

Curriculum Assessment Map: Year and Subject



| Year 7 History | Autumn Term | Spring Term | Summer Term |
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| Topic | History Skills & Roman Empire | Medieval England | Tudor England |
| Key Learning & Skills | <ul style="list-style-type: none"> In the first year of secondary school we focus on developing the necessary skills of a historian. By the end of the year students should have developed their historical skills such as building coherent arguments, analysing and evaluating sources and interpretations, and examining cause and effect, also change and continuity over time. Source work and how can we trust different sources • Justification and argument of importance • Change and continuity • Debate over justification | <ul style="list-style-type: none"> Students should also have firm knowledge of how power and control in Britain has changed and stayed the same over time. Furthermore, students should be able to make comparisons and explain reasons for change, as well as how this has affected ordinary people. Change and continuity • Arguing from different sides and perspectives. • Identifying long and short term factors | <ul style="list-style-type: none"> Additionally, students should have ideas and understanding about how religion has altered over time, starting with the strict religious laws and beliefs of the medieval era, through to the move towards secular religion in the Renaissance. Finishing with the creation of the Church of England as well as building in knowledge of have religious tolerance Cause and consequence • Change and continuity • Source work • Argument and justification • Prioritisation • Identify emergence of British Values and why they are important |
| End points | <ul style="list-style-type: none"> Develop student understand what an empire is and how the Roman Empire spread Identify and explain the different factors influencing Rome's decision to invade Britain Use sources to understand different perspectives on the life of a Roman Soldier Explain Roman public health facilities and how they protected health Have an opinion about the causes of the collapse of the Roman Empire, supported with evidence | <ul style="list-style-type: none"> Students gain a broad understanding of the Medieval period Explain key events of the Battle of Hastings and its outcomes Define and explain the Feudal System Explain the conflict between King and Church which ended with the murder of Thomas Becket Understand how people responded to the arrival of the Black Death in 1348 and what they thought caused the disease | <ul style="list-style-type: none"> Explain how the Tudors came to power and how Henry VII became king at Bosworth Explain Henry VIII and why he had so many marriages Explain the Tudors relationship with the church and the difficulties this caused for Tudor people The Creation of the Church on England Explain what life was like for different people in the Tudor period Get a broad understanding of the Tudor rulers and the impact that each had with the church. |

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| Informal (formative) Assessment | <ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term Following the agreed Humanities | <ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term Following the agreed Humanities | <ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term Following the agreed Humanities |
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| Formal (summative) Assessment | <ul style="list-style-type: none"> • Roman Empire – Key skills and knowledge test | <ul style="list-style-type: none"> • Medieval England – Key skills and knowledge test including source review | <ul style="list-style-type: none"> • History Assessment: Making inferences (source analysis) |

Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects

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| Year 8 History | Autumn Term | Spring Term | Summer Term | Summer Term II |
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| Topic | The English Civil War | Local History Unit – Is Black Country History all Factories and Filth? | Black Peoples of the Americas | The Industrial Revolution and living conditions |
| Key Learning & Skills | <ul style="list-style-type: none"> Students will explore how religion continued to influence Britain and understand how power is moving away from Kingships to more equal representation with a strong parliament. Students have seen leadership in Britain change from foreign emperors, to invading kings, warring kings in the war of the roses and now onto the power of the kings declining and being replaced by Parliament. <p>Source work • Cause and consequence • Change and continuity • Making conclusions from unclear events • Knowledge of opinions and contemporary views. • Identify emergence of British Values and why they are important</p> | <ul style="list-style-type: none"> Students will explore their local area and reflect on the key question – what are the key features of local history. This unit will enrich subjects that students have already studied - Medieval religion and power, and will also introduce some concepts that students will come across later in KS3 – the Industrial Revolution Students will see the impact that Halesowen has had nationally and internationally. <p>• Source work and analysis. • Change and continuity. • Justification and arguments of different ideas • Independent research into the local area.</p> | <ul style="list-style-type: none"> Students will develop a strong general knowledge of the development on the transatlantic slave trade and its impact on American politics, including the American Civil War Students will explore Causes and outcomes of the civil war, and will explore various aspects of life to see to what extent emancipation had on the life of Black Americans. <p>Change and continuity • Cause and consequence • Understanding social thought in the period • Arguing difficult points of view • Source work and analysis • Impacts on modern politics and society</p> | <ul style="list-style-type: none"> Students will develop a broad understanding of how society changed for people in Britain at the beginning of the Industrial Revolution. Students will examine the reforms introduced by governments and the impact of these policies. This develops students' knowledge of life through time in Britain. What has changed and what has stayed the same. <p>Source work and analysis. • Arguing difficult points of view. • Critical view of opinions and contemporary ideas • Impacts on the modern world</p> |
| End points | <ul style="list-style-type: none"> Understand and explain how Royalty justified their rule in the Middle Ages and Tudor period | <ul style="list-style-type: none"> Explain the story of St Kenelm and how it links to our local area | <ul style="list-style-type: none"> Students will understand what slavery is and how the trade triangle worked | <ul style="list-style-type: none"> Explain why there was an industrial revolution . Explain what factory conditions were like |

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| | <ul style="list-style-type: none"> • Explain the different causes of the English Civil War • Analyse Civil War weaponry to be able to discuss its use and significance • Explain how Cromwell updated the Parliamentarian army to help him beat the Royalists • Explore the execution of King Charles I and consider how people felt about this • Explain Cromwell leadership of England and the return of Charles II | <ul style="list-style-type: none"> • Explain how Dudley Castle impacted upon local people's lives • Explain how monasteries support local communities, with a focus on Halesowen Abbey • Explain the importance of Leasowes part, and why I is a Grade I listed site by English Heritage • Explain how the Black Country and its industrial heritage is represented by its flag • Explain what connects the black country to the Titanic, and how this is remembered locally | <ul style="list-style-type: none"> • Explain the conditions on board slave ships • Explain what life was like on a plantation and how black people resisted enslavement • Explain how slavery helped bring the North and South to war in 1861 – 1865 • Explain how emancipation changed the lives of enslaved black people, and consider how far former slaves and their ancestors have come towards equality. | <ul style="list-style-type: none"> • Explain conditions for workers in Industrial towns • Explain the actions governments took to improve the lives of people living in towns and cities, including the 1848 & 1875 Public Health Acts |
| <p>Informal (formative) Assessment</p> | <ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term <p>Following the agreed Humanities</p> | <ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term <p>Following the agreed Humanities</p> | <ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term <p>Following the agreed Humanities</p> | <ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term <p>Following the agreed Humanities</p> |

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| Formal (summative) Assessment | <ul style="list-style-type: none">• Source and Knowledge assessment focusing on Causes and key features of the Civil War and its impact on life in Britain | <ul style="list-style-type: none">• What is the most significant feature of Local History – Student review and analysis of which aspects of Local History are most significant and why | <ul style="list-style-type: none">• Students create a reflective piece of work in the form of a comic book in which they recall the key features of the period studied. | <ul style="list-style-type: none">• Source and Knowledge assessment focusing on Causes and key features of Industrial towns and the impact this had on the lives of people. |
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Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects

Curriculum Assessment Map: Year and Subject



| Year 9 History | Autumn Term | Spring Term | Summer Term |
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| Topic | Protest and Social Reform | World War One | World War Two & the Holocaust |
| Key Learning & Skills | <p>This unit explores a line of continuity of Power evolving throughout KS3, from Emperors to Kings, to Politicians, to people fighting for their own voice. Students will explore why workers wanted representation in political life and the reasons for opposition.</p> | <p>Students will explore and gain a broad understanding of one of the key conflicts of the 20th Century.</p> <p>Gain a broad understanding of the changes in warfare over time. From Hastings – to the English Civil War to 20th century conflict.</p> <p>For their final year of KS3 students switch their focus from Britain’s history to a more global view. Largely students will continue developing their skills from year seven as well as building upon those skills of critical thinking which were focused on previously. Students by the end of year nine should be able to confidently analyse a source or interpretation, argue both their own point of view and the views of others with supporting evidence, and be able to examine history as a whole rather than separate periods of time.</p> <ul style="list-style-type: none"> • Identification of long term, short term, and immediate consequences. • Looking at different points of view • Change and continuity in war. • Source work and analysis. | <p>Students explore how world war one laid the path for further conflict later in the 20th Century</p> <p>Students also begin looking more at the ideas of legality and persecution, and should be able to give good examples of this in history feeding from their topics in autumn and spring term. This once more feeds into ideas of ‘British Values’ by looking at democratic and religious freedom as well as equality. Finally students should also have an awareness of the Holocaust. This is a highly emotive subject</p> <p>Source work and analysis • Change and continuity from WW1 • Examining myths and misconceptions in history / Source work and analysis • Examination of sensitive topics • Making conclusions from unreliable sources • Critical views of historian’s ideas. • Cause and consequence</p> |

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| <p>End points</p> | <ul style="list-style-type: none"> • Understand why Luddites opposed technological progress and the limits of their protest – Impact of technology on workers lives • Explain the main aims and successes of Chartist movements in the UK • Explain who the Rebecca Rioters were • Describe and explain different woman's suffrage movements in the 20th Century and the impact of their work <p>Give a clear argument about which protest movement was most significant and why</p> | <ul style="list-style-type: none"> • Explain the causes of WWI and the key participants • Understand and explain conditions in the trenches on the western front – continues the focus of living conditions for people through time • Understanding the key technology of warfare. • Using sources to understand and explain the key events of the Battle of the Somme • Understand the ending of the war and why Germany surrendered | <ul style="list-style-type: none"> • <u>Gain a broad understanding of WWII including:</u> • how WWII started and the key participants • What happened at Dunkirk and the Battle of Britain to help Britain survive in the war • how Nazis used propaganda to influence Germany to support their ideology • the importance of the Battle of Stalingrad in defeating the Nazis • Explore the morality of dropping the atomic bomb on Hiroshima and Nagasaki • what the holocaust means • what life was like for Jewish people in Europe before Nazi persecution • the concept of Anti-Semitism and its history in Europe • what the Kindertransport was and why it came to an end • what life was like after liberation and the collapse of the Nazi regime. |
| <p>Informal (formative) Assessment</p> | <ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term <p>Following the agreed Humanities marking policy</p> | <ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term <p>Following the agreed Humanities marking policy</p> | <ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term <p>Following the agreed Humanities marking policy</p> |

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| Formal (<i>summative</i>) Assessment | <ul style="list-style-type: none">• Knowledge and source skills-based assessment | <ul style="list-style-type: none">• Knowledge and source skills-based assessment | <ul style="list-style-type: none">• Knowledge and source skills-based assessment |
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