

History Curriculum Sequence – Key Stage 3

	KS2 National Curriculum prior learning	By the end of the term, students can:	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3
What we want our students to know and remember	Students arrive at STMCA with a huge range of experiences of History from KS2 feeder schools. It is expected that we will build on students prior knowledge of aspects of British, local and world history.	Define the key tier 3 vocabulary :	Norman Conquest Invasion Feudal System Claimant Harrying of the North Domesday Survey Rebellion Norman Heir Source Interpretation Crusade Holy Land Pilgrimage Christendom Saladin Pope Urban II	Peasant Manor Nobility Disease Revolt Plague Trade Monarchy Catholics Protestants Reformation Heresy Treason Reign Parliament Comparison Interpretation	Civil War Taxation Puritans Nobility Parliament Catholics Political Social Economic Ancien Regime Absolute Monarchy Bastille Citizen Estates (Third) Tennis Court Oath	Slave Africa Resistance Middle Passage Auction Plantation Trade New World Industrial Domestic System Revolution Factory Cholera Mechanisation Slum Economy Labour Poverty	Chartist Suffragette Peterloo Parliament Reform Democracy Abolition Campaign Workhouses Imperialism Sepoy Mutiny/war of independence Rebellion East India Trading Company Scramble for Africa Trade	Amritsar Civil Service Liberation Passive Resistance De-Colonisation Partition Militarism Alliances Imperialism Nationalism Assassination Escalation Terrorism Diplomacy Balkans Archduke Outbreak	Western Front Attrition Trenches Tommy (Pals) Battalion Somme Recruitment Propaganda Weaponry Appeasement Lebensraum Foreign Policy Treaty of Versailles Blitzkrieg Anschluss Total War Holocaust Final Solution	Blitz Rationing Homefront Evacuation Anderson Shelters Air Raid/Blackout Gas Masks Warden Segregation Civil Rights Jim Crow Laws Boycott Lynching Racism White Supremacy Supreme Court	Permissive Society Mods / Rockers Youth Feminism Disarmament Counter-Culture Windrush Liberal Eadric the Wild Mercia Potteries Spitfire De-industrialisation
	Students will increasingly demonstrate progression in providing historical explanations of cause and consequence, change and continuity and in using historical evidence both contemporary to the period studied and relating to historical interpretations.	Recall the knowledge :	Who were the claimants to the throne? Who invaded England in 1066 and why? How were the battles of 1066 fought? What examples can you find of how the Normans established control after Hastings? What part did the medieval Church play in people's lives? What is a "Crusade"? Why did people go on a Crusade? Why are Saladin and Richard remembered as key people of the Crusades?	What was a typical peasants life like? Can you tell the difference between a symptom and a cause of the Black Death? How was law and order kept in a medieval village? What was the difference between a Protestant and a Catholic? Why did Henry get a divorce from his first wife? Did Elizabeth do more for Catholics or Protestants?	Why was Parliament angry with Charles I? Why was Charles executed? Was Oliver Cromwell a hero or villain? Why did the Bastille come under attack? Why did the Third Estate (the peasants) hate Louis and Marie?	What Africa was like before the Slave Trade? What were the "horrors" of the Middle Passage? How were Africans treated on arrival in the New World (auctions and plantations)? Confidently describe three changes that happened in Britain 1750-1914? Analyse why the population of Industrial Britain exploded? What were living and working conditions like in industrial Britain?	What were the 18 th century voting problems in Britain? What protests did people take to improve their lives? Give one example of social reform and one example of political reform? Why did Britain want an empire? Who were the East India Company? How did the sepoys challenge the EITC?	What was the role of Gandhi in achieving Indian independence? Was the Boer War a turning point in the history of the Empire? What part did WW2 play in the end of Empire? What were the M.A.I.N causes of WWI? Analyse the main factor that caused war to break out in 1914?	Why did soldiers sign up to fight in WWI? What was life really like in the Trenches? What went wrong at the Battle of the Somme? Why WWII broke out in 1939? What could be described as the key events of WWII and why? What were the steps to the Final Solution?	How did the government try to protect civilians in WWII? What was the Blitz? What were civilian roles in the Homefront? How was segregation imposed in the deep south? What was non-violent direct action? Who were the major campaigners in the Civil Rights movement?	Why did migration to Britain increase after 1945? What laws reflected a more liberal society? What were the key features of the move to gender equality? Who was Eadric the Wild ? How are the Crusades linked to Biddulph?

What we want our students to do		Demonstrate excellence in these skills:	Cause and Consequence of a major turning point in British History (The Norman Conquest) Explain at least one cause of William’s victory at Hastings. Complete comprehension tasks on Historical Interpretations relating to the Crusades. Show an understanding of the differences between two historical interpretations.	Change and Continuity – show an understanding of the similarities and differences between medieval and modern life. Historical significance of the Black Death in the 14 th Century for the English. Provide two reasons Henry's divorce and separation from the Church in Rome. Give examples of how Elizabeths policy of religion was a compromise	Able to categorise religious, political and economic causes of the English Civil War. Provide two reasons why Charles was executed with explanation. Compare interpretations of Cromwell's rule. Historical Significance Make an argument for the most significant reason why the French Revolution occurred.	Correctly label the Trans Atlantic Trade Triangle. Describe two features of the journey to the New World (the Middle Passage) Write a chronological account of a slave's journey into slavery. Begin to make a judgement on the usefulness of contemporary sources and how they are used by historians Increase sophistication of causal analysis (why things happen/change)	Recall three Acts introduced in this period. Explain why one of the Acts of this period was a significant change to Britain? Historical significance Recall three countries from different continents that became part of the Empire. Categorise reasons for the British desire to create an Empire. Create a timeline demonstrating understanding of how Britains relationship with India changed over time	Understanding the significance of a role by an individual in History. Organise an essay plan on the legacy of the Empire linking to modern British thought. List the long-term causes of WWI Rate the responsibility of each M.A.I.N factor in causing the outbreak of WWI	Analyse the inferences in recruitment posters Combine evidence to construct a view of trench conditions Analyse literary techniques used in War Poetry Evaluate interpretations of why WWII broke out? Describe at least two events of WWII in detail Causation and Historical Significance	Analyse the success of evacuation Describe two features of an air raid? Evaluate the successes and failures of government attempts to keep people safe during WWII? Name two civil rights organisations/activists Produce effective note-taking on milestones in the Civil Rights movement Investigate the role of individuals in the Civil Rights Movement	Recall 3 aspects of government legislation that changed in the 60s Analyse evidence for individual motives for migrating to the UK Design a peace of creative work that represents the mood of the 1960s. Design a resistance poster to the Norman Conquest of Mercia Draw inferences from census data regarding how the Longton area has changed over time Investigate "local hero's" including forgotten hero's of WW1 and WW2
Key assessment questions:			Enquiry Questions: How did the Norman Conquest effect England? How do Modern Historians view the Crusades? Deep Mark Questions: Explain why William the Conqueror won at the Battle of Hastings? What reasons do Historians give for people going on a Crusade?	Enquiry Questions: Was Medieval life Nasty, Violent and Short? How did Religion change under the Tudors? Deep Mark Questions: Which brought most change to England, The Norman Conquest or the Black Death? Explain why Henry broke from Rome (the Catholic Church)	Enquiry Questions: Why did the World turn upside down? Deep Mark Questions: Why do some Historians claim Cromwell was the greatest Englishman?	Enquiry Questions: How and why were free Africans taken into Slavery? What made the year 1750-1900 an 'age of change?' Deep Mark Questions: Write a narrative account analysing the journey that took free Africans into Slavery? How useful are these sources for an enquiry into the 'dark satanic mills'	Enquiry Questions: How far was the long 19 th century an 'age of reform'? Why did Britain want and win an Empire? Deep Mark Questions: Explain what was the most important reform of 1820-1920? Explain why Britain had taken over India by 1858?	Enquiry Questions: Were the British forced to give up their Empire? Deep Mark Questions: To what extent should we e ashamed of the British Empire? Explain why WWI broke out in 1914?	Enquiry Questions: Why did soldiers fight in WWI? Which event is the turning point of WWII? Deep Mark Questions: How useful are these sources for an enquiry into soldiers experiences on the frontline of WWI? How useful are these sources for an enquiry into the causes of WWII?	Enquiry Questions: Was there a 'Blitz Spirt' in Britain during WWII? What factors helped improve African American Civil Rights in the USA? Deep Mark Questions: Explain how the Government prepared citizens for WWII at home? Which decade saw the most change in African American Civil Rights (1950s or 1960s)	Enquiry Questions: Did the 1960s help to make Britain more culturally diverse? Deep Mark Questions: Explain the importance of the changes in the 60s for a more liberal and culturally diverse Britain

Disciplinary Rigour		What makes your subject different to other subjects? What are the expectations for students in your subject area in the KS3 National Curriculum?	By the end of this unit students will gain knowledge of the nature of Medieval Church and society and some key events and individuals of the period. They will begin to understand that events have different causes and consequences and begin to arrive at written judgements regarding the relative importance of these. They will begin to understand that historians can and do arrive at different interpretations about the past and can provide judgements on the relative merits of these.	By the end of this unit students should identify significant events relating to Medieval and Early Modern Church and Society (Black Death and Niorman Conquest), make connections, draw contrasts, and analyse trends within the medieval and Early Modern period	By the end of this unit students should gain an understanding of the development of the state 1509-1745 by investigating the causes, events, and consequences of the Civil Wars of the 17th century. Students will also gain an understanding of a significant turning point in world History - The French Revolution	By the end of this unit students will gain a coherent knowledge and understanding of the basis and development of Britain as the first industrial nation 1750-1914? They should begin to understand the methods of historical enquiry, including how contemporary source evidence is used rigorously to make historical claims	By the end of this unit students should gain an understanding of ideas, political power, industry and empire: Britain, 1745-1920 . Students will gain knowledge of the development of the British Empire with a depth study, of India as central to their study. Students develop their understanding of historical concepts such as continuity and change and cause and consequence	By the end of this unit pupils should be able to understand the challenges facing Britain, Europe and the wider world presented by the impending conflict of WWI. Students will continue to develop their understanding of the concept of causation linking to end of the Empire and conflict in Europe in the 20th century.	By the end of this unit pupils should be able to understand the challenges facing Britain, Europe and the wider world presented by the two world wars in the early 20th century. Students will develop their understanding of historical evidence and from this create their own structured account of the past.	By the end of this unit students will have gained an understanding of a significant society or issue in world history (USA 20th Century). Students will also gain an understanding of the responses of ordinary people to the experience of conflict. Students will be able to improve their understanding of how to construct historical explanations and judgements.	By the end of this Unit students will have gained an understanding of both <i>local and national history</i> relating to political and social change over time (local) and since 1945 (national). Students will further develop their understanding of change and continuity over different chronological periods.
------------------------	--	--	--	--	---	--	---	--	---	---	---