



History curriculum overview KS3

Topic	Theme: What is History?	Theme: Conquest (The Roman Empire)	Theme: Conquest (Medieval Realms)	Theme: Everyday life in the past (Medieval Realms)	Theme : The Americas /Plains Indians
	5 weeks	8 weeks	10 weeks	8 weeks	7 weeks
National curriculum links		The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066	The development of Church, state and society in Medieval Britain 1066-1509	The development of Church, state and society in Medieval Britain 1066-1509	
Assessment Task(s)	ASSESSMENT 1 Baseline assessment	ASSESSMENT 2 A03 SOURCE ANALYSIS Study the photograph (Source A) carefully: 1) What can you infer (find out) about the birth of Rome from the photograph. 2) How could you follow up Source A to find out more about the foundation (birth) of Rome. In your answer, you must give the question you would ask and the type of source you could use.	ASSESSMENT 3 'The main reason William I won the battle of Hastings was down to luck'. How far do you agree? Explain your answer. You may use the following in your answer: · Preparations made by William · William's brave and skilful leadership ASSESSMENT 4 A03 SOURCE ANALYSIS How useful are Sources A and B for an enquiry into 'What was the best way to attack a stone castle?' Explain your answer, using Sources A and B and your knowledge of the historical context.	ASSESSMENT 5: Murder of Thomas Becket Write a narrative account analysing the key events of 1162-1170 which led to the murder of Thomas Becket . You may use the following in your answer: · reasons why Henry II made Becket Archbishop of Canterbury · reasons why the two men started to argue · how the argument ended · You must also use information of your own	ASSESSMENT 6 How useful are Sources A and B for an enquiry into what happened when King Richard met Wat Tyler? Explain your answer, using Sources A and B and your knowledge of the historical context.
Key Knowledge	The Home Front World War 2	Foundation of Rome; Roman army and Conquest Verus the life of a gladiator Everyday life in Rome /Crime and Punishment	Claimants to the throne in 1066 • Battle of Stamford Bridge • Battle of Hastings • Why did William win? William's problems and solutions after 1066 • The Feudal System • The Domesday Book • Castles (assess)	Medieval Villages • Medieval Towns • Religion Murder of Thomas Beckett • Black Death • Crime and punishment • Peasants Revolt	<ul style="list-style-type: none"> ▪ Life on the plains e.g tipi, buffalo ▪ Indian way of life ▪ Conflict
Key Skills	<ul style="list-style-type: none"> · Evidence skills · Chronology · Anachronisms · Historical terminology 	Chronology Analysis of information Source analysis Causation and consequences	Knowledge and understanding Analysis of information Extended writing Significance and judgement Causation and consequences Change and continuity Source analysis	Knowledge and understanding Analysis of information Extended writing Causation and consequences Change and continuity Source analysis	Source analysis Analysis of information Source analysis Causation and consequences

Topic	Theme: The Tudors & Stuarts (Making of the United Kingdom)	Theme: The Tudors & Stuarts (Making of the United Kingdom & Elizabeth 1)	Theme: Industrial revolution (1750-1900)	Theme: Industrial revolution Theme: Victorian England (1750-1900)	Theme: The Americas (Transatlantic slave trade)
Length of topic (in weeks)	15	weeks	15	weeks	8 weeks
National curriculum links	The development of Church, state and society in Britain 1509-1745	The development of Church, state and society in Britain 1509-1745	Ideas, political power, industry and empire: Britain, 1745-1901	Ideas, political power, industry and empire: Britain, 1745-1901	Ideas, political power, industry and empire: Britain, 1745-1901
Assessment Task(s)	<p>ASSESSMENT 1 :Study the picture (Source A) carefully: 1)What can you infer (find out) about changes made to the church by Henry VIII from the picture?</p> <p>2) How could you follow up Source A to find out more about the Reformation (changes to the church) in England? In your answer, you must give the question you would ask and the type of source you could use.</p>	<p>ASSESSMENT 2 How useful are Sources A and B for an enquiry into whether Mary deserved her nickname ‘Bloody Mary’. Explain your answer, using Sources A and B and your knowledge of the historical context.</p>	<p>ASSESSMENT 3 How useful are Sources A and B for an enquiry into whether the trial of King Charles I was fair. Explain your answer, using Sources A and B and your knowledge of the historical context.</p>	<p>ASSESSMENT 4 <i>What made Josiah Wedgwood so successful?</i> Write a narrative account analysing the key events of <i>Josiah Wedgwood’s</i> life and explain why he became successful. You may use the following in your answer: · reasons how Josiah early life influenced him · his business ideas which made him rich · any setbacks he experienced</p> <p>ASSESSMENT 5 Explain why working and living conditions changed in industrial towns between 1800-1900. You may use the following in your answer: · The treatment of children in factories and growth of diseases like cholera in towns · The role of reformers who campaigned for change e.g Robert Owen and Lord Shaftesbury</p>	<p>ASSESSMENT 6 Study Interpretations 1 and 2. They give different views about attitudes towards slavery. Explain your answer, using details from both interpretations.</p>
Key Knowledge	<ul style="list-style-type: none"> Religious differences Henry V111 & the Reformation Did Mary deserve her nick-name (assess) Elizabeth 1 	<ul style="list-style-type: none"> Stuarts; Gunpowder plot Causes of the English Civil War The trial and execution of Charles 1 (assess) Restoration Witchcraft 	<ul style="list-style-type: none"> How did Britain change between 1750-1900 Why was British industry so successful? Who was Josiah Wedgewood ? 	<ul style="list-style-type: none"> What were working conditions like? Conditions in towns (assess) Voting reform Jack the Ripper (assess) London in late nineteenth century Victims Suspects 	<ul style="list-style-type: none"> Slavery The Triangular Trade The Middle Passage Life on the Plantations Abolition
Key Skills	Source analysis Analytical thinking Causation and consequence Change and continuity	Source analysis Analytical thinking Causation and consequence Change and continuity	Source analysis Analytical thinking Causation and consequence Change and continuity	Knowledge and understanding Analysis of information Extended writing Causation and consequences Change and continuity Source analysis	Knowledge and understanding Analysis of information Analysis of interpretations Extended writing

Topic	Theme :International Conflict (Era of WW1)	Theme :International Conflict (Era of WW1)	Theme: Democracy & Dictatorship (The Rise of evil)	Theme: Democracy & Dictatorship (The Rise of evil)	Theme: USA birth of a superpower
Length of topic (in weeks)	15	WEEKS	13	WEEKS	10 WEEKS
National curriculum links	Challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust, this could include	Challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust, this could include	Challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust, this could include	Challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust, this could include	At least one study of a significant society or issue in world history and its interconnections with other world developments
Assessment Task(s)	<p>Assessment 1: <i>What happened to Archduke Franz Ferdinand on 28th June 1914?</i> Write a narrative account analysing the key events of the assassination of the Archduke Franz-Ferdinand . You may use the following in your answer:</p> <ul style="list-style-type: none"> · <i>where the assassins came from and who supplied the weapons</i> · <i>how the first attempt failed</i> · <i>what happened after the assassination</i> 	<p>Assessment 2: How useful are Sources A and B for an enquiry into the effectiveness of new weapons introduced in WW1 to make a decisive breakthrough in trench warfare. Explain your answer, using Sources A and B and your knowledge of the historical context.</p>	<p>Assessment 3:‘Hitler was born a monster’. How far do you agree? Explain your answer. <i>You may use the following in your answer:</i> His relationship with his parents and school life Living rough in Vienna and being a soldier in WW1</p>	<p>Assessment 4: How useful are Sources A and B for an enquiry into the attitudes of young people towards the Hitler Youth Movement? Explain your answer, using Sources A and B and your knowledge of the historical context.</p>	<p>Assessment 5:Why did prohibition end in 1933? Explain your answer. <i>You may use the following in your answer:</i> Al Capone and organised criminals Lack of federal agents Assessment 6: Study interpretations 1 & 2. They give different interpretations about USA involvement in the Vietnam War. What is the mean difference between these interpretations ? Explain your answer, by using details from both interpretations</p>
Key Knowledge	<p><i>The British Empire</i> <i>Causes of World War One</i> <i>Assassination at Sarajevo (assess)</i> <i>The Schlieffen Plan</i></p>	<p><i>Battle of the Somme (assess)</i> <i>Trench Life</i> <i>Conscientious Objectors</i> <i>Home Front</i> <i>The Treaty of Versailles</i></p>	<p><i>What made Hitler evil?(assess)</i> <i>Rise of Hitler</i> <i>Why did so few Germans stand up to the Nazi’s?</i></p>	<p><i>Life in Nazi Germany</i> <i>What happened to Jewish people in Nazi Germany?</i> <i>The Holocaust</i></p>	<p><i>America in the 1920’s boom and bust (assess)</i> · <i>Civil rights in education</i> · <i>Key personalities—Martin Luther King, Malcolm X, JFK, etc.</i> · <i>Assassination of JFK.</i> <i>Why did the USA involved in Vietnam?</i> <i>Guerilla tactics</i> <i>USA tactics</i> <i>Peace protests (assess)</i> <i>USA terror at home and abroad (Twin Towers)</i></p>
Key Skills	<p>Source analysis Analytical thinking Causation and consequence Change and continuity</p>	<p>Knowledge and understanding Analysis of information Extended writing Causation and consequences Change and continuity Source analysis</p>	<p>Knowledge and understanding Analysis of information Extended writing Significance and judgement Causation and consequences Change and continuity Source analysis</p>	<p>Source analysis Analytical thinking Causation and consequence Change and continuity</p>	<p>Source analysis Analytical thinking Causation and consequence Change and continuity Analysis of interpretations</p>

KS3 non national curriculum units of work

- Year 7: What is history? (Introduction skill based module)
- Year 7: The Native Americans



History curriculum overview KS4

Topic	<u>Paper 1: Crime and Punishment</u>	<u>Paper 1: Crime and Punishment and historic environment (Whitechapel)</u>	<u>Paper 2: Early Elizabethan England 1553-88</u>	<u>Paper 2: Early Elizabethan England 1553-88</u>	<u>Paper 2 : Superpower relations & Cold War, 1941-91</u>
Length of topic (in weeks)	13 Weeks	4 Weeks	8	Weeks	3 weeks
Links to specification	A01 A02 Target: Analysis and evaluation of second order concepts: causation [A02]; Knowledge and understanding and understanding of features and characteristics [A01].	A01 A02 Target: Analysis and evaluation of second order concepts: causation [A02]; Knowledge and understanding and understanding of features and characteristics [A01]. Target: Analysis and evaluation of source utility. A03;	A01 A02 Target: Analysis and evaluation of second order concepts: causation [A02]; Knowledge and understanding and understanding of features and characteristics [A01].	A01 A02 Target: Analysis and evaluation of second order concepts: causation [A02]; Knowledge and understanding and understanding of features and characteristics [A01].	A01 A02 Target: Analysis and evaluation of second order concepts: causation [A02]; Knowledge and understanding and understanding of features and characteristics [A01].
Assessment Task(s)	Exam question once per week completed. Written feedback given for students to responds to. Knowledge clocks completed every two weeks and gaps in knowledge identified and acted on.	Mock exam. Written feedback given for students to responds to.	Exam question once per week completed. Written feedback given for students to responds to. Knowledge clocks completed every two weeks and gaps in knowledge identified and acted on.	Exam question once per week completed. Written feedback given for students to responds to. Knowledge clocks completed every two weeks and gaps in knowledge identified and acted on.	Exam question once per week completed. Written feedback given for students to responds to. Knowledge clocks completed every two weeks and gaps in knowledge identified and acted on.
Key Knowledge	c1000–c1500: Crime and punishment in medieval England (Anglo Saxon Blood Feud, Tithing, Hue & Cry Trial by Ordeal, Wergild ; Norman invasion (Forest Laws, benefit of the clergy, sanctuary) c1500–c1700: Crime and punishment in early modern England (heresy & treason, witchcraft, Bloody Code) c1700–c1900: Crime and punishment in eighteenth- and nineteenth century Britain (highway robbery, poaching, Tolpuddle Martyrs, Elizabeth Fry, Est. Of the MET, Transportation)	c1900–present: Crime and punishment in modern Britain (new crimes Conscientious Objectors, race crime, cyber crime, end of the death penalty) Whitechapel, c1870–c1900: crime, policing & the inner city (Jack the Ripper, slum housing, poverty, crime, H division, immigrants, alcoholism, workhouses)	Queen, government and religion, 1558–69 (Society & government, legitimacy, Religious Settlement 1559, Puritan challenge, threat from abroad, Papacy problems, relations with Mary Queen of Scots)	Challenges to Elizabeth at home and abroad, 1569–88 (Revolt of the Northern Earls; Ridolfi Plot; Throckmorton Plot; Babington Plot . Walsingham and spies; Execution of Mary Queen of Scots; Robert Dudley; the ‘singeing of the King’s beard’ Cadiz; Spanish Armada). Sir Francis Drake, Exploration and Colonisation of the Americas.	The origins of the Cold war (End of the Grand Alliance; breakdown of trust; The Truman Doctrine and the Marshall Plan; Cominform, Comecon and NATO; Germany and the Cold war; the arms race and the Warsaw Pact; Soviet control in Hungary; the Soviet invasion of Hungary, 1956)
Key Skills	Knowledge and understanding, Change and continuity, Analysis of information Extended writing Significance and judgement	Knowledge and understanding, Change and continuity, Analysis of information Extended writing Source analysis Interpretation	Knowledge and understanding, Change and continuity, Cause and consequence Similarity and difference, Extended writing Significance and judgement	Knowledge and understanding, Change and continuity, Cause and consequence Similarity and difference, Extended writing Significance and judgement	Knowledge and understanding, Change and continuity, Cause and consequence Similarity and difference, Extended writing Significance and judgement

History curriculum overview – Year 11 (KS4) Exam board: **EDEXCEL**

Topic	Paper 2 : Superpower relations & Cold War, 1941-91	Paper 3: Conflict at home & abroad; USA 1954-75	Paper 3: Conflict at home & abroad; USA 1954-75	Revision	GCSE EXAMS
Length of topic (in weeks)	10 weeks	11	weeks	9 weeks	
Links to specification	A01 A02 Target: Analysis and evaluation of second order concepts: causation [A02]; Knowledge and understanding and understanding of features and characteristics [A01].	A01 A02 Target: Analysis and evaluation of second order concepts: causation [A02]; Knowledge and understanding and understanding of features and characteristics [A01].	A01 A02 Target: Analysis and evaluation of second order concepts: causation [A02]; Knowledge and understanding and understanding of features and characteristics [A01] Target: Analysis and evaluation of source utility. A03; Target: Analysis of interpretations (why they differ) A04	A01 A02 Target: Analysis and evaluation of second order concepts: causation [A02]; Knowledge and understanding and understanding of features and characteristics [A01] Target: Analysis and evaluation of source utility. A03; Target: Analysis of interpretations (why they differ) A04	
Assessment Task(s)	Exam question once per week completed. Written feedback given for students to responds to. Knowledge clocks completed every two weeks and gaps in knowledge identified and acted on.	Mock exams (Paper 1 & 2) Written feedback given for students to responds to.	Exam question once per week completed. Written feedback given for students to responds to. Knowledge clocks completed every two weeks and gaps in knowledge identified and acted on. Mock exams (Paper 3) Written feedback given for students to responds to.	Revision lessons focusing on gaps in knowledge (Quizzes, flash cards, games, peer assessment, computer tests) Individual booster backs with past papers, mark scheme, practice exam questions and knowledge organisers.	
Key Knowledge	Cold War crises, 1958-70 (A divided Berlin; the Cuban Missile Crisis; Czechoslovakia & the Prague Spring; the Berlin Wall & US- Soviet relations; the consequences of the Cuban Missile Crisis; International reaction to Soviet measures in Czechoslovakia). The end of the Cold War, 1970-91 (Détente in the 70's; SALT 2 & the failure of détente; changing attitudes; new thinking & INF Treaty) Flashpoints (Soviet invasion of Afghanistan; Reagan & the 'Second Cold War') The Collapse of Soviet control (the loosening Soviet grip on Eastern Europe; the fall of the Berlin Wall; the end of the Cold War).	The development of the civil rights movement, 1954-60 (Segregation & Jim Crow Laws, Voting rights, NAACP & CORE. Brown v Topeka, Montgomery Bus Boycott, Emmet Till, Little Rock Nine, Civil Rights Act 1957, MLK, KKK Dixiecrats) Protest, progress and radicalism, 1960-75 (Greensorough, sit ins, Freedom Riders, MLK & freedom marches, Civil Rights Act 1964, Voting Rights Act 1965; Malcom X, Black Power, 1968 Mexico Olympics, Black Panthers; Riots Of 1967-8, assassination of MLK; Kerner report, progress of Civil Rights by 1975)	US involvement in the Vietnam War, 1954-75 (Dien Bien Phu, Domino Theory, Strategic Hamlet Programme, Gulf of Tonkin Resolution, guerrilla tactics, Operation Rolling Thunder, Search & Destroy, Tet Offensive, Vietnamisation Reactions to, and the end of, US involvement in Vietnam, 1964-75 (TY coverage of the war; My Lai Massacre, the trial of Lt Calley, Kent University shootings, 'silent majority' v the 'hard hats', peace negotiation 1972-3, Paris Peace Agreement 1973)	See paper 1,2 & 3 key knowledge	
Key Skills	Knowledge and understanding, Change and continuity, Cause and consequence Similarity and difference, Extended writing Significance and judgement	Source analysis Analytical thinking Causation and consequence Change and continuity Extended writing Analysis of interpretations	Source analysis Analytical thinking Causation and consequence Change and continuity Extended writing Analysis of interpretations	See paper 1,2 & 3 key knowledge	

Covid interventions

- All lessons in all year groups have designated knowledge recall activities in all lessons.
- In year ks3 substantive knowledge of history concepts like: democracy, dictatorship, invasion, civil war etc have been revisited to consolidate any missed learning.
- In year 11 extra time has been allowed to cover topics on paper 3 which were effected by time lost during the lockdown (The USA conflict at home and abroad).
- Furthermore in year 11 the unit of work for paper 2 (The Cold War 1941-91) been omitted from the 2021 exam).