

History Long Term Plan KS3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>History skills/how to study a source (2) VAA practice</p> <p>The Romans What is Empire? How did the Romans build an Empire/ army? (2) What was life like in Roman Britain- focus on public health (2) VAA concern for society Assessment: What did the Romans do for us? (3) Revision, Assessment, Feedback</p> <p>ACP intellectual confidence</p>	<p>1066 What was England like in 1065?(1) VAA enquiry Who should be King in 1066?(1) ACP alternative perspectives Armies (1) Battle of Stamford Bridge (1)</p> <p>Assessment: Why did William win the Battle of Hastings? (3) ACP precision</p> <p>The Norman Conquest How did William keep control (Domesday, Feudal system, Castles)(3)</p> <p>Case study on castles (3)</p>	<p><u>Medieval</u> Why was the Church so important? (hierarchy/teachings/monk life)(2) VAA concern for society</p> <p>Why were there religious wars?(2) How did the crusades have an impact on medicine?(1) ACP alternative perspectives Knights(1) Peasants(1) Why was public health so bad?/life in a Medieval town (1) ACP connection finding</p>	<p><u>Medieval 2</u> What was the Black Death (Treatments, responses, consequences)(3)</p> <p>Assessment: Why was Medieval public health so terrible? (3)</p> <p>Thomas Beckett investigation (2)</p> <p>King John and the Magna Carta (2)</p>	<p><u>Tudors</u> Introduction to the Tudors and Tudor life (1) Henry VII(1) Henry VIII and his 6 wives(1) Martin Luther and the Reformation(1) The Dissolution of the Monasteries(1) ACP seeing alternative perspectives Protestant and Catholic differences(1) 'Bloody Mary'?(1) Elizabeth I's religious changes(1)</p>	<p>Elizabeth's problems (1) VAA resilience Spanish Armada (1)</p> <p>Assessment: Why did Henry VIII break with Rome? (3)</p> <p>ACP precision</p> <p>The Stuarts and the Gunpowder Plot (1) Witches (1)</p> <p>New academic year...</p>
Year 8	<p>The Slave Trade</p> <p>What is slavery? (1) VAA enquiry Africa before the development of the slave trade (1) Development of trade(1) Edward Colston (1) Bristol's slave economy(1) VAA concern for society Plantations(1) Resistance in the middle passage Pero Jones/ Olaudah Equiano(1) ACP alternative perspectives Resistance in Jamaica (1) Abolition (1) VAA resilience The legacy of the Slave Trade (1)</p> <p>Assessment : What was life like on a plantation/The Middle Passage (3)</p>	<p>Abolition (1) VAA resilience The legacy of the Slave Trade (1)</p> <p>Assessment : What was life like on a plantation/The Middle Passage (3)</p>	<p><u>Industrial Revolution</u> Key changes 1950-1900 Explain the Key changes between 1750 and 1900 (1) ACP connection finding Why did the population explode? (1) The agricultural Revolution (1) Factory conditions/child labour(1) VAA concern for society Coal mines(1) Why was Public Health so bad? ACP connection finding Cholera(1) Cholera source work lesson (1) The fight to improve working/living conditions(1) ACP evolutionary and revolutionary thinking</p>	<p><u>Industrial Revolution 2</u> A Victorian holiday(1) Great British Inventions BGT(1) Assessment Explain why living conditions were terrible and what the reformers did to improve it. (3)</p> <p>Opposition to Industrialisation (1) Workhouses(1) The Black Country(1) The Transport Revolution (canals, roads, trains) (3) ACP evolutionary and Revolutionary thinking</p>	<p>The British Empire</p> <p>What is empire? (1) ACP connection finding The scramble for Africa(1) British India/ The 'Raj'(1) VAA resilience The first Indian war of independence (1) How was the Empire justified? (1) ACP enquiry ACP seeing alternative perspectives</p> <p>Decolonisation (1) The Windrush generation (1) Post war migration (1) VAA concern for society Race relations/Notting Hill(1) The positive impacts of migration(1) VAA Resilience The legacy of Empire in Britain(1)</p> <p>Assessment: Explain the legacy of the British Empire (3)</p>	<p>The Legacy of the British Empire project (2 lessons)</p> <p>The partition of India(1) The Commonwealth (1) The Irish potato famine(1)</p> <p>New academic year...</p>

<p>Year 9</p>	<p><u>WWI</u> What were the causes of WWI? (1) ACP connection finding Assassination of archduke Franz Ferdinand(1) Why did men volunteer/recruitment and propaganda?(1) What was life in the trenches like?(1) VAA concern for society How did technology develop?(1) The Battle of the Somme(1) Was Haig a hero or a villain(1)</p>	<p><u>WWI</u> Conscientious objectors(1) Walter Tull case study(1) ACP alternative perspectives What contribution was made by soldiers from the Empire?(1) What impact did Russia leaving/USA arriving have on the war?(1) Armistice (1) Assessment: What was life like in the trenches? (3)</p>	<p><u>Inter-war and Home Front</u> Who were the Big Three?(1) The Treaty of Versailles(1) VAA enquiry The roaring 20's(1) How did Hitler become so powerful? (2) Life in Nazi Germany (Women, youth, jews) (1) VAA concern for society Appeasement (1) Causes of WW2 (1) ACP connection finding</p>	<p><u>WW2</u> The invasion of Poland (1) Dunkirk: Triumph or disaster(1) The Blitz(1) VAA enquiry The homefront/evacuees(2) VAA concern for society Operation Barbarossa DDay(1) Jewish persecution- how did this develop?(1) ACP alternative perspectives The Final Solution(1) The Holocaust(2) The dropping of the atomic bomb(1) Were the use of atomic weapons justified(1) ACP intellectual confidence Assessment: Explain which factor was the most important reason for the outbreak of WW2? (3) Blitzkreig, Pearl harbour, collaborators</p>	<p><u>The fight for female suffrage</u> The role of women (pre 1900)(1) Nuwss V's WSPU(1) VAA concern for society Actions of the suffragettes (1) Emily Davison(1)</p>	<p><u>The fight for female suffrage</u> Women in WW1 and ROPA(1) ACP Evolutionary and revolutionary thinking Women in WW2(1) Changing role of women 50's(1) Compare with 60's and 70's (1) Feminism movement of the 1970's(1) ACP connection finding The legacy of the women's movements of the 20th century (1) The changing role of women project: "The ROPA was the turning point for the status of women in Britain after WW1" discuss (3) <u>New academic year...</u></p>
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Non-negotiables Medieval:

The Church as listed (3)

Public health (2)

Black Death(3) Beliefs, causes, treatments, responses and impact

Crusades and the impact on Medicine (2-3)

Non-negotiables Industrial Revolution:

Key changes

Population

Factories/domestic system

Working conditions (child labour)

Transport (2) including roads, canals and the impact of the railways

Coal/mines that can be extended on working conditions

Public health (conditions, cholera and improvements of individuals) (3)

Non negotiables for WW1:

Causes LT- and S-T

Recruitment

Trench life

The Somme

Technology

Case study of soldiers from the Empire

Impact on Russia leaving/America joining

The National Curriculum at KS3 will hope to instil:

“A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to 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 and the challenges of their time.”

The **Year 7** curriculum encompasses this as well as studying in a “chronological narrative” a story that transports them from the ancient civilisation of the Romans through to the religious changes that were pivotal under the Tudor dynasty. Many aspects of the year 7 curriculum form part of the Colton Hills History department’s dedication to a spiral curriculum. This is evident when year 7 explore the “historical concepts of change and continuity” through the impact of the Norman Conquest and the development of public health under the Romans through to the Medieval period. Both of these topics feature as part of Colton Hills GCSE syllabus and promote the idea of embedding knowledge and retrieval early on.

The **Year 8** curriculum follows on from the Year 7 plan and picks up in 1750 during the Industrial Revolution. It is the History department’s philosophy that in order to make links to the “wider world” students must know about key events in Britain that have “shaped the wider world”. Students are taken on a journey studying Britain and the “local” Black Country as the “workshop of the world” and it’s socio-economic impact. Public health as a recurrent theme features as does the work of Reformers as key individuals that make a reappearance in the KS4 topic Britain and the Peoples health c1000-present. Students

then embark upon a study of the transatlantic slave trade and employ historical skills of empathy, thus, allowing them to “develop perspective” and “understand the complexity of people’s lives” and the “diversity of societies”. The Year 8 curriculum is unique in that it contains three parallel stories that shift constantly from the idea of the victors and achievements of 19th century Briton’s to the development of empire and an enquiry conducted of the Empires merits in comparison to some of the atrocities. Students assess the significance of key events and individuals throughout this wider-world study that brings them full circle and places them within the post-modern Britain, a place where most of their family stories in Britain descend.

In **Year 9**, the curriculum primarily focuses on the 20th century, conflict and the “achievements and follies of mankind”. The two World Wars form a key focus as well as international relations and how the Treaty of Versailles culminated in another world conflict. Many elements of the year 9 course feature within the KS4 topics of Nazi Germany and Conflict and Tension 1918-1939. Students get to grips with GCSE style questions, namely how to write responses to essay based factorial questions. A prominent feature of AQA GCSE History papers and an area where Colton Hills GCSE students currently excel. The final pit stop on the year 9 story is the campaign for female suffrage which exposes students to another depth study of a political nature whereby students are able to assess the “challenges of their time” and how groups such as the Suffragettes were able to overcome these.

The Colton’s Hills history curriculum plays an essential role in embedding both PRIDE values of diversity, respect and integrity when studying the histories of those that came before us that have often faced much adversity and challenge. Colton Hills student’s approach such histories with respect and study role models that portray resilience, took risks and demonstrated a concern for society. The curriculum seeks to inspire our students to celebrate, question empathise and reflect along the historical path that traces a thousand years of history and navigates them through many significant paths but ultimately leaves the door ajar with the possibility for many stories to continue at GCSE.

“A people without the knowledge of their past history, origin and culture is like a tree without roots”- **Anonymous**

“Learn from the past, live for today, hope for tomorrow... The important thing is to not stop questioning”- **Albert Einstein**