

YEAR GROUP/PATHWAY:		SUBJECT AREA: History		
Autumn Term Year 7	The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066			
	Prehistoric Britain: from Hunter-gatherers to living on farms			
	Late-Neolithic period	The Bronze Age	The Iron Age	
Knowledge	<ul style="list-style-type: none"> • hunter-gatherers to farmers: • evidence of religion, • the economy Place study: Skara Brae Settlement	<ul style="list-style-type: none"> • Farming • Evidence of religion, • The economy Place study: Must Farm Disaster	<ul style="list-style-type: none"> • Farming • Evidence of religion, • technology and tools • The economy Place study: Danebury Hill Fort	
Skills Source use (A03) Continuity and change (A02)	Progression: Core to extended You can progress from basic observations on the Nature and origin of a primary source to suggesting its purpose, by labelling, annotating, using historical vocabulary You are becoming confident in looking closely at sources to note their content and provenance (nature, origin, and purpose) and making a summary of the information provided. You are beginning to form a judgement on how useful/reliable a primary source is for an historical enquiry based on its content and provenance ('NOP'). You are progressing from simple observations of sources to inferring meaning from them, i.e., tools, religious objects, homes You are progressing from identifying an important change / continuity to describing it. You are identifying and describing more than one important change / continuity as you progress through the term You are beginning to note changes and continuity throughout the period studied (breadth study)			

Vocabulary	<p>Core:</p> <p>New stone-Age, hunter-gatherer, dogs, Orkney Islands, grave mounds, technology, flint</p> <p>Extended:</p> <p>Neolithic Revolution, oxen, Agricultural; Revolution, livestock, domesticate</p>	<p>Core:</p> <p>The Beaker people, burial, round barrow and mounds, pottery 'beakers' mixture, tin and copper mix (bronze), roundhouse, kings, razors</p> <p>Extended:</p> <p>megalithic tombs, cremations,</p>	<p>Core:</p> <p>fort, soldiers, spirits, festivals, iron, tools, weapons, clans, warrior king, Celtic, hill forts, Ancient Britons, metalwork, druids</p> <p>Extended:</p> <p>warrior kings, wattle and daub, metallurgy, sacred, sacrifices</p>
Spring Term Year 7	The Development of Church, State and Society in Medieval Britain 1066-1509		
	Medieval England. Was the Black Death good for society?		
	The condition of the peasants before the Black Death.	The Black Death in England	The impact of the Black Death
Knowledge	<ul style="list-style-type: none"> • The role of a Lord • The role of a villain / peasant • The role of the Church 	<ul style="list-style-type: none"> • The arrival of the Black Death in England, June 1348 • Reactions to the Black Death: the belief of the Church • Other contemporary beliefs of causes • contemporary cures for the Black Death 	<ul style="list-style-type: none"> • The short-term aftermath of the Black Death: laws to curtail freedoms • The Peasants' Revolt, 1381 • Consequences of the Peasants Revolt on society
Skills	Progression: Core to extended		
Interpretations (A04)	You progress from identifying differences between primary and secondary sources / interpretations to giving several reasons for your choice		
Causes and consequences (A02)	You can progress from identifying the provenance of a secondary source to beginning to focus on its content		
	You are moving from describing/summarising the content of an interpretation of an event/person to a focus on the author's interpretation, e.g., their message.		

Moor House School & College Curriculum Map



	<p>You are beginning to identify different interpretations /perspectives of an event/person You are progressing from identifying 'NOP' to using it to explain why there may be different interpretations</p> <p>You are progressing from identifying the cause or consequence of an event to describing the cause or consequence You are beginning to understand that there is often more than one cause of an event You are beginning to understand that causes and consequences can be grouped according to different factors such as chronologically – short term and longer term You make some progress from writing short statements about cause and consequence to longer ones You are working towards explaining at least one reason or consequence of an event/mindset</p>		
Vocabulary	<p>Core:</p> <p>interpretation, interpreted, presented, represented, peasants, servants, King, lords, crops, (arch)bishops, serfs, manor, historian, significant, domestic animals</p> <p>Extended:</p> <p>villeins, demesne (pron. Domain), feudalism, primary source, secondary source</p>	<p>Core:</p> <p>Jews, plague, population, buboes, bubonic, herbs, swellings, Europe, bacteria, germs, The Hundred-years-War</p> <p>Extended:</p> <p>self-flagellation, outbreak, anti-Semitism, bubonic Plague, mortality, pestilence, statistics, Pneumonic, septicaemia, pandemic, gangrene, self-isolation, quarantine</p>	<p>Core:</p> <p>survivors, laws, wages, manors, revolt, riot, materials, taxes, violence, rebel, march, king's advisers, foreign traders, monks, sources</p> <p>Extended:</p> <p>Statute of Labourers, shortages, bargaining, standard of living, chronicles, disorder</p>

Summer Term Year 7	The development of Church, State and Society in Britain 1509-1745		
	Religion and superstition in daily life: An enquiry into the witch craze		
	The condition of women in the Middle Ages	Was the 17th Century the worst time to be a woman?	Where did all the witches go? The end of the witch craze in the 18th Century.
Knowledge	<p>Images of women in the Middle Ages:</p> <ul style="list-style-type: none"> • Women who challenged: Joan of Arc • Women who ruled: Margaret I of Denmark • Women who followed: Nuns of the Middle Ages • Everyday women: women's professions in towns and villages 	<p>Images of women in the Early Modern period:</p> <ul style="list-style-type: none"> • The Dissolution of the Monasteries • James VI and I 'Demonologies' • The Witchfinder General, Matthew Hopkins 	<ul style="list-style-type: none"> • The end of state-sponsored witch hunts • The beginning of a belief in female hysteria • The Royal Society
Skills Interpretations (A04) Continuity and change	<p>Progression core to extended:</p> <p>You are secure in understanding what an interpretation is and its purpose You progress from focusing on both the provenance and content of an interpretation to identifying the message of it. You can identify at least two different interpretations /perspectives of an event/person You are beginning to explain why there are different interpretations, using NOP.</p> <p>You progress from identifying changes / continuity to identifying several changes / continuities in attitudes towards women in an extended period You progress from identifying changes to summarising them in a few words You may progress from summarising changes / continuity to describing some changes / continuity You may progress from identifying some reasons for changes / continuity to describing them.</p>		

Vocabulary	<p>Core:</p> <p>Witchcraft Act, superstitious, widows, free women, healers, magic, weapon, Church law, State, marriage, weaker sex, The Reformation, punishable by death, Pope, torture, tensions</p> <p>Extended:</p> <p>guilds, prejudice, occult, Sabbath, dissolution of the monasteries, ill-fortune,</p>	<p>Core:</p> <p>crime, witch-finder generals, English Civil War, Scotland</p> <p>Extended:</p> <p>felony under common law, execution, capital punishment</p>	<p>Core:</p> <p>attitudes, fines, prison, law</p> <p>Extended:</p> <p>The Enlightenment, imprisonment</p>
Autumn term Year 8	Ideas, political power, Industry, and empire: Britain, 1745-1901		
	The Transatlantic Slave Trade: its effects and abolition		
	The origins of the Slave Trade	The life of a slave	The abolition of the Slave Trade: why did the British turn against slavery?
Knowledge	<ul style="list-style-type: none"> • Modern and historic slavery • West African empires • The British Empire • The Triangular Trade 	<ul style="list-style-type: none"> • The Middle Passage • Plantation life • Slave punishments 	<ul style="list-style-type: none"> • The role of the Church – The Quakers • William Wilberforce • Olaudah Equiano
Skills	<p>Core to extended</p> <p>You are becoming confident in suggesting the purpose of a source based on observations of content and provenance</p> <p>You are progressing from a summary of the contents and provenance of the source to forming a basic judgement on its reliability / utility</p> <p>You are becoming more confident in inferring from primary sources</p> <p>You progress from a knowledge of the word significance to how it is used in an historical context</p> <p>You can identify a significant event and provide a summary of it (The Transatlantic Slave Trade)</p>		

	<p>You progress from providing a summary of the Transatlantic Slave Trade to identifying a reason for its significance You may progress from providing one reason for its significance to several, such as the impact on those at the time and today, how it reveals who we are today</p>		
Vocabulary	<p>Core: Slave Trade, British, Empires, Kingdoms, significance</p> <p>Extended: British Empire, Transatlantic,</p>	<p>Core: plantations, Caribbean, West Indies, housekeeper, Middle passage, Triangular Trade, overseer, voyage</p> <p>Extended: estate</p>	<p>Core: abolish, freedom, revolt, resistance</p> <p>Extended: abolition, insurance</p>

YEAR GROUP/PATHWAY:		SUBJECT AREA: History	
spring Term Year 8	Ideas, political power, Industry and Empire: Britain, 1745-1901		
	The British Empire: How did the British love for tea change the world?		
	The origins and features of the British love for tea in the 17 th Century	Consequences of the British demand for tea on China	Consequences of the British demand for tea on India
Knowledge	<ul style="list-style-type: none"> The origins of tea The promotion of tea to the masses The demand for tea with milk and sugar 	<ul style="list-style-type: none"> The demand for Tea, porcelain, and silk The Qing Empire's response to British goods The Opium War 	<ul style="list-style-type: none"> The establishment of Tea plantations in Assam The use of Indentured labour on plantations The Indian Mutiny
Skills Cause and consequence	<p>You are progressing from identifying the cause or consequence of an event to describing the cause or consequence You are beginning to understand that there is often more than one cause of an event You are beginning to understand that causes and consequences can be grouped according to different factors such as chronologically – short term and longer term</p>		

<p>Interpretation</p>	<p>You make some progress from writing short statements about cause and consequence to longer ones You are working towards explaining at least one reason or consequence of an event/mindset</p> <p>You are secure in understanding what an interpretation is and its purpose You progress from focusing on both the provenance and content of an interpretation to identifying the message of it. You progress from identifying at least two different interpretations / perspectives of an event/person to describing them You are confidently using NOP to explain why there might be different interpretations</p>		
<p>Vocabulary</p>	<p>Core:</p> <p>tea, China, favourite, taxes, smuggling, Boston Tea party, Tea clippers, British East India Company, coffee house, Charles II, poor, India, Ceylon, sugar, bitter</p> <p>Extended:</p> <p>Shang dynasty, crime network, working classes and upper classes,</p>	<p>Core:</p> <p>Opium trade, Hong Kong, tea trade, Drugs, addicts, chest, gunboats, victory, ports</p> <p>Extended:</p> <p>barbarians, monopoly, addiction</p>	<p>Core:</p> <p>India, Ceylon, Assam, estates, work contracts, plantation, mutiny</p> <p>Extended:</p> <p>Indenture system, British East India Company, globalisation, world economy, abolition of slavery</p>
<p>YEAR GROUP/PATHWAY:</p>		<p>SUBJECT AREA: History</p>	
<p>Summer Term Year 8</p>	<p>Challenges for Britain, Europe, and the wider world 1901 to the present day</p>		
	<p>World War One and its impact on the people</p>		
	<p>The causes of World War One</p>	<p>The impact of the war on the victors</p>	<p>The impact of the war on Germany</p>
<p>Knowledge</p>	<ul style="list-style-type: none"> • The spark – The Assassination of Archduke Franz Ferdinand • Brave Little Belgium 	<ul style="list-style-type: none"> • The impact of the war on soldiers • The impact of the war on civilians • The Treaty of Versailles 	<ul style="list-style-type: none"> • The German reaction to the Treaty of Versailles • The Wall Street Crash

	<ul style="list-style-type: none"> The role of the Alliances 		<ul style="list-style-type: none"> The rise of the Nazis
<p>Skills</p> <p>Significance (A02)</p> <p>Cause and consequences (A02)</p>	<p>You have a secure understanding of historical significance and can give examples of how it can be measured</p> <p>You progress from being able to detail one significant event/person to several</p> <p>You progress from providing several reasons for historical significance of an event/person to explaining one of the reasons</p> <p>You are progressing from describing the cause or consequence of an event to explaining a cause or a consequence</p> <p>You understand that causes and consequences can be grouped according to different factors such as short term/long term causes/consequences of an event</p> <p>You can explain several reasons for an event/mindset</p> <p>You are progressing from an understanding there may be several causes or consequences to an event to making a judgement of the relative importance of each one</p>		
Vocabulary	<p>Core:</p> <p>Alliance</p> <p>Extended:</p> <p>Commonwealth</p>	<p>Core:</p> <p>Treaty, victors</p> <p>Extended:</p> <p>civilians</p>	<p>Core:</p> <p>Germany, Nazis, economic crash</p> <p>Extended:</p> <p>Judgement, The Depression</p>

YEAR GROUP/PATHWAY:		SUBJECT AREA: History
<p>Autumn Term</p> <p>Year 9</p>	<p>Local History study: Challenges for Britain, Europe, and the wider world 1901 to the present day, combined with a study of Holocaust.</p>	

	The Holocaust		
	Locational study of Weir Courtney, 1945	The experiences of children during the Holocaust – those who didn't survive	The experiences of the children in the Holocaust – The Survivors
Knowledge	<ul style="list-style-type: none"> • Building inference skills through sources: photos and drawings from Weir Courtney • A focus on the experiences of Zdenka Husserl and her mother through video, photos, and drawings • The Windermere Children 	<ul style="list-style-type: none"> • artefacts interpretation from the Concentration camps 	<ul style="list-style-type: none"> • Steven Frank's experience of The Holocaust in Theresienstadt • The liberation of the camps
Skills Source use (AO3)	<p>You are confident in suggesting the purpose of a source based on observations of content and provenance</p> <p>You are confidently inferring from primary sources</p> <p>You are progressing from forming a basic judgement of a source's utility/reliability to working towards justifying it</p> <p>You are beginning to compare sources for reliability and utility</p>		

Vocabulary	<p>Core:</p> <p>Lingfield, Surrey, sources, artefacts, photos, infer, mansion, hostel, useful, Czechoslovakia</p> <p>Extended:</p> <p>Inference, reliable</p>	<p>Core:</p> <p>reliable, artefact, concentration camp</p> <p>Extended:</p> <p>Explain</p>	<p>Core:</p> <p>Liberation, prisoners</p> <p>Extended:</p> <p>inmates</p>
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YEAR GROUP/PATHWAY:		SUBJECT AREA: History	
spring Term Year 9	Challenges for Britain, Europe, and the wider world 1901 to the present day		
	How did the Russian Revolution affect the World Order in the 20th century?		
	The Russian Revolution	World War Two: The Impact on Russia	The Cold War
Knowledge	<ul style="list-style-type: none"> • The Russian Revolution • The causes of the Russian Revolution • The reaction of other European nations 	<ul style="list-style-type: none"> • Nazis and Communists • Operations Barbarossa • The Allied liberation of Europe 	<ul style="list-style-type: none"> • The causes of the Cold War • The Cuban Missile crisis • The Vietnam War
Skills	<p style="color: green;">You are progressing from explaining one cause or consequence to several causes or consequences</p> <p style="color: green;">You can group causes and consequences into short- and longer-term causes and consequences</p> <p style="color: green;">You are making a judgement about the relative importance of several causes and/or consequences</p>		
Cause and consequence significance	<p style="color: purple;">You can explain the significance of an event / person both in the short and longer term</p> <p style="color: purple;">You are starting to make a judgement on the relative significance of various events in the 20th Century</p>		

Vocabulary	<p>Core:</p> <p>Russia, Revolution, cause, reason, Tsar, World War One, poor, food shortages, weak, unfit, starving, working class</p> <p>Extended:</p> <p>poverty, inequality, feudal system, autocracy, industrial</p>	<p>Core:</p> <p>Operation Barbarossa, Soviet Union, Red Army</p> <p>Extended:</p> <p>communist state, Marxism, Lebensraum, Einsatzgruppen</p>	<p>Core:</p> <p>ideology, atomic bomb, Arms Race, Germany, Berlin</p> <p>Extended:</p> <p>proxy war, guerrilla war, democracy, Containment, Domino theory,</p>

YEAR GROUP/PATHWAY:		SUBJECT AREA: History	
summer Term Year 9	At least one study of a significant society or issue in world history and its interconnections with other world developments		
	Depth studies of Migrations through the Ages		
	The causes of migration: Religious migration, e.g., Huguenots and other Protestant refugees, 1500 – 1750	The causes of migration: Country-sponsored migration, Australia	The causes of migration: Economic migration – The Gold Rush of the 19 th Century
Knowledge	<ul style="list-style-type: none"> Was there any religious migration before the Protestant migrations of the 16th century? 	<ul style="list-style-type: none"> Causes of migration in the 18th century Later causes of migration 	<ul style="list-style-type: none"> Causes of migration in the 19th Century The Gold Rush

<p>Skills</p> <p>Cause and consequence</p> <p>Continuity and change</p>	<p>You progress from identifying several changes / continuities to describing them</p> <p>You progress from identifying several reasons for changes / continuities to explaining them</p> <p>You begin to group causes of change / continuity into short- and longer-term factors</p> <p>You may begin to think about grouping the reasons for change / continuity into categories, such as economic, political, social, religious</p> <p>You can explain several reasons for a cause/consequence of an event</p> <p>You can group causes and consequences of an event into short and longer term</p> <p>You are making a judgement of the relative importance of each cause/consequence of an event</p>		
<p>Vocabulary</p>	<p>Core:</p> <p>Walloons, Huguenots, Palatines, Belgium, France, immigrant, catholic, Protestant, counter reformation, massacre, escaped, refugee, London, Southeast, wool, silk weaving, vagrants, riots, attacked</p> <p>Extended:</p> <p>destitute, tolerance, economy, integrated</p>	<p>Core:</p> <p>convicts, colony, New South Wales, poor soil, floggings, invasion</p> <p>Extended:</p> <p>climate, marines, dispossessed</p>	<p>Core:</p> <p>American west, miners. Prospectors, The Gold Rush,</p> <p>Extended:</p> <p>homesteaders, makeshift, kickstarted the economy</p>