

### 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 8 300 mins per 2 weeks	Term 1		Term 2		Term 3		End Points End Points
	11 lessons	11 lessons	8 lessons	9 lessons	9 lessons	11 lessons	
Topic	Slavery and Empire: The Transatlantic Slave Trade		Democracy and Government: The Empire and the Birth of the Nation		Propaganda and Revolution: Reform and the Representation		Students will be able to:
Skills Focus	Sources & Interpretations		Sources & Interpretations		Change and Continuity		
Content (including National Curriculum links)	The study of an aspect of the world in British history, 1745-1901 consolidates and extends pupils' chronological knowledge from before 1066 At least one significant society or issue in world history The development of Church, state and society in Medieval Britain 1066-1500 • The kingdom of Benin • The Norman Conquest		The development of Church, state and society in Medieval Britain 1066-1500 • Interconnections with other world developments • The struggle between Church and Crown • Magna Carta and the emergence of Parliament • The signing of Runnymede • Women's suffrage		The development of Church, state and society in Britain 1500-1745 • The Reformation War and the Peace Settlement • The causes and events of the civil war throughout history and its interconnections with other world developments Ideas, political power, industry and Europe: Britain, 1745-1901 • Party politics, extension of the franchise and social		Understand the chronology, features and events in British history from the 19th century to the 20th century Ask questions of sources • Suggest how the events of the past have shaped the present Know different historical interpretations and ask questions of them ask of their judgements
Summative Assessment & Feedback Points	SMP Quiz - Transatlantic Slave Trade Baseline Assessment – What can we find out about the skeletons at Riccall? (Source analysis) Feedback – SMP Quiz Assessment Window 1 (first two weeks after half term) (source analysis) Assessment Window 1 (3 or 4 weeks after Oct half term)		Interpretations on the British in India – how and why do we interpret the death of Thomas Becket in 1170. Write a narrative account of the signing of the Magna Carta in 1215 Sources critical/support for suffragettes Feedback: Write a narrative account of the signing of the Magna Carta in 1215 Sources critical/support source for suffragettes		Essay question with bullet points 'Which of the following had the greater impact on people's lives affected by the Reformation?' In what ways were people's lives affected by the Reformation? • propaganda • censorship? Feedback: In what ways did democratic representation change between 1800-1919 which of the following had the greater impact: • Treaty of Versailles • Germany becoming a republic? Assessment Window 2 (after summer half term) Quiz – communism in 20th century		
Key Questions	<ul style="list-style-type: none"> <li>What can we find out about the skeletons at Riccall?</li> <li>How did Normans gain and maintain control of England?</li> </ul>		<ul style="list-style-type: none"> <li>Did Eleanor have power and authority? (Helen Castor and She Wolves)</li> </ul>		<ul style="list-style-type: none"> <li>What was it like to experience the Reformation? (Eamon Assessment Window 2 (2nd and 3rd week after half term)</li> </ul>		Sequences of events of changing and continuous developments Understand how the past has shaped the present begin to understand the past is made up of individual experiences Begin to understand how the past has shaped the present and the knowledge of the past and why and which the past has been represented construct ideas about the past
Key Questions	<ul style="list-style-type: none"> <li>Why did the Benin Bronzes? (Benin 1897)</li> <li>How did the Benin Bronzes? (Toby Green)</li> <li>Why was the Benin Bronzes? (Vincent The Brown)</li> </ul>		<ul style="list-style-type: none"> <li>Why was the Benin Bronzes? (William Dalrymple)</li> <li>Why was the Benin Bronzes? (Dan Jones)</li> <li>Why was the Benin Bronzes? (Fern Riddell)</li> </ul>		<ul style="list-style-type: none"> <li>Why was the Benin Bronzes? (Eamon)</li> <li>Why was the Benin Bronzes? (Dan Jones)</li> <li>Why was the Benin Bronzes? (Eamon)</li> </ul>		
Key Vocabulary & Concepts	<ul style="list-style-type: none"> <li>What have historians disagreed about?</li> <li>What role did imperialism play in 19th century?</li> <li>Succession</li> </ul>	<ul style="list-style-type: none"> <li>Crusade</li> <li>Abolition of the Slave Trade</li> <li>Political</li> </ul>	<ul style="list-style-type: none"> <li>Power</li> <li>Authority</li> <li>Heirs</li> <li>Penance</li> </ul>	<ul style="list-style-type: none"> <li>Parliament</li> <li>Council</li> <li>Justice</li> </ul>	<ul style="list-style-type: none"> <li>Reformation 1917, Russian Civil War</li> <li>Protest</li> <li>Tyrant</li> <li>Parliament</li> </ul>	<ul style="list-style-type: none"> <li>Martyr</li> <li>Democratic Suffrage</li> </ul>	
Key Vocabulary & Concepts	<ul style="list-style-type: none"> <li>Revolution</li> <li>Representation</li> </ul>	<ul style="list-style-type: none"> <li>Repression</li> <li>Slavery</li> </ul>	<ul style="list-style-type: none"> <li>Non-violent direct action.</li> <li>Exchange</li> </ul>	<ul style="list-style-type: none"> <li>Legacy</li> </ul>	<ul style="list-style-type: none"> <li>Propaganda</li> <li>Socialism</li> </ul>	<ul style="list-style-type: none"> <li>Militarism</li> <li>Alliances</li> </ul>	
Standardised Homework	<ul style="list-style-type: none"> <li>Timeline activities (revision)</li> <li>MS Quiz on key knowledge/ key vocabulary</li> <li>Answer the enquiry question</li> <li>Meanwhile Elsewhere – reading comprehension flipped learning</li> <li>Make a revision card</li> <li>DVI sheet of past vocabulary</li> <li>Create your own contemporary source</li> <li>Read an historical article or a historical book flipped learning</li> </ul>		<ul style="list-style-type: none"> <li>Empire</li> <li>Colony</li> <li>Independence</li> <li>Nationalism</li> <li>Mutiny</li> <li>Representation</li> <li>Enfranchisement</li> </ul>		<ul style="list-style-type: none"> <li>Communism</li> <li>Imperialism</li> <li>Republic?</li> <li>Revolution</li> <li>Civil War</li> </ul>		
Standardised Homework	<ul style="list-style-type: none"> <li>Timeline activities (revision)</li> <li>MS Quiz on key knowledge/ key vocabulary</li> <li>Answer the enquiry question</li> <li>Meanwhile Elsewhere – reading comprehension flipped learning</li> <li>Make a revision card</li> <li>DVI sheet of past vocabulary</li> <li>Create your own contemporary source</li> <li>Read an historical article or a historical book flipped learning</li> </ul>						



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"> <li>The inter-war years: the Great Depression and the rise of dictators</li> <li>The Holocaust</li> <li>The Second World War</li> </ul>		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"> <li>The USA in 20<sup>th</sup> century</li> </ul>		Challenges for Britain, Europe and the wider world 1901 to the present day <ul style="list-style-type: none"> <li>Social, cultural and technological change in post-war British society</li> </ul>		Understand the chronology, features and events in British, European and World history up to the 20th century
Summative Assessment & Feedback Points	Quiz – Causes and Events of WW2  ‘Hitler was the main threat to world peace in 1930s’. <b>How far do you agree?</b>  <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  <b>In what ways</b> were the lives of Jews affected by fascism in 1930s?  <i>Feedback – same as above but after 1942</i>	<b>How useful are the sources to a historian studying the Cuban Missile Crisis</b>  <i>Feedback – How useful are the sources studying the Vietnam War?</i>  Quiz – Vietnam War  <b>Assessment Window 1 (end of Jan)</b>	Quiz – Civil Rights in the USA  <b>Explain the significance of one figure in the Civil Rights Movement.</b>  <i>Feedback – Explain the significance of the Bristol Bus Boycott</i>	Quiz – 1960s trivia  <b>How convincing is Interpretation A</b> about the 1960s?  <i>Feedback – How convincing is Interpretation B?</i>	Quiz – content knowledge 1960s and 1980s  <b>How convincing is Interpretation A</b> about the 1980s?  <i>Feedback – How convincing is Interpretation B?</i>	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
Key Questions	<ul style="list-style-type: none"> <li>Why was fascism a threat to world peace in 1920s and 30s? (AJP Taylor and David Reynolds)</li> <li>What was the most decisive moment of WW2? (James Holland)</li> </ul>	<ul style="list-style-type: none"> <li>How did persecution affect the lives of Jews in Europe throughout the 1930s?</li> <li>How did persecution become mass murder in the Holocaust?</li> </ul>	<ul style="list-style-type: none"> <li>How close did the world come to nuclear war in 1960s?</li> <li>Why was the Vietnam War unpopular?</li> </ul>	<ul style="list-style-type: none"> <li>Who were the significant figures in the Civil Rights Movement in the USA?</li> <li>Why should the fight for British Civil Rights be remembered?</li> </ul>	<ul style="list-style-type: none"> <li>How far were the 1960s a defining decade for Britain? (Dominic Sandbrook)</li> <li>How far was the Race Relations Act of 1968 a turning point?</li> </ul>	<ul style="list-style-type: none"> <li>What changes did the 1980s bring to Britain? (Dominic Sandbrook)</li> <li>Why is Margaret Thatcher such a divisive figure?</li> </ul>	Show understanding of causation, change and significance and embed this into their own work and begin to select factors based on importance
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	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
Standardised Homework	<ul style="list-style-type: none"> <li>Timeline activities (revision)</li> <li>MS Quiz on key knowledge/ key vocabulary</li> <li>Answer the enquiry question</li> <li>Meanwhile Elsewhere – reading comprehension flipped learning</li> <li>Make a revision card</li> </ul>						

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