

## Deptford Green History Curriculum Map

### **Humanities vision statement:**

Humanities students will build the disciplinary expertise necessary to construct meaningful arguments, analyse data and communicate complex ideas that demonstrate understanding of people and places in the present and the past. Pupils will be able to perceive of knowledge as revisable and have the ability to create their own understanding in a way which allows them to explain, engage with and change our world. The humanities disciplines will offer pupils important experiences which will broaden their cultural capital through contact with external organisations and sites as well as through embedded strategies for enhancing pupils' literacy, oracy and numeracy.

### **Statement of intent:**

#### **What:**

- Building on knowledge and skills from KS2 – all pupils should have studied change in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 and a local history study. In terms of conceptual understanding all pupils should have some experience with chronology, change, cause, similarity and difference, and significance. We recognise, however, that with a large number of feeder schools pupils will bring a wide variety of experiences to KS3.
- The British values of democracy, respect, rule of law and tolerance are embedded throughout the curriculum. Our overarching enquiry of power shifts through time explicitly teaches the development of democratic values not only in Britain, but across the wider world.
- Development of historical conceptual understanding through disciplinary meta-concepts of cause and consequence, chronology, change and continuity, diversity and interpretation.
- Evidential skills embedded throughout.
- Consistency – agreed assessment criteria.

#### **How:**

- Big picture: The story of power shifts through time. Understanding to be developed by regularly returning to and developing understanding of key non-disciplinary concepts and themes, e.g. conflict, ideology, rights.
- Spiral curriculum which returns to and builds complexity of understanding and application for disciplinary concepts.
- Shared pedagogies and the latest thinking about History. Sharing of good practice to be delivered through CPD sessions.

- Literacy, oracy, cultural capital, critical thinking and analysis to be integrated into all schemes of work.
- Teacher autonomy to adapt lessons to the needs of their particular pupils, particularly those with SEND.
- Whole school TEEP & LORIC strategies and learning behaviours are incorporated across the curriculum to provide students with opportunities to understand the narrative of their own learning, and further develop s growth mindset. Teachers will highlight opportunities to gain points and the expected behaviours to achieve these, where appropriate these will be explicitly signposted in lesson planning.

**Why:**

- Substantive contextual knowledge necessary to access GCSE but also adequately prepare pupils that do not continue study into KS4 to actively and meaningfully contribute to their community and to find a sense of self in line with the school vision.
- An understanding of the most important Ideas, people and events that have shaped humanity over time at local, national and international level.
- Powerful knowledge (Michael Young) – ‘the task of the teacher in drawing on the national curriculum is to enable the pupil to engage with the curriculum and move beyond her/his experience.’ ‘Knowledge that draws on the work of communities of specialists that we describe as disciplines which are primarily forms of social organization for producing new knowledge.’

Year 7						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Local history	Medieval England - shifts in power	Reformation - Europe and Henry VIII	Punishment through time	WWI causes and battles	WWI - who fought? Walter Tull etc.
<b>Concept</b>	Introduction to all concepts	Change and continuity	Significance	Change and continuity	Causation	Diversity and evidence
<b>Hinge Assignments</b>	How useful is source A for an enquiry into the Fire of London? [4]  How useful are sources B and C	Explain how the murder of Thomas Beckett made the king look weak. [4]  Explain how the Magna Carta	Write a narrative account of the Dissolution of the Monasteries. [4]	Explain one way in which punishment in the medieval period was <b>similar</b> to punishments in the Early Modern period. [4]	Explain why the first day of the Battle of the Somme was a failure. [8]	Write a narrative account of the life and achievements of Walter Tull. [8]



	Bullseye bingo	Bullseye bingo	Bullseye bingo	Bullseye bingo	Bullseye bingo	Bullseye bingo
<b>Numeracy</b>	Chronological understanding				Percentages	
<b>Careers</b>	The role a historian				Armed forces	Armed forces

### Year 8

Term/lessons	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Benin.	Slave trade.	Industrial Revolution	London depth study	Women's suffrage	Boom and bust USA: 1920-1933
<b>Concept</b>	Sources – who should own the Benin Bronzes?		Cause/Consequence	Change & Diversity	Causation	Cause and consequence
<b>Hinge Assignments</b>	How useful is source A for enquiry into the power of the Benin Empire. [4]	Explain how slave resistance helped to end the slave trade. [8]	Explain why the Industrial Revolution led to improved Public Health in Britain. [8]	Explain one way in which work in Medieval and Early Modern London was similar. [4]  Explain one way in which work in Industrial and Modern London was different. [4]	Follow up Q. [4]  How useful is source A for an enquiry into the methods of the suffragettes? [4]	Describe two key features of American popular culture in the 1920s.[4]  Describe two key features of the lives of African Americans in the South in the 1920s. [4]
<b>Summative Assessments</b>	Letter to the British Museum.  Knowledge test	Explain why the slave trade was abolished. [12] Knowledge test	'The Industrial Revolution improved the lives of the people'. How far do you agree? [16]	Explain how and why people in London have protested over time. [12]  Knowledge test	How useful are sources A and B for an enquiry into the way the suffragette protesters were	'The Roaring Twenties brought about huge improvements in the lives of the American people'. How far do you

			Knowledge test		dealt with by the police? [8]  Knowledge test	agree? [16]
<b>Links to GCSE</b>	Source skills – Paper 1 and 3.	Context – Paper 3, American Civil Rights.	Context - Medicine Skills – Elizabeth (Paper 2)	Skills – Paper 1. Context – British period studies.	Context –nature of protest with a democracy, Paper 3.	Context – Paper 2 Cold War and Paper 3 USA.
<b>Cultural capital</b>	<ul style="list-style-type: none"> <li>- Understanding of the nature of empire.</li> <li>- Role and responsibilities of cultural heritage sites.</li> <li>- British Museum.</li> </ul>	<ul style="list-style-type: none"> <li>- Nature of international trade.</li> <li>- Context for current racial inequalities.</li> <li>- Museum of London: Docklands</li> <li>- Maritime Museum.</li> </ul>	<ul style="list-style-type: none"> <li>- Issues with public health, policing and workers' rights.</li> <li>- Nature of democracy.</li> <li>- Blist Hill</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding of the nature of protest.</li> <li>- Understanding of the reasons for and impact of migration.</li> <li>- Museum of London.</li> </ul>	<ul style="list-style-type: none"> <li>- Houses of Development of democracy.</li> <li>- Methods of protest.</li> <li>- Gender equality.</li> <li>- Parliament</li> <li>- National Archives workshop</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding of key concepts and components of capitalism.</li> <li>- Rights of minority groups and institutional inequalities.</li> </ul>
<b>Literacy/ linked reading</b>	Popcorn reading Reciprocal reading	Popcorn reading Reciprocal reading	Popcorn reading Reciprocal reading  Oliver Twist	Popcorn reading Reciprocal reading	Popcorn reading Reciprocal reading  Things a Bright Girl Can Do by Sally Nicholls	Popcorn reading Reciprocal reading  Of Mice and Men The Great Gatsby
<b>Oracy</b>	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion
<b>Numeracy</b>				Chorological understanding.		

<b>Careers</b>	Role of museum curators.			Changing nature of economic opportunities in London e.g. docks and banking.		
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Year 9						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic/Paper</b>	Russian Revolution	Nazis in power and WWII	WWII the Holocaust	Rise of the British Empire	Fall of the British Empire in India	Islamic civilisations c.600-1400
<b>Concept</b>	Evidence	Interpretations	Consequence & diversity	Change and continuity	Interpretation	Change and continuity
<b>Hinge Assignments</b>	Inference source question [4] x 2 and follow up source question [4]	How are interpretations 1 and 2 different? [4]	Use the sources and your own knowledge to explain what historian can learn about transportation during the Holocaust. [4]	Inference source question [4] x 2.	How are interpretations 1 and 2 different? [4]	Describe two features of... [4] x 2.
<b>Summative Assessments</b>	Inference source question [4] and follow up source question [4]  Knowledge quiz.	How far do you agree with interpretation 1 about the success of Nazi youth policy. [20]  Knowledge quiz.	Write a letter to a Holocaust survivor (follow on from visit)	How useful are sources A and B for an enquiry into the Indian mutiny. [8]  Knowledge quiz.	How far do you agree with interpretation 1 about the reason why India gained independence in 1947? [20]  Knowledge quiz.	Explain why... [12]  Knowledge quiz.

<b>Links to GCSE</b>	Paper 2 - Cold War Paper 3 – Vietnam	Paper 2 – Cold War	Paper 2 – Cold War	Paper 3 – Civil Rights	Paper 3 – Civil Rights	Paper 1 – Medicine through Time
<b>Cultural capital</b>	<ul style="list-style-type: none"> <li>- Understanding of key concepts and components of communism.</li> </ul>	<ul style="list-style-type: none"> <li>- Fascism as an ideology.</li> </ul>	<ul style="list-style-type: none"> <li>- Racial discrimination and religious tensions.</li> <li>- How laws are made and used.</li> <li>- Talk from a Holocaust survivor.</li> <li>- Jewish Museum Camden</li> </ul>	<ul style="list-style-type: none"> <li>- Concept of empire.</li> <li>- Religious tensions and differences.</li> <li>- Globalisation and international trade.</li> </ul>	<ul style="list-style-type: none"> <li>- Decolonisation. Black cultural archive – decolonisation workshop.</li> </ul>	<ul style="list-style-type: none"> <li>- Religion.</li> <li>- Development of culture and science.</li> <li>- V&amp;A</li> <li>- British Museum</li> </ul>
<b>Literacy/ linked reading</b>	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion  Band of Brothers	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion  Maus Once Diary of Anne Frank	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion
<b>Oracy</b>	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion
<b>Numeracy</b>						Chronological understanding
<b>Careers</b>						

**Year 10**

<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic/paper</b>	Paper1: Medicine Medieval and Renaissance	Paper1: Medicine – 18 <sup>th</sup> & 19 <sup>th</sup> century to present	Paper1: Battlefield Medicine – The Western Front WWI	Paper 2: Cold War 1941-63	Paper 2: Cold War 1963-91	Paper 2: Elizabeth
<b>Hinge Assignments</b>	Why was there so little progress in medicine in the Medieval period? [12]	'Pasteur's Germ Theory was the most important development in the 18 <sup>th</sup> and 19 <sup>th</sup> centuries'. How far do you agree? [16].  'Treatment and care of the sick completely changed after 1900'. How far do you agree? [16]	How useful are sources C and C for an enquiry into the experienced of injured soldiers in the early years of the war? [8]	Write a narrative account of the Berlin Blockade. [8] Give two consequences of the Hungarian Uprising. [8]	Explain the importance of the Cuban Missile Crisis for superpower relations. [8]  Give two consequences of the Soviet invasion of Czechoslovakia. [8]	Explain why Elizabeth faced difficulties when she first came to the throne in 1558. [12]  Describe two features of the Puritan Threat to Elizabeth I. [4]
<b>Summative Assessments</b>	PPE Easter	PPE Easter	PPE Easter	PPE Summer	PPE Summer	PPE in December of Y11
<b>Cultural capital</b>		Visit to Old Operating Theatre	National Army Museum	Residential trip to Berlin		Armada workshop at Maritime Museum
<b>Literacy/ linked reading</b>						



<b>Oracy</b>	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion Harkness	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion Harkness	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion Harkness	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion Harkness	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion Harkness	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion Harkness
<b>Numeracy</b>						
<b>Careers</b>						Different careers available within the heritage sector.

**Year 11**

<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic/paper</b>	Paper 2: Elizabeth	Paper 3: USA – Civil Rights	Paper 3: USA – Civil Rights & Vietnam	Paper 3: USA - Vietnam		
<b>Hinge Assignments</b>	Increasing involvement in the Netherlands issue between 1576 and 1584 was entirely the responsibility of Elizabeth'. How far do you agree? [16]  Describe two features of Drake's voyages to the New World. [4]	TBC	TBC	TBC		

<b>Summative Assessments</b>	PPE Christmas	PPE Easter	PPE Easter	PPE Easter		
<b>Cultural capital</b>						
<b>Potential reading</b>						
<b>Literacy/ linked reading</b>	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion Harkness	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion Harknes	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion Harknes	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion Harknes		
<b>Oracy</b>	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion Harkness	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion Harkness	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion Harkness	Turn and talk A, B, C discussion Talking points Bullseye bingo Socratic discussion Harkness		
<b>Numeracy</b>						
<b>Careers</b>						