



History Key Stage 3 Curriculum Overview

Key Stage 3 Curriculum Journey: History

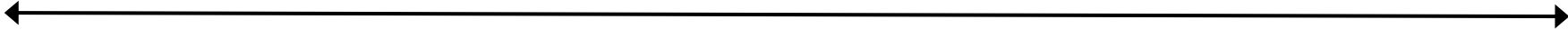
Year 7	<div> <div>Week 1</div> <div>←</div> <div>→</div> <div>Week 39</div> </div>				
	<i>What is history?</i>	<i>How did the Romans change Britain?</i>	<i>Why was England a battlefield?</i>	<i>What was life like in the Middle Ages?</i>	<i>Was 1348 the end of the world?</i>
Key content (know that...Know how...)	<p>Students will focus on historical language and how chronology works</p> <p>Students will know how to use historical language and understand the key terms. They will also know how to put events in chronological order.</p>	<p>The beginnings of Rome, why the Romans had such a successful army, life as a Roman, the invasion of Britain and response of Boudicca, how the Romans changed Britain.</p> <p>Students will know about the origins of the Roman empire and study the reasons for the invasion of Britain and how this shapes the Britain we live in today.</p>	<p>1066, the Claimants to the throne, the Battles of Fulford, Stamford Bridge and Hastings, Feudalism, the Domesday Book, Castles.</p> <p>Students will be able to value the significance of key events such as the Norman conquest and the consequences that it had on England.</p>	<p>The Medieval Church, towns, the role of the knight, Medieval pastimes, Empress Matilda, the Crusades, King John, The Magna Carta</p> <p>Students will study society during the period and the role of the Church in daily life. They will also discover the early stages of democracy and the British legal system. Including local study on Wigan receiving a town charter.</p>	<p>The Black Death – causes, symptoms, treatments, how it spread, short term consequences, long term consequences (Peasant's Revolt)</p> <p>Students will understand how Black Death spread throughout Europe in the 14th century and what treatments were used. They will also focus on the theme of protest and how Peasant's tried to improve their rights.</p>
Prior Knowledge	<p>Students have developed an awareness of the past in primary school and will be able to use common words and phrases relating to the passing of time.</p>	<p>At primary school some will have studied the Romans at primary school.</p>	<p>At primary school some will have studied the Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and therefore have an understanding of what Britain was like at the start of 1066.</p>	<p>Students will know that the Romans brought the Christian religion to Britain and how the monarchy works.</p>	<p>Students will already know the role religion played in everyday life and how these influenced treatments of Black Death. You will have also looked at protest when you studied Magna Carta.</p>

KS3 National Curriculum Links			KS3 National Curriculum for History Page 2. The development of Church, state, and society in Medieval Britain 1066-1509.	KS3 National Curriculum for History Page 2. The development of Church, state, and society in Medieval Britain 1066-1509.	KS3 National Curriculum for History Page 2. The development of Church, state, and society in Medieval Britain 1066-1509.
Assessments	Baseline assessment. Students will be assessed on their knowledge of key historical terms and concepts, such as chronology, AD and BC. Students will be assessed on their knowledge of primary sources.	<p>Why did the Romans invade Britain diagnostic feedback point. Students will be assessed on their knowledge of the reasons for the Roman invasion and will be assessed on the judgement they form.</p> <p>How did the Romans change Britain assessment. Students will be assessed on their opinion about how the Romans impacted and changed Britain and will use knowledge to justify their opinion.</p>	<p>Claimants to the throne diagnostic feedback point. Students will be assessed on their explanation skills and knowledge about the contenders for the throne and will be able to explain their opinion.</p> <p>Battle of Hastings assessment. Students will be assessed on their knowledge of the events of 1066 and the importance of these events. Students</p>	<p>Medieval everyday life diagnostic feedback point. Students will be tested on their knowledge about different aspects of Medieval life, such as what life was like for people in towns and villages and the importance of religion.</p> <p>Fun in the Middle Ages assessment. Students will be assessed on their knowledge of life and fun in the Medieval era and will be assessed on their second order concepts, such as their opinion on life in the Middle Ages.</p>	End of year assessment. Students will be assessed on knowledge from the course of Y7. Students will be tested on their knowledge learnt over the course of the year. Students will be assessed on all knowledge learnt, including the Romans, the key individuals and events of 1066, life in the Middle Ages, including religion, entertainment and life in towns, as well as the Crusades and the Black Death.

Year 8	<div> <div>Week 1</div> <div>← 39 →</div> <div>Week</div> </div>						
	<i>Was Henry VIII a good king?</i>	<i>Why did the English fight the English?</i>	<i>Who benefitted from the British Empire?</i>	<i>Would you have survived the Industrial Revolution?</i>	<i>Who had political power in the 19th century?</i>	<i>What was it like to be involved in the slave trade?</i>	<i>Was the Civil Rights Movement a success?</i>
Key content (know that...Know how...)	<p>The beginning of the Tudor reign, Henry VIII as king, the Protestant Reformation, Edward as the 'Boy King', Mary I, Elizabeth I, the Black Tudors, and Tudor entertainment.</p> <p>Students will know how the reign started and developed between the five Tudor monarchs. Students will be able to examine the religious changes and developments within England from each monarch. Students will understand Tudor society and its long-term impact upon Britain.</p>	<p>The beginning of the Stuart dynasty, the Gunpowder plot, causes of the English Civil War, key battles and soldiers, the execution of Charles I and Cromwell as Lord Protector.</p> <p>Students will understand what a civil war is and how England became divided. Students will examine the power of the Monarchy and Parliament. Students will investigate warfare and battles from the 1600s as well as studying local history with the Battle of Wigan Lane.</p>	<p>Reasons why Britain wanted an Empire, India and its invasion, Indian mutiny, Indian independence, successes, and failures of the British Empire, Windrush, the legacy of the Empire.</p> <p>Students will know how the Britain expanded their Empire, including India as a colony. Students will examine the growth and decline of the British Empire. Students will learn about HMS Windrush and the legacy of the British Empire.</p>	<p>New inventions, factory conditions, public health, crime and punishment, Wigan during the Industrial Revolution, The Canonical Five and the suspects of Jack the Ripper.</p> <p>Students will study how work and society developed from an agrarian society to an industrial society. Students will learn the key developments that have helped that change. Students will look at the working, social and health conditions of the people. Students will also study Wigan as part of a local study.</p>	<p>Peterloo, Chartists, Luddites, the Suffragettes and the Suffragists, the debate around the Suffragettes as a terrorist group, the work of women in WW1.</p> <p>Students will know how the fight to get political rights developed over times and over movements. Students will know how women fought for the vote and the work they did to get the right to vote. Students will understand the long-term impact of this action on Britain.</p>	<p>Africa before slavery, the Middle Passage, plantations, Liverpool's role in the slave trade, rebellions, Harriet Tubman, abolition of slavery in Britain and in the USA.</p> <p>Students will know how life in Africa was before European. Students will know how enslaved people were treated and will learn about their lives and experiences. Students will study the abolition slavery and know how slavery was abolished in Britain and the USA. Students will study local history with a study on Liverpool.</p>	<p>The Jim Crow Laws, key individuals such as Rosa Parkes and Martin Luther King Jr. Key parts of the CRM such as Greensboro sit-ins and the march on Washington.</p> <p>Students will know how life was for black Americans under Jim Crow segregation laws. Students will know about the work of key individuals within the Civil Rights Movement. Students will know about what was happening in Britain around this time.</p>

Prior Knowledge	Students have studied the monarchy and its power with Edward the Confessor and the Battles fought due to the succession crisis and have an understanding on how the line of succession works. Students have learnt about different aspects of Medieval life, especially religion and its importance to life in Medieval England.	Students have studied the Tudor family as rulers and the idea that they ruled as monarchs with Parliament being more advisory than central to decision making. Students have learnt about battles and warfare in year 7. Students will examine life under Cromwell and be able to link this to how it was different to Medieval and Tudor life.	Students will have studied the Roman Empire and the idea of an Empire in Y7, so this will be built upon and developed. The concept of power, control and government will be developed and built upon from Y7 and also from the Tudor and English Civil War topics taught at the beginning of the Y8.	Students will have studied the idea of society within the Tudor time period and this will be developed and expanded upon with looking at how society changed and became more industrialised. Students will have been taught about the British Empire and this will be linked to the development of factories.	Students will have studied the role of the working-classes within society in the 1800s and this topic will develop and deepen this knowledge by focusing on politics.	Students will have learnt about Black Romans and Black Tudors. Students will have learnt about the British Empire and the development of industry and this will be linked back to due to the importance of all three and the link they have with each other.	Students will have learnt about the view in Britain and Europe towards black people and this will be developed upon. Students will have studied the abolition of slavery in the USA and the American Civil War. Students will have learnt about the fight for the vote in Britain.
KS3 National Curriculum Links	KS3 National Curriculum for History. Page 2. The development of Church, state and society in Medieval Britain 1066-1509. Page 3. The development of Church, state and society in Britain 1509-1745.	KS3 National Curriculum for History. Page 3. The development of Church, state and society in Britain 1509-1745.	KS3 National Curriculum for History. Page 3. The development of Church, state and society in Britain 1509-1745.	KS3 National Curriculum for History. Page 4. Ideas, political power, industry and empire: Britain, 1745-1901. Page 4. Ideas, political power, industry and empire: Britain, 1745-1901. Challenges for Britain, Europe and the wider world 1901 to the present day.	KS3 National Curriculum for History. Page 4. Ideas, political power, industry and empire: Britain, 1745-1901. Challenges for Britain, Europe and the wider world 1901 to the present day.	KS3 National Curriculum for History. Page 4. Ideas, political power, industry and empire: Britain, 1745-1901.	KS3 National Curriculum for History. Page 5. At least one study of a significant society or issue in world history and its interconnections with other world developments.

Assessments	<p>Henry VIII assessment. Students will be assessed on their knowledge of the start of the Tudor reign and Henry VIII's reign. Students will be assessed on their knowledge about why Henry VIII left the Catholic Church. Students will also be assessed on their knowledge of Henry VIII as a good or bad king.</p> <p>Diagnostic feedback on entertainment in Elizabethan England. Students will be assessed on their knowledge of life and entertainment.</p>	<p>Diagnostic feedback on the New Model Army. Students will be assessed on their knowledge of the New Model Army and on their knowledge of interpretations.</p>	<p>Diagnostic feedback on Gandhi. Students will be assessed on their knowledge of Gandhi's passive resistance, specifically the Salt March, and primary sources.</p> <p>British Empire assessment. Students will be assessed on their knowledge on the British Empire and their knowledge on who the British Empire benefitted, which they will need to be able to explain their opinion on.</p>	<p>Diagnostic feedback on public health. Students will be assessed on their knowledge about key individuals who helped improve public health. Students will have to form and explain a judgement on who they believe was the most important.</p> <p>Industrial Revolution assessment. Students will be assessed on their knowledge on how the Industrial Revolution impacted people and what life was like for people during this time.</p>	<p>Political power assessment. Students will be assessed on the groups who were fighting for their right to vote. Students will be assessed on the knowledge of these groups and their methods. Students will be assessed on the effectiveness of the methods used to gain women the right to vote.</p>	<p>Diagnostic feedback on slave rebellions. Students will examine the effectiveness of slave rebellions. Students will be assessed on their knowledge about rebellions and be assessed on how they explain their opinion.</p> <p>End of year assessment. Students will be assessed on what they have learnt in Y8. This includes the Tudor monarchs, life in Tudor England, the English Civil War, the creation and expansion of the British Empire, the Industrial Revolution, groups who fought for the right to vote and the Transatlantic Slave Trade.</p>	<p>Diagnostic feedback on bus boycott. Students will be assessed on their knowledge of Rosa Parks' actions during her bus boycott.</p>
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Year 9	Week 1 <div>  </div>						Week 39
	<i>What caused World War One?</i>	<i>What was WW1 like?</i>	<i>What was America like in the Roaring 20s?</i>	<i>How important was the Home Front to the Allied victory?</i>	<i>Who was to blame for the Holocaust?</i>	<i>What new ideas came about after WW2?</i>	
Key content (know that...Know how...)	<p>Students will learn about Britain prior to WW1, The MAIN causes, the assassination of Archduke Franz Ferdinand and the Schlieffen Plan.</p> <p>Students will know how the long term and short causes led to the outbreak of the 'Great War' in 1914.</p>	<p>Students will learn why people enlisted in the army, the trenches, the Battle of the Somme, Life in Britain, Women in WW1, Consciousness Objectors, the end of the war, the Treaty of Versailles and the League of Nations.</p> <p>Students will know why there was a global conflict, who fought, and what conditions were like in the Great War. You will be able to determine the impact of the Great War and why so many were involved.</p>	<p>Students will learn about the culture in the Roaring 20s including the Harlem Renaissance, flappers and the Jazz Age. Pupils will also learn about Prohibition, the economic boom leading to the Wall Street Crash.</p> <p>Students will study society during this period and the role of the government within the implementation of the 18th amendment. They also learn about what change was like for people who were apart of this, so will look the concept of living conditions, standard of living, wages, leading to the Great Depression.</p>	<p>Students will learn about the outbreak of WW2, key battles, The Blitz, the use of propaganda and censorship, evacuation, the Home Guard, the role of women, D-Day, VE- Day.</p> <p>Students will study the role that British Home Front had on the victory over the Axis power. Students will know the necessary components and the involvement in the government in maintaining morale and organising support. Including local studies on evacuation experiences throughout the North-West and local Home Guard regiments.</p>	<p>Students will learn about what the Holocaust was, life for European Jews prior to the persecution, the Final Solution, persecution of the minorities, life in Nazi Germany and who was responsible for the Holocaust.</p> <p>Students will study genocide, examples of it and why the perpetrators could commit their crimes. They will be able to give reasons why all humans don't respond in the same way and why some people will risk everything to defend their moral, ethics and values.</p>	<p>Students will learn about capitalism, communism, the development of nuclear weapons, Hiroshima and Nagasaki, and whether Truman was justified in dropping the bomb.</p> <p>Students will study the Cold War, the political tension of the 20th century and the impact that this has on today's international relationships. Students will be able to explain the different styles of modern political thoughts and compare/assess the impact that a conflict in ideology can have.</p>	

Prior Knowledge	Through the English Civil War content students understand the different between long, short and trigger causes of an event.	Students will have studied the outbreak of WW1. Students will have learnt about battles and warfare in year 7 with the Battle of Hastings and Year 8 when studying the English Civil War.	Pupils investigated life in 1900s Britain prior to war therefore pupils will be able to see change and continuity across the decades. Additionally, students have developed their understanding of culture and entertainment with the Tudors and life in the Middle Ages so can assess the continuities and changes over time.	Students have studied the inter war period between WW1 and WW2 to provide them insight into society specially the 1920s moving into the 1930s. Additionally, students have developed an understanding of the complex concept of war and the major themes that run through it. E.g. alliances, imperialism.	Students have previously studied the WW2 topic therefore they will have knowledge and recall information from the outbreak of war and see the development of the Nazi party.	Students will already know the fragile alliance systems at play during the WW2 and WW1 showing how disagreements have formed. Students have also studied why Russia left the war in 1917.
KS3 National Curriculum Links	KS3 National Curriculum for History Page 4. Challenges for Britain, Europe and the wider world 1901 to the present day.	KS3 National Curriculum for History Page 4. Challenges for Britain, Europe and the wider world 1901 to the present day.	KS3 National Curriculum for History page 5. At least one study of a significant society or issue in world history and its interconnections with other world developments.	KS3 National Curriculum for History Page 2. The development of Church, state, and society in Medieval Britain 1066-1509.	KS3 National Curriculum for History Page 2. The development of Church, state, and society in Medieval Britain 1066-1509. Additionally, the Holocaust is the mandatory topic within the National Curriculum for KS3.	KS3 National Curriculum for History Page 4. Challenges for Britain, Europe and the wider world 1901 to the present day.
Assessments	Causes of World War One assessment. Students will be assessed on their knowledge of events in Europe in the run up to war in 1914. Students will be assessed on their knowledge of the reasons World War One	Battle of the Somme diagnostic feedback point. Students will be assessed on their knowledge of the reality of the Battle compared to the plan. Students will also be assessed on their opinions and	Al Capone diagnostic feedback point. Students will be assessed on their knowledge of prohibition and the extent of its success and failure. Students will examine Al Capone's actions of bootlegging.	Dunkirk diagnostic feedback point. Students will be assessed on their knowledge of the evacuation of Dunkirk. Students will be assessed on their opinion on the	Hitler's rise to power diagnostic feedback point. Students will be assessed on their knowledge of Hitler's rise to power. Holocaust assessment. Students will be assessed on their	Atomic bomb diagnostic feedback point. Students will be assessed on their knowledge of the dropping of the atomic bombs on Hiroshima and Nagasaki. Students will be assessed on their knowledge about the

	<p>began and their explanations of the different events that led to WW1.</p>	<p>knowledge of the actions of Haig.</p>	<p>1920s assessment. Students will be assessed on their knowledge of how America changed in the 1920s and explain why these changes were known as the 'Roaring 20s'. Students will be assessed on their knowledge of prohibition and be assessed on their opinions of the extent of its success.</p>	<p>evacuation and if it was a miracle or not. Home Front Assessment. Students will be assessed on their knowledge of Britain during World War Two. Students will be assessed on why the Home Front was important, the work done at Britain at home during the war and will be assessed on their opinion on how important the Home Front was to the allied victory.</p>	<p>knowledge of the Holocaust, what it was and what happened. Students will be assessed on who they believe was to blame for the Holocaust and why they believe that.</p>	<p>arguments for and against this and will be assessed on their opinion. End of year assessment. Students will be assessed on all of the knowledge learnt throughout Y9. This includes the causes of World War One, life in World War One, life in the 1920s in America, World War Two and the Home Front, the Holocaust and the new ideas after the Second World War.</p>
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