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| <p><b>The National Curriculum for history (2014) aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"><li>• know and understand the history of these islands as a coherent, <b>chronological</b> narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li><li>• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li><li>• gain and deploy a <b>historically-grounded understanding of abstract terms</b> such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li><li>• understand <b>historical concepts</b> such as <b>continuity and change</b>, <b>cause and consequence</b>, <b>similarity</b>, <b>difference</b> and <b>significance</b>, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and <b>create their own structured accounts</b>, including written narratives and analyses</li><li>• understand the methods of <b>historical enquiry</b>, including how <b>evidence</b> is used rigorously to make historical claims, and discern how and why contrasting arguments and <b>interpretations</b> of the past have been constructed</li><li>• <b>gain historical perspective</b> by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li></ul> |
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- 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

## History - KS3 Overview

|            | YEAR 7 – Britain’s relationship with Europe | YEAR 8 – Britain’s relationship with the wider world | YEAR 9 – Britain and the twentieth century world |
|------------|---------------------------------------------|------------------------------------------------------|--------------------------------------------------|
| TERM ONE   | What makes us British?                      | Pre-Colonial Africa                                  | Europe and the rise of dictatorship              |
| TERM TWO   | Norman Conquest                             | Atlantic Slave Trade                                 | WW2                                              |
| TERM THREE | Medieval Life                               | Atlantic Slave Trade                                 | Holocaust                                        |
| TERM FOUR  | Medieval Life                               | Industrial Britain                                   | Terrorism                                        |
| TERM FIVE  | Voyages of Discovery                        | Empire                                               | Site study: Berlin                               |
| TERM SIX   | Voyages of Discovery                        | Empire                                               | Site study: Berlin                               |

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

|            | TOPIC / ENQUIRY QUESTION                                                                                                                                                                                                                                                                                                                                                                                                         | ILT / OUTSIDE LEARNING                                                                                                                                                      | HISTORIANS                                                  | ASSESSMENT                                                                                                                     | CURRICULUM LINK                                                                                                                                                      | SECOND ORDER CONCEPT / SKILL                                                                                            | CROSS CURRICULAR LINK       | WHY?                                                                                                                                                                                                                                                                                                              |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TERM ONE   | Baseline Assessment<br><br><b>Enquiry: What makes us British?</b><br>A history of migration to the British Isles – what have the Romans, Vikings, Angles, Saxons and Jutes done for us? Who are the Celts and Gauls?<br>Map study and culture – language, roads etc                                                                                                                                                              | Family History – where are you from?<br>Have staff on stand by if any home issues                                                                                           |                                                             | Wk1 – Baseline Asst.<br><br>Wk6 – Skills Asst.                                                                                 | Aspect or theme in British history that consolidates and extends pupils chronological knowledge from before 1066<br><br><b>EUROPE – Scandinavia, Germany, France</b> | <b>Cause and Consequence</b><br><br>Interpretations<br>Using evidence<br>Subject specific vocabulary                    |                             | So that students can:<br><ul style="list-style-type: none"> <li>understand how Britain was shaped by early settlers</li> <li>use evidence to explain the past</li> <li>begin to develop extended writing skills</li> <li>question assumptions and stereotypes</li> </ul>                                          |
| TERM TWO   | <b>Battle of Hastings</b> – succession crisis, contenders, fighting<br><b>Enquiry: What can the Bayeux Tapestry teach us about interpretations?</b><br><br><b>Norman Conquest -</b><br><b>Enquiry: What was important about the Norman Conquest?</b><br>Castles                                                                                                                                                                  | Motte and Bailey model castle building                                                                                                                                      | Alcuin<br><br>Laurence Larson                               | Wk4 – “Vikings were brutal conquerors feared by all.” How far do you agree?<br><br>Wk7 Quiz – Why did the Normans win the BoH? | Development of Church, state and society in Medieval Britain 1066-1509<br><br><b>EUROPE – France (Normans) &amp; Silk Route (BD)</b>                                 | <b>Cause and Consequence</b><br><br>Interpretations<br>Using evidence<br>Chronology<br>Extended writing                 | Technology – Mangonels (Y7) |                                                                                                                                                                                                                                                                                                                   |
| TERM THREE | <b>Norman Conquest</b> – Domesday Book, Feudal System and Harrying of the North<br><br><b>Medieval Life –</b><br><b>Enquiry: What was the biggest challenge to a monarch's power in Medieval England?</b><br>Henry II vs Thomas Becket; King John and the Magna Carta                                                                                                                                                            | In Another Place... The Song Dynasty<br><br><b>VISIT: GOODRICH CASTLE</b>                                                                                                   | Vitalis<br><br>William of Malmesbury                        | Wk3 Quiz – Normans<br><br>Wk4/5 – What was important about the Norman Conquest?                                                |                                                                                                                                                                      | <b>Cause and Consequence</b><br><b>Change and Continuity</b><br><br>Making judgements<br>Comparison<br>Extended writing |                             | So that students can:<br><ul style="list-style-type: none"> <li>make comparisons with other groups of people (Vikings / Anglo-Saxons / Normans)</li> <li>make decisions about important consequences</li> <li>understand new vocabulary e.g. feudal system</li> </ul>                                             |
| TERM FOUR  | <b>Medieval Life –</b><br>Causes, symptoms and consequences of the <b>Black Death</b> – what happened at Widford?<br><br><b>Peasants Revolt</b><br><br><b>Summary – what are our connections to Europe?</b>                                                                                                                                                                                                                      | In Another Place... Genghis Khan<br><br><b>ILT – class timeline to fill in between 1381 and 1485 (PR to Tudors) -</b><br>Give students specific events to research e.g. HYW | Jean Froissart                                              | Wk3 Quiz – Black Death<br><br>Wk5 – What was the biggest challenge to the monarch's power in the Medieval period?              |                                                                                                                                                                      | <b>Change and Continuity</b><br><b>Significance</b><br><br>Creativity                                                   |                             | So that students can:<br><ul style="list-style-type: none"> <li>make connections with a modern pandemic</li> <li>begin to understand the origins of modern democracy</li> </ul>                                                                                                                                   |
| TERM FIVE  | Intro lesson based on class ILT research and Tudor period<br><br><b>Enquiry: Why did English explorers risk danger to explore the New World?</b><br>Reasons for exploration, why it was important for Elizabeth, competition with Spain and Portugal<br>Map work and importance of individuals: Magellan, Cabot, Columbus, Hawkins, Drake, Raleigh<br>Case Study: Pilgrim Fathers<br>Importance of exploration for today's world |                                                                                                                                                                             | <a href="#">John Foxe</a><br><br><a href="#">Tessa Watt</a> | <b>Wk6 Quiz - Explorers</b>                                                                                                    | Development of Church, state and society in Medieval Britain 1509-1745<br><br><b>EUROPE – Germany NEW WORLD</b>                                                      | <b>Change and Continuity</b><br><br>Chronology                                                                          |                             | So that students can:<br><ul style="list-style-type: none"> <li>recap important knowledge about religious ideas</li> <li>identify different interpretations/viewpoints.</li> <li>develop ability to explain historical events</li> <li>have an understanding of what taking GCSE History might involve</li> </ul> |
| TERM SIX   | (Lessons reduced due to TTS / TTR)<br><br><b>FINAL LESSON – WHAT WAS BRITAIN'S RELATIONSHIP WITH EUROPE? WHY DID PEOPLE ARRIVE IN ENGLAND (T1) AND WHY DID THEY LEAVE (T5/6)?</b>                                                                                                                                                                                                                                                | In Another Place... Grace O'Malley or Roanoke or Witch Hunts                                                                                                                |                                                             | <b>Wk 5 – Oral presentation on one Elizabethan explorer</b>                                                                    |                                                                                                                                                                      | <b>Change and Continuity</b><br><b>Similarity and Difference</b><br><br>Interpretation                                  | English – Shakespeare (KS3) |                                                                                                                                                                                                                                                                                                                   |

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

|            | TOPIC                                                                                                                                                                                                                                                                                           | ILT / OUTSIDE LEARNING                                                     | HISTORIANS                          | ASSESSMENT                                                                             | CURRICULUM LINK                                                                                                                                                           | SECOND ORDER CONCEPT                                                                    | CROSS CURRICULAR LINK                                                                      | WHY?                                                                                                                                                                                                                                                                                                                                                                  |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TERM ONE   | <b>Pre-colonial Africa</b> – Make explicit links with the Americas:<br><b>Enquiry: What did Europeans find when they got to Africa?</b><br>Comparison of Mali and Benin                                                                                                                         | In Another Place...<br>Magellan                                            | <a href="#">Susannah Lipscomb</a>   | Wk 5 – Mali / Benin Quiz                                                               | Significant society or issue and its interconnections with world developments<br><br>Local History Study (Bristol and the Slave Trade)<br><br><b>WIDER WORLD – Africa</b> | Significance                                                                            |                                                                                            | So that students can: <ul style="list-style-type: none"> <li>● broaden their knowledge of global history</li> <li>● develop empathy skills</li> <li>● understand how modern Britain has been shaped by events</li> <li>● identify different interpretations/viewpoints</li> <li>● strengthen my extended writing skills</li> </ul>                                    |
| TERM TWO   | <b>Atlantic Slave Trade</b> –<br><b>Enquiry: How did Europeans change Africa?</b><br>Causes (1 lesson); life on the plantations for different kinds of slaves - punishments, slave rebellions                                                                                                   | Build a Lukasa board                                                       | Ibn Battuta                         |                                                                                        |                                                                                                                                                                           | Significance<br>Cause and Consequence<br><br>Extended writing<br>Source work<br>Empathy | Geography – Africa (Y8, Term 1)                                                            |                                                                                                                                                                                                                                                                                                                                                                       |
| TERM THREE | <b>Atlantic Slave Trade</b> –<br>Focus on <b>IMPACT</b> for enquiries – what was the impact on individuals in Africa and the Caribbean; what was the political impact of abolition; what was the economic impact on Africa, the Caribbean and Britain<br>Local focus – Bristol / Edward Colston | In Another Place...<br>Emancipation of serfs in Russia                     | Eric Williams<br>Lawrence Hill      | Wk5 – “The biggest impact of the slave trade was on society”.<br>How far do you agree? |                                                                                                                                                                           | Change and Continuity<br><br>Extended writing<br>Source work<br>Empathy                 | Music – blues, jazz, work songs (Y8, Terms 3&4)<br><br>English – ideas about racism (Y7/8) | So that students can: <ul style="list-style-type: none"> <li>● explain change over a long period of time</li> <li>● widen understanding of modern Britain</li> <li>● understand how different people have shaped Britain</li> <li>● compare their life with a Victorian child's</li> <li>● understand what I see if I go on the Black Country Museum visit</li> </ul> |
| TERM FOUR  | <b>Industrial Britain</b> –<br><b>Enquiry: How did the character of Birmingham change during the Industrial Revolution?</b><br>Pre-IR B'ham, inventors, trade, working lives, home lives, who did and didn't benefit?<br>Comparison with FOD                                                    |                                                                            | <a href="#">Alannah Tomkins</a>     | Wk3 knowledge quiz<br><br>Wk6 – Interpretation Asst                                    | <b>WIDER WORLD – relate G.E. to Empire</b><br><br>Ideas, political power, industry and empire: Britain 1745-1901                                                          | Similarity and Difference<br><br>Interpretation<br>Chronology                           | Geography – urbanisation (Y7, Term 5)<br><br>English – the 19 <sup>th</sup> century novel  |                                                                                                                                                                                                                                                                                                                                                                       |
| TERM FIVE  | <b>Empire</b> –<br><b>Enquiry: Why did Britain want an Empire?</b><br><br>Case study on <b>India</b> – E.I.C, Mutiny, Gandhi, Partition                                                                                                                                                         | In Another Place...<br>Opium War<br><br><b>VISIT: BLACK COUNTRY MUSEUM</b> | Shashi Tharoor<br><br>Robert Winder | Wk4 – Empire quiz                                                                      | <b>WIDER WORLD – British Empire</b><br><br>Challenges for Britain, Europe and the wider world 1901-present day                                                            | Significance<br>Cause and Consequence<br><br>Interpretation                             | RS – Hinduism (Y7, Term 6)                                                                 | So that students can: <ul style="list-style-type: none"> <li>● know why people have different interpretations of the past</li> <li>● understand Britain's place in the world</li> <li>● reach their own judgement about significant events in history</li> </ul>                                                                                                      |
| TERM SIX   | <b>Empire</b> - Case study on Australia – penal colony, Aborigines<br><br><b>FINAL LESSON – WHAT WAS BRITAIN'S RELATIONSHIP WITH EUROPE?</b>                                                                                                                                                    | In Another Place....<br>Highland Clearances                                | <a href="#">W.E.H. Stanner</a>      | Wk4 – What do the experiences of Indians and Australians tell us about Empire?         |                                                                                                                                                                           | Change and Continuity<br><br>Chronology<br>Interpretation                               |                                                                                            |                                                                                                                                                                                                                                                                                                                                                                       |

YEAR 9 OVERARCHING THEME – **BRITAIN AND THE 20<sup>TH</sup> CENTURY WORLD**

|            | TOPIC                                                                                                                                                                                                                                                                                                                                                                                                                                             | ILT / OUTSIDE LEARNING                                           | HISTORIANS                     | ASSESSMENT                                                                                                                     | CURRICULUM LINK                                                                                                                                                                    | SECOND ORDER CONCEPT                           | CROSS CURRICULAR LINK                                                        | WHY?                                                                                                                                                                                                                     |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TERM ONE   | <p><b>Intro lessons x2:</b> Was global conflict inevitable at the start of the twentieth century? Shape of Europe pre and post WW1, rise of the dictators – Franco, Hitler, Stalin, Mussolini. Was Hitler the worst dictator in European history?</p> <p><b>Enquiry:</b> Was Germany's defeat in WW2 inevitable? Set context for WW2 – overview timeline + phoney war</p>                                                                         | In Another Place... Suffragettes                                 | <a href="#">Gary Sheffield</a> | Wk 3 Quiz – Europe in the twentieth century                                                                                    | <p>20<sup>TH</sup> C. – GB's changing role inc. end of Empire</p> <p>Challenges for Britain, Europe and the wider world 1901 to present day (must include Holocaust education)</p> | Cause and Consequence<br>Significance          | Drama – Brecht (Y8), War Horse (Y9, Term 1)<br><br>English – War Poetry (Y9) | <p>So that students can:</p> <ul style="list-style-type: none"> <li>recap knowledge of Empire from Year 8</li> <li>Develop oracy skills in presentation</li> <li>explore the idea of significance</li> </ul>             |
| TERM TWO   | <p>Research project in 8 groups of 4: Battle of Britain, Pearl Harbour, Barbarossa, El-Alamein, D-Day, Stalingrad, Battle of Midway, Battle of the Bulge</p> <p>Taught lessons: Historians interpretations, work of the SOE, intelligence and deception</p> <p><b>The Holocaust</b><br/><b>Enquiry:</b> Why wasn't it okay to be 'other' in Nazi Germany? Escalation of persecution against Jewish population</p>                                 | In Another Place... Winter War<br><br>VISIT: IMPERIAL WAR MUSEUM |                                | Wk 2 Quiz – Global Warfare<br><br>Wk 4 Asst – 'X was the biggest turning point in the Second World War'. How far do you agree? |                                                                                                                                                                                    |                                                |                                                                              |                                                                                                                                                                                                                          |
| TERM THREE | <p><b>The Holocaust</b><br/>From ghettos to camps and remembrance</p> <p><b>Terrorism</b><br/><b>Enquiry:</b> What's the difference between a terrorist and a freedom fighter? Define characteristics of a terrorist. Look at examples across history of 'terrorist' groups to come up with a group definition</p>                                                                                                                                | Survivor Talk around 27th Jan                                    | <a href="#">Jane McDermid</a>  | Wk2 – Holocaust Quiz                                                                                                           |                                                                                                                                                                                    | Significance                                   | RS – Holocaust (Y8, Term 3 /4)                                               | <p>So that students can:</p> <ul style="list-style-type: none"> <li>appreciate a monumental event in history</li> <li>try to empathise with those involved</li> <li>use oral histories to understand the past</li> </ul> |
| TERM FOUR  | <p><b>Terrorism</b><br/><b>Enquiry:</b> How should Michael Collins be remembered? IRA motives, key events and the situation now in N.I.<br/><b>Enquiry:</b> How did the world change on 9/11? War on Terror and changes to most countries foreign policy (airports <a href="#">etc...</a> to show impact on daily life).<br/><b>Enquiry:</b> How is the internet changing terrorism? Terrorgram, Anon - online incitement of hatred, faceless</p> | Tony Reid and Declan Mooney assembly                             |                                | Wk6 - Significance assessment                                                                                                  |                                                                                                                                                                                    | Change and Continuity                          | English – Racism / Feminism in literature (Y7/8)                             | <p>So that students can:</p> <ul style="list-style-type: none"> <li>understand issues in modern Britain</li> <li>understand Britain's relationship with other countries</li> </ul>                                       |
| TERM FIVE  | <p><b>Thematic Enquiry – How far can the history of the twentieth century be told through Berlin?</b><br/>Intro – same as when we do site study at GCSE – importance of monuments, buildings, stadiums, cities. Also intro to thematic history -<br/>Themes through 4 eras: Kaiser, Weimar, Nazi, Cold War<br/>Women, workers, children<br/>Home Front – WW1/2</p>                                                                                | In Another Place... Chinese Cultural Revolution<br>Israel        | Richard Toyne                  | Wk 5 Asst: Berlin Wall source question (12 marker)                                                                             | <p>AQA Understanding the Modern World; Conflict and tension between East and West 1945-1972</p> <p>20<sup>TH</sup> C. – What did GB do when it wasn't a superpower any more?</p>   | Significance<br><br>Source work Interpretation |                                                                              | <p>So that students can:</p> <ul style="list-style-type: none"> <li>prepare for their GCSE studies</li> <li>explain long term impacts of WW2</li> <li>explain the relationship between superpowers</li> </ul>            |
| TERM SIX   | FINAL LESSON – WHAT WAS BRITAIN'S RELATIONSHIP WITH OTHER COUNTRIES IN THE 20 <sup>TH</sup> CENTURY?                                                                                                                                                                                                                                                                                                                                              |                                                                  |                                |                                                                                                                                |                                                                                                                                                                                    |                                                |                                                                              |                                                                                                                                                                                                                          |