Curriculum Map - History 2026 - 27

CHAIGELEY EDUCATIONAL FOUNDATION
realising potential

Curriculum Rationale

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Intent

The History curriculum at Chaigeley School aims to inspire curiosity, deepen cultural understanding, and promote critical reflection on the world and its development over time. Our intention is to equip pupils with a secure understanding of significant events, individuals, and societal changes, enabling them to make informed connections between the past and the present.

The curriculum is designed to be inclusive, structured, and responsive to the needs of pupils with behavioural, emotional and social difficulties, supporting the school's broader ethos of nurturing emotional growth, providing stability, and enabling every learner to achieve their personal best.

Implementation

History is delivered as part of a broad and balanced curriculum that places equal emphasis on knowledge, skill development, and personal progression.

We recognise that students at Chaigeley benefit from a flexible and supportive approach, and our teaching reflects this.

Key features of our implementation include:

Engaging and relevant topics

Content is selected to capture students' interest and make learning meaningful, linking historical themes to modern life where possible.

Multi-sensory learning

Students access History through a range of methods including videos, images, discussion, storytelling and practical activities.

Enquiry-based approach

Lessons are built around key questions, encouraging students to think, explore and develop their own understanding.

Structured and supportive learning environment

Clear routines, consistent expectations and strong relationships help students feel safe and ready to learn.

Adapted teaching and personalised support

Learning is tailored to individual needs, with scaffolding, differentiation and targeted support to ensure progress for all.

Impact

Our History curriculum ensures that pupils develop essential analytical skills, cultural awareness, and a secure understanding of historical events and their significance. Pupils gain confidence in expressing their ideas, evaluating evidence, and forming reasoned conclusions—skills that support academic progress across the wider curriculum.

Through structured teaching, well-planned learning experiences, and a nurturing school environment, pupils develop the knowledge and skills needed to understand their place in society and to engage thoughtfully with the world around them.

The curriculum contributes meaningfully to pupils' personal, emotional and academic development, aligning with the school's commitment to realising each learner's potential.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	➢ **Autumn 1- Anglo Saxon Britain** ➢ Where The Anglos Saxons came from ➢ Kings- Alfred the Great ➢ Life in an Anglo Saxon village ➢ Law in Anglo Saxon Times ➢ Religion ➢ The Battle of Hastings	➢ **Autumn 2 – The Norman Conquest** ➢ Battle of 1066 ➢ Life under Norman rule ➢ The Bayeux Tapestry ➢ Rebellions against William ➢ The Doomsday book ➢ Norman castles	➢ **Spring 1- Religion in the Medieval times** ➢ The Feudal system ➢ The Manga Carta ➢ Castles ➢ The black death ➢ The peasants revolt ➢ Knights and weapons	➢ **Spring 2 - The Crusades** ➢ Origins of the Crusades ➢ Saladin and Richard the Lionheart ➢ Major Battles ➢ The Life of a crusader ➢ The impact of the Crusades	➢ **Summer 1 - The Tudors** ➢ The battle of Boswoth ➢ Henry VIII and his life ➢ The Reformation ➢ The reign of Edward VI ➢ 'Bloody' Mary 1st reign	➢ The Mali Empire, c.1235–1600 ➢ West African state and trade networks; ➢ Mansa Musa; ➢ Timbuktu as a centre of learning; ➢ wealth, belief, leadership and connections beyond Africa. ➢ Compare timelines with Britain.
Year 8	➢ **Autumn 1 – The Stuarts** ➢ James 1st ➢ Who was Guy Fawkes ➢ The reign of Charles 1st ➢ Causes of the English Civil war ➢ The English Civil war. ➢ Oliver Cromwell	➢ **Autumn 2– Oliver Cromwell and Charles 2nd** ➢ The trial of Charles 1st ➢ Life under Oliver Cromwell ➢ Restoration of the Monarchy ➢ Charles 2nd ➢ The Plague ➢ The Great fire of London ➢ The Act of Union.	➢ **Spring 1 - The slave triangle** ➢ The Middle Passage ➢ Slave resistance ➢ Life on plantations ➢ Harriet Tubman ➢ Abolition Introduction to the Industrial Revolution	➢ **Spring 2 – The British Empire** ➢ Why did Britain want an Empire? ➢ Life in the British Empire. ➢ What the Empire did for us? ➢ India the jewel in the crown of the empire. ➢ The fall of the Empire.	➢ **Summer 1 – The industrial revolution.** ➢ Causes of the Industrial Revolution: ➢ Population, factories. ➢ Life in towns and cities. ➢ Child labour. ➢ Schools ➢ Impact of the Industrial Revolution.	➢ **Summer 2 – World War 1** ➢ Short term causes of WW1 ➢ Recruitment in the First World War ➢ Women during the First ➢ Advancements of weapons World War ➢ The Battle of the Somme ➢ The Treaty of Versailles
Year 9	➢ **Autumn 1 - 1920's America** ➢ Life for black and native Americans. ➢ Life for immigrants ➢ Prohibition	➢ **Autumn 2 – World War 2 Part 1** ➢ The Treaty of Versailles ➢ Rise of the Nazi Party ➢ Blitzkrieg	➢ **Spring 1 – Word War 2 Part 2** ➢ Fighting in the Second World War ➢ Life for minorities in Germany	➢ **Spring 1 – Local history- Chaigeley school** ➢ Chaigeley school ➢ History of Lymm ➢ History of Warrington	➢ **Summer 1 – Britain in the 1960's** ➢ What happened in the 1960's? ➢ Radical changes, ➢ Music,	➢ **Summer 2 – The Vietnam war** ➢ Why America Joined the war. ➢ US tactics ➢ Vietcong Tactics

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