

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
	11 lessons	11 lessons	8 lessons	9 lessons	9 lessons	11 lessons	
Topic	Slavery and Empire: The Transatlantic Slave Trade		Democracy and Government: Empire and Protest		Propaganda and Revolution: War and Revolution		Students will be able to: Understand the chronology, features and events in British and European
Skills Focus	Sources & Interpretations		Sources & Interpretations		Causation		
Content	Ideas, political power, industry and empire: Britain, 1745-1901 <ul style="list-style-type: none"> • Britain's transatlantic slave trade: its effects and its eventual abolition At least one study of a significant society or issue in world history and its		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"> • Mughal India 1526-1857 		Challenges for Britain, Europe and the wider world 1901 to the present day <ul style="list-style-type: none"> • The First World War and the Peace Settlement 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 kingdom of Benin 		Challenges for Britain, Europe and the wider world 1901 to the present day <ul style="list-style-type: none"> Indian independence and end of Empire Women's suffrage 		interconnections with other world developments <ul style="list-style-type: none"> The rise of communism in Europe 		history up to the 20 th century Pose questions of sources to suggest what they can show us about the past Know how to question historical interpretations based on their creation and reach judgements Show understanding of causation and/or change and embed this into their own work with key developments Use their knowledge to begin to create conclusions about the past through narratives and a diverse range of individual experiences
Summative Assessment & Feedback Points	SMP Quiz – Transatlantic Slave Trade <i>Feedback – SMP Quiz – Transatlantic Slave Trade and Abolition</i> Assessment Window 1 (first two weeks after half term)		Interpretations on the British in India – how and why do interpretations differ? Sources critical/support for suffragettes <i>Feedback – separate critical/support source for suffragettes</i>		SMP Quiz – general knowledge WW1 Essay question with bullet points ‘Which of the following had the greater impact on WW1: • propaganda and censorship • home front?’ could do a third paragraph on the role of women to recap <i>Feedback - ‘In 1919 which of the following had the greater impact: • Treaty of Versailles • Germany becoming a republic?’</i> Quiz – communism in 20 th century Assessment Window 2 (2 nd and 3 rd week after half term)		
Key Questions	<ul style="list-style-type: none"> Why are people arguing over the Benin Bronzes? (Benin 1897 then go back to look at previous) (Toby Green) Who was challenging the slave trade in 18th and 19th centuries? (Olaudah – journey, Tacky’s Revolt) (Vincent Brown) Why have historians disagreed over the abolition of the Slave Trade? (Four contrasting historians) What role did imperialism play in Africa in 19th century? (Scramble from Africa) 		<ul style="list-style-type: none"> What are the different perspectives on the British in India? (William Dalrymple) Was Gandhi responsible for Indian independence? What were the different attitudes towards the suffragettes in 20th century? (Fern Riddell) 		<ul style="list-style-type: none"> How far did propaganda influence WW1 (imperialism and diversity)? Why was 1919 such a transformative year? (Treaty and Germany 1919 – new Republic) (Dan Jones) Why did the West fear communism in the early 20th century? (Revolution 1917, Russian Civil War) 		
Key Vocabulary & Concepts	Abolition Petitions Exploitation Interpretations Revolt	Resistance Slavery Transatlantic Slave Trade Looting	Non-Violent direct action. Suffrage Empire Colony	Legacy	Propaganda Treaty Communism Imperialism Republic?	Militarism Alliances Diversity	

	Colony Dehumanised Indentured Servitude	Provenance Imperialism	Independence Nationalism Mutiny Representation Enfranchisement		Revolution Civil War		Begin to understand the process of historical enquiry and that historians seek to construct ideas about the past
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 						