

KS3 Curriculum Map History

Year 7						
	Autumn 1 (JST)	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 (existing)
Focus	Romans	Norman Conquest	Power in Medieval times	Medieval Life	Tudors	Civil war
Key knowledge	<ul style="list-style-type: none"> - Creation of the Roman empire - Roman Empire at war - Life in Roman Britain - Slavery - How civilised was the Roman Empire? - Collapse of the Roman Empire 	<p>The causes, events and impact of the Norman invasion of 1066 with a focus on the Battle of Hastings.</p> <p>The feudal system and how this operated.</p> <p>Castles and how they helped the Normans conquer and then rule over England.</p>	<p>Explore the power of Medieval monarchy and church.</p> <p>Two case studies of challenges to royal power: Becket and Magna Carta</p>	<p>Life for ordinary people in towns and villages</p> <p>Medieval crises – Black Death and Peasants’ Revolt</p>	<p>The influence of new Renaissance ideas on English society, particularly in terms of religion.</p> <p>Henry VIII, his divorce and the break with Rome.</p> <p>Mary 1 – ‘Bloody Mary’?</p> <p>Elizabethan Religious Settlement.</p>	<p>Focus on James and Charles and the long-term and short-term causes of the English Civil War</p> <p>Impact of the Civil War on Britain</p> <p>Impact of Cromwell</p> <p>The Restoration of the monarchy</p>
Skill development	<p>AO1</p> <p>AO2 – causation</p> <p>AO3 -Pompeii</p> <p>AO4 –civilisation</p>	<p>AO2 Cause and consequence</p> <p>AO3 source evaluation – Bayeux Tapestry</p>	<p>AO1</p> <p>AO2 – significance</p>	<p>AO2 Cause and consequence</p> <p>AO2 Significance</p>	<p>AO1</p> <p>AO2 causation and significance</p> <p>AO4 Bloody Mary</p>	<p>AO1</p> <p>AO2 causation</p>
Link with GCSE	<p>All of the units in Y7 will develop a student’s sense of chronology which will help with the broad sweep of the Health Unit at GCSE.</p> <p>The assessment questions will broadly use the same format as AQA so that students recognise the stem questions and how to approach them.</p>			<p>Provides key background information to the Health unit</p>	<p>Provides key background information to the Elizabethan England Unit and</p>	

				some background to the Health Unit	
Other	An engaging start to KS3 history. Students generally enjoy the Romans and the Battle of Hastings. The work on castles is an opportunity to focus on local history.			In our current political climate of global conflict and division, it is important for students to know that the UK has had religious conflict and a civil war and for them to grasp what that means for our society and for families. The unit can be an opportunity to engage students in a debate surrounding divisions and how to express and resolve them in a healthy way and also tolerance and respect.	

Year 8

	Autumn 1 (HAL)	Autumn 2 (existing)	Spring 1 (KEL)	Spring 2 (existing)	Summer 1	Summer 2 (existing)
Focus	Witchcraze of the 16 and 17 th centuries	Industrial Revolution	Empire	Slavery	Civil Rights in the USA	WW1
Key knowledge	<ul style="list-style-type: none"> - Causes of the witchcraze - Who was persecuted - Response of the authorities - Reasons for the decline of the witchcraze - Case study: East Anglia - Case study: Salem 	Changes to life in Britain as a result of industrialisation 1750- 1900. Changes to technology as well as campaigns to reform the living and working conditions for the working classes	Reasons for the expansion of the British Empire Impact of Empire on the colonies specifically India Amritsar massacre Role of Gandhi End of Empire Impact of Empire – glorious or shameful? Windrush Generation	Causes of slavery The Slave trade Life of a slave on the plantations Slave revolts and resistance End of slavery- abolition	The development of civil rights following the American Civil War Jim Crow Laws and their impact on the Black population. The impact of the KKK	Causes of WW1 Trench warfare & the Soldier’s experience Propaganda Commonwealth soldiers The story of Walter Tull Role of women Did they make a ‘good’ peace?

		and children in the factories.	British Commonwealth		The role of Martin Luther King Montgomery Bus Boycott Desegregation of schools Malcolm X	
Skill development	AO1, AO2 – causation and significance	AO2 Cause and consequence	AO1, AO2 – causation and significance, AO3 use of sources and AO4 on impact of Empire	AO2 – causation AO3 on plantation life and AO4 on abolition and plantation life	AO2 Cause and consequence AO2 Significance	AO2 – causation AO3 source evaluation
Link with GCSE	The religious conflict of the reformation and counter-reformation links to Elizabeth unit Ideas around superstition and the role of science/enlightenment in the decline link to Health unit.	Provides key background information to the Health unit		Provides key background information to the Modern America unit	Provides key background information to Modern America unit	Provides useful background information to the Health unit
Other		This unit examines how our economic growth helped shape modern Britain and our dominant place in the world. Alongside teaching the students about impressive inventors and	This is an important topic to teach in balanced way and to explore the impact of having an empire on modern Britain, specifically the multi-cultural nature of British society and how immigrants are treated.			This unit focuses on the idea of total war i.e. beyond the heroism and horror of the trenches to an examination of the role of civilians in modern warfare.

		entrepreneurs, it is equally important to explore the cost of this dramatic economic growth e.g child labour, exploitation in the factories.				Students look at the process of making peace and explore ideas around justice, fairness, and punishment through learning about the Treaty of Versailles.
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Year 9

	Autumn 1 (KEL)	Autumn 2	Spring 1 (KEL)	Spring 2 (DSH)	Summer 1 (DSH)	Summer 2 (DSH)
Focus	WW2	Holocaust	Women's rights in the 20 th Century	Crime and punishment through time	Crime and punishment through time	Crime and punishment through time
Key knowledge	Causes of WW2 with a focus on Hitler's expansionist plans and the policy of appeasement Students will learn about the rise of the Nazis and their appeal to German voters The end of the war will examine the controversy surrounding the atomic bombs	Students will examine the roots of anti-Semitism and how this was expressed in Nazi Germany . Students will look at prejudice, persecution to extermination. Students will learn about the death camps of the Final Solution. Students will look at the legacy of the	Reasons for the push for equality c1900 Role of the Suffragettes Role of the Suffragists Impact of WW1 Equal Pay Act Women's Movement and Feminism	Justice: an overview Anglo-Saxon Justice violent and superstitious? How did the Normans change Anglo-Saxon justice? How far did Kings change justice during later Medieval England? Was the Church a help or hindrance to justice? (HMWK)	Why was the Bloody Code abolished in the 1820s and 30s? Was transportation a success or failure in the 1820s and 30s? When was the worst time to be in 'Clink' during 1700-1900? How far did crime really change	Depth study on Jack the Ripper What was Whitechapel like? Victorians and fear of crime in the East End The workings of the Metropolitan Police

		Holocaust and finish with prejudice today across the globe both towards Jews but other minority groups.		<p>Which social changes affected crime and punishment in 1500-1700? Were vagabonds really a threat to respectable society? How effective was law enforcement in 1500-1700? How can we explain the development of the Bloody Code? What were the Problem Crimes in 18th and 19th century Britain?</p>	<p>during the 20th century? What has been the biggest changes to policing since 1900? How have prisons changed since 1900? How effectively do we deal with young offenders? Why was the death penalty abolished in 1965? Which factors have affected the development of crime and punishment over time?</p>	<p>The organisation of policing in Whitechapel</p> <p>The difficulties of policing Whitechapel</p> <p>How did the Police try to capture the Ripper? How did the press make it more difficult for police to investigate the Ripper case?</p> <p>Did the city and metropolitan police work well together?</p>
Skill development			<p>AO2 Cause and consequence AO2 Significance</p> <p>AO3 source evaluation AO4 Interpretation</p>	<p>AO2 Cause and consequence AO2 Significance</p> <p>AO3 source evaluation AO4 Interpretation</p>	<p>AO2 Cause and consequence AO2 Significance</p> <p>AO3 source evaluation AO4 Interpretation</p>	<p>AO2 Cause and consequence AO2 Significance</p> <p>AO3 source evaluation AO4 Interpretation</p>

Link with GCSE	Some useful background knowledge to the Cold War Unit.			To prepare students with skills needed for Health unit at GCSE	To prepare students with skills needed for Health unit at GCSE	To prepare students with skills needed for Health unit at GCSE
Other		This is a vital unit in which students understand how prejudice can lead to extermination. Students will explore where racial hatred comes from and how we can both be alert to it and challenge it.	The unit links with citizenship, political education, equality and rights. Students will be encouraged to think for themselves about how to stand up for beliefs and what methods of protest are acceptable to them personally and more broadly in a democratic society.			

Outgoing two year KS3:

Year 9						
	Autumn 1 (HAL)	Autumn 2 (KEL)	Spring 1	Spring 2 (DSH)	Summer 1 (DSH)	Summer 2 (DSH)
Focus	Witchcraze of the 16 and 17 th centuries	Women's rights in the 20 th Century	Civil rights in the USA	Crime and punishment through time	Crime and punishment through time	Crime and punishment through time
Key knowledge	<ul style="list-style-type: none"> - Causes of the witchcraze - Who was persecuted - Response of the authorities 	Reasons for the push for equality c1900 Role of the Suffragettes	The development of civil rights following the American Civil War Jim Crow Laws and their impact on the Black	Justice: an overview Anglo-Saxon Justice violent and superstitious?	Why was the Bloody Code abolished in the 1820s and 30s? Was transportation a	Depth study on Jack the Ripper What was Whitechapel like?

	<ul style="list-style-type: none"> - Reasons for the decline of the witchcraze - Case study: East Anglia - Case study: Salem 	<p>Role of the Suffragists Impact of WW1 Equal Pay Act Women's Movement and Feminism</p>	<p>population. The impact of the KKK The role of Martin Luther King Montgomery Bus Boycott Desegregation of schools Malcolm X</p>	<p>How did the Normans change Anglo-Saxon justice? How far did Kings change justice during later Medieval England? Was the Church a help or hindrance to justice? (HMWK) Which social changes affected crime and punishment in 1500-1700? Were vagabonds really a threat to respectable society? How effective was law enforcement in 1500-1700? How can we explain the development of the Bloody Code? What were the Problem Crimes in 18th and 19th century Britain?</p>	<p>success or failure in the 1820s and 30s? When was the worst time to be in 'Clink' during 1700-1900? How far did crime really change during the 20th century? What has been the biggest changes to policing since 1900? How have prisons changed since 1900? How effectively do we deal with young offenders? Why was the death penalty abolished in 1965? Which factors have affected the development of crime and punishment over time?</p>	<p>Victorians and fear of crime in the East End</p> <p>The workings of the Metropolitan Police</p> <p>The organisation of policing in Whitechapel</p> <p>The difficulties of policing Whitechapel</p> <p>How did the Police try to capture the Ripper? How did the press make it more difficult for police to investigate the Ripper case?</p> <p>Did the city and metropolitan police work well together?</p>
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Skill development	AO1, AO2 – causation and significance	AO2 Cause and consequence AO2 Significance AO3 source evaluation AO4 Interpretation	AO2 Cause and consequence AO2 Significance	AO2 Cause and consequence AO2 Significance AO3 source evaluation AO4 Interpretation	AO2 Cause and consequence AO2 Significance AO3 source evaluation AO4 Interpretation	AO2 Cause and consequence AO2 Significance AO3 source evaluation AO4 Interpretation
Link with GCSE	The religious conflict of the reformation and counter-reformation links to Elizabeth unit Ideas around superstition and the role of science/enlightenment in the decline link to Health unit.		Background for modern America unit	To prepare students with skills needed for Health unit at GCSE	To prepare students with skills needed for Health unit at GCSE	To prepare students with skills needed for Health unit at GCSE
Other		The unit links with citizenship, political education, equality and rights. Students will be encouraged to think for themselves about how to stand up for beliefs and what methods of protest are acceptable to them personally and more broadly				

		in a democratic society.				
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