



# Key Stage 3 History Curriculum Map

## Year 7



Term	Substantive Knowledge (Intent)  This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) (Implementation)  This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities (Impact)  What assessments will be used to measure student progress?  Evidence of how well students have learned the intended content.
<b>Term 1 A (Autum)</b>	<p>To know and understand key skills and the nature of the subject primarily because the teaching of History in primary school can be varied. This will give them a foundation to move forward from.</p> <p>To know and understand history as a coherent and chronological narrative moving forward from 1066. This is because 1066 is a significant turning point in our nation's historical timeframe and it is also a key aspect of the National Curriculum.</p>	<p>Content:</p> <p><b><u>History Skills and 1066</u></b></p> <ol style="list-style-type: none"><li>1. Welcome/history skills &amp; concepts</li><li>2. Sources &amp; Interpretations</li><li>3. England before 1066</li><li>4. Contenders</li><li>5. Stamford</li><li>6. Battle of Hastings 1</li><li>7. Battle of Hastings 2</li><li>8. Assessment prep/Assessment</li><li>9. Bayeux Tapestry</li><li>10. Feudal System</li><li>11. Domesday Book</li><li>12. Motte &amp; Bailey castles</li><li>13. Stone castles</li></ol> <p>Skills:</p> <p>Sources – inference</p> <p>Sources – nature, origin and purpose</p>	<p>Teacher Q+A in lessons</p> <p>Formal assessment – source inference</p> <p>Homework 1 – timeline task</p> <p>Homework 2 – key word test</p> <p>Homework 3 – comprehension task</p> <p>Homework 4 – quiz</p> <p>Homework 5 – source inference</p> <p>End of year knowledge test assessment</p>

<b>Term 1 B (Autum)</b>	<p>To develop a keen sense of how different and yet similar people experiences of the past could be in. To use this as a basis for later change. Society and change are also a key aspect of the National Curriculum.</p>	<p>Content:  <b><u>Life in Medieval England</u></b></p> <ol style="list-style-type: none"> <li>1. Medieval Village</li> <li>2. Medieval Town</li> <li>3. Medieval Entertainment</li> <li>4. Medieval Fashion</li> <li>5. Medieval Diet</li> <li>6. Assessment Prep/Assessment</li> <li>7. Medieval medicine</li> <li>8. Black Death 1</li> <li>9. Black Death 2</li> <li>10. Black Death 3</li> <li>11. Assessment Feedback</li> <li>12. The Princes in the Tower</li> </ol> <p>Skills:  Similarity and difference  Significance</p>	<p>Teacher Q+A in lessons</p> <p>Formal assessment – similarity &amp; differences between the past &amp; now  Homework 1 – comprehension task Homework 2 – formal assessment revision  Homework 3 – research task  Homework 4 – fact file  Homework 5 – quiz</p> <p>End of year knowledge test assessment</p>
<b>Term 2 A (Spring)</b>	<p>To develop key National Curriculum knowledge needed to understand how our national state was developed. By exploring the key issues of religious beliefs and the impact they would have on society. To explore the monarchy and the challenges within the church. To start to think about significant events and people in history.</p>	<p>Content:  <b><u>Reformation</u></b></p> <ol style="list-style-type: none"> <li>1. Henry VII</li> <li>2. Catholics &amp; Protestants + Martin Luther</li> <li>3. Henry VII's 6 wives</li> <li>4. Break with Rome</li> <li>5. Dissolution of the Monasteries</li> <li>6. Edward VI</li> <li>7. Mary I</li> <li>8. Elizabeth – Middle Way</li> <li>9. Mary Q of S</li> <li>10. Knowledge test</li> </ol> <p>Skills:  Knowledge retention test</p>	<p>Teacher Q+A in lessons</p> <p>Formal assessment – mid-year knowledge test</p> <p>Homework 1 – interpretation task  Homework 2 – quiz  Homework 3 – comprehension task  Homework 4 – key terms test  Homework 5 – revision for assessment</p> <p>End of year knowledge test assessment</p>

<b>Term 2 B (Spring)</b>	<p>To develop key National Curriculum knowledge needed to understand how our national state was developed. By exploring the monarchy and challenges from Parliament and groups in UK society. This is essential for understanding political change and the development of democracy in the UK.</p>	<p>Content: <b><u>Power</u></b></p> <ol style="list-style-type: none"> <li>1. Magna Carta</li> <li>2. Civil War 1</li> <li>3. Civil War 2</li> <li>4. Glorious Revolution</li> <li>5. 1832 &amp; 1867 Great Reform Acts</li> <li>6. Women's Suffrage</li> <li>7. Assessment Prep &amp; Assessment</li> <li>8. Democracy today</li> <li>9. Assessment feedback</li> </ol> <p>Skills: Change and continuity Interpretations – agreement between and evaluation of historians</p>	<p>Teacher Q+A in lessons</p> <p>Formal assessment – Change &amp; continuity</p> <p>Homework 1 – research task Homework 2 – source inference Homework 3 – revision for assessment Homework 4 – Fact file task Homework 5 – Research task</p> <p>End of year knowledge test assessment</p>
<b>Term 3 A (Summer)</b>	<p>To know and understand how different and similar experiences of the past are to now. Piracy provides a way for students to learn about historical pirates, as well as modern day incarnations. While piracy may seem like a thing of the past, we often get reminders that modern day pirates are still out there, boarding ships, and taking hostages. In addition, this is a useful cross-curricular unit for students to establish geographical links with locations around the world.</p>	<p>Content: <b><u>Piracy</u></b></p> <ol style="list-style-type: none"> <li>1. Origins/who are pirates</li> <li>2. Ancient world</li> <li>3. Vikings</li> <li>4. Elizabeth's pirates</li> <li>5. Spanish Armada</li> <li>6. Assessment</li> <li>7. Blackbeard</li> <li>8. Privateers</li> <li>9. Smugglers</li> <li>10. Somali Pirates 1</li> <li>11. Somali Pirates 2</li> <li>12. Assessment Feedback</li> </ol> <p>Skills: Interpretations – agreement between historians Sources - usefulness</p>	<p>Teacher Q+A in lessons</p> <p>Formal assessment – mid-year knowledge test</p> <p>Homework 1 – comprehension task Homework 2 – fact file task Homework 3 – quiz Homework 4 – Somali pirates task Homework 5 – research task</p> <p>End of year knowledge test assessment</p>

<b>Term 3 B (Summer)</b>	<p>To know and understand history how sport and leisure time have developed throughout history. Students often see sport and leisure as modern day pastimes, often being unaware of the history of human leisure time. This unit provides an overall understanding of how human leisure time has become a major factor in people's everyday lives. In addition, this is a cross-curricular unit linking to PE.</p>	<p>Content:  <u><b>Sport + Leisure</b></u></p> <ol style="list-style-type: none"> <li>1. Assessment feedback</li> <li>2. Fun in the Middle Ages</li> <li>3. Knowledge Test</li> <li>4. Fun early modern England</li> <li>5. Fun in Victorian England</li> <li>6. 20<sup>th</sup> century – children's entertainment</li> <li>7. The High Street</li> <li>8. Development of modern sport</li> <li>9. The Olympics</li> <li>10. Chocolate</li> </ol> <p>Skills:  Knowledge retention test</p>	<p>Teacher Q+A in lessons</p> <p>Formal assessment – end of year knowledge test</p> <p>Homework 1 – revision for assessment  Homework 2 –describe task  Homework 3 – research/fact file task  Homework 4 – comprehension task  Homework 5 – key terms test</p> <p>End of year knowledge test assessment</p>
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# Key Stage 3 History Curriculum Map

## Year 8



Term	Substantive Knowledge (Intent) This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) (Implementation) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities (Impact) What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Term 1 A (Autum)	In line with the National Curriculum, it is important for students to learn <b>history beyond the British Isles</b> . In this unit they learn to understand aspects of the wider world beyond Britain and the expansion of empire. This way they can understand the links to diversity of our nation.	Content: <b>Empire and Slavery</b> 14. India 15. New World 16. Australia 17. Africa 18. What is slavery & trade triangle 19. Middle Passage 20. Assessment prep/Assessment 21. Slave sales 22. Life on the plantation 23. Slave resistance 24. Equiano 25. Abolition of slavery  Skills: Sources – inference Sources – nature, origin and purpose	Teacher Q+A in lessons  Formal assessment – sources: nature, origin & purpose  Homework 1 – source inference question Homework 2 – timeline task Homework 3 – revision for assessment Homework 4 – key word test revision Homework 5 – comprehension task  End of year knowledge test assessment
Term 1 B (Autum)	Continuing with content prescribed in the National Curriculum, this half-term students focus on <b>Britain's transatlantic slave trade</b> : its effects and its eventual abolition. In addition, students then study how Black people fought for Civil Rights in the UK to gain equality.	Content: <b>Empire/End Slavery/British Civil Rights</b> 1. India 2. Partition 3. Australia 4. New World	Teacher Q+A in lessons  Formal assessment – significance  Homework 1 – source inference question Homework 2 – comprehension task

		5. Africa 6. Empire: proud or ashamed? 7. Assessment Prep/Assessment 8. Notting Hill 9. Bristol Bus Boycott 10. Race riots 11. Stephen Lawrence 12. Assessment Feedback  Skills: Significance	Homework 3 – revision for assessment Homework 4 – key word test revision Homework 5 – quiz Homework 6 – research task  End of year knowledge test assessment
<b>Term 2 A (Spring)</b>	Here we understand how industry developed in the UK. This is also an essential National Curriculum unit which explain how our country was the first country in the world to industrialise.	Content: <u><b>Industrial Revolution</b></u> 1. Britain in 1750 2. Population explosion 3. Farming 4. Factories 1 5. Factories 2 6. Assessment 7. Black gold 8. Iron 9. Turnpikes 10. Canals 11. Trains/Brunel 12. Bicycle/ Cars  Skills: Knowledge retention test	Teacher Q+A in lessons  Formal assessment – Knowledge retention test  Homework 1 – fact file task Homework 2 – revision for assessment Homework 3 – comprehension task Homework 4 – key terms test Homework 5 – research task  End of year knowledge test assessment
<b>Term 2 B (Spring)</b>	Pupils gain knowledge and understanding of a breadth study which explore STEM developments throughout history. Through this study, students understand the importance of certain people, discoveries, ideas and inventions in history.	Content: <u><b>STEM</b></u> 1. Planes – Wright brothers 2. Phonograph/ gramophone/ radio 3. Morse code/Enigma machine 4. Atomic bomb 5. Knowledge Test 6. Space shuttle programme 7. PCs/Internet 8. Games consoles 9. Dolly/mouse – cloning	Teacher Q+A in lessons  Formal assessment – Interpretations – how far do they agree and evaluation of historian  Homework 1 – comprehension task Homework 2 – revision for assessment Homework 3 – fact file task Homework 4 – key terms test Homework 5 – research task

		<p>10. Documentary</p> <p>Skills: Interpretations – how far do they agree and evaluation of historian</p>	End of year knowledge test assessment
<b>Term 3 A (Summer)</b>	As described in the National Curriculum, in this unit students’ study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066 – Crime and Punishment through time.	<p>Content: <b><u>Crime and Punishment</u></b></p> <ol style="list-style-type: none"> <li>1. Anglo-Saxon Crime &amp; Punishment</li> <li>2. Middle Ages Crime &amp; Punishment</li> <li>3. Tudor Crime &amp; Punishment</li> <li>4. Witches in Stuart England</li> <li>5. The Bloody Code</li> <li>6. Transportation</li> <li>7. Prisons</li> <li>8. The Police</li> <li>9. Assessment</li> <li>10. New Crimes</li> <li>11. Assessment Feedback/Derek Bentley &amp; Capital Punishment</li> <li>12. Documentary</li> </ol> <p>Skills: Sources - usefulness</p>	<p>Teacher Q+A in lessons</p> <p>Formal assessment – Sources - usefulness</p> <p>Homework 1 – fact file task Homework 2 – key terms test Homework 3 – comprehension task Homework 4 – revision for assessment Homework 5 – research task</p> <p>End of year knowledge test assessment</p>
<b>Term 3 B (Summer)</b>	An extension from the previous half-term, in this unit students extend their crime and punishment knowledge by exploring the infamous Jack the Ripper case.	<p>Content: <b><u>Jack the Ripper</u></b></p> <ol style="list-style-type: none"> <li>1. The murders</li> <li>2. Who was Jack the Ripper? + Witnesses</li> <li>3. Whitechapel</li> <li>4. Knowledge test</li> <li>5. Red Herrings</li> <li>6. Police failures</li> <li>7. Legacy of Jack the Ripper</li> <li>8. Documentary</li> </ol> <p>Skills: End of year knowledge test</p>	<p>Teacher Q+A in lessons</p> <p>Formal assessment – End of year knowledge test</p> <p>Homework 1 – Revision for end of year test Homework 2 – research task Homework 3 – fact file</p> <p>End of year knowledge test assessment</p>



# Key Stage 3 History Curriculum Map

## Year 9



Term	Substantive Knowledge (Intent)  This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) (Implementation)  This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities (Impact)  What assessments will be used to measure student progress?  Evidence of how well students have learned the intended content.
<b>Term 1 A (Autum)</b>	Pupils gain knowledge and understanding of the first significant event in the twentieth century that would change our world for ever. This is part of the National Curriculum and it is essential they understand challenges between Britain and the wider world from 1900.	<p>Content:</p> <p><u>WWI</u></p> <ol style="list-style-type: none"><li>1. Why did WWI begin?</li><li>2. Why did WWI begin?</li><li>3. Assessment prep/Assessment</li><li>4. Propaganda</li><li>5. Trenches</li><li>6. Weapons</li><li>7. Battle of the Somme</li><li>8. Assessment feedback</li><li>9. Shot at Dawn</li><li>10. Conchies</li><li>11. Home Front</li><li>12. End of WWI/Treaty of Versailles</li></ol> <p>Skills:</p> <p>Cause and consequence</p> <p>Sources - inference</p>	<p>Teacher Q+A in lessons</p> <p>Formal assessment – Cause and consequence</p> <p>Homework 1 – revision for assessment Homework 2 – timeline task</p> <p>Homework 3 – source inference task</p> <p>Homework 4 – quiz</p> <p>Homework 5 – comprehension task</p> <p>Homework 6 - research</p> <p>End of year knowledge test assessment</p>
<b>Term 1 B (Autum)</b>	The Second World War is one of the most written-about periods in history. TV schedules are filled documentaries looking at military tactics and events of the “people’s war”. This unit looks at the reasons why the Second World War began, as well as some of the main	<p>Content:</p> <p><u>WWII</u></p> <ol style="list-style-type: none"><li>1. Why did WWII begin? Part 1</li><li>2. Why did WWII begin? Part 2</li><li>3. Evacuation</li><li>4. Home Guard</li></ol>	<p>Teacher Q+A in lessons</p> <p>Formal assessment – Sources – inference and nature, origin and purpose</p>



	events during its course and how it ended. The Second World War shaped the political landscape of the 20 <sup>th</sup> century and is an important background to any further study of Modern History.	5. Assessment 6. Dunkirk 7. The Blitz 8. Battle of Britain 9. Pearl Harbor 10. Dresden 11. Atomic bombs/end of WWII 12. Documentary  Skills: Sources – inference and nature, origin and purpose	Homework 1 – interpretations task Homework 2 – revision task Homework 3 – comprehension task Homework 4 – quiz Homework 5 – key terms test revision Homework 6 - research  End of year knowledge test assessment
<b>Term 2 A (Spring)</b>	A compulsory element of the National Curriculum, the Holocaust is taught at this time to provide students with an insight as to the challenges for Britain, Europe and the wider world from 1901 to the present day. Students will learn what the Holocaust was, the events that occurred and how it is remembered. This topic is also to be in line with the Holocaust Memorial Day (January 27 <sup>th</sup> ).	Content: <u><b>Holocaust</b></u> <ol style="list-style-type: none"> <li>1. Why the Jews? + Anti-Semitic propaganda</li> <li>2. Nuremburg Laws</li> <li>3. Ghettos</li> <li>4. Assessment</li> <li>5. Einsatzgruppen</li> <li>6. Camps Part 1</li> <li>7. Resistance</li> <li>8. Liberation</li> <li>9. Remembering the Holocaust</li> <li>10. Genocides</li> <li>11. Documentary</li> <li>12. Assessment feedback</li> <li>13.</li> </ol> Skills: Interpretations - agree	Teacher Q+A in lessons  Formal assessment – interpretations – agree  Homework 1 – source task Homework 2 – revision task Homework 3 – fact file task Homework 4 – comprehension Homework 5 – key terms test revision  End of year knowledge test assessment
<b>Term 2 B (Spring)</b>	challenges for Britain, Europe and the wider world 1901 to the present day at least one study of a significant society or issue in world history and its interconnections with other world developments	Content: <u><b>Terrorism</b></u> <ol style="list-style-type: none"> <li>1. What is terrorism – old vs. new</li> <li>2. Types of terrorism</li> <li>3. Organisation of terrorism</li> <li>4. Why do people become terrorists?</li> <li>5. Ireland: The Troubles</li> </ol>	Teacher Q+A in lessons  Formal assessment – knowledge retention test  Homework 1 – comprehension task Homework 2 – fact file task Homework 3 – research task

		6. Ireland: The Troubles 7. Apartheid 8. Mandela 9. Knowledge Test 10. Al-Qaeda/9-11/7-7 11. War on terror/tackling terrorism 12. ISIS  Skills: Knowledge retention test	Homework 4 – revision for assessment Homework 5 – quiz  End of year knowledge test assessment
<b>Term 3 A (Summer)</b>	This unit is in line with the National Curriculum, requiring the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066, which can include the impact through time of the migration of people to, from and within the British Isles.	Content: <u><b>Migration</b></u> <ol style="list-style-type: none"> <li>1. Early migrants</li> <li>2. Jews</li> <li>3. Black migration</li> <li>4. Windrush</li> <li>5. Asian migration</li> <li>6. Rivers of Blood</li> <li>7. Assessment</li> <li>8. What is Britishness?</li> <li>9. Best of British</li> <li>10. Why is immigration controversial?</li> <li>11. Documentary</li> <li>12. Assessment feedback</li> </ol> Skills: Interpretation – agree and judgement	Teacher Q+A in lessons  Formal assessment – Interpretation – agree and judgement  Homework 1 – comprehension task Homework 2 – research task Homework 3 – revision for assessment Homework 4 – fact file task Homework 5 – revision for assessment  End of year knowledge test assessment
<b>Term 3 B (Summer)</b>	This unit comes from the National Curriculum and is to draw pupils into the history of the wider world by looking at a study of a significant society in world history (the USA) and its interconnections with other world developments	Content: <u><b>The USA in the 20th Century</b></u> <ol style="list-style-type: none"> <li>1. Knowledge test</li> <li>2. Economy since WWII</li> <li>3. Military power + nuclear weapons</li> <li>4. Intelligence agencies</li> <li>5. Civil Rights: causes</li> <li>6. Civil Rights: achievements</li> <li>7. Women's Movement</li> </ol>	Teacher Q+A in lessons  Formal assessment – end of year knowledge retention test  Homework 1 – research task Homework 2 – comprehension task Homework 3 – fact file Homework 4 – quiz

		<div>8. Youth Culture</div> <div>9. Entertainment</div> <div>10. Documentary</div> <div>Skills:</div> <div>End of year knowledge retention test</div>	End of year knowledge test assessment
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