



- At KS1 / 2 students have been taught about primary and secondary sources and giving opinions about people and events. They have normally studied a range of historical periods, the majority from pre 1066 and this is usually completed in topic based activities. Examples of topics from one feeder primary are: The Great Fire of London, changes in living memory (toys), local history, Anglo-Saxons, Vikings, Greeks, Mayans, Egyptians and Romans.
- The NC states that at KS3, students must be taught about:
 1. The development of Church, state and society in Medieval Britain 1066-1509;
 2. The development of Church, state and society in Britain 1509-1745;
 3. Ideas, political power, industry and empire: Britain 1745-1901;
 4. Challenges for Britain, Europe and the wider world 1901 to present day (must include Holocaust education);
 5. A local history study;
 6. The study of an aspect or theme in British history that consolidates and extends pupils chronological knowledge from before 1066;
 7. At least one study of a significant society or issue in world history and its interconnections with other world developmentsThe links to the NC are explicit in the SoW.
- In general, the intent of our curriculum is:
 - Development of chronological history pre 1066 - present day to spot trends over time - often using comparison across lessons or referring back to previous learning;
 - Topics relate to key areas of GCSE topics either through content or skills;
 - Several topics have been discarded to allow for us to consider fewer events in more depth; though each year is a breadth study, to be reviewed at the end of each academic year;
 - Second order concepts are built on each year;
 - Each assessment has different levels of challenge; students are pushed to justify their own opinions of people or events so formative assessment is ongoing as they demonstrate their understanding;
 - The SoW attempts to demonstrate a wide range of personalities and experiences throughout history;
 - A wide range of national and international history, with local analogies used to demonstrate certain teaching points;
 - SoW reflects directives of KS3 National Curriculum

YEAR 7 OVERARCHING THEME – **BRITAIN'S RELATIONSHIP WITH EUROPE C.790-1603**

	TOPIC	ILT / OUTSIDE LEARNING	ASSESSMENT	CURRICULUM LINK	SECOND ORDER CONCEPT / SKILL	CROSS CURRICULAR LINK	WHY?
TERM ONE	Baseline Assessment Evidence boxes Vikings – where do they come from, what does the evidence tell us, society, longships, Vikings in Britain	Meanwhile, Elsewhere... Abbasid Caliphate	Wk1 – Baseline Asst. Wk6 – Skills Asst.	Aspect or theme in British history that consolidates and extends pupils chronological knowledge from before 1066	Cause and Consequence Interpretations Using evidence Subject specific vocabulary		So that students can: <ul style="list-style-type: none"> understand how Britain was shaped by early settlers use evidence to explain the past begin to develop extended writing skills question assumptions and stereotypes
TERM TWO	Vikings cont... - religion, sagas, assessment preparation Battle of Hastings – succession crisis, contenders, fighting Norman Conquest - castles	Motte and Bailey model castle building	Wk4 – “Vikings were brutal conquerors feared by all.” How far do you agree? Wk7 Quiz – Why did the Normans win the BoH?	Development of Church, state and society in Medieval Britain 1066-1509	Cause and Consequence Interpretations Using evidence Chronology Extended writing	Technology – Mangonels (Y7)	
TERM THREE	Norman Conquest – Domesday Book, Feudal System and Harrying of the North Medieval Life – Magna Carta	Meanwhile, Elsewhere... The Song Dynasty VISIT: GOODRICH CASTLE	Wk3 Quiz – Normans Wk4/5 – Write an account of how William completed the Norman Conquest		Cause and Consequence Change and Continuity Making judgements Comparison Extended writing		So that students can: <ul style="list-style-type: none"> make comparisons with other groups of people (Vikings / Anglo-Saxons / Normans) make decisions about important consequences understand new vocabulary e.g. feudal system
TERM FOUR	Medieval Life – Causes, symptoms and consequences of the Black Death Peasants Revolt	Meanwhile, Elsewhere... Genghis Khan	Wk3 Quiz – Black Death Wk5 – “Magna Carta was the most significant event in Medieval Britain.” How far do you agree?		Change and Continuity Significance Creativity		So that students can: <ul style="list-style-type: none"> make connections with a modern pandemic begin to understand the origins of modern democracy
TERM FIVE	Introduction to the Tudors ; family tree Henry VIII – Man or Monster? Causes, events and Consequences of the Reformation	ILT – research the reigns of Henry VII, Edward VI, Lady Jane Grey and Mary I to prepare for an in-class debate on the best Tudor	Wk6 Quiz - Reformation	Development of Church, state and society in Medieval Britain 1509-1745	Change and Continuity Chronology		So that students can: <ul style="list-style-type: none"> recap important knowledge about religious ideas understand how images were used to create perceptions of Elizabeth identify different interpretations/viewpoints. develop ability to explain historical events have an understanding of what taking GCSE History might involve
TERM SIX	The reign of Elizabeth I – Spanish Armada, the Middle Way, theatre, propaganda	Meanwhile, Elsewhere... Grace O'Malley or Roanoke or Witch Hunts	Wk3 Quiz – Spanish Armada Wk5/6 – How far did Elizabeth build on her father's legacy?		Change and Continuity Similarity and Difference Interpretation	English – Shakespeare (KS3)	

YEAR 8 OVERARCHING THEME – **BRITAIN'S RELATIONSHIP WITH THE WIDER WORLD**

	TOPIC	ILT / OUTSIDE LEARNING	ASSESSMENT	CURRICULUM LINK	SECOND ORDER CONCEPT	CROSS CURRICULAR LINK	WHY?
TERM ONE	<p>Pre-colonial Africa – Kingdom of Mali investigation</p> <p>Causes of the Atlantic Slave Trade</p>	Build a Lukasa board	Wk4 Quiz – Malian empire	<p>Significant society or issue and its interconnections with world developments</p> <p>Ideas, political power, industry and empire: Britain 1745-1901</p> <p>Local History Study (Bristol and the Slave Trade)</p> <p>Term 5 / 6 – Challenges for Britain, Europe and the wider world 1901-present day</p>	Significance	Geography – Africa (Y8, Term 1)	<p>So that students can:</p> <ul style="list-style-type: none"> • broaden their knowledge of global history • develop empathy skills • understand how modern Britain has been shaped by events • identify different interpretations/viewpoints • strengthen my extended writing skills
TERM TWO	<p>Atlantic Slave Trade – life on the plantations, abolition and impact on Africa, the Caribbean and Britain</p> <p>Local focus – Bristol / Edward Colston</p>	Case study research on modern slavery	Wk5 – “The slave trade had a greater impact on the Caribbean than anywhere else.” How far do you agree?		<p>Significance</p> <p>Cause and Consequence</p> <p>Extended writing</p> <p>Source work</p> <p>Empathy</p>	<p>Music – blues, jazz, work songs (Y8, Terms 3&4)</p> <p>English – ideas about racism (Y7/8)</p>	
TERM THREE	Industrial Britain – 1750-1890s grid, rural to urban migration, factories, child labour, city living, crime	<p>Meanwhile, Elsewhere...</p> <p>Potato Famine in Ireland or</p> <p>German Nationalism</p>	<p>Wk3 knowledge quiz</p> <p>Wk7 – Factory Inspectors Report</p>		<p>Change and Continuity</p> <p>Extended writing</p> <p>Source work</p> <p>Empathy</p>	<p>Geography – urbanisation (Y7, Term 5)</p> <p>English – the 19th century novel</p>	<p>So that students can:</p> <ul style="list-style-type: none"> • explain change over a long period of time • widen understanding of modern Britain • understand how different people have shaped Britain • compare their life with a Victorian child's • understand what I see if I go on the Black Country Museum visit
TERM FOUR	Industrial Britain – rich living – Great Exhibition, inventors, Prince Albert's contributions, Trade Unions, leisure pursuits – the advent of the seaside holiday	<p>Meanwhile, Elsewhere...</p> <p>Mary Ward</p> <p>VISIT: BLACK COUNTRY MUSEUM</p>	<p>Wk3 Quiz –</p> <p>Wk6 – Was the Victorian Age positive for all?</p>		<p>Similarity and Difference</p> <p>Interpretation</p> <p>Chronology</p>	English – the 19 th century novel	
TERM FIVE	<p>Empire – why did Britain want an Empire?</p> <p>Case study on India – E.I.C, Mutiny, Ghandi, Partition</p>	<p>Meanwhile, Elsewhere...</p> <p>Lizzie LeBlond or</p> <p>Opium Wars</p>	<p>Wk4 – Empire quiz</p> <p>Wk6 – Did Britain or India benefit more from the Empire experience?</p>		<p>Significance</p> <p>Cause and Consequence</p> <p>Interpretation</p>	RS – Hinduism (Y7, Term 6)	<p>So that students can:</p> <ul style="list-style-type: none"> • know why people have different interpretations of the past • understand Britain's place in the world • reach their own judgement about significant events in history
TERM SIX	Contributions of Empire – abolition of AST, banning of suttee, English language and global communication, WW1/2 alliances, modern multi-culturalism	<p>Meanwhile, Elsewhere...</p> <p>AWoI</p>	<p>Wk4 – Y7/8 Retrieval Quiz</p> <p>Wk7 – How far did Britain positively contribute to the world 1700-1948?</p>		<p>Change and Continuity</p> <p>Chronology</p> <p>Interpretation</p>		

YEAR 9 OVERARCHING THEME – **BRITAIN AND THE 20TH CENTURY WORLD**

	TOPIC	ILT / OUTSIDE LEARNING	ASSESSMENT	CURRICULUM LINK	SECOND ORDER CONCEPT	CROSS CURRICULAR LINK	WHY?
TERM ONE	Global Warfare – Comparison of WW1/WW2 to include: causes, warfare, consequences, home front, contribution of women, spies, evacuees, appeasement	Meanwhile, Elsewhere... Gertrude Bell	Wk 3 Quiz – WW1 causes Wk 6 Asst – Appeasement Interpretations	Challenges for Britain, Europe and the wider world 1901 to present day (must include Holocaust education)	Cause and Consequence Similarity and Difference Extended writing Source work Chronology Interpretation	Drama – Brecht (Y8), War Horse (Y9, Term 1) English – War Poetry (Y9)	So that students can: <ul style="list-style-type: none"> recap knowledge of Empire from Year 8 develop their extended writing skills compare wars and reach a judgement about them explain the long term impacts of WW1 and WW2 provide contextual knowledge for their writing in English on the war poetry unit
TERM TWO		Research into fighting away from the Western Front e.g. India, Fall of Singapore, Pearl Harbour, Alpine Warfare Alpine Front VISIT: IMPERIAL WAR MUSEUM	Wk 3 Quiz – WW2 Home Front Wk 6 Asst – To what extent are WW1 and WW2 similar?				
TERM THREE	The Holocaust Has Britain achieved an equal society ? Could include: Suffragettes, race relations, LGBTQ+, women's' rights	Timeline of female suffrage	Wk4 – Holocaust Quiz Wk 7 – Suffragettes Quiz		Significance Change and Continuity	RS – Holocaust (Y8, Term 3 /4)	So that students can: <ul style="list-style-type: none"> appreciate a monumental event in history try to empathise with those involved use oral histories to understand the past
TERM FOUR	Has Britain achieved an equal society ? Could include: Suffragettes, race relations, LGBTQ+, women's' rights	Meanwhile, Elsewhere... Aborigines Apartheid Bristol Bus Boycott	Wk 3 – Quiz Wk 5 – Asst: Has Britain achieved equality?		Change and Continuity	English – Racism / Feminism in literature (Y7/8)	So that students can: <ul style="list-style-type: none"> understand issues in modern Britain understand Britain's relationship with other countries
TERM FIVE	Begin Cold War topic in preparation for GCSE – Origins, Berlin and Cuba	Meanwhile, Elsewhere... Chinese Cultural Revolution Israel Partition	Wk 2 – Quiz - Origins of the Cold War Wk 5 – Asst – How far did the building of the Berlin Wall contribute to Cold War tensions?	AQA Understanding the Modern World; Conflict and tension between East and West 1945-1972	Significance Source work Interpretation		So that students can: <ul style="list-style-type: none"> prepare for their GCSE studies explain long term impacts of WW2 explain the relationship between superpowers
TERM SIX			Wk 3 – End of year skills assessment – sources, interpretations				

