

Curriculum Overview

Subject: History

Year Group: 7

In Year 7 the focus is on Medieval History. Students study a range of topics as they develop their Historical Skills. The topics include Roman Britain, Britain from 1066-Magna Carta, Trade, The Black Death, Renaissance, Reformation and the Age of Discovery.

Students will begin to develop their historical skills depending on their ability. This is based on their skills flight path. These skills include knowledge, chronology, cause/consequence, significance, ranking and justifying, LSESP, supported opinion.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS History Bootcamp Chronology Sources Cause and Consequence Ranking and Justifying Roman Britain Growth of the Roman Empire The importance of the Roman Army Why Britain? Boudicca's Revolt Impact of Romans on Britain 1066-Magna Carta Edward the Confessor Battle of Hastings Castles – Motte and Bailey / Stone Castles Skills: 1: Describing key features 2: Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) 3: Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. 4: Analyse, evaluate and make substantiated judgements about interpretations in the context of historical	KNOWLEDGE/SKILLS 1066-Magna Carta Harrying of the North Feudalism Magna Carta Changes in Medieval Europe The Church in Medieval Times The Black Death Growth of Towns Emergence of Trade Skills: 1: Describing key features 2: Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) 3: Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. 4: Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.	KNOWLEDGE/SKILLS Changes in Medieval Europe Impact of the Printing Press Renaissance Reformation Age of Discovery Skills: 1: Describing key features 2: Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) 3: Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. 4: Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.

events studied.		
KEY ASSESSMENTS Extended writing is completed in lesson on Roman Empire in Britain, The Battle of Hastings and the key features of castles. Weekly recap quizzes also set on the Satchel App End of term assessment	KEY ASSESSMENTS Extended writing is completed in lesson on the Black Death Weekly recap quizzes also set on the Satchel App	KEY ASSESSMENTS End of Year 'closed book' Assessment Weekly recap quizzes also set on the Satchel App
Extended reading suggestions and external resources: There are a number of useful websites - Spartacus Educational (spartacus-educational.com) and Ducksters: Education Site BBC Bitesize is a useful resource for a lot of the topics - KS3 History - BBC Bitesize .		

Curriculum Overview

Subject: History

Year Group: 8

Britain remains a strong focus in Year 8. Students begin the year by examining the reign of Queen Elizabeth I. Topics include the Transatlantic Slave Trade Social and Economic changes during the Industrial Revolution, The British Empire and an enquiry into World War 1.

Students will continue to develop their historical skills depending on their ability. This is based on their Skills flight path. These skills include knowledge, chronology, cause/consequence, significance, ranking and justifying, LSESP, supported opinion.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS Elizabethan England Who were the Tudors? Elizabeth's Challenges Religious Settlement Mary Queen of Scots Poverty The Spanish Armada Transatlantic Slave Trade Triangle The start of the Transatlantic Trade The Triangle Trade and Middle Passage Life on the Caribbean and US Plantations Slave Resistance	KNOWLEDGE/SKILLS Transatlantic Slave Trade Triangle Impact of the Slave Trade on the UK Abolition of Slavery in UK and the US Britain during the 19th Century How did England develop in the 18 th and 19 th Century? The British Empire in India, Australia and Ireland	KNOWLEDGE/SKILLS Local History How did Southend change during the 19 th Century? How did WW1 change Southend? World War 1 Enquiry Why were casualties so high? Failure of the Schlieffen Plan New Weapons Trench Warfare The battle of the Somme

Skills: 1: Describing key features 2: Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) 3: Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. 4: Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.	Skills: 1: Describing key features 2: Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) 3: Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. 4: Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.	Skills: 1: Describing key features 2: Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) 3: Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. 4: Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.
KEY ASSESSMENTS Extended writing is completed in lesson on Elizabeth's Challenges and the Spanish Armada Weekly recap quizzes also set on the Satchel App End of term assessment	KEY ASSESSMENTS Extended writing is completed in lesson on Britain's role in the Transatlantic Trade and Abolition of the Transatlantic Trade Weekly recap quizzes also set on the Satchel App	KEY ASSESSMENTS Extended writing is completed in lesson on the British Empire Weekly recap quizzes also set on the Satchel App End of Year 'closed book' Assessment
Extended reading suggestions and external resources: There are a number of useful websites - Spartacus Educational (spartacus-educational.com) and Ducksters: Education Site BBC Bitesize is a useful resource for a lot of the topics - KS3 History - BBC Bitesize .		

Curriculum Overview

Subject: History

Year Group: 9

There is a broad selection of topics covered that will prepare students for their studies at Key Stage 4 whilst ensuring that all students receive a broad History offer. These topics include the Changing Role of Women, Germany in the 1920's and 1930's, The Jewish Community before during and after World War 2.

Students will continue to develop their historical skills depending on their ability. This is based on their Skills flight path. These skills include knowledge, chronology, cause/consequence, significance, ranking and justifying, LSESP, supported opinion.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS Role of Women The Witch Trials Women during the 19th Century The fight for the Vote The Miss World Protests Margaret Thatcher Germany Germany in the 1920's Growth of Nazis after 1929 Propaganda Skills: 1: Describing key features 2: Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) 3: Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. 4: Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.	KNOWLEDGE/SKILLS Germany Hitler becomes Fuhrer Nazi Police State Women in Nazi Germany Children in Nazi Germany Berlin Olympics Holocaust Jewish Community before WW2 Antisemitism Nazi Persecution Ghettos Skills: 1: Describing key features 2: Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) 3: Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. 4: Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.	KNOWLEDGE/SKILLS Holocaust Warsaw Ghetto Final Solution Life in the Camps Resistance Liberation Britain after 1945 Post War Rebuilding Windrush Generation Notting Hill Riots / Bristol Bus Boycott Asian Immigration Race Relations The Swinging 60's Skills: 1: Describing key features 2: Judgement, Second Order Concepts (similarity, difference, change, continuity, causation or consequence.) 3: Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. 4: Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.

KEY ASSESSMENTS Extended writing is completed in lesson on Women's Suffrage and Why support for the Nazis increased after 1929. Weekly recap quizzes also set on the Satchel App End of term assessment	KEY ASSESSMENTS Extended writing is completed in lesson on Hitler becoming Fuhrer Weekly recap quizzes also set on the Satchel App	KEY ASSESSMENTS Extended writing is completed in lesson on Jewish Resistance Weekly recap quizzes also set on the Satchel App End of Year 'closed book' Assessment
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Extended reading suggestions and external resources: There are a number of useful websites - Spartacus Educational (spartacus-educational.com) and Ducksters: Education Site BBC Bitesize is a useful resource for a lot of the topics - KS3 History - BBC Bitesize .
