

History KS3 Curriculum map, showing areas of study, key assessments and skills.

The KS3 History course should provide students with a chronological knowledge and understanding of the history of Britain and the wider world. Students will develop their **knowledge** and **understanding** of **continuity** and **change**, and their ability to **explain** events and developments. They will do this by studying changes in **political power, religious developments, and social change**. They will follow **enquiries** to examine the **impact** of these changes on people's lives and on the development of the UK. They will also develop their awareness of different **ideas** and **interpretations** about the past. They will be able to recognise and then to **evaluate**, different views of the past based on their **knowledge** and on the **provenance** of historical sources. The course will provide a basis for the skills required at GCSE.

- A good history student should be able to set events issues and people within the **context** of their own time and to display empathetic understanding of the views, norms and conditions of those time. They should also be able to read and understand historical sources in the **context** of their production and set firmly against the student's knowledge
- A good history student should understand and be able to explain the **causation** of significant events. Higher level students should be able to prioritise the causes of events
- A student of history should recognise that there are differing **interpretations** of the past; students working at a higher level should be able to evaluate the different views
- A good history student should be able to make judgements about the **significance** of events, issues and people. They should be able to explain why certain events are significant and what the impacts of significant events are
- A good history student should be able to examine the **utility** of historical sources and information by measuring them against provenance and wider knowledge

Year	Term 1	Term 2	Term 3
7	<p>Half term 1; Why did the Romans invade Britain? Source and Knowledge based (key assessment) causation AO1,AO2,AO3 What happened to Britain when the Roman's left? Knowledge and understanding of chronology. What kind of place was England in the 1060s? What were the qualities of a good king?</p>	<p>Half term 1; Was William a good King? Reflect back on the qualities of a good king. Use sources and knowledge (key assessment) interpretation/context AO1,AO2, AO3,AO4 Enquiry; How and why did castle building change? Knowledge, chronology and explanation of change. Key assessment AO1,AO2, AO3,AO4</p>	<p>Half Term; 1 Bring in the story of Thomas Becket. Does this mean that Henry was a bad king? What does it tell us about the role of monarch and the Church? Enquiry; England and the world. What were the Crusades? Why did the Crusades take place? What do the</p>

	<p>Half Term; 2</p> <p>Who should be king in 1066? Interpretations AO1, AO2,AO4</p> <p>What happened at the battle of Hastings?</p> <p>Why did Harold lose? Knowledge and explanation, possibly interpretations. Newspaper story (key assessment)</p> <p>significance, explanation AO1,AO2,AO4</p> <p>How did William take control of England?</p> <p>What was the Feudal system, How did the Domesday Book help to control England? How did castles help to keep control? What was the impact of Conquest on the English? Knowledge, chronology, explanation</p>	<p>Half Term; 2</p> <p>Norman Rulers; Good or bad, outline study. Chronology, knowledge</p> <p>What was the role of the church in the medieval world? (wider context, Europe and religion)</p> <p>Impact on people's lives. How important was religion? How powerful was the Church?</p> <p>Significance AO1,AO2,AO4</p> <p>Was Henry II a good king?(key assessment) short essay/paragraph</p> <p>Evaluation, recap on the role of a good king.</p> <p>interpretation/ context AO1,AO2,AO4</p>	<p>Crusades tell us about Medieval Europe?</p> <p>Half Term; 2</p> <p>Bad King John? (key assessment) interpretation/ context sources and knowledge(bring in knowledge about the Church and the role of the monarch. AO1,AO2, AO3,AO4</p> <p>Optional source based work on Robin Hood. Law and order in the middle ages. Did Robin exist?</p> <p>Did life get better in the Middle Ages? Plague and Revolt; Enquiry, continuity and change.</p>
8	<p>Half Term; 1</p> <p>What happened in the wars of the Roses? Chronology and knowledge.</p> <p>Richard III. Hero or villain? Interpretations.</p> <p>Why did Henry Tudor win the Battle of Bosworth? Explanation</p> <p>Was Henry Tudor a good king? (key assessment) paragraph short essay AO1,AO2, AO4</p> <p>Who was Henry VIII? What happened in his reign? Chronology/knowledge</p> <p>What were the roles of monarch and Parliament in the reign of Henry VIII?</p> <p>Why did Henry VIII change religion? What was the impact of religious change in Tudor times? Continuity and change, knowledge, chronology knowledge (key assessment)</p> <p>AO1,AO2,AO4</p>	<p>Half Term; 1</p> <p>Who was James I, what problems did he face in ruling England?</p> <p>Why was religion a problem in the C17th?</p> <p>What was the Gunpowder plot? Were the plotters framed? Source Enquiry</p> <p>What did Puritans believe in? Why were they a problem for monarchs?</p> <p>Why did a Civil war break out in 1642?</p> <p>How did religion, politics and Money cause the war? Who was to blame for the war?</p> <p>Explanation, judgement, interpretations. Essay (key assessment) AO1,AO2,AO4</p> <p>Enquiry; What was life in England like during the English Civil war? Research work in groups and presentations</p> <p>Did Charles I have a fair trial? Views, interpretations and evaluation of sources.</p> <p>Pamphlet (key assessment) AO1,AO2 ,AO4</p> <p>Half Term; 2</p> <p>How was England governed without a king?</p>	<p>Half Term; 1</p> <p>Overview; What kind of country was Britain in 1750?</p> <p>How had Britain changed by 1900?</p> <p>Use of sources to build up a picture of what life was like in 1750.</p> <p>What was the British Empire?</p> <p>How did the Empire develop?</p> <p>Chronology, explanation</p> <p>How and why did the Slave Trade develop?</p> <p>Why was the Slave Trade abolished?</p> <p>Investigate Britain's role, in the growth of the slave Trade and in its' abolition.</p> <p>Sources, interpretations.</p> <p>Source investigation; Was the British Empire a good thing? (Key Assessment)</p> <p>AO1,AO2, AO3,AO4</p> <p>Why did France face revolution?</p> <p>Development of ideas and concepts.</p>

	<p>Did Bloody Mary deserve her name? Interpretations, sources and knowledge (key assessment) AO1,AO2, AO3,AO4 Half Term; 2</p> <p>Who was Elizabeth I? What do portraits tell us about Elizabeth I? Focus on sources and evaluation. Using sources with knowledge. What problems did Elizabeth face in ruling England? Was she a successful ruler? Include; Marriage Mary Queen of Scots The Spanish Armada. Was Elizabeth right to execute Mary Queen of Scots? Was life getting better or worse for people in Tudor England? Source based GCSE assessment Elizabeth, success of failure (key assessment) AO1,AO2, AO3,AO4 How did the English treat the Welsh and the Irish? How did the UK begin? How were the roles of Monarch and Parliament changing in Tudor England? Sources and knowledge (key assessment) AO1,AO2, AO3,AO4</p>	<p>Who was Oliver Cromwell? Hero or villain? Was Cromwell a butcher in Ireland? Source Enquiry. Interpretations of Cromwell, political ideas, changing views over time? (key assessment) AO1,AO2, AO3,AO4 Why was Charles II asked to return? What do the Plague and Fire tell us about Stuart England? How had the role of the monarch changed? Why did James II have to flee? What was the Glorious Revolution? What was the impact of political change in England on the Irish and on Scotland? What was the Jacobite Rebellion Who ruled by 1750? Essay; overview (key assessment) Understanding of change and continuity and the development of political ideas. AO1,AO2, AO4</p>	<p>What was the impact of the Napoleonic wars? Were Wellington/ Nelson Great Britons? Investigation/ interpretations Extended writing/ presentation and research (key assessment) AO1,AO2, AO4</p> <p>Half Term; 2 Changes in agriculture and Industry? How did the changes in Britain affect people's lives? What were conditions in the town like? Investigating continuity and change. Source investigation What was life like for children in factories? (key assessment) AO1,AO2, AO3,AO4 If Britain was the richest country in the world, why were living conditions so bad? Was Britain a Democracy by 1900? What was not democratic about Britain in this time period? How was Britain moving towards democracy and why? Include; Chartism AO1,AO2,AO4 Suffrage movement Development of political ideas, interpretation, change and continuity. Explanation and judgement. Essay (key assessment) AO1,AO2,AO4 Investigation and research presentation</p>
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<p>9</p>	<p>Half Term; 1 What were the main events of the C20th? What was the world like in 1900? Investigation; Why did war break out in 1914? Essay (key assessment) AO1,AO2,AO4 What happened in the war worldwide@ overview What was life like in the Trenches of the Western Front? Group work, investigation and presentation How accurate is Blackadder in telling us about life in the trenches? Sources, knowledge and interpretations Key assessment) AO1,AO2,AO3, AO4</p> <p>Half Term 2 How did world war I end? What was the impact of the Treaty of Versailles. Source based (key assessment) AO1,AO2,AO3, AO4</p> <p>Why was there revolution in Russia in 1917? Explanation, development of ideas, Communism/ socialism Did the Revolutions make life better for the people of Russia? Source based What happened to the world in the 1920s and 30s?</p>	<p>Half Term 1 Why was Hitler able to take power in Germany? Explanation, historical interpretations Source based (key assessment) AO1,AO2,AO3, AO4 What was life like in Hitler’s Germany? Investigation, research and display work Why did war break out in 1939? What were the events leading to war? What were the causes of the war? What was appeasement? Was Appeasement to blame for WWII? Source and knowledge (key assessment) AO1,AO2,AO3, AO4</p> <p>Half Term 2 What was it like to live through WWII? Investigation; How did the war affect life in Britain? What was the experience of war worldwide? What were the key turning points of the war? Source and knowledge based;</p> <p>What happened in the siege of Stalingrad? Can we trust film evidence? Enemy at the Gate What was the Final Solution? How do historians study the Final Solution? How did Hitler die? Why did the allies win the war in the west?</p>	<p>Half Term 1 Research projects and presentations What was the Cold war? How did India achieve independence? Why did the Civil Rights movement develop in the United States? What was Apartheid?</p> <p>Assessment on presentations. Skills of explanation and research What is the United Nations? Why was this organisation set up after WWII? What role does the UN play today? Investigation and research? How did war break out in former Yugoslavia? What was the impact of this conflict on people in this area? Investigation source based work (key assessment) AO1,AO2,AO3, AO4</p> <p>Half term 2 Why has the threat of international terrorism grown since the 1990s? Why was there an attack on the World Trade Centre in 2001? Why was London attacked in 2005? What is the impact of current conflicts around the world?</p>

	<p>Overview, chronology and research. Students present lessons on issues, The League of Nations The rise of Fascism Japan and China Indian Nationalism Italy and Abyssinia The Wall Street Crash and the world Trade Depression</p>	<p>Why were atomic bombs used at Hiroshima and Nagasaki? Was the dropping of the bombs a war crime? Source based (key assessment) AO1,AO2,AO3, AO4</p>	<p>Knowledge and source based (key assessment) AO1,AO2,AO3, AO4</p>
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