

# History Key Stage Three Curriculum – Know Show Tables

	Autumn A	Autumn B	TEST ONE	PROGRESS	Spring B	Spring B	Summer A	TWO	TEST	PROGRESS	Summer B
<b>Year 7</b>	<p>1. <u>Introduction to History</u></p> <p>Pupils will learn about chronology including key terms, cause and consequence, evaluation of historical sources through an investigation and evaluate change and continuity before 1087.</p>	<p>2. <u>Norman Conquest</u> The story of the succession crisis of 1066, how William won the Battle of Hastings and how the Norman Conquest changed England after 1066.</p> <p>3. <u>Medieval Kingship</u></p> <p>Pupils will learn about the Norman and Plantagenet dynasty, the power of medieval kingship and the relationship between barons and medieval monarchs.</p>			<p>4. <u>Religion in the Middle Ages</u></p> <p>Short topic on the centrality of the Christian Church to life in the Middle Ages. Basic Christian Beliefs and attitudes.</p>	<p>5. <u>Ordinary Lives in the Middle Ages</u></p> <p>This looks at the life of ordinary people in extraordinary times. With a focus on the impact of the Black Death and the Peasants Revolt.</p>	<p>6. <u>The Tudors</u></p> <p>This topic focuses on the reigns of the Tudors from Henry VIII- Elizabeth I in the 16<sup>th</sup> century.</p> <p>Pupils will learn about the successes and failures of each monarch and the impact of the Reformation. They will also examine Elizabethan propaganda.</p>				<p>7. <u>The Stuarts</u></p> <p>An examination of the strengths and weaknesses of James I, Charles I, Oliver Cromwell, Charles II and James II. This unit also includes an analysis of the English Civil War and the changing relationship between monarch, parliament and people.</p>
<b>Assessment</b>	<p>1. <u>Introduction to History</u> 20 question quiz</p> <p>Baseline Assessment</p> <p><b>QWC:</b> Which invader made the biggest difference to life in Britain? (Iron Age, Roman, Saxon, Norman)</p>	<p>2. <u>Norman Conquest</u> 25 question quiz</p> <p><b>QWC:</b> How far did the Normans change England?</p> <p>3. <u>Medieval Kingship</u></p> <p>25 mark quiz (20 questions)</p> <p><b>QWC:</b> 'King John was the worst medieval king'. How far do you agree with this statement?</p>			<p>4. <u>Religion in the Middle Ages</u> 11 question quiz.</p> <p>Pupils create own knowledge organiser to show what is important.</p>	<p>5. <u>Ordinary Lives</u> 25 question quiz</p> <p><b>QWC:</b> Was the Black Death a complete disaster?</p>	<p>6. <u>The Tudors</u> 25 question quiz</p> <p><b>QWC:</b> Assessment: Religion was the biggest problem facing the Tudors: How far do you agree?</p>				<p>7. <u>The Stuarts</u> 30 question quiz</p> <p><b>QWC:</b> James I was the most successful leader in the Stuart period? How far do you agree?</p>

	Autumn A	Autumn B	PROGRESS	Spring B	Spring B	Summer A	Summer B
<b>Year 8</b>	<p><u>1. The British Empire</u></p> <p>This will focus on Britain's changing relationship within the wider world. This will start with an analysis of the growth and impact of the British Empire, with the main focus being the Slave Trade.</p> <p><u>2.How did the Industrial Revolution Change Britain?</u> Students will learn how Britain moved from an agricultural to an industrial economy. There will be a large focus on significant individuals and the changing nature of the democracy resulting from socio-economic changes.</p>	<p><u>3. Working Class Protest</u> A study of attempts by the working classes to improve their lot in the 18th and 19th centuries including the attempt by the Chartists to achieve Parliamentary reform.</p> <p><u>4.Female Suffrage</u> The story of how campaign for the right of women to vote and the great war led to the introduction of women's suffrage in 1918.</p>		<p><u>5. World War One</u> The Great War of 1914 -18: it causes, key battles during the war, the experiences of those who fought in it and interpretations of it in the 20th century.</p>	<p><u>5. World War One</u> <u>Continued</u></p>	<p><u>6. The Rise of Hitler – this might start in the previous term.</u></p> <p>How an Austrian corporal became dictator of Germany – the rise of the most infamous man in history.</p> <p><u>7. Hitler in Power</u></p> <p>How did Hitler manage to control Germany from 1933-1939 (terror, propaganda, economic success)</p>	<p><u>8. Migration to Britain</u></p> <p>Reasons for migration to and from Britain –push and pull factors The following groups will be examined looking at why they migrated, how they were received and the impact of their arrival:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Stone Age peoples</li> <li><input type="checkbox"/> Romans</li> <li><input type="checkbox"/> Saxons</li> <li><input type="checkbox"/> Vikings</li> <li><input type="checkbox"/> Irish planters</li> <li><input type="checkbox"/> Huguenots</li> <li><input type="checkbox"/> Australian convicts and settlers</li> <li><input type="checkbox"/> The Irish</li> <li><input type="checkbox"/> The Indian Sub- Continent</li> <li><input type="checkbox"/> The Caribbean.</li> </ul>
<b>Assessment</b>	<p><u>1.The British Empire</u> 25 question quiz</p> <p><b>QWC:</b> Write an organised summary of the experience of African Slaves.</p> <p><u>2.How did the Industrial Revolution change Britain?</u> 30-question quiz</p> <p><b>QWC:</b> What was the main reason for the Industrial Revolution?</p>	<p><u>3. Working class protest</u> 20- mark quiz</p> <p><b>QWC:</b> Working class protests in the 19th Century were a failure? How far do you agree?</p> <p><u>4. Female Suffrage</u> 25 question quiz</p> <p><b>QWC:</b> Why did women win the vote in 1918? (source evaluation)</p>		<p><u>5. World War One</u> 25 question quiz</p> <p><b>QWC:</b> Was the Battle of the Somme a complete disaster?</p>		<p><u>6. The Rise of Hitler</u> 20 question quiz</p> <p><b>QWC:</b> The main reason why Hitler become the Chancellor of Germany in 1933 was the Depression?: How far do you agree?</p> <p><u>7. Hitler in Power</u> 25 question quiz</p> <p><b>QWC:</b> 'Terror was the main reason why so few people resisted Hitler' How far do you agree?</p>	<p><u>8. Migration to Britain</u> 20 question quiz</p> <p><b>QWC:</b> The experience of immigrants to Britain since the Second World War has been negative? How far do you agree?</p>

	Autumn A	Autumn B – T – S – E – T	PROGRESS	Spring B	Spring B X – S – T	Summer A S – M – J – U – J – A – S – O – N	Summer B
Year 9	<p><u>1. Causes of WW2</u> A look at the different long term and short term causes for WW2 with a focus on the historical concept of causation.</p> <p><u>2. Was World War Two a world war?</u> This topic will examine all the key moments of WW2 on the Home Front, In Europe and the Pacific. It focuses on the experience of soldiers of empire.</p>	<p><u>3. The Holocaust</u> An examination of the steps towards genocide in Nazi Germany and WW2. It takes a long view of the Holocaust with a focus on historic anti-semitism and the culpability of ordinary Germans.</p> <p><u>4. The Cold War</u> The stand-off between the Super Powers (USA and USSR) post 1945 with case studies of the key clashes between them</p>		<p><u>4. Continuation of the Cold War</u></p>	<p><u>3. Britain in the 1950s and 60s</u></p> <p>The social changes that began the creation of modern Britain.</p> <ul style="list-style-type: none"> <li>□ Social changes including music, fashion, attitudes to authority and sex.</li> <li>□ Improvements in living standards</li> <li>□ Political protest</li> </ul>	<p><u>6. Medicine through time</u></p> <p>An introduction to key themes, terms and people in Medicine and Health – pupils will study some key features of medicine and health in Ancient times including the Theory of the Four Humours, responses to disease and public health in Roman times.</p>	<p><u>7. The People's Health:</u> A thematic study of how we have tried to prevent disease since the Middle Ages with studies of government and ordinary people's responses to the Black Death, the Plague, cholera, the Spanish Flu and AIDS</p>
Assessment	<p><u>1. Causes of WW2</u> 25 question quiz</p> <p><b>QWC:</b> 'Appeasement was the main cause of WW2', How far do you agree with this statement?</p> <p><u>2. Was World War Two a world war?</u> 20 question quiz</p> <p><b>QWC:</b> To what extent was America joining the war a more significant factor to Nazi defeat than the German invasion of the Soviet Union?</p>	<p><u>3. The Holocaust</u> 25 question quiz</p> <p><b>QWC:</b> 'The Holocaust was a result of the outbreak of WW2'. How far do you agree with this statement?</p>		<p><u>4. The Cold War</u> 25 question quiz</p> <p><b>QWC:</b> What were the consequences of American involvement in Vietnam- what did the US achieve and what did it lose?</p>	<p><u>5. Britain in the 1950s and 1960s</u> 25 question quiz</p> <p><b>QWC:</b> The Swinging 60s: How far were social changes a positive development for Britain? Quiz</p>	<p><u>6. Medicine through time</u> 25 question quiz</p> <p><b>QWC:</b> How much change and continuity was there between Greek and Roman medicine and health?</p>	<p><u>7. The People's Health</u> 25 question quiz</p> <p><b>QWC:</b></p>

Year 7

## Year 7 History: 1. An Introduction to History

Core Knowledge And Cultural Knowledge (KNOW)		SHOW
<p>This is designed to ensure that pupils who come from KS2 have some of the skills and concepts needed for KS3 history. Therefore, we do a <b>baseline test</b> to assess their current knowledge and understanding.</p>		<ul style="list-style-type: none"><li>• No prior knowledge is required this is so teachers can assess what pupils have learned in primary school.</li></ul>
<p>We introduce skills of: chronology including key terms, cause and consequence, evaluation of historical sources through an investigation, change and continuity, diversity.</p>	<ul style="list-style-type: none"><li>• Iron Age – Maiden Castle skeletons</li><li>• Britain before 1066- Iron age, Roman, Saxon, Norman.</li></ul>	<ul style="list-style-type: none"><li>• To be able to use BC and AD and to be confident in using chronological terms like centuries, decades, millennium, anachronism and cause..</li><li>• To be able to describe and explain what has changed or continued over 4 different time periods.</li><li>• To be able to identify different types of cause in a simple scenario.</li><li>• To define what is a primary source and a secondary source.</li><li>• To be able to analyse a range of historical sources to explain what happened to the skeletons at Maiden Castle.</li><li>• To describe the different features of life in different time periods: from the Iron Age to the Norman Conquest.</li></ul>

## Year 7 History: 2. The Norman Conquest

Core Knowledge And Cultural Knowledge (KNOW)		SHOW
<ul style="list-style-type: none"> <li>The succession crisis in 1066</li> <li>Why did William win the Battle of Hastings?</li> </ul>	Medieval Kingship Medieval France and Normandy The power and influence of the Church and Pope Medieval Warfare Vikings	<ul style="list-style-type: none"> <li>To be able to describe the chronology of 1066</li> <li>To know the 3 claimants to the throne in 1066 and explain their claims.</li> <li>To be able to explain different cases of William's victory at the Battle of Hastings in 1066 and the relative impact of different causes</li> </ul>
<ul style="list-style-type: none"> <li>What problems did William face in 1066?</li> <li>How did William solve these problems?</li> </ul>	The impact of the Norman Conquest: This will include looking at Norman castles, the feudal system and the Domesday book.	<ul style="list-style-type: none"> <li>To explain William's 4 main problems after 1066 and categorise them into long term and short term problems</li> <li>To explain William's solutions to these problems and to be able to evaluate how successful they were: Domesday Book, Castles, Feudal system, harrying of the North.</li> <li>To be able to explain how different people in England were affected by the Norman Conquest.</li> <li>To evaluate William's leadership- was he a good king?</li> </ul>
<ul style="list-style-type: none"> <li>Did the Norman Conquest completely change England?</li> </ul>	The long term impact of the Norman Conquest on England (and therefore English history), including the influence of French culture, language, law, customs.	<ul style="list-style-type: none"> <li>To be able to explain what changed and what factors stayed the same after 1066</li> <li>To be able to judge what was the most significant change/s</li> <li>To be able to evaluate whose lives in England changed the most/ least and why.</li> </ul>

## Year 7 History: 3. Medieval Kingship

Core Knowledge And Cultural Knowledge (KNOW)		SHOW
<ul style="list-style-type: none"> <li>Medieval Kingship- what was kingship like after 1066? What were important qualities of a medieval king?</li> </ul>	<ul style="list-style-type: none"> <li>Leadership/ Autocracy</li> <li>Religion in medieval Europe</li> <li>Crusades</li> <li>Feudal System</li> </ul>	<ul style="list-style-type: none"> <li>To be able to list the Medieval monarchs (Norman and Plantagenet) in chronological order and knowing the relationship between them.</li> <li>To be able to explain what made a good medieval monarch and give examples of 'good' and 'bad' medieval monarchs</li> </ul>
<ul style="list-style-type: none"> <li>An understanding of the Norman and Plantagenet Family tree</li> </ul>	<ul style="list-style-type: none"> <li>Sexism- The problem of female power in medieval Europe</li> <li>History of medieval France</li> <li>Civil war</li> <li>Law and punishment</li> </ul>	<ul style="list-style-type: none"> <li>To be able to explain why Matilda struggled to reign England.</li> <li>To be able to explain the relationship between the Crown and Church in Medieval England.</li> <li>To be able to analyse sources to make a judgement about who killed Thomas Beckett.</li> </ul>
<ul style="list-style-type: none"> <li>The relationship between King and the barons</li> </ul>	<ul style="list-style-type: none"> <li>Early democracy?</li> <li>Magna Carta and its impact</li> <li>Parliament</li> <li>Change and continuity</li> </ul>	<ul style="list-style-type: none"> <li>To be able to explain how barons tried to limit the power of medieval kings and explain why they did this.</li> <li>To give examples of how the barons tried to limit the power of medieval monarchs</li> <li>To be able to evaluate how successful the barons were in limiting the power of medieval monarchs e.g. King John.</li> </ul>
<ul style="list-style-type: none"> <li>Interpretations of King John</li> </ul>	<ul style="list-style-type: none"> <li>Historical interpretations</li> <li>Media interpretations</li> <li>King John's legacy</li> </ul>	<ul style="list-style-type: none"> <li>To be able to explain why there are different interpretations in History.</li> <li>To construct a balanced argument about how successful King John was</li> <li>To be able to evaluate who the most successful medieval monarch was.</li> </ul>

## Year 7 History: 4. The Importance of Religion in the Middle Ages

Core Knowledge And Cultural Knowledge (KNOW)		SHOW
Why was the Church so Important in the Middle Ages?	<ul style="list-style-type: none"><li>• What were the main beliefs of the Church in the Middle Ages?</li><li>• How were Doom Painting used to teach these beliefs?</li><li>• What were the lives of monks and nuns like?</li></ul>	<ul style="list-style-type: none"><li>• Identify the roles of the Church in medieval life – spiritual and practical</li><li>• Analyse doom paintings</li><li>• Examine beliefs</li><li>• Describe the lives of monks and nuns in an empathetic way.</li></ul>
How did people try to ensure a place in heaven?	<ul style="list-style-type: none"><li>• Pilgrimage, Indulgence, obedience, becoming a monk or nun.</li></ul>	<ul style="list-style-type: none"><li>• Evaluate the ways of getting to heaven most suitable to different social groups.</li><li>• Pupils create their own Knowledge Organisers to select those key words, concepts and knowledge that they think is important.</li></ul>

## Year 7 History: 5. Ordinary Lives in the Middle Ages

### Core Knowledge And Cultural Knowledge (KNOW)

### SHOW

What was it like to live in the Middle Ages? Key features.

Life in a Medieval Village: the types of people who lived there and their lives.  
We will test some misconceptions about the Middle Ages here.

- Describe the main features of life in the MA
- Describe who lived at the time and some key features of their lives.
- Evaluate if the MA was as backward as it is sometimes perceived to be.

Aspects of Medieval Life

leisure, farming, freedom, crime and punishment.  
This is an opportunity to test misconceptions and build research skills

#### RESEARCH

- Describe how people spent their leisure time and support with evidence.
- Describe the life of farmers and support with evidence.
- Know some of the restrictions on villeins lives and how this changed across the period.
- Describe how criminals were dealt with and support with evidence.

The Black Death

Causes, symptoms, explanations and remedies.  
What was the impact of the Black Death?

- Demonstrate knowledge of key facts through short quizzes
- Write a diary to show experience of BD for ordinary people to include examples of symptoms, explanations and remedies.
- ASSESSMENT: evaluate to what extent the BD was a complete disaster.

The Peasants Revolt 1381

Causes, main events, outcome and consequences

- Describe the main events
- Identify the consequences of the PR
- Evaluate to what extent the PR was a complete disaster for the villeins.

## Year 7 History: 6. The Tudors

	Core Knowledge And Cultural Knowledge (KNOW)	SHOW
The Reformation	<ul style="list-style-type: none"> <li>• Problems Henry VIII had during his reign and how he tried to solve these problems</li> <li>• The power of the early modern Catholic Church and the new wave of Protestantism in Europe</li> <li>• The destruction of monasteries</li> <li>• Warfare in Henry VIII's reign</li> </ul>	<ul style="list-style-type: none"> <li>• What were Henry's problems?</li> <li>• What was Henry's biggest problem?</li> <li>• Why did Henry VIII leave the Catholic Church?</li> <li>• How did Henry benefit from creating the Church of England?</li> <li>• How successful was Henry VIII?</li> </ul>
Edward VI	<ul style="list-style-type: none"> <li>• The legacy of Henry VIII</li> <li>• The Common Prayer Book</li> <li>• Act of Uniformity</li> </ul>	<ul style="list-style-type: none"> <li>• What problems did Henry VIII leave when he died?</li> <li>• Why was the Common Prayer Book introduced?</li> <li>• What was the impact of the Act of Uniformity?</li> <li>• What changes were made to churches during Edward's reign?</li> </ul>
'Bloody Mary'?	<ul style="list-style-type: none"> <li>• The change back to Catholicism</li> <li>• Mary's relationship with her husband, Philip II of Spain</li> <li>• Increase in heresy charges</li> </ul>	<ul style="list-style-type: none"> <li>• What was the impact of the religious change back to Catholicism?</li> <li>• Why was Mary's relationship with Philip problematic?</li> <li>• Source activity: Was Mary really 'bloody'?</li> </ul>
Elizabeth I	<ul style="list-style-type: none"> <li>• What problems did Elizabeth I face?</li> <li>• The Spanish Armada</li> <li>• Elizabethan propaganda</li> </ul>	<ul style="list-style-type: none"> <li>• Was Elizabeth right to kill Mary Queen of Scots?</li> <li>• Why did Elizabeth not marry?</li> <li>• Why did the English win the Spanish Armada? And what was the impact of this?</li> <li>• How did Elizabeth use her portraits as propaganda and what common symbols did she use?</li> </ul>

# Year 7 History: 7. The Stuarts

## Core Knowledge And Cultural Knowledge (KNOW)

## SHOW

<p>Ordinary life</p>	<ul style="list-style-type: none"> <li>• Change in ordinary life from the medieval to early modern period</li> <li>• Witchcraft craze</li> <li>• Ordinary life in the civil war</li> </ul>	<ul style="list-style-type: none"> <li>• How had towns changed in the early modern period?</li> <li>• How had ordinary life changed (jobs, transport, food, homes, leisure) in the early modern period?</li> <li>• Why was there a witchcraft craze in early modern England?</li> <li>• Why were women targeted as witches?</li> <li>• How did ordinary people try to negotiate through the civil war?</li> <li>• What can historical sources tell us about the role of women in the civil war?</li> </ul>
<p>The early Stuarts: James I and Charles I</p>	<ul style="list-style-type: none"> <li>• The relationship between parliament and monarch (belief in divine right)</li> <li>• Financial issues</li> <li>• Ongoing religious issues (with a focus on the gunpowder plot)</li> </ul>	<ul style="list-style-type: none"> <li>• What was the belief in divine right of kings?</li> <li>• Why did this cause an issue between monarch and parliament?</li> <li>• What financial issues did James and Charles have and why?</li> <li>• How did they try to solve financial issues?</li> <li>• What continuing religious problems were there in England?</li> <li>• Was Guy Fawkes guilty for the Gunpowder Plot?</li> </ul>
<p>The Civil War</p>	<ul style="list-style-type: none"> <li>• The outbreak of civil war</li> <li>• The two sides: Royalists and Parliamentarians</li> <li>• Key battles</li> <li>• Execution of Charles I</li> </ul>	<ul style="list-style-type: none"> <li>• Was Charles or parliament to blame for the outbreak of the English Civil War?</li> <li>• Who were the Cavaliers and Roundheads? Who fought for each side and what weapons did they use?</li> <li>• Why was the New Model Army so effective?</li> <li>• What were the key battles of the English Civil War? What were the turning points?</li> <li>• Why did the Parliamentarians win the Civil War?</li> <li>• Why was Charles I executed in 1649?</li> <li>• What was the impact of the execution of Charles I?</li> </ul>
<p>The Interregnum</p>	<ul style="list-style-type: none"> <li>• What changes did Oliver Cromwell make to England?</li> <li>• Was Cromwell the 'Curse of Ireland'?</li> <li>• The legacy of Cromwell's campaign in Ireland</li> </ul>	<ul style="list-style-type: none"> <li>• What religious, social and political changes did Oliver Cromwell make to England?</li> <li>• Were these changes positive or negative?</li> <li>• What did people think of Oliver Cromwell? Was he popular?</li> <li>• Why did Cromwell invade Ireland?</li> <li>• What happened at Drogheda in 1649?</li> <li>• Was Cromwell justified in his actions at Drogheda?</li> <li>• What was the legacy of Cromwell's actions in Ireland?</li> </ul>
<p>The Restoration</p>	<ul style="list-style-type: none"> <li>• Charles II the 'merry Monarch'</li> <li>• The Great Plague 1665</li> <li>• The Great Fire of London 1666</li> </ul>	<ul style="list-style-type: none"> <li>• What was the Restoration and why did it happen?</li> <li>• What kind of King was Charles II? Was he popular?</li> <li>• Why was the Great Plague so devastating in London?</li> <li>• How had government and ordinary people's responses changed to the Black Death in the medieval period?</li> <li>• What caused the Great Fire of London to spread so quickly?</li> <li>• What was the impact of the Great Fire and what changes were made to London afterwards?</li> <li>• Who was blamed/ scapegoated for the Great Fire and why?</li> </ul>
<p>The Glorious Revolution</p>	<ul style="list-style-type: none"> <li>• Why was James II such an unpopular monarch?</li> <li>• The Glorious Revolution, 1688</li> <li>• William and Mary and the changing relationship between monarch and parliament</li> </ul>	<ul style="list-style-type: none"> <li>• What changes did James II make to England and why were they unpopular?</li> <li>• Why/ how was James overthrown in the Glorious Revolution in 1688?</li> <li>• How did the Glorious Revolution change the relationship between monarch and parliament?</li> </ul>

Year 8

# Year 8 History: 1. The British Empire and Slavery

Core Knowledge And Cultural Knowledge (KNOW)		SHOW

## Year 8 History: 2. The Industrial Revolution

### Core Knowledge And Cultural Knowledge (KNOW)

### SHOW

What was the Industrial Revolution?

- What were the main changes between 1750 –1900? Know the key features of life in 1750 and 1900.
- Compare life at the start and end of the period.

- Define the Industrial Revolution
- Describe key features of life in 1750 and 190
- Describe the changes between 1750 and 1900
- Evaluate the pros and cons of these changes

How and Why did the population change during the IR?

- Including how historians have differing interpretations.

- Know some of the key reasons why the population grew so rapidly
- Compare and evaluate different interpretations

What changed in the Industrial Revolution?

- How and why did farming change?
- Did everything change? (Change and continuity)
- How did new inventions change industry? ( Domestic to Factory systems)
- Why was the invention of the steam engine so important?
- What were working conditions like in early factories?
- Were conditions really so bad?

- Describe the main developments in farming
- Explain why farming changed
- Evaluate the importance of different causes of changes in farming
- Describe changes and continuities in farming
- Describe and evaluate the domestic system
- Explain why the factory system developed
- Describe the main inventions in the cloth industry
- Explain the impact of these inventions on different people
- Describe the problems of pre- industrial power sources
- Describe the development of the steam engine
- Explain the importance of the steam engine.
- Examine one interpretation of this.
- Use sources to describe conditions in early factories
- Evaluate the utility of this evidence.
- Interpretations: evaluate working conditions in the context of the period.

How and why did transport change?

- Roads, canals and railways?
- What were the consequences of this?
- Overview: what were the causes of the Industrial Revolution?

- For each form of transport – describe the main developments, explain why this happened, explore the arguments for and against and describe the impact.
- For railways – describe and evaluate the social and economic impact.
- Describe the main causes of the IR. Evaluate which was most important.

## Year 8 History: 3. Working- Class Protests in the 19th Century

Core Knowledge And Cultural Knowledge (KNOW)		SHOW
How Successful were attempts by working people to improve their conditions?	<ul style="list-style-type: none"> <li>Case Studies of the Luddites, Peterloo, the Swing Rioters and the Tolpuddle Martyrs</li> <li>Each will look at the conditions which drove them to protest; their aims: their methods; how successful or not, they were</li> </ul>	<ul style="list-style-type: none"> <li>Explain the reasons and aims of each protest</li> <li>Describe the methods they used</li> <li>Evaluate how successful each protest was.</li> </ul>
There are good opportunities to explore INTERPRETATIONS	<ul style="list-style-type: none"> <li>"Peterloo" and "Tolpuddle Martyrs" are interpretations in themselves</li> </ul>	Analyse contemporary interpretations of the Luddites, events at St Peter's Field, the Swing Rioters and the Tolpuddle Martyrs – describe and explain how they arose. Explore alternative interpretations.
Violent/ non-violent protest	<ul style="list-style-type: none"> <li>Explore the arguments around the use of violent/ non-violent methods</li> </ul>	<ul style="list-style-type: none"> <li>Write a script between advocates of each approach. Decide which is best and justify that choice.</li> </ul>
Chartism	<ul style="list-style-type: none"> <li>Why did Chartism emerge in the 1830s?</li> <li>What tactics did the Chartists use – physical and moral force?</li> <li>Why did Chartism fail?</li> <li>Did Chartism fail completely?</li> <li>Overview: Did Working Class Movements fail in the 19th Century?</li> </ul>	<ul style="list-style-type: none"> <li>Explain why Chartism emerged in the late 1830s</li> <li>Describe their demands</li> <li>Describe some of the tactics adopted</li> <li>Describe and explain some of the reasons the Chartists failed.</li> <li>Evaluate whether Chartism failed through their own fault or due to reasons beyond their control</li> <li>Evaluate short and long- term outcomes of the Chartist Movement.</li> <li><b>“Working - Class protest achieved virtually nothing for working people in the 19<sup>th</sup> Century.” How far do you agree with this statement? describe and evaluate.</b></li> </ul>

## Year 8 History: 4. The Female Suffrage Movement

Core Knowledge And Cultural Knowledge (KNOW)		SHOW
Roles of Women in the 19 <sup>th</sup> Century	<ul style="list-style-type: none"> <li>Late Victorian society</li> </ul>	<p>They can describe the different roles of different social classes in terms of occupations, marriage and level of independence and judge how far womens' lives had improved by 1900.</p> <p>They should be able to write about the contribution of at least one prominent woman before 1900 –Florence Nightingale or Annie Besant.</p>
Suffragette and Suffragist campaign.	<ul style="list-style-type: none"> <li>Political campaign groups; Britain's democracy; political prisoners</li> </ul>	<ul style="list-style-type: none"> <li>They will know some of the arguments made for and against women having the suffrage at this time.</li> <li>They will show knowledge of the leaders and different approaches of the Suffragists and Suffragettes and be able to evaluate which was most effective.</li> <li>They will use sources to learn about the experiences of different suffragists.</li> </ul>
Emily Davison and Derby Day 1913	<ul style="list-style-type: none"> <li>Interpretation skills; the role of the press in the early 20<sup>th</sup> century; martyrdom.</li> </ul>	<ul style="list-style-type: none"> <li>They will be able to evaluate the evidence about Emily Davison's action at the 1913 Derby to make an informed judgement about whether she intended to give her life for the cause that day.</li> </ul>
Women in war work	<ul style="list-style-type: none"> <li>World War One; changing roles for women.</li> </ul>	<ul style="list-style-type: none"> <li>That will know different jobs that women took on in the War and why.</li> </ul>
The Representation of the People Act 1918	<ul style="list-style-type: none"> <li>Britain's democracy</li> </ul>	<ul style="list-style-type: none"> <li>They will know what ROPA said and evaluate. why women achieved this in 1918</li> </ul>

## Year 8 History: 5. World War One

Core Knowledge And Cultural Knowledge (KNOW)		SHOW
<p>What are the long and short- term causes of WWI?</p> <p>How and why did the death of Franz Ferdinand lead to the start of WWI?</p>	<ul style="list-style-type: none"> <li>• How and why did countries have Empires?</li> <li>• The impact of government decisions on society.</li> <li>• How does government diplomacy work?</li> </ul>	<p>Explain the long term and short term causes of the War including imperialism, Militarism and the Alliance system: also, an understanding of how the assassination of Archduke Franz Ferdinand triggered it.</p>
<p>What is propaganda?</p>	<ul style="list-style-type: none"> <li>• Is the media always accurate?</li> <li>• What is censorship?</li> <li>• How did the British government use it to convince men to join up to fight in 1914?</li> </ul>	<ul style="list-style-type: none"> <li>• Show how posters were used to encourage people to support the war effort</li> </ul>
<p>What were conditions in the trenches like?</p>	<ul style="list-style-type: none"> <li>• Why were trenches built?</li> <li>• What did a trench look like?</li> <li>• What was a trench like to live in?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a trench and different features of the experience of the men who fought in them – food, diseases, waste disposal, combat</li> </ul>
<p>How should the Battle of the Somme be remembered?</p>	<ul style="list-style-type: none"> <li>• The legacy of the Somme- 'lions led by donkeys?'</li> <li>• How did the class system work in Britain in 1914?</li> <li>• The role of Douglas Haig</li> <li>• What happened during the battle and how did it end?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the key events of the battle of the Somme and evaluate to what extent it was a success or failure.</li> </ul>
<p>How was the war fought in different parts of the world?</p>	<ul style="list-style-type: none"> <li>• To look at a more global perspective of WW1 away from the Western Front.</li> <li>• Which were the worst conditions to fight in?</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the experience of war in other theatres with that of the Western Front – the Dardenelles, Africa, the Eastern Front.</li> </ul>
<p>What led to the breakthrough that brought the war to and end?</p> <p>How fair was the Treaty of Versailles? Did each country get what they wanted?</p>	<ul style="list-style-type: none"> <li>• What was agreed in the Treaty of Versailles?</li> <li>• The Big Three- victors and losers</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to describe the main features of the treaty of Versailles and show why these terms were arrived at.</li> </ul>
<p>What happened to Europe after WWI with a particular focus on the Russian Revolution.</p>	<ul style="list-style-type: none"> <li>• The impact of war on British society.</li> <li>• The collapse of empires</li> <li>• The rise of extremism</li> <li>• Communism</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the course of the Russian Revolution and evaluate the importance of different causes</li> </ul>

## Year 8 History: 6. The Rise of Hitler Before 1933

	Core Knowledge And Cultural Knowledge (KNOW)	SHOW
Enquiry: Why Did the Weimar Republic Fail?	<ul style="list-style-type: none"> <li>Who was Adolf Hitler? Early Life up to 1918</li> <li>What was the Weimar Republic? Early threats.</li> <li>How was the WR governed? Constitution, democracy, proportional representation.</li> <li>What were the strengths and Weaknesses of the WR?</li> </ul> <p style="text-align: center;"><b><u>OPTIONS</u></b></p> <ul style="list-style-type: none"> <li>The life of Women in the WR</li> </ul>	<ul style="list-style-type: none"> <li>Know some the key events in Hitler's early life</li> <li>Evaluate interpretations of his childhood.</li> <li>Describe how the W\ R came into being and how it survived early threats.</li> </ul> <p>Explain the key features of the Weimar Constitution and explain its main weaknesses.</p> <p>Know who was for and against the WR and explain why (including an understanding of left and right wing).</p>
Hyperinflation 1923	<ul style="list-style-type: none"> <li>what were it's the causes and impact?</li> <li>What were the aims of the Nazi Party?</li> <li>The Munich Putsch? What happened, why did it fail and what were its consequences?</li> </ul> <p style="text-align: center;"><b><u>OPTIONS</u></b></p> <ul style="list-style-type: none"> <li>Art in the WR</li> </ul>	<p>Describe what hyperinflation is.</p> <p>Explain why hyperinflation happened</p> <p>Describe the impact of hyperinflation on different types of people</p> <p>Explain how hyperinflation damaged the WR.</p> <p>Evaluate the utility of a source on hyperinflation.</p> <p>Identify the main Nazi Ideas.</p> <p>Describe the main events of the MP</p> <p>Evaluate whether the MP was a complete failure for Hitler.</p>
Germany Recovers 1924 –29	<ul style="list-style-type: none"> <li>Why problems did Germany face and how did Chancellor Stresemann attempt to solve them?</li> <li>How successful was he in solving them?</li> </ul>	<ul style="list-style-type: none"> <li>Describe the problems faced by Germany</li> <li>Describe how S tried to solve them.</li> <li>Evaluate the effectiveness of these measures</li> </ul>
The Great Depression	<ul style="list-style-type: none"> <li>What caused the Great Depression?</li> <li>What was its impact on Germany and the popularity of the Nazis?</li> <li>Why did the Nazis become so popular in the 1930s?</li> </ul>	<ul style="list-style-type: none"> <li>Know what triggered the GD</li> <li>Explain the impact of the GD on Germany</li> <li>Identify the factors that brought the Nazis to power</li> <li>Explain some of these factors</li> <li>Evaluate and prioritise these factors</li> </ul>

## Year 8 History: 7. Hitler in Power , 1933-1939

Core Knowledge And Cultural Knowledge (KNOW)		SHOW
How did Hitler go from being a democratic leader to a Fuhrer?	<ul style="list-style-type: none"> <li>• Democracy</li> <li>• Use of emergency powers</li> <li>• Use of terror and propaganda- e.g. Reichstag Fire and SA</li> </ul>	<ul style="list-style-type: none"> <li>• What steps did Hitler take to become dictator in 1933-1934?</li> <li>• What legal/illegal methods did Hitler use?</li> <li>• How significant was the Reichstag Fire in Hitler's</li> </ul>
How did Hitler control Germany?	<ul style="list-style-type: none"> <li>• Use of terror- Getsapo, SA, SS, Night of Long Knives</li> <li>• Use of propaganda- newspaper, radio, posters</li> <li>• Economic success- DAF, RAD, Stength Through Joy (KDF)</li> </ul>	<ul style="list-style-type: none"> <li>• What methods of terror did Hitler use to control Germany?</li> <li>• What was the most effective method of terror?</li> <li>• Explain what the Night of the Long Knives was and what was its impact?</li> <li>• Why did Hitler use propaganda?</li> <li>• What propaganda did Hitler use and what was the most effective?</li> <li>• What were Hitler's economic policies?</li> <li>• Were Hitler's economic policies a success?</li> <li>• Who benefitted/ did not benefit from Hitler's economic policies?</li> </ul>
Anti-semitism in Nazi Germany	<ul style="list-style-type: none"> <li>• Anti-semitic laws</li> </ul>	<ul style="list-style-type: none"> <li>• How did Hitler reveal his anti-semitic beliefs before 1933?</li> <li>• List some anti-semitic laws from 1933-1939</li> <li>• What was the impact of these anti-semitic laws on Jewish people by 1939?</li> </ul>
How did Hitler control the youth of Germany?	<ul style="list-style-type: none"> <li>• Hitler Youth</li> <li>• Propaganda/ 'brainwashing'</li> <li>• The Nazi education system</li> </ul>	<ul style="list-style-type: none"> <li>• Why did Hitler introduce Hitler Youth?</li> <li>• What activities did boys do in HY?</li> <li>• What did young girls do?</li> <li>• How did Hitler change the education system?</li> <li>• Why did Hitler want the support of young people?</li> </ul>
Why did opposition ultimately fail in Nazi Germany?	<ul style="list-style-type: none"> <li>• Active and passive opposition (link to slavery topic)</li> <li>• Totalitarian state</li> </ul>	<ul style="list-style-type: none"> <li>• Name different opposition groups in Nazi Germany</li> <li>• Name types of active and passive opposition in Nazi Germany</li> <li>• Why was there little successful oppositon to Hitler in Nazi Germany?</li> </ul>

## Year 8 History: 9. Migration to Britain

Core Knowledge And Cultural Knowledge (KNOW)		SHOW

Year 9

# Year 9 History: 1. Causes of World War Two

	Core Knowledge And Cultural Knowledge (KNOW)	SHOW
Legacy of WW1	<ul style="list-style-type: none"> <li>Treaty of Versailles and other peace treaties</li> <li>Collapse of empires</li> <li>Communism and Fascism (populism)</li> <li>Changing map of Europe- problems of nationalism</li> </ul>	<ul style="list-style-type: none"> <li>How did the map of Europe change after WW1?</li> <li>Which empires collapsed after WW1? What was the impact of this?</li> <li>Why did political extremism grow after WW1? Give examples</li> <li>Why did the Treaty of Versailles have a lasting impact on Germany?</li> </ul>
Failure of the League of Nations	<ul style="list-style-type: none"> <li>Inception of the League</li> <li>How the League worked</li> <li>League in 1920s</li> <li>League in 1930s</li> <li>Successes and failures</li> </ul>	<ul style="list-style-type: none"> <li>What was the aim of the League of Nations?</li> <li>How did the League make decisions?</li> <li>What were the initial weaknesses of the League (e.g. who did not join)?</li> <li>Give examples of successes and failures of the League in 1920s and 1930s</li> </ul>
The impact of the Great Depression	<ul style="list-style-type: none"> <li>Which countries were badly affected by the Great Depression</li> <li>What was the repercussions of this?</li> </ul>	<ul style="list-style-type: none"> <li>Explain the impact of the GD in USA, Germany and Britain</li> <li>What happened to unemployment?</li> <li>How did each country respond to the GD?</li> <li>Why was Germany the worst affected by the GD?</li> </ul>
Hitler's foreign policy	<ul style="list-style-type: none"> <li>Hitler's foreign policy aims</li> <li>Rooting Hitler's aims within historical context</li> <li>Hitler's invasion of Austria, Sudetenland, Czechoslovakia</li> </ul>	<ul style="list-style-type: none"> <li>What were Hitler's foreign policy aims?</li> <li>How did Hitler begin to break the Treaty of Versailles and what did he expect would happen?</li> <li>Give examples of steps Hitler took to break the TofV in the 1930s and the reactions of the League and Britain</li> </ul>
Appeasement	<ul style="list-style-type: none"> <li>The responses of the League of Nations and specifically British Government under Chamberlain to Hitler's breaking of the Treaty of Versailles</li> <li>To be able to understand appeasement within contextual situation of inter-war Britian</li> <li>Understanding the historical concept of hindsight</li> </ul>	<ul style="list-style-type: none"> <li>Explain what appeasement means</li> <li>Why did the British Government follow a policy of appeasement in 1930s?</li> <li>Did the British people support appeasement?</li> <li>What was the Munich agreement?</li> <li>How were the personalities of Chamberlain and Hitler different? Did this matter?</li> <li>What is the legacy of appeasement and Chamberlain? Is this a fair assessment?</li> </ul>

## Year 9 History: 2. A World War and Experiences of War

Core Knowledge And Cultural Knowledge (KNOW)		SHOW
Dunkirk	<ul style="list-style-type: none"> <li>• What was the problem for British soldiers in Dunkirk?</li> <li>• Was Dunkirk a triumph or disaster for the British?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the reasons why Dunkirk could be argued to be both a success and failure for the British.</li> </ul>
The Home Front	<ul style="list-style-type: none"> <li>• What was the impact of the Blitz on UK cities?</li> <li>• What was it like to live through the Blitz for ordinary British people?</li> <li>• To understand and explain how rationing, the blackout, Anderson shelters and Morrison shelters were a vital part of the Home Front effort.</li> <li>• To know and understand how and why children were evacuated during WWII.</li> <li>• To know where children were evacuated from and to during WWII.</li> </ul>	<ul style="list-style-type: none"> <li>• To explain why different cities were targeted by German air raids and what the impact of these raids were.</li> <li>• To describe the merits and demerits of the government plans to limit the impact of German bombing in British cities.</li> <li>• To be able to describe all of the pros and cons of the evacuation policy.</li> <li>• To write an empathetic account of what experiences of evacuation were like for children.</li> </ul>
The Eastern Front	<ul style="list-style-type: none"> <li>• To know why Germany launched an attack in the East on Russia.</li> <li>• What were the German tactics during Operation Barbarossa?</li> <li>• Why did the Russians manage to defeat the Germans during the war on the Eastern Front?</li> <li>• What was life like for ordinary Russians during the war?</li> </ul>	<ul style="list-style-type: none"> <li>• To explain the pros and cons of the Nazi invasion of Russia on the Eastern Front.</li> <li>• To evaluate sources and explain what the impact of war was like for Russian people.</li> </ul>
Soldiers of empire	<ul style="list-style-type: none"> <li>• What were the experiences of Caribbean soldiers like?</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to describe the contribution made by people from the Caribbean to the British war effort.</li> </ul>
The Pacific War	<ul style="list-style-type: none"> <li>• Why did American join WWII? How devastating was the attack on Pearl Harbour?</li> </ul>	<ul style="list-style-type: none"> <li>• To explain what the motives, what actually happened and what the consequences of the attack on Pearl Harbour were.</li> </ul>
The end of the war	<ul style="list-style-type: none"> <li>• What was D-Day? How was the plan carried out?</li> <li>• What were the different tactics used on D-Day?</li> <li>• Should Dresden have been bombed?</li> <li>• Was the dropping of atomic bombs justified?</li> </ul>	<ul style="list-style-type: none"> <li>• To evaluate the effectiveness of the D-Day Landings.</li> <li>• To evaluate source material to decide whether the bombing of Dresden was justified.</li> <li>• To evaluate using sources whether the dropping of atomic bombs was justified.</li> </ul>

## Year 9 History: 3. The Holocaust

Core Knowledge And Cultural Knowledge (KNOW)		SHOW
Historic anti-semitism	<ul style="list-style-type: none"> <li>To understand the chronology of anti-semitism from medieval to modern Europe</li> <li>Explaining anti-semitism in terms of: religion, money, power, race</li> <li>the influence of Eugenics</li> <li>Jews as scapegoats</li> </ul>	<ul style="list-style-type: none"> <li>Why were Jews persecuted in medieval Europe? Give examples</li> <li>How did anti-semitism change in the late 19th century and why?</li> <li>Which countries had anti-semitic policies at the beginning of the 20th century?</li> <li>How were Hitler's ideas in Mein Kampf rooted in historic anti-semitism?</li> </ul>
Persecution	<ul style="list-style-type: none"> <li>What happened to Jews in Germany after 1933?</li> <li>Anti-Jewish laws</li> <li>Increasing persecution of Jews after 1938</li> </ul>	<ul style="list-style-type: none"> <li>What were the Nazis original plans for Jewish people?</li> <li>How did Hitler discriminate against Jews after he came into power in 1933?</li> <li>Name some anti-Jewish laws and explain how they impacted Jewish people</li> <li>How did persecution gradually worsen before the outbreak of WW2?</li> </ul>
Escalation	<ul style="list-style-type: none"> <li>The escalation of anti-semitism in Germany and specifically Eastern Europe after the outbreak of WW2</li> <li>The use of Ghettos</li> <li>The treatment of people in Eastern vs Western Europe</li> </ul>	<ul style="list-style-type: none"> <li>Why did the persecution of Jews increase after Hitler invaded Poland in 1939?</li> <li>What were the Nazis plans for Jewish people at the beginning of the war?</li> <li>Why did the Nazis begin constructing ghettos?</li> <li>What was life like for Jewish people in ghettos?</li> <li>Where were most ghettos situated and what was the purpose of them?</li> </ul>
Genocide	<ul style="list-style-type: none"> <li>The invasion of the Soviet Union in summer 1941</li> <li>The Wannsee Conference and the 'final solution' in January 1942</li> <li>The creation of death camps and industrial methods of killing</li> <li>Non-Jewish victims of the Holocaust</li> <li>Resistance during the Holocaust (active and passive- link to Hitler in Power and Slave Trade)</li> </ul>	<ul style="list-style-type: none"> <li>Why was the invasion of the Soviet Union a turning point in the treatment of European Jews.</li> <li>Why was the final solution decided upon in January 1942? What was the impact of this?</li> <li>Which were the first death camps built? Where were they and what was their purpose?</li> <li>How did the mass murder of disabled people influence the logistics of the Holocaust?</li> <li>What was the experience of Jews on the journey to and at the death camps?</li> <li>Describe the treatment of other victims of the Holocaust, who were not Jewish</li> <li>How did Jews and non-Jews resist the Holocaust?</li> <li>Explain different types of resistance during the Holocaust</li> </ul>
Who is to blame for the Holocaust?	<ul style="list-style-type: none"> <li>The Nuremberg Trials post WW2</li> <li>The trial of Adolf Eichmann</li> <li>How do you decide culpability for the genocide of 6 million Jews?</li> <li>Different types of blame: perpetrator, collaborator, bystander</li> <li>Are ordinary Germans to blame?</li> </ul>	<ul style="list-style-type: none"> <li>Explain how the allies attempted to achieve justice for Holocaust victims after WW2</li> <li>How did Eichmann attempt to claim innocence for his role in the Holocaust? Did this work?</li> <li>Be able to explain the different levels of blame for the Holocaust</li> <li>Why were most people in Germany bystanders to the Holocaust? Does this mean they are to blame?</li> <li>Why was the Holocaust not stopped?</li> </ul>

# Year 9 History: 4. The Cold War

Core Knowledge And Cultural Knowledge (KNOW)		SHOW

# Year 9 History: 5. Britain in the 1950s and 1960s

Core Knowledge And Cultural Knowledge (KNOW)		SHOW

# Year 9 History: 6. Medicine Through Time

Core Knowledge And Cultural Knowledge (KNOW)		SHOW

## Year 9 History: 7. The Peoples Health c.1250 to the Present

Core Knowledge And Cultural Knowledge (KNOW)	SHOW	
Medieval Britain c 1250 - 1500	<ul style="list-style-type: none"><li>• The characteristic features of medieval Britain: An overview</li><li>• Living Conditions: housing, food , water and waste</li><li>• Responses to the Black Death: beliefs and actions</li><li>• Towns and monasteries in the BD</li></ul>	
Early Modern Britain c. 1500 -1750	<ul style="list-style-type: none"><li>• Characteristic features</li><li>• Changing living conditions</li><li>• Responses to the Plague</li><li>• Impact of government measures on PH</li></ul>	
Industrial Britain c. 1750 - 1900	<ul style="list-style-type: none"><li>• Industrialisation</li><li>• Urban living conditions</li><li>• Responses to cholera epidemics</li><li>• Public Health Reform</li></ul>	
Britain Since 1900	<ul style="list-style-type: none"><li>• Characteristic features</li><li>• Living Conditions and lifestyles</li><li>• Responses to Spanish Flu and AIDS</li><li>• Growing government involvement in public health</li></ul>	