



History

Learning Journey

Intent • Implementation • Impact





Curriculum Intent

The Parkside History Curriculum Learning Journey meets the statutory requirements of the History National Curriculum in England. The intent of our history curriculum centres on a profound belief in the importance of history; both as an academic discipline within the school curriculum and as a vital foundation for living a productive, reflective, and successful life beyond the education system.

Our History Curriculum Learning Journey aims to deliver a diverse, deep, and challenging programme that enables all pupils to understand the past through the development of historical skills. Historical thinking combines substantive knowledge with conceptual understanding, rendering the past something that can be explored, questioned, and understood. Our curriculum empowers pupils to investigate the complexity of the world they live in with curiosity and empathy.

The History Curriculum is built on the following sets of values (E,E,E):

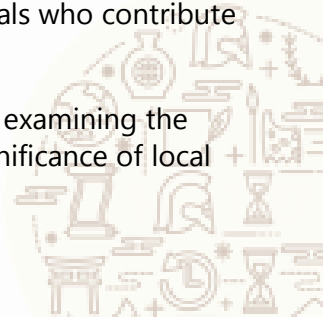
1. Education - Pupils build knowledge and understanding of the past through a local, national, and international lenses. This knowledge is retained and recalled throughout their learning journey.
2. Enjoyment - Pupils will view history as engaging, stimulating, and relevant, with a range of activities to support different learning styles and encourage curiosity.
3. Exposure - Pupils will encounter areas of the subject they may not otherwise access due to background or prior experience. This includes a diverse and inclusive history featuring academic scholarship, historical debates, varied sources, and 'untold histories'—offering the very best of the subject.

Our curriculum supports pupils in achieving their best at every stage to shape strong present and future life opportunities. Pupils will continuously develop essential life skills such as critical thinking, evaluation, analysis, empathy, and communication. These are developed alongside key historical concepts such as causation, significance, change and continuity, source utility, and interpretation. The curriculum aims to ensure that students are perform to the best of their abilities at every stage of their learning journey in order to support their future.

The curriculum is designed to reflect the local context of Parkside Community School. With pupils from diverse backgrounds, cultures, and ethnicities, the curriculum consciously includes topics such as migration to the UK, Black history, the evolving role of women, and the global contributions of world civilisations such as the African Kingdoms and Ming China.

By embedding this inclusive approach, we aim to help pupils explore and challenge stereotypes, build respect for different perspectives, and appreciate the complexity of history across cultures. This supports the creation of well-rounded, respectful, and empathetic individuals who contribute positively to both their school and wider community.

In addition, pupils will regularly engage with the local history of Chesterfield by examining the impact of national and global events on their own area and recognising the significance of local individuals and stories in broader historical narratives.





Alongside a commitment to inclusion, our curriculum places strong emphasis on academic challenge. Pupils are introduced to high-quality historical scholarship and contemporary debates. They engage with interpretations from respected historians, gaining insight into history as a discipline of evidence, perspective, and argument.

It is essential for pupils to understand that the past involved real people similar to us in many ways but living in different contexts. Pupils are encouraged not only to learn what happened, but to question why and how it happened, and what it meant for those involved. They will reflect on issues such as slavery, the women's suffrage movement, and the rise of totalitarian regimes, not just as facts, but as complex human experiences.

Rather than judging the past from a modern lens, pupils will be supported to empathise, understand, and form their own critical interpretations. They will ask challenging questions and develop their own reasoned arguments.

The most important skills we strive to develop are those of thinking and communicating. Through history, pupils will build the skills to empathise, evaluate, and argue thoughtfully—skills that empower them in all areas of life. Most importantly, they will gain a lifelong appreciation for the study of the past and its relevance to the present and future.

All staff involved in delivering this curriculum love and value history, and we are committed to inspiring that same passion in our pupils. We want them to leave Parkside not only with qualifications, but with a deep respect for others, a curiosity about the world, and the confidence to contribute meaningfully to society.

A Joyce

Lead Teacher of History





Curriculum Implementation

Our curriculum is implemented using a chronological approach to teaching history at both Key Stage 3 and Key Stage 4. This method allows us to take pupils on a journey of exploration through the past, with the class teacher serving as their guide. Pupils develop their knowledge and skills through a curriculum that primarily follows a chronological path from medieval England to the post-war world, via early modern Britain, the Industrial Revolution, the British Empire, and the major conflicts of the twentieth century, including the rise of fascism in Europe.

Themes and connections between periods and units are explored through the use of dedicated memory platforms 'Histo-recall' and lessons. This interleaving of previous content with current studies helps students make sense of the past by providing context and a framework upon which to build their new discoveries.

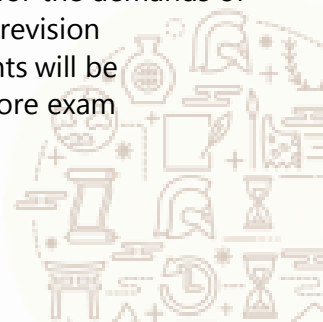
Taking a chronological approach enables our pupils to make direct comparisons and identify where continuity and change occur throughout history, all while refining their skills as young historians. A further benefit of this journey-based approach is its ability to help close the attainment gaps for our disadvantaged pupils. It is crucial to their future that they develop a confident and secure understanding of history, enabling them to become well-rounded, educated citizens. This includes not only a strong knowledge of British history but also an appreciation of global histories and the diverse, complex world they are part of.

Assessments across Key Stage 3 are based around the five key skills (Second-Order Concepts) of chronology, change and continuity, the use of evidence, causation, significance, and interpretation. Students complete three assessments throughout the year, each assessing a range of these second-order concepts.

The development of these five key skills supports our pupils' successful transition to GCSE and beyond. While assessments will be mindful of the style and demands of GCSE examinations, they will not replicate them. Instead, they will nurture the necessary skills and challenge pupils in a manner appropriate to their stage of development.

Literacy skills, including work on disciplinary literacy, will be developed consistently across key stages. Students will focus on writing skills such as crafting PEE paragraphs, constructing arguments, and forming sound judgments. Key vocabulary, including Tier 2 words, will be introduced at the start of each unit and reinforced throughout the key stages. These terms are carefully selected to ensure that students can access the current curriculum while supporting a smooth transition from Key Stage 3 to Key Stage 4. Literacy skills will also be systematically assessed using a variety of methods, both alongside and in addition to the formal skills-based assessments. Oracy is being woven into the curriculum to enable students to speak like historians, as we believe this ultimately enhances their written work.

In parallel with the emphasis on key historical skills at Key Stage 3, preparation for the demands of the Key Stage 4 curriculum will begin. This includes the gradual introduction of revision techniques and discussions on what constitutes effective revision. These elements will be integrated into all year groups in preparation for assessments and to develop core exam techniques required at GCSE.





At GCSE level, this approach is further built upon through the inspection and marking of revision work for each assessment, encouraging the creation of high-quality revision materials and fostering positive revision habits. Regular review of previous content is also embedded at Key Stage 4, with many lesson starters and plenaries revisiting past topics and concepts to support retrieval and address any lingering misconceptions or difficulties.

We study Edexcel GCSE History with the following options:

- Paper 1: Option 11: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches
- Paper 2: B1: Anglo-Saxon and Norman England, c1060–88 and American West 1835 -1895
- Paper 3: Option 31: Weimar and Nazi Germany, 1918-39

<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf>

Please see **Annex 1: Key Stage 3 Learning Journey** for an overview of the full curriculum learning journey our pupils undertake when studying History.





Curriculum Impact

The impact of our History Curriculum Learning Journey is defined through the accessibility pupils have to developing knowledge and the application of skills. History is a popular option for our students at Parkside with many opting to study it at GCSE. This is determined through a number of measures:

- ☑ **Knowledge and understanding of the 'Big Ideas'**. Pupils will be able to speak with confidence about the significant events from the past and explain how they have impacted our society today. Pupils will be able to interrogate historical information and sources and be able to explain this verbally and through written responses. All pupils will be able to reach their own conclusions about historical events from the past and justify their reasoning behind this. Engaging enquiry questions such as 'Should the Suffragettes be known as terrorists?' support students to critically think about the 'Big Ideas'.
- ☑ **Formative Reporting of Pupil Progress** will take place through assessment for learning techniques that take place each lesson and include techniques such as recall tasks, low-stakes quizzing, pupil questioning, discussion and book looks throughout the year.
- ☑ **Summative Reporting of Pupil Progress** will take at the midpoint and end point of each annual Learning Journey with a formal KS3 assessment. Parents/Carers receive a report following each mid and end point assessment to understand their child's current depth of knowledge and the support they need to further develop this knowledge both inside and outside of school.
- ☑ **In-lesson learning, participation and belonging** is measured by continually measuring pupil punctuality to lessons, rewards and sanctions, behavior referrals, pupil voice and work-scrutiny. Our History Curriculum Learning Journeys are accessible and will, therefore, positively impact knowledge growth and skill application.
- ☑ **Post-16 Progression** has demonstrated a year-on-year increase in the amount of pupils moving on to study A-Level History at sixth form schools and colleges.



History: Key Stage 3 Learning Web

History Curriculum Learning Journey

Key Stage 3 Learning Web

Year 7

Who is the Chesterfield GOAT?

What can Bog Bodies tell us about the Iron Age?

Why is 1066 so infamous?

Did the Normans bring a 'truckload of trouble'?

How significant was the Black Death?

How marvellous was Mong China?

How Horrid was Henry VIII?

What was Britain like in the period 1509-1745?

Was Elizabethan England a 'golden age'?

Year 8

How should we remember the British Empire?

In what ways did the Industrial Revolution make Britain successful?

What can the case of Jack the Ripper reveal about life in Whitechapel?

Was Africa a 'Dark Continent' before colonisation?

What was the 'stain on the fabric of human history'?

What was the turning point for the civil rights movement?

Were the Suffragettes terrorists?

Year 9

What were the MAIN causes of the Great War?

Is the phrase 'Lions led by Donkeys' correct assumption of the Battle of the Somme?

What can the lives of soldiers tell us about the Great War?

What happened during the interwar years?

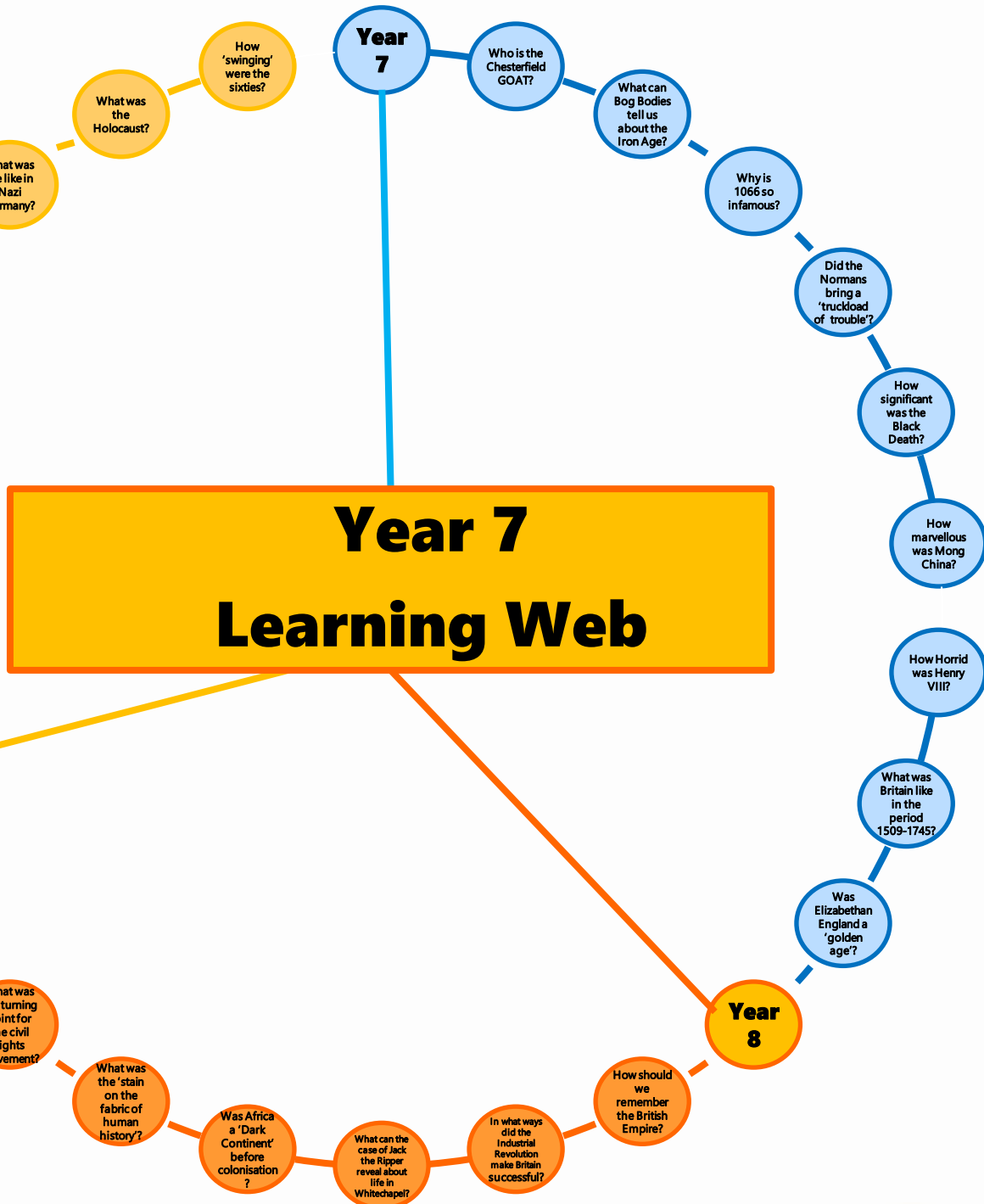
What was life like in Nazi Germany?

What was the Holocaust?

How 'swinging' were the sixties?



History: Key Stage 3 Learning Web



History: Key Stage 3 Learning Web

Year 7

Who is the Chesterfield GOAT?

What can Bog Bodies tell us about the Iron Age?

Why is 1066 so infamous?

Did the Normans bring a 'truckload of trouble'?

How significant was the Black Death?

How marvellous was Mong China?

How Horrid was Henry VIII?

What was Britain like in the period 1509-1745?

Was Elizabethan England a 'golden age'?

Year 8

How should we remember the British Empire?

In what ways did the Industrial Revolution make Britain successful?

What can the case of Jack the Ripper reveal about life in Whitechapel?

Was Africa a 'Dark Continent' before colonisation?

What was the 'stain on the fabric of human history'?

What was the turning point for the civil rights movement?

Were the Suffragettes terrorists?

Year 9

What were the MAIN causes of the Great War?

Is the phrase 'Lions led by Donkeys' correct assumption of the Battle of the Somme?

What can the lives of soldiers tell us about the Great War?

What happened during the interwar years?

What was life like in Nazi Germany?

What was the Holocaust?

How 'swinging' were the sixties?

Who is the Chesterfield GOAT? (5 Lessons)

1. What makes an individual significant?
2. Which significant people are linked to Chesterfield? Pt.1
3. Which significant people are linked to Chesterfield? Pt.2
Webs
4. Who is the Chesterfield GOAT? (Designing Statue)
5. Why are some people more significant than others? (Letter)



History: Key Stage 3 Learning Web

Prior knowledge:

Primary School Key Stage 2 National Curriculum.

Essential Learning and Key Knowledge:

- I will be able to know what the word significant means.
- I will be able to recognise important individuals linked with Chesterfield.
- I will be able to make a judgement on who is the Chesterfield GOAT.
- I will be able form a strong argument on the most significant individual.

Key Concepts

Substantive: Society and Social Issues

Key Concepts

Disciplinary: Interpretation, significance

Reading for Pleasure

Picture the Past Chesterfield- Michael Smith

Chesterfield: A History of The Spireites 1866-2012 – Edward Giles

Chesterfield Through Time- Brain Davis



Scholarship

Sarah Hartsmith
Andrew Sweet

Vital Vocabulary

Tier Two Vocabulary:

Causation
Inference
Change
Continuity
Similarity
Difference
Chronology

Tier Three Vocabulary:

Local



History: Key Stage 3 Learning Web

Year 7

Who is the Chesterfield GOAT?

What can Bog Bodies tell us about the Iron Age?

Why is 1066 so infamous?

Did the Normans bring a 'truckload of trouble'?

How significant was the Black Death?

How marvellous was Ming China?

How Horrid was Henry VIII?

What was Britain like in the period 1509-1745?

Was Elizabethan England a 'golden age'?

Year 8

How should we remember the British Empire?

In what ways did the Industrial Revolution make Britain successful?

What can the case of Jack the Ripper reveal about life in Whitechapel?

Was Africa a 'Dark Continent' before colonisation?

What was the 'stain on the fabric of human history'?

What was the turning point for the civil rights movement?

Were the Suffragettes terrorists?

Year 9

What were the MAIN causes of the Great War?

Is the phrase 'Lions led by Donkeys' correct assumption of the Battle of the Somme?

What can the lives of soldiers tell us about the Great War?

What happened during the interwar years?

What was life like in Nazi Germany?

What was the Holocaust?

How 'swinging' were the sixties?

What can Bog Bodies tell us about the Iron Age? (8 Lessons)

1. What is evidence?
2. Who was the Tolland Man?
3. What can the body of the Lindow man tell us about his life and death? Body in the Bog
4. How did they preserve Lindow Man?
5. What evidence do Bog Bodies provide?
6. Knowledge Test
7. Write up- What can Bog Bodies tell us about the iron age?
8. Review and respond



History: Key Stage 3 Learning Web

Prior knowledge:

Primary School National Curriculum

Essential Learning and Key Knowledge:

- I will be able to use sources to deepen my understanding of the period.
- I will be able to understand what bog bodies are and why they are so useful to historians.
- I will be able to recognise key features of life in the Iron Age by examining the evidence the Bog Bodies provide us with.
- I will be able to tell the difference between the Lindow Man and the Tollund Man

Key Concepts

Substantive: Society and Social issues, Religion, Crime and Punishment

Key Concepts

Disciplinary: Use of evidence, interpretation

Reading for Pleasure

Surviving the Iron Age- Peter Firstbrook
Chain of Iron- Cassandra Clare
The History Detective investigates: Stone Age to Iron Age – Clare Hibbert



Scholarship

Ian Stead

Vital Vocabulary

Tier Two Vocabulary:

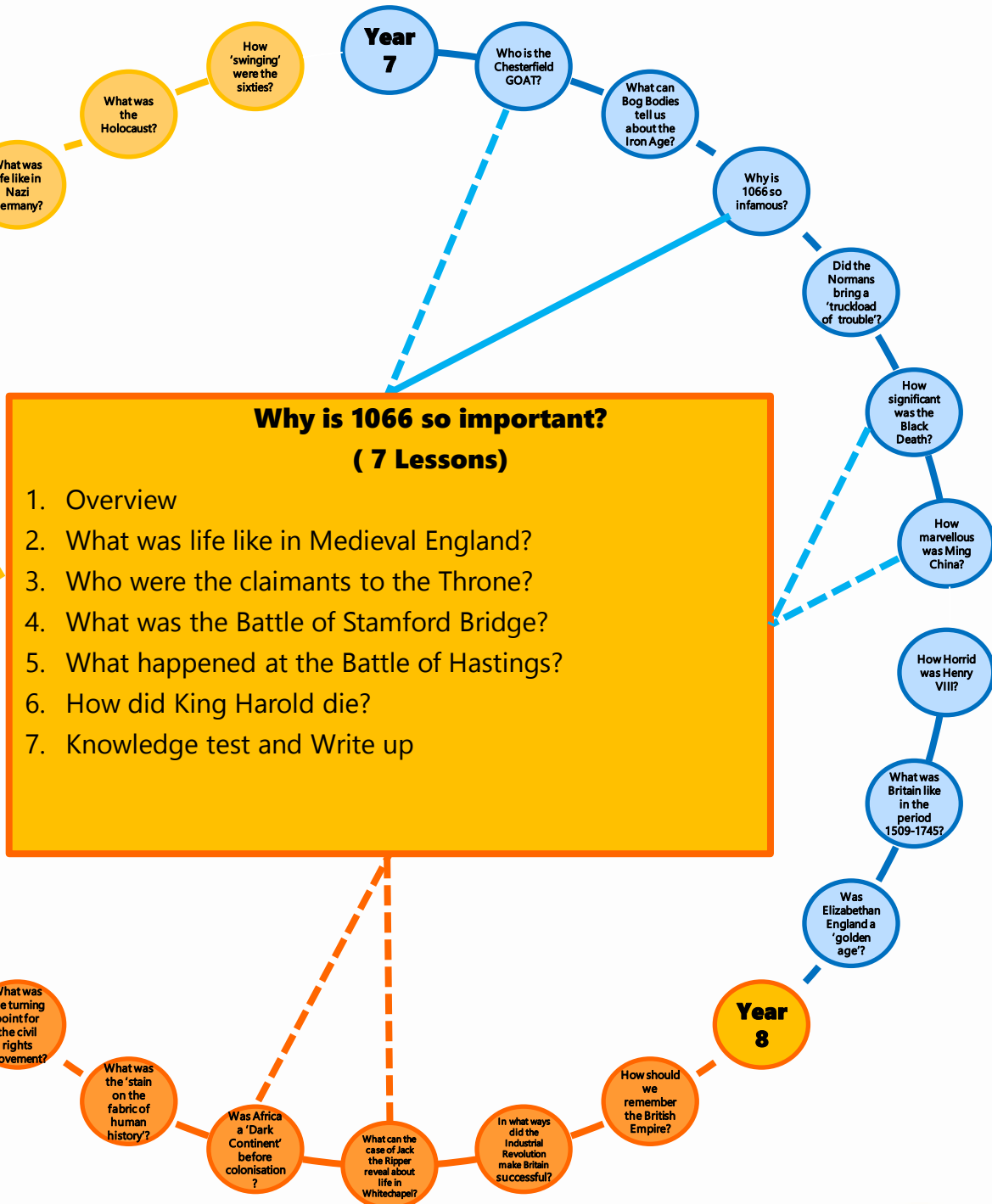
Evidence
Inference

Tier Three Vocabulary:

Suicide
Sacrifice
Execution
Preservation
Peat
Goddess



History: Key Stage 3 Learning Web



History: Key Stage 3 Learning Web

Prior knowledge:

Monarchs, the role of king and queens.
War, World War One and Two covered in Primary School.
Medieval Britain and life in medieval Britain covered in Primary School.

Essential Learning and Key Knowledge:

- I will be able to understand why 1066 was a conflicting year for England.
- I will be able to evaluate the claimants to the throne.
- I will be able to understand the main battles and the consequences for each of these for England.
- I will be able to understand why William won the Battle of Hastings.

Key Concepts

Substantive: War, Role of the Monarchy, Leadership, Living Conditions

Key Concepts

Disciplinary: Skills, interpretation

Reading for Pleasure

The Secret Diary of John Drawbridge – Philip Ardagh

1066: The Norman Conquest- Jim Eldridge

Why Do We Remember? – Claudia Martin



Scholarship

Ian Mortimer

Vital Vocabulary

Tier Two Vocabulary:

Evidence
Causation

Tier Three Vocabulary:

Monarch
Hierarchy
Heir
Succession
Noble
Villain
Conquer



History: Key Stage 3 Learning Web

Year 7

Who is the Chesterfield GOAT?

What can Bog Bodies tell us about the Iron Age?

Why is 1066 so infamous?

Did the Normans bring a 'truckload of trouble'?

How significant was the Black Death?

How marvellous was Ming China?

How Horrid was Henry VIII?

What was Britain like in the period 1509-1745?

Was Elizabethan England a 'golden age'?

Year 8

How should we remember the British Empire?

In what ways did the Industrial Revolution make Britain successful?

What can the case of Jack the Ripper reveal about life in Whitechapel?

Was Africa a 'Dark Continent' before colonisation?

What was the 'stain on the fabric of human history'?

What was the turning point for the civil rights movement?

Were the Suffragettes terrorists?

Year 9

What were the MAIN causes of the Great War?

Is the phrase 'Lions led by Donkeys' correct assumption of the Battle of the Somme?

What can the lives of soldiers tell us about the Great War?

What happened during the interwar years?

What was life like in Nazi Germany?

What was the Holocaust?

How 'swinging' were the sixties?

Did the Normans bring a 'truckload' of trouble? (7 Lessons)

1. Why did William build castles? (2 lessons)
2. What was the Domesday Book?
3. What was the Feudal System?
4. What rebellions did William have to deal with?
5. How far did the Normans change life in Britain?
6. Write up and Knowledge Test



History: Key Stage 3 Learning Web

Prior knowledge:

The Role of the Monarchy, how England was ruled.
War, World War One and Two covered in Primary School.
Medieval Britain and life in medieval Britain covered in Primary School.

Essential Learning and Key Knowledge:

- I will be able to understand why 1066 was a conflicting year for England.
- I will be able to evaluate the claimants to the throne.
- I will be able to understand the main battles and the consequences for each of these for England.
- I will be able to understand why William won the Battle of Hastings.

Key Concepts

Substantive: War, Role of the Monarchy, Leadership, Living Conditions

Key Concepts

Disciplinary: Skills, interpretation

Reading for Pleasure

The Secret Diary of John Drawbridge – Philip Ardagh

1066: The Norman Conquest- Jim Eldridge

Why Do We Remember? – Claudia Martin



Scholarship

Ian Mortimer

Vital Vocabulary

Tier Two Vocabulary:

Evidence
Causation

Tier Three Vocabulary:

Monarch
Hierarchy
Heir
Succession
Noble
Villain
Conquer



History: Key Stage 3 Learning Web

Year 7

Who is the Chesterfield GOAT?

What can Bog Bodies tell us about the Iron Age?

Why is 1066 so infamous?

Did the Normans bring a 'truckload of trouble'?

How significant was the Black Death?

How marvellous was Ming China?

How Horrid was Henry VIII?

What was Britain like in the period 1509-1745?

Was Elizabethan England a 'golden age'?

Year 8

How should we remember the British Empire?

In what ways did the Industrial Revolution make Britain successful?

What can the case of Jack the Ripper reveal about life in Whitechapel?

Was Africa a 'Dark Continent' before colonisation?

What was the 'stain on the fabric of human history'?

What was the turning point for the civil rights movement?

Were the Suffragettes terrorists?

Year 9

What were the MAIN causes of the Great War?

Is the phrase 'Lions led by Donkeys' correct assumption of the Battle of the Somme?

What can the lives of soldiers tell us about the Great War?

What happened during the interwar years?

What was life like in Nazi Germany?

What was the Holocaust?

How 'swinging' were the sixties?

How significant was the Black Death? (11 Lessons)

1. What was life like in Medieval England?
2. What was the role of the Church in Medieval England?
3. Who was Thomas Becket?
4. What was the Black Death?
5. What do historians say about the Black Death?
6. How significant was the Silk Roads in spreading Black Death?
7. How did the Black Death change peoples lives?
8. Why did the Peasants Revolt happen in 1381?
9. Why was the Black Death so significant?
10. Write up: Why was the Black death so significant?
11. Knowledge Test and Review and Respond



History: Key Stage 3 Learning Web

Prior knowledge.

Life in Medieval England: the role of the church within Medieval England.
Role of the Monarchy and how Normans changed England.

Essential Learning and Key Knowledge:

- I will be able to understand the importance of the role of the church in Medieval England.
- I will be able to assess how the Black Death spread across Europe to England.
- I will be able to know what the symptoms of the Black Death was, and the difference between Bubonic and Pneumonic Plague.
- I will be able to evaluate the short term impacts of the Black Death.
- I will be able to evaluate the long term impacts of the Black Death.

Key Concepts

Substantive: Medicine and Disease, Religion, Society and Social Issues

Key Concepts

Disciplinary: Skills, interpretation, significance, causation

Reading for Pleasure

Doomsday Book- Connie Willis

Young Reading the Black Death- Lloyd Rob Jones

Maria and the Plague: A Black Death Survival Story- Nastasha Deen

Scholarship

Ian Mortimer
Peter Frankopan
Ole J. Benedictow



Vital Vocabulary

Tier Two Vocabulary:

Significance
Causation

Tier Three Vocabulary:

Medicine
Disease
Bubonic Plague
Pneumonic Plague
Silk road
Revolt



History: Key Stage 3 Learning Web

Year 7

Who is the Chesterfield GOAT?

What can Bog Bodies tell us about the Iron Age?

Why is 1066 so infamous?

Did the Normans bring a 'truckload of trouble'?

How significant was the Black Death?

How marvellous was Ming China?

How Horrid was Henry VIII?

What was Britain like in the period 1509-1745?

Was Elizabethan England a 'golden age'?

Year 8

How should we remember the British Empire?

In what ways did the Industrial Revolution make Britain successful?

What can the case of Jack the Ripper reveal about life in Whitechapel?

Was Africa a 'Dark Continent' before colonisation?

What was the 'stain on the fabric of human history'?

What was the turning point for the civil rights movement?

Were the Suffragettes terrorists?

Year 9

What were the MAIN causes of the Great War?

Is the phrase 'Lions led by Donkeys' correct assumption of the Battle of the Somme?

What can the lives of soldiers tell us about the Great War?

What happened during the interwar years?

What was life like in Nazi Germany?

What was the Holocaust?

How 'swinging' were the sixties?

How marvellous was Ming China?

(7 Lessons)

1. What was the Ming Dynasty?
2. What were some of the features of life in Ming China?
3. Was Ming China really a great military power compared to England?
4. How good was life in Ming China?
5. 1421: The year China discovered the world?
6. Knowledge test and write up: 'Ming China was not a great power'. How far do you agree?



History: Key Stage 3 Learning Web

Year 7

Who is the Chesterfield GOAT?

What can Bog Bodies tell us about the Iron Age?

Why is 1066 so infamous?

Did the Normans bring a 'truckload of trouble'?

How significant was the Black Death?

How marvellous was Ming China?

How Horrid was Henry VIII?

What was Britain like in the period 1509-1745?

Was Elizabethan England a 'golden age'?

Year 8

How should we remember the British Empire?

In what ways did the Industrial Revolution make Britain successful?

What can the case of Jack the Ripper reveal about life in Whitechapel?

Was Africa a 'Dark Continent' before colonisation?

What was the 'stain on the fabric of human history'?

What was the turning point for the civil rights movement?

Were the Suffragettes terrorists?

Year 9

What were the MAIN causes of the Great War?

Is the phrase 'Lions led by Donkeys' correct assumption of the Battle of the Somme?

What can the lives of soldiers tell us about the Great War?

What happened during the interwar years?

What was life like in Nazi Germany?

What was the Holocaust?

How 'swinging' were the sixties?

How Horrid was Henry VIII? (11 Lessons)

1. Overview of unit (key vocabulary, chronology, knowledge)
2. What was Henry like before he was King?
3. Should he be named Henry the Great? (2 lessons)
4. How did religion influence Henry VIII?
5. Did Henry VIII love his wives?
6. Knowledge Test
7. Henry VIII: Star or Monster?
8. How significant was Henry VIII?
9. Re-designing Henry VIII portrait: How significant was Henry VIII?
10. Review and Respond



History: Key Stage 3 Learning Web

Prior knowledge.

Life in Medieval England: the role of the church within Medieval England.
Role of the Monarchy and how Normans changed England.
Empire, the Ming Dynasty and comparison to Henry VIII army.
War and the Battle of Hastings, including causation, tactics and reasons for victory.

Essential Learning and Key Knowledge:

- I will be able to understand who Henry VIII was.
- I will be able to know what Henry VIII was like when he was young.
- I will be able to use sources and evidence to identify Henry's positive and negative features.
- I will be able to form an argument about how significant Henry VIII was.
- I will be able to recall key features of Henry VIII reign.

Key Concepts

Substantive: Empire, Monarchy, Religion, Role of Women

Key Concepts

Disciplinary: Significance, Change and Continuity, Interpretations, Evidence

Reading for Pleasure

Henry VIII's Secret Diary – Terry Deary

You Wouldn't Want to be Married to Henry VIII! – Fiona Macdonald

Adventures in Time: The Six Wives of Henry VIII- Dominic Sandbrook



Scholarship

Ronald Hutton
Ian Mortimer
David Loades

Vital Vocabulary

Tier Two Vocabulary:

Significance
Causation
Interpretation

Tier Three Vocabulary:

Reformation
Monarch
Protestant
Parliament
Catholic



History: Key Stage 3 Learning Web

Year 7

Who is the Chesterfield GOAT?

What can Bog Bodies tell us about the Iron Age?

Why is 1066 so infamous?

Did the Normans bring a 'truckload of trouble'?

How significant was the Black Death?

How marvellous was Ming China?

How Horrid was Henry VIII?

What was Britain like in the period 1509-1745?

Was Elizabethan England a 'golden age'?

Year 8

How should we remember the British Empire?

In what ways did the Industrial Revolution make Britain successful?

What can the case of Jack the Ripper reveal about life in Whitechapel?

Was Africa a 'Dark Continent' before colonisation?

What was the 'stain on the fabric of human history'?

What was the turning point for the civil rights movement?

Were the Suffragettes terrorists?

Year 9

What were the MAIN causes of the Great War?

Is the phrase 'Lions led by Donkeys' correct assumption of the Battle of the Somme?

What can the lives of soldiers tell us about the Great War?

What happened during the interwar years?

What was life like in Nazi Germany?

What was the Holocaust?

How 'swinging' were the sixties?

What was Britain like in the period 1509-1745? (9 Lessons)

1. What was life like in Tudor England?
2. What was the Poor Law?
3. What were Tudor attitudes towards people with a disability?
4. What did people do for entertainment during the period 1509-1745?
5. Who was John Blanke?
6. How were woman treated in the period 1509-1745?
7. What was considered beautiful in the Tudor England?
8. Knowledge test and write up



History: Key Stage 3 Learning Web

Prior knowledge.

Life in Medieval England: the role of the church within Medieval England.
Role of the Monarchy and how Henry VIII ruled England.
War and the Battle of Hastings, including causation, tactics and reasons for victory.

Essential Learning and Key Knowledge:

- I will be able to understand key features of Tudor life.
- I will be able to know what the different types of poor people were and what the Poor Law was.
- I will be able to use sources to help me understand how disabled people were treated in the Tudor period.
- I will be able to recognise the beauty standards that the Tudor set and how dangerous they were for society.
- I will be able to know who John Blanke was and why he was so significant.

Key Concepts

Substantive: Living conditions, Poverty, Society and Social Issues, Race and Discrimination, Role of Women, Entertainment

Key Concepts

Disciplinary: Significance, Change and Continuity, Similarity and Difference, Evidence

Reading for Pleasure

Horrible Histories: Terrible Tudors– Terry Deary
How to be a Tudor– Ruth Goodman
Eliza Rose- Lucy Worsley

Scholarship

Karen Maitland
Miranda Kaufman
David Olusoga



Vital Vocabulary

Tier Two Vocabulary:

Significance
Evidence
Similarity
Difference

Tier Three Vocabulary:

Poverty
Famine
Scold
Deserving poor
Idle Poor
Rogue/ vagrants



History: Key Stage 3 Learning Web

Year 7

Who is the Chesterfield GOAT?

What can Bog Bodies tell us about the Iron Age?

Why is 1066 so infamous?

Did the Normans bring a 'truckload of trouble'?

How significant was the Black Death?

How marvellous was Ming China?

How Horrid was Henry VIII?

What was Britain like in the period 1509-1745?

Was Elizabethan England a 'golden age'?

Year 8

How should we remember the British Empire?

In what ways did the Industrial Revolution make Britain successful?

What can the case of Jack the Ripper reveal about life in Whitechapel?

Was Africa a 'Dark Continent' before colonisation?

What was the 'stain on the fabric of human history'?

What was the turning point for the civil rights movement?

Were the Suffragettes terrorists?

Year 9

What were the MAIN causes of the Great War?

Is the phrase 'Lions led by Donkeys' correct assumption of the Battle of the Somme?

What can the lives of soldiers tell us about the Great War?

What happened during the interwar years?

What was life like in Nazi Germany?

What was the Holocaust?

How 'swinging' were the sixties?

**Was Elizabethan England a golden age?
(10 Lessons)**

1. Who was 'Bloody Mary'?
2. What problems did Elizabeth face in her reign?
3. How did the image of Elizabeth I change over time?
4. What was life like in Elizabethan England like?
5. Knowledge Test
6. How was Elizabeth's relationship with the Islamic World?
7. What caused the Spanish Armada?
8. Was England's victory over the Spanish Armada down to luck? (2 lessons)
9. Write up- Was Elizabethan England a golden age?



History: Key Stage 3 Learning Web

Prior knowledge.

Life in Medieval England: the role of the church within Medieval England.
Role of the Monarchy and how Henry VIII ruled England.
War and the Battle of Hastings, including causation, tactics and reasons for victory.

Essential Learning and Key Knowledge:

- I will be able to understand key features of Elizabethan life.
- I will be able to know who 'Bloody Mary' was and argue whether she deserved her nickname.
- I will be able to understand the threats to Elizabeth's reign and how they were overcome.
- I will be able to assess the reasons for and the impact of the Spanish Armada.
- I will be able to make a judgement on the impacts of Elizabeth's reign.

Key Concepts

Substantive: Role of Women, Society, Diversity, War

Key Concepts

Disciplinary: Significance, Change and Continuity, Similarity and Difference, Evidence, Causation

Reading for Pleasure

Eliza Rose- Lucy Worsley

Beware, Princess Elizabeth – Caroline Meyer

The Royal Diaries, Elizabeth I: Red Rose of the House of Tudor – Kathryn Lasky



Scholarship

Jeremy Brotton
Ian Mortimer



Vital Vocabulary

Tier Two Vocabulary:

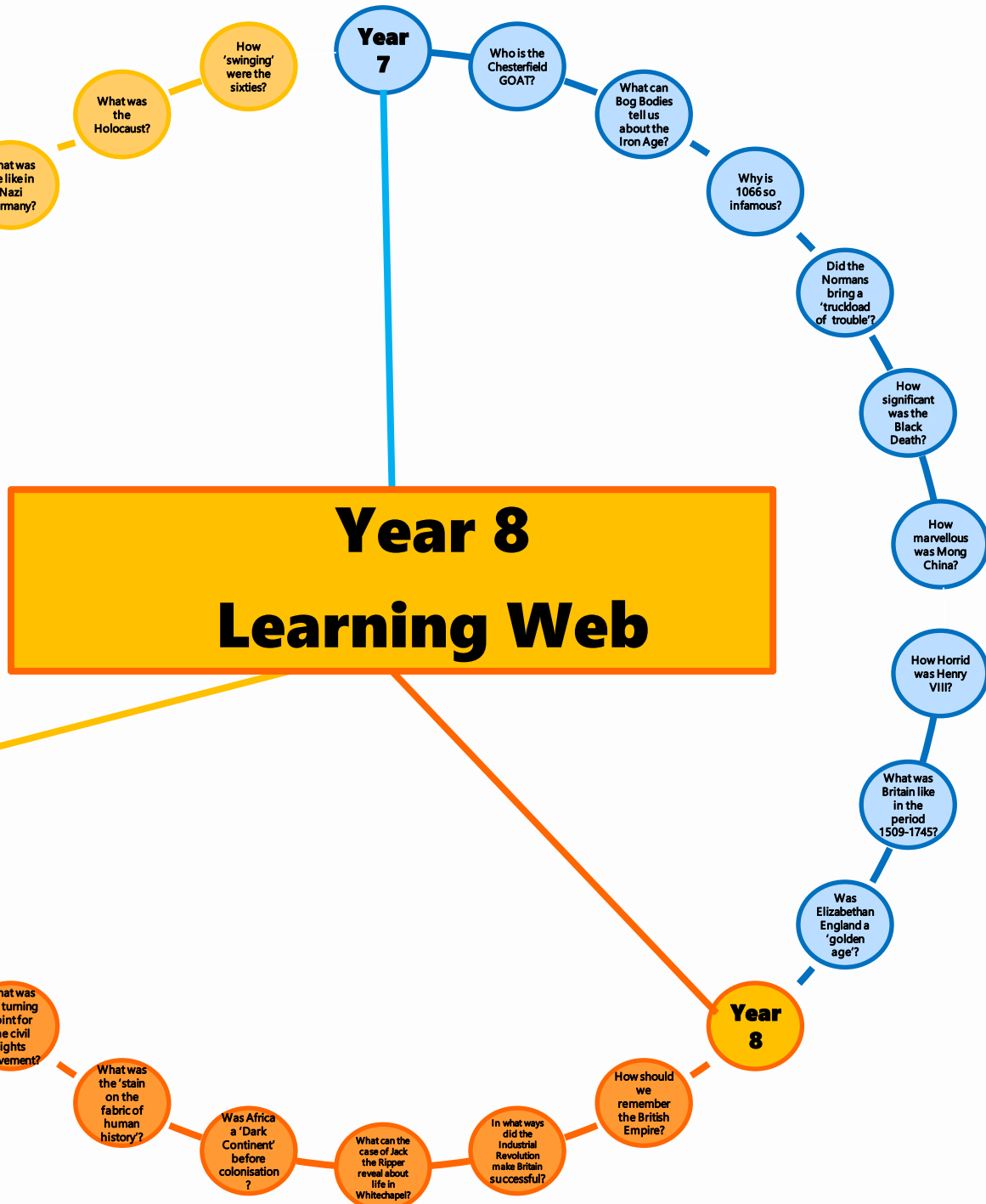
Significance
Evidence
Causation

Tier Three Vocabulary:

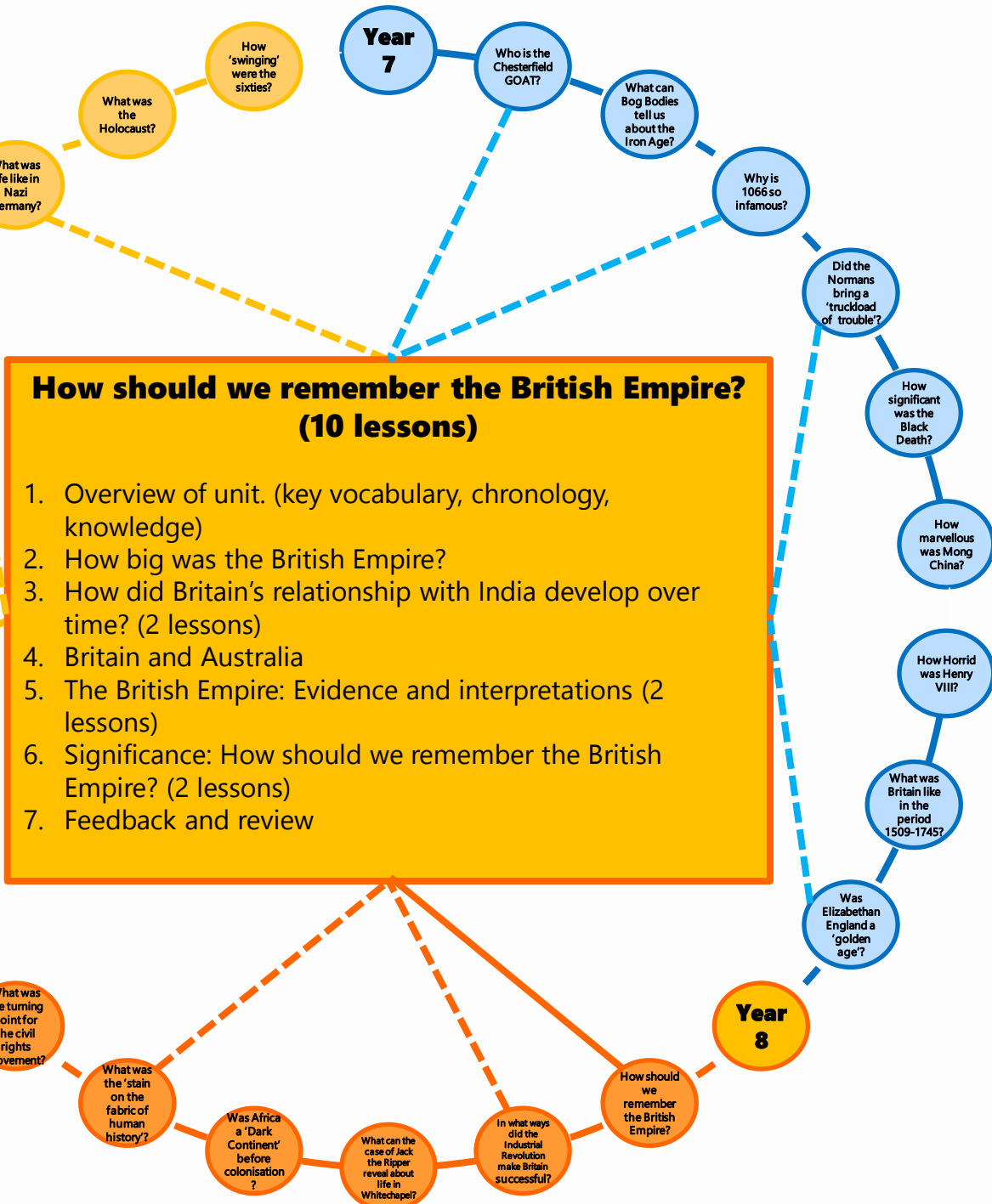
Empire
Colony
Inferior
Superior
Racism
Imperialism



History: Key Stage 3 Learning Web



History: Key Stage 3 Learning Web



History: Key Stage 3 Learning Web

Prior knowledge:

- Features and causes of warfare: Battle of Hastings, Spanish Armada
- Imperialism: Roman Empire, Islamic Empire
- Impact of Empire: Roman Empire

Essential Learning and Key Knowledge:

1. I will be able to understand what an empire is and the impacts on the countries involved.
2. Why did rulers want an empire?
3. What were different peoples' experiences of empire?
4. How have people viewed the British empire over time?
5. To make a judgement on the significance of the British Empire.

Key Concepts

Substantive: Empire, Diversity

Key Concepts

Disciplinary: Causation, interpretation, significance

Reading for Pleasure

- Stolen History –Sathnam Sanghera
- Black and British – David Olusoga
- Hear Our Voices- Radhika Natarajan



Scholarship

David Olusoga
Niall Ferguson



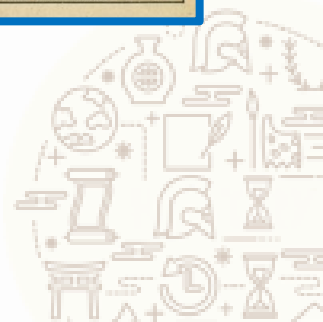
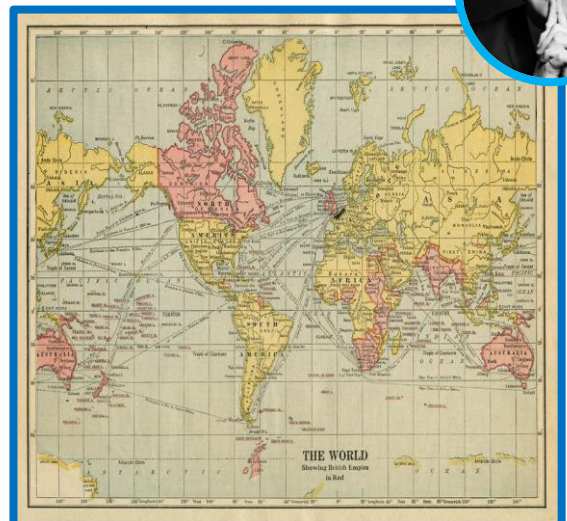
Vital Vocabulary

Tier Two Vocabulary:

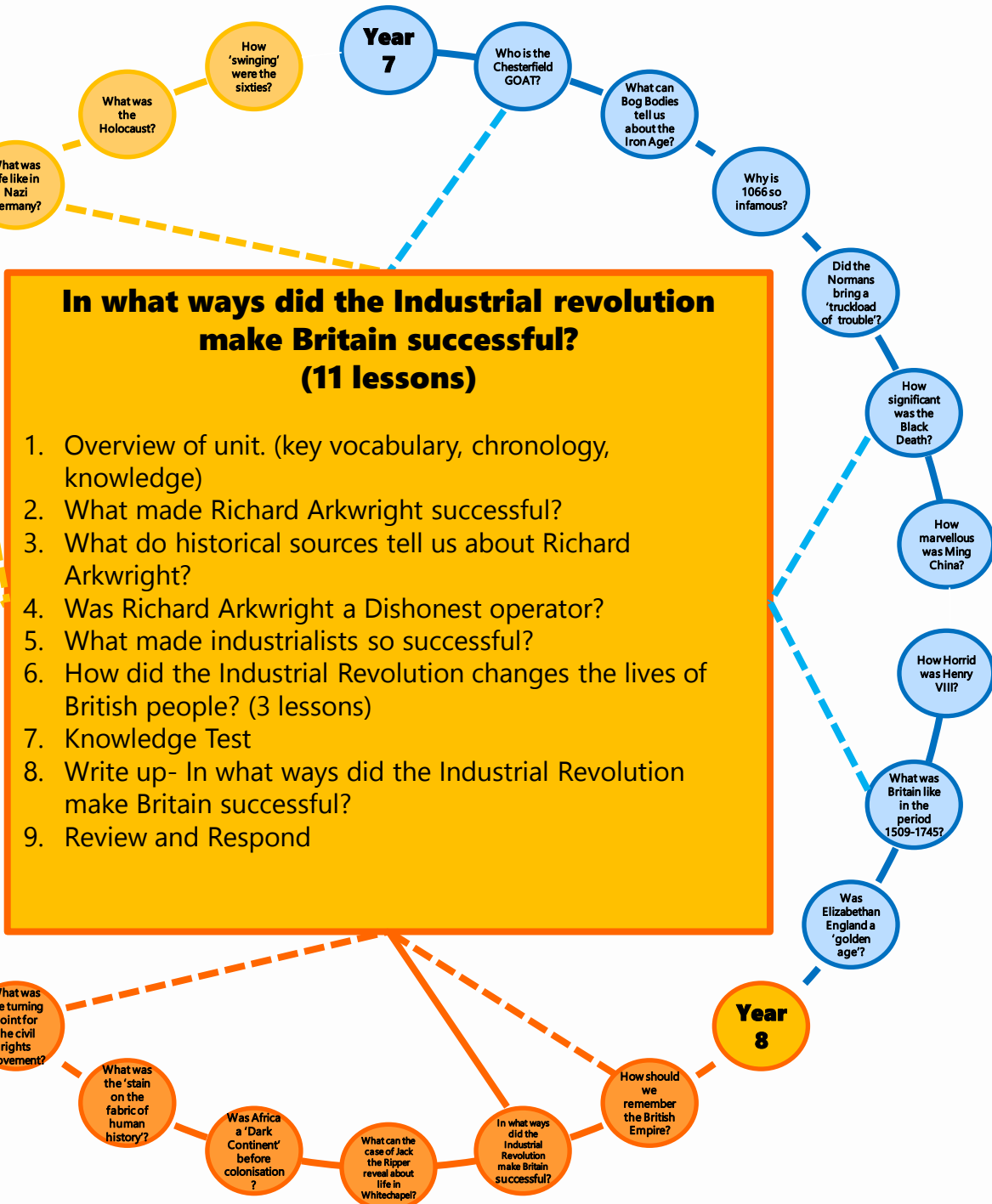
Causation
Inference

Tier Three Vocabulary:

Empire
Colony
Inferior
Superior
Racism
Imperialism



History: Key Stage 3 Learning Web



History: Key Stage 3 Learning Web

Prior knowledge:

Living conditions in the Tudor period.
Role of the Monarchy and its impacts on society.
Society and Social issues within previous contents.

Essential Learning and Key Knowledge:

1. I will be able to understand some of the causes of the Industrial Revolution.
2. I will be able to assess the causes of success during the Industrial Revolution.
3. I will be able to identify some of the ways in which life in Britain changed because of the Industrial Revolution.
4. I will be able to make a judgement on how successful the Industrial Revolution made Britain.

Key Concepts

Substantive: Society and social issues, Revolution, Poverty, economic, Living Conditions

Key Concepts

Disciplinary: Causation, Use of Sources, Interpretation, Change and Continuity

Reading for Pleasure

- Oliver Twist- Charles Dickens
- You Choose History: The Child Reform Movement- Otfinoski
- Hidden in History: The Untold Stories of Women During the Industrial Revolution – Danielle Thorne

Scholarship

Eric Hobsbawm
Edward Baines



Vital Vocabulary

Tier Two Vocabulary:

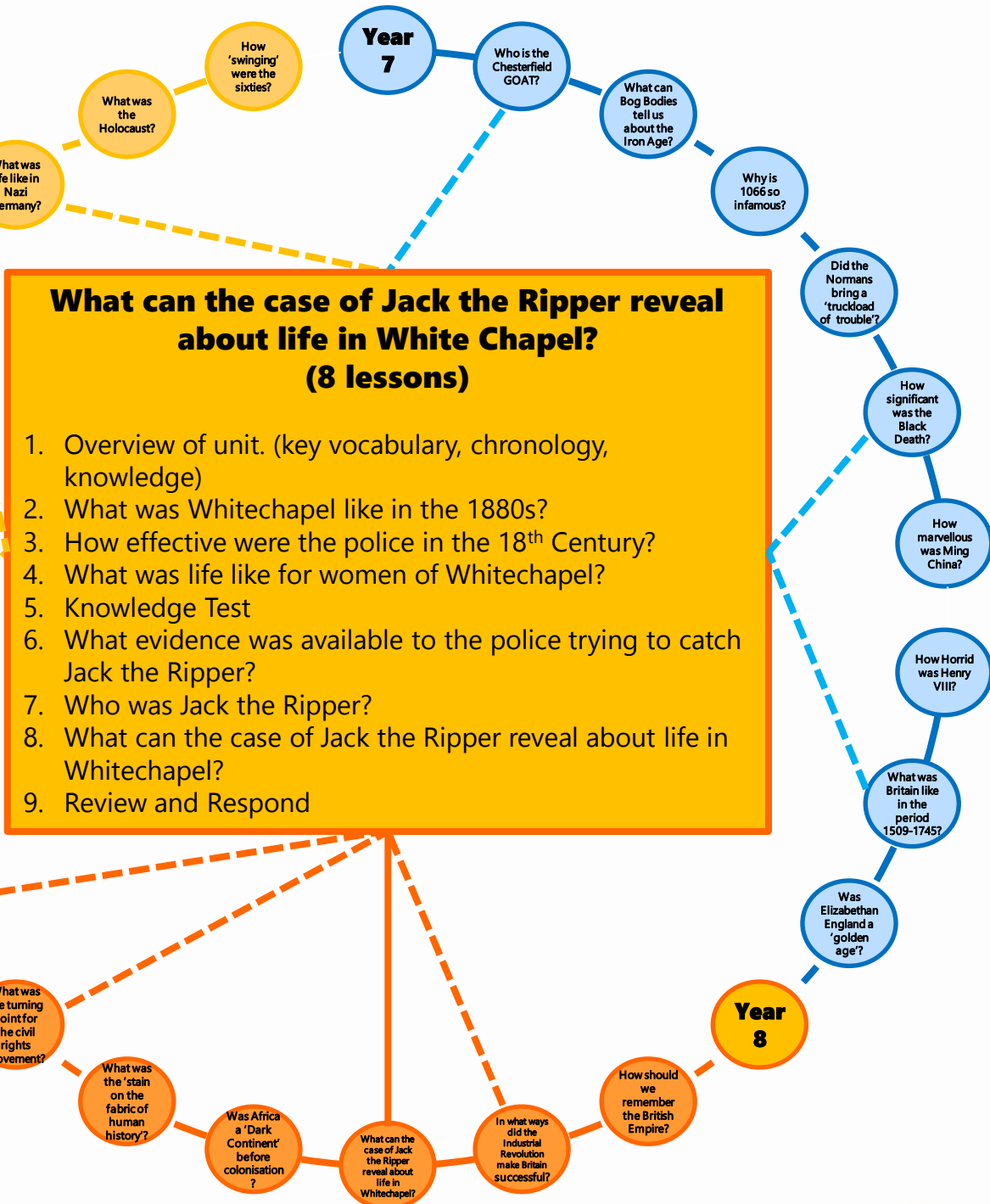
Causation
Inference

Tier Three Vocabulary:

Revolution
Industrial
Slums
Mill
Mass Production
Factory System



History: Key Stage 3 Learning Web



History: Key Stage 3 Learning Web

Prior knowledge:

Context of the industrial period, housing jobs etc.
Use of evidence skills, how to understand and question historical sources.
Society during the industrial period.
Understanding of the limitation of forensic science at the time.

Essential Learning and Key Knowledge:

1. I will be able to understand the social conditions of life in 19th century Whitechapel.
2. I will be able to understand the origins and effectiveness of the police force in 19th Century.
3. I will be able to use evidence to make a judgement on the likely identify of Jack the Ripper.
4. I will be able to understand the differing interpretation in the role of women in history.
5. I will be able to critically analysing evidence surrounding the Jack the Ripper case.

Key Concepts

Substantive: Society and social issues, Revolution, Poverty, economic, Living Conditions

Key Concepts

Disciplinary: Causation, Use of Sources, Interpretation, Change and Continuity

Reading for Pleasure

- Stalking Jack the Ripper – Kerri Maniscalco
- Ripper – Stefan Petrucha
- A taste for Monster – Matthew J. Kirby

Scholarship

Hailie Rubenhold



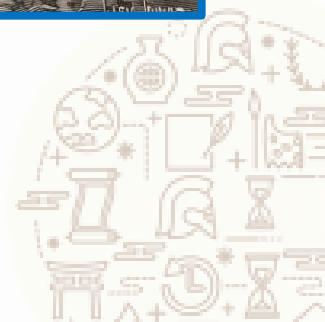
Vital Vocabulary

Tier Two Vocabulary:

Evidence
Sources
Inference

Tier Three Vocabulary:

Slums
Smog
Poverty
Prostitution
Addiction
Interpretation
Privy



History: Key Stage 3 Learning Web

Was Africa a 'Dark Continent' before colonisation?

1. Overview of unit. (key vocabulary, chronology, knowledge)
2. What was Africa like before colonisation?
3. How important was Timbuktu?
4. How powerful was Mansa Musa?
5. What was life like in 'Great Zimbabwe'?
6. What was life like in 'Great Zimbabwe'?
7. Why did Europeans hide the truth about Great Zimbabwe?
8. Knowledge Test
9. What can the Benin Massacre tell us about the colonisation of Africa?
10. What should happen to the Benin Bronzes?
11. Write up: Was Africa a 'Dark Continent' before colonisation?

Year 7

Who is the Chesterfield GOAT?

What can Bog Bodies tell us about the Iron Age?

Why is 1066 so infamous?

Did the Normans bring a 'truckload of trouble'?

How significant was the Black Death?

How marvellous was Ming China?

How Horrid was Henry VIII?

What was Britain like in the period 1509-1745?

Was Elizabethan England a 'golden age'?

Year 8

How should we remember the British Empire?

In what ways did the Industrial Revolution make Britain successful?

What can the case of Jack the Ripper reveal about life in Whitechapel?

Was Africa a 'Dark Continent' before colonisation?

What was the 'stain on the fabric of human history'?

What was the turning point for the civil rights movement?

Were the Suffragettes terrorists?

Year 9

What were the MAIN causes of the Great War?

Is the phrase 'Lions led by Donkeys' correct assumption of the Battle of the Somme?

What can the lives of soldiers tell us about the Great War?

What happened during the interwar years?

What was life like in Nazi Germany?

What was the Holocaust?

How 'swinging' were the sixties?



History: Key Stage 3 Learning Web

Prior knowledge:

The British Empire: Imperialism and Colonial Narratives
Imperialism in the Islamic and Roman Empires
Tudor Black History: John Blanke and His Significance in the Tudor Court

Essential Learning and Key Knowledge:

1. I will be able to understand the cultural importance of precolonial African kingdoms.
2. I will be able to understand the history of Timbuktu.
3. I will be able to understand that African kingdoms varied hugely from one another.
4. I will be able to assess how significant Mansa Musa is.
5. I will be able to assess the relationship between African kingdoms and Europeans colonial powers.
6. I will be able to explore historical interpretations on Africa.

Key Concepts

Substantive: Diversity, Society and Social issues, Racism and Equality, Empire, Role of the Monarchy, Government.

Key Concepts

Disciplinary: Use of Sources, Interpretation, Significance

Reading for Pleasure

- Akata Witch- Nnedi Okorafor
- Things Fall Apart - Chinua Achebe
- How Beautiful We Were- Imbolo Mbue

Scholarship

David Olusoga
Hugh Trevor-Roper
Wole Soyinka



Vital Vocabulary

Tier Two Vocabulary:

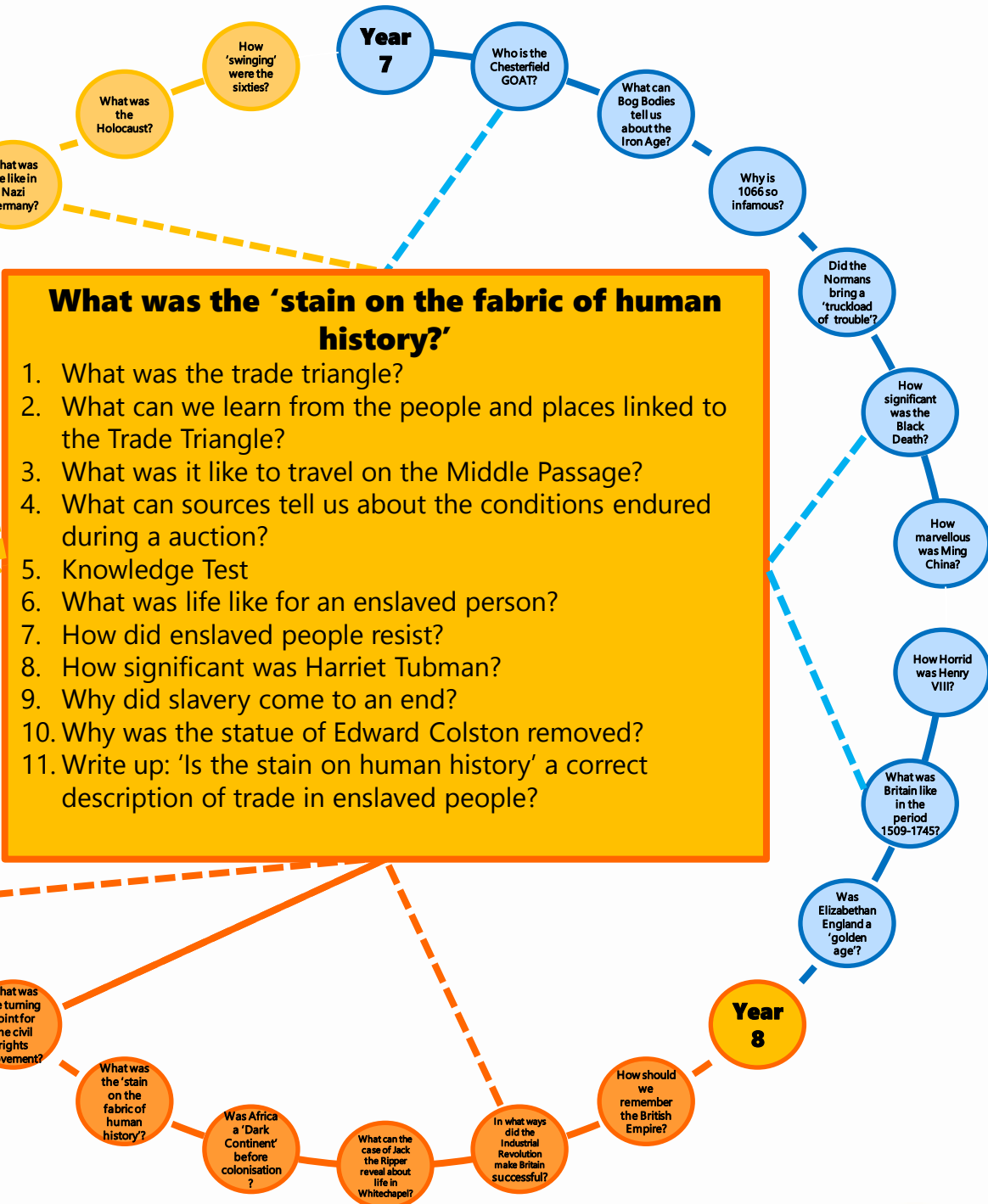
Evidence
Significance
Inference

Tier Three Vocabulary:

Colonisation
Hajj
Colony
Civilised
Massacre



History: Key Stage 3 Learning Web



History: Key Stage 3 Learning Web

Prior knowledge:

Pre-colonial Africa had rich cultural traditions and narratives in its various towns. The treatment of Black people in pre-colonial Africa varied across different regions and societies.

Imperialism played a significant role in both the Islamic and Roman Empires.

Tudor Black History includes figures such as John Blanke, who was significant in the Tudor Court.

Essential Learning and Key Knowledge:

1. I will be able to understand key aspects in the trade of enslaved people.
2. I will be able to understand the conditions endured by enslaved people during the Middle Passage.
3. I will be able to understand what is meant by the term 'resistance'.
4. I will be able to understand how enslaved people resisted during their work on plantations.
5. I will be able to recognise the significance of rebellion within the enslaved community.
6. I will be able to understand how interpretations of the slave trade have changed over time.

Key Concepts

Substantive: Diversity, Society and Social issues, Racism and Equality, Empire, Resistance and Rebellion. Economy

Key Concepts

Disciplinary: Use of Sources, Interpretation, Significance

Reading for Pleasure

- Chains – Laurie Halse Anderson
- Sugar- Jewell Parker Rhodes
- Sugar in the Blood- Andrea Stuart



Scholarship

David Olusoga
Olivette Otele

Vital Vocabulary

Tier Two Vocabulary:

Diversity
Significance
Inference

Tier Three Vocabulary:

Supremacy
Plantation
Auction
Emancipation
Slavery
Discrimination



History: Key Stage 3 Learning Web

Year 7

Who is the Chesterfield GOAT?

What can Bog Bodies tell us about the Iron Age?

Why is 1066 so infamous?

Did the Normans bring a 'truckload of trouble'?

How significant was the Black Death?

How marvellous was Ming China?

How Horrid was Henry VIII?

What was Britain like in the period 1509-1745?

Was Elizabethan England a 'golden age'?

Year 8

How should we remember the British Empire?

In what ways did the Industrial Revolution make Britain successful?

What can the case of Jack the Ripper reveal about life in Whitechapel?

Was Africa a 'Dark Continent' before colonisation?

What was the 'stain on the fabric of human history'?

What was the turning point for the civil rights movement?

Year 9

Were the Suffragettes terrorists?

What were the MAIN causes of the Great War?

Is the phrase 'Lions led by Donkeys' correct assumption of the Battle of the Somme?

What can the lives of soldiers tell us about the Great War?

What happened during the interwar years?

What was life like in Nazi Germany?

What was the Holocaust?

How 'swinging' were the sixties?

What was the turning point for the Civil Rights movement?

1. What was life like for former enslaved people after abolition?
2. How did the Jim Crow laws affect the lives of Black People?
3. What were the aim of the Early Civil Rights Activists?
4. What was schooling like for Black Americans in the southern states?
5. How much impact did the Brown vs Topeka case have?
6. Knowledge Test
7. What 'crime' did a 14 year old do, that cost him his life?
8. How did people protest against racism?
9. How significant was Martin Luther King?
10. Which leader of the Civil Rights movement was the most significant?
11. How did the British Civil Rights movement compare to the American movement?
12. Write up- What was the turning point for the Civil Rights movement?



History: Key Stage 3 Learning Web

Prior knowledge:

Pre-colonial Africa had rich cultural traditions and narratives in its various towns. The treatment of Black people in pre-colonial Africa varied across different regions and societies. Imperialism played a significant role in both the Islamic and Roman Empires. Tudor Black History includes figures such as John Blanke, who was significant in the Tudor Court.

Essential Learning and Key Knowledge:

1. I will be able to understand how the abolition of slavery impacted the lives of previously enslaved people.
2. I will be able to critique the Jim Crow laws and assess how important they were.
3. I will be able to understand how the Civil Rights movement developed and assess how effective their methods were.
4. I will be able to understand the disparities in the schooling system despite the 'separate but equal' notion.
5. I will be able to assess the impact of leaders of the civil rights movement.

Key Concepts

Substantive: Diversity, Society and Social issues, Racism and Equality, Empire, Resistance and Rebellion.

Key Concepts

Disciplinary: Use of Sources, Interpretation, Significance

Reading for Pleasure

- The Hate U Give – Angie Thomas
- The Lions of Little Rock- Kristen Levine
- The Watsons Go to Birmingham- Christopher Paul Curtis



Scholarship

David Olusoga
Olivette Otele
Robert Cook

Vital Vocabulary

Tier Two Vocabulary:

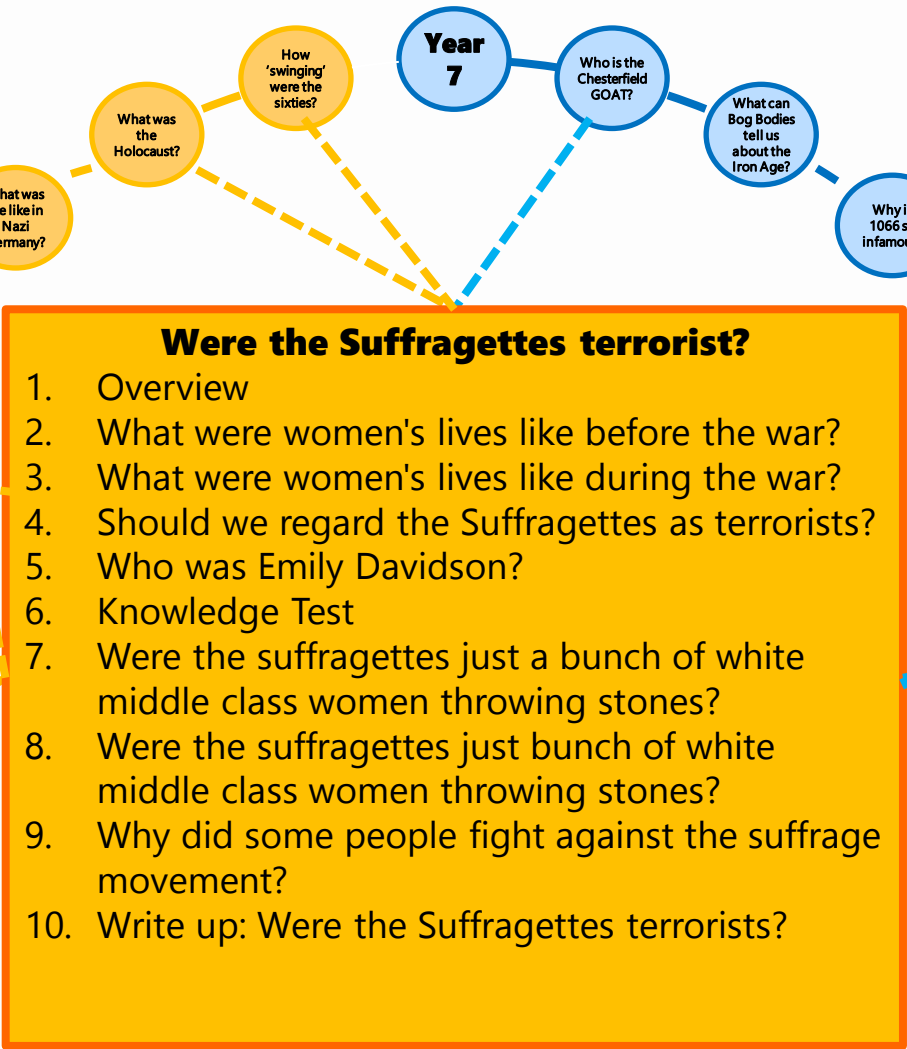
Diversity
Significance
Inference

Tier Three Vocabulary:

Supremacy
Emancipation
Discrimination
Segregation
Civil Rights
Constitution



History: Key Stage 3 Learning Web



Year 7

Who is the Chesterfield GOAT?

What can Bog Bodies tell us about the Iron Age?

Why is 1066 so infamous?

Did the Normans bring a 'truckload of trouble'?

How significant was the Black Death?

How marvellous was Ming China?

How Horrid was Henry VIII?

What was Britain like in the period 1509-1745?

Was Elizabethan England a 'golden age'?

Year 8

How should we remember the British Empire?

In what ways did the Industrial Revolution make Britain successful?

What can the case of Jack the Ripper reveal about life in Whitechapel?

Was Africa a 'Dark Continent' before colonisation?

What was the 'stain on the fabric of human history'?

What was the turning point for the civil rights movement?

Were the Suffragettes terrorists?

Year 9

What were the MAIN causes of the Great War?

Is the phrase 'Lions led by Donkeys' correct assumption of the Battle of the Somme?

What can the lives of soldiers tell us about the Great War?

What happened during the interwar years?

What was life like in Nazi Germany?

What was the Holocaust?

How 'swinging' were the sixties?



History: Key Stage 3 Learning Web

Prior knowledge:

Women's treatment in society in previous topics such as Tudors and Industrial Period.
Jack the Ripper and stereotypes of women.
Chesterfield GOAT looking at Emma Miller and Violet Markham.

Essential Learning and Key Knowledge:

1. I will be able to understand the difference between suffragettes and suffragettes.
2. I will be able to know the difference expectations of women before and after war.
3. I will be able to know the definition of a terrorist.
4. I will be able to question what demographic suffragettes were.
5. I will be able to question the events at Epson Derby and analyse whether Emily Davidson purposefully died for the cause.
6. I will be able to know that some people questioned women's suffrage and actively argued against it.

Key Concepts

Substantive: Diversity, Society and Social issues, Role of Women, Empire, Resistance and Rebellion, Democracy

Key Concepts

Disciplinary: Change and Continuity

Reading for Pleasure

- Things a Bright Girl Can do – Sally Nichols
- Opal Plumstead – Jaqueline Wilson
- A Time for Courage: The Suffragette Diary of Kathleen Bowen- Kathryn Lasky

Scholarship

Fern Riddell
June Purvis



Vital Vocabulary

Tier Two Vocabulary:

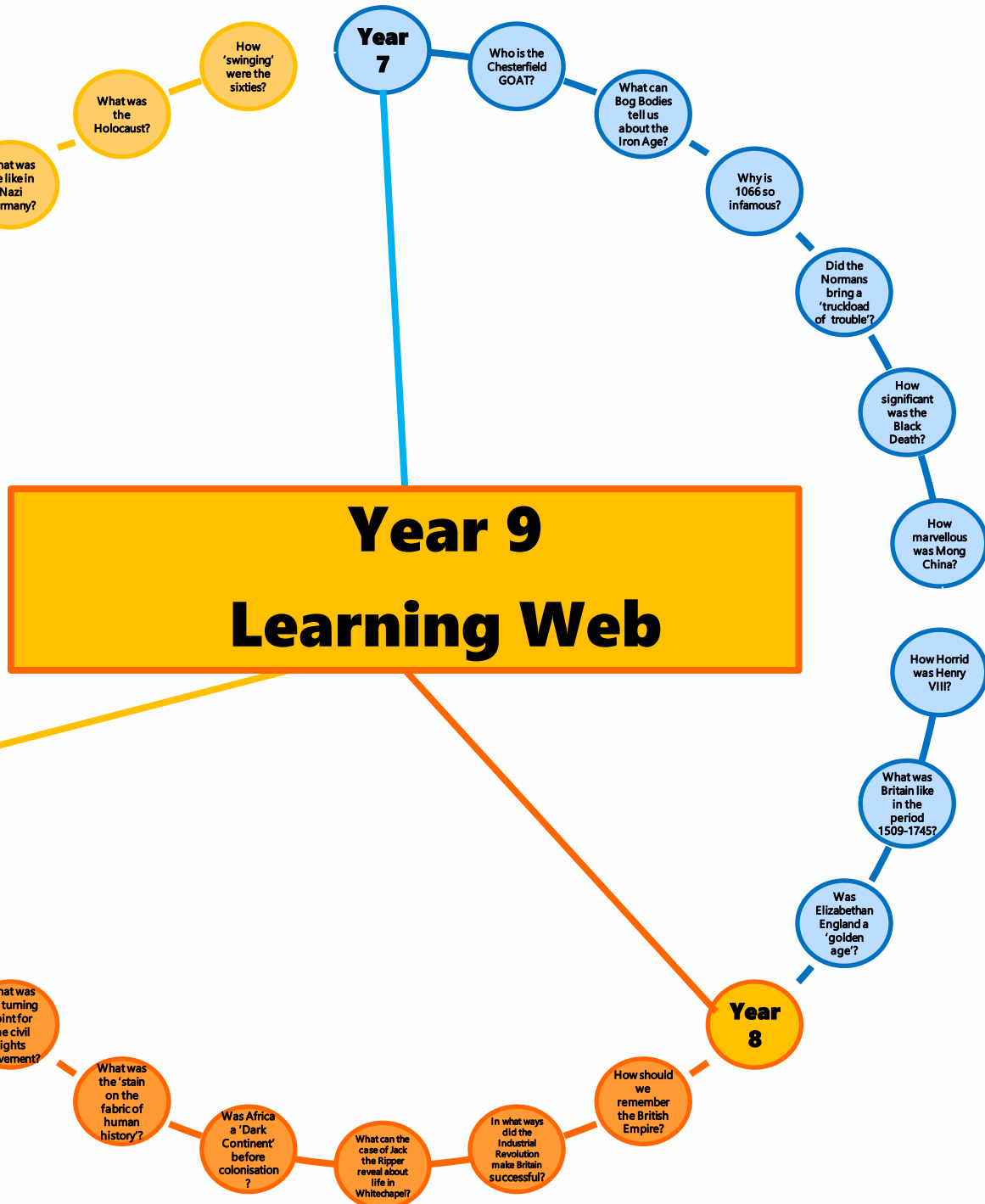
Diversity
Significance
Continuity

Tier Three Vocabulary:

Democracy
Parliament
Emancipation
Suffrage
Suffragette
Suffragist
Terrorist



History: Key Stage 3 Learning Web



History: Key Stage 3 Learning Web

History Curriculum Learning Journey

Year 7

Who is the Chesterfield GOAT?

What can Bog Bodies tell us about the Iron Age?

Why is 1066 so infamous?

Did the Normans bring a 'truckload of trouble'?

How significant was the Black Death?

How marvellous was Mong China?

How Horrid was Henry VIII?

What was Britain like in the period 1509-1745?

Was Elizabethan England a 'golden age'?

Year 8

How should we remember the British Empire?

In what ways did the Industrial Revolution make Britain successful?

What can the case of Jack the Ripper reveal about life in Whitechapel?

Was Africa a 'Dark Continent' before colonisation?

What was the 'stain on the fabric of human history'?

What was the turning point for the civil rights movement?

Were the Suffragettes terrorists?

Year 9

What were the MAIN causes of the Great War?

Is the phrase 'Lions led by Donkeys' correct assumption of the Battle of the Somme?

What can the lives of soldiers tell us about the Great War?

What happened during the interwar years?

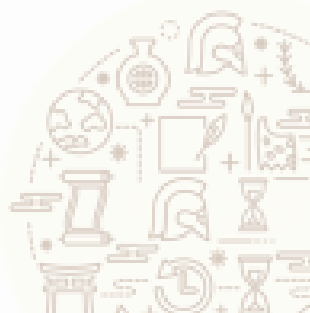
What was life like in Nazi Germany?

What was the Holocaust?

How 'swinging' were the sixties?

What was the MAIN cause of the Great War? (10 Lessons)

1. Overview of unit (Key vocabulary, chronology and knowledge)
2. What was the MAIN cause of the Great War?
3. How did Imperialism cause war?
4. How did the alliance system cause war?
5. How did nationalism cause war?
6. How did militarism cause war?
7. Knowledge Test/ Book Look
8. What was the trigger of war?
9. Write up lesson
10. Feedback and Review



History: Key Stage 3 Learning Web

Prior knowledge:

- Features and causes of warfare: Battle of Hastings, Spanish Armada, American Civil War
- Imperialism: Roman Empire, Islamic Empire, African Empires, British Empire and Colonisation
- Impact of Empire: Relationship with India and Australia

Essential Learning and Key Knowledge:

- I will be able to understand the MAIN causes of the Great War.
- I will be able to recognise key individuals within the topic- including Arch Duke Franz Ferdinand and Gavrilo Princip.
- I will be able to use sources to deepen my understanding of the period.
- I will be able to confidently use evidence to form an argument about what I think the main cause of the war was.

Key Concepts

Substantive: War, Society and social issues, Imperialism, Empire

Key Concepts

Disciplinary: Causation, interpretation, significance

Reading for Pleasure

- Friend or Foe - Michael Morpurgo
- Five Children on the Western Front - Kate Saunders
- Private Peaceful - Michael Morpurgo

Scholarship

A.J.P Taylor (Story, Source and Scholarship)
Ruth Henig (Story, Source and Scholarship)



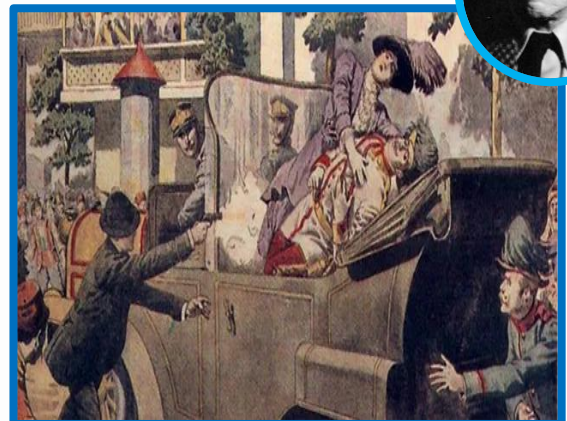
Vital Vocabulary

Tier Two Vocabulary:

Causation
Inference

Tier Three Vocabulary:

Militarism
Alliances
Imperialism
Nationalism
Trench



History: Key Stage 3 Learning Web

Year 7

Who is the Chesterfield GOAT?

What can Bog Bodies tell us about the Iron Age?

Why is 1066 so infamous?

Did the Normans bring a 'truckload of trouble'?

How significant was the Black Death?

How marvellous was Mong China?

How Horrid was Henry VIII?

What was Britain like in the period 1509-1745?

Was Elizabethan England a 'golden age'?

Year 8

How should we remember the British Empire?

In what ways did the Industrial Revolution make Britain successful?

What can the case of Jack the Ripper reveal about life in Whitechapel?

Was Africa a 'Dark Continent' before colonisation?

What was the 'stain on the fabric of human history'?

What was the turning point for the civil rights movement?

Were the Suffragettes terrorists?

Year 9

What were the MAIN causes of the Great War?

Is the phrase 'Lions led by Donkeys' a correct assumption of the Battle of the Somme?

What can the lives of soldiers tell us about the Great War?

What happened during the interwar years?

What was life like in Nazi Germany?

What was the Holocaust?

How 'swinging' were the sixties?

Is the phrase 'Lions led by Donkeys' correct?

(11 Lessons)

1. How did Kitchener get men to join the army?
2. What were the trenches of the First World War like?
3. What were the conditions like in the trenches on the Western Front ?
4. What did the soldiers think of like in the trenches?
5. Writing Letters
6. What was censorship?
7. Knowledge Test/Review and Respond
8. Is 'Lions led by Donkeys' a fair assessment of the Battle of the Somme?
9. Is 'Lions led by Donkeys' a fair assessment of the Battle of the Somme?
10. Write up
11. Feedback and Review



History: Key Stage 3 Learning Web

Prior knowledge:

- Features and causes of warfare: Battle of Hastings, Spanish Armada, American Civil War
- Impact of Empire: Relationship with India and Australia

Essential Learning and Key Knowledge:

- I will be able to know who Lord Kitchener was, and his impact on recruitment.
- I will be able to recall the conditions of the trenches and the problems soldiers faced while living in the trenches.
- I will be able to confidently know the events of the Battle of the Somme.
- I will be able to understand what was meant by 'Lions led by Donkeys'.
- I will be able to use sources to deepen my understanding of the period.
- I will be able to confidently use evidence to form an argument about if 'Lions led by Donkeys' was an accurate description of the Battle of the Somme.

Key Concepts

Substantive: : War, Empire, Medicine and Disease

Key Concepts

Disciplinary: Chronology, Use of evidence, Interpretation, Significance

Reading for Pleasure

- You wouldn't want to be in the Trenches in World War One! –Alex Woolf
- The Trenches –Jim Eldrige
- Treaties, Trenches, Mud and Blood – Nathan Hale

Scholarship

William Philpott, Anthony Livesey
A.J.P Taylor, Gary Sheffield, John Terraine, S Warburton

Vital Vocabulary

Tier Two Vocabulary:

Causation
Inference

Tier Three Vocabulary:

Artillery
Trench
Censorship
Armistice



History: Key Stage 3 Learning Web

Year 7

Who is the Chesterfield GOAT?

What can Bog Bodies tell us about the Iron Age?

Why is 1066 so infamous?

Did the Normans bring a 'truckload of trouble'?

How significant was the Black Death?

How marvellous was Mong China?

How Horrid was Henry VIII?

What was Britain like in the period 1509-1745?

Was Elizabethan England a 'golden age'?

Year 8

How should we remember the British Empire?

In what ways did the Industrial Revolution make Britain successful?

What can the case of Jack the Ripper reveal about life in Whitechapel?

Was Africa a 'Dark Continent' before colonisation?

What was the 'stain on the fabric of human history'?

What was the turning point for the civil rights movement?

Were the Suffragettes terrorists?

Year 9

What were the MAIN causes of the Great War?

Is the phrase 'Lions led by Donkeys' correct assumption of the Battle of the Somme?

What can the lives of soldiers tell us about the Great War?

What happened during the interwar years?

What was life like in Nazi Germany?

What was the Holocaust?

How 'swinging' were the sixties?

What can the lives of soldiers tell us about the Great War (11 Lessons)

1. What can the lives of the Bird Holme boys tell us about the Great War? (Two lessons)
2. How did the work of Harold Gillies impact the lives of soldiers? (Two lessons)
3. Was it a World War? (Two lessons)
4. Knowledge Test
5. How did the war end?
6. How dangerous is Black Adder?



History: Key Stage 3 Learning Web

Prior knowledge:

- Features and causes of warfare: Battle of Hastings, Spanish Armada, American Civil War
- Imperialism: Roman Empire, Islamic Empire, African Empires, British Empire and Colonisation
- Impact of Empire: Relationship with India and Australia
- The Black Death: Medicine through Time

Essential Learning and Key Knowledge:

- I will be able to know who the Bird Holme Boys are.
- I will be able to understand who Harold Gillies was, and how significant his work in plastic surgery was.
- I will be able to confidently know what pedicle tubes were.
- I will be able to understand what medical treatments were available for injured soldiers.
- I will be able to use sources to deepen my understanding of the period.
- I will be able to confidently know how the war ended.

Key Concepts

Substantive: War, Local History, Diversity, Empire, Society and Social Issues

Key Concepts

Disciplinary: Chronology, Use of evidence, Change and Continuity, Interpretation, Significance

Reading for Pleasure

- Lindsay Fitzharris – The Facemaker
- Micheal Orme- Only Remembered

Scholarship

David Olusoga, Lindsey Fitzharris, Michael Palin, Michael Orme

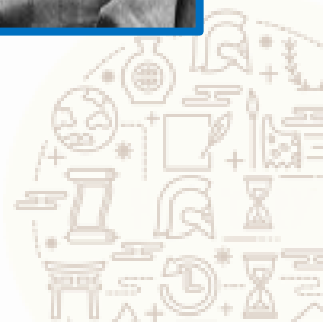
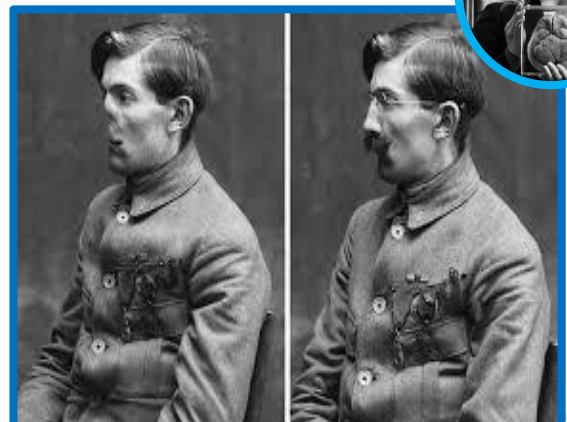
Vital Vocabulary

Tier Two Vocabulary:

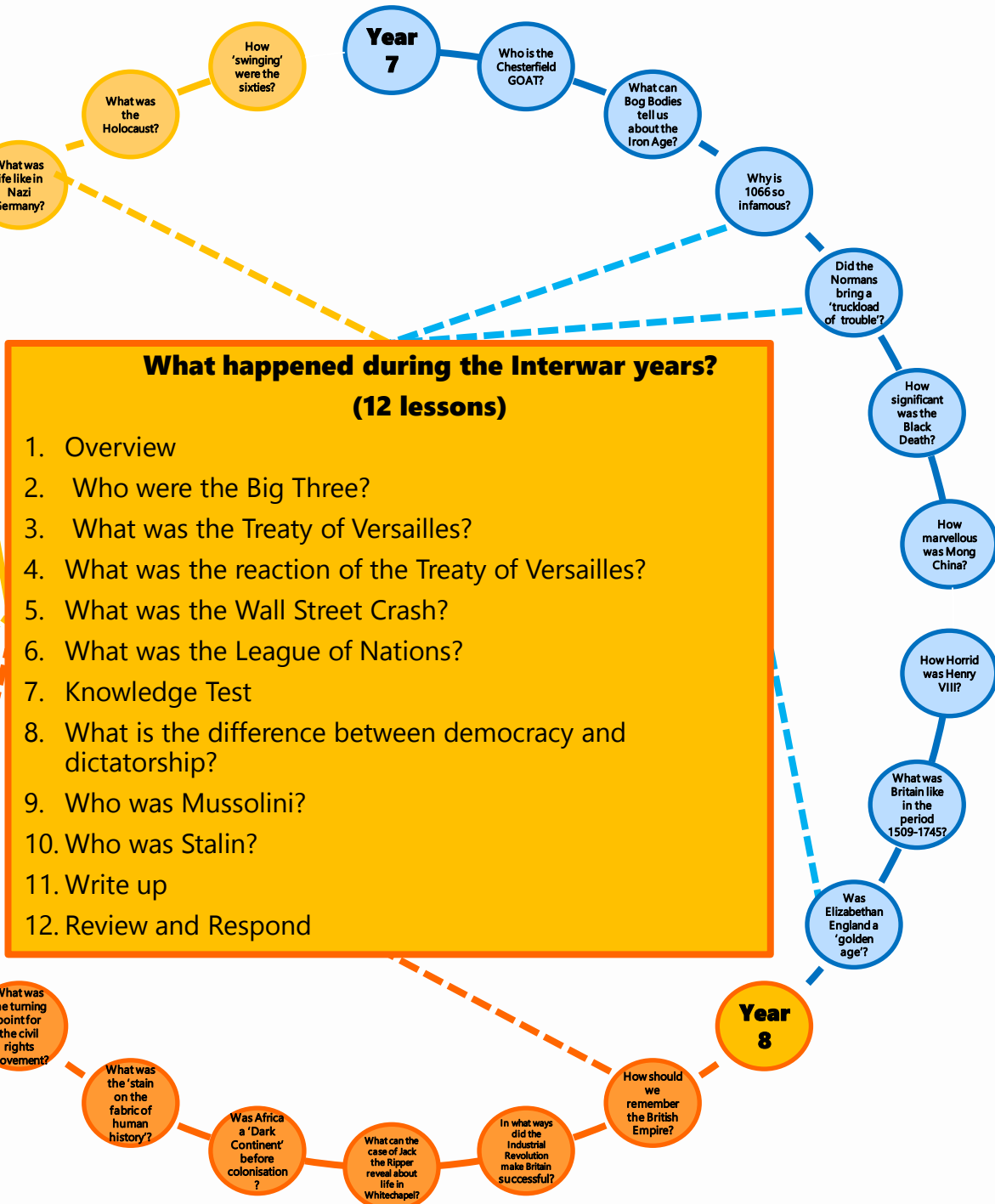
Causation
Inference
Source

Tier Three Vocabulary:

Armistice
Artillery
Alliance
Censorship
Plastic Surgery



History: Key Stage 3 Learning Web



History: Key Stage 3 Learning Web

Prior knowledge:

- Causes of World War One
- Imperialism: Roman Empire, Islamic Empire, African Empires, British Empire and Colonisation
- Impact of Empire: Relationship with India and Australia

Essential Learning and Key Knowledge:

- I will be able to know who the Big Three were.
- I will be able to understand the impact of the Treaty of Versailles.
- I will be able to recognise how important America was in terms of Germany's recovery from World War One.
- I will be able to understand what the League of Nations aim was and what issues it created.
- I will be able to recognise why some countries turned to a dictatorship in the interwar years.
- I will be able to use sources to deepen my understanding of the period.
- I will be able to confidently know how the war ended.

Key Concepts

Substantive: War, Society and Social Issues, Dictatorship.

Key Concepts

Disciplinary: Change and Continuity, Interpretation

Reading for Pleasure

- Michael S. Nielburg – The Treaty of Versailles: A Very Short Introduction
- Phil Earle- When the Sky falls
- Lydia Syson- A World Between Us



Scholarship

Mary Fulbrook, Andrew Marr

Vital Vocabulary

Tier Two Vocabulary:

Causation
Inference
Source

Tier Three Vocabulary:

Democracy
Parliament
Dictatorship
Fascism
Communism



History: Key Stage 3 Learning Web

Year 7

Who is the Chesterfield GOAT?

What can Bog Bodies tell us about the Iron Age?

Why is 1066 so infamous?

Did the Normans bring a 'truckload of trouble'?

How significant was the Black Death?

How marvellous was Mong China?

How Horrid was Henry VIII?

What was Britain like in the period 1509-1745?

Was Elizabethan England a 'golden age'?

Year 8

How should we remember the British Empire?

In what ways did the Industrial Revolution make Britain successful?

What can the case of Jack the Ripper reveal about life in Whitechapel?

Was Africa a 'Dark Continent' before colonisation?

What was the 'stain on the fabric of human history'?

What was the turning point for the civil rights movement?

Were the Suffragettes terrorists?

Year 9

What were the MAIN causes of the Great War?

Is the phrase 'Lions led by Donkeys' correct assumption of the Battle of the Somme?

What can the lives of soldiers tell us about the Great War?

What happened during the interwar years?

What was life like in Nazi Germany?

What was the Holocaust?

How 'swinging' were the sixties?

What was life like in Nazi Germany? (9 Lessons)

1. Overview
2. What was life like in Nazi Germany?
3. What was the youth like in Nazi Germany?
4. What was it like for Jewish people in Nazi Germany?
5. Who opposed Nazi Germany?
6. Knowledge Test
7. Did any one benefit from life under the Nazis?
8. Write up
9. Review and Respond



History: Key Stage 3 Learning Web

Prior knowledge:

- The Great War and its impacts of each country.
- The Big Three and their aim with Germany after the war.
- The terms of the Treaty of Versailles and how this affected Germany.
- The definition of dictatorship and why some countries turned to dictatorship after the war.

Essential Learning and Key Knowledge:

- I will be able to know what life was like in Nazi Germany.
- I will be able to understand the impact of Hitler in Germany.
- I will be able to recognise how life changed for young people with the Third Reich.
- I will be able to empathise and challenge the stereotypes surrounding Jewish people in Germany.
- I will be able to understand that opposition was difficult choice to make in Nazi Germany, but some groups did successfully oppose the Nazis.
- I will be able to know which groups of society the Nazis appealed to and who benefitted from life under the Nazis.

Key Concepts

Substantive: Women rights, War, Society and Social Issues and Dictatorship

Key Concepts

Disciplinary: Change and Continuity, Interpretation

Reading for Pleasure

- Michael S. Nielburg – The Treaty of Versailles: A Very Short Introduction
- Phil Earle- When the Sky falls
- Lydia Syson- A World Between Us

Scholarship

Mary Fulbrook, George Clare



Vital Vocabulary

Tier Two Vocabulary:

Causation
Inference
Source

Tier Three Vocabulary:

Democracy
Dictatorship
Anti-Semitism
Fascism
Racism



History: Key Stage 3 Learning Web

History Curriculum Learning Journey

Year 7

Who is the Chesterfield GOAT?

What can Bog Bodies tell us about the Iron Age?

Why is 1066 so infamous?

Did the Normans bring a 'truckload of trouble'?

How significant was the Black Death?

How marvellous was Mong China?

How Horrid was Henry VIII?

What was Britain like in the period 1509-1745?

Was Elizabethan England a 'golden age'?

Year 8

How should we remember the British Empire?

In what ways did the Industrial Revolution make Britain successful?

What can the case of Jack the Ripper reveal about life in Whitechapel?

Was Africa a 'Dark Continent' before colonisation?

What was the 'stain on the fabric of human history'?

What was the turning point for the civil rights movement?

Were the Suffragettes terrorists?

Year 9

What were the MAIN causes of the Great War?

Is the phrase 'Lions led by Donkeys' correct assumption of the Battle of the Somme?

What can the lives of soldiers tell us about the Great War?

What happened during the interwar years?

What was life like in Nazi Germany?

What was the Holocaust?

How 'swinging' were the sixties?

What was the Holocaust? (12 lessons)

1. What was Jewish life like pre-war?
2. When did Jewish persecution start?
3. The Holocaust: A Mosaic of Victims? (Two lessons)
4. What was the Final Solution?
5. Survivors Story: Kitty Hart (Two lessons)
6. Knowledge test
7. How did the Final solution affect our case studies?
8. Did people resist during the Holocaust?
9. How were the camps liberated?
10. Reflection and Respond



History: Key Stage 3 Learning Web

Prior knowledge:

- The terms of the Treaty of Versailles and how this affected Germany.
- The definition of dictatorship and why some countries turned to dictatorship after the war.
- Civil Rights in America and Britain.

Essential Learning and Key Knowledge:

- I will be able to know what Anti-Semitism is.
- I will be able to understand the historical context of Anti-Semitism.
- I will be able to criticise the Nazi regime for being evil, antisemitic, homophobic, racist and sexist.
- I will be able to recognise the range of victims who were perpetrated by the Nazis.
- I will be able to know the definition of the Holocaust.
- I will be able to know the key events leading up to the Holocaust.
- I will be able to understand the horrors of the concentration and extermination camps.
- I will be able to

Key Concepts

Substantive: War, Society and Social Issues, Diversity

Key Concepts

Disciplinary: Change and Continuity, Use of evidence, Significance

Reading for Pleasure

- Morris Glaitzman -Once, Then, Now and After
- Karen Levine -Hana's Suitcase
- Derek Nieman- A Nazi in the Family

Scholarship

Lucy Dawidowicz, Kitty Hart, Lucy Adlington,, Holocaust Education Trust

Vital Vocabulary

Tier Two Vocabulary:

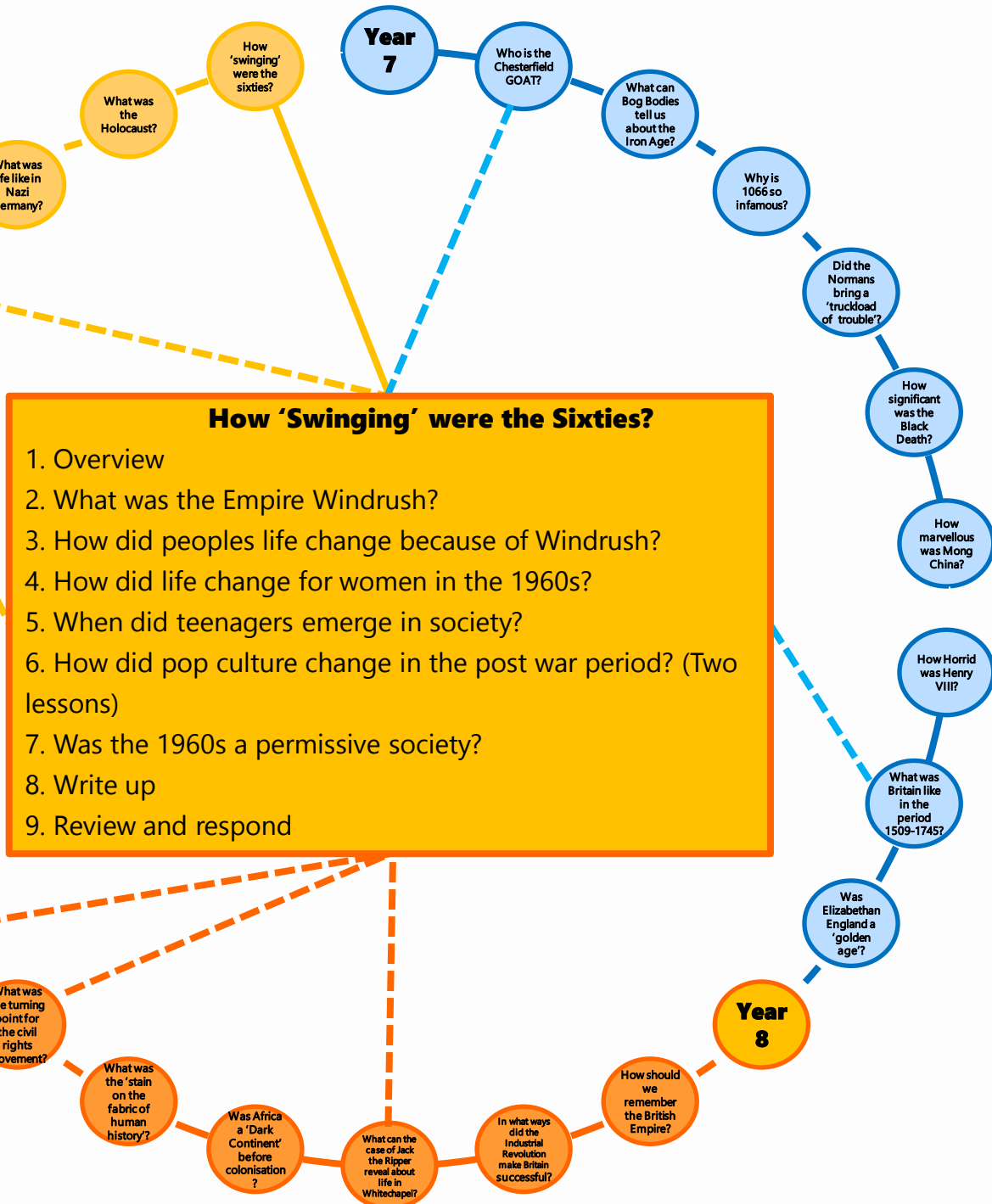
Causation
Inference
Source

Tier Three Vocabulary:

Democracy
Dictatorship
Anti-Semitism
Fascism
Racism



History: Key Stage 3 Learning Web



History: Key Stage 3 Learning Web

Prior knowledge:

- The end of the Second World War, its impact on Britain and Germany.
- The Civil Rights movement in the 1960s.
- The Suffragette Movement and how the expectation and rights of women have changed since 1900.

Essential Learning and Key Knowledge:

- I will be able to know how society changed post-war.
- I will be able to understand why people migrated to the UK post-war and what challenges the Windrush generation faced.
- I will be able to address how life of women changed throughout this decade and assess which factor was the most influential.
- I will be able to know what pop culture is.
- I will be able to know what 'permissive' means.
- I will be able to argue if 1960s was a 'permissive'/'swinging' society.

Key Concepts

Substantive: Society and Social Issues, Diversity, Entertainment.

Key Concepts

Disciplinary: Change and Continuity, Use of evidence, Significance

Reading for Pleasure

- Todd Strasser- Fall Out
- Cynthia Weil- I'm Glad I Did
- Craig Silvey- Jasper Jones

Scholarship

David Olusoga, Dan Lyndon Cohen, Dominic Sandbrook

Vital Vocabulary

Tier Two Vocabulary:

Inference
Source
Significance

Tier Three Vocabulary:

Sexism
Racism
Permissive
Pop culture

