

KS3 History Curriculum Overview

Year 7

Baseline assessment (first lesson)

What can toilets tell us about the history of Britain? (4 lessons)

Black History Month (1 lesson)

Why was 1066 such a remarkable year in British history? (9 lessons including exam and feedback lesson)

Why is Elizabeth remembered as one of England's greatest monarchs? (6 lessons)

What was life like for different groups of people in WW1? (8 lessons including exam and feedback lesson)

How has the Black Country been shaped by the Industrial Revolution (6 lessons)

Year 7

The introduction to History begins with a baseline assessment developed over the last 2 years. This data allows us to understand where each student is coming from in terms of their basic knowledge, understanding, grasp of second order concepts and skills with the massive variation that exists in History provision in the primary schools. The first taught module of the year introduces the concept of public health through time, whilst also improving students' chronological understanding and key features of time periods. This module links to the GCSE history module on 'People's Health c.1250-present'. The module ensures that students first taste of history at KS3 is engaging, relevant and interesting whilst upskilling them and introducing them to time periods they will encounter again. In October, we will be including two lessons that tie in with Black History Month (a national initiative to raise awareness of the significant and lasting contributions of black individuals). As a school community grows, so does it become diverse and it is important to us that all races, religions and genders are represented in our curriculum. We then move on to the next taught module focusing on the Norman Conquest. Students will learn about the causes of the Norman Conquest, the military and political tactics that enabled the Normans to successfully invade and conquer England, as well as social changes made by the Norman rulers and finally their lasting impact on our country. This module heavily focuses on the second order concepts of cause and consequence and significance, helping students to make links and explain the importance of events and people, and considering how our country has been shaped by past events. The next enquiry explores the reign of Elizabeth I and asks students to consider why she is a remarkable key figure in our history. Students will explore problems with religion in the Tudor era, as well Elizabeth's struggles because of her gender, foreign threats to the English throne, and social changes made under her reign. Through the teaching of this module we will aim to improve students conceptual understanding of change and continuity, and significance. The penultimate module teaches students about WW1 and the important and diverse contributions and experiences of different groups of people during this time.

What can toilets tell us about the history of Britain? (4 lessons)

Key knowledge

Aqueduct, sewage system, sewers, Medieval town, waste disposal, Black Death, Miasma theory, the Great Stink.

Key vocabulary

Aqueduct. Sewage.

Key figures

Joseph Bazalgette.

Key understanding

Why did the Romans public health system have such a positive impact on public health?

Why were Medieval towns so smelly?

Why did waste disposal change during the Renaissance?

Why did new inventions have a positive impact on public health?

Why did the Great Stink improve public health?

Key second order concepts

Causation, change over time, significance, diversity.

Key source-work skills

Interpretation

Key conclusion

The Romans and their advanced technology for their time eg. aqueducts, had a positive impact on public health, however this then declined during the Medieval period as technology was lost and people did not make the links between germs and disease. The development of the toilet and waste disposal in general during the Renaissance led to a higher awareness of the need to keep clean, with the Great Stink and lessons learned from this, eg. waste going into the River Thames was not good for public health leading to the development of technology and the impact of significant individuals eg. Joseph Bazalgette and his sewage system.

Why was 1066 such a remarkable year in British history? (9 lessons)

Key knowledge

Harold Godwinson, Harald Hardrada, Duke William of Normandy, Edward the Confessor, succession crisis, Knights, Political organisation in Anglo-Saxon England, Shield wall, motte and bailey castle, stone keep, Feudal System, Domesday book.

Key vocabulary

King. Witan. Normans. Anglo-Saxons. Shield wall. Succession crisis. Domesday Book. Feudal System. Motte and Bailey Castles. Witan. Heir. Conquer.

Key figures

Harold Godwinson. Harald Hardrada. William of Normandy. Edward the Confessor.

Key understanding

Why did each claimant think they had the strongest claim to be King?

Why did Duke William win the Battle of Hastings?

Why did the Feudal System have such an impact on England?

Why did castles change England so much?

Why did William the Conqueror order Domesday book?

Why and how did certain people in England try and rise up (rebel) against William?

Why did the Norman Conquest have such a large long-term impact on England?

Key second order concepts.

Significance, cause and consequence, diversity

Key source-work skills

Interpretation. Usefulness.

Key conclusion

Duke William of Normandy was able to win the kingship and England and keep hold of it because of a combination of short-term reasons such as having cavalry in his army and long-term reasons such as creating the Feudal System which gave him power and wealth.

Why is Elizabeth remembered as one of England's greatest monarchs? (6 lessons)

Key knowledge

Protestant. Catholic. Spanish Armada. Mary Queen of Scots. Marriage.

Key vocabulary

Reign. Protestant. Catholic. Spanish Armada. Propaganda. Symbolism.

Key figures

Henry VIII, Queen Elizabeth I, Robert Dudley, Mary Queen of Scots.

Key understanding

Why did Elizabeth have a religious divide to deal with when she came to the throne?

Why was being a female monarch difficult for Elizabeth?

Why was the way Elizabeth handled the Spanish Armada significant?

Why did Elizabeth I kill Mary?

Why did Elizabeth I have such an impact on the poor within England?

Key second order concepts.

Cause and consequence, diversity, significance.

Key source-work skills

Interpretation. Usefulness.

Key conclusion

Queen Elizabeth I was a powerful female monarch whose reign is known as a "Golden Age". She did not marry and was able to hold power on her own through her handling of different significant events, dealing with the key issue of religion, the impact she had on the poor within England and how she was portrayed to her kingdom.

What was life like for different groups of people in WW1? (8 lessons)

Key knowledge

Trench life. Trench foot. Entertainment. Brotherhood. Battle of the Somme. Tactics. 1st July 1916-18th November 1916. Civilians role. Nurses. Doctors. Medics. One million serving Indians. Western Front. Women's jobs within WW1.

Key vocabulary

Trench. Battle of the Somme. Occupation. Home Front. Western Front.

Key figures

Key understanding

Why did trench life have such a big impact on soldiers during WW1?

Why was the Battle of the Somme known as the longest and bloodiest battle of WW1?

Why was life on the Home Front such a big change for civilians?

Why did medical staff risk their life to save lives on the battlefield?

Why were contributions from medical staff, Indians and women so essential during WW1?

Key second order concepts

Cause and consequence, significance, diversity.

Key source-work skills

Interpretation, usefulness.

Key conclusion

Several different groups of people had vital roles within WW1, from soldiers involved in the fighting on the Western Front to civilians providing essential services on the Home Front. Developing an appreciation of the diversity of contributions from different groups is vital.

How has the Black Country been shaped by the Industrial Revolution? (6 lessons)

Key knowledge

Industrial Revolution. Inventions. Technology. Factories. Cities. Industry. Mines. Coal. Cholera. Epidemics.

Key vocabulary

Chain Maker's Strike, Industrial, Technology, Factories, Sewage system, Mines, Public Health.

Key figures

The women chainmakers of Cradley Heath

Key understanding

Why was the Industrial Revolution significant for the Black Country?

Why did the women of Cradley Heath take a stand?

Why was there progress in public health during the Industrial period?

Key second order concepts

Change over time, causation, significance, diversity.

Key source-work skills

Interpretation, usefulness

Key conclusion

The Industrial Revolution has shaped the creation of the Black Country and industry within it, for the local people and for the local area. This has been through the development of technology and inventions that revolutionised the time period, as well as individuals who shaped the way for progress at this time.

Year 8

The English Civil War (9 lessons including exam and feedback lesson)

Black History Month (stand-alone 1-2 lessons)

What is 'our' migration history? (6 lessons)

What were the experiences of slaves in the USA between 1800-1860? (4 lessons)

The Suffragist Movement 1900-1918 (6 lessons including exam and feedback)

What were some key events of WW2 and their impact? (7 lessons)

The Holocaust: What can survivor stories tell us about the Holocaust? (6 lessons)

Year 8 begins with a study that is relevant both locally and nationally – nationally as it is an example of conflict between the Royal family and our country's government and locally due to local landmarks students might recognise that were important in the war e.g. Himley Hall. The study is based around causation (reasons) for the Civil War and tensions that arose because of it, as well as impact it had on people. Next and for the first time we will be including 1-2 standalone lessons on significant black individuals to celebrate black history month which happens in October every year. This will be something reflected in years 7-9 and the individuals and topic will be decided as the time gets closer as bodies recommend or theme lessons for schools. Students will study migration and the history of the movement of people to both Britain and other countries e.g. Ireland. This is vital for students to have knowledge of due to the development and move of social history. It also gives students a sense of identity and an appreciation of other people and their background and stories. Slavery will be next on the curriculum which is a direct link to our GCSE topic of Making of America. As GCSE students have been learning this topic, we have sometimes found a gap in basic knowledge and understanding of vital parts of the foundation of the slave trade e.g. the slave triangle and the middle passage. Through learning this in year 8, students will grasp this and also learn the valuable skills of cause and consequence – what happened to the slaves and the results/impact of this, as well as diversity and an appreciation of black history. The Suffragist Movement includes students learning a pinnacle part of women's history within their own country, as well as the key skill of diversity – how women fought for their right to vote and stand up for what women deserved. We will focus on case studies of prominent women and key events in the fight for the vote e.g. Emily Davison. WW2 will be our penultimate topic – this world event is vital for students to have knowledge and understanding of, as well as an appreciate of key events within it, and how it affected both the UK and the world. We will learn about the Battle of Britain to Pearl Harbour through key concepts of causation, significance and diversity. Finally, the Holocaust will be studied through survivor stories of individuals effected by the Holocaust as well as lessons recommended through the Holocaust Education Trust. Students will gain an insight into a story of a survivor that visited Crestwood in March 2019 and parts of her presentation will be played. This will give students a unique snapshot of a survivor story and her journey through the Holocaust – it will also present to students the key concept that the Holocaust began with the systematic persecution of the Jews over time and who the Jews were before the concentration camp network was created. This also ties into the Life in Nazi Germany topic of the History GCSE.

The English Civil War (9 lessons)

Key knowledge

Protestant, Catholic, Puritan, Religion, Parliament, relationship, tension, the Divine Right of Kings, economic causes, power causes, religious causes, Cavaliers, Roundheads, the Battle of Camp Hill, pikes, cannons, muskets, propaganda, tactics

Key figures

Charles I, Henrietta Maria, Oliver Cromwell

Key vocabulary

Protestant. Catholic. Puritan. Causes. Parliament. Tension. The Divine Right of Kings. Weapons. Cavaliers. Roundheads. Civil War.

Key understanding

Why was there so much religious tension during the time of Charles I?

Why did Parliament dislike Charles I?

Why did the English Civil War break out in 1642?

Why were the Cavaliers and the Roundheads so different?

Why is the Battle of Camp Hill important to local history?

Why was propaganda significant during the Civil War?

Why did the Roundheads win the Civil War?

Why were there short term and long-term consequences of the Civil War?

Key second order concepts

Causation, cause and consequence, diversity, significance, change over time.

Key source-work skills

Interpretation.

Key conclusion

The English Civil War is a pinnacle part of English history, the marriage of Charles I and the religious tension this causes in the country at the time had a lasting impact on his relationship with Charles I. This, and other causes such as power struggles and economic reasons led to the outbreak of Civil War between contrasting sides, including a battle locally significant – the Battle of Camp Hill. Propaganda was used on both sides to drum up support from the English people, with the Roundheads ultimately winning the war, leading to lasting consequences on the country.

What is 'our' migration history? (6 lessons)

Key knowledge

Migration definition, British identity, Huguenots, Jewish migrants, Irish wealth, Irish social class, Windrush migrants.

Key vocabulary

Migration. Migrants. Huguenots. French. Protestants. Ireland.

Key figures

John Calvin

Key understanding

What is migration important to Britain?

Why was Britain seen as a safe haven for different groups of migrants?

Why have there been different reactions of the British to migration over time?

Why did the Irish diaspora happen?

Why did the British react the way they did to those arriving on the Windrush?

Key second order concepts

Cause and consequence, significance, diversity, change over time, similarity and difference.

Key source-work skills

Interpretation, usefulness.

Key conclusion

Human migration is the movement of people from one place to another with the intentions of settling, permanently or temporarily at a new location. The movement is often over long distances and from one country to another. Migration is such an important, and current topic within modern society. Throughout history, different groups of migrants have seen Britain as a safe haven, whether this is for example, due to her economy or her political stability. Migrants have also left their home countries for a variety of reasons, for example the Huguenots (Protestants) of France in the 17th century, fled the country due to violence from the French Catholic Government.

What were the experiences of slaves in the USA between 1800-1860? (4 lessons)

Key knowledge

Slave triangle, transportation, West Indies, Britain, West Africa, slave ship, lack of sanitation, the Middle Passage, Plantation, Cotton, Tobacco, slave auctions, the Underground Railroad

Key vocabulary

Slave triangle, the Middle Passage, plantation, colonies, cotton, tobacco, foreman, overseer, auctions, scramble auctions.

Key figures

Hazel Tubman

Key understanding

Why did the slave triangle exist?

Why was life on a plantation so horrific for slaves?

Why were some people against the slave trade?

Why did some slaves rise up against the plantation owners?

Key second order concepts.

Cause and consequence, significance, diversity.

Key source-work skills

Interpretation. Usefulness.

Key conclusion

Slavery is a vital part of history for students to be aware of as well as the concept of modern slavery being in the current PSHE spotlight. Gaining and understanding of the workings of the slave triangle and each of the different country's roles within it

Deeds not words: The Suffragist Movement, 1900-1919 (7 lessons)

Key knowledge

Women's rights, suffrage, political groups: NUWSS, WSPU, Suffragettes, the Reform Act 1832, the Representation of the People Act 1918,

Key vocabulary

Rights. Politics. Pressure groups. Pankhursts. Suffragettes. Voting. Laws. Government.

Key figures

Millicent Fawcett, the Pankhursts – Emmeline, Christabel, Sylvia.

Key understanding

Why were the rights of women significant in the late 19th century?

Why did women's political groups form?

Why did women campaign for the vote?

Why were activities of female political groups significant?

Why did the war and war work have an impact on women getting the vote?

Key second order concepts

Cause and consequence, significance, diversity.

Key source-work skills

Interpretation, usefulness.

Key conclusion

Women's suffrage and the work of female political groups has been vital in securing women the vote – the emergence of the rights of women movement in the late 19th century to women demanding equality in a male dominated landscape and the same legal freedoms as them. Work of the main political groups, the NUWSS (Suffragettes) and the WSPU (Suffragists) and activities they were involved in as well as the role women had in World War One laid a path to significant legislation passed to ensure women secured the vote.

What were some key events of WW2 and their impact? (7 lessons)

Key knowledge

Dates: 1914-1918, Winston Churchill, Franklin Roosevelt, Poland, Long-term and short-term causes of WW1, the Battle of Britain, the Blitz, rationing, Pearl Harbour, Hiroshima, Nagasaki, atomic bombs, the German Luftwaffe.

Key vocabulary

Churchill. Roosevelt. Battle. Nazis. Blitz. Rationing. Rationing cards. Atomic bombs. Nagasaki. Hiroshima. Luftwaffe.

Key figures

Winston Churchill, Franklin D. Roosevelt, Adolf Hitler

Key understanding

Why did WW2 happen?

Why did the Battle of Britain have such a significant impact on WW2?

Why did Pearl Harbour and the Japanese attack happen?

Why did the Blitz have such a significant impact on London?

Why were Hiroshima and Nagasaki so significant to world history?

Key second order concepts

Cause and consequence, change over time, significance.

Key Conclusion

Long-term causes eg. nationalism and short-term causes eg. the invasion of Poland by Hitler, paved the way for the start of WW2, each with their own significance in starting the conflict. Key battles each played a key role in WW2 that had a significant impact on Britain and the countries involved eg. the USA and Japan. Stories of the war on home soil and the effect this had on the British people for example, rationing and bomb shelters. The start of atomic bomb use left a devastating impact on the targeted countries and people.

The Holocaust: What can survivor stories tell us about the Holocaust? (6 lessons)

Key knowledge

Systematic, planned persecution of the Jews over time, Nazi ideology, ghettos, Krakow ghetto, resistance, passive resistance, concentration camps, conditions.

Key vocabulary

Persecution. Discrimination. Ideology. Legislation. Regime. The youth. Church. Political opponents. Concentration camps. Auschwitz. Birkenau. Conditions.

Key figures

Adolf Hitler, Janine Webber

Key understanding

Why were the Jews hated within Nazi Germany?

Why were ghettos created?

Why was the concentration camp network set up?

Why did Jews try to resist?

Why can an individual survivor's story have an impact on people?

Why is a survivor's story important to tell?

Key second order concepts

Cause and consequence, diversity, significance.

Key source-work skills

Interpretation, usefulness.

Key Conclusion

The Holocaust is a monumental part of world history students need to be aware of. Individual stories of different people and what their lives were like before the Holocaust eg. Jews living in different part of pre-Nazi occupied Europe will be used for students to read and appreciate and also accept that these people had lives before the Nazis invaded their countries. A sense of identity for these people will be created through the stories read. Students will gain an understanding of the slow persecution and exclusion of the Jews from society and completed with a survivor's story.

YEAR 9 CHANGING DUE TO CHANGE TO AQA

Year 9 Start of GCSE course

Year 9 marks the start of the GCSE course for students; by the end of the year, students will have completed 20% of their GCSE. Students follow a study with a chronological breadth of public health from 1250-modern day, covering the Medieval, Early Modern, Industrial and Modern periods. Within each time period students study key features of life that impacted on public health and living conditions such as how much access people had to clean water, how people disposed of waste, and church intervention. Students also study local and national government intervention and impact on public health. examples of key individuals and their contributions to public health, beliefs and responses to key epidemics and how these have changed over time. Practice in the use of second order concepts will develop student's use of change over time (comparing aspects of time periods), diversity (how different people were impacted by public health), significance (important impacts and changes to public health) and cause and consequence (reasons why public health was changing/developing and what the results/impact was).

People's health in medieval England 1250-1500 (9 lessons including end of unit exam and feedback lesson)

Lesson 1: Overview of the period

Lesson 2: Living conditions in medieval England

Lesson 3 & 4: The Black Death (spread, symptoms, believed causes and responses)

Lesson 5: The role of monasteries in people's health

Lesson 6: Town authorities responses to people's health

Lesson 7: Revision

Lesson 8: End of Unit Exam

Lesson 9: Feedback on exam

Key knowledge

Key dates of the medieval period, key features of life within the medieval period, knowledge of water, waste, housing, diet in the towns and the countryside, symptoms of the Black Death, what the church did for people living in the countryside.

Key understanding

How living conditions impacted public health

What people believed caused the Black Death and how they responded to it (cures)

Church's impact on public health

Town authorities impact on public health

Key second order concepts

Cause and Consequence, Change and Continuity, Diversity, Similarity and Difference

People's health in early modern England 1500-1750 (9 lessons including end of unit exam and feedback lesson)

Lesson 1: Overview of the period

Lesson 2: Living conditions in early modern England

Lesson 3: Why were people terrified of the plague? How did they react?

Lesson 4: Local and national government responses to the plague

Lesson 5: Local and national government responses to people's health

Lesson 6: The Gin Craze

Lesson 7: Revision

Lesson 8: End of Unit Exam

Lesson 9: Feedback on exam

Key knowledge

Key features of life in the Early Modern Period, dates of the early modern period, knowledge of water, waste, the urban environment, diet, reactions to the plague, differences between local and national government, key facts about the gin craze e.g. dates, dates of laws.

Key understanding

How living conditions impacted public health

Reasons why people were terrified of the plague

How people reacted to the plague

Impact of local and national government on the plague and on people's health

The impact of national government on gin drinking

Key second order concepts

Cause and Consequence, Change and Continuity, Significance, Diversity

People's health in industrial Britain 1750-1900 (9 lessons including end of unit exam and feedback lesson)

Lesson 1: Overview of the period

Lesson 2: Why was there a public health crisis in industrial Britain (living conditions)?

Lesson 3: What did people believe caused cholera, and how did they respond?

Lesson 4 & 5: The fight against filth, 1830's-1900: What was the contribution of key individuals on improving people's health?

Lesson 6: What other changes influenced people's health?

Lesson 7: Revision

Lesson 8: End of Unit Exam

Lesson 9: Feedback on exam

Key knowledge

Key features of life in Industrial Britain, dates of the Industrial Period, knowledge of water, waste, housing and food, names of other diseases in Industrial Britain, responses to Cholera, names of key individuals who impacted public health eg. John Snow, Edwin Chadwick, key dates of different laws eg. Public Health Act 1848, other names of changes and dates eg. the Great Stink of 1858.

Key understanding

How living conditions impacted public health

Beliefs of causes of Cholera and responses (cures)

How individual's contributions impacted public health eg. John Snow's research and work into Cholera

How each Public Health Act impacted public health

The a shift in attitude impacted public health

Key second order concepts

Cause and Consequence, Change and Continuity, Significance, Diversity

People's health in modern Britain 1900-present (9 lessons including end of unit exam and feedback lesson)

Lesson 1: Overview of the period

Lesson 2: Living conditions

Lesson 3: The Spanish Flu and responses

Lesson 4: AIDS and responses

Lesson 5 & 6: Growing government intervention – impact on people's health

Lesson 7: Revision

Lesson 8: End of Unit Exam

Lesson 9: Feedback on exam

Key knowledge

Key features of life in Modern Britain, dates of the Modern period, knowledge of housing, food, air and inactivity, problems from cars, smoking, responses to the Spanish Flu, Dr. Niven's work, what was HIV/AIDS, names of examples of laws, examples of government advice on healthy lifestyles.

Key understanding

How did living conditions within modern Britain impact on public health

How did people respond to the Spanish Flu

Impact of Dr. Niven's research and work into the Spanish Flu

Society's responses to AIDS throughout the modern period

Impact of laws and government advice on public health

Key second order concepts

Cause and consequence, change over time, diversity, significance.

KRe 9-19.