

Key Stage 3 Curriculum (25-26)

Year 7

Enquiry 1: What do sources teach us about the impact of the Vikings on England pre-1066? (SOC Sources)

DIRT sheet for EQ

Enquiry 2: Did the Normans bring a truckload of trouble? (Interpretation SOC)

Assessment point at lesson 4

Enquiry 3: What were the similarities and differences between challenges to the Monarchy in Medieval England? (Similarity and difference SOC)

DIRT sheet for EQ

Enquiry 4: What impact did the Great mortality have on England? (SOC Significance)

Assessment point at lesson 5

Enquiry 5: How did Royal Authority break down and how was it restored? (SOC Cause and Consequence/chronology)

DIRT sheet for EQ

Enquiry 6: How much did the religious roller-coaster of the Tudor monarchs change England? (SOC Change and Continuity).

End of year assessment

Year 8

Enquiry 1: Was Oliver Cromwell the most important reason the Monarchy lost power in the 17th century? (SOC Cause and consequence).

DIRT sheet for EQ

Enquiry 2: How and why did Europe and Africa's relationship change? (SOC change and continuity).

Assessment point at lesson 4

Enquiry 3: Why did Louis lose his head? (SOC significance)

DIRT sheet for EQ

Enquiry 4: Was the Industrial Revolution "Liberties Dawn"? (SOC Similarity and difference/interpretation)

Assessment point at end of unit

Enquiry 5: What has been the legacy of the British empire? (SOC Sources)

DIRT sheet for EQ

Enquiry 6: Should the suffragettes be classed as terrorists? (SOC Interpretations)

End of year assessment

Enquiry 7: How much did life change for African Americans because of the Civil Rights movement? (SOC Change and continuity).

DIRT sheet for EQ

Year 9

Enquiry 1: Why did Experiences of World War One differ (SOC Similarity and difference)

DIRT sheet for EQ

Enquiry 2: What was life like in the dictatorships of the interwar period? (SOC Sources)

Assessment point at lesson 2

Enquiry 3: To what extent did Hitler always intend to commit genocide? (SOC Interpretations)

DIRT sheet for EQ

Enquiry 4: Was Churchill responsible for the allied victory of World War Two? (SOC significance)

Assessment point at the end of the unit

Enquiry 5: How did the Cold War shape the second half of the 20th century (SOC Cause and consequence)

DIRT sheet for EQ

Enquiry 6: What were the 'winds of change'? (SOC change and continuity)

End of year assessment

Progression model: Historical concepts/substantive knowledge in KS3

Golden thread	Core concepts	Links in curriculum- where is this concept developed
Political	Monarchy, royal authority, protest movements, parliament, democracy, dictatorship, totalitarianism.	<p>Year 7: William's establishment of control, Henry II challenges with the Pope, John I magna Carta, Simon De Montfort and founding of Parliament, Peasants Revolt and its impact on control over society, decline and restoration of royal authority during the wars of the Roses Henry VI, Edward IV, Richard III and Henry VII, Henry VIII act of supremacy.</p> <p>Year 8: The Gunpowder Plot, Civil War and the restoration of Monarchy, The abolition of slavery, The French Revolution, Liberties Dawn, The legacy of the British Empire, The Suffrage movement, The Civil Rights movement.</p> <p>Year 9: Women's fight for the right to vote in the early 1900's, rise of communism in Russia, Rise of fascism in Germany, emergence of superpowers post World War Two.</p>
Social	Religion, institutions, Catholicism, Protestantism, civil rights, slavery, Homefront, authoritarian control, migration.	<p>Year 7 Establishment of churches in England pre-1066, Norman impacts on the church, church as an institution and its power, First Crusade and the role of the Pope, impact of the Black Death on Religion and the role of John Ball, emergence of Protestantism, changes to the English church through Henry, Edward, Mary and Elizabeth.</p> <p>Year 8- changes and challenges to religion under Charles I and the threat of puritanism, protest movements and boycotts to abolish slavery, how all people's lives changed during the industrial revolution from where people lived to where they worked. How women were perceived in society at the start of the 20th century and how the protests of the suffrage movement changed this. How the civil rights movement in the US changed the situation for African American lives in terms of education/career prospects and everyday life.</p> <p>Year 9 – Impact of WW1 on the Homefront and the communities that soldiers left to go to war. How people's lives are changed by a dictatorship, the impact of bombings on the people of Britain during WW2, how migration shaped and contributed to vital parts of society such as the NHS and how their cultures of mixed with the UK.</p>
Economic	Trade, industry, land ownership, technology, collectivism and communism, National Health Service.	<p>Year 7 Impact of the Vikings on trade with the world outside England in the medieval period, The feudal system under the Normans and the Domesday book, the impact on population and wages during the Black Death.</p> <p>Year 8- The motivations behind the Transatlantic Slave Trade, how new technologies and ways of working changed for people during the industrial revolution, The Legacy of the British Empire, Civil Rights Movement, and its boycotts.</p> <p>Year 9 – Total war in World War One and life on the homefront during the food shortages and introduction of rationing, the communist economy under Stalin and the use of collectivisation, Total war in WW2 and the impact of the blitz, the impact of migration on industry and public services in Britain in the later 1900's.</p>
Empire	Control, colonies, imperialism, independence.	<p>Year 7 - Roman and Viking empires linked to England through migration, the creation of the Angevin Empire under Henry and its loss under John.</p> <p>Year 8- The growth of the transatlantic slave trade, the growth of the British in Asia and Africa, imperialism as an idea and its role in the growth of the British Empire.</p> <p>Year 9 – Use of the Empire during World War One, Use of the Empire in World War Two, Indian independence and the move to decolonisation in the aftermath of the Suez crisis, the birth of the commonwealth and the role of empire during the 1900's for migration to Britain.</p>
International	Diversity, foreign policy.	<p>Year 7 – Viking trade with other countries/artifacts found in Britain and the silk roads, the birth of Protestantism in 1517 and the reformation it brought to England, Elizabeth's war with Spain due to religion/Drake's privateering in the New World.</p> <p>Year 8- Mansa Musa and life in medieval Mali, reasons for the transatlantic slave trade and the impact it had on West African people, the growth of plantations in north America, the French revolution (depth study covering monarchy and Napoleon). The legacy of the British empire on places such as Ireland and India.</p> <p>Year 9 – Soldiers of Empire, impact of migration on Britain after World War Two.</p>
Local	Identity, culture.	<p>Year 7 Domesday record of Sutton, local religious site for persecution of Catholics under Elizabeth.</p> <p>Year 8- Battle of Winwick pass in the English Civil War, Liverpool's role in the slave trade. Industrial Revolution and St. Helens- Sankey canal/Pilkington's glass/Rainhill trials.</p> <p>Year 9 – Local records of participants in World War One: St Helens Pals battalion, impact of the Blitz on Merseyside.</p>

Cause and consequence Why events or changes in the past happen. Consequences are what happens as a result of an event	Similarity & difference This is the study of differences between people such as differing experiences of poor and rich people.	Significance This refers to what historian’s think has been crucial or influential in history. This can change through time.	Continuity & change Continuity is when things stay the same. Change is when things become different.	Sources Sources are evidence from the time such as diaries, archaeological finds, artefacts, newspaper reports etc.	Interpretations Interpretations are made after the time using sources. Examples include historians, films, artistic interpretations.
Reasons why, effect, trigger, root, created, inspired, escalated, underlying.	Similarly, in contrast, men and women, rich and poor, compared to, more/less than.	5Rs of significance: Remembered, remarkable, resonant, revealing, results	Gradual, slow, fast, big change, affected a lot, small change, increasing, decreasing	Infer, useful, provenance (who, made it and when), purpose (why source made)	Interpretations are often different. Views and perspectives of the past change over time.

Disciplinary knowledge progression model					
KS1	KS2	Year 7	Year 8	Year 9	
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	<p>Cause and consequence: Wars of the Roses – able to identify clear causes of key events. Able to identify clear consequences of this and construct basic links through chronology between causes and consequences.</p> <p>Similarity and difference: Medieval power – able to identify themes that show clear links between key challenges to power of medieval monarchs. Also, able to identify themes and provide basic points on why some of these challenges were different.</p> <p>Significance: Black death – able to identify clear impacts of a key event and identify/describe the short term and long-term effects this had on England.</p> <p>Continuity and change: Tudors – able to identify clear reasons for change during a time period. Pupils also need to be able to provide basic points for how and why this change occurred.</p> <p>Sources: Vikings – able to describe what a source is and why they are important for historians. Able to describe the content of a source and attempt basic points to point out what they teach us (utility) about a specific topic.</p> <p>Interpretations: Normans - identifying the message of an interpretations and supplying information to support or argue against it.</p>	<p>Cause and consequence: Civil War – able to explain the themes that cause key events or link their consequences to key themes (I.E religion, economic etc). Able to then explain how certain causes and consequences link together using the clear theme/reason why.</p> <p>Similarity and difference: Industrial revolution – able to identify and justify reasons for similarities and differences in the development of technology and life in Britain during the industrial revolution using key facts and dates to support.</p> <p>Significance: French revolution – able to identify and describe the impacts of a key event. Able to explain whether or not this had a short- or long-term Impacts and make a basic judgement on the level of significance the impact had.</p> <p>Continuity and change: Slave Trade – able to identify and describe reasons for why change or continuity occurs. Also, able to identify the nature of the change that occurs and the extent to which it has happened.</p> <p>Sources: Legacy of the BE – Able to provide a description of the sources content and use key facts to support what we can learn from them and begin to place the source within the context of its publication.</p> <p>Interpretations: Suffragettes – able to point out differences between interpretations from historians on why opinions differ on a specific subject. Begin to make judgements on why they find more convincing.</p>	<p>Cause and consequence: Cold War – able to clearly identify clear causes of events and explain their consequences by linking to future events. Able to clearly explain the timeline/chronology of how and why this happened.</p> <p>Similarity and difference: World War one- able to identify clear similarities and differences between experiences and provide supporting information for why this has happened. This should lead to a sustained judgement on why this similarity or difference has occurred.</p> <p>Significance: World War Two – able to make clear judgements of the significance of specific people and events and the impacts they had both at the time and afterwards. Comments will revolve around causing long term change or being the most important reason for future success etc.</p> <p>Continuity and change: Winds of change – able to explain how key themes have led to changes or continuities in modern British history. These explanations will be substantiated with key evidence to show how the factor has influenced change and to what extent change has happened.</p> <p>Sources: Dictatorships – able to identify what we learn from the content of a source and make judgements on the utility of the source. Able to identify the nature, origin or purpose of a source and make a basic point about why this impacts the sources’ reliability.</p> <p>Interpretations: Holocaust- pupils will gain an understanding of how different debates amongst historians emerge and summarise their opinions with supporting information. They will then reach a sustained judgement on which interpretation they find more convincing and why.</p>	