

History KS3 Curriculum Overview 2020-2021

Core intent of the subject at key stage 3

History is the keystone in understanding the world around us and our position within it. Through studying history students grasp how events in the past have helped to shape our local, national and international identity. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. History is relevant today because it develops a student's ability to understand the causes and consequences of current political, economic and social events as they develop, ensuring they have the ability to engage with people of all ages in having balanced discussions. History inspires curiosity to know more about the past, and students recognise the importance of developing the skills associated with history as well as the relevance of the topics we study and how they fit into the world we live in today.

Our curriculum goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. We believe that our curriculum is both motivational and inspirational. We closely follow the National Curriculum as it is a solid foundation upon which our students can develop a breadth and depth of knowledge in preparation for lifelong learning. The students cover history from 1066, studying it chronologically to help them understand change and continuity to the present day. Change and continuity is also developed through the breadth of our studies, for example crime and punishment in year 8. Studying a breadth and depth of topics, students can appreciate change through time but also develop the historical knowledge to enable them to rigorously assess and evaluate evidence to reach substantiated conclusions. We strive to develop students' independence, and in year 7 students are set a research project on our local town of Nantwich. For this project we ask students to research the town and recognise and explain the most significant event in its history. This involves students developing their community involvement, going to the local museum as well as the library to discover the history of Nantwich, places some students may never have visited but ones that will open them up to opportunities for lifelong learning. Some students also take the opportunity to ask older citizens of Nantwich how Nantwich has changed over the years. The ability to assess significance is a key skill which encompasses the entire curriculum of Brine Leas. Whilst studying significance students are developing many historical skills, such as continuity and change and cause and consequence. They are becoming able to make connections, draw contrasts, analyse trends, frame valid questions and create their own structured accounts. These are skills which are important in their future career and so important for their personal development. Our history curriculum contains both British history as well as international history. We recognise the importance of students not only knowing the history of the British people but also the history of other nations who have helped change the world. For example we study the English Civil War and the French Revolution, both of these events occurred in a world that was rapidly changing and went on to have an impact on the political development of America and the liberal ideas that arose from it. These events have clear links to American politics today and students can build upon this study at KS3 through our KS5 A level topics the American Dream 1945-1980 and through A level politics; the innumerate links through our history curriculum ensure students build on previous knowledge whilst ensuring they gain a breadth of knowledge through not repeating topics at KS4 and KS5. Cross curricular links with both RE and geography are embedded into the history curriculum with many topics, for example the Reformation or the Industrial revolution. We develop these links where possible to help develop students understanding that learning does not happen in isolation. Another key example would be through our development of literacy and key vocabulary which students are encouraged to use within their lessons.

For many students Nantwich, a leafy market town in Cheshire in a rural setting, is all they know. We aim to expand the students' horizons through not only teaching about geographical and historical changes but also encouraging students to visit new places. In year 10 we organise a trip to London, many students have never had this opportunity before and it opens their eyes to a metropolitan setting. Culturally they develop their understanding of visiting places of historical but also religious significance, they have the opportunity to visit international museums with their immense collection of items which enables students to place physical objects/sites in a realistic setting, furthering knowledge of the world in which we live but also their own place within it. The visits we offer are very motivational for students.

Our teaching concentrates on equipping pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We do this by a consistent approach across the department ensuring all students develop the range of skills needed to become confident in their own opinions, make well supported judgements and expressing them articulately using keywords from topics and academic, historical vocabulary. We encourage students to develop methods of historical enquiry, including how evidence is used rigorously to make claims, and discern how and why contrasting arguments and interpretations have been constructed. These are skills which are incorporated into our lessons with students regularly asked to analyse primary and secondary sources, creating challenging opportunities for them to apply these skills. By incorporating these skills into lesson we can ensure all students across the year groups are receiving the same diet of history, an important aspect of continuity within the department. History students at Brine Leas complete their education equipped with the skills set to research, analyse and evaluate as well as a breadth and depth of knowledge which they can apply to discussions on events around the world. These skills will also equip students with the skills needed for their future preparation. The transferable skills developed through studying history will assist students in critical reasoning and analytical skills, including the capacity for solving problems and thinking creatively, intellectual rigour and independence.

Assessment

Students will be given a wide range of opportunities to apply their historical knowledge, skills and concepts of the world through a variety of questions, ranging from simple recall of knowledge to providing evidence based arguments, logical chains of reasoning, and reaching reasoned and justified conclusions. Over time, their performance will determine a grade based on the core principles of GCSE History.

Homework

Homework will be set at least every four lessons and will provide students with the opportunity to recap knowledge and skills to aid their journey to mastery.

The Year 7 Home Learning Project provides students with the opportunity to gain an insight into the local history of Nantwich whilst applying key historical skills of chronology and significance.

Clubs and/or intervention

Data gathered through knowledge recall quizzes is regularly used to inform both long-term and short-term planning.

Please note, the sequencing of modules are in the process of being changed. As a result, over the course of key stage 3, students will study different content during each academic year.

Year 7 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn	<p>Why should we all be speaking French?</p> <p>Foundation of the nation state. A turning point in the history of England with many new ideas passed into society with links to today.</p>			
	<ul style="list-style-type: none"> ➤ Life before 1066 ➤ Three Contenders to the throne ➤ Battle of Hastings ➤ Bayeux Tapestry ➤ Motte and Bailey Castles ➤ Feudal System ➤ Harrying of the North ➤ Domesday Book ➤ William the what 	<ul style="list-style-type: none"> ➤ Bayeux Tapestry - Provenance Source Analysis (4 marks) ➤ Motte and Bailey Castles – Content source analysis (4 marks) ➤ Knowledge Quizzes with closed questions. 	<ul style="list-style-type: none"> ➤ Black Death – Y7 How did Peasants lives improve? ➤ Peasant’s Revolt – Y7 How did Peasant’s lives improve? ➤ SMSC – 1b, 1c, 3c, 4a, 4b, 4c, 4e 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law ➤ Scientific Research ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer ➤ Policy Officer <p>Future Learning</p> <ul style="list-style-type: none"> ➤ GCSE History–Public Health and the People c1000-2015 ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Politics ➤ Theatre ➤ Conservation ➤ Architecture ➤ Heritage Management

Why walk a thousand miles to save your life?

Christianity is the predominant religion across Europe. Students need to understand the beliefs and power of the Catholic Church.

- Religious Beliefs
- Monasteries
- Pilgrimages
- Crusades

- Crusades source analysis (4 marks)
- Knowledge Quizzes with closed questions.

- Henry VIII and the Reformation – Y7 How significant was Henry VIII
- English Civil War – Y7 Why did the King lose his head?
- SMSC – 3a, 4a, 4b

- Careers**
- Education
 - Academia
 - Journalism
 - Marketing
 - Recruitment
 - Civil Service
 - Law
 - Scientific Research
 - Political Researcher
 - Anthropologist
 - Communications Officer
 - Policy Officer
- Future Learning**
- GCSE History– Restoration Public Health and the People c1000-2015
 - A Level History– Tudors
 - History
 - Law
 - Education
 - English Literature
 - Politics
 - Theatre
 - Conservation
 - Architecture
 - Heritage Management

Spring

Who had the most power in the Middle Ages?

Students to understand the beginnings of our political system. Leads to understanding of the development of the UK political system and constitutions around the world.

- Thomas Beckett
- Simon De Montfort
- Magna Carta

- Knowledge Quizzes with closed questions.

- Peasant's revolt – Y7 How did the lives of peasant's improve?
- English Civil War – Y7 Why did the King lose his head?
- Rotten Boroughs – Y8 Why was not everybody allowed to vote in the 19th century?
- Chartists - Y8 Why was not everybody allowed to vote in the 19th century?
- Suffragettes Y8 Why was not everybody allowed to vote in the 19th century?
- SMSC – 4a, 4b, 4c, 4e, BVa, BVb

Careers

- Education
- Academia
- Journalism
- Marketing
- Recruitment
- Civil Service
- Law
- Scientific Research
- Political Researcher
- Anthropologist
- Communications Officer
- Policy Officer

Future Learning

- GCSE History– Restoration
- A Level History– Tudors
- A Level Politics
- History
- Law
- Education
- English Literature
- Politics
- Theatre
- Conservation
- Architecture
- Heritage Management

How did Peasant's improve their lives?

Significance lies in the long term consequences of challenging authority

<ul style="list-style-type: none"> ➤ Peasant's Life ➤ Black Death Causes ➤ Peasant's Revolt ➤ Black Death Consequences 	<ul style="list-style-type: none"> ➤ Significance of the Black Death (8 marks) ➤ Knowledge Quizzes with closed questions. 	<ul style="list-style-type: none"> ➤ Political Protest - Y8 Why was not everybody allowed to vote in the 19th century? ➤ French Revolution – Y8 Was the French Revolution worth the loss of lives? ➤ SMSC – 4c ➤ HE - 6a 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law ➤ Scientific Research ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer ➤ Policy Officer <p>Future Learning</p> <ul style="list-style-type: none"> ➤ A Level – Tudors ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Politics ➤ Theatre ➤ Conservation ➤ Architecture ➤ Heritage Management
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Who was the first Tudor King?

To develop students' knowledge of civil war and the political impact of this.

<ul style="list-style-type: none"> ➤ Wars of the Roses ➤ Henry VII 	<ul style="list-style-type: none"> ➤ Knowledge Quizzes with closed questions. 	<ul style="list-style-type: none"> ➤ Y7 Why was Henry VIII significant? ➤ Y7 Does Elizabethan England deserve the name the 'Golden Age'? ➤ SMSC – 4a, 4c 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service
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				<ul style="list-style-type: none"> ➤ Law ➤ Scientific Research ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer ➤ Policy Officer <p>Future Learning</p> <ul style="list-style-type: none"> ➤ A Level – Tudors ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Politics ➤ Theatre ➤ Conservation ➤ Architecture ➤ Heritage Management
	<p>How significant was Henry VIII?</p>			
	<p>HVIII was a turning point in history and was responsible for creating the Church of England which is our state religion today.</p>			
Summer	<ul style="list-style-type: none"> ➤ Henry VIII ➤ Martin Luther ➤ Break with Rome ➤ Closing of the Monasteries ➤ Six wives' of Henry VIII's ➤ Edward VI ➤ Mary I 	<ul style="list-style-type: none"> ➤ Significance of Henry VIII (8 marks) ➤ Knowledge Quizzes with closed questions. 	<ul style="list-style-type: none"> ➤ Y7 Does Elizabethan England deserve the name the 'Golden Age' ➤ Gunpowder Plot – Y7 Why did the King lose his head? ➤ English Civil War – Y7 Why did the King lose his head? ➤ Restoration of Charles II – Y8 Was the return of the monarchy successful? ➤ Glorious Revolution – Y8 Was the return of the monarchy successful? ➤ SMSC – 4a, 4c 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law ➤ Scientific Research ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer ➤ Policy Officer

				<p>Future Learning</p> <ul style="list-style-type: none"> ➤ GCSE History– Restoration Public Health and the People c1000-2015 ➤ A Level History– Tudors
<p>Does Elizabethan England deserve the name the ‘Golden Age’?</p> <p>Social change, cultural significance, religious consolidation of Church of England, relations with Europe and the establishment of the British Empire.</p>				
	<ul style="list-style-type: none"> ➤ Elizabeth & her portraits ➤ Elizabeth’s Suitors ➤ Mary, Queen of Scot ➤ Trade and Exploration ➤ Elizabeth and Spain ➤ Spanish Armada ➤ Theatres & Plays ➤ Beggars & Poor Law ➤ Elizabeth’s Reign 	<ul style="list-style-type: none"> ➤ Marriage interpretation (8 marks) ➤ Knowledge Quizzes with closed questions. 	<ul style="list-style-type: none"> ➤ English Civil War – Y7 Why did the King lose his head? ➤ Enlightenment – Y8 Was the return of the monarchy successful? ➤ Workhouses – Y8 How did life change during the Industrial Revolution? ➤ SMSC – 4a, 4b 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law ➤ Scientific Research ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer ➤ Policy Officer <p>Future Learning</p> <ul style="list-style-type: none"> ➤ GCSE - Restoration ➤ A Level – Tudors ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Politics ➤ Theatre ➤ Conservation ➤ Architecture

				➤ Heritage Management
<p>Why did the King lose his head?</p> <p>Turning point in European history. The first time there was a challenge to the existing order of the established authority. Led to a wave of revolutions across Europe of which most are still Republics today.</p>				
	<ul style="list-style-type: none"> ➤ James I and the Divine Right of Kings ➤ Gunpowder Plot ➤ Charles I ➤ Causes of the English Civil War ➤ Two sides in the English Civil War ➤ Civil War Weapons ➤ Battles of the Civil War ➤ Trial of Charles I ➤ Execution of Charles I ➤ 	<ul style="list-style-type: none"> ➤ Trial of Charles I source analysis (8 marks) ➤ Knowledge Quizzes with closed questions. 	<ul style="list-style-type: none"> ➤ Rotten Boroughs – Y8 Why was not everyone allowed to vote in the 19th century? ➤ Chartists Y8 Why was not everyone allowed to vote in the 19th century? ➤ Suffragettes Y8 Why was not everyone allowed to vote in the 19th century? ➤ SMSC – 3c, 4a, 4b, BVa, BVb 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law ➤ Scientific Research ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer ➤ Policy Officer <p>Future Learning</p> <ul style="list-style-type: none"> ➤ GCSE History– Restoration ➤ A Level History– Tudors ➤ A Level Politics ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Politics ➤ Theatre ➤ Conservation ➤ Architecture ➤ Heritage Management

Year 8 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn	<p>Why did the King lose his head?</p> <p>Turning point in European history. The first time there was a challenge to the existing order of the established authority. Led to a wave of revolutions across Europe of which most are still Republics today.</p>			
	<ul style="list-style-type: none"> ➤ James I and the Divine Right of Kings ➤ Gunpowder Plot ➤ Charles I ➤ Causes of the English Civil War ➤ Two sides in the English Civil War ➤ Civil War Weapons ➤ Battles of the Civil War ➤ Trial of Charles I ➤ Execution of Charles I 	<ul style="list-style-type: none"> ➤ Trial of Charles I source analysis (8 marks) ➤ Knowledge Quizzes with closed questions. 	<ul style="list-style-type: none"> ➤ Rotten Boroughs – Y8 Why was not everyone allowed to vote in the 19th century? ➤ Chartists Y8 Why was not everyone allowed to vote in the 19th century? ➤ Suffragettes Y8 Why was not everyone allowed to vote in the 19th century? ➤ SMSC – 3c, 4a, 4b, BVa, BVb 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law ➤ Scientific Research ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer ➤ Policy Officer <p>Future Learning</p> <ul style="list-style-type: none"> ➤ GCSE History– Restoration ➤ A Level History– Tudors ➤ A Level Politics ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Politics ➤ Theatre ➤ Conservation ➤ Architecture ➤ Heritage Management

Was the return of the monarchy a success?

Ensures the link between the Republic and the re-establishment of the monarchy which we have today. It also legally puts in the place the Bill of Rights, the foundations of our unwritten constitution.

- Puritan England
- Oliver Cromwell
- Return of Charles II – political aspect
- Disasters – Plague & Great Fire
- Succession & Catholic issue
- Enlightenment Impact – Bill of Rights (William and Mary)
- Act of Settlement
- Jacobite Rebellion

- Cromwell interpretation (8 marks)
- Knowledge Quizzes with closed questions

- French Revolution – Y8 Was the French revolution worth the loss of lives?
- Development of universal suffrage in the 19th century - Y8 Why was not everyone allowed to vote in the 19th century?
- SMSC 1a, 1b,3c, 4a, 4b, 4c, 4e, BVa, BVb

- Careers**
- Education
 - Academia
 - Journalism
 - Marketing
 - Recruitment
 - Civil Service
 - Law
 - Scientific Research
 - Political Researcher
 - Anthropologist
 - Communications Officer
 - Policy Officer

- Future Learning**
- GCSE History– Restoration Public Health and the People c1000-2015
 - A Level History– Tudors
 - A Level Politics
 - History
 - Law
 - Education
 - English Literature
 - Politics
 - Theatre
 - Conservation
 - Architecture
 - Heritage Management

Should the descendants of African slaves be given compensation?

To ensure students understand slavery, forced migration and the origins of a multi-cultural society.

- The Slave Triangle
- Capture in Africa
- The Middle Passage
- Amistad
- Slave Auctions
- Life on Plantations
- Abolition in the UK
- Abolition in the USA

- Middle Passage source analysis (8 marks)
- Knowledge Quizzes with closed questions
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- Civil Rights Y9 American Dream
- SMSC – 1a, 1b, 1c, 2c, 4a, 4b, 4c, 4e, Be, BVf

- Careers**
- Education
 - Academia
 - Journalism
 - Marketing
 - Recruitment
 - Civil Service
 - Law
 - Scientific Research
 - Political Researcher
 - Anthropologist
 - Communications Officer
 - Policy Officer
- Future Learning**
- GCSE History– Restoration
 - A Level History– America 1945-1980
 - History
 - Law
 - Education
 - English Literature
 - Politics
 - Theatre
 - Conservation
 - Architecture
 - Heritage Management

How did life change during the Industrial Revolution?

The turning point in history as we moved to an industrial economy and became a world power.

	<ul style="list-style-type: none"> ➤ Enclosure ➤ Invention of Machines ➤ Conditions in the mills ➤ Conditions in the towns ➤ Workhouses 	<ul style="list-style-type: none"> ➤ Significance of enclosure (8 marks) ➤ Knowledge Quizzes with closed questions 	<ul style="list-style-type: none"> ➤ Political Protests – Y8 Why was not everybody allowed to vote in the 19th century? ➤ Communism – Y9 How did WW1 cause WW2? ➤ SMSC – 1b, 4a 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law ➤ Scientific Research ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer ➤ Policy Officer <p>Future Learning</p> <ul style="list-style-type: none"> ➤ A Level History– Tudors ➤ A Level Politics ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Politics ➤ Theatre ➤ Conservation ➤ Architecture ➤ Heritage Management
Summer	<p>Why was not everybody allowed to vote in the 19th century?</p> <p>To understand the continuing development of universal suffrage and the role of parliament across the past 800 years.</p>			
	<ul style="list-style-type: none"> ➤ Rotten Boroughs ➤ Great Reform Bill ➤ Chartists ➤ Suffragettes 	<ul style="list-style-type: none"> ➤ Suffragette Source Analysis (8 marks) ➤ Knowledge Quizzes with closed questions 	<ul style="list-style-type: none"> ➤ Fascism – Y9 How did WW1 cause WW2? ➤ Communism - Y9 How did WW1 cause WW2? 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Education ➤ Academia ➤ Journalism

			<ul style="list-style-type: none"> ➤ Political Spectrum - Y9 How did WW1 cause WW2? ➤ SMSC – 3c, 4a, 4b, 4c, BVa, BVb, BVc, BVd 	<ul style="list-style-type: none"> ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law ➤ Scientific Research ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer ➤ Policy Officer <p>Future Learning</p> <ul style="list-style-type: none"> ➤ GCSE History–Germany 1890-1945 ➤ A Level Politics ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Politics ➤ Theatre ➤ Conservation ➤ Architecture ➤ Heritage Management
<p>Why did the police never capture Jack the Ripper?</p> <p>To place the living and working conditions into the context of life in the east End of London and the inability of the police to find jack the Ripper</p>				
	<ul style="list-style-type: none"> ➤ Life in the East End ➤ Police and Evidence ➤ Eyewitness accounts 	<ul style="list-style-type: none"> ➤ Knowledge Quizzes with closed questions 	<ul style="list-style-type: none"> ➤ Y8 How did lives change during the Industrial Revolution? ➤ SMSC – 1c,2a, 2c, 3c 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service

				<ul style="list-style-type: none"> ➤ Law ➤ Scientific Research ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer ➤ Policy Officer <p>Future Learning</p> <ul style="list-style-type: none"> ➤ GCSE History–Public Health and the People c1000-2015 ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Politics ➤ Theatre ➤ Conservation ➤ Architecture ➤ Heritage Management
<p>Was the French Revolution worth the loss of lives?</p> <p>To develop wider contextual knowledge of the impact of the enlightenment across Europe and the development of Republics</p>				
<ul style="list-style-type: none"> ➤ France before revolution ➤ How was France ruled in 1789 ➤ King Louis XVI ➤ Causes ➤ Bastille ➤ The Terror ➤ Execution of Louis XVI 	<p>Knowledge Quizzes with closed questions</p>	<ul style="list-style-type: none"> ➤ English Civil War – Y8 Why did the King lose his head? ➤ Rotten Boroughs - Y8 Why was not everyone allowed to vote in the 19th century? ➤ Suffragettes - Y8 Why was not everyone allowed to vote in the 19th century? ➤ Political Protest - Y8 Why was not everyone allowed to vote in the 19th century? ➤ SMSC - 4a 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law ➤ Scientific Research ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer 	

				<ul style="list-style-type: none"> ➤ Policy Officer <p>Future Learning</p> <ul style="list-style-type: none"> ➤ GCSE History– Restoration ➤ A Level History– America 1945-1980 ➤ A Level Politics ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Politics ➤ Theatre ➤ Conservation ➤ Architecture ➤ Heritage Management
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Year 9 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
	<p>How were African people forcibly settled in the Americas?</p> <p>To ensure students understand slavery, forced migration and the origins of a multi-cultural society.</p>			
	<ul style="list-style-type: none"> ➤ The Slave Triangle ➤ Capture in Africa ➤ The Middle Passage ➤ Amistad ➤ Slave Auctions ➤ Life on Plantations 	<ul style="list-style-type: none"> ➤ Middle Passage source analysis (8 marks) ➤ Knowledge Quizzes with closed questions 	<ul style="list-style-type: none"> ➤ Civil Rights Y9 American Dream ➤ SMSC – 1a, 1b, 1c, 2c, 4a, 4b, 4c, 4e, Be, BVf 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment

	<ul style="list-style-type: none"> ➤ Abolition in the UK Abolition in the USA 			<ul style="list-style-type: none"> ➤ Civil Service ➤ Law ➤ Scientific Research ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer ➤ Policy Officer <p>Future Learning</p> <ul style="list-style-type: none"> ➤ GCSE History– Restoration ➤ A Level History– America 1945-1980 ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Politics ➤ Theatre ➤ Conservation ➤ Architecture ➤ Heritage Management
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<p>How did World War impact on the lives of people?</p> <p>To understand the significance of WW1 and why WW1 is still remembered today and commemorated on 11th November every year.</p>				
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<p>Spring</p>	<ul style="list-style-type: none"> ➤ Long term causes of WW1 ➤ Short term causes of WW1 ➤ Schlieffen Plan & Trench warfare 	<ul style="list-style-type: none"> ➤ Interpretation of Douglas Haig (8 marks) ➤ Knowledge Quizzes with closed questions ➤ 	<ul style="list-style-type: none"> ➤ Causes of World War Two Y9 ➤ SMSC – 1b, 2c, 4a 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law
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<ul style="list-style-type: none"> ➤ Recruitment – propaganda, conscription, COs ➤ Life in the Trenches ➤ Battle of the Somme ➤ War at Sea & Battle of Jutland ➤ General Haig ➤ End of the War ➤ Treaty of Versailles 			<ul style="list-style-type: none"> ➤ Scientific Research ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer ➤ Policy Officer <p>Future Learning</p> <ul style="list-style-type: none"> ➤ GCSE History– Conflict and Tension 1918-1939 ➤ Germany 1890-1945 ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Politics ➤ Theatre ➤ Conservation ➤ Architecture ➤ Heritage Management
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How did WW1 cause WW2?

To understand how democratic countries can fall to dictators. To develop understanding of political ideologies and the impact of economic disasters can have devastating consequences world-wide.

<ul style="list-style-type: none"> ➤ Communism ➤ Stalin ➤ Hitler’s Rise to power ➤ Life in Nazi Germany ➤ Appeasement 	<ul style="list-style-type: none"> ➤ 1 Summative Assessment/Exam in line with Yearly Exam Timetable Causes of WW2 – appeasement or TOV (12 marks) 	<ul style="list-style-type: none"> ➤ Cold War Y9 ➤ Vietnam War Y9 ➤ Korean War Y9 ➤ Holocaust SMSC – 1b, 2c, 4a, 4b 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law ➤ Scientific Research ➤ Political Researcher ➤ Anthropologist
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				<ul style="list-style-type: none"> ➤ Communications Officer ➤ Policy Officer <p>Future Learning</p> <ul style="list-style-type: none"> ➤ GCSE History– Conflict and Tension 1918-1939 Germany 1890-1945 ➤ A Level History– America 1945-1980 ➤ A Level Politics ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Politics ➤ Theatre ➤ Conservation ➤ Architecture ➤ Heritage Management
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<p>Why was World War Two the war to end all wars?</p> <p>To understand the consequences of war</p>				
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Summer				
	<ul style="list-style-type: none"> ➤ Jewish persecution ➤ The Holocaust ➤ Why did the Holocaust happen? ➤ Dunkirk ➤ Blitz ➤ Pearl Harbour ➤ Home Front ➤ D-Day & Hitler downfall ➤ Atomic Bomb 	<ul style="list-style-type: none"> ➤ Atomic Bomb interpretation (8 marks) ➤ Knowledge Quizzes with closed questions 	<ul style="list-style-type: none"> ➤ Cold War Y9 ➤ SMSC – 1a, 1b, 2a, 2b, 2c, 4a, 4b, BVb, BVd, BV e, BVf 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law ➤ Scientific Research ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer

				<ul style="list-style-type: none"> ➤ Policy Officer Future Learning ➤ GCSE History–Germany 1890-1945 ➤ A Level History– America 1945-1980 ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Politics ➤ Theatre ➤ Conservation ➤ Architecture ➤ Heritage Management
<p>American Dream: Reality or illusion?</p> <p>To understand the social changes which have developed over the 20th century. To assess the extent to which all social groups have seen changes for the better in the USA</p>				
	<ul style="list-style-type: none"> ➤ Immigration ➤ Isolationism ➤ Prohibition/ gangsters ➤ Wall Street Crash & Depression on USA ➤ Jim Crow ➤ Protest Movements ➤ Martin Luther King ➤ Intro Cold War ➤ Korea ➤ Consumerism ➤ Vietnam tactics ➤ Vietnam Protest Movements 	<ul style="list-style-type: none"> ➤ Significance of Martin Luther King (8 marks) ➤ Knowledge Quizzes with closed questions 	<ul style="list-style-type: none"> ➤ Slave Trade Y9 ➤ Cold War Y9 ➤ SMSC – 1a, 1b, 1c, 4a, 4e, 	<ul style="list-style-type: none"> Careers ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law ➤ Scientific Research ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer ➤ Policy Officer

				<p>Future Learning</p> <ul style="list-style-type: none"> ➤ A Level History– America 1945-1980 ➤ A Level Politics ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Politics ➤ Theatre ➤ Conservation ➤ Architecture ➤ Heritage Management
<p>What causes modern conflicts?</p> <p>To understand the historical roots of ongoing problems in the world today.</p>				
	<ul style="list-style-type: none"> ➤ Northern Ireland – Background ➤ Northern Ireland – Troubles ➤ Northern Ireland – peace to today ➤ Arab-Israeli Crisis causes ➤ Arab-Israeli Crisis consequences ➤ Apartheid ➤ War on terror ➤ 	<ul style="list-style-type: none"> ➤ Knowledge Quizzes with closed questions ➤ 	<ul style="list-style-type: none"> ➤ British Empire Y8 ➤ SMSC – 1a, 2a, 2b, 2c, 3c, 4a, 4b, BV e, BV f 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law ➤ Scientific Research ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer ➤ Policy Officer <p>Future Learning</p> <ul style="list-style-type: none"> ➤ A Level History– America 1945-1980 ➤ British Empire NEA

				<ul style="list-style-type: none">➤ A Level Politics➤ History➤ Law➤ Education➤ English Literature➤ Politics➤ Theatre➤ Conservation➤ Architecture➤ Heritage Management
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