

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		Students will be able to: Understand the chronology, features and events in British
Skills Focus	Sources		Causation		Change and Continuity		
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		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 		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 		

	<ul style="list-style-type: none"> The Norman Conquest The Crusades 	A local history study <ul style="list-style-type: none"> Magna Carta and the signing at Runnymede 		Ideas, political power, industry and empire: Britain, 1745-1901 <ul style="list-style-type: none"> Party politics, extension of the franchise and social reform 	history up to the 19 th century		
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>	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>	Ask questions of sources and suggest what they can show us about the past 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		
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	Understand how the past impacted lives of ordinary people and the past is made up of a diverse range of individual experiences
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
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