

KS3 History - Curriculum Overview - Whickham School

Year/ Term		Enquiry Question/s	Second Order Concept Focus	Key Content	Assessment	Literature/Cultural capital	Timing	Additional Reading/ homework
Year 7 1a	Introduction to History	How 'dark' were the dark ages for Britain?	Chronology Change and Continuity Evidential understanding	Chronological curriculum overview Post Roman - including Jutes, Saxons, Angles and Vikings.	Introductory assessment: Were the Dark Ages really dark?	Intro to local elements – Lindisfarne Beowulf	4	1.Key terms homework 2. Reading - Introductory reading - E. H Gombrich - 'A Little History of the World' Chapter 1 - 'Once upon a Time' 3. Project - Beowulf
Year 7 1b	Norman England	How did the Normans conquer England?	Causation Evidential understanding	<ul style="list-style-type: none"> • Battle of Hastings • Castles • Feudal system 	<ul style="list-style-type: none"> • Fact Test • Inference • 'Why did William win the Battle of Hastings?' 	Bayeux Tapestry Simon Schama - analysis	12	1.Key Terms Homework 2. Reading - Great Tales from English History, pages 66-69. 'Hereward the Wake and the Norman Yoke' 3. Project - Norman control of England. 'Carrot or stick'
Year 7 2a	Medieval England	What mattered to medieval people?	Causation Evidential understanding <i>Similarity and Difference</i>	<ul style="list-style-type: none"> • Peasant Life • Town Life • The Church • The Kings – William I – Henry III • The Black Death 	<ul style="list-style-type: none"> • Fact Test • Inference • Why did the Peasants Revolt in 1381 	Simon Schama – 'History of Britain' Extract. Royal Lineage Magna Carta Luttrell Psalter Pierce the Ploughman Black Death Doom Paintings John Ball - When Adam delve and Eve Span. The Black Death: The Intimate Story of a Village in Crisis 1345-1350 John Hatcher	11	1.Key terms homework 2. Reading - Great Tales from English History p 83 - 88 'Murder in the Cathedral'

				<ul style="list-style-type: none"> The Peasants' Revolt 				3. Project - tensions between church and king
Year 7 2b	The Crusades	Why did the Crusades matter?	Interpretations Causation Evidential understanding Similarity and Difference	<ul style="list-style-type: none"> Why did Jerusalem matter? The Capture of Jerusalem Saladin and Richard the Lionheart Knights Templar Childrens' Crusade 	<ul style="list-style-type: none"> Fact Test Inference What was the impact of the Crusades 	Urban II speech - First Crusade. Knights Templar Children's crusade	12	1. Key words homework 2. Reading - The Templars, Dan Jones. Part 1 Pilgrims, 'a golden basin filled with scorpions' 3. Project - visitors guide to Jerusalem
Year 7 3a	Breadth Study – Health through time	How and why did health improve in Britain between 43 AD and 1900?	Change and Continuity	<ul style="list-style-type: none"> Roman sanitation Medieval Privies and links to Black Death Impact of Industrialisation. Cholera epidemic Jenner and vaccination NHS 	Content will be assessed in the Year 7 End of Year Exam <ul style="list-style-type: none"> Fact Test Inference The greatest Turning Point in the development of Public Health 45AD- present day was the development of the NHS' How far do you agree? 	Roman public health Fleming - Penicillin Jenner - Smallpox Industrial Revolution Florence Nightingale Creation of the NHS	10	1. Key words homework 2. Reading - The Black Death, the intimate story of a village in crisis. John Hatcher 3. Project - produce a guide to being a 17th century plague doctor
Year 7 3b	Introduction to the Early	Did the modern world begin in the	Interpretations Change and Continuity	<ul style="list-style-type: none"> The Renaissance 	No formal assessment as the end of Year	Shakespeare's 'Richard III' Michelangelo Da Vinci	8	1. Key words homework

	Modern period	period 1450 – 1550?		<ul style="list-style-type: none"> • Voyages of Discovery • The Printing Press • The Reformation • The War of the Roses 	Exam will take place at this time.	'Madonna and Child' The Reformation Gutenberg Bible Tales of Sir John Manderville		2. Great Tales from English History pgs 177-181. Whodunnit? The Princes in the Tower 3. Project - study evidence and produce a crime report on The Princes in the Tower
Year 8 1a	Tudor England	How far was Elizabethan England a golden Age?	Interpretations Diversity chronological understanding.	Overview of the Tudors Henry VII - Elizabeth. Living graph. Reformation Armada Wealth and poverty Voyages of Discovery Culture	<ul style="list-style-type: none"> • Fact Test • Inference • The Elizabethan period was a 'Golden Age' How far do you agree? 	Holbein - Henry picture Reformation Early Empire - John Dee	10	1.Key Terms Homework 2.Reading: 'The Other Queen' Phillipa Gregory 3.Project: Time Traveller's guide to Elizabethan England. Pupils will need to create a travel guide for someone to help them find their way in Elizabethan England Y8 1a Elizabeth Project
Year 8 1b	Local Study	'When was Northumbria most significant?	Significance Change and Continuity	Northumbrian Renaissance Viking invasion Under the Normans Scottish invasion Industrialisation Warfare	<ul style="list-style-type: none"> • Fact Test • Inference • The 20th Century was the most significant period in the history of Northumbria. How far do you agree? 	Use New History of Northumberland Local songs Gildas Bede Border Reivers key individuals - Stephenson, Butler	10	1.Key Terms Homework 2.Reading: Fairy Gold - A Book of Old English Fairy Tales - The Lambton Worm By Ernest Rhys

								3.Project: Finding a local landmark/building/ place and creating an 'exhibit' or case study of this place on how this links to the History of Northumbria and how this tells the story of how we got to where we are now.
Year 8 2a	The Civil War	Why was England's World turned upside down in the 17th Century?	Evidential Understanding Causation	Divine Right of Kings Causes of the War How the war was fought Parliament Monarchy Power	<ul style="list-style-type: none"> ● Fact Test ● Inference ● Source analysis. How useful is this source in telling us about the period 1642 - 1660?	Divine Right When did you last see your father painting World turned upside down Regicide	10	1.Key Term Homework 2.Reading: 'The English Civil War: A People's History'. D. Purkiss. Chapter 1 - The Last Cavalier 3.Project: Local area's role in civil war, what side were they on and why - how did this start a rift between Newcastle and Sunderland?
Year 8 2b	Witch Craft	What made witches so spellbinding in Stuart England?	Causation Significance Interpretations	James I Matthew Hopkins Witch Trials Science and religion; belief and superstition. Communism	<ul style="list-style-type: none"> ● Fact Test ● Inference ● Why was there an increase in accusations of witchcraft in the 17th Century? 	'Malleus Maleficarum' Demonology The role of women	9	1.Key Terms Homework 2.Reading: 'The Manningtree Witches' A. K. Blakemore. "

								3.Project: Local case study of the Pendle Witch Trials and Town Moor Witches - create a presentation.
Year 8 3a	Sugar and Slavery	How did Britain's sweet tooth help explain the slave trade?	Similarity and Difference Cause and consequence Evidential understanding	Empire Slavery Power Race gender Economics Triangular trade Middle Passage Link back to Elizabeth	Content will be assessed in the end of year exam. <ul style="list-style-type: none"> ● Fact Test ● Inference ● The most important reason for Britains involvement in the Transatlantic Slave Trade was sugar. How far do you agree with this statement? 	Pre - Colonial Africa - Mali Eric Williams - Marxist Historian Wilberforce Toussaint L'Ouverture	11	1. Key Terms homework 2. Reading: 'Black and British' D. Olusoga. 3. Project: Finding an artefact which represents Slavery in some way - creating an 'exhibition' explaining the importance of the object and what it can tell us about Slavery.
Year 8 3b	French Revolution	Did everyone experience the French Revolution in the same way?	Diversity Causes Interpretations Evidential understanding	1789 1796 Bastille Terror English view of Napoleon	No formal assessment as the end of Year Exam will take place at this time.	Dickens "It was the best of times, it was the worst of times". ideals of the French Revolution.	9	1. Key Terms Homework 2. Reading: 'A Little History of the World' E. H. Gombrich. 3. Project: Decide if you are going to draw a commemorative plate from the point of view of the

								French or the British and annotate it to show why you have used those words and images - what are they depicting.
Year 9 1a	The British Empire	Rule Britannia. How did the British Empire come to dominate the world?	Interpretations Similarity and Difference Causation	Industrial Revolution Growth of Empire Impact on India Zulu Interpretation (Rorke's Drift)	<ul style="list-style-type: none"> ● Fact test ● Explain why Elizabeth Butler painted Rorke's Drift in this way (12) ● Why have interpretations of the Battle of Rorke's Drift changed over time? (16) 	Rule Britannia – last night of the Proms Land of Hope and Glory Cecil Rhodes	9	<ol style="list-style-type: none"> 1. Key Terms 2. Reading: 'England an Autobiography' J. L. Tempel. Hook's recounting of the battle of Rorke's Drift. 3. Project: Empire Timeline
Year 9 1b	Protest and Power	Who should we credit for the growth of British Democracy?	Causation Change and Continuity Significance	Democracy Reform Radical Suffrage Protest Terrorism Peterloo 1832 Chartism Suffragettes Suffragists	<ul style="list-style-type: none"> ● Fact test ● How useful are sources B and C in telling us about the importance of the war for helping women gain the vote? ● How far do you agree with interpretation 2 about the reasons why women got the vote. Please use sources A and B to help answer the question. 	Chartist Poetry Emily Davidson - local history Suffragists/Suffragettes	9	<ol style="list-style-type: none"> 1. Key Terms 2. Reading: Great Tales from English History p 411-417 The King's Horse and Emily Davidson 3. Project: Peterloo cartoon strip
Year 9 2a	WW1	Lions led by donkeys': Is	Interpretation Causation	Causes of WW1	<ul style="list-style-type: none"> ● Fact Test ● Inference 	War Poetry including Wilfred Owen Wiper's Times	9	<ol style="list-style-type: none"> 1. Key Terms 2. Reading: Great

		this an accurate portrayal of the British Army in WW1?		Conditions and the course of the war Imperialism Conscientious objectors Haig	<ul style="list-style-type: none"> • Interpretations essay on Haig - How far do you agree that Haig deserves to be remembered as, 'The Butcher of the Somme' 	Trench warfare Remembrance		Tales from English History p 418 - 420 'When Christmas Stopped a War' 3. Project: Family History Project
Year 9 2b	WW2	Why did the world go to war in 1939?	Change and continuity Interpretations	Versailles Wall Street Crash Appeal of Hitler Appeasement Turning Points of WW2 Battle of Britain Pearl Harbour D-Day Stalingrad Hiroshima	Content will be assessed in the end of year exam. <ul style="list-style-type: none"> • Factfile • Inference • D-Day was the crucial turning point of the Second World War'. How far do you agree? 	Churchill Nazism Nuclear War - Enola Gay AJP Taylor	9	1. Key Terms 2. Reading: 'Can I Come Home Please' In Association with the Imperial War Museum selected by Phil Robins. Chapter 8: When the Bombing Started 3. Project: WW2 Rationing
Year 9 3a	The Holocaust	How did anti-semitism develop into genocide?	Significance Causes	History of anti-Semitism Development of the Final Solution Including, early Nazi policy, ghettos, einsatzgruppen Death camps	Given the nature of this module will be assessing holistically using a museum exhibition.	Anne Frank Auschwitz	8	1.Key Terms: Homework 2.Reading: 'What if they find us?' By kathy Clark 3.Project: Making a museum exhibit of 5 different stages of the persecution on the jewish population and the eventual holocaust. Pupils will pick an image, explain what it shows, why they have chosen it and how it exemplifies

								that stage of the Holocaust.
Year 9 3b	The birth of the modern world	How did America define the latter 20th Century?	Significance Change and continuity Causes Similarity and Difference	Communism Democracy USSR V USA Korea and Vietnam Youth culture Space Race Immigration Gay Rights	No formal assessment as the end of Year Exam will take place at this time.	JFK speech - Inauguration address Beatles Bob Dylan David Bowie Bob Marley Mods Rockers Punk Ska etc Stonewall	10	1.Key Terms: Homework 2.Reading: Bridge of Spies by Giles Whittell 3.Project: Post war Playlist - gathering music from the time period, picking out 6 key songs and explaining why those songs exemplify what is going on in this time period and why pupils have picked them.

Key Stage 3 Curriculum Mapping

History

The curriculum outlined above is based on the following assumptions. There will be 3 lessons over each 2-week period. Each Unit of work will be broadly broken in to 6-week blocks of 9 lessons

The key concepts can be divided into three types:

Change and continuity; cause and consequence; diversity (similarity and difference); and significance.

These inform the types of questions historians ask about past events, people and situations, and which are sometimes called second-order concepts;

Chronological understanding

This provides a framework for comprehending the past;

Interpretations of history

Analysing how and why the past has been interpreted in different ways.

The key concepts can be divided into three types:

- change and continuity
- cause and consequence
- Similarity and Difference
- significance
- chronological understanding
- interpretations of history

- Sources and evidence (Evidential understanding)