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| **History KS3 Curriculum Map** | |
| **Endeavour Federation Curriculum vision** | At the Endeavour Federation, we follow an adapted National Curriculum, with wellbeing central to everything we do. We offer a broad and balanced curriculum, with all students having the opportunity to study a range of subjects, following bespoke pathways. The study of these subjects, allows pupils to apply theoretical knowledge to the practical elements of the curriculum.  We believe in all our students and have high expectations for their futures. A comprehensive package of both pastoral and learning support, delivered by highly trained staff, allows them to navigate their learning journeys and improve their life outcomes, becoming the best versions of themselves. |
| **History curriculum vision** | The History curriculum is planned to ensure that students make progress in their learning and gain a broad knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past.  Resources are differentiated and engaging to ensure that all of our students are inspired to learn and to foster an enjoyment of History.  We provide our young people with the skills to cope and succeed in the wider world by embedding cultural capital and celebrating diversity through a wide range of texts and resources.  Literacy and communication skills are developed throughout the curriculum and assessment is used regularly to ensure History targets are achieved and exceeded. |

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| **Careers (CEIAG)** | **Cultural Capital** | **Enrichment Opportunities** | **Preparing for life in modern Britain** | **Literacy and Communication** |
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Curriculum ‘at a glance’

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| **Year Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 7** | The Black Death – a unit to introduce skills and key concepts used in history including:   * Sources and what they can be used for * Change and continuity * Chronology of key events in British History * Contrasting the perspectives of those who witnessed the events of the Black Death and the modern day perspective | Who were the Anglo Saxons?  Who were the Vikings? | The Norman Conquest | Life under Norman control | Life and religion in Medieval England | Who were the Tudors and Stuarts? |
| **Year 8** | The Reformation | The English Civil War | Slavery in the 17th and 18th centuries | The British Empire | The Industrial Revolution | Medicine in the Tudor and Victorian age |
| **Year 9** | How did UK politics change between 1820 and 1918? | World War 1 | The Rise of Hitler | The Holocaust | USA in the 20th century (including impact of WW2 and the civil rights movement) | Changes in UK medicine from 1914-1960 |

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| **Year 7 Curriculum Planning – History** | | | | | | |
|  | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| ***Weekly focus***  *Core Knowledge, Skills and Concepts* | ***The Black Death (introduction to historical skills unit)***  1.What were the symptoms and cures for the Black Death? Using sources to find out about the past  2. Why did the Black Death spread so fast?  3. How does the experience of the Black Death compare to the Covid 19 pandemic?  4. What is chronological order? When in British history did the Black Death occur?  5. What were the consequences of the Black Death?  6. How do the consequences of the Black Death compare to Covid 19?  7. Assessment using picture and written source analysis with multiple choice questions. | ***Who were the Anglo Saxons?***  ***Who were the Vikings?***  1.How did invasions change the history of England?  2.Where were the Anglo Saxons from and how did they change every day life?  3.What did Anglo Saxons believe?  4.Where were the Vikings from and how did they change every day life?  5.What did the Vikings believe?  6.What change and continuity has there been since the Anglo Saxons and Vikings invaded Britain?  7.Assessment using picture and written source analysis with multiple choice questions | **The Norman Conquest** 1. How was society organised in 1066?  2. Why was there a crisis in 1066?  3. Who do you think would have made the best king?  4. What were the key events leading up to the Battle of Hastings?  5. What happened in the Battle of Hastings?  6. Assessment using picture and written source analysis with multiple choice questions. | ***What was life like under Norman control?***  1.Why did William win the Battle of Hastings?  2.How did William try and keep control?  3.What was the Domesday book?  4.How did people respond to Norman control?  5.What was a motte and bailey castle?  6.How did William respond to rebellion?  7.Assessment using picture and written source analysis with multiple choice questions. | ***Life and Religion in Medieval England***  1. Village Life: To learn about life in a medieval village. To know who had power over medieval villains and understand that the success of medieval crops relied mainly upon luck.  2. Medieval Town Life  3. Crime and Punishment: To understand how medieval people were punished for committing a crime.  4. The Medieval Church: To learn what people believed in the Middle Ages and how important the Church was in Medieval England.  5. Who was Thomas Becket?  Explain Beckets relationship with Henry II and learn how he was killed.  6. Who was to blame for the murder of Becket? The King, the three knights or Becket himself. Pupils examine the evidence and decide.  7. Assessment using picture and written source analysis with multiple choice questions. | ***Who were the Tudors and Stuarts?***  1.What was the War of the Roses?  2.Who was Henry VI and what was he like a king?  3.Who was Henry VIII? What was he like as king?  4.What was life like for ordinary people in Tudor times?  5.Why was religion so important to people in the Tudor age?  6.Who were the Stuarts and how were they linked to the Tudors?  Assessment – using picture and written source analysis with multiple choice questions. |
|  | *Medicine through time/ How does religion affect society?* | *How does religion affect society?* | *Conflict and resolution* | *Who has the power in society?* | *How does religion affect society?* | *Who has the power in society?* |
| **Year 8 Curriculum Planning – History** | | | | | | |
|  | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| ***Weekly focus***  *Core Knowledge, Skills and Concepts* | **The Reformation.** 1. Henry VIII and the break with Rome – The political, religious and economic reasons for the Reformation.  2. What happened during the reformation?  3. What were the consequences for society as a whole?  4. The Religious Roller Coaster – The effect that the Tudor monarchs had on religious practice in England.  5. Who won - Catholics or Protestants? The changes that culminated in Elizabeth’s Religious Settlement.  6. The “Golden Age” of Elizabeth I: After the Armada England enjoyed a Golden age of culture and adventure: the start of Empire.  7. Assessment using picture and written source analysis with multiple choice questions. | ***The English Civil war***  1. James I and the Gunpowder Plot: Analyse the reasons behind the plot. Consider the evidence and make a judgement on whether Guy Fawkes was guilty of treason.  2. Why did the English fight the English in 1642? Consider the role of religion, Divine Right and the main causes of the English Civil War.  3. To understand the different weapons and tactics used by the King’s and Parliament’s Armies. 4. Who won the English Civil war and why? The key battles of the English Civil War? Consider the result of the war: Roundhead success or Cavalier failure?  5. Why did the English kill their king? Examine the reasons behind the execution of Charles I. Was it necessary?  6. Was Oliver Cromwell a Hero or a Villain? The effect that Cromwell had on England after the Civil War. How people felt about Cromwell after he died.  7. Assessment using picture and written source analysis with multiple choice questions. | ***The Slave Trade***  1. To investigate 16th century African kingdoms: Pupils will be able to understand the origins of slavery.  2. The Triangular Slave Trade: Define what we mean by slavery. Consider where and why slavery occurred.  Describe the Atlantic Slave Triangle.  3. The Middle Passage: Using primary sources examine the conditions that the  slaves were subjected to during the Middle Passage.  4. What happened to slaves when they arrived in the Americas? Slave Auctions and the economics of slavery.  5. Slavery on a Plantation: Source analysis comparing the lives of different slaves on a plantation.  6. Why was the slave trade abolished? Consider the legacy of the transatlantic slave trade.  7. Assessment using picture and written source analysis with multiple choice questions. | ***The British Empire***  1. The Start of Empire: How did the British Empire develop? Explain how and why Britain’s early colonies in North America were established.  2. How did the British Empire develop? Explain why the British Empire grew so big, the effects of the Seven Years War and why the British were forced to leave North America and move on to other parts of the world after 1783.  3. The East India Company: Learn how the East India Company established itself in India and how Britain controlled India during the Raj. Understand the importance of the East India company to the British Empire.  4. Who benefited from the British Empire? Case study of the Mughal Empire and the arrival of the British.  5. Gandhi and Independent India: Who was Gandhi and how did India gain its independence? To be able to explain ‘Partition’.  6.. The British Empire: Was it a good thing or a bad thing? When did the Empire end? Students examine the evidence and decide for themselves.  7. Assessment using picture and written source analysis with multiple choice questions. | ***The Industrial Revolution***  1. The Agricultural Revolution: Study the demographics and explain why the changes to agricultural practices from 1700 laid the foundations of the Industrial Revolution.  2. What Changed During the Industrial Revolution? Determine when the Industrial Revolution occurred. Define what the Industrial Revolution was and describe the main changes that took place.  3. A Transport Revolution: Analyse how Britain underwent a Transport Revolution 1750 – 1900. Identify why canals were built and explain how engineers overcame the shape of the land.  4. Birth of the Railways: The introduction of the steam locomotive and its importance. Understand the causes of ‘Railway Mania’ and evaluate why the railways grew rapidly from 1830 – 1900.  5. The role of children during the Industrial Revolution: Would you have survived? Source analysis of children in mills and mines – how hard did they work?  6. Changing attitudes and reform: Learn how Victorian writers and government legislation changed the working lives of children.  7. Assessment using picture and written source analysis with multiple choice questions. | ***Medicine in the Tudor and Victorian age***   1. *What was the Great Plague?* 2. *How does the Great Plague compare to Covid 19 and the Black Death?* 3. *How would ordinary Tudor people have coped with disease?* 4. *How did ideas about health and medicine change in Victorian times?* 5. *How did Victorians view mental health issues?* 6. *What medical advances were made during Victorian times?* 7. *Assessment – comparisons of medicine over different time periods/ timeline activity.* |
|  | *How does religion affect society?* | *Conflict and resolution* | *Who has the power in society?* | *Who has the power in society?* | *Who has the power in society?* | *Medicine through time* |
| **Year 9 Curriculum Planning – History** | | | | | | |
|  | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| ***Weekly focus***  *Core Knowledge, Skills and Concepts* | **The political changes that took place in Britain in the 19th and early 20th centuries.**  1. How democratic was Britain in the early 19th Century? 2. 1832 Reform Act – What difference did it make to the electorate. What other political changes followed? 3. The Chartists – Who were the Chartists? What did they want? How effective were they? 4. The Victorian view of women? - A Victorian image of women compared to 21st century images. Early political rights of women. 5. Emmeline Pankhurst and the Suffragettes - How women gained the vote in Great Britain. Violence and protest v help with the war effort. 6. How did World War 1 affect democratic rights? 7. Assessment using picture and written source analysis with multiple choice questions. | ***An introduction to the causes of World War I and the effects that it had on British society.***     1. The Causes of World War I – Empire building, Triple Alliance and Triple Entente. 2. Why did people join the army in 1914? A study of propaganda posters and social pressures. Pals Battalions. 3. Trench Warfare - When, why and how trenches were built on the Western Front. Their success or failure. Annotate a trench. 4. The Somme – Military thinking behind the battle and its outcomes. 5. The end of World War I – Evaluate the Treaty of Versailles and its consequences. 6. The Xmas Truce – Study evidence that it happened. Compose a letter home. 7. Assessment using picture and written source analysis with multiple choice questions. | ***The Rise of Hitler***  1.How was Germany treated at the end off WW1?  2.What was Germany like as a country in the post war years?  3.How did Hitler gain power in society and politics in the 1930s?  4.What was ordinary life like in Nazi Germany?  5. What was life like in Nazi Germany for young people?  6. How did the Nazis use propaganda?  7. Assessment using picture and written source analysis with multiple choice questions. | ***The Holocaust: The history of Anti-Semitism. The development of Nazi policies towards Jews and other victims leading to the ‘final solution’.***  1. What is Anti-Semitism - To what extent were Jews persecuted before the Holocaust? Why were Jews persecuted?  2. How did the Nazis escalate persecution of the Jews? - Understand how the Nazis increased their persecution of the Jews. Create a timeline to illustrate the persecution.  3. The Holocaust – From Persecution to Extermination. The significance of Kristal Nacht; the importance of the 1942 meeting at Wannsee; how Jewish persecution changed after the start of WW II.  4. Who were the Victims of the Holocaust? - To determine the victims of the holocaust, how they were persecuted. To understand the scale of the Holocaust.  5. Battalion 101: Why did they murder the Jews? – A case study. How ordinary men became mass murderers.  6. Interpretations of the Holocaust - Comparing the views of modern historians.  7. Assessment using picture and written source analysis | **USA in the 20th century (including WW2 and the rise of civil rights movement)**   1. Why did the USA participate in WW2? 2. How did the war effort change society and industry in the USA? 3. What was life like in post war USA? What were some of the challenges and opportunities? 4. What was segregation? 5. What was the civil rights movement and who were the leaders? 6. What kind of equality was achieved in the US in the 1960s and how did this change the future of the country? 7. Assessment- making links with slavery unit and assessing how change was achieved. | ***Medicine through time in the UK 1914-1960***   1. *How did World War 1 change medicine and health?* 2. *How did World War 1 change how mental health problems were treated?* 3. *Why was the NHS created?* 4. *How did the creation of the NHS change the lives of ordinary people?* 5. *How have ideas and medicine changed over the last 1000 years? What change has there been?*   *What continuity is there?*   1. *Assessment – timeline activity. Compare and contrast understanding across the whole theme from KS3.* |
|  | Who has the power in society? | *Conflict and resolution* | Who has the power in society? | *Conflict and resolution* | *Conflict and resolution* | *Medicine through time.* |