

## Key Stage 3: Year 7

### Overall Curriculum Goals

1. To open up new, national, international and local historical worlds to pupils, embracing political, social, cultural, religious, economic, scientific, artistic and military dimensions, so that pupils can understand how the past worked, how different or similar it was and why things have happened.
2. To enable pupils to develop an understanding of historical time and chronology and be able to place events in the big picture.
3. To furnish pupils' minds with historical vocabulary, concepts and expressions, which are revisited in different contexts, so that pupils articulate their thinking in history increasingly well and with increasing sophistication
4. To enable pupils to understand that history is a construct of the past, and that people construct the past based on their own beliefs, views and contexts; that some events are viewed as more significant than others and views on significance can change.
5. To teach students how to construct structured, coherent, cogent historical narratives that weighs cause and consequence, makes connections, draws contrasts and provides reasoned perceptive analysis, disciplined by evidence.

To have a chronological understanding of the past which allows pupils from all backgrounds to access and develop an understanding of the world we live in today and how past events have been both interpreted and have shaped our lives and those around us through key themes and concepts

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6						
<p><b>Pre-1066: Is it fair that the Vikings are often portrayed as violent and barbaric people? Were the Vikings raiders of traders?</b></p> <ul style="list-style-type: none"> <li>• Understanding of the pre-1066 context e.g. A-S Kingdoms</li> <li>• Impact and interpretations of the Vikings on England</li> </ul> <p><b>Who held the power in medieval England? 1066-1500</b></p> <ul style="list-style-type: none"> <li>• Crown, Church and People over the medieval period</li> <li>• How who held the power began to change over time – beginning with the Norman conquest and consolidation of power as well as the origins of democracy e.g. Thomas Becket, the Magna Carta, <b>case study on</b> the black death and its impact including the Peasants Revolt</li> </ul>	<p><b>Who held the power in medieval England? 1066-1500</b></p> <ul style="list-style-type: none"> <li>• Crown, Church and People over the medieval period</li> <li>• How who held the power began to change over time – beginning with the Norman conquest and consolidation of power as well as the origins of democracy e.g. Thomas Becket, the Magna Carta, <b>case study on</b> the black death and its impact including the Peasants Revolt</li> </ul>	<p><b>How did the Islamic world react to the Crusades?</b></p> <ul style="list-style-type: none"> <li>• Growth of Islam and the Golden Age</li> <li>• Threats to the Byzantine Empire</li> <li>• Why were they called the Crusades? [aims]</li> <li>• Why did people go on Crusade</li> <li>• The first Crusade and its impact</li> </ul>	<p><b>How did the Islamic world react to the Crusades?</b></p> <ul style="list-style-type: none"> <li>• Response of the Muslims including the 2<sup>nd</sup> and 3<sup>rd</sup> Crusade</li> <li>• Interpretations of the Crusades</li> </ul> <p><b>Why did England become a Protestant nation?</b></p> <ul style="list-style-type: none"> <li>• Why did Henry want a divorce?</li> <li>• The Reformation Process including the Dissolution of the monasteries</li> <li>• Religious rollercoaster</li> </ul>	<p><b>Why did England become a Protestant nation?</b></p> <ul style="list-style-type: none"> <li>• Elizabeth and Catholic plots</li> <li>• Mary Queen of Scots</li> <li>• What did James ever do for England?</li> </ul> <p><b>Why was a king executed for treason?</b></p> <ul style="list-style-type: none"> <li>• Causes of the civil war [short and long term]</li> <li>• Impact of war [world turned upside down-society/economy/religion – Levellers/Diggers]</li> <li>• How could a King be executed for treason? The idea of a power shift by the mid-17<sup>th</sup> century</li> </ul>							
<b>Key Vocabulary/Concepts/Ideas</b>	<b>Key Vocabulary/Concepts/Ideas</b>	<b>Key Vocabulary/Concepts/Ideas</b>	<b>Key Vocabulary/Concepts/Ideas</b>	<b>Key Vocabulary/Concepts/Ideas</b>	<b>Key Vocabulary/Concepts/Ideas</b>						
Barbaric Vikings Raiders Violence	Anglo-Saxon trade pillage monks	Power Hierarchy Church Peasants	Nobility Revolt Magna Carta Barons	Crusade Christianity Knights Pilgrims	Islam massacre peasants Jihad	Protestantism Martin Luther Annulment Succession	Reformation Henry VIII Supremacy Pope	Catholic Dynasty Protestant Armada	Stuarts Execution succession legitimate	Civil war Warfare Cromwell	long term/short term New Model Army Parliament

Danelaw Monarchy Domesday Feudal Rebellion Murdrum	migrants Religion Harrying Motte and Bailey Doom Paintings forest laws	Black Death Monarchy	Holy land Byzantine	Heir Heresy	Parliament Heretic	Monarch Middle-way	Levellers Execution Power	Diggers treason execution			
<b>CIAG</b>		<b>CIAG</b>		<b>CIAG</b>		<b>CIAG</b>		<b>CIAG</b>			
<ul style="list-style-type: none"> <li>✓ Introduction to role of archaeology and historians</li> <li>✓ Project management – Blue Coat History project</li> <li>✓ Critical thinking</li> <li>✓ Written communication</li> <li>✓ Research skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Critical thinking</li> <li>✓ Written communication</li> <li>✓ Research skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Skipton Castle</li> <li>✓ Project management – medieval life project</li> <li>✓ Critical thinking</li> <li>✓ Written communication</li> <li>✓ Research skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Critical thinking</li> <li>✓ Written communication</li> <li>✓ Research skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Critical thinking</li> <li>✓ Written communication</li> <li>✓ Research skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Critical thinking</li> <li>✓ Written communication</li> <li>✓ Research skills</li> </ul>						
<b>Homework</b>		<b>Homework</b>		<b>Homework</b>		<b>Homework</b>		<b>Homework</b>			
The History of Blue Coat project – local history project.		Meanwhile They: Case study looking at Mathilda; Eleanor of Aquitaine (partly), Margaret of Anjou and Jadwiga of Poland.  Castle project (interpretations and research)		Crusades Roadmap  Guided reading: fiction extract from King of the Middle Marsh [links to the Crusades and opportunities for extension and application of knowledge]		Religious rollercoaster project  Guided reading: fiction extract from Diver’s Daughter: A Tudor Story by Patrice Lawrence [inks to Black Tudors in lessons]		Meanwhile Elsewhere: Colony of Roanoke and settlement in America [Native American link]		Meanwhile Elsewhere: African kingdoms in the 16 <sup>th</sup> century	

### Key Stage 3: Year 8

Overall Curriculum Goals					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p><b>Why was Manchester the centre of the world in the 19<sup>th</sup> century?</b></p> <p>This topic will cover the causes of the industrial revolution including the Agricultural Revolution and the development of transport and technology</p> <p><b>What was it like to live in Britain’s Empire?</b></p> <p>This will cover the links between empire, industry and empire with a specific case study on British rule in India.</p> <p>Introduces the idea of England becoming “Great” Britain</p>		<p><b>How important was Kaiser Wilhelm II in the breakdown of relations in Europe before 1914?</b></p> <p>Causes of WW1 – Understanding of how a world war was able to break out, importance and consequences of alliances – could also show links back to Ottoman Empire in Y7 – This was now in decline with contributed to problems in the Balkans</p>	<p><b>Why do we wear a poppy?</b></p> <p>Enables students to immerse themselves in the nature of warfare and battles fought during the war whilst focusing on developing character in the curriculum, specifically resilience and empathy.</p> <p>Also supports our universal offer / Belgium trip</p>	<p><b>What challenges faced Britain, Europe and the wider world after World War One?</b></p> <p><b>Why was the Treaty of Versailles a ‘compromise’?</b></p> <p>The Big Three – what did each leader want? Terms of the Treaty Interpretations of the Treaty</p>	<p><b>What challenges faced Britain, Europe and the wider world after World War One?</b></p> <p><b>How did American become a superpower and did everyone in the America prosper?</b></p> <p>Focus here is on the impact of WW1 on the US economy and the extent to which this benefitted the American</p>

				<p><b>How far were the Russian Revolutions a result of World War One?</b></p> <p>Focus here is on the changes that took place in Russia in 1917 and the reasons for this.</p> <p>Supports the context where “traditional rule” was being overthrown = Kaiser in Germany, Tsar in Russia – could also be links to citizenship – idea of radical ideas, apathy with current British political system</p> <p>Can also support Cold War at GCSE</p>	<p>people. This will cover workers, women and African Americans</p> <p>This also shows a stark contrast between the impact of the war on the USA compared to Russia and will also add context to the next topic</p> <p>Can also support Cold War at GCSE</p>
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
Industry    Infrastructure Empire      Colonies Imperialism    Economy Ghandi      Agriculture Exploitation    Independence	spinning      weaving Revolution    cotton racism        slave trade triangle of trade    Plantation labour        India	Alliances      Nationalism Militarism     Imperialism Schlieffen Plan    Assassination Balkans        Kaiser Weltpolitik     Naval race	Patriotism      recruitment Conscription    Propaganda Pals Battalion Trench warfare    Artillery Somme          Ypres Remembrance	Treaty        Versailles Compromise    war guilt League of Nations Tsar            Communism Abdication     Rasputin Tsarina        Font line Duma          Bloody Sunday Provisional government Bolsheviks	Prosperity      economic boom Roaring twenties    mass production Assembly line    mass media Model T        Laissez Faire Jim Crow Laws    discrimination
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
<ul style="list-style-type: none"> <li>✓ Critical thinking</li> <li>✓ Written communication</li> <li>✓ Research skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Critical thinking</li> <li>✓ Written communication</li> <li>✓ Research skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Critical thinking</li> <li>✓ Written communication</li> <li>✓ Research skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Army recruitment</li> <li>✓ British Legion</li> <li>✓ Critical thinking</li> <li>✓ Written communication</li> <li>✓ Research skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Critical thinking</li> <li>✓ Written communication</li> <li>✓ Research skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Critical thinking</li> <li>✓ Written communication</li> <li>✓ Research skills</li> </ul>
Homework	Homework	Homework	Homework	Homework	Homework
<p>Meanwhile They: Women/minorities in the Industrial Revolution – inventors</p> <p>Industrial Revolution interpretations project – local history research</p>	<p>Meanwhile Elsewhere: American pioneers go West [link to earlier homework on the colonies in America]</p>	<p>Meanwhile Elsewhere: Middle East (Britain/Ottoman Empire)</p>	<p>Trench interpretations project</p>	<p>Reading homework: extract from Anzac Boys</p> <p>Research project: WW1 memorials and veterans [ready for the battlefields in June]</p>	<p>Meanwhile Elsewhere: birth of the Nazi Party (NSDAP). Pre-learning for year 9 topic 1.</p>

## Key Stage 3: Year 9

Overall Curriculum Goals											
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6						
<p><b>Why is there conflict in the Middle East?</b></p> <p>Understanding here of key differences between the East and West, and the role of Britain in the Arab-Israeli Conflict</p> <p>Opportunity to look back at religious differences [Crusade link] and how conflict arose as a result. Also provides another angle on the impact of the First World War including the Balfour Declaration of 1917 and its impact on the Middle East</p> <p>In 2022/2023 this topic will be moved to HT2 and HT3-</p>	<p><b>Why is there conflict in the Middle East?</b></p> <p>Understanding here of key differences between the East and West, and the role of Britain in the Arab-Israeli Conflict</p> <p>Opportunity to look back at religious differences [Crusade link] and how conflict arose as a result. Also provides another angle on the impact of the First World War including the Balfour Declaration of 1917 and its impact on the Middle East</p>	<p><b>“The peace treaty of 1918 led to the Second World War” How far do you agree?</b></p> <p><b>Retrieval of Treaty of Versailles from Y8</b></p> <p>Understanding of causes of WW2 and the link between WW1 and WW2 in that punishing Germany too harshly led to rise of radicalism [Nazis]</p> <p>Focuses on role of Hitler in pursuing aggressive foreign policies and the British policy of appeasement – which ultimately failed</p> <p>In 2022/2023 this topic will be moved to HT1-</p>	<p><b>To what extent has migration, technology and globalisation shaped modern Britain?</b></p> <p>Focus here on the post WW2 world – idea of immigration – Windrush generation, development of technology and impact that this had on roles in society. Rise of the teenager and modern fashion but also how technology has allowed the world to be a much smaller place</p>	<p><b>How much did crime and punishment change from c.1000-1500?</b></p> <p>Crime and its nature across the Saxon, Norman and later Middle Ages The focus is on change and continuity across the period as well as the reasons that contributed to change.</p> <p>Case study on the role of the Church and whether they helped or hindered justice in medieval England</p>	<p><b>How did crime and punishment change from 1500-1700</b></p> <p>Crime and its nature across the Early Modern period. The focus is on change and continuity across the period as well as the reasons that contributed to change.</p> <p>Case study on witchcraft and the reasons for its increase</p> <p>Case study on Gunpowder Plot and why the plotters were punished so harshly</p>						
<b>Key Vocabulary/Concepts/Ideas</b>	<b>Key Vocabulary/Concepts/Ideas</b>	<b>Key Vocabulary/Concepts/Ideas</b>	<b>Key Vocabulary/Concepts/Ideas</b>	<b>Key Vocabulary/Concepts/Ideas</b>	<b>Key Vocabulary/Concepts/Ideas</b>						
Arab-Israeli Palestine Israelis Partition Declaration	Conflict Holocaust Arabs Balfour Ottoman Empire	Terrorism Shia Islamic Revolution warfare Martyr	Sunni Gulf chemical nationalism	Treaty of Versailles Appeasement Fascism Occupation Rearmament	Diktat Armistice Reparations Nationalism extremism	Technology Immigration Teenager Global Equality	nuclear Windrush fashion communication democracy	Law enforcement Trial by Ordeal Trial by jury Sanctuary Statute	Forest Laws Wergild Murdrum Fine Clergy heresy authority	Smuggling Vagrancy Heresy Transportation Constable	poaching enclosures treason Bloody Code watchmen
<b>CIAG</b>	<b>CIAG</b>	<b>CIAG</b>	<b>CIAG</b>	<b>CIAG</b>	<b>CIAG</b>						
<ul style="list-style-type: none"> <li>✓ Middle Eastern politics</li> <li>✓ Critical thinking</li> <li>✓ Written communication</li> <li>✓ Research skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Critical thinking</li> <li>✓ Written communication</li> <li>✓ Research skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Critical thinking</li> <li>✓ Written communication</li> <li>✓ Research skills</li> <li>✓ Oracy and debating</li> </ul>	<ul style="list-style-type: none"> <li>✓ Critical thinking</li> <li>✓ Written communication</li> <li>✓ Research skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Critical thinking</li> <li>✓ Written communication</li> <li>✓ Research skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Critical thinking</li> <li>✓ Written communication</li> <li>✓ Research skills</li> </ul>						
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>	<b>Homework</b>	<b>Homework</b>	<b>Homework</b>						
Research project: A person/event/time period of significance	Guided reading homework to extend knowledge of the conflict in the Middle East	Meanwhile Elsewhere: Civil Rights movement in the USA [African American and Native American link and link to year 8 term 6]	Life in the 1960's interpretation project.	Timeline focus Summary tasks	Timeline focus Summary tasks						