

KS3 Curriculum Plan

Year 7	TOPIC	LP1	LP2	LP3	LP4	LP5
		<i>Pre-1066 Britain</i>	<i>The Norman conquest</i>	<i>Life in Medieval Britain</i>	<i>Tudor England</i>	<i>Civil wars around the world</i>
	Knowledge	Background of settlers to Britain before 1066, their impact through social, religious and power drive aspects.	How William conquered England and what methods he used to maintain power and control - from pleasing the church to the Harrying of the North.	Explore life different aspects of life in Medieval Britain - religion, power struggles and the emergence of parliament and the status of health and illness	Identify the Tudor timeline, giving examples of each Tudor monarchs features and religious agenda. Exploring the problems that instability of power and religion brought to England, how these problems were overcome and the link to modern day diversity	Explore what a Civil War is, what caused Civil wars in at least three different countries, the events and the short and long term impacts on a country.
	Procedural Knowledge	Analysis of sources, apply knowledge and understanding of historical concepts, terms and issues to contexts and actions. Demonstrate knowledge and understanding of Historical concepts, terms, and issues.				
		Year 7 skill stems: Describe features of; this source is positive/negative. How do you know; explain...				
		Native, Romans, Government, Successor, Monarch, Retreat, Chronology, Source, Pagan, Emperor, Normans, Shield Wall.	Feudal system, villain, census, defence, Motte and Bailey, change, continuity, peasant, villain, freeman	tithe, pilgrimage, Magna Carta, parliament, government, disease, population, effects, positive, negative, revolt, poll tax, cause, consequence, change, continuity	Union, Catholic, Protestant, heir, reformations, heretic, religious settlement, Papal Bull, Act of Uniformity, Act of Supremacy, Divine right of Kings, Great chain of Being	Civil war, Divine right of Kings, ship tax, dissolve, slavery, sectionalism, expansion, abolitionists, Declaration of Independence, emancipation proclamation, ideology, economy

Year 8	TOPIC	LP1	LP2	LP3	LP4	LP5
		<i>Industrial Revolution and its impact on Victorian England</i>	<i>The British Empire and slavery</i>	<i>Abolition of slavery and the development of Civil Rights</i>	<i>World War One</i>	<i>World War One</i>
	Knowledge	Understanding of how industry changed Britain and propelled it forward economically while exploring the impact industrialisation had on England, knowledge of the living conditions at the time and how important discoveries helped improve this, knowledge of the early stages of public health in England and the reasons for improvements	Develop an understanding of the links between industrialisation and building an Empire. Explore the links between the 'successes' of an Empire and the increased development of the slave trade. Evaluate the impact of an Empire on Britain and its colonies as well as gaining and insight to slavery.	Explore resistance to slavery, why calls to abolish it began forming. Exploring the connection between the abolition of slavery and the development of Civil rights, linking these to modern day protests to explore understand of protests and positive changes.	Exploration of how competition to be the most economically developed through industrialising impacted the world and how the British government dealt with being at war given the health or the public and being a world power.	Continuation of the British governments approach to war and its impact, then exploring the end and consequences of WWI around the world.
	Procedural Knowledge	Analysis of sources, apply knowledge and understanding of historical concepts, terms and issues to contexts and actions. Demonstrate knowledge and understanding of Historical concepts, terms, and issues.				
		Retrieval of year 7 skill stems: Describe features of; this source is positive/negative. How do you know; explain... Year 8 skill stems: how and why are interpretations different; how useful are sources in a historian studying ...				
		Empire, Government, Population, Industry, Social, Disease, Sewerage, Public Health Act, Philanthropy, Water Wheel, Typhoid, Tuberculosis, Cholera, Miasma, Back-to-back housing.	Empire, imperialism, colonies, democracy, infrastructure, exploitation, archaic, transportation, slavery, middle passage, plantations, auction, interpretation	Abolition, segregation, Jim Crow laws, White supremacy, lynching, protest, apartheid, reform, decolonisation, equality, consequences	Alliance, entente, arms race, imperialism, nationalism, militarism, trigger, propaganda, conscription, recruitment, stalemate, shell shock, no-man's land, Somme, Ypres, Passchendaele, tactics, artillery, front line	Cowardice, conscientious objector, pacifism, DORA, Homefront, rationing, daylight saving, colonies, Gurkhas, attrition, cavalry, decolonisation, independence, Treaty of Versailles, armistice, peacemakers, League of Nations, International Red Cross, influenza

Year 9	TOPIC	LP1	LP2	LP3	LP4	LP5
		<i>Dictatorships</i>	<i>The development of Russia</i>	<i>World War Two</i>	<i>The Holocaust</i>	<i>20th-21st Century cultural influences</i>
	Knowledge	Exploring the different political ideologies around the world, how dictatorships differ from democracies and how dictators impact a country, it's social and economic development and explore how opposite sides can view key individuals as a terrorist or a freedom fighter and the need for allies and to increase influence	Develop an understanding of the rise of Russia as a superpower and explore the consequences of different ideologies in Russia. Understand how the changes and development in Russia impacts modern day politics and events.	Understanding how after it was promised there would never be another World war, it occurred and political, economic, and social reasons for this.	Holocaust, genocide, persecution, Kristallnacht, Aryan, ghetto, interpretation, concentration camp, passive and active resistance, liberation, persecutor, bystander	President, communist, conspiracy, space race, justice, Civil rights, ideology, culture, influence, colony, religion, social, communities, diversity, cuisine, art, Literature, theatre, music, sports, leisure, religion, language
	Procedural Knowledge	Analysis of sources, apply knowledge and understanding of historical concepts, terms and issues to contexts and actions. Demonstrate knowledge and understanding of Historical concepts, terms, and issues.				
		Retrieval of year 7 and 8 skill stems: Describe features of; this source is positive/negative. How do you know; explain ...; how and why are interpretations different; how useful are sources in a historian studying ... Year 9 skill stems: write and account of ...; explain which factor is more important; how convincing is the source; which interpretation is more convincing...				
		Communism, Fascism, Democracy, Dictator, Propaganda, Monarchy, Left Wing, Right Wing, Nationalist, Fuhrer, Socialism, Parliament, Autocracy, Cult of Personality, Imperialism, Autobahn, Centrist, Weimar Republic, Xenophobia.	Superpower, socio-economic, Tsarism, revolution, Rasputin, communism, political movement, April thesis, manifesto, Trotsky	Churchill, Mussolini, Hitler, dictator, foreign policy, Blitzkrieg, spitfire, Blitz, evacuation, Operation Pied Piper, Land army, ATS, Homefront, rationing	Ideology, communism, capitalism, proxy war, nuclear, Marshall plan, allies, blockage, missile, Castro, napalm, Detente	President, communist, conspiracy, space race, justice, Civil rights, ideology, culture, influence, colony, religion, social, communities, diversity, cuisine, art, Literature, theatre, music, sports, leisure, religion, language