

KS3 Curriculum Overview **History**

Year 7

TERM 1	TOPIC: Development of Church, state and society 1066-1509: The Norman Conquest	*Key Skills/Subject Links	*Career links & BV
Week 1	Introduction to History and understanding of chronology.	Key Historical Skills: <ul style="list-style-type: none"> Chronological understanding Identifying key individuals and places. Identifying Causation and consequence Analysing importance/significance Cross-Curricular Links: <ul style="list-style-type: none"> Literacy- tasks will require students to read and select relevant information from a range of texts, notetaking, and practicing P.E.E.L paragraphs to work towards a piece of extended writing. Numeracy- students will be using a range of diagrams to enhance and record their learning including making timelines to sequence events. 	British Values: Students will be encouraged to consider the concept of 'kingship' and the characteristics of a successful medieval monarch.
Week 2	Baseline Test		
Week 3	What was England like before the Battle of Hastings?		
Week 4	Who was playing the 'Game of Thrones' to be King of England in 1066?		
Week 5	Why was Harold defeated at the Battle of Hastings in 1066?		
Week 6	How did William take control of England?		
Week 7	Local Study: What can Rochester castle tell us about the development and role of castles in the medieval period?		
TERM 2	TOPIC: Development of Church, state and society 1066-1509: The struggle between Church & Crown and the Emergence of Parliament.	Key Historical Skills: <ul style="list-style-type: none"> Chronological understanding Identifying key individuals and places. Identifying Causation and consequence Analysing importance/significance Analysing and evaluating a range of sources to reach a substantiated judgment about an event. Cross-Curricular Links: <ul style="list-style-type: none"> Literacy- students will write a narrative account of the Murder of Thomas Becket in 1170. Numeracy- students will be using a range of diagrams to enhance and record their learning including making timelines to sequence events. Citizenship/Politics-students will develop their knowledge of the relationship between church and state analysing why there has, in the past, been conflict between the two. 	British Values: Consideration of the impact of the Magna Carta on the power of the crown and development of democracy. Analyzing and evaluating a range of sources will equip students with a range of transferable skills enabling them to consider reasons why events are interpreted differently and how to select relevant information for a particular enquiry or task. These are skills commonly used in law, journalism, project management, research and various roles within the media.
Week 1	Why was the church so important in people's lives?		
Week 2	How did religion influence ideas in Medieval times? (e.g. Medicine, Science, crime, warfare and social structure).		
Week 3	Church vs State: What caused relations between Henry II and Archbishop Becket to deteriorate?		
Week 4	What were the consequences of Becket's murder?		
Week 5	King John: Unlucky or useless?		
Week 6	The Magna Carta: How is a document signed in 1215 still relevant to how we live today?		

TERM 3	TOPIC: Causes and Consequences of the Black Death	Key Historical Skills: <ul style="list-style-type: none"> Chronological understanding Identifying key individuals and places. Identifying Causation focusing on the difference between long-term, short-term and trigger events. Analysing the importance/significance of consequences/ Identifying continuity & change Analysing and evaluating a range of sources using C.O.P. (Content, Origin & Purpose). Cross-Curricular Links: <ul style="list-style-type: none"> Literacy- class debate and writing to persuade. Students will be given an 'explain' question, requiring them to argue which consequence of the Black Death they think is most significant Numeracy- studying a range of data showing demographic changes as a result of the Black Death. Citizenship/Politics – understanding the class system/ popular protest movements. 	British Values: Students will consider the development of democracy whilst developing the ability to write persuasively to communicate a substantiated argument. The Black Death is studied further at GCSE (Paper 1: Medicine c.1250-present). British Values: Week 6 is designed to encourage students to consider the role of women in history how some women in medieval times were able to exercise power. They will also be encouraged to consider the reasons influencing historical interpretations of key medieval women.
Week 1	The Black Death: Was 1348 the end of the world?		
Week 2	What were the consequences of the Black death?		
Week 3	Why were the peasants revolting in 1381?		
Week 4	Did the Peasant's revolt change anything?		
Week 5	Milestone 2		
Week 6	How important were England's medieval Queens? (AOF Homework)		
TERM 4	TOPIC: Development of Church, state and society in Britain 1509-1745	Key Historical Skills: <ul style="list-style-type: none"> Chronological understanding Identifying key individuals and places. Identifying Causation focusing on the difference between long-term, short-term and trigger events. Analysing the importance/significance of consequences/ Identifying continuity & change Analysing and evaluating a range of sources using C.O.P. (Content, Origin & Purpose). Evaluating different interpretations of the past. Cross-Curricular Links: <ul style="list-style-type: none"> Religious Education: students will be studying aspects of Christian religion and identifying differences between Catholicism and Protestantism. 	British Values: This unit will develop students' understanding of the relationship between Church and State in Britain today. Careers: Studying and analysing different interpretations of the past will equip students with transferable skills especially useful for careers in law, journalism, and media.
Week 1	Was the reformation a good thing?		
Week 2	What was Henry VIII's 'Great Matter'?		
Week 3	What were the consequences of Henry's decision?		
Week 4	Did Mary I deserve to be called 'Bloody Queen Mary'?		
Week 5	What problems did Elizabeth face when she became queen in 1558?		
Week 6	Why was Elizabeth I the most powerful monarch in the world by 1588?		

		<ul style="list-style-type: none"> ▪ Citizenship: Considering the origins of the British Empire. 	
TERM 5	TOPIC: Development of Church, state and society in Britain 1509-1745	<p>Key Historical Skills:</p> <ul style="list-style-type: none"> ▪ Chronological understanding ▪ Identifying key individuals and places. ▪ Identifying Causation focusing on the difference between long-term, short-term and trigger events. ▪ Analysing the importance/significance of consequences/ ▪ Identifying continuity & change ▪ Evaluating different interpretations of the past. <p>Cross-Curricular Links:</p> <ul style="list-style-type: none"> ▪ Literacy students will be working towards an extended writing task analysing the causes of the Civil War) ▪ Citizenship/Politics: The relationship between monarch and parliament. ▪ Performing Arts: students will perform a role play to demonstrate their understanding of the trial of Charles I. 	<p>British Values: The relationship between Monarch and Parliament. The beginnings of parliamentary democracy in Britain.</p>
Week 1	Why did the English fight the English in 1642? (<i>Religion and Scotland</i>)		
Week 2	Why did the English fight the English in 1642? (<i>Parliament</i>)		
Week 3	How were families torn apart by the Civil War?		
Week 4	Why did the English execute their king in 1649?		
Week 5	How was the world turned 'upside down' after 1649?		
TERM 6	Topic: Challenges for Britain, Europe and the wider world 1901 to the present day- Migration	<p>Key Historical Skills:</p> <ul style="list-style-type: none"> ▪ Chronological understanding ▪ Identifying key individuals and places. ▪ Cause and Consequence ▪ Analysing and evaluating a range of sources using C.O.P. (Content, Origin & Purpose). <p>Cross-Curricular Links:</p> <ul style="list-style-type: none"> ▪ Literacy- students will use a range of source material to develop their understanding of the immigrant experience. ▪ Numeracy- Students will create Venn diagrams to help them recognise and analyse the interrelationships between various aspects of the industrial revolution. ▪ Citizenship/Politics – how demographic change caused political changes. ▪ Geography- migration, population changes, understanding the characteristics of rural and urban areas. 	<p>British Values: This unit of study will give student the opportunity to explore the factors driving people to migrate to Britain over a long period of time and to celebrate the consequences by celebrating the impact migration has had on modern Britain.</p>
Week 1	Who were the first English people?		
Week 2	What caused people to migrate?		
Week 3	What was life for West Indian migrants in the 1950s and 60s?		
Week 4	How have migrants changed Britain?		

		<ul style="list-style-type: none"> ▪ Music/Drama/Performing Arts- student will have the opportunity to consider the impact of migration on popular culture. 	
Rollover			
Week 5	Enquiry: How did Britain Change between 1700 and 1900? (Demographic Change)	<p>Key Historical Skills:</p> <ul style="list-style-type: none"> ▪ Chronological understanding ▪ Identifying key individuals and places. ▪ Identifying continuity and change. ▪ Analysing and evaluating a range of sources using C.O.P. (Content, Origin & Purpose). <p>Cross-Curricular Links:</p> <ul style="list-style-type: none"> ▪ Literacy- students will use a range of source material to develop their understanding of the immigrant experience. ▪ Numeracy- Students will create Venn diagrams to help them recognise and analyse the interrelationships between various aspects of the industrial revolution. ▪ Citizenship/Politics – how demographic change caused political changes. ▪ Geography- migration, population changes, understanding the characteristics of rural and urban areas. 	<p>Students will be considering a ‘bigger picture’ exploring how Britain changed from an agricultural nation to an industrial one in a relatively short space of time and why it was the first nation to do so.</p> <p>The nature of the enquiry will allow students to use alternative methods to convey their historical understanding and encourage them to consider the relationships between different factors.</p>
Week 6	Enquiry: How did Britain Change between 1700 and 1900? (Transport, Economic, political)		
Week 7	Enquiry: How did Britain Change between 1700 and 1900? (Thinking your enquiry through).		

YEAR 8

TERM 1	TOPIC: Ideas, political power, industry and empire: Britain, 1745-1901	*Key Skills/Subject Links	*Career links & BV
Week 1	What was the industrial Revolution? Farming, fences and food.	Key Historical Skills: <ul style="list-style-type: none">Chronological understandingIdentifying key individuals and places.Cause and ConsequenceAnalysing and evaluating a range of sources using C.O.P. (Content, Origin & Purpose). Cross-Curricular Links: <ul style="list-style-type: none">Numeracy- using statistics and various graph to understand and explain demographic changes.Citizenship/Politics – how demographic change caused political changes.Geography- migration, population changes, understanding the characteristics of rural and urban areas.	British Values: Students will be learning about the origins of the empire and considering why it is considered a controversial topic today.
Week 2	What was the Industrial revolution? Canals, coal and cotton		
Week 3	Would you have survived the Industrial Revolution? Child labour		
Week 4	Would you have survived the Industrial Revolution? Dirt and Disease.		
Week 5	Milestone 1		
Week 6	How did the British Empire develop? (The origins of the British Empire		
Week 7	Why did the Empire expand during the 18 th century		
TERM 2	TOPIC: Ideas, political power, industry and empire: Britain, 1745-1901	Key Historical Skills: <ul style="list-style-type: none">Chronological understandingIdentifying key individuals and places.Cause and ConsequenceAnalysing and evaluating a range of sources using C.O.P. (Content, Origin & PurposeEvaluating different interpretations of the past. Cross-Curricular Links: <ul style="list-style-type: none">Literacy: Students will be developing extended writing skills, using PEEL paragraphs and reaching a substantiated judgement.Numeracy- using statistics and various graph to understand and explain demographic changes.Citizenship/Politics – how demographic change caused political changes.Geography- migration, population changes, understanding the characteristics of rural and urban areas.	British Values: Developing an insight on how Britain became a multi-cultural society and the benefits that the British Empire has brought to the modern day. We will be exploring the concepts of individual liberty and mutual respect.
Week 1	What part did Britain play in the transatlantic slave trade?		
Week 2	What were 16 th century West African kingdoms like?		
Week 3	What was the Middle Passage?		
Week 4	What was lifelike for slaves?		
Week 5	Why have historians' views about the abolition of slavery changed over time?		
Week 6	How did some slaves rebel against their captivity?		

TERM 3	TOPIC: Challenges for Britain, Europe and the wider world 1901 to the present day.	Key Historical Skills: <ul style="list-style-type: none"> Chronological understanding Identifying key individuals and places. Identifying short and long-term causes Analysing and evaluating a range of sources using C.O.P. (Content, Origin & Purpose) Cross-Curricular Links: <ul style="list-style-type: none"> English/Literacy: Students will have opportunity to read and create their own war poetry. Citizenship/Politics: What are the British Values which men were prepared to fight for? 	British Values: Students will explore the concept of remembrance and contribute towards the school's role in commemorating the First World War. Career Links: Analysing causation and independently reaching a substantiated judgment in addition to utilising a range of sources such as personal diaries, archives and records to build knowledge on fallen soldiers builds investigative skills ideal for careers such as Journalism, Law and Education amongst others.
Week 1	Causes of WWI: Why was Europe like a keg of gunpowder in by 1914? Nationalism and Empires		
Week 2	Causes of WWI: Why was Europe like a keg of gunpowder in by 1914? Navies and Alliances		
Week 3	How did two bullets lead to twenty million deaths? (The assassination of Franz Ferdinand and countdown to war)		
Week 4	WWI: Who fought and where?		
Week 5	Milestone 2		
Week 6	What was life really like in the trenches?		
TERM 4	TOPIC: TOPIC: Challenges for Britain, Europe and the wider world 1901 to the present day.	Key Historical Skills: <ul style="list-style-type: none"> Chronological understanding Identifying key individuals and places. Cause and Consequence Analysing importance/significance Analysing and evaluating a range of sources using C.O.P. (Content, Origin & Purpose) Evaluating different interpretations of the past. Cross-Curricular Links: <ul style="list-style-type: none"> Geography:- Using maps, enhancing knowledge of the geography of Europe and America. Citizenship/Politics: Introducing key political concepts such as Fascism, and Communism 	Careers: Source based tasks will help students to develop the transferable skills of critical thinking and selecting appropriate information for a specific task. These skills are essential for careers in the law, police, human resources, project management, librarians, museum curators, journalism and education.
Week 1	Are we making a good peace? The Treaty of Versailles.		
Week 2	Why was there a revolution in Russia?		
Week 3	What is Fascism?		
Week 4	How did fascist ideas lead to War?		
Week 5	What were the main events of the Second World War?		
Week 6	What were the main events of the Second World War?		
TERM 5	TOPIC: Challenges for Britain, Europe and the Wider world 1901 to the present day. The Holocaust	Key Historical Skills: <ul style="list-style-type: none"> Chronological understanding Identifying key individuals and places. Cause and Consequence Identifying continuity and change Analysing and evaluating a range of sources using C.O.P. (Content, Origin & Purpose) 	British Values: This topic will provide the opportunity for students to reflect upon what happens when persecution of groups within society occurs and to consider the benefits of religious tolerance and multi-culturalism.
Week 1	To what extent were Jews persecuted before the Holocaust?		
Week 2	What was life like for Jews in Nazi Germany?		

Week 3	Milestone 3 (End of Year Exam)	<ul style="list-style-type: none">Evaluating different interpretations of the past. Cross-Curricular Links: <ul style="list-style-type: none">Religious Education: - Student will use their existing knowledge from RE concerning the practice of Judaism to better understand the reasons why Jews have been persecuted throughout the centuries.Citizenship/Politics: Developing understanding of key political concepts such as Fascism, and Communism.	
Week 4	How did the Holocaust begin?		
Week 5	Why do historians interpret the causes of the holocaust differently?		
TERM 6	Challenges for Britain, Europe and the Wider world 1901 to the present day	Key Historical Skills: <ul style="list-style-type: none">Chronological understandingIdentifying key individuals and places.Analysing importance/significanceAnalysing and evaluating a range of sources using C.O.P. (Content, Origin & Purpose)Evaluating different interpretations of the past.	British Values: This term will address how political systems differ and understanding the benefits of democracy.
Week 1	End of WWII: Was the use of nuclear weapons against Japan justified?		
Week 2	How close did the world come to destruction over Cuba?		
Week 3	What has caused conflict in the 20 th century?		
Week 4	Murder Mystery: Who Killed JFK?		
Rollover			
Week 5	Start of GCSE- Medicine Through Time		
Week 6			
Week 7			

*Careers and British Values (BV) – This is a key area to address due to the new OFSTED framework. We need to consider how our curriculum links to careers and British Values. Below I have included some information on this to help make this evident in your schemes of work. **Please identify at least 5 areas within your scheme of work that coincide with future careers and values. There is no need to fill every week in with a link!**

*Key Skills and cross-department links – We are looking to create these overview sheets to try and map what we are doing across the school and see if we can support one another. In this column please detail if there is a key skill that you are focusing on and whether this topic could be supported by another subject. For example, English may be looking at the text 'A Christmas Carol' and History may be able to support with the topic of Victorian Britain. This is an opportunity to ensure we are supporting each other across departments. **Again, please identify 5 areas within your scheme of work where you would like this to happen.**

NB: The new OFSTED framework will critique the reason for a 2-year KS3 rather than 3. We need to look to the National Curriculum in your subject to ensure we are covering the entirety of this in Year 7 & 8.

Further information – Career links and British Values

The key objectives for work-related learning are:

- To promote greater awareness for students about the world of work, the development of key skills and employability.
- To promote awareness and understanding of work, industry, the economy and community.
- To relate skills attitudes, concepts and knowledge learned in school to applications in the wider world.
- To improve employability through work-related learning to develop effective links with key partners and local industry

