




# History curriculum overview KS3

# History curriculum overview – Year 7 (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)	<p>Explain why the Romans invaded England (Diagnostic)</p> <p>(Assessment 1)</p> <p>Explain why the Roman army was successful?</p>	<p>Source inference-Julius Caesar (Diagnostic)</p> <p>(Assessment 2)</p> <p>Source inference-Gladiators</p> <p>Why did the Roman Empire collapse? (Judgement) (Diagnostic)</p> <p>(Assessment 3)</p> <p>Why did William win the Battle of Hastings?</p>	<p>Explain how William established Norman control of England (Diagnostic)</p> <p>(Assessment 4)</p> <p>Explain who was to blame for the murder of Thomas Becket?</p>	<p>Interpretation- Robin Hood (Diagnostic)</p> <p>(Assessment 5)</p> <p>Interpretation- Peasants Revolt/Magna Carta</p>	<p>Source inference-way of life (IPNA) (Diagnostic)</p> <p>(Assessment 6)</p> <p>Source inference-warfare (IPNA)</p>
Key Knowledge	Invasion of England.	<p><i>Foundation of Rome;</i></p> <p><i>Roman army and Conquest</i></p> <p><i>Verus the life of a gladiator</i></p> <p><i>Everyday life in Rome /Crime and Punishment</i></p>	<p><i>Claimants to the throne in 1066</i></p> <ul style="list-style-type: none"> <li>• Battle of Stamford Bridge</li> <li>• Battle of Hastings</li> <li>• Why did William win?</li> </ul> <p><i>William's problems and solutions after 1066</i></p> <ul style="list-style-type: none"> <li>• The Feudal System</li> <li>• The Domesday Book</li> </ul> <p>(Studied year 3 primary invaders &amp; settlers)</p> <ul style="list-style-type: none"> <li>• Castles (assess)</li> </ul> <p>(Castles studied year 1 primary)</p>	<p><i>Medieval Villages</i></p> <ul style="list-style-type: none"> <li>• Medieval Towns</li> <li>• Religion</li> </ul> <p><i>Murder of Thomas Beckett</i></p> <ul style="list-style-type: none"> <li>• Black Death</li> <li>• Crime and punishment</li> <li>• Peasants Revolt</li> </ul>	<ul style="list-style-type: none"> <li>▪ Life on the plains e.g tipi, buffalo</li> <li>▪ Indian way of life</li> <li>▪ Conflict</li> </ul>
Key Skills	<ul style="list-style-type: none"> <li>· Evidence skills</li> <li>· Chronology</li> <li>· Anachronisms</li> <li>· Historical terminology</li> </ul>	<p>Chronology</p> <p>Analysis of information</p> <p>Source analysis</p> <p>Causation and consequences</p>	<p>Knowledge and understanding</p> <p>Analysis of information</p> <p>Extended writing</p> <p>Significance and judgement</p> <p>Causation and consequences</p> <p>Change and continuity</p> <p>Source analysis</p>	<p>Knowledge and understanding</p> <p>Analysis of information</p> <p>Extended writing</p> <p>Causation and consequences</p> <p>Change and continuity</p> <p>Source analysis</p>	<p>Source analysis</p> <p>Analysis of information</p> <p>Source analysis</p> <p>Causation and consequences</p>

**Enrichment opportunities:** Film club every Wednesday at lunch time. Including films from the Roman Empire; Medieval Realms and the Americas (Spartacus, Ben Hur, Robin Hood, Dances with Wolves ) Meanwhile elsewhere homework, broadening curriculum (altering sources, revising new material etc)

## History curriculum overview – Year 8 (KS3)

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)	Source inference – Martin Luther/Reformation (Diagnostic)  Assessment 1 Source inference – Henry VIII	Was Mary I really a ‘bloody’ Queen? ” (Judgement) (Diagnostic)  Assessment 2 ‘Was the Spanish defeat of 1588 down to luck?’ (Judgement)  Interpretation – “Was Charles I a good king?” (Diagnostic)  Assessment 3 Interpretation – “Was Richard Arkwright the greatest inventor?”	Explain how Josiah Wedgwood became so successful. (Diagnostic)  Assessment 4 Explain how Shaftsbury and Owen reform society	Interpretation – “Was the Industrial revolution good or bad ?” (Diagnostic)  Assessment 5 Interpretation – “Were the Police to blame for Jack the Rippers elusiveness?”	Source Utility – Life on the plantations (Diagnostic)  Assessment 6 Source Utility – Abolishment of Slavery
Key Knowledge	<ul style="list-style-type: none"> <li>Religious differences</li> <li>Henry VI11 &amp; the Reformation</li> <li>Did Mary deserve her nick-name (assess)</li> <li>Elizabeth 1</li> <li>(Explorers primary year 1)</li> </ul>	<ul style="list-style-type: none"> <li>Stuarts; Gunpowder plot</li> <li>(Guy Fawkes primary year 2)</li> <li>Causes of the English Civil War</li> <li>The trial and execution of Charles 1 (assess)</li> <li>Restoration</li> <li>Witchcraft</li> </ul>	<ul style="list-style-type: none"> <li>How did Britain change between 1750-1900</li> <li>Why was British industry so successful?</li> <li>Who was Josiah Wedgewood ?</li> </ul>	<ul style="list-style-type: none"> <li>What were working conditions like?</li> <li>Conditions in towns (assess)</li> <li>Voting reform</li> <li>Jack the Ripper (assess)</li> <li>London in late nineteenth century</li> <li>Victims</li> <li>Suspects</li> </ul>	<ul style="list-style-type: none"> <li>Slavery</li> <li>The Triangular Trade</li> <li>The Middle Passage</li> <li>Life on the Plantations</li> <li>Abolition</li> </ul>
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
Enrichment opportunities:	Film club every Wednesday at lunch time. Including films from the Tudors, Victoria England & the Americas (Elizabeth, Cromwell, Victoria and Roots) Meanwhile elsewhere				



# History curriculum overview – Year 9 (KS3)



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)	Explain why Britain needed an Empire (Diagnostic)  <b>Assessment 1</b> Explain the main causes of WW1?	Source inference- weapons WW1 (Diagnostic)  <b>Assessment 2</b> Source inference-DORA/Propaganda	Why did the USA experience a boom in the 1920s? (Diagnostic) <b>Assessment 3</b> Why was a prohibition a failure?  Interpretation- Hoover and FDR (Diagnostic) <b>Assessment 5</b> Interpretation- ‘Were the USA justified in dropping the atomic bomb’.	‘The Treaty of Versailles was harsh on Germany’. How far do you agree? (Judgement) (Diagnostic)  <b>Assessment 4</b> ‘Hitler was born evil’. How far do you agree?	Utility-Race relations (Diagnostic)  <b>Assessment 6</b> Source utility- terrorism
Key Knowledge	<i>The British Empire</i> <i>Causes of World War One</i> <i>Assassination at Sarajevo (assess)</i> <i>The Schlieffen Plan</i>	<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>	<i>Economic boom</i> <i>Mass production</i> <i>Advertisement</i> <i>Assembly lines</i> <i>Prohibition (assess)</i> <i>The Jazz Age</i> <i>The Great Depression</i> <i>FDR and the New Deal</i> <i>Pearl Harbour</i> <i>The dropping of the atomic bomb</i>	<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>  <i>What happened to Jewish people in Nazi Germany?</i> <i>The Holocaust</i>	<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>
Key Skills	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 Extended writing Significance and judgement Causation and consequences Change and continuity Source analysis	Source analysis Analytical thinking Causation and consequence Change and continuity	Source analysis Analytical thinking Causation and consequence Change and continuity Analysis of interpretations

**Enrichment opportunities: Film club every Wednesday at lunch time. Including films from the WW1 , Democracy & Dictatorship, USA (All Quiet on the Western Front; The Rise of Evil; Bugsy Malone; Forest Gump**  
**Whole school assemblies for Remembrance Sunday and Holocaust Memorial Week.**

# KS3 non national curriculum units of work

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

Primary links



# History curriculum overview KS4

<b>Topic</b>	<b><u>Paper 2 : Superpower relations &amp; Cold War, 1941-91</u></b>	<b><u>Paper 2 : Superpower relations &amp; Cold War, 1941-91</u></b>	<b><u>Paper 2: Early Elizabethan England 1553-88</u></b>	<b><u>Paper 2: Early Elizabethan England 1553-88</u></b>	<b><u>Paper 1:Crime and Punishment</u></b>
<b>Length of topic (wks)</b>	5 weeks	5 weeks	5 weeks	5 weeks	11 weeks
<b>Links to specification</b>	A01 A02 <b>Target:</b> Analysis and evaluation of second order concepts: causation <b>[A02]</b> ; Knowledge and understanding and understanding of features and characteristics <b>[A01]</b> .	<b>A01 A02 Target:</b> Analysis and evaluation of second order concepts: causation <b>[A02]</b> ; Knowledge and understanding and understanding of features and characteristics <b>[A01]</b> .	A01 A02 <b>Target:</b> Analysis and evaluation of second order concepts: causation <b>[A02]</b> ; Knowledge and understanding and understanding of features and characteristics <b>[A01]</b> .	A01 A02 <b>Target:</b> Analysis and evaluation of second order concepts: causation <b>[A02]</b> ; Knowledge and understanding and understanding of features and characteristics <b>[A01]</b> .	A01 A02 <b>Target:</b> Analysis and evaluation of second order concepts: causation <b>[A02]</b> ; Knowledge and understanding and understanding of features and characteristics <b>[A01]</b> .
<b>Assessment Task(s)</b>	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.	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.	<b>Diagnostic 16 mark Anglo-Saxon crime prevention</b> <b>Assessment 16 mark Anglo-Saxon &amp; Norman crime prevention</b> <b>Diagnostic 16 mark 1500-1900 law enforcement</b> <b>Assessment 16 mark Policing 1800-20thc</b> <b>Diagnostic 12 mark 1500-1700 punishment</b> <b>Assessment 12 mark Crime 1500-1700</b> <b>Diagnostic 12 mark Highway robbery</b> <b>Assessment 12 mark Changing attitudes and society 1900-present day</b>
<b>Key Knowledge</b>	<b>The origins of the Cold war</b> (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)	<b>Cold War crises, 1958-70</b> (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). <b>The end of the Cold War, 1970-91</b> (Détente in the 70's; SALT 2 & the failure of détente; changing attitudes; new thinking & INF Treaty) <b>Flashpoints</b> (Soviet invasion of Afghanistan; Reagan & the 'Second Cold War') <b>The Collapse of Soviet control</b> (the loosening Soviet grip on Eastern Europe; the fall of the Berlin Wall; the end of the Cold War). <b>(Invaders year 3 primary)</b>	<b>Queen, government and religion, 1558–69</b> (Society & government, legitimacy, Religious Settlement 1559, Puritan challenge, threat from abroad, Papacy problems, relations with Mary Queen of Scots)	<b>Challenges to Elizabeth at home and abroad, 1569–88</b> (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. <b>(Explorers primary year1)</b> <b>(Invaders &amp; settler's primary year 3)</b>	<b>c1000–c1500: Crime and punishment in medieval England</b> (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) <b>(Anglo- Saxon primary year 4)</b> <b>(Guy Fawkes primary year 2)</b> <b>c1700–c1900: Crime and punishment in eighteenth- and nineteenth century Britain</b> ( highway robbery, poaching, Tolpuddle Martyrs, Elizabeth Fry, Est. Of the MET, Transportation)
<b>Key Skills</b>	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	Knowledge and understanding, Change and continuity, Cause and consequence Similarity and difference, Extended writing Significance and judgement	Knowledge and understanding, Change and continuity, Analysis of information Extended writing Significance and judgement

Topic	<u>Paper 1: Crime and Punishment and historic environment (Whitechapel)</u>	Paper 3: Conflict at home & abroad; USA 1954-75	Paper 3: Conflict at home & abroad; USA 1954-75	Revision	GCSE EXAMS
Length of topic (wks)	2 weeks	5 weeks	5 weeks	10- 15 weeks	
Links to specification	A01 A02 <b>Target:</b> Analysis and evaluation of second order concepts: causation <b>[A02]</b> ; Knowledge and understanding and understanding of features and characteristics <b>[A01]</b> . <b>Target:</b> Analysis and evaluation of source utility. <b>A03</b> ;	<b>A01 A02 Target:</b> Analysis and evaluation of second order concepts: causation <b>[A02]</b> ; Knowledge and understanding and understanding of features and characteristics <b>[A01]</b> .	A01 A02 <b>Target:</b> Analysis and evaluation of second order concepts: causation <b>[A02]</b> ; Knowledge and understanding and understanding of features and characteristics <b>[A01]</b> <b>Target:</b> Analysis and evaluation of source utility. <b>A03</b> ; Target: Analysis of interpretations (why they differ) <b>A04</b>	A01 A02 <b>Target:</b> Analysis and evaluation of second order concepts: causation <b>[A02]</b> ; Knowledge and understanding and understanding of features and characteristics <b>[A01]</b> <b>Target:</b> Analysis and evaluation of source utility. <b>A03</b> ; Target: Analysis of interpretations (why they differ) <b>A04</b>	
Assessment Task(s)	Diagnostic 8 mark policing Assessment 8 mark immigration	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.	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	<b>c1900–present: Crime and punishment in modern Britain</b> (new crimes Conscientious Objectors, race crime, cyber crime, end of the death penalty) <b>Whitechapel, c1870–c1900: crime, policing &amp; the inner city</b> ( Jack the Ripper, slum housing, poverty, crime, H division, immigrants, alcoholism, workhouses) (Britain since 1948 primary year 6)	<b>The development of the civil rights movement, 1954–60</b> (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) <b>Protest, progress and radicalism, 1960–75</b> ( 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)	<b>US involvement in the Vietnam War, 1954–75</b> (Dien Bien Phu, Domino Theory, Strategic Hamlet Programme, Gulf of Tonkin Resolution, guerrilla tactics, Operation Rolling Thunder, Search & Destroy, Tet Offensive, Vietnamisation <b>Reactions to, and the end of, US involvement in Vietnam, 1964–75</b> (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, Analysis of information Extended writing Source analysis Interpretation	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	