



### KS3 Curriculum overview: History

#### Why do we study History at The Earls High School?

- We believe that it is vital for our students to have an understanding of the past, locally, nationally and globally. We encourage them think about the events of the past and how they link to issues of today.
- To understand the social, economic and political issues of the past that have shaped our world today.
- So we can assess the achievements and key events

#### What skills and knowledge do we anticipate students will have in this subject before they begin at The Earls High School?

We would expect students to have learned the following at KS2.

- To have an understanding of what the subject entails
- To have studied topics to have an understanding of change over time
- To have gained experience of chronology and how we know about the past using resources and artefacts

#### What skills and knowledge would we like students to have in this subject at the end of their time at The Earls High School?

We expect that our students will be able to engage fully with questions, discussions and debates.

We expect our students to be prepared to confidently participate in a cumulative assessment process and to be especially prepared for this procedure.

We expect students to have developed a sense of empathy to engage with the past

Students are able to argue their interpretations of a question using evidence to explain.

## Year 7 Curriculum Map: History

Autumn Term	Spring Term	Summer Term
<p><b>Unit 1: Understanding History</b></p> <p>To learn about: Concepts on sources, historical terms, chronology</p> <p>Key assessment: Baseline test on Historical term</p> <p>Assessment conditions: In class, revision of work learnt in initial lessons</p> <p><b>Unit 2: The Norman Conquest</b></p> <p>To learn about: How William won and controlled the land, changes made to society</p> <p>Main home learning tasks: activities in the study guide (discretion of the class teacher), reading, independent research</p> <p>Key assessment: How did William win the Battle of Hastings</p> <p>Assessment conditions: using class work to organise an extended piece of work</p>	<p><b>Unit 3: Norman England</b></p> <p>To learn about: How William won and controlled the land, changes made to society</p> <p>Main home learning tasks: activities in the study guide (discretion of the class teacher), reading, independent research</p> <p>Key assessment: How did William Control England?</p> <p>Assessment conditions: using class work to organise an extended piece of work</p> <p><b>Unit 4: The Church and State</b></p> <p>To learn about: the power struggle between the two – Thomas Becket &amp; Henry II. Magna Carta and King John</p> <p>Main home learning tasks: activities in the study guide (discretion of the class teacher)</p> <p>Key Assessment: Was King John really bad?</p> <p>Assessment conditions: Extended piece of work.</p>	<p><b>Unit 5: Rats, rebellions and religion</b></p> <p>To learn about: Black Death, Peasants Revolt and influence of the Medieval Church</p> <p>Main home learning tasks: activities in the study guide (discretion of the class teacher), reading, independent research</p> <p>Key assessment: What information does the source provide about the Black Death?</p> <p>Assessment conditions: Based on a source to analyse</p> <p><b>Unit 6: The Tudors</b></p> <p>To learn about: The Tudor dynasty – Henry VIII and the break with Rome, Reformation and the impact of the actions of Henry’s children</p> <p>Main home learning tasks: activities in the study guide (discretion of the class teacher)</p> <p>Key assessment: Why Did Henry VIII make the break with Rome?</p> <p>Assessment conditions: Extended</p>

## Year 8 Curriculum Map: History

Autumn Term	Spring Term	Summer Term
<p><b>Unit 1: Elizabethan Age</b></p> <p>To learn about: The control and stability Elizabeth brought to England</p> <p>Main home learning tasks: activities in the study guide (discretion of the class teacher), reading, independent research</p> <p>Key assessment: Based on key areas of Elizabeth's reign Assessment conditions: Series of question utilising different skills</p> <p><b>Unit 2: Gunpowder Plot &amp; The Stuarts</b></p> <p>To learn about: Ongoing issues with religion in Britain</p> <p>Main home learning tasks: activities in the study guide (discretion of the class teacher), reading, independent research</p> <p>Key assessment: Source analysis on the Gunpowder Plot Assessment conditions: Using a source to analyse with a set focus</p>	<p><b>Unit 3: 1750 Industrial Expansion and Empire</b></p> <p>To learn about: What changes took place at this time, Richard Arkwright and factory conditions, public health issues, the workhouse</p> <p>Main home learning tasks: activities in the study guide (discretion of the class teacher)</p> <p>Key Assessment: Why was Richard Arkwright successful in business? Assessment conditions: Researching information to complete an extended piece of writing</p> <p><b>Unit 4: 1750 Industrial Expansion and Empire</b></p> <p>To learn about: What was the British Empire? Who benefitted from the Empire? Main home learning tasks: activities in the study guide (discretion of the class teacher), reading, independent research</p> <p>Key assessment: Written source analysis on British Empire expansion Assessment conditions: In class, analysing a primary source</p>	<p><b>Unit 5: Black Peoples of America</b></p> <p>To learn about Slave Trade, Life as a slave, American Civil war</p> <p>Main home learning tasks: activities in the study guide (discretion of the class teacher)</p> <p>Key Assessment: Source analysis on anti-slavery photograph Assessment conditions: In class, analysing a primary source</p> <p><b>Unit 6: Political Power and Reform</b></p> <p>To learn about: French revolution, Luddites, Peterloo Massacre,</p> <p>Main home learning tasks: activities in the study guide (discretion of the class teacher), reading, independent research</p> <p>Key assessment: Peterloo Massacre Assessment conditions: Students will answer a series of questions to test knowledge</p>

## Year 9 Curriculum Map: History

Autumn Term	Spring Term	Summer Term
<p><b>Unit 1: Political Power and Reform</b></p> <p>To learn about: Edwardian Golden Age, Suffragettes</p> <p>Main home learning tasks: activities in the study guide (discretion of the class teacher)</p> <p>Key assessment: Why did women get the vote in 1918?</p> <p>Assessment conditions: Extended piece of work</p>	<p><b>Unit 3: Rise of the Dictators</b></p> <p>To learn about: political change in Europe in the 1930s, focus on the rise of Hitler &amp; how the Nazis controlled the people</p> <p>Main home learning tasks: Independent research in preparation for the home front project</p> <p>Key Assessment: Based on the control of the people</p> <p>Assessment conditions: extended writing based on a GCSE question</p>	<p><b>Unit 5: The Holocaust</b></p> <p>To learn about: Jewish pre-war life, why the Jews, persecution, establishment of extermination camps</p> <p>Main home learning tasks: activities in the study guide (discretion of the class teacher)</p> <p>Key assessment: Holocaust memorial</p> <p>Assessment conditions: extended writing task</p>
<p><b>Unit 2: The Great War</b></p> <p>To learn about: ordinary people's experiences of war, cause and consequence and the political landscape of the early 20<sup>th</sup> century</p> <p>Main home learning tasks: activities in the study guide (discretion of the class teacher), reading, independent research</p> <p>Key assessment: What was the main cause of the First World War? – Extended writing task</p> <p>Assessment conditions: Completed in exam conditions</p>	<p><b>Unit 4: Origins of the Second World War</b></p> <p>To learn about: the circumstances leading up to the war – appeasement, Abyssinia, League of Nations</p> <p>Main home learning tasks: activities in the study guide (discretion of the class teacher), reading, independent research</p> <p>Key Assessment: Analysis of the reasons for the outbreak of war</p> <p>Assessment conditions: students analysing sources and interpretations</p>	<p><b>Unit 6: The 1960s</b></p> <p>To learn about: were the 60s swinging? Cuban Missile Crisis, Crime, Culture</p> <p>Main home learning tasks: activities in the study guide (discretion of the class teacher)</p> <p>Key assessment: presentation produced by students based on their choice</p> <p>Assessment conditions: collaborative work</p>