

Curriculum Map

Subject: History

Year Group: Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content <i>Descriptive/propositional knowledge</i></p> <p><i>'knowing that'</i></p>	<p>Struggle for Female Equality</p> <ul style="list-style-type: none"> - to understand how history has been 'written' - to know the role of important women in history - to understand who the suffragettes and suffragists were - to understand why some women got the vote after the First World War - to understand how women campaigned for equality in post war Britain - to understand what the situation of gender equality is in the 21st century 	<p>Britain: Health and the People Part 1/4 – Medicine Stands Still (Medieval)</p> <ul style="list-style-type: none"> - To know/ understand the approaches to and understand of Medicine in Medieval Britain - To know / understand any developments or progression in Medicine in Medieval Britain - To know/ understand the condition of public Health in the Middle Ages - To know/understand 	<p>Britain: Health and the People Part 2/4 – The Beginnings of Change (Early Modern/ Renaissance)</p> <ul style="list-style-type: none"> - To know/ understand the impact of the Renaissance on Britain - To know /understand how the treatment of disease changed in the Renaissance period - To know / understand how disease was prevented in the Renaissance period 	<p>Britain: Health and the People Part 3/4 – A Revolution in Medicine (19th c.)</p> <ul style="list-style-type: none"> - To know/ understand the impact the development of Germ Theory had on Medicine. - To know/ understand the revolution that occurred in surgery in the 1800s - To know/ understand the significant developments in public health 	<p>Britain: Health and the People Part 4/4 – Modern Medicine (20th and 21st c.)</p> <ul style="list-style-type: none"> - To know / understand the modern developments in the treatments of disease - To know/ understand the impact of war on the development of surgery - To know / understand the developments 	<p>Mocks and Feedback</p> <ul style="list-style-type: none"> - Students complete a mock on the topics they have covered so far: Britain Health and the People, The Normans and Germany. - To understand the requirements of answering an examination paper successfully

		how people were treated in Medieval Britain.		made in the 1800s	in public health	
<p>Skills</p> <p><i>Ability knowledge</i></p> <p><i>'knowing how'</i></p>	<p>-to explain what is significant in history</p> <p>-to begin to evaluate the relative significance of individuals based on scope/ impact over time</p> <p>-to explain how different factors cause an event</p> <p>-to begin to evaluate the relative importance of factors</p>	<p>-to evaluate the utility of sources in a historical enquiry</p> <p>-to use historical evidence to support and contradict the accuracy of a source</p> <p>-to explain the significance of events and factors in the development of historical themes.</p>	<p>-to draw tangible similarities between different time periods</p> <p>-to evaluate the relative importance of different factors</p> <p>-to evaluate the significance of events/ individuals in history</p>	<p>-to critically evaluate the utility of sources based on their content and provenance.</p> <p>-to critically evaluate the relative importance of different factors</p> <p>-to evaluate the significance of events/ individuals in history</p>	<p>-to critically evaluate the utility of sources based on their content and provenance.</p> <p>-to critically evaluate the relative importance of different factors</p> <p>-to evaluate the significance of events/ individuals in history</p> <p>-to evaluate the similarities between people/ concepts from different time periods</p>	<p>- To self-assess individual progress according to feedback given by the teacher</p> <p>- To reACT to feedback given by the teacher and improve areas of work</p>
<p>Key Questions</p>	<p>Overarching Enquiry: How are women represented in History?</p> <p>-Who writes History?</p> <p>-Where are all the famous queens?</p>	<p>Overarching Enquiry: Did Medicine 'stand still' in the Middle Ages?</p> <p>- What did Medieval people believe caused disease?</p>	<p>Overarching Enquiry: What was the impact of the Renaissance on Medicine?</p> <p>- Who began challenging the Church's knowledge?</p>	<p>Overarching Enquiry: Why was there a revolution in Medicine?</p> <p>- How did the development of Germ Theory</p>	<p>Overarching Enquiry? How far have we come??</p> <p>- What can the development on Penicillin tell us about modern</p>	<p>- What are my areas of strength?</p> <p>- Which areas have I shown to have gaps in knowledge?</p>

	<ul style="list-style-type: none"> -Who should we rewrite into History? -Would you be a suffragette? -Why did some women get the vote after the First World War? -Have women gained equality in the 21st century? 	<ul style="list-style-type: none"> - How did Islam and Christianity contribute to medical progress? - Were Medieval towns that dirty? - How were people treated in the Middle Ages? - 	<ul style="list-style-type: none"> - How and were people treated in Early Modern Britain? - How did people try to prevent disease spreading? 	<ul style="list-style-type: none"> impact medical treatment. - What was the revolution in surgery in the 1800s? - Why did the government begin to clean up the streets? 	<ul style="list-style-type: none"> treatment of diseases? - How did war cause progress in surgery? - What has the impact of the Welfare State been on Public Health? 	<ul style="list-style-type: none"> - Which type of question did I find most difficult? - What are my two targets to improve?
<p>Assessment</p> <p>Every mini-mock includes exam style questions – exactly the same structure as they would see on their final paper</p>	<p>Women’s History Assessment.</p> <p>Question on significance (8m) Question on source evaluation (8m) Comparison question (8m)</p> <p>Factors question (16m + SPAG)</p>	<p>Medieval Medicine Mini-Mock</p> <p>Question on significance (8m) Question on source evaluation (8m)</p>	<p>Renaissance Medicine Mini-Mock</p> <p>Question on source evaluation (8m)</p> <p>Factors question (16m + SPAG)</p>	<p>Medicine in the 1800s Mini-Mock</p> <p>Factors question (16m + SPAG)</p> <p>Comparison question (8m)</p>	<p>Modern Medicine Mini Mock</p> <p>Question on significance (8m)</p> <p>Comparison question (8m)</p>	<p>Mock Exam paper – Britain: Health and the People</p> <p>Question on significance (8m) Question on source evaluation (8m) Comparison question (8m)</p> <p>Factors question (16m + SPAG)</p>

<p>Literacy/ Numeracy/ SMSC/ Character</p>	<p>Development in extended writing and use of a clear essay structure.</p> <p>Develop students' understanding of those who have been marginalised in history and who/ what 'narrates' our history. Conduction presentations to develop communication skills</p>	<p>Development in extended writing and use of a clear essay structure.</p> <p>Understanding of how the past has shaped society today. Studying the marginalised groups in society</p>	<p>Development in extended writing and use of a clear essay structure.</p> <p>Understanding of how the past has shaped society today. Studying the marginalised groups in society</p>	<p>Development in extended writing and use of a clear essay structure.</p> <p>Understanding of how the past has shaped society today. Studying the marginalised groups in society</p>	<p>Development in extended writing and use of a clear essay structure.</p> <p>Understanding of how the past has shaped society today. Studying the foundations of the welfare state and NHS and its importance in our historical narrative</p>	<p>Development in resilience, perseverance and aspiration</p>
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