

**History KS3 Curriculum Map 2021-2022**

	<b>Enquiry 1</b>	<b>Enquiry 2</b>	<b>Enquiry 3</b>	<b>Enquiry 4</b>	<b>Enquiry 5</b>
Year 7	<p>How did the Normans change England?</p> <ul style="list-style-type: none"> <li>Who were the English?</li> <li>England in 1066</li> <li>How did William win the Battle of Hastings?</li> <li>What was the impact of the Norman Conquest?</li> </ul>	<p>What threats were there to Medieval monarchs?</p> <ul style="list-style-type: none"> <li>King Henry II and the murder of Becket</li> <li>King John and Magna Carta</li> </ul>	<p>What threats faced the people of England 1000-1500AD?</p> <ul style="list-style-type: none"> <li>Medieval life</li> <li>Black Death</li> <li>Peasants' Revolt</li> </ul>	<p>The Silk Roads – Medieval Societies in Africa and Asia</p> <ul style="list-style-type: none"> <li>What travelled down the Silk Roads?</li> <li>The end of the Silk Road</li> <li>Text - Peter Frankopan</li> </ul>	<p>Who were the Tudors?</p> <ul style="list-style-type: none"> <li>How did the Tudors come to the throne?</li> <li>How did the Tudors change England's religion?</li> <li>What was life like in Tudor England?</li> </ul>
Year 8	<p>Why does Britain still have a monarchy?</p> <ul style="list-style-type: none"> <li>The English Civil War</li> <li>The Glorious Revolution</li> <li>19<sup>th</sup> century protest and reform</li> </ul>	<p>How did ordinary people fight for change (Part 1)?</p> <ul style="list-style-type: none"> <li>Why did women want the vote?</li> <li>How successful were the campaigns?</li> <li>How far did WW1 help women win the right to vote?</li> </ul>	<p>What was the impact of the British Empire?</p> <ul style="list-style-type: none"> <li>Pre-colonial societies</li> <li>The British Empire</li> <li>The Industrial Revolution</li> <li>The Abolition of slavery</li> <li>Stories of migration</li> <li>Interpretations of Empire</li> </ul>	<p>How did ordinary people fight for change (Part 2)?</p> <ul style="list-style-type: none"> <li>The American Civil War</li> <li>Segregation in the USA</li> <li>What methods did the Civil Rights movement use?</li> <li>What was achieved by 1970?</li> </ul>	
Year 9	<p>What was the impact of the First World War?</p> <ul style="list-style-type: none"> <li>Causes of the First World War</li> <li>The Trench System</li> <li>Soldiers of the British Empire</li> </ul>	<p>How were dictatorships established in Russia and Germany?</p> <ul style="list-style-type: none"> <li>The Russian Revolution and Civil War</li> <li>Hitler and Nazi Germany</li> </ul>	<p>What were the key events of the Second World War?</p> <ul style="list-style-type: none"> <li>Dunkirk</li> <li>Battle of Britain</li> <li>Stalingrad</li> <li>Pearl Harbour</li> <li>D-Day</li> <li>Hiroshima</li> </ul>	<p>How did The Holocaust happen?</p> <ul style="list-style-type: none"> <li>Germany in the 30s</li> <li>Ghettos</li> <li>Battalion 101</li> <li>Death Camps</li> <li>Jewish Resistance</li> <li>Nuremberg</li> <li>Text – Anne Frank</li> </ul>	<p>How did Britain change after 1945?</p> <ul style="list-style-type: none"> <li>The Windrush generation</li> <li>The Swinging Sixties</li> <li>The Scarman Report</li> </ul>

## What do we study in Year 7 History?

Starting off with the Norman Conquest (7.1) we look at key concepts of power and authority – how these are achieved and how they are maintained, both through inheritance and conquest. Students also study the impact of the Norman Conquest on England and its people; how the Feudal System worked and how the invaders were able to keep control of the native population.

The concept of power is then continued by looking at two later medieval monarchs, King Henry II and King John (7.2). In both of these cases we look at challenges to royal authority, why they happened and how they were dealt with, as well as some of the consequences. In particular this focuses on the powers of the barons and the Church.

The next enquiry looks aims to allow students an insight into day-to-day life for ordinary people in Medieval times (7.3), looking at life in villages and towns as well as the social hierarchy, which builds on earlier gained knowledge about the Church and the hierarchy of the feudal system. Studies of the Black Death and the Peasants' Revolt allow students to consider the impact of significant events on people and systems of authority.

The fourth enquiry allows students to consider the world outside Europe in the Medieval period (7.4). This unit explores how and why goods, religion, ideas and disease moved to different parts of the world and how they changed societies. Students study the Silk Roads from origins in China, through the Mongol invasion and the spread of the Black Death, to its collapse with the opening of trade with America.

The final enquiry in Year 7 looks at one of the most significant British monarchies, The Tudors, and its impact (7.5), marking the end of the Medieval and the beginning of the Early Modern Period. This returns to themes of how power is acquired and maintained and the importance of religious beliefs. It looks at the reasons for the Reformation and some of its impacts on England. The unit also looks at changes to society and growing diversity, themes which will be continued in Year 8.

## What do we study in Year 8 History?

In the first unit (8.1) we revisit some of the key aspects and themes from Year 7; power, religion and changes to people's lives. The main enquiry is to look at the changing relationship between the monarchy and parliament (or earlier representative bodies). Returning to the Magna Carta we look at how first barons, and then other powerful groups have tried to control or challenge the power of the monarch and why. This leads onto the English Civil War and the Glorious Revolution before then moving onto the 19<sup>th</sup> century and looking at how disenfranchised people campaigned for the right to vote in parliamentary elections.

This then links onto our second unit on Votes for Women (8.2). In this unit we look closely at the arguments about giving women the right to vote and different groups involved in the campaign and their significance. It asks students to consider the importance of factors such as different forms of protest and the impact of the First World War. This unit builds on students earlier understanding of how power is exercised and changed in a parliamentary democracy.

In the third unit on the British Empire (8.3) we again go back to pick up some themes from year 7 (7.4) by looking at non-European societies before the spread of European empires. We then look at three themes which are closely inter-linked; the British Empire, industrialisation and the slave trade. We look at some of the different parts of the British Empire at different times, considering the impact on Britain and the areas which were colonised. We then look at how the process of industrialisation, which relied on markets within the empire, affected people in the UK. Finally, we look at the slave trade which was an integral part of the empire and the industrialisation of Britain. We look at how it worked, its impact and reasons for its abolition.

The final unit in Year 8 returns to the earlier themes of disenfranchised people and protest movements when we look at the Civil Rights Movement in the USA after 1945 (8.4). We refer back to slavery in America and the war of American independence to help understand the context of segregation in the USA. We then look at various campaigns of the movement and some key individuals to try to assess their impact. We make comparison with the earlier protest movements in the UK (8.1 and 8.2) as well as referring to the campaign for Indian independence.

## What do we study in Year 9 History?

For our first unit on the First World War (9.1) we focus on the causes of the First World War before looking at the experiences of the soldiers on the Western Front, the impact of the war on civilians in Britain and government responses to the war. We also look at the impact of the war on the British Empire and the contribution of soldiers from the British colonies to the war effort. Obviously, this unit will build on earlier work on the empire (8.3)

Following on from our study of the First World War we look at the emergence of dictators in Russia and Germany (9.2). Firstly, with Russia we look at the impact of the First World War on Russian society (which can be compared to feudal society in medieval England (7.3)) and autocracy and then look in detail how the impact of the war contributes significantly to the revolutions in Russia in 1917. This then leads to the establishment of a communist dictatorship.

The First World War is also a crucial part of the context for the rise of Hitler and the Nazis. Starting with the Treaty of Versailles we study how problems in Germany after World War One and through the 20s and 30s, lead to Hitler's rise to power. We then look at ways in which Nazi dictatorship was used to change and control German society.

After a brief study of the causes of the Second World War we then look at key events of the Second World War (9.3). The focus on a number of significant events during the war enables students to understand the outcome of the war and consider the longer-term significance of these events.

The study of the Second World War (9.3) also leads on to an investigation Holocaust (9.4). In this unit we refer back to the beliefs, ideas and policies of Hitler and the Nazis (9.2). We also look at the history of Jewish migration into Europe and Jewish life in Europe in the 1930s. We then look at the chronology of Nazi persecution in the 1930s and 40s, the operation of the camps and examples of Jewish resistance

In our final unit we look at aspects of life in Britain after 1945 (9.5). This builds on earlier work on the British Empire (8.3) as we look at decolonisation and migration to Britain in the aftermath of the Second World War. We look at reasons for migration from the Commonwealth and the experiences of people moving to Britain as well as the impact on British politics and society. We also study the changing attitudes and structure of British society through the Swinging Sixties and up to the 1980s.