**  **- medical developments**  **- medical progress brought about by WWI** | **- The problem of the poor**  **- Exploration and voyages of discovery** | **- Conflict & tension between settlers and whites**  **- government policy towards Native Americans**  **- Indian Wars** | Living under totalitarian rule – lack of social freedoms |