

History-KS3

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A high-quality history education helps pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It inspires pupils’ curiosity to know more about the past. Teaching equips 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. Pupils can opt to study either Geography or History in Key Stage 4.

Year 7 History Progression – Learning Intention and Knowledge:

Comparison – Compare and contrast – Pupils **will compare and contrast** an aspect of history across two or more periods studied. Aspects of history that can then be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.

Humankind - Explain how **everyday life** changed for people after invasion. Societies are changed by an invasion in many ways, including the adoption of religion, culture and language; the structure and uses of settlement; opportunities for trade and the destruction of previous belief systems and ways of life.

Hierarchy and power: Pupil will learn to describe the significance and impact of power struggles during Tudor and Stuart Britain. This involves the changes of religion from Catholicism to protestant and the impact this has on the British people.

Civilisation – There will be an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, and hierarchy). The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.

Change:

Changes over time - Frame historically valid questions about continuity and change and construct informed responses. Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.

British history –Pupils to learn aspects of British history beyond 1066. Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.

Chronology - Sequence, and make connections between, periods of world history on a timeline. Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC.

Significance:

Significant events - Explain why an aspect of world history is significant. Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.

Significant people - Pupils will Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs and protest against injustice.

Creativity:

Report and conclude - Pupils to explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.

Communication – articulate and organise important information and detailed historical accounts using topic related vocabulary. Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.

Place: Local history – Pupils will investigate evidence of invasion and settlement in the locality. Evidence of invasion and settlement can include buildings, earthworks and other forms of archaeological evidence; place names and family names; primary and secondary sources of information, including documents and artefacts, stories, myths and legends.

Materials: Artefacts and sources: Pupils will use a range of historical sources or artefacts to build a picture of a historical event or person. Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Find evidence from different sources, identify bias and form balanced arguments. Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.

In Year 7, pupils study humanities (History, Geography and World Culture – RE) during their theme lessons, which is a double lesson of two 50-minute lessons per week, which is taught in a carousel style,

History

Our Year 7 history curriculum provides a platform to enrich the pupil’s awareness of the past and develop their historical consciousness. Our curriculum builds on pupils’ understanding of British and local history, looking at the influence that Britain had on the wider world and how the wider world has influenced Britain. Pupils start Year 7 with a module designed to establish the core skills required to successfully study KS3 History. This unit, called "Local History" looks at areas such as source analysis, chronology, change and continuity and significance. In the Spring term, pupils will study Britain before 1066 with a focus on Roman Britain. Pupils will then study changes in Britain and look at Britain through time focusing on pre war and post war Britain era.

Autumn 2023 	Spring 2024 	Summer 2024 
Local Study: Kingston Upon Hull Pupils will study the changing history of Kingston-Upon-Hull. Pupils will study timelines and look at key events in Hull’s history. They will use sources of information to identify and describe how Gull has changed over the years and Pupils will look at the role of important Key individuals. Pupils will then look at the similarities and differences between Hull in the 20th century to hull in the 21st century. • How has Hull changed over time? (key events) • Timeline of key events in Hull’s history (12th century to now) • Key historical figures from Hull (Clive Sullivan) • Similarities and differences between old Hull and new Hull	The Roman Empire Pupils will begin by developing an understanding of the nature of history through the examination of primary source material, and then on explaining how the Romans were able to gain and maintain control over such a vast Empire from humble beginnings. They will learn why the Roman army was so successful and look at the role of individuals, organizations and achievements, as well as wider life through an examination of Roman religion & entertainment to maintain breadth of coverage. • Rome (life in Ancient Rome) • Invaders (life as a soldier in the roman army) • The Roman Empire and its impact on Britain (What the Romans did for us) • Government - Emperors and the Republic (who was in charge and what did they do?) • The fall of an Empire	Changes in Britain Pupils will look at the changing cultures of Britain during the 20th century and into the 21st century. Pupils will study the every changing British culture and look at the fashion, music, past times and technology during pre and post war Britain. Pupils will be able to identify changes, look at the differences and similarities and compare Britain’s culture over time. • The 1920s and 30s (childhood and leisure time) • Post war Britain (immigration and the wind rush generation) • The 1960s (fashion and culture) • The 21st century (big changes in a short period of time)

Year 8 History Progression – Learning Intention and Knowledge:

Comparison – Compare and contrast – Pupils **will compare and contrast** an aspect of history across two or more periods studied. Aspects of history that can then be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.

Humankind - Explain how **everyday life** changed for people after invasion. Societies are changed by an invasion in many ways, including the adoption of religion, culture and language; the structure and uses of settlement; opportunities for trade and the destruction of previous belief systems and ways of life.

Hierarchy and power: Pupil will learn to describe the significance and impact of power struggles during Tudor and Stuart Britain. This involves the changes of religion from Catholicism to protestant and the impact this has on the British people.
Civilisation – There will be an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, and hierarchy). The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.

Change:

Changes over time - Frame historically valid questions about continuity and change and construct informed responses. Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.

British history –Pupils to learn aspects of British history beyond 1066. Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.

Chronology - Sequence, and make connections between, periods of world history on a timeline. Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC.

Significance:

Significant events - Explain why an aspect of world history is significant. Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.

Significant people - Pupils will Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs and protest against injustice.

Creativity:

Report and conclude - Pupils to explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.

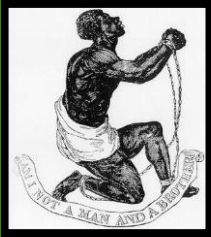
Communication – articulate and organise important information and detailed historical accounts using topic related vocabulary. Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.

Place: Local history – Pupils will investigate evidence of invasion and settlement in the locality. Evidence of invasion and settlement can include buildings, earthworks and other forms of archaeological evidence; place names and family names; primary and secondary sources of information, including documents and artefacts, stories, myths and legends.

Materials: Artefacts and sources: Pupils will use a range of historical sources or artefacts to build a picture of a historical event or person. Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Find evidence from different sources, identify bias and form balanced arguments. Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.

Year 8

In Year 8, pupils will need to understand the nature of causes and consequences: of change and continuity and of similarity and difference over an extended period. Pupils will make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives separately over time. They should also be aware of the role played by individuals, groups, ideas and ideology. Pupils will learn about the history of Britain and the British Empire from c1500-c1900. They will study the Tudor monarchs, the English Civil War and the British Empire. Pupils will also look at how the invaders to Britain changed the lives for people after invasion. Societies are changed by an invasion in many ways, including the adoption of religion, culture and language; the structure and uses of settlement; opportunities for trade and the destruction of previous belief systems and ways of life. They will learn about how the Romans reshaped England, how the Saxons occupied Britain after the fall of Roman and how the Viking invaders then affected life in Saxons England. Pupils will then study the medieval societies. They will study how the Normans conquered the Saxons and successfully settled in Britain. Pupils will also look at the importance of the church in each society. Pupils to learn aspects of British history beyond 1066 and Pupils will learn to describe the significance and impact of power struggles during Tudor and Stuart Britain. This involves the changes of religion from Catholicism to protestant and the impact this has on the British people Pupils will compare and contrast an aspect of history across two or more periods studied. Aspects of history that can then be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. Pupils will look at detailed historical accounts using topic related vocabulary. Historical terms include topic related vocabulary. Pupils will use a range of historical sources or artefacts to build a picture of a historical event or person. Pupils will explore the validity of a range of historical reports and use books, technology and other sources to check accuracy

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
					
The Saxon settlers and the Viking invaders Pupils will investigate the fall of Roman and how the Saxons then settled in Britain. It will look at how the Viking raiders affected life in Saxon Britain and how they dealt with these raids. Pupils will be able to compare and contrast the different societies of people by looking at their governments, religions and their way of life. Be able to investigate the lifestyle of the Vikings? Who made up the Vikings?, - settlements, mythology, Society Who were the Viking warriors? Weapons, Berserkers, tactics and Valhalla. Know why the Vikings sailed off to distant lands to raid foreign towns and villages. – Lindisfarne (The first Viking raid in Europe) Why did the Anglo Saxons come to Britain? Saxon society, culture, religion Know how the Saxons protected themselves against Viking raids – Burhs, Aethelred’s appeasement policy and compromise.	The Normal conflict Pupils will develop your knowledge of the events of the medieval and early modern world, with a focus on the challenges facing Medieval people and their rulers. You will use this knowledge to develop your understanding of different types of power and control. Pupils will investigate what happened when the last Saxon King died without an heir to the throne. Pupils will study the battles it caused between the warring sides and the tactics used by each army to bring about success. Pupils will focus on key historical figures such as William the Conquer. Know what life in Britain was like before 1066. The last Saxon King - Who was Edward the confessor? The battles for the throne of England Know whom the contenders were for the battle of the English thrown. Leadership and war tactics Know the events of The battle of Fulford	Medieval societies (Norman lifestyle) Pupils will study the lifestyle of the Normans during Medieval Britain. They will investigate the establishment of a Norman government and look at how William ruled the people of England through the feudal system, the Domesday book and building castles in order to defeat Saxon rebels and control the English. The Harrying of the North and the Saxon rebels The Feudal system The Domes Day book Motte and Bailey castles Additional: Medieval life – • The Black Death: • Magna Carta: • The Peasants’ Revolt:	The Tudors Pupils will study the Tudor monarchs, the English Civil War and the British Empire .This topic covers a period of British history and introduces students to a period of history after 1066. Pupils will study the Tudors changed the course of history in Britain. Pupils will look at when they existed and what happened to them? Why the Tudors are so famous compared to other royal families? They will learn about the different monarchs and people of the time including Henry VIII, Elizabeth I and William Shakespeare. Pupils will develop their understanding of democracy, and how the country was ruled differently in the past. This includes what this lack of democracy meant for the people with power, and the people without. Pupils will develop their understanding of tolerance, and where societies of the past have both shown tolerance and fallen short. Know what life was like in England in 1509. - Who was Henry VII? / The war of the Roses Henry VIII (His wives) Religious changes - Henry VIII and the Break with Rome	The Stuarts In this unit, pupils will study the Stuart Dynasty. After the death of Queen Elizabeth, the Tudor period ended and the Stuarts began. Pupils will learn about King James VI of Scotland becoming King James I of England, thus combining the two thrones for the first time. Pupils will learn about the religious conflicts, divisions, and civil war. Pupils will learn how the Stuart dynasty from 1603 to 1714, saw a flourishing Court culture but also much upheaval and instability, of plague, fire and war. James I (The wisest fool in Christendom) Know whether the Catholics were framed for the gunpowder plot Understand the events of the witch craft craze Know what role Charles I played in the English Civil war. The Royalists and the roundheads. - Causes and consequences Know the battle tactics and weaponry of the Civil war. The execution of Charles I Oliver Cromwell - The Lord protector and the Restoration	Why did the Slave trade start and end? During this unit, the pupils will learn about the Transatlantic Slave Trade and the impact that it had in Africa, the Americas, and Europe. Pupils will read accounts of various slaves and abolitionists, including Olaudah Equiano and Hannah More. The pupils will learn about the key dates, events, people, and legislation that shaped the history of the slave trade. The pupils will engage with this information a variety of source information. Challenge the traditional views of the slave trade. Investigate and explain the detailed workings of the slave trade What was the slave trade? / How did some places benefit from the slave trade? What was the Middle Passage? Explain the importance and role of the Africans in the Atlantic slave trade Life on the Plantations: Explain the impacts of the slave trade Freedom: Was there any way in which slaves could gain freedom? Slave actions and how hard were slaves worked on plantations?

	Know how the Saxon beat the Vikings at the Battle of Stamford Bridge How did William conqueror the Saxons at The battle of Hastings Who was William the Conqueror?		Edward VI (The boy king) and lady Jane Grey (The 9-day queen) The Reign of Mary I The Reign of Elizabeth I (Elizabeth's middle way)	How and why did Charles II become king? The Great Plague in 1665? Causes and results) Know why the Great fire of London in 1666 was so significant	
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Year 9 History Progression – Learning Intention and Knowledge:

Comparison:

Compare and contrast – Pupils to Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion for example the Normans Vs WWII (Hitler’s invasion attempt of Britain)

Humankind:

Everyday life - Evaluate the human impact of war or conflict on the everyday life of a past or ancient society. War can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, way of life and identity.

Hierarchy and power – Pupils to describe and explain the significance of a leader or monarch. Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.

Civilisation - Pupils to describe and explain the common traits and motives of leaders and monarchs from different historical periods. Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings, and personal qualities, such as determination and the ability to communicate. Motives include birth right; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. Describe some of the greatest achievements of humankind and explain why they are important. A great achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.

Change:

Changes over time – Pupils to describe the causes and consequences of a significant event in history. The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long and short-term causes can lead to a variety of consequences for individuals, small groups of people or society as a whole

British history - Pupils to debate the significance of a historical person, event, discovery or invention in British history. Significant people e.g. Hitler, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.

Chronology – Pupils to articulate and present a clear, chronological world history narrative within and across historical periods studied. Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.

Significance:

Significant events – Pupils to resent a detailed historical narrative about a significant global event. Historical narratives can include descriptions of long and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.

Significant people – Pupils will examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices. Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judge

Creativity:

Report and conclude - Pupils to think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).

Communication – Pupils to use abstract terms to express historical ideas and information. Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.

Place: Local history – Pupils to present an in-depth study of a local town or city, suggesting how to source the required information. Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event

Material: Artefacts and sources - Pupils ask perceptive questions to evaluate an artefact or historical source. Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?' Identify different types of bias in historical sources and explain the impact of that bias. Different types of bias include political, cultural or racial.

Year 9 (Start of the History GCSE transition)

During year 9, the students will undertake a transition year, which will help with their GCSE choices for year 10. During year 9, the students will experience GCSE units of work and will look at wider world depth studies and a period study. Pupils will develop their understanding through an analysis of the events of the twentieth century. They will deal with the themes of conflict, tension and genocide through a consideration of World War 1, World War 2 and the Holocaust (RE - Persecution of the Jews). The students will start with wider world depth studies, where they will look at world conflicts and tension from 1914 to 1990, covering two world wars and the resulting cold war. In the summer term, Year 9, the students will start their study of America, 1840-1895: Expansion and Consolidation. In this, students will follow the expansion of the country into the west and learn about the development of its influence through the second half of the nineteenth century.

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
					
The Great war 1914 to 1918 This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and the second world war and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations. - The main causes of World War & Assassination at Sarajevo - Recruitment in World War I: - label a soldier / conscription - modern warfare - Trench Warfare: pt 1 - The dangers and conditions - Trench warfare - pt 2 - extended writing - The Battle of the Somme plan vs reality / big battles - The End of World War I: - Assessment including extended writing	World conflict: Modern warfare WWII - Causes of WWII (Armistice and Versailles) (short term/long term causes) and WWII facts - Evacuation – Phoney war, operation Pied Piper, Comparison of urban and rural life and Rationing – Food and clothing and - The effects of the Blitz – Anderson/ Morrison shelter/ The blackout - WWII modern warfare – Evolution of WWII weapons – Air warfare, land warfare, Naval warfare - extended writing - how has tech changed since ww1 - Dunkirk - Its significance and its interpretation - Battle of Britain - Air warfare / Comparison of the RAF and Luftwaffe - D-Day landings - Tactics, Successes and failures - The end of the war - VE Day/ The atom bomb and VJ Day - Extended writing - turning points of the war	<u>Paper 1: Section B</u> Wider World depth studies Conflict between the East and the West 1945-1990: Cold war – This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions, which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations. Part one: The origins of the Cold War - The causes of the Cold war - Yalta and Potsdam Conferences and the division of Germany East and West rivalry - The Iron Curtain and The Berlin Blockade and Airlift Part two: The development of the Cold War Events in Asia: Super power relations: - USSR's support for Mao Tse-tung and Communist revolution in China The Korean war 1950: -Military campaigns waged by North Korea against the UN. The Vietnam war: -The Vietcong against France and the USA. Military rivalries: - The arms race, Membership and purposes of NATO and the Warsaw Pact and the space race	Conflict between the East and the West 1945-1990: Cold war continued ... The 'Thaw': -Hungary, the protest movement and the reforms of Nagy. The U2 Crisis Part three: Transformation of the Cold War Berlin Wall: Tensions over Cuba: - Castro's revolution, the Bay of Pigs and the missile crisis Czechoslovakia: -Dubcek and the Prague Spring movement. Easing of tension: - The reasons for Détente and for SALT 1; The part played by key individuals Brezhnev and Nixon	<u>Paper 1 – Section A</u> -Period studies America, 1840–1895: Expansion and consolidation This period study focuses on the development of America during a turbulent half century of change. It was a period of expansion and consolidation – the expansion to the west and consolidation of the United States as a nation. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them. Part one: Expansion: opportunities and challenges Geography of North America and attitudes to the Great American Desert: The lifestyles of the Plains Indians The early settler's challenges Brigham Young and the Mormons - The Mountain Men - The pioneer migrant farmers, the journey west; - The miners (California gold rush 1948 Part two: Conflict across America The Fort Laramie Treaty (1851) - The Indian Wars (1862–1867) - Sand Creek Massacre; Fetterman's Trap.	America, 1840 -1895: Part 2 continued The background to the American Civil War: Differences between North and South. Issues of slavery, westward expansion and free states abolitionism; breakdown of the Missouri, Compromise, John Brown, the roles of Lincoln and Jefferson Davis; the social and economic. Impact of the American Civil War on civilian populations. The aftermath of the American Civil War: the 13th Amendment; Civil Rights Act; Reconstruction in the South, 1866–1877; carpetbaggers; the balance of Federal and State powers The Mountain Meadow Massacre and its aftermath. Part three: Consolidation: forging the nation Settling in the West The continued settlement of the west: the Homesteaders, reasons for going west; government actions and laws; land and railroads; farming problems and solutions. The Indian Problem - The resolution of 'the Indian problem' after 1865: the small reservations policy; attitudes to The native Americans; Battle of the Little Big Horn; The Dawes Act; Battle of Wounded Knee, Closing of the frontier and its impact on native Americans.

Syllabus materials KS4:

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