

Hobart High School Key Stage 3 Curriculum Map – Year 7

Department: Humanities - History

	Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1	Historical Skills	<p>Knowledge: Students will focus on the key skills they need to be successful historians. They will learn about the importance of chronology and source skills to the subject.</p> <p>Skills: chronological understanding, inferences from source.</p>	Baseline assessment in September of Year 7.	
Autumn 2	Stone Age to Iron Age	<p>Knowledge: Students will learn about the changes in the way humans got their food, made their tools and weapons and built their homes.</p> <p>Skills: assessment of change and continuity, historical comparisons.</p>	<p>In class assessment - Write a narrative account analysing the changes and continuities between the Old Stone Age and Iron Age. (8 marks)</p> <p>Questions in end of year exam in Summer of Year 7.</p>	
Spring 1	The Situation in 1066	<p>Knowledge: Students will learn about the impact of the death of Edward the Confessor and the contenders for the English crown in 1066. They will focus on the key events of the Battle of Hastings and the Battle of Stamford Bridge.</p> <p>Skills: cause and consequence, formulating historical explanations.</p>	<p>In class assessment – Explain why William won the Battle of Hastings. (12 marks)</p> <p>The Situation in 1066 and William’s control exam in the Spring of Year 7.</p> <p>Questions in end of year exam in Summer of Year 7.</p>	
Spring 2	William’s Control of England	<p>Knowledge: Students will learn about the problems William the Conqueror faced when he became King of England and the ways he used the feudal system, castles and Domesday book to control the country.</p> <p>Skills: assessment of change and continuity, understanding the impact of events.</p>	The Situation in 1066 and William’s control exam in the Spring of Year 7. Questions in end of year exam in Summer of Year 7.	
Summer 1	The Black Death	<p>Knowledge: Students will learn about the conditions in Medieval towns and the impact of these</p>	In class assessments:	

		<p>conditions. They will focus on the ideas people had about the cause of the Black Death, the symptoms of the disease and the methods people tried to use to prevent and treat the disease.</p> <p>Skills: historical source skills, impact of historical events, cause and consequence.</p>	<p>Give two things you can infer from source A about the Black Death. (4 marks)</p> <p>How useful are sources B and C for an enquiry into the treatments of the Black Death? (8 marks)</p> <p>Questions in end of year exam in Summer of Year 7.</p>	
Summer 2	Tudor changes to religion	<p>Knowledge: Students will learn about the differences and divisions between Catholics and Protestants in Tudor England. They will learn about the changes made to religion and churches by Henry VIII, Edward VI, Mary I and Elizabeth I.</p> <p>Skills: change and continuity, historical comparisons.</p>	<p>Students to design a rollercoaster that demonstrates an understanding of the changes to religion during Tudor England.</p>	<p>Religious diversity within communities and the historic impact of those religious differences.</p>

Hobart High School Key Stage 3 Curriculum Map – Year 8

Department: Humanities - History

	Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1	Oliver Cromwell and the English Civil War	<p>Knowledge: Students will learn about the reasons for the outbreak of the English Civil War including the role of religion and the actions of Charles I. They will focus on the importance of the battle of Naseby, the execution of Charles I and the actions of Cromwell's army in Ireland.</p> <p>Skills: source skills, cause and consequence, historical interpretations.</p>	<p>In class assessments: How useful are sources A and B to the historian who wants to learn about Oliver Cromwell? (8 marks)</p> <p>Explain why the English Civil War began in 1642. (12 marks)</p> <p>Cromwell and the Civil War exam December.</p> <p>Questions in the end of year exam.</p>	Understanding British government and democracy and how that has changed over time.
Autumn 2	Oliver Cromwell and the English Civil War	As above	As above	As above
Spring 1	Witchcraft in the 16 th and 17 th century	<p>Knowledge: Students will learn about the reasons why people believed in witchcraft during the 16th and 17th centuries through in-depth studies of the Pendle witch trials, the actions of Matthew Hopkins as Witch Finder General and the Salem witch trials.</p> <p>Skills: cause and consequence, constructing a historical argument.</p>	<p>Witchcraft essay: 'Strength of religious belief was the main reason why witch trials happened and took hold in the 16th and 17th centuries.' How far do you agree? Explain your answer. (20 marks)</p> <p>Questions in end of year exam</p>	
Spring 2	Slavery	<p>Knowledge: Students will learn about the origins of the Triangular Slave trade, the conditions on the Middle Passage, the methods by which slaves were sold, the conditions on the plantations and the campaign for abolition.</p>	<p>In class assessment: How useful are sources A and B for an enquiry into the life of a slave?</p>	The development in human rights and how protest can be used to affect change.

		Skills: use of historical sources, cause and consequence, impact of historical events.	Use the sources and your own knowledge in your answer. (8) Questions in the end of year exam.	
Summer 1	Slavery	As above	As above	As above
Summer 2	Warfare Through Time	Knowledge: In this development study students will learn about how and why the methods and tactics of warfare have changed over time from the Battle of Hastings in 1066 to the Vietnam War in the 1960s and 70s. Skills: change and continuity, comparisons.	End of year group project on the changing nature of warfare.	Understanding the changes in methods of warfare and technology and the impact this has on societies.

Hobart High School Key Stage 3 Curriculum Map – Year 9

Department: Humanities - History

	Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1	World War One	<p>Knowledge: Students will learn about the long and short term causes of World War One including the assassination of Archduke Franz Ferdinand. They will look at the methods of propaganda used by the British government to encourage young men to fight as well as what it was like to fight in the trenches.</p> <p>Skills: source skills, cause and consequence.</p>	<p>In class assessments:</p> <p>Explain the importance of the alliance system to the outbreak of World War One. (8)</p> <p>Describe two features of life in a World War One trench. (4 marks)</p> <p>World War One exam December.</p> <p>Questions in end of year exam.</p>	The impact of warfare on the lives of people.
Autumn 2	World War One	As above	As above	As above
Spring 1	Inter-War Years	<p>Knowledge: Students will focus on key events between the ending of World War One and the beginning of World War Two. They will look at the impact of the Treaty of Versailles on Germany, the effects of the wall Street Crash and the reasons why Hitler rose to power.</p> <p>Skills: analysing historical interpretations, cause and consequence, analysing impact.</p>	<p>In class assessment:</p> <p>Explain why Hitler came to power in 1933. (12 marks)</p> <p>What can you learn from source A about Hitler's leadership and personality? (4marks)</p> <p>Study interpretations A and B. What do you think is the main difference in their opinion on why Hitler came to power? (4marks)</p> <p>Why do you think the historians who have written interpretations A and B have different opinions? (4 marks)</p>	Difference between democracy and dictatorships.

			Questions in end of year exam.	
Spring 2	Key events in World War Two	<p>Knowledge: Students will focus three case studies of key events in World War Two: the Dunkirk evacuations, the bombing of Pearl Harbour, the dropping of the atomic bombs on Hiroshima and Nagasaki.</p> <p>Skills: analysing historical interpretations, source skills, cause and consequence, analysing impact.</p>	<p>How far do you agree with interpretation 2 about the dropping of the atomic bombs on Hiroshima and Nagasaki? Explain your answer using both interpretations and your knowledge of the historical context. (20 marks)</p> <p>Questions in end of year exam.</p>	The moral implications of decisions made during times of war.
Summer 1	The Holocaust	<p>Knowledge: Students will understand the origins of the Holocaust and how the Nazis increased persecution of Jews and other key groups over time. Key events including the Nuremberg laws, Kristallnacht, the use of ghettos and the Final Solution will be studied.</p> <p>Skills: cause and consequence, source skills, analysis of impact.</p>	<p>Write a narrative account analysing the persecution of Jews from 1933 to 1945. (8 marks)</p> <p>Questions in end of year exam.</p>	The impact of dictatorships and the impact of the loss of human rights.
Summer 2	Social changes in the 20 th century	<p>Knowledge: Students will focus on the social changes for key groups in the 20th century. They will learn about how and why the lives of women, black Americans and LGBT citizens changed during the 20th century.</p> <p>Skills: change and continuity, cause and consequence.</p>	End of year group project.	The impact of protest on human rights and the importance of diversity within our communities.