

CURRICULUM INTENT

THRESHOLD CONCEPTS

TC1 Human Rights—the development and struggles for human rights, equality and freedom underpins many historical events.


TC2 Chronology—an understanding of how all historical events fit into a sequence of historical periods.

TC3 Change over time—all historical events lead to change and development in a country's democracy, economy and political landscape.

TC4 Critical thinking—all historical events require the need to be analysed from different perspectives, using a range of primary and secondary sources judiciously.


TC5 Cause and Effect—all historical events are the result of actions and decisions that then have consequences and impact. The significant impact that individuals or small groups can have may affect diverse groups in society, or wider populations.

SUPPORT AT HOME

- 
- Visiting castles, galleries, museums, and places of historic importance such as the Black Country Museum
 - Exploring websites such as BBC Bitesize or www.ducksters.com/history
 - Talking about history in the news
 - Supporting with homework

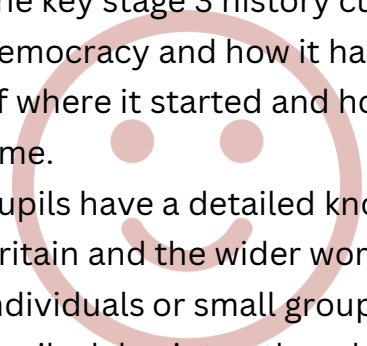
ENRICHMENT

Enrichment opportunities:



Visits to castles, galleries and museums
Trips linked to themes
Guest speakers
History Lunch Club

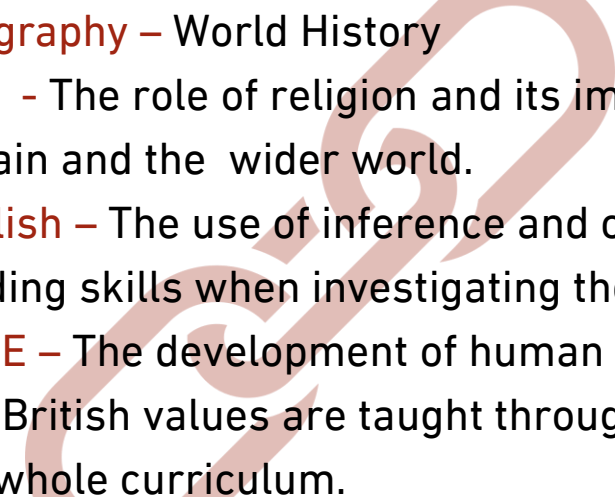
PERSONAL DEVELOPMENT



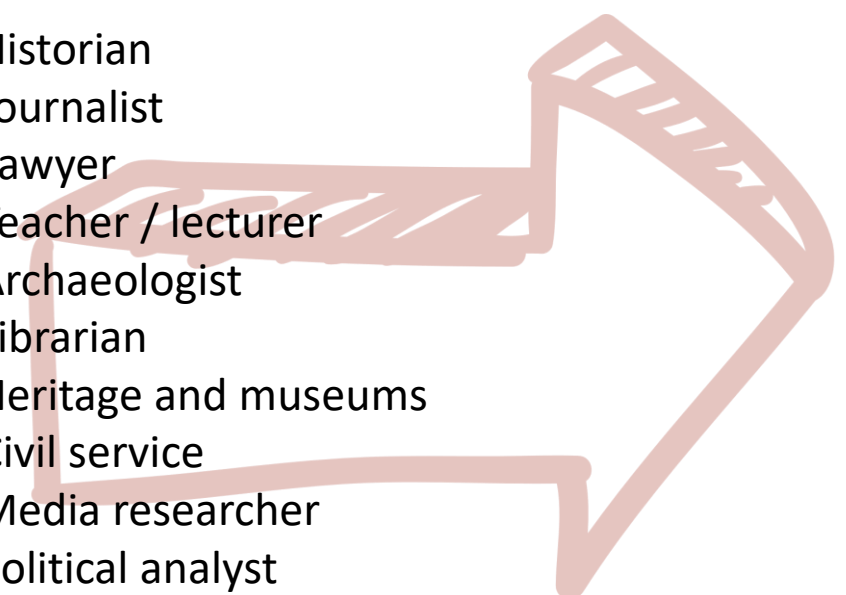
The key stage 3 history curriculum allows pupils to develop their understanding of British democracy and how it has developed throughout history. They have a clear understanding of where it started and how far we have come as a nation and international power over time.

Pupils have a detailed knowledge of the development and struggles for human rights in Britain and the wider world. It is important that pupils know the positive impact that individuals or small groups have on diverse groups in society. Our history curriculum lets pupils delve into others' histories and also see themselves in those that they study, no matter what their background.

CURRICULUM LINKS

- 
- **Geography** – World History
 - **PRE** – The role of religion and its impact on Britain and the wider world.
 - **English** – The use of inference and other reading skills when investigating the past.
 - **PSHE** – The development of human rights and British values are taught throughout the whole curriculum.

CAREERS

- 
- Historian
 - Journalist
 - Lawyer
 - Teacher / lecturer
 - Archaeologist
 - Librarian
 - Heritage and museums
 - Civil service
 - Media researcher
 - Political analyst

Students will:

What is history?

- Understand the concepts and skills needed to be a historian.

The Romans

- Understand key developments of the stone age to the iron age and the impact on Britain.

- Introduce students to the role of a historian and the key concepts that historical arguments are built around.
- Bridge the gap between key stage 2 and 3 history by studying pre-1066 England and the classical world.
- Expose students to hidden histories within England and the wider world, by celebrating individual achievements and resilience of diverse groups when battling for equality.

ASSESSMENT

How students will be assessed: class-assessed work on key topic questions; end of year test; newspaper article; low stakes quizzing, topic level analysis. Students will also be assessed through: whole class feedback; live marking; quizzes; spelling tests for key words.

VOCABULARY

Historian
Significance
Change
Consequence
Cause
Source
Interpretation
Migration

READING SKILLS

- **Inference** and inferring sources from the past are a central part of the KS3 curriculum.
- **Decoding** by being exposed to a range of texts through guided reading and historian's interpretations. Students are asked to sound out words phonetically.
- **Comprehension** is used to support students processing of new knowledge
- **Fluency** is developed by students being exposed to key vocabulary over a number of times within a topic and across the curriculum.

HALF TERM 2: PRE 1066 England / Classics

WHAT

Students will:

- Understand reasons why the Romans came to Britain, and their legacy.

Classics Taster Sessions:

- Learn about key events and individuals in classical civilisation, including Roman gods and goddesses, Hercules, the Pantheon, the Foundation of Rome, Julius Caesar, the Underworld and various festivals.

- Introduce students to the role of a historian and the key concepts that historical arguments are built around.
- Bridge the gap between key stage 2 and 3 history by studying pre-1066 England and the classical world.
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VOCABULARY

Empire
Invasion
Conquer
Emperor
Britons
Britannia
Legacy
Celts

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WHAT

Students will:

The Anglo Saxons

- understand why the Anglo Saxons settled in England and the structure of their society.
- understand what life was like to live in Anglo Saxon England.
- study the Viking invasions and Anglo Saxon reactions.
- study the development of kingship and a united England during this period of history.

The Normans:

- learn about the death of Edward the Confessor and the contenders to the throne.

WHY

- Introduce students to the role of a historian and the key concepts that historical arguments are built around.
- Students have a clear understanding of how sources can shape historical interpretations about past events.
- Begin to develop students understanding of the origins of UK democracy, including the concept of a monarch and how their powers changed from the Anglo-Saxon period to the late medieval period.
- Expose students to hidden histories within England and the wider world, by celebrating individual achievements and resilience of diverse groups when battling for equality.

HOW

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VOCABULARY

Earls
Earldoms
Invasion
Vikings
Anglo Saxons
Archaeologists
Wessex
Mercia

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HALF TERM 2: WILLIAM THE CONQUEROR AND MEDIEVAL ENGLAND

THRESHOLD CONCEPTS: TC1, TC4, TC5

WHAT

Students will:

- understand the reasons why William won the Battle of Hastings.
- learn about the English reaction to the king through a case study on the Harrying of the North.
- understand the links between the Norman Conquest and the democracy in present-day society.

Medieval Life

- understand the differences between living in a medieval village and a medieval town, including the roles of women in medieval life, and their position within society.

Medieval Religion

- Learn about the importance of religion to medieval people and its impact on their lives.

WHY

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VOCABULARY

Feudal System
Domesday Book
Castles
Rebellion
Peasants
Monks
Monasteries

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THRESHOLD CONCEPTS: TC1, TC2, TC3, TC4

Students will:

Medieval Kingship

- Learn about key turning points that led to the development of a more democratic England, such as the Magna Carta, the emergence of Parliament and the Peasant's Revolt.
- Understand the terms change and continuity and apply it to changes in kingship during the middle ages.

- Introduce students to the role of a historian and the key concepts that historical arguments are built around.
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VOCABULARY

Magna Carta
Barons
King John
Parliament
Democracy
Monarch
Revolt

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HALF TERM 2: THE MEDIEVAL WORLD

THRESHOLD CONCEPTS: TC1, TC4, TC5

WHAT

Students will:

Medieval Baghdad

- Learn about medicine in medieval England, including health professionals.
- Learn about the Black Death.
- Understand the key features of medieval Baghdad and its medical advancements.
- Understand the similarities and differences between medicine in England and Baghdad.

Medieval Mali:

- Key features of medieval Mali.
- The work of Musa Mansa and Mali's contributions to the wider world.

WHY

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- Students have a clear understanding of how sources can shape historical interpretations about past events.
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VOCABULARY

Barber Surgeon
Four Humours Theory
Plague
Buboes
Trade
Islam
Baghdad
Trade routes

READING SKILLS

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Students will:

- Study key features of Tudor life, including society, social class, the differences between rich and poor, and technology.
- Understand what is meant by the “Tudor Religious Rollercoaster” by studying Protestant and Catholic differences, and their treatment over time by various Tudor monarchs.

Depth Study: Elizabeth I

- Study women in Tudor times, including young Elizabeth and why she became Queen.

- Students have clear understanding of the concepts and skills used by a historian and how they build historical arguments.
- Support students with analysing sources when investigating the past.
- Students are able to learn about the shift in power from the monarch to the people of England. Specifically how Parliament became the main decision makers in Britain.
- Expose students to hidden histories within England and the wider world, by celebrating individual achievements and resilience of diverse groups when battling for equality.

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How students will be assessed: class-assessed work on key topic questions; end of year test; newspaper article; low stakes quizzing, topic level analysis.

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VOCABULARY

Social pyramid
Social Class
Protestant
Catholic
Heresy
Bosworth
Heir
War of the Roses

READING SKILLS

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HALF TERM 2: THE TUDOR DYNASTY / CLASSICS

WHAT

Students will:

- Understand significant events in Elizabeth’s reign including the Spanish Armada.

Classic Taster Sessions

- Understand what defines a hero in the Ancient and Modern world
- Learn about Greek Gods and Goddesses and their importance to Ancient Greek Civilisation
- Understanding developing cultural ideas from the Ancient world regarding death and burial

WHY

- Students have clear understanding of the concepts and skills used by a historian and how they build historical arguments.
- Support students with analysing sources when investigating the past.
- Develop their understanding of classic life and literature.
- Students are able to learn about the shift in power from the monarch to the people of England. Specifically how Parliament became the main decision makers in Britain.
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HOW

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VOCABULARY

Spanish Armada
Philip II
Heresy
Defeat
Parthenon
Athens

READING SKILLS

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WHAT

Students will:

The Gunpowder Plot

- learn about the change of power between the Tudors and the Stuarts, including James I and his treatment of Catholics.
- learn about the Gunpowder Plot, including the causes, events, and consequences.
- Explore and evaluate whether Guy Fawkes was framed, using a range of source material.

The English Civil Wars

- learn about the English Civil Wars, including the causes, events, and consequences

WHY

- Students have clear understanding of the concepts and skills used by a historian and how they build historical arguments.
- Support students with analysing sources when investigating the past.
- Students are able to learn about the shift in power from the monarch to the people of England. Specifically how Parliament became the main decision makers in Britain.
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VOCABULARY

Divine Right
Taxes
Puritans
Parliament
Roundheads
Cavaliers
New model Army

READING SKILLS

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HALF TERM 2: 'A WORLD UPSIDE DOWN?' LIFE AFTER THE ENGLISH CIVIL WARS

WHAT

Students will:

Cromwell

- understand the influence and impact of Lord Protector Cromwell, interpretations of him as a leader, and his work in England and Ireland.

The Glorious Revolution

- learn about the arrival of "the Merry Monarch" Charles II and the changes to English democracy.
- Understand the changes made to the role of the monarch during the Glorious Revolution.

WHY

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VOCABULARY

Commonwealth
Lord Protector
Drogheda
Restoration
Charles II
Merry Monarch
English Bill of Rights

READING SKILLS

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Students will:

The British Empire and India

- ⇒ understand the development of the British Empire during the 1600s and 1700s
- ⇒ learn about the British invasion of India, and what life was like before the British arrived
- ⇒ evaluate whether conflict in India was a mutiny or a war of independence, and study historical interpretations of The Jewel in the Crown

The Abolition of Slavery

- ⇒ learn about Africa before the European slave trade
- ⇒ undertake a case study in rebellion success (Jamaica and the Maroons)
- ⇒ study the work of Equiano and Wilberforce and explore why slavery was abolished

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VOCABULARY

Imperialism,
Colony,
Empress,
British Raj,
British East India
Company,
Slave trade,
Triangular trade,
Plantation,
Resistance,
Auction,
Abolition

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Students will:

- learn about Britain between 1750-1900 and how society was divided through the class system.
- study the "Age of Invention", and the significance of key individuals and inventions, with local links to the Black Country.
- understand labour and conditions for the working classes in factories, focusing on education and working class children.
- learn about factory improvements and the role of Shaftesbury.
- study women in the industrial period.

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VOCABULARY

Industrial Revolution
Working Class
Middle Class
Reform
Pace of Change
Extent of Change
Production
Invention
Public Health

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HALF TERM 2: INTERPRETATIONS OF WORLD WAR ONE

THRESHOLD CONCEPTS: TC1, TC4, TC5

WHAT

Students will: **Causes of World War One**

- investigate the long and short term causes of World War One.

Soldiers experiences of World War One

- understand how soldiers from the Black Country and wider world were recruited by the British Army, and the trench system.
- study the contributions of the British Empire during the war.
- understand the conditions of the trenches and the medical developments during the war.
- understand how and why the war ended.

WHY

- Students have clear understanding of the concepts and skills used by a historian and begin to build their own historical argument about the past.
- Support students with analysing sources and how useful specific sources are to historians.
- Introduce students to the fight between democracy and dictatorship throughout the 20th century and beyond.
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VOCABULARY

Militarism
Imperialism
Alliances
Nationalism
Global War
Trenches
Western Front
Recruitment

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HALF TERM 1: THE INTERWAR YEARS

THRESHOLD CONCEPTS: TC1, TC2, TC3, TC4, TC5

WHAT

Students will:

- ⇒ learn about international relations after World War One, including the Treaty of Versailles.
- ⇒ learn about the Russian Revolution.
- ⇒ investigate how women gained the vote in 1919.
- ⇒ study the 'roaring twenties' in Britain.
- ⇒ learn about the setting up of Weimar Germany and its early problems.

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VOCABULARY

Revolution
Treaty of Versailles
Tsar
Depression
Diktat
Suffrage
Democracy

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HALF TERM 2: WORLD WAR TWO

THRESHOLD CONCEPTS: TC1, TC2, TC4, TC5

WHAT

Students will:

- understand the difference between a dictatorship and a democracy.
- investigate the rise of the dictators, including Hitler, Stalin and Mussolini.

The Causes of World War One

- study the causes of the Second World War, including appeasement.

Key events of the Second World War

- study the significant events of World War Two.

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VOCABULARY

Fascism
Nationalism
Communism
Appeasement
Axis Powers
Allies
Mussolini
Stalin

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Students will:

Key events of the Second World War

- study the significant events of World War Two.
- learn about the road to persecution and the Holocaust.

Superpowers:

- investigate international relations after World War Two and world superpowers.
- study the impact of the Cold War on world relations.

Post War Fight for Equality

- learn about Indian gaining independence from the British Empire.
- understand the importance of the Windrush movement.
- study civil rights matters in the UK and abroad, including Black Civil Rights, gender and LGBTQ+

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VOCABULARY

Allies
Concentration camp
Holocaust
Ghettos
Persecution
Anti-Semitism
Cold War
Superpowers
Immigration
Capitalism
Ideology
Civil Rights
Discrimination
LGBTQ+

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