



# HISTORY

## KS3

# CURRICULUM INTENT

It is the intention of the History curriculum to explore events and individuals from the past, which have shaped the society we now live in and led to greater equality for all. Although some groups or individuals have struggled, their perseverance has changed the lives of many. When studying history pupils gain a coherent knowledge and understanding of Britain's history and that of the wider world, which helps to stimulate pupils' curiosity to know more about the past; are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. They begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We equip our pupils with the skills needed to excel in life, no matter their background and with a goal to ignite a passion for learning in the process.

## SUPPORT AT HOME

## 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.

- 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](http://www.ducksters.com/history)
- Talking about history in the news
- Supporting with homework

## ENRICHMENT

Enrichment opportunities:

Trips linked to themes  
Guest speakers

## PERSONAL DEVELOPMENT

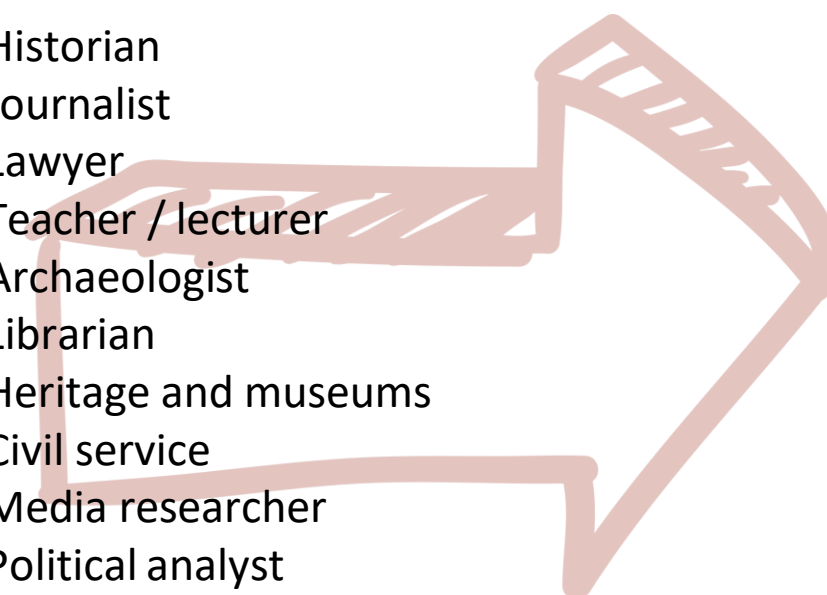
The key stage 3 history curriculum allows pupils to develop their understanding of British democracy and how it has developed throughout history. They have a clear understanding of where it started and how far we have come as a nation and international power over time. Pupils have a detailed knowledge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

- **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 Legacy of the Romans**

- To know the origins of Ancient Rome
- Key features of the Roman Empire
- The reasons why and consequences of the Roman Empire in 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

**Students will also be assessed through:** whole class feedback; live marking; low stakes quizzes; spelling tests for key words and extended writing tasks.

VOCABULARY

Historian  
Significance  
Change  
Consequence  
Cause  
Source  
Interpretation  
Empire  
Invasion  
Legacy

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

WHY

HOW

THRESHOLD CONCEPTS: TC2, TC3, TC4 & TC5

**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.

**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.

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ASSESSMENT

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VOCABULARY

Earls  
Earldoms  
Invasion  
Vikings  
Anglo Saxons  
Archaeologists  
Wessex  
Mercia

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HISTORY  
YEAR 7

SPRING



# HALF TERM 1: WILLIAM THE CONQUEROR

THRESHOLD CONCEPTS: TC2, TC3, TC4, TC5

## WHAT

### Students will:

#### **The Normans:**

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

## 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

### ASSESSMENT

#### **Students will also be assessed**

**through:** whole class feedback; live marking; low stakes quizzes; spelling tests for keywords. and extended writing tasks.

### VOCABULARY

Feudal System  
Domesday Book  
Castles Rebellion  
House Carls  
Conquest

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# HALF TERM 2: MEDIEVAL ENGLAND

THRESHOLD CONCEPTS: TC1, TC3, TC4, TC5

## WHAT

### Students will:

#### **Medieval Life & Religion:**

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

#### **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.

## WHY

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## HOW

### ASSESSMENT

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### VOCABULARY

Parliament  
Magna Carta  
Monarch  
Rebellion  
Peasants  
Monks  
Monasteries

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HISTORY  
YEAR 7

WHAT



SUMMER  
WHY

HALF TERM 1: THE MEDIEVAL SILK ROADS

THRESHOLD CONCEPTS: TC2, TC4, TC5



**Students will:**

**Medieval Silk Roads**

- Know the origins of the medieval silk roads.
- Understand the importance of the Silk Roads for world trade and opening up Europe to the rest of the World.

- 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.
- Expose students to hidden histories within England and the wider world, by celebrating individual achievements and resilience of diverse groups when battling for equality.
- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

ASSESSMENT

**Students will also be assessed through:**

whole class feedback; live marking; low stakes quizzes; spelling tests for keywords. and extended writing tasks.

VOCABULARY

Trade routes  
Silk  
Industry  
Baghdad  
Explorers  
Asia  
Inventions

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HALF TERM 2: THE MEDIEVAL WIDER WORLD

THRESHOLD CONCEPTS: TC1, TC4, TC5

WHAT

**Students will:**

**Medieval Mali:**

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

**Medieval Baghdad.**

- Understand the key features of medieval Baghdad and its medical advancements.
- Know individual contributions from the wider medieval Islamic civilisation.

**Crime and Punishment through Time:**

- Know how crime and punishment has changed over time.

WHY

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

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VOCABULARY

Trade  
Islam  
University  
Mansa Musa  
Mali  
Emperor

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

- 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.

ASSESSMENT

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VOCABULARY

Social pyramid  
Protestant  
Catholic Heresy  
Heir  
War of the Roses  
The Spanish Armada

READING SKILLS

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HALF TERM 2: CLASSICS / THE GUNPOWDER PLOT

WHAT

WHY

HOW

THRESHOLD CONCEPTS: TC1, TC4, TC5

Students will:

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

The Gunpowder Plot:

- 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.

- 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.
- 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

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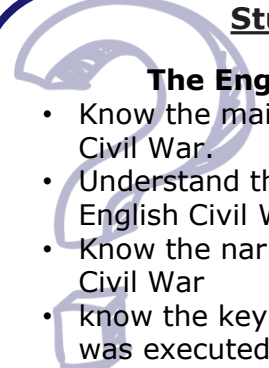
whole class feedback; live marking; low stakes quizzes; spelling tests for keywords. and extended writing tasks.

VOCABULARY

Parthenon  
Athens  
Houses of Parliament  
Treason  
Plot  
Conspirators

READING SKILLS

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**Students will:**

**The English Civil Wars:**

- Know the main causes for the English Civil War.
- Understand the two sides of the English Civil War.
- Know the narrative of the English Civil War
- know the key reasons why Charles I was executed.

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

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**ASSESSMENT**

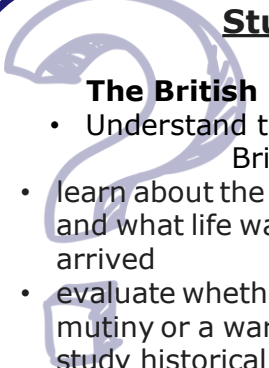
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VOCABULARY

Divine Right  
Taxes  
Puritans  
Parliament  
Roundheads  
Cavaliers  
New model Army  
Commonwealth  
Lord Protector  
Drogheda

READING SKILLS

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**Students will:**

**The British Empire and India:**

- Understand the development of the British Empire.
- 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

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**ASSESSMENT**

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VOCABULARY

Imperialism,  
Colony,  
Empress,  
British Raj,  
British East India  
Company

READING SKILLS

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TC5

VOCABULARY

READING SKILLS

Students will:

**The Abolition of Slavery**

- learn about Africa before the European slave trade.
- know the stages of the Triangular slave trade and its impact on enslaved people.
- study the work of Equiano and Wilberforce and explore why slavery was abolished.

**Black Civil Rights:**

- Know the segregation and discrimination faced by African Americans since the American abolition of slavery.
- Know the key individuals involved in the US civil rights movement.
- Know the different methods used by civil rights groups.
- Know key events of the US civil rights movement.

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ASSESSMENT

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Slave trade,  
Triangular trade,  
Plantation,  
Resistance,  
Auction,  
Abolition,  
Segregation,  
Civil rights,

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Students will:

Industrial Britain

- 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: DEVELOPMENTS OF WORLD WAR ONE AND THE INTERWAR YEARS

WHAT

WHY

HOW

THRESHOLD CONCEPTS: TC1, TC3, TC4, TC5

Students will:

World War One

- investigate the long and short term causes of World War One.
- understand the conditions of the trenches and the medical developments during the war.
- understand how and why the war ended.

Interwar Years:

- learn about international relations after World War One, including the Treaty of Versailles.
- learn about consequences of WW1 for Britain, France and Germany.

- 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 20<sup>th</sup> century and beyond.
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ASSESSMENT

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VOCABULARY

Militarism  
Imperialism  
Alliances  
Nationalism  
Global War  
Trenches  
Western Front  
Recruitment

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WHAT

Students will:

**Rise of the Dictators:**

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



**World War Two:**

- study the causes of the Second World War, including appeasement.
- study the significant events of World War Two, such as Dunkirk and D Day.

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HOW

ASSESSMENT

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VOCABULARY

Revolution  
Treaty of Versailles  
Diktat  
Suffrage  
Democracy  
Fascism  
Communism  
Appeasement  
Stalin

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HALF TERM 2: THE HOLOCAUST AND SUPERPOWERS

WHAT

Students will:

**Holocaust:**

- learn about the road persecution and the Holocaust.
- Know heroes of the Holocaust
- Understand the impact of the Holocaust.



**Cold War:**

- Know the two superpowers and their ideological differences.
- Know how tension grew towards the end of World War Two during a number of conferences.

WHY

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HOW

ASSESSMENT

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VOCABULARY

Concentration Camps  
Holocaust  
Ghettos  
Persecution  
Anti-Semitism  
Capitalism  
Communism  
Ideology

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**Students will:**

**Superpowers:**

- study the impact of the Cold War on world relations.
- Know the narrative and importance of key events such as the construction of the Berlin Wall and the Cuban Missile Crisis.
- Know the end of the Cold War.

**Post War Fight for Equality**

- study civil rights matters in the UK, including disability, gender, BAME and LGBTQ+
- Know the individuals and campaigns to improve the rights of groups within British society.

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**ASSESSMENT**

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VOCABULARY

Cold War  
Superpowers  
Immigration  
Capitalism  
Ideology  
Civil Rights  
Discrimination  
LGBTQ+

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