

Curriculum Map							
Year 7							
Half term	Unit title with hyperlink to scheme of work	Unit summary	2nd Order Concept	Skills & content revisited	Links to GCSE skills and content	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	Migration in Early Britain	In this unit, students will explore how Britain was shaped by waves of migration long before the modern day. Beginning with the Celtic tribes, they will investigate how different groups, including the Romans, Anglo-Saxons, Vikings and Normans, arrived in Britain and changed its people, culture and society.	Source analysis	Year 11 - Empire and Migration	"Study of an aspect or theme of British history that consolidates and extends pupils' chronological knowledge from before 1066"	peer marking/live marking	1 termly assessment at the end of each unit (usually the last week of term)
Autumn 2	The Norman Conquest	Students explore how Norman Conquest changed England after 1066. They learn about the Battle of Hastings, how the Normans gained and kept control, and the lasting impact on government, castles, language, and society	Cause and Consequence	Year 11 - Empire and Migration	"Development of Church, state and society in Medieval Britain"	peer marking/live marking	1 termly assessment at the end of each unit (usually the last week of term)
Spring 1	Meiji Restoration	Students investigate the changes that took place during the Meiji Restoration. They examine how Japan transformed from a traditional society into a modern industrial nation and consider the impact of rapid political, economic, and social change.	Change and Continuity		"Study of a significant society or issue in world history"	peer marking/live marking	1 termly assessment at the end of each unit (usually the last week of term)
Spring 2	Africa's Golden Age	Students discover the achievements of powerful African kingdoms, including Mali Empire and Songhai Empire. They explore trade, wealth, education, culture, and influential leaders, challenging misconceptions about Africa's medieval history.	Similarities and difference		"Study of a significant society or issue in world history"	peer marking/live marking	1 termly assessment at the end of each unit (usually the last week of term)
Summer 1	Aztecs	Students learn about the civilisation of the Aztec Empire, exploring daily life, religion, society, and the impressive city of Tenochtitlan. They also colonisation by the arrival of the Spanish and the reasons for the empire's collapse	interpretations	Year 9 - Elizabethan England - Drake	"Study of a significant society or issue in world history"	peer marking/live marking	1 termly assessment at the end of each unit (usually the last week of term)
Summer 2	The Ottoman Empire	Students explore the rise and expansion of the Ottoman Empire. They examine how it became one of the world's most powerful empires, its government, culture, and trade, and its influence and impact across Europe, Asia, and Africa.	Significance	Year 10 - WW1 Balkan Crisis and Gallipoli	"Study of a significant society or issue in world history"	peer marking/live marking	1 termly assessment at the end of each unit (usually the last week of term)