

**Key Stage 3 Curriculum Map: History**

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7		<b>Theme:</b> Power and Society <b>Key Question:</b> What was it like to live in Britain before 1558?					
		<b>Unit 1:</b> What was Britain like before 1066?	<b>Unit 2:</b> Did the Normans bring a "truckload of trouble"?	<b>Unit 3:</b> Were the Middle Ages "miserable & measly"?	<b>Unit 4:</b> How powerful were Medieval monarchs?	<b>Unit 5:</b> How did the East impact the West?	<b>Unit 6:</b> Who were the Tudors?
		<b>Causation</b>	<b>Interpretations</b>	<b>Multi-Factor Causation</b> MYA	<b>Source Work</b>	<b>Significance</b> EYA	<b>Change and Continuity Debate</b>
		1. What is History? 2. Who were the First Britons? 3. What was Anglo-Saxon life like? 4. How should Anglo-Saxon women be remembered? 5. How did the Anglo-Saxons resist the Vikings? 6. Who should've become King in 1066? 7. What happened during the Year of Crisis? 8. Why did William win the Battle of Hastings? 9. MILESTONE 10. FEEDBACK	1. Introduction to Simon Schama 2. Why did the Saxons rebel: Taxes and Domesday Book 3. Why did the Saxons rebel: Feudal System 4. Harrying of the North 5. Castles: Symbols of cruelty or peace? 6. MILESTONE 7. FEEDBACK	1. Medieval England: Introduction 2. Medieval England: Religion and Law 3. Medieval England: Towns and Villages 4. What was the Black Death? 5. What was the impact of the Black Death? 6. What was the Peasant Revolt? 7. What was the impact of the Peasant Revolt? 8. MILESTONE/FEEDACK	1. Matilda and Henry II 2. Thomas Becket 3. King John 4. How significant was the Magna Carta? 5. MILESTONE 6. FEEDBACK	1. What were the Crusades? 2. What was the relationship like between crusaders? 3. What was the significance of the Crusades 4. What were the Silk Roads? 5. Medieval Baghdad 6. Who was Mansa Musa? 7. What was Mansa Musa's legacy? (MILESTONE PERFORMANCE)	1. What was the War of the Roses? 2. Who were the Black Tudors? 3. Who was Henry VIII? 4. Who were "the Six"? 5. What was the Reformation? 6. Who was Bloody Mary? 7. MILESTONE
		Why did William win the Battle of Hastings?	How far do you agree with Schama's interpretation?	How and why was the Crown challenged in 1381?	How and why do sources differ about King John?	What was Mansa Musa's Legacy?	How tumultuous was the Tudor period?
		<b>Rationale:</b> In Year 7, students need to acquire a concrete understanding of Medieval History and an awareness of the wider world. It will prepare students and lay the foundations for Year 8 History, establishing and embedding key substantive concepts such as monarchy and religion. This will contribute to schema-building and enable students to access future content. These six units will also allow students to develop their mastery of disciplinary concepts and equip them with critical analysis, evaluation, and communication skills.					
		<b>Intent:</b> To provide students with a broad and diverse understanding of the Medieval World; to develop secure chronological understanding of the Medieval period; to begin embedding and developing disciplinary skills; to ensure students understand the fluctuating nature of power (both of monarchs and society); to ensure students recognise the importance of religion in Medieval society; to ensure students acknowledge the connections which existed between different areas of the Medieval World.					
		<b>Substantive Content:</b> Religion, Monarchy, Hierarchy, Authority, Economy, Politics, Society, Feudal, Conflict, Pilgrimage, Revolution, Invasion, Power, Trade, Migration, Conquest					

## Key Stage 3 Curriculum Map: History

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Year 8</b>	<b>Theme: Empire and Exploration</b> <b>Key question: Why was the UK so powerful by 1900?</b>							
	<b>Unit 1:</b> Why were the Tudors eager travellers?		<b>Unit 2:</b> How did slavery begin and end?		<b>Unit 3:</b> Why build an empire?		<b>Unit 4:</b> Why did the IR happen in Britain?	
	<b>Causation / Sources</b>		<b>Interpretations</b>		<b>Causation / Interpretation</b>		<b>Similarity &amp; Difference</b>	
	1. What was Britain like in 1558? 2. What do the portraits of Elizabeth I tell us about her and England? 3. Milestone: How did Elizabeth I want people to see her? (source work) 4. Feedback 5. What does life in Tudor tell England tell us about travel in the 16 <sup>th</sup> Century? 6. Sir Francis Drake and the Sea Dogs. 7. Why was setting up a colony in America so difficult? 8. Why was Elizabeth I known as Sultana Isabel? 9. Why did Elizabeth I send soldiers to Ireland? 10. Milestone: Why did the Elizabethans travel? 11. Feedback		1. What was precolonial Africa like? 2. How did the Slave Trade start? 3. What were the experiences of slavery? 4. How and why do Historians disagree about how the reasons for the abolition of the slave trade: Hero? 5. How and why do Historians disagree about the reasons for the abolition of the slave trade: money? 6. How and why do Historians disagree about the reasons for the abolition of the slave trade: Slave rebellion? 7. How and why do Historians disagree about the reasons for the abolition of the slave trade: ordinary people? 8. Why is studying about the slave trade so challenging and important? 9. Milestone 10. MYA Feedback Lesson		1. What was the British Empire and why are we studying it? 2. Why did the British Empire grow? 3. Why was India the Jewel in the crown? 4. Why did the British build a colony in Australia and Canada? 5. Why did the British 'scramble for Africa'? 6. Who were the winners and losers of the Empire? 7. Was Cecil Rhodes' interpretation of the British Empire accurate? 8. Milestone 9. Feedback 10. EYA Feedback lesson		1. Why did Britain become the workshop of the world? 2. To what extent could pre-industrial Britain be described as rural bliss? 3. How far did the Industrial revolution benefit Manchester? 4. Why were factory owners described as 'human vampires'? 5. Why was Manchester described as 'hell on earth'? 6. How did the Industrial Revolution result in change? 7. Peterloo 8. Political 9. Milestone 10. Feedback	
	How did Elizabeth I want people to see her?		Why do historians argue about the reasons why slavery ended in 1807?		How accurate is Cecil Rhodes' interpretation of the British Empire?		How did the Industrial Revolution transform Britain?	
	<b>Curriculum Rationale:</b> In Year 8, students need to acquire an understanding of the story of exploration and empire building. They should understand the impact on the British people as well as the impact it had in other parts of the world. It will prepare students and lay the foundations for Year 9 History , establishing the role Britain played and embedding key substantive concepts such as Empire. This will contribute to schema-building and enable students to access future content. These four units will also allow students to develop their mastery of disciplinary concepts and equip them with critical analysis, evaluation, and communication skills.							
<b>Curriculum Intent:</b> To provide students with an understanding of the widening world and the role Britain played; to develop secure chronological understanding of the rivalry and development of Empires and further embed and develop disciplinary skills; to ensure students understand the motives behind the actions of individuals and nations and how they perceived over time; to ensure students recognise the importance of power, status and money in society and its impact on individuals and regions across the UK which led to the position of the UK in 1900.								
<b>Substantive Content:</b> Empire, Religion, Monarchy, Authority, Economy, Politics, Society, Slavery, Conflict, Revolution, Invasion, Power, Trade, Migration								

## Key Stage 3 Curriculum Map: History

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 8	<b>Theme:</b> Conflict and Persecution <b>Key Question:</b> How and why did Britain's global status change?							
	<b>Unit 1:</b> How and why did WW1 change Britain and its people?		<b>Unit 2:</b> What impact did WW1 have on Britain and the World after it was over?		<b>Unit 3:</b> What did WW2 create?		<b>Unit 4:</b> How did WW2 change Britain?	
	Causes & Consequences Dec: MY Assessment		Interpretations		Source work/Oracy/Literacy		June EOY Assessment	
	<b>Causes of WW1</b> 1. What was Britain's place in the world in 1901? 2. What caused the war to end all wars? How did a sandwich lead to war?		<b>Consequences of WW1: Social</b> 1. How did WW1 change the fortunes of women? 2. Were the Suffragettes 20th century terrorists? 3. Milestone 4. Feedback 5. Did WW1 start a revolution / What happened to the Romanovs?		<b>WW2: end and Holocaust</b> 1. Why did WW2 begin? 2. Why did WW2 end? 3. What was pre-WW2 life like for Jewish people? 4. What is anti-Semitism? 5. Why did anti-Semitism increase? 6. How did the outbreak of WW2 impact Jewish people? 7. Who were Battalion 101? 8. What was the Final Solution? 9. What happened to people in death camps? 10. How did Jewish people resist the Holocaust?		1. How and why did the British lose their Empire? (Africa and India) 2. Why did immigration increase after WW2? 3. What was life for the Windrush generation after they arrived in the UK after WW2? 4. Who was Paul Downing? How does their story help explain attitudes in Britain in the 21st century? 5. Was Britain equal by 1980? Migration. 6. Milestone/Exam 7. Feedback	
	<b>Fighting and Living in the War</b> 3. Why did some men join up to fight and why did some refuse? 4. What was trench life like? 5. What was trench warfare like? 6. How did the soldiers of the British Empire help Britain win WW1? Why do they seem to have been left out of the story? 7. Were the soldiers of WW1 looked after well? 8. Did WW1 revolutionise medicine? 9. Why did the war end in 1918? What impact did the Peace have? 10. Milestone 11. Feedback		<b>Interwar Years: Dictators / Political</b> 1. What are the features of a dictatorship? 2. What are the key features of Mussolini's dictatorship? 3. What were the key features of Stalin's dictatorship? 4. What were the features of Mao's dictatorship? 5. What were the features of Hitler's dictatorship? 6. Milestone 7. Feedback		<b>WW2: Cold War</b> 1. What was the impact of the Atomic Bomb? 2. Was the atom bomb being dropped justifiable? 3. Milestone 4. Feedback 5. What was the cold war? 6. How and why did the Cold war develop / What were the hot spots of the cold war?			
	Explain why both France and Germany hated the Treaty of Versailles?		Were the Suffragettes early terrorists?		Debate: Was the dropping of the Atomic Bomb on Japan justifiable?		EOY Assessment	
	<b>Rationale:</b> In Year 9, students need to acquire a concrete understanding of how the country and the World that we live in has changed since the start of the 20 <sup>th</sup> Century. It will allow them to track Britain's decline from the greatest power in the World at the start of the century to their current regional power status. They will also be able to develop their understanding of different styles of political power, looking at how and why democracy can be replaced by dictatorship and grasp what it would be like to experience life under these different models. Students will also learn how conflict and political power can be used to persecute different areas of society within countries and across continents. This allows them to develop their knowledge of British power and how it is connected to power across the globe as an extension to their learning in Year 8 and, also, connects into aspects of the GCSE in KS4 such as Medicine and the two units that make up Paper 1, establishing and embedding key substantive concepts such as democracy, status and deterrence. These four units will also allow students to develop their mastery of disciplinary concepts and equip them with critical analysis, evaluation, and communication skills.							
	<b>Intent:</b> To provide students with a broad and diverse understanding of the Modern World; to develop secure chronological understanding of the 20 <sup>th</sup> Century; to further embed and developing disciplinary skills with a view to preparing students for GCSE requirements; to ensure students understand the fluctuating nature of power (both of monarchs, dictators and those democratically elected and society, identifying those that are included and excluded); to ensure students recognise the importance of ideology and power and how it is gained, lost and wielded; of the continued impact of war in Modern society; to ensure students acknowledge the connections which existed and still exist between different areas of the World that we live in today.							
<b>Substantive Content:</b> Alliances, Militarism, International treaties, Democracy, Dictatorship, Imperial and Global status, persecution, deterrence, revolution, feminism, holocaust, equality								