

Hobart High School Key Stage 3 Curriculum Map – Year 7

Department: Humanities - History



Year 7 theme: Power and the Monarchy

	Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1	Unit 1 - History Skills Unit 2 - Why was 1066 a significant year in English history?	Understanding of key History skills including chronology, source inference, judging significance. Knowledge: This unit focused on the death of Edward the Confessor and the subsequent contests for the position of King of England. These include the Battle of Stamford Bridge and the Battle of Hastings. Skills: Cause, consequence, comparisons, forming a judgement, significance.	Same starter for 10 completed at start and end of the unit to demonstrate progress. Battle of Hastings starter for 10. Explain why William won the Battle of Hastings DNA point.	Understanding of leadership qualities.
Autumn 2	Unit 3 - How did William gain his power in England?	Knowledge: Problems faced by William I, feudal system, Domesday book, castles, Harrying of the North. Skills: source inference, historical interpretations, cause, consequence, forming a judgement	William's control starter for 10. Describing features DNA point. Assessment 1 – exam on 1066 and William's control units.	Understanding how power has been consolidated historically.
Spring 1	Unit 4 - Which medieval monarch experienced the biggest challenge to their power?	Knowledge: Conflict between monarchy and church, Henry II and murder of Thomas Becket, King John and the Magna Carta, Black Death and Edward III, Peasants' Revolt and Richard II Skills: source inference, cause, consequence, impact, forming a judgement	Which medieval monarch experienced the biggest challenge to their power? DNA point.	Understanding how power can be used for good or misused.
Spring 2	Unit 5 - How did Tudor monarchs deal with the challenges to their power?	Knowledge: Differences between Catholic and Protestants, Protestant Reformation, heresy and the Lollards in Norwich, Tudor family tree, Henry VIII, the break from Rome, dissolution of the monasteries,	Henry VIII's actions starter for 10 Kett's rebellion narrative DNA point.	Understanding religious differences and their historical impact.

		<p>Edward VI's and Mary I's impact on religion in England, Kett's rebellion, Elizabeth I's Religious Settlement, Catholic plots against Elizabeth, the Spanish Armada, the Stanger's impact on Norwich</p> <p>Skills: source inference, historical interpretations, comparisons, assessing impact,</p>	<p>Assessment two – synoptic assessment of topics covered in units 2-5.</p>	
Summer 1	<p>Unit 5 continued.</p> <p>Unit 6 - To what extent did events in Stuart England shape our country today?</p>	<p>Knowledge: James I and the Gunpowder plot, creation of English Parliament, causes of the English Civil War, armies of the English Civil War, New Model Army, Battle of Naseby, trial and execution of Charles I, Cromwell in Ireland, restoration of monarchy.</p> <p>Skills: cause, consequence, comparisons, forming a judgement.</p>	<p>Causes of English Civil War starter for 10</p> <p>New Model Army starter for 10</p> <p>Assessment 3 – End of Year exam to cover content from each unit from the academic year.</p>	<p>Understanding how the balance shifted from monarchy to democratically elected leaders.</p>
Summer 2	Unit 6 continued.	As above	As above	

Hobart High School Key Stage 3 Curriculum Map – Year 8

Department: Humanities - History



Year 8 theme: Power and Conflict

	Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1	The impact of the British Empire	<p>Knowledge: How and why countries have acquired empires, the origins and legacy of the British Empire, interpretations of the British Empire, West African Kingdoms: Benin, arrival of Europeans in West Africa, British involvement in the Transatlantic Slave Trade, the experienced of enslaved people, the role of slavery in the British Industrial Revolution, Scramble for Africa, the role of the British in India, fall of the British Empire.</p> <p>Skills: source inference, historical interpretations, cause, consequence, forming a judgement, making comparisons.</p>	<p>Benin starter for 10.</p> <p>Explain why European countries arrived in West Africa DNA point.</p> <p>Noughts and crosses retrieval activity on the Transatlantic Slave Trade.</p> <p>What should happen to the Benin bronzes DNA point.</p> <p>Assessment 1 – End of unit exam</p>	<p>Understanding Britain's place in the world and the impact of Empire on Britain and the countries it colonised.</p> <p>Empathy for the experience of those affected by the British Empire.</p>
Autumn 2	As above	As above	As above	As above
Spring 1	World War One	<p>Knowledge: Causes of World War One including the role of Empire, alliances, the naval race and the assassination of Archduke Franz Ferdinand, the use of propaganda, experiences in the trenches, role of Empire troops, consequences of the war including the Treaty of Versailles.</p> <p>Skills: cause, consequence, source inference, forming judgements.</p>	<p>Causes of World War One starter for 10</p> <p>Causes of World War One DNA point</p> <p>Treaty of Versailles starter for 10</p> <p>Assessment Two – synoptic assessment of Year 8 topics covered so far.</p>	<p>Understanding the links between empire and global conflicts.</p> <p>Empathy for those experiencing conflict.</p>
Spring 2	Inter-war years	Knowledge: Causes and consequences of the Wall Street Crash, rise to power of Hitler including economic depression, Treaty of Versailles, speeches and propaganda.	Hitler's rise to power starter for 10.	Understanding connections between global conflicts.

		Skills: cause, consequence, significance, historical interpretations.		
Summer 1	World War Two	Knowledge: Appeasement, causes of World War Two, Dunkirk, Pearl Harbor, D-Day, Hiroshima and Nagasaki Skills: cause, consequence, significance, source inferences	Assessment 3 – End of year exam	Empathy for those experiencing conflict.
Summer 2	As above	As above	As above	As above

Hobart High School Key Stage 3 Curriculum Map – Year 9

Department: Humanities - History



Year 9 theme: Power and the people

	Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1	British Abolition of the Transatlantic Slave Trade	<p>Knowledge: The reasons why it was difficult to abolish the transatlantic slave trade, the people and events that led to abolition, Norfolk's connection to slavery and abolition and the changes in British law linked to slavery in the 1807 and 1833.</p> <p>Skills: Cause, consequence, change, source analysis, interpretations, forming judgements</p>	<p>Starter for 10 on key abolitionists</p> <p>DNA point: Describing and explaining the work of the abolitionists.</p> <p>Assessment 1 – exam to be completed at the end of the Russian Revolution unit</p>	<p>Understanding Britain's place in the world and the impact of its actions.</p> <p>Understanding the roles of groups and individuals to create societal change.</p> <p>Empathy for the experiences of others.</p>
Autumn 2	Russian Revolution	<p>Knowledge: Tsar Nicholas II's control of Russia and how he was viewed by the Russian people, the causes of the February and October Revolutions, the role of the Bolsheviks, key events of the revolutions and the consequences of them.</p> <p>Skills: Cause, consequence, change, interpretations, forming judgements</p>	<p>Starter for 10 of the way Tsar Nicholas II ruled Russia.</p> <p>Assessment 1 – exam to be completed at the end of the Russian Revolution unit</p>	<p>Understanding how power can be abused and how collective action can create change.</p>
Spring 1	Fall of the British Empire	<p>Knowledge: Reasons why countries wanted to break free from British rule and the impact of empire on countries. Cases studies on Ireland, Jamaica, Ghana and Kenya.</p> <p>Skills: Cause, consequence, change, comparisons, forming judgements, significance</p>	<p>Starter for 10s on Irish partition and cases studies of Jamaica, Kenya and Ghana.</p> <p>DNA point: Planning an answer to and them writing a conclusion for the following task:</p> <p>'The actions of people had the biggest impact on countries gaining independence from British rule'</p>	<p>Understanding Britain's place in the world and the impact of its actions.</p> <p>Understanding how people can come together to create significant change.</p>

			<p>between 1900 and 1970'. How far do you agree? Explain your answer.</p> <p>Assessment 2 – synoptic exam on all Year 9 topics so far at the end of the Holocaust unit</p>	
Spring 2	The Holocaust	<p>Knowledge: The groups of people persecuted under Nazi control and the reasons for the persecution. The stages of persecution including ideology, Nuremberg Laws, Kristallnacht, ghettos, transportation and concentration camps.</p> <p>Skills: Cause, consequence, chronology, change, writing a historical narrative</p>	<p>Starter for 10 on the key events of the Holocaust.</p> <p>DNA point: Write a narrative account analysing the persecution of Jews in Nazi occupied Europe from 1920-1945.</p> <p>Assessment 2 – synoptic exam on all Year 9 topics so far at the end of the Holocaust unit</p>	<p>Understanding the process and stages of genocide and how power can be misused.</p> <p>Helping students understand the importance of democracy and being critical of political views when considering who to vote for.</p>
Summer 1	Changing rights and role of women over time	<p>Knowledge: How and why the role of women has changed over time, the Suffragists and Suffragettes and the changing rights of women in the UK including property ownership, marriage, employment and the vote.</p> <p>Skills: cause, consequence, change, source analysis, forming judgements, significance</p>	<p>Starter for 10 on the actions of the Suffragists and Suffragettes.</p> <p>DNA point: Read interpretations 5 and 6. They give different views about the reasons for opposition to the women's movement. What is the main difference in their opinion?</p> <p>Assessment 3 – end of year exam on all topics covered in Year 9 History.</p>	<p>Understanding the process of social change and the impact of the changing role of women on society.</p> <p>Understanding the role of individuals and groups to create social change.</p>
Summer 2	Changing rights of people in the UK from 1900 to present	<p>Knowledge: How and why the lives of people from different groups, including the global majority, people with disabilities and people who identify as LGBT+ have changed in the UK since 1900s. We will focus on protests, their impact and changes in UK law.</p>	<p>Starter for 10 on the changing rights in the UK.</p> <p>DNA point: Pick one of the groups we have studied and explain how and why their lives changed in the 1900s.</p>	<p>Understanding how the lives of groups of people and the laws that protect them have changed in, historically, a short space of time.</p>

		Skills: cause, consequence, change, significance, source analysis, forming judgements	Assessment 3 – end of year exam on all topics covered in Year 9 History.	Understanding the role of individuals and groups to create social change.
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