



## History Key Stage 3 Curriculum Plan: 2020 onwards



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Invaders and Settlers	Middle Ages from 1066	Middle Ages from 1066	The Tudors	The Tudors	The Tudors
Year 8	The English Civil War & Society	The English Civil War & Society	Empire Building (inc., Slave Trade)	Empire Building	Impact of Empire in the 20 <sup>th</sup> century	Impact of Empire in the 20 <sup>th</sup> century
Year 9	The 20 <sup>th</sup> Century: the effects of conflict and the people	The 20 <sup>th</sup> Century: the effects of conflict and the people	Rise of Hitler (Inc., Holocaust)	Nazi Rule and World War II (Inc., Holocaust)	A History of Terrorism	A History of Terrorism

### History Curriculum Mapping and Planning 2020-21

Year Group	Topic/Scheme	Member of Staff	Deadline
Year 8	The English Civil War	LHE	4 <sup>th</sup> January 2021
Year 8	Empire Building	LOA	4 <sup>th</sup> January 2021
Year 9	A History of Terrorism	JPH	4 <sup>th</sup> January 2021

SOW & End Goal	Compulsory	Suggestions	Assessment
<p>English Civil War</p> <p><i>Civil War was a turning point in British History, and demonstrated for the first time the power of the people over the King.</i></p> <p><i>Pupils should end the module with an awareness of how the monarchy were reinstated but with reduced power and the monarchy still exists today because of events such as the Civil War, where their power was reduced.</i></p>	<ul style="list-style-type: none"> <li>• Charles I</li> <li>• Oliver Cromwell</li> <li>• Roundheads vs., Cavaliers</li> <li>• Key battles</li> <li>• 1665 Plague</li> <li>• Great Fire of London</li> <li>• Execution of Charles I</li> <li>• Moving from a monarchy to a 'republic'</li> <li>• Long/short parliament – a new dynasty?</li> <li>• Richard Cromwell</li> <li>• Reinstatement of Charles II – reduced power</li> </ul>	<ul style="list-style-type: none"> <li>• Women during the Civil War and holding the fort (quite literally in some cases! I have lots of info on this and there are some lessons on the system under year 7 and English Civil War/Stuarts)</li> </ul>	<p>History Project</p> <p><u>Historical Skills:</u> Significance and Change &amp; Continuity</p> <p><b>Communicating about the Past – literacy</b></p>
<p>Empire Building</p> <p><i>Pupils should end this module with a good understanding of how the British Empire began, and how it impacted areas of life</i></p>	<ul style="list-style-type: none"> <li>• British Identity from 1750 – multiculturalism?</li> <li>• East India Company</li> <li>• Other large trading nations – competitors</li> </ul>	<ul style="list-style-type: none"> <li>• Men's suffrage? Does this fit here or when discussing women's suffrage?</li> </ul>	<p><u>Historical Skills:</u> Cultural, religious and ethnic diversity, interpretation (of Empire)</p>

<p><i>throughout the country. They should understand the term ‘imperialism’ and why/how this way of life was celebrated in Britain but why it is seen as wrong today. They should understand how the country was changing rapidly during this time and how multiculturalism was becoming more prevalent but how the British and European mentality was a sense of entitlement towards Africa and other countries that they deemed to be ‘uncivilised.’</i></p>	<ul style="list-style-type: none"> <li>● Imperialism – rights/wrongs</li> <li>● Development of Slave Trade</li> <li>● Industrial Britain – an empire at home</li> <li>● Industrial Britain and Slave Trade – how do the two link together?</li> <li>● Abolitionists</li> <li>● 1807 vs., 1832</li> <li>● Imperialism in the 19<sup>th</sup> century post-Slavery</li> <li>● Rights of black British people in the 19<sup>th</sup> century</li> <li>● Boer War and carving up Africa</li> </ul>	<ul style="list-style-type: none"> <li>● Key women in Empire Building – Mary Seacoule</li> </ul>	<p><b>Communicating about the Past - literacy</b></p>
<p>A History of Terrorism</p> <p><i>This module is for synthesis and to allow all pupils to consider the skills that they</i></p>	<ul style="list-style-type: none"> <li>● Intro lesson: stereotypes and definition</li> <li>● Gunpowder Plot</li> <li>● French Resistance</li> <li>● Suffragettes</li> </ul>	<p>Please see the Key Stage 3 folder – OLD and find DDOTP Terrorism lessons and many of these lessons are completed, and in the</p>	<p><u>Historical Skills:</u> Using evidence, cause and consequence Interpretation</p>

<p><i>have learned through the three year course. By the end of this module, pupils should understand that one man's terrorist is another man's freedom fighter and should continually refer back to the definition of terrorism that</i></p>	<ul style="list-style-type: none"> <li>• Eastern European terrorism – anti-Soviet</li> <li>• The Irish Question (inc., Warrington)</li> <li>• Al Qaeda</li> <li>• 9/11</li> <li>• London 8/7</li> <li>• Paris Terrorist Attack</li> <li>• London Bridge 2019</li> <li>• Terrorist Attacks in the Middle East (Israel?), Syria</li> <li>• 2020 Terrorist Attacks – Nice, Paris</li> </ul>	<p>correct format for the History Department</p> <p>Comparison of sources throughout each lesson – 2 sources per lessons – WHO/WHEN/WHY/WHAT (audience, purpose etc.,) they will need these copies in their books to refer back to</p>	<p><b>Communicating about the Past - literacy</b></p>
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Assessments should be challenging but accessible to all and the lessons/assessment challenges should reflect this.

The skills necessary in the assessment (Historical Skills) should be taught as a thread throughout the lessons leading up to the assessment.

Lessons and SOW document should be completed for each module that you are developing. The SOW should be in the format of the current SOW for Key Stage 3 on the system.

Highlighted should be: **SMSC**, **Literacy** & **Numeracy** (if we highlight opportunities for this like this, it will become clear to any observer and QA process)0