



The Heys School

# History

## CURRICULUM OVERVIEW – KS3/4

**Maximise our potential, to be the best we can be, every day.**

### History KS3 Curriculum map:

<b>Year group</b>	<b>Topic</b> <i>Put in the order you will be studying them</i>	<b>Key Words</b>	<b>Key Skills</b>	<b>Assessments</b>	<b>Cultural Capital</b>	<b>National Curriculum</b>
7	Manchester through the ages	Peterloo Significance Cholera Suffragette Mancunian	Chronology Analysis of Sources Similarities between historical events Judging historical significance	<b>6</b> knowledge based questions and “Manchester’s history is mainly based on suffering.” How far do you agree?  <b>AO1/AO2</b>	<i>Pupils will explore the links between the Manchester Arena Bombing and the Manchester Blitz</i>	<i>Local History</i>
7	Roman Britain	Empire Rebellion Invasion Legacy Inference	Analysis of historical sources Identification of causes and impacts	<i>6 Knowledge Questions and How useful is Source A to an historian studying the Icenii Rebellion? Explain your answer using Source A and your contextual knowledge.</i>  <b>AO1/AO3</b>	Pupils will explore the impact of the Romans on modern society focusing on language, technology and culture	<i>Pre 1066 study</i>
7	1066	Contender Heir Significance	Offering judgements on the significance of causes/events  Using historical vocabulary	<i>6 Knowledge Questions and Which of the following was the more important reason for</i>	Pupils use scenes from the Bayeux Tapestry to help them understand the events of the Battle of Hastings	<i>1066-1509</i>

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		Consequence		<p><i>William winning the Battle of Hastings</i></p> <p>:</p> <ul style="list-style-type: none"> <li>• Harold's problems</li> <li>• Williams Tactics</li> </ul> <p><i>Explain your answer with reference to both reasons.</i></p> <p><b>AO1/AO2</b></p>		
7	William Takes Control	<p>Feudal</p> <p>Homage</p> <p>Nobility</p>	<p>Writing historical narratives</p> <p>Explaining causes and impacts of historical events</p>	<p><b>Assessment:</b></p> <p><i>6 Knowledge Questions and Write an account of how events after the Battle of Hastings helped William gain control of England</i></p> <p><b>AO1/AO2</b></p>	<p>Pupils write a formal letter advising William of the problems he faced and possible way she could solve his problems</p>	1066-1509
7	Plague and Protest	<p>Protest</p> <p>Representation</p> <p>Taxation</p>	<p>Identification of similarities and differences in historical events</p>	<p><b>Assessment:</b></p> <p><i>6 Knowledge Questions and Compare Magna Carta and the Peasants Revolt in what ways are they similar?</i></p>	<p><i>Pupils discover how many nursery Rhymes have links to historical events = eg: "Ring, a Ring o Roses"</i></p>	1066-1509



				<b>AO1/AO2</b>		
7	Medieval Life	Purgatory Priest Bubonic	Offering critical judgements on the significance of causes/events on individuals  Using historical vocabulary  Linking historical causes/impacts together	<b>Assessment: 6 Knowledge Questions and Explain the significance of the signing of the Church in Medieval England in the lives of the people.</b>  <b>AO1/AO2</b>	<i>Pupils make links between Medieval beliefs and modern beliefs about Religion and Science</i>	1066-1509
8	<i>English Reformation</i>	Catholic Protestant <i>Reformation</i>	Offering critical judgements on the significance of causes/events  Using historical vocabulary  Linking historical causes/impacts together	<b>Assessment: 6 Knowledge Questions and 'The main reason Henry VIII broke with Rome was to have a male heir.' How far do you agree with this statement?</b>  <b>AO1/AO2</b>	<i>Pupils analyse a satirical cartoon about Marlin Luther and the Reformation</i>	1509-1745
8	<i>Elizabeth I</i>	Plot Privy Council Excommunicate	Offering judgements on the significance of causes/events  Using historical vocabulary	<b>6 Knowledge Questions and Which of the following was the more important reason why the</b>	<i>Pupils analyse thh "Armada" portrait of Elizabeth I and discover how art can used to influence people</i>	1509-1745

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			Linking historical events together	<p><i>Spanish Armada failed:</i></p> <ul style="list-style-type: none"> <li>• <i>English Tactics</i></li> <li>• <i>The weather</i></li> </ul> <p><i>Explain your answer with reference to both reasons.</i></p> <p><b>AO1/AO2</b></p>		
8	<i>Industrial Revolution Case Study: Industrial Manchester</i>	<i>Radical Suffrage ballot</i>	<p>Offering critical judgements on the significance of causes/events on individuals</p> <p>Using historical vocabulary</p> <p>Linking historical causes/impacts together</p>	<p>6 Knowledge Questions and Explain the significance of the Peterloo Massacre in the development of the rights of the British people</p> <p><b>AO1/AO2</b></p>	<p><i>Pupils analyse the changing role of children in the work place</i></p> <p><i>Pupils explore the impact of the industrial revolution on the development of modern Manchester</i></p>	1745-1901- Local History Study
8	<i>British Empire</i>	<i>Trade Expansion</i>	<p>Offering critical judgements on the significance of causes/events on individuals</p> <p>Using historical vocabulary</p> <p>Linking historical causes/impacts together</p>	<p>6 Knowledge Questions and In what ways were the lives of Indians affected by the British rule in India</p> <p><b>AO1/AO2</b></p>	<p><i>Pupils investigate the cultural impact of the British Empire on Britain and the wider world</i></p>	1745-1901
9	<i>Transatlantic Slave Trade</i>	<i>Auction</i>	<p>Analysis of historical sources</p>	<p>6 Knowledge Questions and How useful are Sources A and B to a historian</p>	<p><i>Pupils link Transatlantic slavery with modern day slavery</i></p>	1745-1901



				<p><i>studying the middle passage?</i></p> <p><b>AO1/A03</b></p>		
9	<i>Causes World War 1</i>	<p>Alliance</p> <p>Arms Race</p> <p>Imperialism</p>	<p>Offering critical judgements on the significance of causes/events</p> <p>Using historical vocabulary</p> <p>Linking historical causes/impacts together</p>	<p>6 Knowledge Questions and 'The main cause of World War 1 was the assassination of Arch Duke Franz Ferdinand.'</p> <p>How far do you agree with this statement?</p> <p><b>AO1/A02</b></p>	<p><i>Pupils link the tensions before World War One to modern day tensions in World eg; North/South Korea</i></p>	1901-present
9	<i>World War 1-Events and impact</i>	Treaties	<p>Writing an historical narrative</p> <p>Explaining the impact of events/actions</p> <p>Linking different impacts together</p>	<p>6 Knowledge Questions and Write an account of how the Treaty of Versailles led to German anger</p> <p><b>AO1/A02</b></p>	<p><i>Pupils reflect on how World War One was a turning point in the history of warfare</i></p>	1901-present
9	<i>Rise of the Dictators</i>	<p>Totalitarian</p> <p>Communism</p> <p>Fascism</p>	<p>Identification and analysis of different historical factors</p> <p>Using historical vocabulary</p> <p>Linking historical factors together</p>	<p>6 Knowledge Questions and Was fear the main factor in the rise of the Dictators in the 1920's and 30's?</p> <p><b>AO1/A02</b></p>	<p><i>Pupils reflect on the differences between dictatorships and democracies and link to the modern world</i></p>	1901-present



9	<i>Holocaust</i>	<i>Genocide</i> <i>Dehumanisation</i>	Analysis of historical interpretations	6 Knowledge Questions and Which Interpretation do you find more convincing about the Final Solution?  <b>AO1/AO4</b>	<i>Pupils link the holocaust to modern day genocides</i>	<i>Statutory</i>
9	<i>Struggles for Equality</i>	Non Violent Direct Action  Discrimination  Prejudice	Identification of similarities and differences in historical events	6 Knowledge Questions and Compare the US Civil Rights Movement to the South African struggle against Apartheid. In what ways were they similar?  AO1/AO2	<i>Pupils investigate the different methods of protest used over the years and their effectiveness</i>	<i>1901-present</i>
10	<i>America 1920's: Economic Boom</i>	<i>Mass Production</i> <i>Laissez Faire</i> <i>Rugged Individualism</i> <i>Cycle of Prosperity</i> <i>Prohibition</i>	<i>Analysis of interpretations</i>  <i>Describing and explaining causes and impacts of events</i>  <i>Evaluating significance and offering judgements on historical events/actions</i>	<i>AQA practice/past paper</i>  AO1/AO2/AO4	<i>Pupils are made aware of cultural and economic development in 1920's and how they impact on modern society</i>	<i>AQA Specification</i>



10	<i>America 1930's: Depression and New Deal</i>	<i>Cycle of Depression  New Deal  Republican  Democrat</i>	<i>Analysis of interpretations  Describing and explaining causes and impacts of events  Evaluating significance and offering judgements on historical events/actions</i>	<i>AQA practice/past paper  AO1/AO2/A04</i>	<i>Pupils are made aware of cultural and economic development in 1930's and how they impact on modern society</i>	<i>AQA Specification</i>
10	<i>America 1950-1973</i>	<i>Non Violent Protest  American Dream  Consumerism  Discrimination</i>	<i>Analysis of interpretations  Describing and explaining causes and impacts of events  Evaluating significance and offering judgements on historical events/actions</i>	<i>AQA practice/past paper  AO1/AO2/A04</i>	<i>Pupils are made aware of cultural and economic development in 1950/60's and how they impact on modern society</i>	<i>AQA Specification</i>
10	<i>Conflict and Tension: Peace making</i>	<i>Armistice  Reparations  Treaty</i>	<i>Analysis of historical sources  Describing and explaining causes and impacts of events  Evaluating significance and offering judgements on historical events/actions</i>	<i>AQA practice/past paper  AO1/AO2/A03</i>	<i>Pupils explore political satire and use it to gauge public reactions to the Treaty of Versailles in different countries</i>	<i>AQA Specification</i>
10	<i>Conflict and Tension: League of Nations</i>	<i>Collective security  Economic sanctions  Condemnation</i>	<i>Analysis of historical sources</i>	<i>AQA practice/past paper  AO1/AO2/A03</i>	<i>Pupils understand the tensions between different member countries of the league how this led to tension and conflict</i>	<i>AQA Specification</i>



			<p><i>Describing and explaining causes and impacts of events</i></p> <p><i>Evaluating significance and offering judgements on historical events/actions</i></p>			
10	<p><i>Conflict and Tension: Causes of World War II</i></p>	<p><i>Appeasement</i></p> <p><i>Rearmament</i></p> <p><i>Foreign Policy</i></p>	<p><i>Analysis of historical sources</i></p> <p><i>Describing and explaining causes and impacts of events</i></p> <p><i>Evaluating significance and offering judgements on historical events/actions</i></p>	<p><i>AQA practice/past paper</i></p> <p><i>AO1/AO2/A03</i></p>	<p><i>Pupils evaluate the policy of appeasement and hypothesize if it would have been possible to stop Hitler before World war Two started</i></p>	<p><i>AQA Specification</i></p>
11	<p><i>Elizabeth I; Her Court and Government</i></p>	<p><i>Privy Council</i></p> <p><i>Patronage</i></p> <p><i>Progresses</i></p>	<p><i>Analysis of interpretations</i></p> <p><i>Describing and explaining causes and impacts of events</i></p> <p><i>Evaluating significance and offering judgements on historical events/actions</i></p>	<p><i>AQA practice/past paper</i></p> <p><i>AO1/AO2/A04</i></p>	<p><i>Pupils discover the different tactics Elizabeth used to rule England as a female monarch in patriarchal society</i></p>	<p><i>AQA Specification</i></p>
11	<p><i>Elizabeth I: Troubles home and abroad</i></p>	<p><i>Excommunication</i></p> <p><i>Papal Bull</i></p> <p><i>Plot</i></p>	<p><i>Analysis of interpretations</i></p> <p><i>Describing and explaining causes and impacts of events</i></p>	<p><i>AQA practice/past paper</i></p> <p><i>AO1/AO2/A04</i></p>	<p><i>Pupils evaluate how religious tensions in 16<sup>th</sup> century Europe led to tension both home and abroad for Elizabeth</i></p>	<p><i>AQA Specification</i></p>



			<i>Evaluating significance and offering judgements on historical events/actions</i>			
11	<i>Elizabeth I: Elizabethan Society</i>	<i>Nobility Great chain of being Gentry</i>	<i>Analysis of interpretations Describing and explaining causes and impacts of events Evaluating significance and offering judgements on historical events/actions</i>	<i>AQA practice/past paper AO1/AO2/A04</i>	<i>Pupils explore the development of art and culture during the Elizabethan era to decide if the Elizabeth I reign really was a "Golden Age"</i>	<i>AQA Specification</i>
11	<i>Elizabeth: Historic Environment</i>	<i>The Historic environment changes every year</i>	<i>Analysis of interpretations Describing and explaining causes and impacts of events Evaluating significance and offering judgements on historical events/actions</i>	<i>AQA practice/past paper AO1/AO2/A04</i>	<i>Pupils explore the historic and cultural significance of a specific historic site (This site changes every as decided by AQA)</i>	<i>AQA Specification</i>
11	<i>The Middle Ages: Challenging authority and Feudalism</i>	<i>Parliament Barons Monarchy</i>	<i>Analysis of historical sources Describing and explaining causes and impacts of events Evaluating significance and offering judgements on historical events/actions</i>	<i>AQA practice/past paper AO1/AO2/A03</i>	<i>Pupils discover the similarities between medieval personal rule and modern day dictatorships</i>	<i>AQA Specification</i>



11	<i>The Early Modern World: Challenging royal authority</i>	<i>Pilgrimage  Puritan  Boston Tea Party</i>	<i>Analysis of historical sources  Describing and explaining causes and impacts of events  Evaluating significance and offering judgements on historical events/actions</i>	<i>AQA practice/past paper  AO1/AO2/A03</i>	<i>Pupils contrast the voting system before the Reform Act to modern electoral system in the UK today</i>	<i>AQA Specification</i>
11	<i>The nineteenth century: Reform and reformers</i>	<i>Suffragette  Race Relations Act  Direct Action</i>	<i>Analysis of historical sources  Describing and explaining causes and impacts of events  Evaluating significance and offering judgements on historical events/actions</i>	<i>AQA practice/past paper  AO1/AO2/A03</i>	<i>Pupils judge how much of a success the Race Relations Act has been in the UK</i>	<i>AQA Specification</i>
11	<i>The nineteenth century: Reform and reformers</i>		<i>Analysis of historical sources  Describing and explaining causes and impacts of events  Evaluating significance and offering judgements on historical events/actions</i>	<i>AQA practice/past paper  AO1/AO2/A03</i>		<i>AQA Specification</i>



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