



**Eastlea**  
COMMUNITY SCHOOL

# Long Term Plan

# History

KS3 (Year 7-9)

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## Subject intent/vision:

The Key Stage Three History Curriculum at Eastlea has been designed to encompass more than one aspect of Historical reasoning along with embedding second order concepts such as change and continuity and key cross curricular skills such as extended writing and source inference. The overarching intention is that students become confident, articulate and knowledgeable subject specialists. It is designed to be ambitious, broad, diverse, enjoyable and knowledge rich, sparking students' curiosity and passion for learning about the past. We provide opportunities to thrive and flourish academically by studying a curriculum designed to ignite interest and develop curiosity about our surroundings in local, national & international context. For example during Year 9, students explore the themes of empire, survival and liberty by learning about the key events that shaped the modern world (from 1918-1945). Students learn about the key areas of conflict, how attempts at peace were made in 1918 only to fail in 1939 with the onset of WW2, the Year 9 curriculum explores both sensitive and compelling changing landscape of modern History by studying content spanning from the Holocaust to the Cold War, thus allowing students to gain perspective into the necessity of history, as a subject essential to guide and inform future generations of responsible, empathetic and valuable citizens.

In History we provide our students with the opportunities to thrive and flourish personally by regular testing of skills such as public speaking, presenting research and debating opinions. This means the course develops transferable skills to take into the workplace in the future. The subject moulds global citizens who will eventually be equipped with the skills to thrive within a demanding and diverse 21st century.

## To enable all students to achieve, our subject curriculum is underpinned by the following principles:



**Ambitious** - The History Curriculum has been designed to encompass more than one aspect of Historical reasoning along with embedding second order concepts such as change and continuity and key cross curricular skills such as extended writing, source inference and fluid use of evidence. It is designed to be ambitious, broad, diverse, enjoyable and knowledge rich, sparking students' curiosity and passion for learning about the past.



**Sequenced / Spiral** - Substantive concepts such as power, parliament, religion and empire are built upon throughout KS3, thus forming a strong foundation for embedding KS4 content. For example, students learn about Mediaeval struggles for power and supremacy in Y7 & 8 by studying the Magna Carta, Henry II & Thomas Becket, The Reformation & the English Civil War. These themes are then built upon in KS4.



**Literacy** - Literacy underpins the subject, we focus on teaching students to become confident in using key historic terms in their verbal contributions, this will then be more confidently applied to written work, showcasing evidence that a rich and broad vocabulary is embedded in our teaching.



**Cultural Capital** - We are proud of our whole year group commitment to trips designed to enrich historic experience and develop knowledge and understanding:

**Year 7's** visit the Islamic Civilisations exhibition at the British Museum as part of our study into ancient civilizations and the balance of power

**Year 8's** visit the Museum of London in the Spring term to enhance their understanding of the way trade linked to slavery in the 18th century

**Year 9's** visit the Imperial War Museum to enhance their understanding of the causes of war and conditions for soldiers during WW1/2 learning In the Spring term

## KS3 History Programme of Study

| Year 7<br>(1 Single) | Autumn 1                                                                                                                                                                      | Autumn 2                                                                                                                                                                                                                                                                          | Spring 1                                                                                                                                                                           | Spring 2                                                                                                                                                                                                                                                                    | Summer 1                                                                                                                                                                                                                                                       | Summer 2                                                                                                                                                                                                                                                |
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|                      | <b><u>Who were the English before 1066?</u></b><br><br>a.The Skeleton Mystery<br>b. Who were the Anglo Saxons?<br>c.Who were the Vikings?<br>d. What happened at Linidsfarne? | <b><u>How did William control the English?</u></b><br><br>a.What happened in 1066?<br>b.What happened at Stamford Bridge?<br>c.How reliable are sources on the Battle of Hastings?<br>d.Why did the Normans build castles?<br>e.The Harrying of the North.<br>f.The Feudal System | <b><u>Who held the most power in the Middle Ages?</u></b><br><br>a.Life in a Medieval town<br>b.The role of the Church<br>c.Beckett Vs Henry<br>d. King John<br>e..The Magna Carta | <b><u>Medieval Women</u></b><br><b>What can we learn from Matilda?</b><br><br>a.Matilda's early life<br>b.Matilda and the succession crisis<br>c.matilda's claim and campaign<br>d.Matilda's battles<br>e.Matilda and Henry II<br>f. The life of Matilda and Medieval women | <b><u>Medieval power</u></b><br><b>How did Islamic Civilization develop?</b><br><br>a. Ancient civilizations<br>b. Focus-The significance of the Byzantine Empire<br>c. Threats to BE & Background to crusades<br><b>Cultural capital-British Museum visit</b> | <b><u>Medieval power</u></b><br><b>Gain, Glory or God</b><br><b>Depth Study</b><br><b>Why did Medieval people go on Crusades?</b><br><br>a. Motives for going on a crusade<br>b. Life for crusaders<br>c. Saladin &Richard<br>d. Impact of the Crusades |
|                      | <b>Assessment:</b><br>Historical Skill<br>A01/2/3 - Change & Continuity Source inference & analysis                                                                           | <b>Assessment:</b><br>Historical Skill-<br>A01/2 - Narrative account 1066                                                                                                                                                                                                         | <b>Assessment:</b><br>Historical Skill-<br>AO2 - Judgement                                                                                                                         | <b>Assessment:</b><br>Historical Skill-<br>A02- Explain how the lives of medieval women changed over time                                                                                                                                                                   | <b>Assessment:</b><br>Historical Skill -<br>A01/2 - Evaluation of Impact over time                                                                                                                                                                             | <b>Assessment:</b><br>Historical Skill -<br>A01/2 - Evaluation of Impact over time                                                                                                                                                                      |

| <b>Year 8<br/>(1 Single)</b><br><br><i>Themes explored-<br/>Empire,<br/>religious<br/>change,<br/>identity<br/>Liberty and<br/>migration</i> | <b>Autumn 1</b>                                                                                                                                                                                                                                                                   | <b>Autumn 2</b>                                                                                                                                                          | <b>Spring 1</b>                                                                                                                                                                           | <b>Spring 2</b>                                                                                                                                                                                                             | <b>Summer 1</b>                                                                                                                                                                                                        | <b>Summer 2</b>                                                                                                                                                                                                    |
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|                                                                                                                                              | <b>Religious change<br/>(How and why did religion change?)</b><br><br>a. Who were the Tudors?<br>b. Why did Henry change the country's religion?<br>c. What were the effects of the Reformation?<br>e. Black Tudors<br>f. How significant were the contributions of Black Tudors? | <b>What were the Causes and consequences of the English Civil War?</b><br><br>a. Religion<br>b. Scotland<br>c. Parliament<br>d. Impact over time<br>e. Trial & Execution | <b>The Restoration, Glorious Revolution and the Power of Parliament</b><br><br>a. Cromwell's Governance<br>b. Hero or Villain?<br>c. The Restoration<br>d. Case Study- Restoration London | <b>African Kingdoms - To what extent had Benin reached a Golden Age by 1700?</b><br><br>a. African Kingdoms of Mali & Benin<br>b. Exploration of African Civilisation<br>c. Historical interpretation of Benin- Golden Age? | <b>What was the driving force behind the slave trade?</b><br><br>a. What was the Triangular slave trade?<br>b. What were conditions like on the Middle Passage?<br><br><b>Cultural capital- Docklands Museum visit</b> | <b>What was life like for enslaved people?</b><br><br>a. What happened at slave auctions?<br>b. What was life like on a plantation?<br>c. What forms did resistance take?<br>d. How and why was slavery abolished? |
|                                                                                                                                              | <b>Assessment:</b><br>Historical Skill - Judgement based analysis-A01/2                                                                                                                                                                                                           | <b>Assessment:</b><br>Historical Skill A01/2 - Judgement<br>Identify the most significant cause of the CW                                                                |                                                                                                                                                                                           | <b>Assessment:</b><br>Historical Skill A04- Analysing an historians interpretation                                                                                                                                          | <b>Assessment:</b><br>Historical Skill Breadth assessment-A01/2/34                                                                                                                                                     | <b>Historical skill-</b><br>Impact over time-A01/2                                                                                                                                                                 |

| <b>Year 9<br/>(1 Single)</b><br><br><i>Themes explored-<br/>Empire,<br/>Identity,<br/>Survival,<br/>Migration<br/>and Equality</i> | <b>Autumn 1</b>                                                                                                                                                                             | <b>Autumn 2</b>                                                                                                                              | <b>Spring 1</b>                                                                                                                                                                                                                                                                                                               | <b>Spring 2</b>                                                                                                                                                                                                                                                                  | <b>Summer 1</b>                                                                                                                                                                                                                                                                                                            | <b>Summer 2</b>                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                    | <b>What were the main causes of WW1?</b><br><br>a) Cause of tension<br>b) The 'spark'-Assassination<br>c) Justify causes<br>d) Interpretations<br>e) The Western Front<br>f) Impact at home | <b>Who were the Key groups in WW1</b><br><br>a) Soldiers from the empire<br>b) Significant individuals<br>c) Women (Suffragettes)<br>d) CO's | <b>Depth Study-The Holocaust</b><br><br>a. Introduction to unit, exploring theories of persecution, prejudice and stereotypes<br>b. How did discrimination lead to genocide?<br>c. History of Anti-Semitism<br>d. Life in the Ghettos<br>e. Resistance<br>f. The Final Solution<br><br>Cultural capital-<br>Guest speaker G2G | <b>How far did Communism transform Russian society?</b><br><br>a) Marxist theory<br>b) What was life like in Tsarist Russia?<br>c) Why was the Tsar forced to abdicate in 1917?<br>d) How did the Bolsheviks change Russia?<br>e) How did the Bolsheviks control the population? | <b>Period study-Why was Berlin such a 'hot spot' ?</b><br><br>a) How and why did Stalin blockade Berlin?<br>b) What happened during the Berlin airlift?<br>c) Why did Khrushchev issue his ultimatum?<br>d) How did tension escalate due to the building of the Berlin Wall?<br>c) Who was to blame for the Berlin Crisis? | <b>Historic environment Introduction to Whitechapel</b><br><br>a) Context- population & living conditions<br>b) Crime<br>c) H Division<br>d) The crimes of Jack the Ripper |
|                                                                                                                                    | <b>Assessment: Historical skill</b><br>A01/2- Causation, most significant cause of WW1                                                                                                      | <b>Assessment: Historical skill</b><br>A01/2-Analysis and explanation<br>Women and the vote                                                  | <b>Assessment: Historical skill</b><br>A01/2&3<br>Breadth assessment                                                                                                                                                                                                                                                          | <b>Assessment: Historical skill</b><br>Q1 -Consequence (A01)<br>Q2-Narrative (A01 & A02)                                                                                                                                                                                         | Assessment- A03/ Source utility                                                                                                                                                                                                                                                                                            |                                                                                                                                                                            |

## **Learning Resources:**

<https://studywise.co.uk/gcse-revision/>

<https://www.bbc.co.uk/bitesize/topics/zwbysg8>

<https://senecalearning.com/en-GB/blog/gcse-history-revision-guide/>

<https://www.youtube.com/playlist?reload=9&list=PL65yzdk1vCwuHg1rVjMJO>

<https://www.thenational.academy/teachers/programmes/history-secondary-edexcel/units?keystages=ks3>