

Key Stage 3 History Curriculum Map

Humanities Curriculum Intent:

The Humanities Faculty consists of Geography, History and Religious Studies. As part of the Fullbrook School, the Humanities Faculty intend to provide a broad, balanced and knowledge-rich curriculum for all which is sequenced to build upon prior knowledge toward clearly defined end points at every stage of their seven-year journey. This will ensure that our students leave Fulbrook with a love and understanding of the Humanities which will support them across their adult life.

The Humanities Faculty intend their curriculum to support the development of:

- **Questioning and curious students:** Foster a love for the Humanities subjects, whilst being challenged to interact and to ask and pose questions about the world around them.
- **Deep thinking and critical students:** To develop their oracy, think critically and form their own judgements and arguments backed by evidence, whilst reflecting on experiences other than their own.
- **Independent students:** Opportunities for students to develop metacognitive strategies and revision tools alongside soft skills such as teamwork and reflection.
- **Global citizens:** Students will learn about people and places within and outside their own experiences allowing them to challenge stereotypes and place themselves in the world around them.

In addition, the History Department supports the Humanities Faculty intent by:

- Engage with historical scholarship to understand what historians do.
- Developing students' analysis of sources and interpretations to seek out and challenge fake news and conspiracies.
- Sharing diverse stories of the past and reflecting upon 'untold' histories.

Year 7 300 mins per 2 weeks	Term 1		Term 2		Term 3		End Points
	11 lessons	12 lessons	8 lessons	9 lessons	9 lessons	11 lessons	
Topic	Crisis and Conquest: The Normans to the Crusades		Power and authority: Eleanor, Becket and John		Reform and Parliament: Reformation and Representation		
Skills Focus	Sources		Causation		Change and Continuity		Students will be able to:
Content (including National Curriculum links)	The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 <ul style="list-style-type: none"> Migration to Britain pre-1066 The development of Church, state and society in Medieval Britain 1066-1509 <ul style="list-style-type: none"> The Norman Conquest The Crusades 		The development of Church, state and society in Medieval Britain 1066-1509 <ul style="list-style-type: none"> The struggle between Church and Crown Magna Carta and the emergence of Parliament A local history study <ul style="list-style-type: none"> Magna Carta and the signing at Runnymede 		The development of Church, state and society in Britain 1509-1745 <ul style="list-style-type: none"> The Reformation The causes and events of the civil wars throughout Britain Ideas, political power, industry and empire: Britain, 1745-1901 <ul style="list-style-type: none"> Party politics, extension of the franchise and social reform 		Understand the chronology, features and events in British history up to the 19 th century Ask questions of sources and suggest what they can show us about the past
Summative Assessment & Feedback Points	Baseline Assessment – What can we find out about the skeletons at Riccall? (Source analysis) <i>Feedback: Did the crusaders fight for God or Gold? (Source analysis)</i> Assessment Window 1 (3 or 4 weeks after Oct half term)		Write a narrative account of the death of Thomas Becket in 1170. <i>Feedback: Write a narrative account of the signing of the Magna Carta in 1215.</i>		In what ways were people's lives affected by the Reformation? <i>Feedback: In what ways did democratic representation change between 1800-1918?</i> Assessment Window 2 (after summer half term)		Know different historical interpretations exist and what questions we can ask of them
Key Questions	<ul style="list-style-type: none"> What can we find out about the skeletons at Riccall? How did Normans gain and maintain control of England? (Marc Morris and The Normans) How did the Islamic World bring both fame and fortune? (Peter Frankopan and Silk Roads) Did the crusaders fight for God or Gold? (Dan Jones and The Crusades) 		<ul style="list-style-type: none"> Did Eleanor have power and authority? (Helen Castor and She Wolves) Why was there a dead body in Canterbury Cathedral? Becket Why was 1215 a transformative year in English history? (Dan Jones and Realm Divided) John, Magna Carta and historic environment at Runnymede 		<ul style="list-style-type: none"> What was it like to experience the Reformation? (Eamon Duffy and the Voice of Morebath) Why were some ideas dangerous in 17th century? Who was fighting for democratic representation in 19th century? 		Sequence events in chronological order, using causes and consequences or change and continuity Understand how the past impacted lives of ordinary people and the past is made up of a diverse range of individual experiences
Key Vocabulary & Concepts	Conquest Source Crisis Succession Feudalism Consolidation	Crusade Islamic Fortune Political Economic	Power Authority Heirs Penance Charter Excommunication	Parliament Council Justice	Reform Protest Tyrant Parliament Civil War Socialism	Martyr Democratic Suffrage	
Standardised Homework	<ul style="list-style-type: none"> Timeline activities (revision) MS Quiz on key knowledge/ key vocabulary Answer the enquiry question Meanwhile Elsewhere – reading comprehension flipped learning Make a revision card DVI sheet of past vocabulary Create your own contemporary source Read an historical article or a historical book flipped learning 						Begin to understand how historians gather knowledge of the past and ways in which the past can be represented

Year 9 300 mins per 2 weeks	Term 1		Term 2		Term 3		End Points
	11 lessons	12 lessons	8 lessons	9 lessons	9 lessons	11 lessons	
Topic	Dictatorships	Persecution	Confrontation	Civil Rights	Conservatism	Culture	
Skills Focus	Causation (Significance)	Change and continuity	Sources	Significance (Consequences)	Interpretations (Sources)	Change and Continuity	Students will be able to:
Content	Challenges for Britain, Europe and the wider world 1901 to the present day <ul style="list-style-type: none">The inter-war years: the Great Depression and the rise of dictatorsThe HolocaustThe Second World War		At least one study of a significant society or issue in world history and its interconnections with other world developments <ul style="list-style-type: none">The USA in 20th century		Challenges for Britain, Europe and the wider world 1901 to the present day <ul style="list-style-type: none">Social, cultural and technological change in post-war British society		Understand the chronology, features and events in British, European and World history up to the 20th century Pose and develop questions to respond to a variety of historical enquires and sources Question historical interpretations based on their nature, origin and purpose and reach judgements on their validity Show understanding of causation, change and significance and embed this into their own work and begin to select factors based on importance Evaluate their knowledge and reach sustained conclusions about the past by engagement in the narratives and personal stories of people in the past Begin to understand the cultural significance of historical events and begin to understand how the study of history has changed in the modern world
Summative Assessment & Feedback Points	Quiz – Causes and Events of WW2 ‘Hitler was the main threat to world peace in 1930s’. How far do you agree? <i>Feedback - ‘The atomic bomb was the most decisive moment of WW2’. How far do you agree?</i>	Quiz – Causes and Events of WW2 retest In what ways were the lives of Jews affected by fascism in 1930s? <i>Feedback – same as above but after 1942</i>	How useful are the sources to a historian studying the Cuban Missile Crisis <i>Feedback – How useful are the sources studying the Vietnam War?</i> Quiz – Vietnam War Assessment Window 1 (end of Jan)	Quiz – Civil Rights in the USA Explain the significance of one figure in the Civil Rights Movement. <i>Feedback – Explain the significance of the Bristol Bus Boycott</i>	Quiz – 1960s trivia How convincing is Interpretation A about the 1960s? <i>Feedback – How convincing is Interpretation B?</i>	Quiz – content knowledge 1960s and 1980s How convincing is Interpretation A about the 1980s? <i>Feedback – How convincing is Interpretation B?</i>	
Key Questions	<ul style="list-style-type: none">Why was fascism a threat to world peace in 1920s and 30s? (AJP Taylor and David Reynolds)What was the most decisive moment of WW2? (James Holland)	<ul style="list-style-type: none">How did persecution affect the lives of Jews in Europe throughout the 1930s?How did persecution become mass murder in the Holocaust?	<ul style="list-style-type: none">How close did the world come to nuclear war in 1960s?Why was the Vietnam War unpopular?	<ul style="list-style-type: none">Who were the significant figures in the Civil Rights Movement in the USA?Why should the fight for British Civil Rights be remembered?	<ul style="list-style-type: none">How far were the 1960s a defining decade for Britain? (Dominic Sandbrook)How far was the Race Relations Act of 1968 a turning point?	<ul style="list-style-type: none">What changes did the 1980s bring to Britain? (Dominic Sandbrook)Why is Margaret Thatcher such as divisive figure?	
Key Vocabulary & Concepts	Fascism Appeasement Disarmament Remilitarisation Decisive	Genocide Persecution Antisemitism Eugenics Prejudice	Mutually Assured Destruction Confrontation Crisis Resolution Guerilla	Civil Rights Segregation Significance Integration	Defining Convincing	Divisive Strike Manufacture	
Standardised Homework	<ul style="list-style-type: none">Timeline activities (revision)MS Quiz on key knowledge/ key vocabularyAnswer the enquiry questionMeanwhile Elsewhere – reading comprehension flipped learningMake a revision cardDVI sheet of past vocabulary						

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