

Meadow Park: Curriculum Map 2021-2022



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| Key Stage | Year Group | Subject | Teacher | Programme of Study | |
| KS3 | 7/8/9 | History | Mr Dunn | National Curriculum | |
| Autumn a | | Autumn b | Spring a | Spring b | Summer a |
| Topic(s) | | Topic(s) | Topic(s) | Topic(s) | Topic(s) |
| Year 7 | | | | | |
| Normans/Medieval Liverpool/Black Death | Tudors/Stuarts | The Slave Trade/Immigration/Empire/End of British Slavery | The Great War/Peace Settlement | The Rise of the Dictators after 1919 | Germany and the growth of democracy 1890-1945 |
| Identify relevant accounts | Create relevant accounts | Identify structure within accounts | Develop structured accounts | Identify secure evidence of accounts | Collate and present secure evidence of accounts |
| Recognise suitable resources | Identify ranges of resource types | Discover diligent resource factors | Explore rigidity within resource claims | Apply historical terms | Use increasing sophistication within historical literacy |
| Year 8 | | | | | |
| Normans/Medieval Liverpool/Black Death | Tudors/Stuarts | The Slave Trade/Immigration/Empire/End of British Slavery | The Great War/Peace Settlement | The Rise of the Dictators after 1919 | Germany and the growth of democracy 1890-1945 |
| Identify historical facts/events | Pursue historical details | Identify and validate their own enquires | Consider how events have been framed | Know about contrasting view points | Know about differing view points |
| Identify historical contexts | Identify contexts of chronological events | Identify further details to extend understanding of chronological contexts | Identify further details to extend understanding of chronological events | Identify further opportunities for learning | Embrace opportunities for further learning |
| Year 9 | | | | | |
| Normans/Medieval Liverpool/Black Death | Tudors/Stuarts | The Slave Trade/Immigration/Empire/End of British Slavery | The Great War/Peace Settlement | The Rise of the Dictators after 1919 | Germany and the growth of democracy 1890-1945 |
| Identify significant events | Identify significant connections | Recognise contrasts | Draw contrasts | Identify trends | Understand trends over a period of time |
| Explore a range of perspective arguments | Explore contrasting arguments | Show awareness of variances in interpretation | Discover influencing factors within interpretations | Explore why and how contrasting arguments have happened | Explore why and how contrasting interpretations have occurred |
| Assessment Tasks | Assessment Tasks | Assessment Tasks | Assessment Tasks | Assessment Task | Assessment Tasks |
| Learners to complete assessments within their workbooks Learners will debate and discuss knowledge and understanding | Learners will develop book work and electronic evidence Learners will create and model some outcomes | Learners will utilise book and computer based media to develop their evidence portfolio | Learners will start to embrace audio evidence into their outcomes Learners will however produce a range of evidence medium outcomes | Learners will create portraits for differing leaders Learners will identify contributing factors | Learners will document influences on English culture and document their own perceptions |

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| Subject quizzes, targeted Q/A's and pair sharing | Learners will be given physical resources to model artifacts of interest | Learners will debate viewpoints and consider differing perspectives | Learners challenged on their geographical understanding | Learners will create their formatting of evidence to present their learning | Learners to utilise presentational media to frame outcomes |
| Personal Development/CEIAG | Personal Development/CEIAG | Personal Development/CEIAG | Personal Development/CEIAG | Personal Development/CEIAG | Personal Development/CEIAG |
| Looking at why we have the society structures of today | Understand the impacts of the reformation and how these have shaped our country today | Understanding racism in historical and current contexts | Recognise that prejudices can exist within and across societies | Looking at statistics percentages and case studies | Learn about democracy events and the country we live in today |
| Reading & Writing | Reading & Writing | Reading & Writing | Reading & Writing | Reading & Writing | Reading & Writing |
| Relate their own perspectives within their writing opportunities | Read texts and describe the impacts of events | Students will learn strategies for revising and editing their evidence outcomes | Recognise significant terminology and draw conclusions | Combine information and ideas from multiple sources. | Students will use strategies for revising and editing their evidence outcomes |
| Speaking & Listening | Speaking & Listening | Speaking & Listening | Speaking & Listening | Speaking & Listening | Speaking & Listening |
| Communicate clearly and effectively within the class context | Learners are to pitch their understanding events within the class context | Students will participate in debates to enhance their critical thinking. | Learners are to communicate conclusions and reasoning clearly and effectively | Tasks in small groups to consider how individuals came to power | Students will debate issues and topics to enhance their critical thinking. |
| Numeracy & Mathematical Reasoning | Numeracy & Mathematical Reasoning | Numeracy & Mathematical Reasoning | Numeracy & Mathematical Reasoning | Numeracy & Mathematical Reasoning | Numeracy & Mathematical Reasoning |
| Review statistical information and link into to descriptions | Consider numerical tables and graph representations of data and information | Recognise the statistical impacts of events within this historical context | Interpret graphs and diagrams, including pie charts, and draw conclusions | Represent a situation from the historical context and analyse it using mathematical procedures | Identify statistical impacts of events within this historical context |
| Creative Media | Creative Media | Creative Media | Creative Media | Creative Media | Creative Media |
| PCs, whiteboard and interactive media and games | PCs, whiteboard and interactive media including online videos | PC research facts and statistics relating to The Slave Trade/Immigration/Empire/End of British Slavery | PC to generate graphs and develop further research | PC to embrace interactive software and office applications | PC research facts and statistics relating to Germany and the growth of democracy 1890-1945 |

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