



## HISTORY

HISTORY					
	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<p><b>History Skills and Local Study:</b></p> <p><b>Scarborough</b></p> <ul style="list-style-type: none"> <li>• How do I Become a Scalby School Historian?</li> <li>• Can you write a narrative of the 1954 lifeboat disaster?</li> <li>• How should Scarborough Castle be presented to the public?</li> <li>• Was Thomasin Farrer the most significant reason for Scarborough's growth as a town?</li> <li>• What was life like in Scarborough's workhouses?</li> </ul> <p><b>Reactivating concepts of local history of Scarborough from year 6.</b></p> <p>Scarborough as a Roman settlement and signalling station for invasions at Scarborough Castle. Scarborough as a Viking settlement and raids on the north of England. How Scarborough developed into a seaside holiday destination during the Victorian era. Reactivating knowledge on the industrial revolution.</p>	<p><b>Warfare:</b></p> <p><b>WW1 and the Home Front</b></p> <ul style="list-style-type: none"> <li>• What were the causes of the First World War?</li> <li>• Frontline and homefront</li> <li>• Why did the Allies win the First World War?</li> </ul> <p><b>Reactivating knowledge on Scarborough bombardment from year 7 during local study. Links to prior learning of industrial revolution for WW1 new weapons produced at a much fast rate than ever before. Reactivate learning in year 6 where pupils have studied the home front.</b></p>	<p><b>20<sup>th</sup> Century International Relations:</b></p> <p><b>How different were USA and USSR by the 1920s?</b></p> <ul style="list-style-type: none"> <li>• A game changing war or a di-Tsar-ster waiting to happen? Why was there a revolution in Russia?</li> <li>• What really happened in Petrograd on 25 October 1917?</li> <li>• Should your history department buy Lenin artefacts?</li> <li>• Did Joseph Stalin deserve to be the 1939 "TIME's Man of the Year?"</li> </ul> <p>Economic Boom</p>	<p><b>Crime and Punishment:</b></p> <p><b>1000-1700</b></p> <p>Grand overview of Crime and Punishment</p> <ul style="list-style-type: none"> <li>• What factors are important in the history of crime and punishment?</li> </ul> <p>Saxons Normans Middle Ages Crimes, trials and punishments</p> <ul style="list-style-type: none"> <li>• Why were Monarchs so worried about new crimes 1500-1700?</li> <li>• Was the whole of England really gripped by a witch craze?</li> </ul> <p>Bloody Code</p> <p><b>Reactivating knowledge</b></p>	<p><b>Exam Plan: Rotation of topics and skills in build up to GCSE Examinations</b></p> <p>1 lesson per week is to focus on AO3 and AO4 objectives which are tested in the Weimar and Nazi Germany unit. 2 lessons per week are to focus on the AO1 and AO2 objectives which are tested across all three exam units.</p>

# Curriculum Progression Maps



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			<p>Al Capone</p> <p>Reactivating knowledge from year 8 were pupils have studied WW1, linking Russian Revolution to Russia pulling out of WW1. Russian Revolution linking to prior learning in year 8 to why USA and USSR could no longer be friends.</p> <p>Reengage learning of USA involvement in WW1 which led to economic boom and the interwar years.</p>	<p>from year 7 with life in Anglo-Saxon societies. Further links to year 7 - Norman Conquest leading to changes in Anglo-Society.</p> <p>Consistent links to the church and roles of monarchs as studied in year 7.</p> <p>Case study of witch craze links to year 7 enquiries into witch hunts. Links to prior learning Elizabethan England and English Civil for their roles in increasing crime.</p>	
Autumn 2	<p><b>Migration:</b> Who were the first English people?</p> <p>Where did early migrants and settlers come from?</p> <p>What was life like in Anglo-Saxon England? Anglo Saxon justice.</p> <p><b>Reactivating concepts</b> KS2- NC Changes in Britain from the Stone Age to the Iron Age</p>	<p><b>Peaceful Protest</b></p> <p>What were the Jim Crow laws?</p> <p><b>Reactivating Concepts</b></p> <p><i>Link back to Empire and Slave Trade</i></p>	<p><b>Why was there a boom in 20s USA?</b></p> <p>Tariff Policy – what were the economic arguments</p> <p>What was importance</p>	<p><b>Crime Punishment and law enforcement 1500-1700</b></p> <p>Crimes including heresy and treason, vagabondage and witchcraft.</p>	<p><b>Exam Plan:</b> Rotation of topics and skills in build up to GCSE Examinations</p> <p>1 lesson per week is to focus on AO3 and</p>

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	<p><b>the Roman Empire and its impact on Britain</b></p> <p><b>Britain’s settlement by Anglo-Saxons and Scots</b></p> <p><b>Why was England a battlefield in 1066?</b></p> <p>What problems did Harold face in the Summer of 1066?</p> <p>Was England ripe for invasion in 1066?</p> <p>Who will win: Anglo Saxons or Normans?</p> <p><i>Reactivating concepts the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><b>How did William take control over England?</b> <b>Use of Terror and Peaceful tactics.</b></p> <p><b>What did the Norman conquest change?</b></p> <p><b>Reactivating Concepts –</b></p> <p><b>Change and continuity – slow and rapid change</b> <b>Revisit throughout Year 8 and GCSE</b></p>	<p>What were the consequences of school segregation?</p> <p><b>Revisit Schools Nazi Germany</b></p> <p>Brown vs Board of Education- Why was this so important?</p> <p>What happened at Little Rock?</p> <p>Can you explain the importance of the actions of Rosa Parks and Martin Luther King?</p> <p><i>Reactivating concepts Protest/ change Peasants revolt/ Civil War/ French revolution/Suffragettes</i></p> <p><b>Revisit</b> Russian revolution <i>Case Study: Black Britain</i></p> <p><i>Reactivating concepts Invaders and settlers Role of black people in Tudor England</i></p> <p><b>Revisit in Year 9 USA</b></p>	<p>of mass production Henry Ford</p> <p>What were social consequences for American way of life? Consumer industries and advertising</p> <p>Background to stock market boom?</p> <p>Explain contrasts between rich and poor immigration restrictions the Ku Klux Klan and its activities</p> <p>Why was prohibition introduced and impact of organised crime Why did prohibition fail? Why was there a wall Street Crash? <i>Reactivating concepts</i></p> <p>Slavery</p>	<p>Matthew Hopkins and the witch-hunts of 1645–47.</p> <p><i>Reactivating Concepts witchcraft KS3 Religious change</i></p> <p>The role of the authorities and local communities in law enforcement, including town watchmen.</p> <p><i>Reactivating Concepts Anglo Saxon and Normans Law enforcement</i></p> <p>Introduction of transportation and the start of the Bloody Code.</p> <p><i>Reactivating Concepts Empire</i></p> <p>Case studies Gunpowder Plotters, 1605: crimes and punishment.</p> <p><i>Reactivating Concepts</i></p>	<p>AO4 objectives which are tested in the Weimar and Nazi Germany unit. 2 lessons per week are to focus on the AO1 and AO2 objectives which are tested across all three exam units.</p>
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			<p><i>USA Civil rights in 1920s</i></p> <p>Year 8 Depression leading to Hitler's rise to power</p> <p><b>Revisit</b> causes and impact of Depression Nazi Germany</p> <p><b>The origins of the Republic, 1918–19</b></p> <p>The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 18–19</p> <p><b>Reactivating Concepts</b> <i>First World War / Russian Revolution / How do people enact change?</i></p> <p>The setting up of the Weimar</p>	<p><i>Religious change 1500-1700</i></p>	
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# Curriculum Progression Maps

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			<p>Republic. The strengths and weaknesses of the new Constitution.</p> <p><b>Reactivating Concepts – Government and democracy</b></p> <p>Early challenges to the Weimar Republic, 1919–23</p> <p>Unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles.</p> <p><b>Reactivating Concepts – Treaty of Versailles Decision making</b></p> <p><b>Challenges to the Republic Left and Right: Spartacists, Freikorps, the Kapp Putsch.</b></p>		
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			<p><b>Reactivating concepts</b></p> <p><b>Political beliefs communism/ capitalism/ nationalism</b></p> <p>The challenges of 1923: hyperinflation; French occupation of the Ruhr. The recovery of the Republic, 1924–29</p> <p>Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.</p> <p><b>Reactivating Concepts – USA Economy Boom and Bust</b></p> <p>Stresemann policies</p> <p><b>Reactivating Concepts International Agreements</b></p>		
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# Curriculum Progression Maps

## HISTORY



			<p><b><i>Causes of 2nd World War –Y8</i></b></p> <p>Changes in society, 1924–29</p> <p>Changes in the standard of living, wages, housing, unemployment insurance. Changes in the position of women in work, politics and leisure.</p> <p><b><i>Reactivating Concepts – Suffragettes/ votes for women</i></b> Y7</p> <p>Cultural changes, architecture, art, literature and the cinema.</p> <p><b><i>Reactivating Concepts – Culture in 1920s USA</i></b></p> <p>Early development of the Nazi Party, 1920–22 Hitler’s early career: 1919-20</p>		
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# Curriculum Progression Maps



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			<p>The Twenty-Five Point Programme. The role of the SA.</p> <p><b>Reactivating Concepts – Campaigning for change</b></p>		
Spring 1	<p><b>Power Vs People:</b></p> <p><b>King John</b></p> <p><b>Magna Carta</b></p> <p><b>Reactivation point: Concept of government and political reform.</b></p> <ul style="list-style-type: none"> <li>Who was King John and what did people want from the medieval King?</li> <li>What was the Magna Carta and what impact did it have?</li> </ul> <p><b>Black Death</b></p> <ul style="list-style-type: none"> <li>Why should we bother learning about the Black Death?</li> </ul> <p><b>Opportunity to link to Modern Day – Covid pandemic</b></p> <p><b>Peasants Revolt</b></p> <ul style="list-style-type: none"> <li>Why were the peasants so angry in 1381?</li> </ul> <p><b>Reactivation point: Feudal system- hierarchy Role of monarch and concepts of religion/ power.</b></p> <p><b>Henry VIII:</b></p> <p><b>Was Henry VIII a tyrant? Links to C and P GCSE</b></p> <p>How the Tudors came to power.</p> <ul style="list-style-type: none"> <li>Break with Rome</li> </ul>	<p><b>Terror and Conflict:</b></p> <p><b>World War Two</b></p> <p>Causes of WW2: Treaty of Versailles, League of Nations and the Rise of Hitler. Appeasement.</p> <ul style="list-style-type: none"> <li>Was the Treaty of Versailles Fair?</li> <li>How did Fascist ideas help to cause conflict?</li> </ul> <p>Relations between Allied Powers.</p> <p>Opportunity to reactivate knowledge of warfare and situation at the end of WW1. Dictatorship and surrender of Germany WW1.</p> <p><b>Allow students to understand the growth of Superpowers and the tensions. Communism vs capitalism. Ready to revisit in Y10.</b></p> <ul style="list-style-type: none"> <li>Why was there another World War?</li> <li>What were the main</li> </ul>	<p><b>Weimar and Nazi Germany: Weimar Republic, 1918-29</b></p> <p>Hitler's rise to power 1919-33 Nazi Control and Dictatorship, 1933-39</p> <p><b>Prior learning to reactivate: Background to WW1: Political rivalries between King, Kaiser and Treaty of Versailles Concepts such as government critical: students linking back to ideas of communism/ capitalism, democracy, dictatorship, left/right political views.</b></p> <p><b>Opportunities to reactivate knowledge:</b></p>	<p><b>Early Elizabethan Queen, Government and Religion 1558-69</b></p> <p>Challenges to Elizabethan Society in an age of exploration 1558-88</p> <p><b>Prior learning to reactivate:</b> Role of government and parliament. Issues of gender Importance of religion Hierarchy of society in England during Tudor period. Spain and the New world.</p>	<p><b>Exam Plan: Rotation of topics and skills in build up to GCSE Examinations</b></p> <p>1 lesson per week is to focus on AO3 and AO4 objectives which are tested in the Weimar and Nazi Germany unit. 2 lessons per week are to focus on the AO1 and AO2 objectives which are tested across all three exam units.</p>





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	<ul style="list-style-type: none"> <li>• Dissolution of the monasteries</li> <li>• Tudor society</li> </ul> <p><b>Reactivating concepts of religion and power of the church. We are also reactivating ideas about society which links to Elizabethan England in Year 10.</b></p> <ul style="list-style-type: none"> <li>• Edward VI</li> <li>• Mary I</li> <li>• Elizabeth I</li> </ul> <p><b>Elizabethan exploration. Opportunity to reactivate knowledge in at the end of the year with topic on Empire and exploration Y7.</b></p> <p>Also links to Elizabethan England GCSE topic Y10</p>	<p>turning points of the Second World War?</p> <ul style="list-style-type: none"> <li>• Was the nuclear weapons against Japan justified? Links to CW</li> </ul> <p>Dunkirk, Battle of Britain, D-Day, Churchill: War hero or war criminal? Battle of the Atlantic, Pearl Harbour, VE Day, Dropping of the Atomic Bomb and end of WW2.</p> <p><b>End of WW2 allows links to be made to the alliance system once more and comparison between the peace treaty at the end of WW1 and that signed at the end of WW2.</b></p>	<p>Issues of Gender- more rights/ freedoms for women in Germany under Weimar Republic. Weimar vs traditional German culture. Look back at culture in Tudor England. Persecution of minorities: Civil Rights, Slavery and the Holocaust.</p> <p><b>Creation of a Dictatorship- 1933-34</b></p> <p><b>Reactivate concepts of democracy and dictatorship from Y7 Power Vs People topic.</b></p> <p><b>The police state: Controlling and influencing</b></p> <p><b>Prior learning to revisit: Hitler's Germany and the growth of fascism, establishing</b></p>		
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# Curriculum Progression Maps



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			a police state and persecution.		
Spring 2	<p><b>Power and the People:</b></p> <p><b>Witchcraft</b></p> <ul style="list-style-type: none"> <li>Why did witchcraft become such a serious crime in the early modern period?</li> <li>Why was there a witch hunting craze in 17th Century? James I book of demonology Role of the Witch-finder General</li> </ul> <p>Reactivating concepts of religion and power of the church. Also reactivating ideas about society – Links to Elizabethan Society and Crime and Punishment.</p> <p><b>Civil War – English Revolution: Causes, events and consequences.</b></p> <ul style="list-style-type: none"> <li>What caused the English Revolution?</li> <li>Were the English right to kill their king?</li> </ul> <p><b>Reactivating concepts of monarchy vs parliament.</b></p> <p><b>American West:</b></p> <p>Were migrants pushed from the east, or pulled from the west?</p> <p>Was the ‘wild west’ really the ‘mild west’?</p> <p>How much can we learn from George Gatlin about the plains Indian way of life?</p> <p>What does the story of Sacajawea tell us about interactions between the natives and the settlers?</p>	<p><b>Rights and Persecution:</b></p> <p><b>Holocaust</b></p> <ul style="list-style-type: none"> <li>To what extent were Jews persecuted before the Holocaust?</li> </ul> <p><b>Reactivation of concepts of religion, persecution of minorities. Links to topic of Migration in Y7.</b></p> <ul style="list-style-type: none"> <li>Why were medieval Jews Persecuted?</li> </ul> <p><b>Links to Whitechapel Jews in 19<sup>th</sup>- 20<sup>th</sup> Century Europe Y10.</b></p> <p>Development of persecution in Germany throughout the 1930s</p> <p>Life in Ghettos Concentration camps Lessons to be learned from the Holocaust.</p> <p><b>Opportunity to make links to be made treatment of Jews in the Holocaust and</b></p>	<p><b>Nazi Germany</b></p> <p>Opposition and resistance.</p> <ul style="list-style-type: none"> <li>Church</li> <li>Youth</li> </ul> <p><b>Reactivate prior learning from resistance in Empire topic Y8 and Power Vs people Y7.</b></p> <p>Life in Nazi Germany:</p> <p>Polices towards women, young people and minorities.</p> <p><b>Reactivate knowledge from Y8 Life in Nazi Germany and revisit life for women in Weimar culture and Britain in</b></p>	<p><b>Elizabethan England</b></p> <p>Queen, government religion 1558-69</p> <p>Challenges to Elizabeth at home and abroad 1569-1588</p> <p>Elizabethan society in the age of exploration 1558-88</p> <p><b>Prior learning to reactivate: Role of government and parliament.</b></p> <p>Issues of gender</p> <p>Importance of religion</p> <p><b>Hierarchy of society in England during Tudor period-links to Y7</b></p> <p><b>Spain and the New world – links to prior</b></p>	<p><b>Exam Plan: Rotation of topics and skills in build up to GCSE Examinations</b></p> <p>1 lesson per week is to focus on AO3 and AO4 objectives which are tested in the Weimar and Nazi Germany unit.</p> <p>2 lessons per week are to focus on the AO1 and AO2 objectives which are tested across all three exam units.</p>

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	How damaging was the westward expansion of 1851-76 for the Plains Indian way of life (reservations/battles/extermination)	<b>African Americans in the Jim Crow laws- End of year 8 topic.</b>	<b>suffragette movement Y7.</b>  Persecution of minorities.  <b>Revisit history of persecution of Jews from Y8 topic. Whitechapel topic C and P.</b>  <b>Kristallnacht- Revisit Y8 prior learning of treatment of the Jews in Nazi Germany.</b>	<b>learning of Empire and exploration in Africa Y8 topic.</b>	
Summer 1	<p><b>Empire</b></p> <p>Development of the British Empire.</p> <p><b>Reactivate Knowledge of exploration in the Elizabethan Period Y7</b></p> <p><b>Transatlantic Slave Trade :</b></p> <p>Conditions on the Middle Passage Life on plantations Who was to blame What was it like for slaves on a plantation? Who benefited most from the slave trade? How did slaves achieve freedom?</p>	<p><b>Africa – Kingdom of Benin</b></p> <p>How can we find out about Africa History?</p> <p>Benin ‘golden Age.’ During 15<sup>th</sup> and 16<sup>th</sup> Centuries.</p> <p><b>Reactivate knowledge of Empire and Trade routes – Y7</b></p> <p>Obas – Did they really rule through</p>	<p><b>Superpower Relations and the Cold War:</b></p> <p>Origins of the Cold War 1941-58</p> <p><b>Prior learning to reactivate - Nazi invasion of the USSR and the end of WW2 in Y8.</b></p>	<p><b>Elizabeth Age of exploration</b></p> <p><b>Reactivate knowledge of Empire and slavery Y7 and 8.</b></p> <p>Factors prompting exploration</p> <p>The impact of new technology on ships and</p>	<p><b>Exam Plan: Rotation of topics and skills in build up to GCSE Examinations</b></p> <p>1 lesson per week is to focus on AO3 and AO4 objectives which are tested in the Weimar and Nazi</p>

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	<p>How has the slave trade been interpreted differently?</p> <p><b>Abolition</b></p>	<p>superstition and fear?</p> <p><b>Reactivate knowledge of superstitious beliefs-witchcraft in the Early Modern Period- Y7</b></p> <p>Why did the Oba of Benin really participate in the slave trade?</p> <p>Mahommah Gardo Baquaqua's slave narrative</p> <p>Harry Rawson –Benin massacre?</p> <p>Should the British museum return the Benin Bronzes?</p> <p><b>How well connected was Early Modern Africa? Reactivate knowledge of West African links with Europe.</b></p> <p>How and why was Africa 'invented' in the 19<sup>th</sup> Century?</p>	<p><b>Reactivating knowledge of alliances WW2 in Y8 and Nazi Germany topic last term.</b></p> <p>Cold War intensifies</p> <p>Arms race, Warsaw Pact, Hungarian Uprising and the Soviet Invasion of Hungary.</p>	<p>sailing and the drive to expand trade</p> <p>The reasons for and the significance of Drake's circumnavigation of the globe</p> <p>The significance of Raleigh and the attempted colonisation of Virginia</p> <p>Reasons for the failure of Virginia</p> <p><b>Reactivate knowledge of Elizabethan society and age of exploration Y7 and 8</b></p>	<p>Germany unit.</p> <p>2 lessons per week are to focus on the AO1 and AO2 objectives which are tested across all three exam units.</p>
Summer 2	<p><b>Empire and Change Industrial Revolution:</b></p> <p>Who benefitted most from the Industrial Revolution?</p> <p>What can the story of Robert Blincoe tell us about life in the industrial Revolution?</p>	<p><b>Civil Rights and Protest:</b></p> <p><b>Jim Crow Laws:</b></p> <p><b>Reactivate knowledge of Protest and American Revolution Y7.</b></p>	<p><b>Cold War crises- 1958-70:</b></p> <p>Berlin Wall, Cuban missile Crisis Czechoslovakia</p>	<p><b>Revisit- Weimar and Nazi Germany:</b></p> <p>Early challenges to the Weimar Republic, 1919–23</p>	<p><b>Exam Plan: Rotation of topics and skills in build up to GCSE Examinations</b></p> <p>1 lesson per week is to</p>

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	<p><b>Links to Whitechapel</b>  <b>What Was life like for women 18<sup>th</sup> and 19<sup>th</sup> Century?</b></p> <p><b>Reactivate knowledge of Empire and exploration.</b></p> <p><b>Links to slave trade</b>  <b>Where should the Industrial Revolution museum be?</b></p> <p>Were the Suffragettes terrorists?          Why are the suffragettes significant?</p> <p><b>Did Emily Davison intend to kill herself?</b></p>	<p>What were the consequences of school segregation?          Links to Germany Y9</p> <p>Brown vs Board of Education- Why was this so important?          What happened at Little Rock?          Can people bring about change by peaceful protest</p> <p><b>Reactivate: Links to earlier violent protests suffragettes and peasants revolt.</b></p> <p>Can you explain the importance of the actions of Rosa Parks and Martin Luther King?</p>	<p><b>Reactivate knowledge of Conflict end of WW2 and Cold War Y8.</b></p> <p><b>End of the Cold War- 1970-91</b></p>	<p>Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.</p> <p><b>Reactivate knowledge of Armistice, Treaty of Versailles and situation in Germany after WW1-Y8 and 9.</b></p>	<p>focus on AO3 and AO4 objectives which are tested in the Weimar and Nazi Germany unit.          2 lessons per week are to focus on the AO1 and AO2 objectives which are tested across all three exam units.</p>
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### HISTORY KEY VOCABULARY

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<b>History Skills and Local Study:</b>  Chronological Order, Century B.C., Decade A.D., Periods, Millennium, Primary Source, Interpretation, Narrative, Chronological, Change, Continuity, Type of Change, Significance, Resonant, Revealing, Lasting effect, Important, Poverty, Poor Law, Idle Poor, Impotent Poor, Workhouse, Silent System, Oakum Picking	<b>Warfare:</b>  Alliances, Allied Powers, Armistice, Balkans , Blockade, Central Powers, Colonies , Conscript, Eastern Front , Enlist, Front line, Imperialism, Kaiser, Militarism, Nationalism, No Man's Land , Pals battalions, Propaganda, Trench warfare, Triple Entente	<b>20th Century International Relations:</b>  Tsar, Autocrat, Peasantry, Bolsheviks, Cheka, Civil War, Red Army, Revolution, Soviets, Soviet Union – Union of Soviet Socialist Republics, Communism, Capitalism, Roaring 20s, Economic Boom, Lenin, Stalin, Mass Production, Advertisement, Credit, Prohibition	<b>Crime and Punishment: 1000-1700</b>  Kings peace, Vagabonds, Collective responsibility, Hue and Cry, Reeve, King Shire Reeve, Treason, Oath, Maiming, Capital punishment, Corporal punishment, Retribution, Deterrent, Stocks, Pillory, Blood Feud, Wergild, Tithings, Trial by Ordeal, Murdrum, Kingsmund, Statute of Labourers, Forest Law, Peasant, Poaching, Brand, Clergy, Heresy, Sanctuary, Enclosure	<b>Exam Plan: Rotation of topics and skills in build up to GCSE Examinations</b>  1 lesson per week is to focus on AO3 and AO4 objectives which are tested in the Weimar and Nazi Germany unit. 2 lessons per week are to focus on the AO1 and AO2 objectives which are tested across all three exam units.
Autumn 2	<b>Migration:</b> Migration Immigration Emmigration Settlers Viking Anglo-Saxon	<b>Peaceful Protest</b>  Jim Crow laws Racism Segregation Equality	<b>Why was there a boom in 20s USA ?</b>  Tariff Mass production	<b>Crime and Punishment 1500-1700</b>  Religion Heresy	

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	<p>Roman Justice. Chronology Push Factor Pull Factor Motive Iron age Archaeology British Isles AD BC Chronology Hunter gatherer Inhabitants</p> <p><b>Why was England a battlefield in 1066?</b> Invasion Succession Oath Legitimate Ffyrd Cavalry Archers Housecarl Fyrd Norman</p> <p><b>How did William take control over England?</b></p> <p><b>What did the Norman conquest change?</b> Feudal System Motte and Bailey Domesday book Norman conquest Villein</p>	<p>Boycott Education Nation of Islam Black power NAACP Minister Preacher</p>	<p>Consumer industries Advertising  Stock market Ku Klux Klan Prohibition Mafia Wall Street Reactivating Civil rights Depression Nazi Germany</p> <p><b>Weimar and Nazi Germany</b></p> <p>Republic Legacy Abdication Kaiser Armistice Revolution Spartacists Communism Nationalists Weimar Republic. Constitution. President Chancellor</p> <p>Stab in the back Dolschtoss Treaty Left and Right wing Putsch. Hyperinflation Occupation Economy Loans investment</p> <p>Domestic Foreign Society</p>	<p>Treason, vagabondage witchcraft. Night watchmen, Town constables, The Bloody Code, Witchcraft</p>	
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	<p>Knight Tapestry Harrying Concentric Domesday Keep</p>		<p>Standard of living, Wages Unemployment insurance. Politics</p> <p>Cultural Architecture Art Literature Cinema</p>		
Spring 1	<p><b>Power and the People:</b></p> <p>Magna Carta, Monarchy, Religion, Divine Right, Barons,</p>	<p><b>Terror and Conflict:</b></p> <p>Alliances, appeasement, conflict, terror, warfare, democracy and Dictatorship. Fascism, ideological, communism, capitalism, Soviet, Triple alliance, Triple Entente, sanctions, enclosure, evacuate, colony, inflation, war crimes.</p>	<p><b>Weimar and Nazi Germany:</b></p> <p>Communism, capitalism, democracy, dictatorship, left/right politics.</p>	<p><b>Early Elizabethan Exploration,</b></p> <p>Empire, divine right, colonies, illegitimate, circumnavigate, reformation, martyr, clergy, ecclesiastical.</p>	<p><b>Exam Plan:</b></p> <p>Rotation of topics and skills in build up to GCSE Examinations</p>
Spring 2	<p><b>Power and the People:</b></p> <p>Gender, illegitimate, devil, crime, superstitious, familiar, torture, sleep deprivation, poverty, accusations, scapegoat and</p>	<p><b>Rights and Persecution:</b></p> <p>Untermensch, Kristallnacht, Communism, Capitalism, Cold War, Segregation, Ideology.</p>	<p><b>Weimar and Nazi Germany:</b></p> <p>Diktat, totalitarian, regime, police state, Volksgemeinschaft, republic, propaganda, Fuhrer, oath of allegiance and indoctrination.</p>	<p><b>Elizabethan England:</b></p> <p>transubstantiation, papacy, papal bull, royal supremacy, uniformity, puritan ,recusants, succession and heretic</p>	<p><b>Exam Plan:</b></p> <p><b>Rotation of topics and skills in build up to GCSE Examinations</b></p> <p>1 lesson per week is to focus on AO3 and AO4 objectives which are tested in the</p>



# Curriculum Progression Maps

## HISTORY



	Monasteries. Social, economic, turmoil, Jesuits, Puritans, extreme, widows, Gender, demonology and deterrent.				Weimar and Nazi Germany unit. 2 lessons per week are to focus on the AO1 and AO2 objectives which are tested across all three exam units.
Summer 1	<b>Empire</b>	<b>Africa – Kingdom of Benin</b>	<b>Superpower Relations and the Cold War:</b>	<b>Elizabeth Age of exploration</b>	
Summer 2					<b>Exam Plan: Rotation of topics and skills in build up to GCSE Examinations</b>  1 lesson per week is to focus on AO3 and AO4 objectives which are tested in the Weimar and Nazi Germany unit. 2 lessons per week are to focus on the AO1 and AO2 objectives which are tested across all three exam units.



## HISTORY

### The Importance of Nurture for the Development of Wellbeing

The history curriculum is designed to teach students both political and social aspects of the past. There are several schemes of learning that develop an understanding of the importance of well being and the factors that have affected people's well-being through time. For example, during both KS3 and KS4 students will learn about social and economical development both in the UK and across the globe.

### All Behaviour is Communication

As department we follow Scalby School's behaviour policy and C3's/ C4's are recorded. This information is monitored and followed up via both the head of department and the pastoral team. In the classroom teaching staff and assistant teachers are aware of the wellbeing of students. Teachers understand that behaviour can be an indicator that a student needs additional support. Behaviours which are a cause for concern are raised with Line managers, Pastoral or SEND teams so the correct intervention and support can be put in place. These include learning concerns which are raised as an SEN short note which trigger investigation into the need for exam access arrangements.

### The Importance of Transitions in Children's Lives

The history department has a strong link with our feeder primary schools and communicates regularly with them to ensure the curriculum is effectively sequenced from KS2 to KS3.

Year 8 students are supported through the option process by slowly being introduced to critical content that will be covered at a GCSE level. Students are given the opportunity to make links between KS3 and 4 by identifying and explaining difficult historical concepts.

Transition from one set to another in history is supported through discussion with other subjects. For example, we are set with and contact is made by the English department to parents after conducting meetings with Line managers, HOY and SENDCo.

Post 16 support is offered by making students aware of the course available at 6 form and ensuring that our GCSE content addresses key concepts required to study at a post 16 level.

### Language is a vital form of communication

In the history department we regularly liaise with the literacy coordinator and follow the whole school focus on vocab. As a department we have highlighted both key vocabulary and concepts that are necessary for students to understand critical content across all subjects. These words/ concepts are clearly identified and explained via our enquiry-based approach to teaching and learning.



## HISTORY

Students are regularly formatively assessed on their ability to understand and use a wider vocabulary. The correct use of language and method of communication is modelled by all teachers across the department.

### The classroom offers a safe base

The history department has a high level of expectation and behaviour for all our students. We follow the Scalby school behaviour for learning system (outlined on P8 of student planner), have a recognised Matrix and seek support from Active Patrol SLT. Students feel safe and know the behaviour system well and therefore can predict the consequences of their actions/ behaviour.

### Children's Learning is understood developmentally

All members of the department have completed SEN Provision Maps for each class that they teach. This is saved on Pedagogy platform for all teachers in the department to access. This information is both shared across the department to inform and shape of planning. This information also enables the department to identify the most challenging areas of our curriculum and develop an approach to teaching and learning this content that enables all students to make progress.

# Curriculum Progression Maps

## HISTORY



# Curriculum Progression Maps

## HISTORY

