

## History Curriculum Sequence – Key Stage 3

	KS2 National Curriculum prior learning	By the end of the term, students can:	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3
<b>What we want our students to know and remember</b>	Students arrive at STMCA with a huge range of experiences of History from KS2 feeder schools. It is expected that we will build on students prior knowledge of aspects of British, local and world history.	Define the key tier 3 <b>vocabulary</b> :	Medieval Migration Migrant Social Settlement Factor  Invasion Conquest Feudal System Society Change Continuity	Crusaders Holy Land Pilgrimage Arabia Holy War Saracens  Africa Kingdom Griots Hajj Golden Age Interpretation	Heresy Monarchy Reformation Treason Compromise Parliament	Enslaved Person Africa Middle Passage Auction Plantation Trade  Industrial City Factories Cholera Slum Poverty Met Police	Imperialism Mutiny Colony Empire East India Company Sub-Continent  Suffragette Feminist Sexism Second-Wave Feminist Girl Power.	Militarism Imperialism Alliances Nationalism Assassination Balkans	Western Front Trenches Tommy (Pals) Battalion Recruitment Propaganda  Blitz Rationing Evacuation Blackout Homefront Precautions	Holocaust Ethnic Minorities Antisemitism Ghettos Persecution Kristallnacht  Segregation Civil Rights Emancipation Boycott Lynching Supreme Court	Society Youth Feminism Entertainment Politics Transport.
	Students will increasingly demonstrate progression in providing historical <b><u>explanations of cause and consequence</u></b> , change and continuity and in using <b><u>historical evidence</u></b> both contemporary to the period studied and relating to <b><u>historical interpretations</u></b> .	Recall the <b>knowledge</b> :	Why did people migrate to Britain (800-1500)? What factors motivated different groups to migrate to Britain? What were the experiences of migrants in Britain? What impact did migrants have on Britain?  Who were the claimants to the throne? Who invaded England in 1066 and why? How did the Normans establish control after Hastings?	What was the role of the Medieval church? What is a "Crusade"? Why did Christians go on a Crusade? How does the history of Staffordshire link to the Crusades?  Why did the African kingdom of Mali develop? Why is Mansa Musa an important historical figure? Why did the Kingdom of Mali fall?	What was the difference between a Protestant and a Catholic? Why did Henry break from the Roman Catholic Church? What was the Reformation and Counter-Reformation? What was Elizabeth's religious settlement?	What Africa was like before the Slave Trade? What were people's experiences on the Middle Passage? How were Africans treated on arrival in the New World (auctions and plantations)?  Where did people live in Industrial cities? Why did crime occur in Industrial cities and why did the police struggle to catch criminals? How does the history of Stoke-on-Trent link to Industrial Cities?	Why did Britain want an empire? Why did the British invade India? What was the impact of the empire on Britain and India? Why and How did British rule in India end?  Who were the Suffragettes? (Local Link – Staffordshire Suffragettes). How did women secure the vote in 1918? Why did women demand social equality? How does feminism look in the 21 <sup>st</sup> century?	What were the long term causes of WWI? Why did war break out in 1914? How involved were Germany in the outbreak of war? What were the reactions to the outbreak of war?  How were the public prepared for WWII? Why were people evacuated in WWII? Why did the Government introduce rationing? How did the Blitz affect Stoke on Trent?	How were soldiers recruited for war? What was life like in the Trenches? Why did soldiers keep fighting in the war? Why did men from Stoke sign up for war?  How were the public prepared for WWII? Why were people evacuated in WWII? Why did the Government introduce rationing? How did the Blitz affect Stoke on Trent?	What are the roots of Antisemitism and persecution? How did Jewish lives change after 1933 (Germany)? What were the Jewish experiences on life in the Ghettos (including resistance)? Who was responsible for the final solution?  How did the Jim Crow laws affect the lives of African Americans? What was the impact of the murder of Emmett Till? What was achieved by protesting for Civil rights (i.e. Bus Boycott/Greensboro)	What was Britain like after WWII? What were the cultural, technological and social changes of the decades between 1950 and 2000 in Britain? What are the current demographics of Stoke on Trent?

<b>What we want our students to do</b>	Students will increasingly demonstrate progression in providing historical <b><u>explanations of cause and consequence</u></b> , change and continuity and in using <b><u>historical evidence</u></b> both contemporary to the period studied and relating to <b><u>historical interpretations</u></b>	Demonstrate excellence in these <b>skills</b> :	Explain aspects of <b><i>causation</i></b> – what factors led to migration in the period 800-1500.  Pupils are able to <i>categorise factors</i> by social, political or economic motivation.  Explain aspects of <b><i>change and consequence</i></b> : What were the results of the Norman Conquest, through a <b><i>chronological narrative</i></b> account of the Norman Conquest 1066 onwards.  Pupils are able to <i>recall</i> historical events in <i>chronological</i> order.	Explain aspects of <b><i>causation</i></b> – what factors meant medieval Christians would go on a Crusade.  Pupils are able to <i>use <b>historical evidence</b></i> to explain a historical event – using their <i>own knowledge</i> and the <i>content</i> of the evidence.  Use <b><i>historical interpretations</i></b> to explain the significance of historical figure – Mansa Musa.  Pupils are able to <i>explain change and continuity</i> with clear reference to the African Kingdom or Mali.	Explain aspects of <b><i>causation</i></b> – what factors caused the Religious Reformation.  Pupils are able to make a <i>judgement</i> on <i>historical significance</i> – what was the main reason for the Break from Rome  <i>By the end of year 7 pupils will have engaged with five key skills</i> : Judgement, Source Analysis, Explanation of Cause, Historical interpretations and chronological accounts.	Explain the process of the Transatlantic Slave Trade, through a <b><i>chronological narrative</i></b> account of enslavement from life in Africa to a Plantation.  Pupils are able to <i>recall</i> historical events in <i>chronological</i> order  Pupils to demonstrate increased levels of source analysis – 19 <sup>th</sup> century Britain.  Pupils are able to <i>use <b>historical evidence</b></i> to explain a historical environment – using their <i>own knowledge</i> and the <i>content</i> of the evidence.	Use <b><i>historical interpretations</i></b> to explain the significance of historical events – The British Empire in India.  Pupils are able to <i>explain change and continuity</i> with clear reference to the rise and fall of the British Empire in India.  Explain aspects of <b><i>causation</i></b> – what <u>factors</u> caused the rise of feminism  Pupils are able to make a <i>judgement</i> on <i>historical significance</i> – how far have women achieved equality by the year 2000.	Explain aspects of <b><i>causation</i></b> – what factors led to the outbreak of war in 1914.  Pupils are able to <i>categorise factors</i> by military, imperialist, nationalist and alliances.  <i>By the end of year 8 pupils will have engaged with the same five key skills</i> : Judgement, Source Analysis, Explanation of Cause, Historical interpretations and chronological accounts – enabling pupils to develop their skills as a historian.  Pupils are able to identify measures introduced by the Government and can apply their own knowledge to a contemporary source.	Use <b><i>historical interpretations</i></b> to explain the experience of people throughout history – soldiers on the Western Front.  Pupils are able to <i>differentiate</i> between a range of interpretations and discuss why the authors offer different views.  Pupils are able to <i>use <b>historical evidence</b></i> to explain a historical event – using their <i>own knowledge</i> and the <i>content</i> of the evidence.  Pupils are able to identify measures introduced by the Government and can apply their own knowledge to a contemporary source.	Explain aspects of <b><i>causation</i></b> – what factors caused the persecution of Jewish minorities  Pupils are able to make a <i>judgement</i> on <i>historical significance</i> – of a event in the lives of Jewish people – ‘Kristallnacht’.  Explain the process of the Civil Rights Movement in the USA, through a <b><i>chronological narrative</i></b> account of 1950s to the mid 1960s.  Pupils are able to <i>recall</i> historical events in <i>chronological</i> order	Explain aspects of <b><i>causation</i></b> – what factors caused a change in British society since 1950.  Explain aspects of <b><i>change and consequence</i></b> , through a study of the decades between 1950 and 2000.  <i>By the end of year 9 pupils will have engaged with the same five key skills</i> : Judgement, Source Analysis, Explanation of Cause, Historical interpretations and chronological accounts – enabling pupils to confidently develop their skills as a historian in preparation for a GCSE in History.
<b>Key assessment questions:</b>			<b><i>Enquiry Questions:</i></b> Why did people migrate to the British Isles c800-c1500?  How did the Norman Conquest affect England?  <b><i>Deep Mark Questions:</i></b>  Explain why people migrated to the British Isles between c800-1500?  Write a chronological account of the Norman Conquest 1066- 1087?	<b><i>Enquiry Questions:</i></b> Why did Medieval Christians go on a Crusade?  Why did the Kingdom of Mali rise and fall?  <b><i>Deep Mark Questions:</i></b>  How useful is a historical source for an enquiry into why Christians went on a Crusades?  What is the view of two interpretations on Mansa Musa and the Kingdom of Mali?	<b><i>Enquiry Questions:</i></b> Why did religion change under the Tudors?  <b><i>Deep Mark Questions:</i></b>  The main reason for the Reformation was Henry’s desire for Power, how far do you agree?	<b><i>Enquiry Questions:</i></b> What was the process that took free Africans into Slavery?  What was life like in Industrial Cities?  <b><i>Deep Mark Questions:</i></b>  Write a chronological account of the enslavement of African people.  How useful is a historical source for an enquiry into living conditions for the poor in Industrial London	<b><i>Enquiry Questions:</i></b> Why did the British Empire rise and fall in India?  How far have women achieved equality since c1900?  <b><i>Deep Mark Questions:</i></b>  What is the view of two interpretations on the impact of British control in India?  ‘Women had achieved full equality by 2000’ How far do you agree?	<b><i>Enquiry Questions:</i></b> Why did war break out in 1914?  <b><i>Deep Mark Questions:</i></b>  Explain why WWI broke out in 1914?	<b><i>Enquiry Questions:</i></b> What was the experience of soldiers in WWI?  What were the British experiences of WWII in Britain?  <b><i>Deep Mark Questions:</i></b>  What is the view of two interpretations of life on the Western Front?  How useful is a historical source for an enquiry into Homefront precautions in Britain.	<b><i>Enquiry Questions:</i></b> How were Jewish people persecuted in Germany (1900)?  How far did African Americans lives improve after the 1900s?  <b><i>Deep Mark Questions:</i></b>  ‘Kristallnacht was the main event in the persecution of the Jews in the 1930s’ How far do you agree?  Write a chronological account of the Civil Rights movement 1954-1964?	<b><i>Enquiry Questions:</i></b> How has British society changed since 1950?  <b><i>Deep Mark Questions:</i></b>  Explain why British society has developed since 1950.

Discliiplinary Rigour	What makes your subject different to other subjects? What are the expectations for students in your subject area in the KS3 National Curriculum?	<p><b>NC Link:</b></p> <p>- <i>know and understand the history of these islands as a chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation.</i></p> <p>- <i>the ability to gain and deploy abstract historical terms i.e. Medieval, Settlement.</i></p> <p>-<i>understand historical concepts such as continuity and change, cause and consequence and create their own structured accounts including written narratives.</i></p> <p><b>NC Subject Content:</b> <i>(Topic 1) The study of a theme in British history that extends pupils chronological knowledge from before 1066 – ‘social history: migration of people to the British Isles c800-1500’</i></p> <p><i>(Topic 2) the development of state and society Medieval History 1066-1509 – the Norman Conquest</i></p> <p><b>*Local History Link:</b> Topic 2 – Eadric the Wild</p>	<p><b>NC Link:</b></p> <p>- <i>know and understand significant aspects of history of the wider world, features of past non-European societies.</i></p> <p>- <i>the ability to gain and deploy abstract historical terms i.e. Kingdom, Crusade, Pilgrimage.</i></p> <p>-<i>understand the methods of historical enquiry, use of evidence and interpretations of historical events.</i></p> <p><i>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local historys</i></p> <p><b>NC Subject Content:</b> <i>(Topic 3) the development of state and society Medieval History 1066-1509 – Christendom, the importance of religion and the Crusades.</i></p> <p><i>(Topic 4) a study of a significant society in world history– The rise and fall of the African Kingdom of Mali</i></p> <p><b>*Local History Link:</b> Topic 3 – The Biddulph Moors</p>	<p><b>NC Link:</b></p> <p>- <i>the ability to gain and deploy abstract historical terms i.e. Reformation, Catholic, Protestants.</i></p> <p>-<i>understand historical concepts such as continuity and change, cause and consequence and create their own structured accounts including written analyse and judgement.</i></p> <p><b>NC Subject Content:</b> <i>(Topic 5) the development of Church, state and society Medieval History 1509 – 1745 The English Reformation and Counter Reformation (Henry VIII – Mary I)</i></p> <p><b>Elizabethan Religious Settlement and conflict with Catholic.</b></p>	<p><b>NC Link:</b></p> <p>- <i>the ability to gain and deploy abstract historical terms i.e. Enslavement, Middle Passage, Industrial.</i></p> <p>-<i>understand historical concepts such as continuity and change, cause and consequence and create their own structured accounts including written analyse and judgement.</i></p> <p>-how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p><b>NC Subject Content:</b> <i>(Topic 1) Ideas, power, industry and Empire: Britain 1745 -1901– ‘The Transatlantic Slave Trade’</i></p> <p><i>(Topic 2) Ideas, power, industry and Empire: Britain 1745 -1901– ‘Britain as the Industrial nation – impact on society</i></p> <p><b>*Local History Link:</b> Topic 2 – Life in Stoke-on-Trent during the Industrial Revolution.</p>	<p><b>NC Link:</b></p> <p>-<i>understand the methods of historical enquiry, use of evidence and interpretations of historical events.</i></p> <p>-how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>-Know and understand significant aspects of History of the Wider World – the expansion and dissolution of empires.</p> <p><b>NC Subject Content:</b> <i>(Topic 3) Ideas, power, industry and Empire: Britain 1745 -1901– ‘The development of the British Empire with a depth study (India)</i></p> <p><i>(Topic 4) Challenges to Britain 1901- present day– ‘Women’s suffrage and Social changes (for women) up to the 21<sup>st</sup> Century</i></p> <p><b>*Local History Link:</b> Topic 4 – The Role of the Staffordshire Suffragettes</p>	<p><b>NC Link:</b></p> <p>-<i>understand historical concepts such as continuity and change, cause and consequence and create their own structured accounts including written narratives</i></p> <p>- <i>the ability to gain and deploy abstract historical terms i.e. Militarism, Alliances and Imperialism</i></p> <p><b>NC Subject Content:</b> <i>(Topic 5) Challenges to Britain, Europe and the Wider World 1901- present day– The outbreak of the First World War</i></p>	<p><b>NC Link:</b></p> <p>-<i>understand the methods of historical enquiry, use of evidence and interpretations of historical events.</i></p> <p>-how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>- <i>the ability to gain and deploy abstract historical terms i.e. Blitz, Precautions and Trenches</i></p> <p><b>NC Subject Content:</b> <i>(Topic 1) Challenges for Britain, Europe, and the wider world 1901 - Present ‘The First World War 1914-1918</i></p> <p><i>(Topic 2) Challenges for Britain, Europe, and the wider world 1901 - Present ‘The Second World War and Wartime Leadership’</i></p> <p><b>*Local History Link:</b> Topic 1 – Why did men from Stoke-on-Trent sign up for War?</p> <p><b>*Local History Link:</b> Topic 2– How did the Blitz affect Stoke-on-Trent</p>	<p><b>NC Link:</b></p> <p>-<i>understand historical concepts such as continuity and change, cause and consequence and create their own structured accounts including historical judgements.</i></p> <p><i>Concepts such as change and continuity and the ability to create their own written narratives.</i></p> <p>- <i>the ability to gain and deploy abstract historical terms i.e. Holocaust, Civil Rights, Segregation</i></p> <p><b>NC Subject Content:</b> <i>(Topic 3) Challenges for Britain, Europe, and the wider world 1901 - Present ‘The Holocaust – Compulsory Study’</i></p> <p><i>(Topic 4) a study of a significant society in world history– Civil Rights in the USA in the 20<sup>th</sup> Century</i></p>	<p><b>NC Link:</b></p> <p>-<i>understand historical concepts such as continuity and change, cause and consequence and create their own structured accounts including historical explanations.</i></p> <p>-how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p><b>NC Subject Content:</b> <i>(Topic 5) Challenges for Britain, Europe, and the wider world 1901 - Present Social, Cultural and Technological changes in post-war British Society (1950-2000)</i></p> <p><b>*Local History Link:</b> Topic 5 – What are the Demographics in Stoke on Trent now?</p>
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