

## ***History KS3 Curriculum Mapping and Skills Criteria 2024-2025 – Year 7***

**Curriculum Intent (Focus / Skills):** History gives pupils the opportunity to understand who they are, where they came from and where their place is in History. It will enable pupils to make sense of the world around them, and place their British identity in a local and wider national and global context. Pupils will study important people, places and events in the Middle Ages and be able to make contemporary comparisons with aspects of the Byzantine Empire, Mongol China and Mughal India. In doing so, diversity, tolerance and respect will be a strong feature of their learning. Pupils will develop their knowledge and understanding of second order concepts – causation, change and continuity, consequence, similarity and difference and historical significance. We actively aim to develop a sense of curiosity and a high level of literacy through a culture of reading for pleasure. To reflect the diversity of our black British pupils, African Kingdoms will be taught as a discrete unit of work.

Homework is set every two weeks with the teacher marking one piece of work in green pen every six weeks. The teacher may resort to using model answers, verbal feedback and/or a whole class marking template to develop self and peer assessment in the other two pieces of work. Pupils, however, complete D.I.R.T in purple pen for all pieces of homework. Live marking may also be used as a strategy during lessons to assess pupil’s knowledge and understanding. There will be one written assessment every term.

<b>YEAR 7</b>	<b>Autumn 1 – 6 weeks</b>	<b>Autumn 2 – 7 weeks</b>	<b>Spring 1 – 6 weeks</b>	<b>Spring 2 – 6 weeks</b>	<b>Summer 1 – 5 weeks</b>	<b>Summer 2 – 7 weeks</b>
<b>Curriculum Implementation (Learning)</b>	<p><b><u>Medieval Realms</u></b> <b>THE NORMAN CONQUEST</b></p> <p>L1: What was England like before the Normans?</p> <p>L2: Who should be King?</p> <p>L3: The Battle of Stamford Bridge</p> <p>L4-5: The Battle of Hastings</p> <p><b>L6: Assessment: Why did William win the Battle of Hastings?</b></p> <p>L7: How did William solves his problems?</p> <p><b>HWK 1: Who should be King?</b></p>	<p>L8: The Feudal System and Domesday Book</p> <p>L9-10: The development of castles</p> <p><b>CHURCH AND STATE</b></p> <p>L11: How important was the Church in the Middle Ages?</p> <p>L12: Thomas Becket</p> <p>L13: King John</p> <p><b>HWK 2: How and why did castles develop over time?</b></p>	<p><b><u>Medieval Realms</u></b> <b>LIFE IN THE MIDDLE AGES</b></p> <p>L1: Town and Country</p> <p>L2: What was life like in the Middle Ages?</p> <p><b>HEALTH AND MEDICINE</b></p> <p>L3: Medieval Medicine</p> <p>L4-5: The causes and Consequences of the Black Death</p> <p><b>HWK 3: Create your own concoction</b></p> <p>L6: The Peasants Revolt</p>	<p><b><u>Medieval Realms</u></b> <b>ENGLAND AND ITS NEIGHBOURS</b></p> <p>L1: Wales, Scotland and Ireland</p> <p>L2: France and Joan of Arc</p> <p>L3: War of the Roses</p> <p><b>MEDIEVAL REALMS AROUND THE WORLD</b></p> <p>L4: The Byzantium Empire</p> <p>L5: Mongol China</p> <p>L6: Mughal India</p>	<p><b><u>African Kingdoms</u></b></p> <p>L1-3: The Kingdom of Mali</p> <p>L4-6: The Songhay Empire</p>	<p><b><u>African Kingdoms</u></b></p> <p>L7-9: Benin</p>

<b>Curriculum Intent (Focus / Skills)</b>	Similarity and difference / Cause / Consequence / Change and continuity / Sources and evidence / Historical Interpretations.	Similarity and difference / Cause / Change and continuity / Sources and evidence.	Cause / Consequence / Change and continuity / Similarity and difference / Historical significance / Sources and evidence / Historical interpretations.	Similarity and difference / Cause / Consequence / Change and continuity / Historical significance / Sources and evidence.	Cause / Change and continuity / Sources and evidence / Historical significance.	Cause / Change and continuity / Similarity and difference / Sources and evidence / Historical Interpretations.
<b>Curriculum Impact (Assessment)</b>	<ul style="list-style-type: none"> <li>• <b><u>HWK 1 – Green pen</u></b> Letter/report: Who should be King after Edward the Confessor?</li> <li>• <b><u>Assessment 1</u></b> Timed Essay – ‘ Why did William win the Battle of Hastings?’</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>HWK 2 – Green pen</u></b> ‘How and why did castles develop over time?’</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>HWK 3 – Green pen</u></b> Create your own medieval concoction (medicine) – recipe, rationale and physical concoction.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>HWK 4 – Green pen</u></b> Travellers Guide to Medieval realms</li> <li>• <b><u>Assessment 2</u></b> 1 hour exam</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>HWK 5</u></b> Tbc</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>HWK 6</u></b> Tbc</li> <li>• <b><u>Assessment 3</u></b> Tbc</li> </ul>

### **Textbooks**

Key Stage 3 History by Aaron Wilkes: Invasion, Plague and Murder: Britain 1066-1558 Student Book (KS3 History by Aaron Wilkes Fourth Edition)

Plus miscellaneous KS3 books

## ***History KS3 Curriculum Mapping and Skills Criteria 2024-2025 – Year 8***

**Curriculum Intent (Focus / Skills):** The Year 8 History curriculum empowers learners to become more independent and motivated learners. They will develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past. The Year 8 History course has been designed with a focus on historical enquiry, access to a wider range of written and visual sources and interpretations, and a greater understanding of Britain’s historical cultural diversity. A study of ‘The British Empire’ will therefore focus more on the agency of the oppressed and resistance towards British colonialism, as well as evaluating the impact of Empire on Britain and its colonies. The study of ‘Black Lives in Britain’ will enable pupils to repopulate the history of the country with the contribution that black peoples made to the political, economic, social and cultural development of Britain. The Year 8 curriculum will then finish with a study of the First and Second World Wars, which did so much to shape and re-shape the 20<sup>th</sup> century and beyond.

Homework is set every two weeks with the teacher marking one piece of work in green pen every six weeks. The teacher may resort to using model answers, verbal feedback and/or a whole class marking template to develop self and peer assessment in the other two pieces of work. Pupils, however, complete D.I.R.T in purple pen for all pieces of homework. Live marking may also be used as a strategy during lessons to assess pupil’s knowledge and understanding. There will be one written assessment every term.

<b>YEAR 8</b>	<b>Autumn 1 – 6 weeks</b>	<b>Autumn 2 – 7 weeks</b>	<b>Spring 1 – 6 weeks</b>	<b>Spring 2 – 6 weeks</b>	<b>Summer 1 –5 weeks</b>	<b>Summer 2 – 7 weeks</b>
<b>Curriculum Implementation (Learning)</b>	<p><b><u>THE BRITISH EMPIRE</u></b>  <b>Section 1: The Early Empire</b>            L1: 1.1 Ireland and 1.2 America</p> <p>L2: 1.3 America and 1.4 The Caribbean</p> <p>L3: 1.5 India and 1.6 America</p> <p><b>Section 2: The Empire in the 19<sup>th</sup> Century</b>            L4: 1.7 Britain and 2.1 The Caribbean</p> <p>L5: 2.2 and 2.3 India            L6: 2.4 China and 2.5 Australia</p>	<p><b><u>THE BRITISH EMPIRE</u></b>  <b>Section 2: The Empire the 19<sup>th</sup> Century</b>            L1: 2.6 New Zealand and 2.7 Africa</p> <p><b>Section 3: The Empire in the 20<sup>th</sup> Century</b>            L2: 3.1 Ireland and 3.2 Empire and WWI</p> <p>L3: 3.3 Iraq and 3.5 Palestine</p> <p>L4: 3.4 Palestine and 3.5 India</p> <p>L5: 3.6 Empire and WWII and 3.7 India Partition</p>	<p><b><u>BLACK LIVES IN BRITAIN, 1500-PRESENT</u></b>            L1: Black lives in Tudor London</p> <p>L2: Black Georgians in 18<sup>th</sup> century England</p> <p>L3: Black radicals in the 19<sup>th</sup> century</p> <p>L4-5: Black people in industrial Liverpool, 1860-1950</p> <p>L6: Black communities in Tiger Bay, Cardiff, 1890-1960</p>	<p><b><u>BLACK LIVES IN BRITAIN, 1500-PRESENT</u></b>            L1-2: Black lives in WWII</p> <p>L3: Windrush</p> <p>L4-5: Bristol’s black community</p> <p>L6: Brixton, the ‘capital of Black Britain’, 1948-90</p>	<p><b><u>THE FIRST WORLD WAR</u></b>            L1-2: Why did war break out in August 1914?</p> <p>L3-4: What was life like in the trenches?</p> <p>L5-6: How and why did the war come to an end in 1918?</p>	<p><b><u>THE SECOND WORLD WAR</u></b>            L1: Why did war break out in September 1939?</p> <p>L2: Dunkirk</p> <p>L3: The Blitz and Evacuation</p> <p>L4: The Battle of Britain</p> <p>L5: Operation Barbarossa</p> <p>L6: D-Day</p>

		L6: 3.8 Decolonisation and 3.9 Consequences of the British Empire.				
<b>Curriculum Intent (Focus / Skills)</b>	Cause / Consequence / Change and continuity / Similarity and difference Sources and evidence.	Cause / Change and continuity / Historical significance / Sources and evidence.	Cause / Historical significance / Sources and evidence / Historical interpretations.	Cause / Consequence / Change and continuity / Similarity and difference / Historical interpretations.	Cause / Consequence / Historical significance / Sources and evidence.	Cause / Consequence / Similarity and difference / Historical significance / Historical interpretations.
<b>Curriculum Impact (Assessment)</b>	<b><u>HWK 1 – Green pen</u></b> Tbc  <b><u>Assessment 1</u></b> Essay: How did the Early British Empire face resistance (e.g. Ireland, North America, India, China)?	<b><u>HWK 2- Green pen</u></b> Essay: ‘How and why did the British Empire change from the 19 <sup>th</sup> to 20 <sup>th</sup> century?’	<b><u>HWK 1 – Green pen</u></b> Tbc	<b><u>HWK 2 – Green pen</u></b> Tbc  <b><u>Assessment 2</u></b> Tbc	<b><u>HWK 1 – Green pen</u></b> Tbc	<b><u>HWK 2 – Green pen</u></b> Tbc  <b><u>Assessment 3</u></b> Tbc

## **Textbooks**

A new focus on... The British Empire c1500–present - Hodder

Key Stage 3 History by Aaron Wilkes: Revolution, Industry and Empire 1558-1901 Student Book (KS3 History by Aaron Wilkes Third Edition)

A new focus on...Black Lives in Britain, c.1500–present for KS3 Histor

## **History KS3 Curriculum Mapping and Skills Criteria 2022-2023 – Year 9**

**Curriculum Intent (Focus / Skills):** Our Year 9 History curriculum will help students gain a coherent knowledge and understanding of Britain’s past and that of the wider world. Students will understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity. Our first synoptic study of ‘Migration’ over 1000 years aims to look at the roots of multicultural Britain, and how immigration to/from the country has helped the Britain of today. Teaching should equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop different perspectives and judgements – skills that are important for GCSE in Year 10. Student’s will also study ‘The Holocaust’ and learn about the Jewish diaspora as a transition to their understanding of the Arab-Israeli Conflict, a topical, contemporary study of an aspect of the wider world, dealing with issues of religious and cultural division.

Homework is set every two weeks with the teacher marking one piece of work in green pen every six weeks. The teacher may resort to using model answers, verbal feedback and/or a whole class marking template to develop self and peer assessment in the other two pieces of work. Pupils, however, complete D.I.R.T in purple pen for all pieces of homework. Live marking may also be used as a strategy during lessons to assess pupil’s knowledge and understanding. There will be one written assessment every term.

<b>YEAR 9</b>	<b>Autumn 1 – 6 weeks</b>	<b>Autumn 2 – 7 weeks</b>	<b>Spring 1 – 6 weeks</b>	<b>Spring 2 – 6 weeks</b>	<b>Summer 1 – 5 weeks</b>	<b>Summer 2 – 7 weeks</b>
<b>Curriculum Implementation (Learning)</b>	<p><u>Migration c.790 to the present day</u></p> <p>L1: The Viking Invasions</p> <p>L2: A Norman Kingdom</p> <p>L3: Henry II and the Angevin Empire</p> <p>L4: The Hundred Years War</p> <p>L5: Sugar and the Caribbean</p> <p>L6: North American Colonies</p>	<p><u>Migration c.790 to the present day</u></p> <p>L1: The first refugees: the Huguenots</p> <p>L2: The Ulster Plantations and the Highland Clearances</p> <p>L3: Indian Colonisation</p> <p>L4: Irish and Jewish migration in the 19<sup>th</sup> century</p> <p>L5: Scramble for Africa and Boer War</p> <p>L6: Migration after WWII and Windrush</p>	<p><u>UNDERSTANDING THE HOLOCAUST</u></p> <p>L1: Jewish Life in Europe before WWII</p> <p>L2-3: Jewish persecution in Germany, 1933-39</p> <p>L4-6: Europe’s Jews in WWII</p>	<p><u>CONFLICT IN THE MIDDLE EAST: ISRAEL AND THE ARABS</u></p> <p>L1: The Jewish and Arab claim to Palestine</p> <p>L2: British Rule in Palestine, 1919-1939</p> <p>L3: Terrorism and the End of British Rule</p> <p>L4: Partition and the Birth of Israel (War of 1948)</p> <p>L5: The Suez War, 1956</p>	<p><u>CONFLICT IN THE MIDDLE EAST: ISRAEL AND THE ARABS</u></p> <p>L1: The Six Day War, 1956</p> <p>L2: The Yom Kippur War, 1973</p> <p>L3: Palestinian Refugees and the PLO</p> <p>L4: War in Lebanon</p> <p>L5: Peace-making at the UN and Camp David</p>	<p><u>CONFLICT IN THE MIDDLE EAST: ISRAEL AND THE ARABS</u></p> <p>L1: The Palestinian Intifada, 1987-93</p> <p>L2: Peace-making in the 1990s</p> <p>L3: The Second Intifada</p>

		<b>L7: Assessment</b>				
<b>Curriculum Intent (Focus / Skills)</b>	Consequence / Change and Continuity / Similarity and difference / Historical significance / Sources and evidence.	Cause / Consequence / Similarity and difference / Sources and evidence / Historical Interpretations.	Cause / Consequence / Change and continuity / Similarity and difference / Historical significance / Sources and evidence.	Cause / Consequence / Change and continuity / Historical significance / Historical interpretations.	Cause / Consequence / Similarity and difference / Historical significance / Historical interpretations.	Change and similarity / Similarity and difference / Sources and evidence / Historical interpretations.
<b>Curriculum Impact (Assessment)</b>	<b>HWK 1 – Green pen</b> Tbc	<b>HWK 2 – Green pen</b> Tbc  <b>Assessment 1</b> Synoptic essay: ‘Why was there migration to and from Britain c.790-1800?’	<b>HWK 1 – Green pen</b> Tbc	<b>HWK 2 – Green pen</b> Tbc  <b>Assessment 2</b> Tbc	<b>HWK 1 – Green pen</b> Tbc	<b>HWK 2 – Green pen</b> Tbc  <b>Assessment 3</b> Tbc

**Textbooks:**

Migration Nation Student Book Second Edition (KS3 History Depth Study)

Hodder Education, The Conflict in the Middle East

Understanding the Holocaust: How and why did it happen?