

## Curriculum overview: History

### **Why do we study History at The Earls High School?**

- Sense of purpose, place and links to current affairs
- History of or heritage

### **What skills and knowledge do we anticipate students will have in this subject before they begin at The Earls High School?**

- Dependant on primary provision, taught as topics and often English based
- Base Test completed in Year 7 – historical terms and key ideas

### **What skills and knowledge would we like students to have in this subject at the end of their time at The Earls High School?**

- Analysis of sources
- Chronology of events
- Questioning of evidence
- research
- Resilience
- Current affairs – politics, society etc.

## Year 7 Curriculum Map: History

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p><b>Unit 1: Understanding History</b>  <b>To learn about:</b>            Concepts on sources, historical terms, chronology.  <b>Main home learning tasks:</b>            Activities in the study guide (discretion of the class teacher), reading, independent research.  <b>Key assessment:</b>            Baseline test on Historical terms.  <b>Assessment conditions:</b>            In class, revision of work learnt in initial lessons</p>	<p><b>Unit 3: Norman England</b>  <b>To learn about:</b>            How William won and controlled the land, changes made to society  <b>Main home learning tasks:</b>            Activities in the study guide (discretion of the class teacher), reading, independent research.  <b>Key assessment:</b>            How did William control England?  <b>Assessment conditions:</b>            Using class work to organise an extended piece of work</p>	<p><b>Unit 5: Rats, rebellions and religion</b>  <b>To learn about:</b>            Black Death, Peasants Revolt and influence of the Medieval Church.  <b>Main home learning tasks:</b>            Activities in the study guide (discretion of the class teacher), reading, independent research.  <b>Key assessment:</b>            What information does the source provide about the Black Death?  <b>Assessment conditions:</b>            Based on a source to analyse.</p>
<p><b>Unit 2: The Norman Conquest</b>  <b>To learn about:</b>            How William won and controlled the land, changes made to society.  <b>Main home learning tasks:</b>            Activities in the study guide (discretion of the class teacher), reading, independent research.  <b>Key assessment:</b>            How did William win the Battle of Hastings?  <b>Assessment conditions:</b> Using class work to organise an extended piece of work.</p>	<p><b>Unit 4: The Church and State</b>  <b>To learn about:</b>            The power struggle between the two – Thomas Becket and Henry II, Magna Carta and King John.  <b>Main home learning tasks:</b>            Activities in the study guide (discretion of the class teacher).  <b>Key Assessment:</b>            Was King John really bad?  <b>Assessment conditions:</b> Extended piece of work.</p>	<p><b>Unit 6: The Tudors</b>  <b>To learn about:</b>            The Tudor dynasty – Henry VIII and the break with Rome, Reformation and the impact of the actions of Henry’s children.  <b>Main home learning tasks:</b>            Activities in the study guide (discretion of the class teacher).  <b>Key assessment:</b>            Why Did Henry VIII make the break with Rome?  <b>Assessment conditions:</b>            Extended piece of work.</p>

## Year 8 Curriculum Map: History

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p><b>Unit 1: Elizabethan Age</b></p> <p><b>To learn about:</b> The control and stability Elizabeth brought to England.</p> <p><b>Main home learning tasks:</b> Activities in the study guide (discretion of the class teacher), reading, independent research.</p> <p><b>Key assessment:</b> Based on key areas of Elizabeth's reign.</p> <p><b>Assessment conditions:</b> Series of question utilising different skills.</p>	<p><b>Unit 2: 1750 Industrial Expansion and Empire</b></p> <p><b>To learn about:</b> What changes took place at this time, Richard Arkwright and factory conditions, public health issues, the workhouse.</p> <p><b>Main home learning tasks:</b> Activities in the study guide (discretion of the class teacher).</p> <p><b>Key Assessment:</b> Why was Richard Arkwright successful in business?</p> <p><b>Assessment conditions:</b> Researching information to complete an extended piece of writing.</p>	<p><b>Unit 5: Black Peoples of America</b></p> <p><b>To learn about:</b> Slave Trade, Life as a slave, American Civil war.</p> <p><b>Main home learning tasks:</b> Activities in the study guide (discretion of the class teacher).</p> <p><b>Key Assessment:</b> Source analysis on anti-slavery photograph.</p> <p><b>Assessment conditions:</b> Analysing a primary source in class.</p>
<p><b>Unit 2: Gunpowder Plot &amp; The Stuarts</b></p> <p><b>To learn about:</b> Ongoing issues with religion in Britain.</p> <p><b>Main home learning tasks:</b> Activities in the study guide (discretion of the class teacher), reading, independent research.</p> <p><b>Key assessment:</b> Source analysis on the Gunpowder Plot.</p> <p><b>Assessment conditions:</b> Using a source to analyse with a set focus</p>	<p><b>Unit 3: 1750 Industrial Expansion and Empire</b></p> <p><b>To learn about:</b> What was the British Empire? Who benefitted from the Empire?</p> <p><b>Main home learning tasks:</b> Activities in the study guide (discretion of the class teacher), reading, independent research.</p> <p><b>Key Assessment:</b> Written source analysis on British Empire expansion.</p> <p><b>Assessment conditions:</b> Analysing a primary source in class.</p>	<p><b>Unit 6: Political Power and Reform</b></p> <p><b>To learn about:</b> French revolution, Luddites, Peterloo Massacre.</p> <p><b>Main home learning tasks:</b> Activities in the study guide (discretion of the class teacher), reading, independent research.</p> <p><b>Key assessment:</b> Peterloo Massacre.</p> <p><b>Assessment conditions:</b> Students will answer a series of questions to test knowledge.</p>

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<p><b>Unit 1: Political Power and Reform</b></p> <p><b>To learn about:</b> Edwardian Golden Age, Suffragettes.</p> <p><b>Main home learning tasks:</b> Activities in the study guide (discretion of the class teacher).</p> <p><b>Key assessment:</b> Why did women get the vote in 1918?</p> <p><b>Assessment conditions:</b> Extended piece of work.</p>	<p><b>Unit 3: Rise of the Dictators</b></p> <p><b>To learn about:</b> Political change in Europe in the 1930s, focus on the rise of Hitler and how the Nazis controlled the people.</p> <p><b>Main home learning tasks:</b> Independent research in preparation for the home front project.</p> <p><b>Key Assessment:</b> Based on the control of the people.</p> <p><b>Assessment conditions:</b> Extended writing based on a GCSE question.</p>	<p><b>Unit 5: The Holocaust</b></p> <p><b>To learn about:</b> Jewish pre-war life, persecution, why the Jews, establishment of extermination camps.</p> <p><b>Main home learning tasks:</b> Activities in the study guide (discretion of the class teacher).</p> <p><b>Key assessment:</b> Holocaust memorial.</p> <p><b>Assessment conditions:</b> Extended writing task.</p>
<p><b>Unit 3: The Great War</b></p> <p><b>To learn about:</b> Ordinary people’s experiences of war, cause and consequence and the political landscape of the early 20<sup>th</sup> century.</p> <p><b>Main home learning tasks:</b> Activities in the study guide (discretion of the class teacher), reading, independent research.</p> <p><b>Key assessment:</b> What was the main cause of the First World War? – Extended writing task.</p> <p><b>Assessment conditions:</b> Completed in exam conditions</p>	<p><b>Unit 4: Origins of the Second World War</b></p> <p><b>To learn about:</b> The circumstances leading up to the war – appeasement, Abyssinia, League of Nations.</p> <p><b>Main home learning tasks:</b> Activities in the study guide (discretion of the class teacher), reading, independent research.</p> <p><b>Key Assessment:</b> Analysis of the reasons for the outbreak of war.</p> <p><b>Assessment conditions:</b> Students analysing sources and interpretations.</p>	<p><b>Unit 6: The 1960s</b></p> <p><b>To learn about:</b> Were the 60s swinging? Cuban Missile Crisis, Crime, Culture.</p> <p><b>Main home learning tasks:</b> Activities in the study guide (discretion of the class teacher).</p> <p><b>Key assessment:</b> Presentation produced by students based on their choice.</p> <p><b>Assessment conditions:</b> Collaborative work.</p>