



History Department Year 9 Curriculum and Assessment Map

| | Half Term 1 | Half-Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
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| Year 9 | Religion | Power | Revolution | Warfare | Progress | Medicine in the Middle Ages |
| Fundamental Knowledge | <ul style="list-style-type: none"> -Understand British religion before 1066 -Understand how the Normans changed religion in Britain -Understand the causes and effects of the crusades -Understand the causes and effects of the European reformation -Understand why Europeans have become less religious in the modern era -Understand the effects of religion on modern Britain -Understand positive and negative interpretations of religion | <ul style="list-style-type: none"> -Understand how monarchies functioned and why they were replaced -Understand the growth of democracy from Athens to Switzerland -Understand why dictatorships have grown out of democracies -Understand the conflict between Capitalism and Communism | <ul style="list-style-type: none"> -Understand the causes and impact of the French Revolution -Understand the causes and impact of the Russian Revolution -Understand the successes and failures of the Arab Spring -Understand the impact of new technology on shaping the modern world | <ul style="list-style-type: none"> -Understand the Viking approach to combat and colonisation -Understand the causes and effects of the English Civil War, including the Cromwellian conquest of Ireland -Understand the causes and events of the American Civil War -Understand the war in Afghanistan; why has it lasted so long? -Understand the future of warfare | <ul style="list-style-type: none"> -Understand the Women's Suffrage Movement -Understand the aims and methods of the modern feminist movement -Understand the aims and methods of the LGBTQ+ rights movement -Understand the aims and methods of the environmentalist movement -Understand the historical significance of BLM | <ul style="list-style-type: none"> -Understand medicine in the Middle Ages; ideas about the causes of illness and approaches to treating disease. -Understand the role of figures such as Hippocrates and Galen -Understand the impact of the Black Death on Britain -Understand how medicine developed outside of Europe |

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| Learning Checkpoint Tasks | 'Throughout history, religion has had a negative impact on humanity'. How far do you agree? | 'Democracy is the best system of government and should never be replaced'. How far do you agree? | How useful are sources A and B for an enquiry into the French Revolution? | Interpretations 1 and 2 give different views about the American Civil War. Why are they different? | 'Non-violent protest has always been more effective than violent protest'. How far do you agree? | Explain why there was little medical progress in the Middle Ages. |
| Common Assessment Task | | | | | | |
| Mock Exam (if applicable) | | | | | | |
| Interleaved Knowledge | <p>All lessons will begin with a review of prior learning from the previous week, term and year.</p> <p>Specific interleaved knowledge</p> <ul style="list-style-type: none"> -The Reign of William I -The Tudors -The Birth of Democracy -The Reformation -How to answer 'how far do you agree' style questions -How to answer 'explain why' questions -How to make inferences from sources | | <p>All lessons will begin with a review of prior learning from the previous week, term and year.</p> <p>Specific interleaved knowledge</p> <ul style="list-style-type: none"> -The Stuarts -Cromwell in Ireland -How to answer 'how far do you agree' style questions -How to answer 'explain why' questions -How to make inferences from sources -How to comment on the comparative utility of sources | | <p>All lessons will begin with a review of prior learning from the previous week, term and year.</p> <p>Specific interleaved knowledge</p> <ul style="list-style-type: none"> -How medieval England reacted to the Black Death and why -How to answer 'how far do you agree' style questions -How to answer 'explain why' questions -How to make inferences from sources -How to comment on the comparative utility of sources | |