



## Key Stage 3 Curriculum Overview- History

### Progression from Key Stage 2 and Progression through Key Stage 3:

|               | Autumn Term  | Spring Term  | Summer Term  |
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| <b>Year 6</b> | <p><b>Students at the end of Key Stage 2 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.</li> <li>• Should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• Address and devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>                                   |  |  |
| <b>Year 7</b> | <p><b>Key skills</b><br/><b>Baseline assessment</b></p> <p><b>Medieval England</b><br/><b>Why was England a battlefield in 1066?</b></p> <ul style="list-style-type: none"> <li>• Who will be the next king?</li> <li>• What happened in the Battle of Stamford Bridge?</li> <li>• What happened in the Battle of Hastings?</li> <li>• How can we use sources to construct a narrative account of the Battle of Hastings?</li> </ul> <p><b>How did William take control of England?</b></p> <ul style="list-style-type: none"> <li>• How did William keep control? Part 1 (Castle and feudal system)</li> <li>• How did William keep control? Part 2 (Domesday Book)</li> <li>• What impact did William the Conqueror have on England?</li> <li>• How did William deal with rebellions to his rule?</li> </ul> | <p><b>Medieval England</b><br/><b>What was it like living in the shadow of the Black Death?</b></p> <ul style="list-style-type: none"> <li>• Why did the peasants revolt?</li> <li>• Did the Peasants' Revolt achieve anything?</li> <li>• What impact did the Black Death have on people's lives? Part 2</li> </ul> <p><b>Tudors</b><br/>Was the Reformation a 'good thing'?</p> <ul style="list-style-type: none"> <li>• Was the Reformation 'a good thing'?</li> <li>• What was the King's 'Great Matter'?</li> <li>• What was the impact of the Reformation on England?</li> <li>• How far did the Reformation change England?</li> </ul> <p><b>Who won: Catholics or Protestants?</b></p> <ul style="list-style-type: none"> <li>• How 'Bloody' was Mary Tudor?</li> <li>• Does Mary I deserve the title 'Bloody Mary'?</li> <li>• How do you solve a problem like Mary?</li> <li>• How did Elizabeth I stabilise England?</li> </ul> | <p><b>British America</b></p> <ul style="list-style-type: none"> <li>• How did America become 'British'?</li> <li>• How accurate is our modern understanding of Pocahontas?</li> <li>• What work did people do in 'British' America?</li> <li>• How did the British make money from Barbados?</li> <li>• What was life like for enslaved people in Barbados?</li> </ul> <p><b>Independent Project</b></p> <ul style="list-style-type: none"> <li>• Research and compile an independent project to present</li> </ul> <p><b>All key skills practiced</b><br/><b>Main assessment:</b></p> <ul style="list-style-type: none"> <li>• Narrative: Write an accurate narrative account of Pocahontas' life.</li> <li>• Group work: What work did people do in 'British America'?</li> <li>• End of Unit test</li> </ul> |

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|        | <p><b>Was 1348 the end of the world?</b></p> <ul style="list-style-type: none"> <li>• How bad was the Black Death?</li> <li>• What impact did the Black Death have on people's lives?</li> <li>• What do sources say about the impact of the Black Death?</li> </ul> <p><b>All key skills practiced</b></p> <p><b>Main assessment:</b></p> <ul style="list-style-type: none"> <li>• Baseline</li> <li>• Narrative: Why did William win the Battle of Hastings?</li> <li>• Consequence: Explain one consequence of William conquering England</li> <li>• Evidence: How well do the sources explain the impact of the Black Death?</li> <li>• Change/Continuity: How far did England change after the Black Death?</li> <li>• End of Unit test</li> </ul> <p><b>Literacy: Key words</b></p> <ul style="list-style-type: none"> <li>• Conquer</li> <li>• Crusade</li> <li>• Feudalism</li> <li>• Martyr</li> <li>• Plague</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• The importance of the Church</li> <li>• Death of Archbishop of Canterbury</li> </ul> | <ul style="list-style-type: none"> <li>• Who should Elizabeth I marry?</li> <li>• Why did the Spanish Armada fail?</li> </ul> <p><b>All key skills practiced</b></p> <p><b>Main assessment:</b></p> <ul style="list-style-type: none"> <li>• Consequence: Explain one consequence of Henry VIII's religious reformation.</li> <li>• Evidence: Does Mary I deserve the title 'Bloody Mary'?</li> <li>• Narrative: How did the religion of England change during the Tudor period</li> <li>• Interpretation: Why did the Spanish Armada fail?</li> <li>• End of Unit test</li> </ul> <p><b>Literacy: Key words</b></p> <ul style="list-style-type: none"> <li>• Catholicism</li> <li>• Illegitimate</li> <li>• Protestantism</li> <li>• Monarch</li> <li>• Reformation</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• The Crusades</li> <li>• English Monarchs</li> </ul> | <p><b>Literacy: Key words</b></p> <ul style="list-style-type: none"> <li>• Colony</li> <li>• Native</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• English Monarchs (continued)</li> </ul>  |
| Year 8 | <p><b>English Civil War</b></p> <ul style="list-style-type: none"> <li>• What happened in the English Civil War?</li> <li>• Why did Charles I's come into conflict with Scotland?</li> <li>• Why couldn't Charles I get on with parliament?</li> </ul>  | <p><b>English Civil War</b></p> <p><b>Who ran the country: Crown or Parliament?</b></p> <ul style="list-style-type: none"> <li>• Who controlled the succession?</li> <li>• How did the power of parliament change?</li> <li>• How did Sir Robert Walpole become Prime Minister?</li> <li>• What was the biggest change in Britain</li> </ul>   | <p><b>Slavery</b></p> <p>Who benefitted from the British Empire?</p> <ul style="list-style-type: none"> <li>• What impact did British rule have on India?</li> </ul> <p><b>Victorian England</b></p> <p><b>What was the Industrial Revolution?</b></p> <ul style="list-style-type: none"> <li>• What were the effects of the Agricultural Revolution?</li> </ul> |

**What was the difference between Roundheads and Cavaliers?**

- Roundhead or Cavalier?
- Who had the better army in the English Civil War?
- Why was Charles I put on trial and executed?
- How has Charles I been viewed?

**Why were kings back in fashion by 1660?**

- Was the world turned upside down?
- Why was the monarchy restored?
- How did London cope with the Great Fire of London?
- What was the Enlightenment?

**All key skills practiced**

**Main assessment:**

- Cause: 'Charles I's religious blunders were the main reason for the outbreak of the English Civil War' How far do you agree with this statement?
- Evidence: How useful is Source A for an enquiry into whether Charles I deserved to be executed for treason?
- Narrative: Write a narrative account analysing the events leading to the restoration of the Charles II
- End of Unit test

**Literacy: Key words**

- Civil War
- Divine Right
- Parliament
- Treason

**Homework:**

- Gunpowder Plot
- Migration

between 1660 and 1789?

**Slavery**

**What was it like to be involved in the slave trade?**

- What part did Britain play in the transatlantic slave trade?
- How were people taken to be slaves?
- Did slaves try to resist?
- Why was the slave trade abolished?
- Why was the slave trade abolished? Part 2
- Lesson 6: What was slavery like after 1807?

**How did the British Empire develop?**

- What were the origins of the British Empire?
- How was the Empire extended and controlled?
- Losses and Gains

**Who benefitted from the British Empire?**

- How did Britain expand in India?
- What impact did British rule have on India?

**All key skills practiced**

**Main assessment:**

- Change/Continuity: 'The most important change to take place in Britain between 1660 and 1789 was that parliament had more control over choosing the monarchs'. Do you agree?
- Evidence: Do Sources A, B and C give a similar impression of conditions on the Middle Passage?
- Interpretations: Why do we have different explanations of why slavery was abolished?
- Consequence: Explain one

- Why was efficient transportation important?

**Would you survive the Industrial Revolution?**

- How hard was children's work?
- What was it like to live in a town if you were poor?
- Why was there so much crime in cities?

**Did the Industrial Revolution bring only progress and improvement?**

- How much progress and improvement was there?
- Did the Industrial Revolution create progress and improvement?
- Did the Industrial Revolution create progress and improvement?

**All key skills practiced**

**Main assessment:**

- Cause: Explain why some Indians rose up against British rule in 1857 – 58
- End of Unit test
- Evidence: Do the sources prove that children's work was hard?
- Interpretation/Evidence: How far does Interpretation 1 prove that the Industrial Revolution created progress and improvement – Presentations

**Literacy: Key words**

- Industrialisation
- Improvement
- Progress

**Homework:**

- Jack the Ripper

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|                      |   | <p>consequence of extending and controlling the British Empire on pirates</p> <p><b>Literacy: Key Words</b></p> <ul style="list-style-type: none"> <li>• Abolish</li> <li>• Empire</li> <li>• Plantation</li> <li>• Resistance</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Migration</li> </ul>  |   |
| <p><b>Year 9</b></p> | <p><b>World War One</b></p> <p><b>Why did the First World War start in 1914?</b></p> <ul style="list-style-type: none"> <li>• What were the long term causes of World War One? Franco-Prussian War 1870 – 71, French resentment and German nationalism, Empire</li> <li>• What were the long term causes of World War One? Navy, alliances, Nationalism</li> <li>• What sparked the First World War?</li> <li>• Who caused the First World War?</li> </ul> <p><b>What was the First World War like?</b></p> <ul style="list-style-type: none"> <li>• What was life like in the trenches?</li> <li>• What happened in the Battle of the Somme? Part 1</li> <li>• What happened in the Battle of the Somme? Part 2</li> <li>• Does General Haig deserve the title 'Butcher of the Somme'? Part 1</li> <li>• : Does General Haig deserve the title 'Butcher of the Somme'? Part 2</li> <li>• Does General Haig deserve the title 'Butcher of the Somme'? Part 3</li> <li>• Why did the war end?</li> <li>• Did anything change after World War One?</li> </ul> | <p><b>World War Two</b></p> <p><b>How did new ideas cause conflict?</b></p> <ul style="list-style-type: none"> <li>• How did communist ideas cause conflict?</li> <li>• How did fascist ideas cause conflict?</li> </ul> <p><b>What were the main events of the Second World War?</b></p> <ul style="list-style-type: none"> <li>• Did appeasement work?</li> <li>• What was evacuation like for children?</li> <li>• Was the evacuation of children justified?</li> <li>• Evacuation of Dunkirk: Miracle or disaster?</li> <li>• Was Dunkirk a national triumph?</li> <li>• Dunkirk Assessment</li> </ul> <p><b>How were the Nazis able to persecute the Jews?</b></p> <ul style="list-style-type: none"> <li>• How did the Nazis persecute the Jews in the 1930s?</li> <li>• Building the story of the Holocaust</li> <li>• How did Jews resist the Nazis?</li> </ul> <p><b>All key skills practiced</b></p> <p><b>Main assessment:</b></p> <ul style="list-style-type: none"> <li>• Evidence: How the sources prove the evacuation of children during the Blitz was justified?</li> <li>• Interpretation: How far do you agree</li> </ul> | <p><b>Cold War</b></p> <p><b>How did you fight a 'Cold War'?</b></p> <ul style="list-style-type: none"> <li>• Why did the USA drop nuclear bombs on Hiroshima and Nagasaki?</li> <li>• Why did Korea become a Cold War battlefield?</li> </ul> <p><b>What is the best way to bring about change?</b></p> <ul style="list-style-type: none"> <li>• How close did the world come to destruction over Cuba?</li> <li>• How was USA drawn into the Vietnam War?</li> <li>• Can change come by stirring up moral outrage?</li> <li>• Is war the best way to bring about change?</li> <li>• Can people bring about change by peaceful protest?</li> <li>• How has media been used to change how people think?</li> <li>• Are sources useful to historians?</li> <li>• How can we change the law?</li> <li>• Is terrorism ever justified?</li> <li>• Why was the African National Congress able to come to power?</li> </ul> |

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| <p><b>All key skills practiced</b></p> <p><b>Main assessment:</b></p> <ul style="list-style-type: none"> <li>• Causation: 'The Schlieffen Plan was the main reason why the First World War started in 1914'. How far do you agree?</li> <li>• Narrative: Why did the Battle of the Somme fail?</li> <li>• Interpretation/Evidence: How far do you agree with Interpretation 1 about whether Haig deserves the title 'Butcher of the Somme'?</li> </ul> <p><b>Literacy: Key Words</b></p> <ul style="list-style-type: none"> <li>• Alliance</li> <li>• Assassination</li> <li>• Imperialism</li> <li>• Nationalism</li> <li>• Stalemate</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Why was the war not over by Christmas?</li> <li>• Forgotten armies</li> </ul> | <p>with Interpretation 1 about the evacuation of Dunkirk?</p> <ul style="list-style-type: none"> <li>• Change/Continuity : Explain one way lives changed for Jews under Nazi rule</li> </ul> <p><b>Literacy: Key words</b></p> <ul style="list-style-type: none"> <li>• Appeasement</li> <li>• Evacuation</li> <li>• Justified</li> <li>• Persecution</li> <li>• Suffrage</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Female suffrage</li> <li>• Women's war work</li> <li>• Fight for the right to vote</li> </ul> | <p><b>Independent Project</b></p> <ul style="list-style-type: none"> <li>• Research and compile an independent project to present</li> </ul> <p><b>All key skills practiced</b></p> <p><b>Main assessment:</b></p> <ul style="list-style-type: none"> <li>• Consequence: Explain two consequences of the increasing US involvement in Vietnam from 1965 onwards</li> <li>• Evidence: Is Source A useful to an historian studying the Blitz?</li> <li>• Interpretations: Which interpretation about the African National Congress (ANC) do you agree with and why?</li> </ul> <p><b>Literacy: Key words</b></p> <ul style="list-style-type: none"> <li>• Cold War</li> <li>• Nuclear weapons</li> <li>• Protest</li> <li>• Superpower</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Who killed Kennedy?</li> </ul> |
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**By the end of Key Stage 3 a student should be able to:**

- Appreciate how history has shaped our present and future to determine where they fit in
- Communicate ideas, thoughts and judgements independently and collaboratively
- Confidently research events in the past and present using a variety of evidence
- Examine sources of evidence to make judgements on applicability, validity and usefulness
- Select relevant evidence for a particular enquiry
- Analyse historical interpretations to form judgements about an event or person
- Develop perspectives and form judgements on specific historical events
- Appreciate British and Non-British history
- Question current affairs by examining the evidence and interpretations provided to make independent judgements