



2022-2023 Key Stage 3 Curriculum Map – History

- AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.
- AO2: explain and analyse historical events and periods studied using second-order historical concepts.
- AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Year 7 Curriculum Map		Halfterm1	Halfterm2	Halfterm3	Halfterm4	Halfterm5	Halfterm6
History	Curriculum Content inc Knowledge, Skills & Cultural Capital	<p>Anglo Saxon and Viking Britain.</p> <p>This unit is an introduction to historical skills and pre1066. Covering the content of Anglo-Saxon and Viking Britain whilst encompassing the key aspect of 'what is history and how do historians create it?' Students also develop a chronological awareness and learn to structure a PEE paragraph. Key concepts: Causation Key processes: Using evidence & judging importance</p>	<p>1066: Battle of Hastings & Norman Conquest</p> <p>This unit investigates the crisis of 1066 and asked students to explain why William won the Battle of Hastings. Students then develop and understanding of the changes brought by the Normans to English society. Key concepts: Change & continuity Key processes: Evaluating change & forming conclusions</p>	<p>Life in the Middle Ages</p> <p>This unit explores the life of peasants and the role of the Church and Religion in Medieval England. Students investigate the causes of the Black Death with specific focus on religion as a cause and cure before studying the challenges the disease brought about to authority through the peasant's revolt.</p>	<p>Life in the Middle Ages</p> <p>Students then look at the development of Church and State through the relationship of Henry II and Thomas Becket. Key concepts: Change & continuity Key processes: Evaluating change & forming conclusions</p>	<p>War of the Roses and beginning of the Tudors</p> <p>Students continue to develop an understanding of Religion and Power in early modern society. This unit covers the key events in the War of the Roses which led to the beginning of the House of Tudor and Henry VIII's reformation. The end of the unit focuses on why Henry VIII changed the Church and dissolved the monasteries. Key concepts: Significance Key processes: Written communication & using evidence</p>	<p>Tudor exploration and the 'golden age'</p> <p>These lessons focus on Elizabethan society from wealth, status and the latest fashions of the time, an analysis of the Elizabethan theatre and Tudor exploration and trade. Key concepts: Causation Key processes: Evaluating change & forming conclusions</p>
	Assessment	Exam-style question assessing which group had a larger impact on England and Knowledge test (SMP). A01 and 2.	Battle of Hastings Assessment (Milestone Assessment). A01,2,3	Midpoint. Exam-style question – in class. (SMP- multiple choice questions and 2 PEE paragraphs).	The Black Death Assessment (Milestone Assessment) A01, 2 and 3.	Midpoint. Exam-style question assessing the most important reason for Henry VIII's dissolution of the monasteries and knowledge test. (SMP- 2 PEE paragraphs).	End of year Assessment (Milestone) A01,2,3,4
4 hrs per fortnight	Literacy Links	<ul style="list-style-type: none"> • Our history lessons are founded on opportunities for reading, writing, making judgements and justifying opinions. • Students reading continues to be developed in history using DART sheets to support students' comprehension of non-fiction text, in defining key words and broadening their vocabulary. • Through paired, small-group and whole-class discussion activities, students have frequent opportunities to define, describe, explain, summarise and justify their ideas in relation to wide range of tasks. • Key words for each lesson are noted in books and are reinforced throughout the lesson. • Teachers will model and teach reading strategies, and students will undertake individual, paired and group reading of a range of historical texts to develop their comprehension. • Teachers will model and teach strategies for effective and analytical writing. • Key words appear on any deliberate practice (YOU DO) slide to encourage students to broaden the vocabulary they use within their writing. 					
	Curriculum Links	English: Year 7 Half-term 1: teaching students how to structure a written answer using evidence.	British culture	RE and PSHE: Year 7 Half-Term 5: Covering morals that come from the Christian Church. Year 8 Half-Term 2: The concept of heaven and hell in justice.	Religious / cultural awareness	Religious / cultural awareness	English: Year 7 Half-term 5&6: Elizabethan society studying Shakespeare.
	Outside of the Curriculum	<ul style="list-style-type: none"> • After school help is available during lunchtimes and/or afterschool. • Teams has links to videos and websites. • Assemblies on the Holocaust, Remembrance Day. • Annual awareness days e.g., Black History Month, women in history, LGBTQ month 					



	How can I support my child?	https://www.bbc.co.uk/bitesize/topics/zp6xsbk	https://www.bbc.co.uk/bitesize/topics/zshityrd https://www.bbc.co.uk/bitesize/topics/zvhjdp3	https://www.bbc.co.uk/bitesize/topics/zbn7jsg https://www.bbc.co.uk/bitesize/topics/zrfm7yc https://www.bbc.co.uk/bitesize/topics/z93txbk	https://www.bbc.co.uk/bitesize/topics/zwcsp4j	https://www.bbc.co.uk/bitesize/topics/zwcsp4j/articles/zsysn9q	https://www.bbc.co.uk/bitesize/topics/zk4cwmn https://www.bbc.co.uk/bitesize/topics/zwcsp4j/articles/zb84cmn
--	-----------------------------	---	--	---	---	---	--



Year 8 Curriculum Map		Halfterm1	Halfterm2	Halfterm3	Halfterm4	Halfterm5	Halfterm6
History	Curriculum Content inc Knowledge, Skills & Cultural Capital	<p>English Civil War – Why kill the king?</p> <p>These lessons focus on students gaining a sound understanding of the causes of the English Civil War as well as developments within it. The module concludes with students having to judge whether Charles should have been executed before looking at how England functioned as a Republic for the first and only time.</p> <p>Key concepts: Causation Key processes: Evaluating change & forming conclusions</p>	<p>The British Empire- Why would Britain want an Empire?</p> <p>This unit focuses students attention on the reasons why Britain would want an Empire and the impact imperial rule had on different colonies around the world.</p> <p>Key concepts: Causation, Similarity and Difference and Interpretations.</p>	<p>The transatlantic Slave Trade</p> <p>Students begin a study on Britain's transatlantic slave trade: its effects and its eventual abolition. Students are asked to question who's actions largely contributed to the abolition of slavery.</p> <p>Key concepts: Significance of individuals Key processes: Using primary sources & making inferences Causation</p>	<p>The Industrial Revolution</p> <p>This unit focuses on the cause and impact of Industrial Revolution. Students investigate the impact of the industrial revolution on crime through the case study; Jack the Ripper. The module allows students to engage with evidence and interpretations, realise the consequences of the revolution on some working-class women and discrimination faced by the Jewish population who moved to East End London during the period.</p>	<p>Native Americas and the American West</p> <p>This wider world depth study acts as a contrast to the Industrial Britain unit. It gives students the opportunity to understand development that has taken place outside a European context. Students will evaluate the successes of different migrations across the American West as well as the importance the role of technology had to play in colonisation.</p>	<p>World War One</p> <p>Students complete the year by learning about the causes of World War One. They investigate how international relations led to a global conflict as well as what life on the front line would have been like. The module concludes by focusing on the consequences of the war on soldiers and why it is still remembered today.</p>
	Assessment	Exam-style question analysing the causes of civil war and key knowledge test (SMP) AO1 and 2.	Exam-style question about the significance of Robert Clive (SMP) A02. Civil War and Empire Assessment (Milestone Assessment) A01, 2 and 3.	Empire and Enslavement Assessment (Milestone Assessment) A01, 2 and 3.	Exam-style question on mining conditions and knowledge test (SMP) A01 and 2.	Enslavement and Industrial Revolution Assessment (Milestone Assessment) A01, 2 and 3	Exam-style question on the Blitz spirit (SMP) AO2. End of year assessment (Milestone Assessment) A01, 2, 3 and 4.
4 hrs per fortnight	Literacy Links	<ul style="list-style-type: none"> Our history lessons are founded on opportunities for reading, writing, making judgements and justifying opinions. Students reading continues to be developed in history using DART sheets to support students' comprehension of non-fiction text, in defining key words and broadening their vocabulary. Through paired, small-group and whole-class discussion activities, students have frequent opportunities to define, describe, explain, summarise and justify their ideas in relation to wide range of tasks. Key words for each lesson are noted in books and are reinforced throughout the lesson. Teachers will model and teach reading strategies, and students will undertake individual, paired and group reading of a range of historical texts to develop their comprehension. Teachers will model and teach strategies for effective and analytical writing. Key words appear on any deliberate practice (YOU DO) slide to encourage students to broaden the vocabulary they use within their writing. 					
	Curriculum Links	British culture Cultural/religious awareness	Cultural awareness	British culture	British culture English: Year 8 Half-term 5: Victorian Life.	Religious / cultural awareness	British culture English: Year 8 Half-term 4: War.
	Outside of the Curriculum	<ul style="list-style-type: none"> After school help is available during lunchtimes and/or afterschool. Teams has links to videos and websites. Assemblies on the Holocaust, Remembrance Day. Annual awareness days e.g., Black History Month, women in history, LGBTQ month 					
	How can I support my child?	https://www.bbc.co.uk/bitesize/topics/z7kvf82	https://www.bbc.co.uk/bitesize/topics/z2qj6sg	https://www.bbc.co.uk/bitesize/topics/zm7qtfr	https://www.bbc.co.uk/bitesize/topics/zq9ysk7/articles/zhj9cmn	https://kids.nationalgeographic.com/history/topic/native-americans https://kids.britannica.com/kids/article/Native-Americans-or-American-Indians/353288	https://www.bbc.co.uk/bitesize/topics/z4crd2p



Year 9 Curriculum Map		Halfterm1	Halfterm2	Halfterm3	Halfterm4	Halfterm5	Halfterm6	
History	Curriculum Content inc Knowledge, Skills & Cultural Capital	Europe after World War One Students begin the year by looking at Europe after World War One. Students evaluate the consequences of war, the impact of the Treaty of Versailles and the failed attempts to keep peace through the League of Nations. Key concepts: Causation Key processes: Using evidence & judging importance	How to run a country; The USA and USSR This unit focuses on the different ways countries can be governed. It introduces students to the key ideologies' capitalism and communism and asks students to compare the similarities and differences between these two countries during the inter-war period.	Nazi Germany and the Holocaust In this term students gain an insight into the rise of Hitler and life in Nazi Germany during 1930s. Students are asked to evaluate the methods used by the Nazis to keep control in Germany before looking at the significance of the Holocaust. Key concepts: Causation Key processes: Evaluating change & forming conclusions	How did World War Two affect the Homefront? The next unit investigates the causes of World War Two and life during the war for people in Britain including the home front, the Blitz spirit and the impact on Coventry. Key concepts: Using evidence Key processes: Written communication & using evidence	Why did civilians fear for their lives in the Cold War? Students then study the Cold war with a particular focus on the Vietnam war. The central question throughout these lessons is to find out why civilians feared for their lives during the Cold War. They will be given sources to analyse and make historical inferences from them.	Why was there a Civil Rights Movement in America in 50s and 60s? This unit focuses on the origins of segregation in America and asks students to consider the key events that developed into the Civil Rights Movement across America. They then evaluate the key individuals and methods used to bring about change. Key concepts: Causation Key processes: Using evidence & judging importance	
	Assessment	Knowledge test (SMP) AO1.	Judgement to be made on who had more freedom, the USA or the USSR (SMP) AO2 and 4.	Exam-style question on Nazi methods of control (SMP) AO2	Nazi Germany and Holocaust Assessment (Milestone Assessment) A01, 2 and 3.	Knowledge test (SMP) A01.	End of Year Assessment (Milestone Assessment) AO1, 2, 3 and 4.	
	Literacy Links	<ul style="list-style-type: none"> Our history lessons are founded on opportunities for reading, writing, making judgements and justifying opinions. Students reading continues to be developed in history using DART sheets to support students' comprehension of non-fiction text, in defining key words and broadening their vocabulary. Through paired, small-group and whole-class discussion activities, students have frequent opportunities to define, describe, explain, summarise and justify their ideas in relation to wide range of tasks. Key words for each lesson are noted in books and are reinforced throughout the lesson. Teachers will model and teach reading strategies, and students will undertake individual, paired and group reading of a range of historical texts to develop their comprehension. Teachers will model and teach strategies for effective and analytical writing. Key words appear on any deliberate practice (YOU DO) slide to encourage students to broaden the vocabulary they use within their writing. 						
	4 hrs per fortnight	Curriculum Links	Cultural awareness PSHE and RE: Year 8 Half-term 1: Justice systems and global laws link of the League of Nations.	Cultural awareness English: Year 8 Half-term 1: Power and Propaganda link as important concepts throughout year 9 History.	Cultural awareness religious tolerance Drama: Year 7 Half-term 5: Anne Frank English: Year 7 Half-term 3 studying displacement using The Boy in the Striped Pyjamas.	British culture Cultural awareness English: Year 8 Half-term 4: war.	Political / cultural awareness English: Year 8 Half-term 1: Power and Propaganda link as important concepts. Year 9 Half-term 5-6: Morality and Society helps deepen students understanding of capitalism and communism as ideologies. Geography: Year 9 Half-term 2-3: Who are the Superpowers?	Religious / cultural awareness Tolerance
	Outside of the Curriculum	<ul style="list-style-type: none"> After school help is available during lunchtimes and/or afterschool. Teams has links to videos and websites. Assemblies on the Holocaust, Remembrance Day. Annual awareness days e.g., Black History Month, women in history, LGBTQ month 						
How can I support my child?	https://www.bbc.co.uk/bitesize/topics/z94cwmn/articles/zwj9cm	https://www.bbc.co.uk/bitesize/topics/zk94jxs	https://www.coventry.gov.uk/coventry-blitz/20-facts-might-not-know-coventry-blitz#:~:text=More%20than%2043%2C000%20homes%2C%20just.buildings%20into%20a%20raging%20inferno.	https://www.bbc.co.uk/teach/cls-clips-video/history-ks3-life-in-1960s-britain/zvdjvk7	https://www.bbc.co.uk/bitesize/topics/z8k9q6f	https://www.bbc.co.uk/bitesize/topics/zgb39j6/articles/zq9hp4j?course=zfsttd	https://www.bbc.co.uk/bitesize/topics/zgb39j6/articles/zkhhp4j?course=zfsttd	