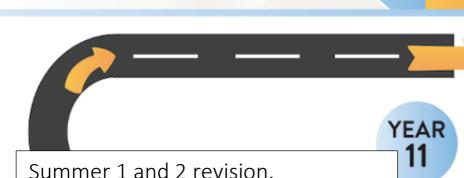


### Learning Journey Map Year 11

# HISTORY



- Spr 2 Chapter 3 Norman England
  - 3.1 The feudal system and the Church. 3.2 Norman government
  - 3.3 The Norman aristocracy 3.4 William 1 and his sons
- Assessments AO1, AO2

Spr 1 – Anglo Saxon and Norman England c1060 – 1088

Chapter 1 Anglo Saxon England and the Norman Conquest 1060 – 66

- 1.1 Anglo Saxon Society. 1.2 The last years pf Edward the Confessor and succession crisis
- 1.3 The rival claimants. 1.4 The Norman invasion
- Chapter 2 William 1<sup>st</sup> in power
  - 2.1 Establishing control. 2.2 Anglo Saxon resistance
- 2.3 The legacy of resistance to 1087. 2.4 Revolt of the Earls, 1075 Assessment AO1, AO2

#### ICAK

Aut 2 – Chapter 3 Conflicts and conquests

- 3.1 Changes in farming, the cattle industry and settlement
- 3.2 Conflict and tension
- 3.3 The destruction of the Plains' Indians way of life
- Assessment focus AO1, AO2

Aut 1 – The American West c1835 – c1895 Chapter 1 The early settlement of the West, c1835 – 1862

- 1.1 The Plains Indians: their beliefs and way of life
- 1.2 Migration and early settlement
- 1.3 Conflict and tension

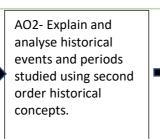
Assessment focus AO1, AO2,

Chapter 2 – Development of the Plains, c1862 – c1876

- 2.1 The development of settlement in the West
- 2.2 Ranching and the cattle industry
- 2.3 Changes in the way of life of the Plains Indians Assessment focus AO1, AO2,

These topics may go over to Spr 2

AO1 – Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.



AO3 – Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied

#### FURTHER STUDY

Ancient/Modern History Archaeology, economics, literature History or Art and Journalism, Law, Media, Philosophy, Politics, Sociology

#### **CAREER PATHS**

Administration, Analyst, Archaeology, The Arts and media, Education, Journalism, Law Marketing, Museum curator, Politics

#### <u>SKILLS</u>

Analysis, attention to detail, communication, cultural, understanding, empathy, literacy, organisation, problem solving, research, logical thinking

#### **INTEREST**

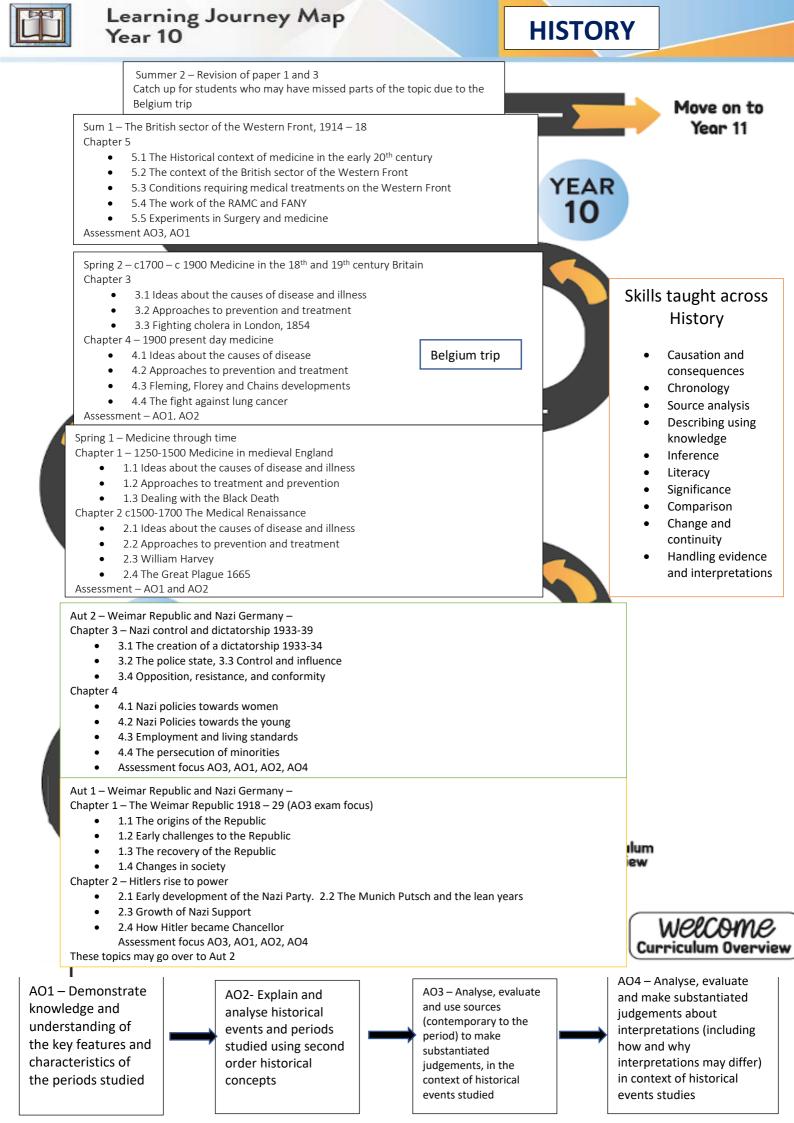
A continued passion and love of learning about the past and understanding the causation of events and their consequences

### Skills taught across History.

- Causation and consequences
- Chronology
- Source analysis
- Describing using knowledge
- Inference
- Literacy
- Significance
- Comparison
- Change and continuity
- Handling evidence and interpretations



AO4 – Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in context of historical events studies.





YEAR

# Learning Journey Map Year 9

# History

## Move on to Year 10

#### <u>Summer 1 - WW1</u>

Explore the causes of WW1. Explore the events of World War 1 and how it affected British people both at home and on the Western Front. Explain the causes of WW1 and the consequences of the Treaty of Versailles on Germany (in school speakers - assessment).

#### Summer 2 – The Holocaust

Explore what happened and why. Explain why Antisemitism. Explain what happened at the end of the Holocaust – Final solution and the liberation of the death camps.

#### Spring 1 – Local History – Anglo Saxons

Explore the first invasions of England – Lindisfarne How the Vikings shaped England? The changes and developments made by the Anglo Saxons made pre-1066. (Assessment)

#### Spring 2 – Industrial Revolution

Describe the conditions during the Industrial Revolution. Explore the range of measures put in place to help the workers (Poor Law act).

Explain the causes and consequences of the Industrial Revolution – how did it shape and change Britain forever?

### Skills taught across History

YEAR

- Causation and consequences
- Chronology
- Source analysis
- Describing using knowledge
- Inference
- Literacy
- Significance
- Comparison
- Change and continuity
- Handling evidence and interpretations



YEAR

#### <u> Autumn 1 – Plains Indians culture</u>

Explore the structure of Plains Indians society. Explain how Native Americans lived and how/why the American government wanted them to assimilate. (assessment)

#### Autumn 2 – Witchcraft and trials

Explore the impact of witchcraft in the medieval times including religion.

Explore what happened during the Salem witch trials. Explain the influence of Witchcraft on people's lives in Europe.

# 9 Curriculum Overview

YEAR





# Learning Journey Map Year 8



Move on to Year 9



Exploring who the Suffragists and Suffragettes were and the differences in their approaches to gain rights for women.

Explain the causes of the Suffragette movement and how the movement was able to change the rights of women.

#### Summer 2 – Historical who done its

Spring 1 – Slave trade

who once ruled and were now enslaved.

why it ended.

Explore the circumstances behind the disappearance/death of historical figures (John F Kennedy, Tollund Man, Princes in the Tower). Analyse sources to develop historical enquiry skills.

#### (assessment)

Examine how colonisation changed the slave trade and the reasons

Analysing the physical and psychological impact on a race of people

Explain the impact of each event and the morality of what happened.



YEAR

8

#### Skills taught across History

- Causation and consequences
- Chronology
- Source analysis
- Describing using knowledge
- Inference
- Literacy
- Significance
- Comparison



YEAR

Spring 2 – The Civil Rights movement Explore the role that people played in achieving equal rights for Black African Americans (Emmett Till, Martin Luther King, Malcolm X, Little Rock 9, Greensboro Sit-Ins). Explain the causes and significance of the events in the Civil Rights

Explain the causes and significance of the events in the Civil Rights movement (1950s and 1960s).

(assessment)



Autumn 1 — The British Empire – the rise and fall of the Empire Explore why and how Britain built their empire (America, India, Australia). Explain how Britain was able to build an Empire and its impact on the natives and also the power that Britain had. (assessment)

#### <u> Autumn 2 – African Kingdoms</u>

Examine the structure of African society before colonisation (Benin, Mali).

Examining reasons why the African continent was known as the "Dark Continent".

Analysing the misconceptions that were held about the African Kingdoms until the 1070's.

YEAR 8 Curriculum

Overview





YEAR

YEAR

# Learning Journey Map Year 7

# History

### Summer 1 – The Hundred Years War

Exploring the events and battles during the war, why they happened and the outcomes. Explain the way in which the Hundred Years war impacted the relationship between the English and the French.

#### Summer 2 – The English Civil War

Exploring the relationship between the monarchy and parliament. Explain why the Parliamentarians/Roundheads wanted to dethrone Cromwell and the Royalists/Cavaliers. Analysing how/why the monarchy was replaced by Cromwell and how we still have a monarchy.

(assessment)

#### Spring 1- The Norman control and organisation

Explore how William managed to control England following the Norman Invasion (Domesday book, feudalism, castles, religion). Explain the significance of the Norman invasion (short and long term).

### Spring 2 – Life in Medieval England

Describing the characteristics of life in the Medieval period, following the Norman invasion (Black Death, Peasants' Revolt, Medieval town life).

Explaining the consequences and impact of the events. (assessment)

#### Skills taught across History

- Causation and consequences
- Chronology
- Source analysis
- Describing using knowledge
- Inference
- Literacy
- Significance
- Comparison



Exploring how and why medicine changed in the time period (Prehistoric, Egyptian, Greek, Medieval).

Exploring the impact each era had to improve medical knowledge and understanding.

Explain the causes of medical development and the short and long term impact.

### Autumn 2 – The Norman Conquest and Rule

Exploring what life was like before 1066 (Anglo Saxons), ready to find out about how the Normans managed to invade and control England.

Exploring how England's throne faced upheaval when Edward the Confessor died in 1066.

Explain the causes and consequences of the Battle of Hastings (assessment)

7 Curriculum Overview

YEAR