

KEY STAGE 3 KEY KNOWLEDGE & SKILLS – HISTORY

Year 7	Year 8	Year 9
HT1 The purpose of this HT is to embed key historical concepts such as chronology, causation and consequence and significance. Through explicit lessons on skills in lesson one and two this is developed. This is carried through with a pre-1066 study on the Romans. This topic develops students understanding of substantive topics of hierarchy and power. By the end of the topic students should: - Understand key historical concepts, such as chronology, anachronism, significance and causation - Develop understanding about how to use primary and secondary sources - Use key knowledge to explain why the Romans invaded Britain - Use sources to explain what life was like for ordinary people in the Roman Empire - Explain the reasons for the fall of Rome using PEE paragraphs - Begins to explain why some people have interpreted how civilised the Romans were in different ways. Uses own knowledge to explain the interpretation - Develop extended writing skills through an analysis of why Rome fell. - What is the difference between a primary and secondary source? - What were the main reasons for the Roman invasion of Britain? - Why may some historians argue that the Romans were civilised.	HT1 The purpose of this HT is to develop students understanding of conflict and the monarchy. Key concepts such as interpretation (Should Charles be Executed? Was Cromwell a hero or a Villain) and causation (Causes of the ECW) are also developed. By the end of the topic students should: - Understand and explain the problems James I faced when he became King - Use sources to analyse the Gunpowder Plot and if the plotters were framed - Use PEE paragraphs to explain the short term and long term causes of the English Civil War in some detail - Show an understanding of links between causes of the English Civil War - Explain why some causes are more important than others and reach a judgement - Explain who fought in the English Civil War - Show an understanding of the reasons for Cromwell's victory - Assess the reasons Charles I was executed and make a judgement if that was the correct decision - Use sources and evidence to evaluate two interpretations about Oliver Cromwell – hero or villain? - Why did the Catholics try to blow up Parliament in the Gunpowder Plot? - How was Charles 1 a cause of the English Civil War? - Why were Parliament able to be victorious in the Civil War?	HT1 The purpose of this HT is for students to show a rounded understanding of the concept of causation through an analysis of the causes of WW1. We revisit substantive concepts such as conflict and ordinary lives. By the end of the topic students should: - Explain the short and long term causes of WW1 - Use sources to be assess the reasons so many men volunteered for service at the outbreak of WW1 - Analyse and assess the impact of weapons used in WW1 - Use evidence to empathise with the lives of ordinary soldiers in the trenches - Examine different interpretations of the leaders in WW1 through an examination of the Battle of the Somme - Complete a local study looking at the impact of WW1 on Rainhill - Examine the consequences of the Treaty of Versailles using sources - What was the main cause of the First World War? - How did patriotism encourage men to join? - Was the Battle of the Somme a 'disaster'? - How was the Treaty of Versailles unpopular in Germany? HT2 The purpose of this unit is to enhance student's substantive political awareness through a study of two examples of

4. Why may some historians argue that the Romans were barbaric/uncivilised? HT2 In this topic students enhance their historical knowledge of Britain post-1066. The concept of causation is enhanced with an extended piece of writing on the Battle of Hastings. Substantive knowledge of power and monarchy are further developed when students examine the feudal system. • Explain who had the strongest claim to the throne in 1066. • Uses PEE paragraphs to explain some reasons why William won the Battle of Hastings in detail • Starts to see links between the reasons William won the Battle of Hastings • Gives a general explanation about the most important reason William won the Battle of Hastings. • Use primary and secondary sources to explain how Harold died. • Explain at least three ways William controlled England. • Describe and explain how the design of castles changed over time. 1. Why did Harold Godwinson think he should be King in 1066? 2. What was the 'fake retreat' tactic and why did this help William to win the Battle of Hastings? 3. What were the key weaknesses of Harold's Saxon army that led to his defeat at the Battle of Hastings? 4. What methods did William use to control England?	4. Was the execution of Charles 1 the right decision to make? 5. Why would some Historians say that Cromwell was a good political leader? HT2 The purpose of this unit is to develop student's awareness of other cultures and the impact of the trans-Atlantic slavery. Students use sources and interpretations to enhance their knowledge leading to a key piece of work on life on plantations using interpretations. Students develop their understanding of significance through an analysis of the reasons for abolition. By the end of the topic students should: • Use sources to develop understanding of Africa pre-slavery • Develop understanding about what slavery is • Examine sources to help explain what the middle passage was like • Use sources to help develop understanding about life for enslaved people on plantations • Use own knowledge to explain what the source shows and makes well developed inferences • Makes a judgement about the uses of sources to an historian • Explains how slaves resisted • Explain the significance of different factors such as individuals, rebellions, and the economy in the abolition of the slave trade • Understands links between key factors about why the slave trade ended • Uses PEE paragraphs to make a judgement about why the slave trade ended	extremism after WW1. Students once again examine the substantive concepts of power and the impact on ordinary lives. By the end of the topic students should: • Explain what Communism is • Explain what fascism is • Examine and evaluate the reasons both Hitler and Stalin came to power • Examine and evaluate how both Hitler and Stalin ruled • Make a judgement about how similar Hitler and Stalin were 1. Why were Communist ideas popular with the poor? 2. What were the core ideas of fascism? 3. How did propaganda help Hitler and Stalin come to power? 4. What similarities are there between Hitler and Stalin's rule? HT3 The purpose of this topic is to enhance understanding on concepts of causation and consequence, significance and using evidence. Students examine key parts of WW2 using sources and interpretations to make judgements about them. This topic will also develop substantive about conflict and the impact on ordinary lives. The first section will focus on impact to ordinary lives whilst enhancing students skills of using historical interpretations. The second section will examine turning points in the conflict focussing on the concept of significance • Explain the main causes of WW2 and make a judgement on the most significant factor
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HT3

The purpose of this HT is to enhance students understanding of the substantive concept of power. Therefore, we look at power struggles between the church/monarch/ordinary people in this time period. This provides students with a good grasp of these substantive concepts which continue to be developed over time. By the end of the topic students should:

- Explain why the church was so powerful in Medieval England
- Use sources to explain what happened in Canterbury Cathedral in 1179.
- Make inferences from the source and can use own knowledge to explain what the source shows
- Understands that sources can be bias.
- Explain why the Barons forced King John to sign the Magna Carta in 1215.
- Explain the significance of the Magna Carta.
- Understand where power lay in Medieval England and how it changed.
- Describe the origins of Parliament.
- Describe and explain the causes and consequences of the Black Death.
- Evaluate the significance of the Black Death and the later Peasants Revolt.
- Describe how power shifted during medieval England

1. Why was the Church so powerful in the Middle Ages?
2. Why is the Magna Carta significant today?

1. Why could you argue that the Malian Empire was very successful prior to slavery?
2. What did the British Empire exchange around the routes of Transatlantic Slavery?
3. Why did Britain get involved in Transatlantic Slavery?
4. How did rebellion and resistance help to end Transatlantic Slavery?
5. How did the British Parliament play an important role in the abolition of slavery?

HT3

The purpose of this HT is to teach the impact of the British Empire, both on the colonies affected, but the impact it has had on Britain. We develop substantive concepts of Empire and the impact on ordinary lives. Students use evidence to make judgements about the impact Empire has had across the world. The focus is on the concept of change the Empire brought.

- Show an understanding of the origins of the British Empire
- Explain how the British controlled their Empire. Justify using evidence.
- Describe how Britain gained control of colonies and in some cases why it lost them
- Describing what India was like before the British arrived
- Explain how India changed due to the British Raj
- Make a judgement about what should happen to the Koh-i-Noor diamond using evidence
- Explain the social, political and economic impact of Empire on Britain

1. Why did Britain want to develop its Empire?

- Use interpretations to reach a judgement on the policy of appeasement
- Use evidence to explain different interpretations of Dunkirk
- Examine how the lives of Liverpool civilians were impacted by the Blitz – this is our local study
- Use sources to explain the events and consequences of the Battle of Stalingrad
- Examine and explain the significance of the D-Day landings
- Make a judgement about the most significant turning point of WW2 between Pearl Harbour/Stalingrad/D-Day
- Analyse the role of women in WW2 and the extent of change/continuity in gender stereotypes
- Assess different interpretations of the dropping of the A Bomb

1. What was Appeasement?
2. Why could historians argue that Dunkirk was a 'miracle'?
3. In what ways could Stalingrad be viewed as a 'turning point' of the war?
4. What was the most significant battle of WW2?
5. How did women contribute in WW2?

HT4

This is a core part of the History KS3. The purpose of this topic is to examine ordinary lives and the impact legislation had on those who were persecuted. Students enhance their understanding of causation through a key piece on who was responsible for the holocaust; also their source analysis skills when analysing anti-Semitic propaganda.

- Understand and explain what the Holocaust was

3. Why did the Black Death spread so easily across Medieval England? 4. What were the consequences of the Black Death for ordinary people? 5. Why was the Peasants Revolt significant? HT4 The purpose of this topic is to follow up HT3's work on power, and to focus in on ordinary lives in the Medieval world. Therefore divide the two substantive concepts of power and ordinary lives in order to explicitly focus on them. Through a study of medieval China and Baghdad students can appreciate how progress has not always been linear and that advancements in the East outstripped the West. By the end of the topic students should: • Use primary sources to help understand what life was like in medieval England. • Explain how effective medieval medicine was. • Analyse and explain the effectiveness of medieval crime and punishment. • Understand the role of communities / the church / the monarchy in policing medieval England. • Assess how advanced Medieval England was through a study of medieval Baghdad. • Analyse medieval life in Baghdad. • Compare ordinary life in the medieval world and explain 1. Why was dealing with crime problematic in the Middle Ages? 2. Why were the lives of Medieval peasants so difficult?	2. What methods did Britain use to control its vast Empire? 3. How did Britain colonise India, and why did Britain see India as a benefit for its empire? 4. What changed for India due to its colonisation by Britain? 5. What should happen to the Koh I Noor Diamond now? HT4 This topic enhances students understanding of change with the industrial time period. Students also enhance substantive knowledge of the lives of • Explain and analyse how Britain changed 1750-1900 • Identify and explain the main causes of the industrial revolution • Identify the strengths and weaknesses of the factory system • Explain the significance of political protest and how it led to change • Use sources to explain how health improved in towns in industrial Britain • Explain the significance of the development of transport in industrial Britain HT 5 • Use sources to explain what life was like in 19th century Whitechapel • Explain and analyse the key reasons why Jack the Ripper was never caught • Use evidence critically to develop explanation about who Jack the Ripper could have been • Explain who the Suffragettes were	• Use evidence to develop an understanding of Jewish persecution through time • Analyse the impact of Hitler's rise to power on everyday life for Jewish people • Explain what the 'final solution' was • Analyse and explain who was the most responsible for the Holocaust • Consider how we remember the Holocaust and design a memorial 1. What does anti-Semitism mean? 2. How did the persecution of the Jewish minorities increase up to WW2? 3. What was the 'final solution'? 4. How should the Holocaust be remembered today? HT5 • Use sources to develop and understanding of the African-American experience in WW2 • Assess the significance of the death of Emmett Till on the Civil Rights Movement • Evaluate how successful the Civil Rights Movement in America was in the 1950s • Use evidence to assess the impact of Martin Luther King • Compare and contrast key leaders in the civil rights movement and explain their impact • Explain the changing nature of the Civil Rights Movement in the 1960s • Evaluate the impact the Civil Rights Movement had on America today 1. Why was the death of Emmett Till a significant moment in the Civil Rights Movement? 2. How did the leaders of the CRM help to increase its impact?
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HT5 - Evaluate if Henry VIII really was a "gangster". - Assess if Henry VIII was a medieval or a modern king. - Describe the life of Henry VIII. - Explain the reasons why Protestantism became popular in the 16th Century. - Analyse and explain the reasons why Henry broke with Rome. - Evaluate the impact of the Break with Rome. - Use evidence to explain if "Bloody Mary" really does deserve her nickname. - Describe the changes made by Edward VI. - Why may some historians suggest Henry VIII was a Medieval king? - Why may some historians suggest Henry VIII was a Modern King? - Why did Henry VIII break with the Church in Rome? - Why may some historians suggest that Mary I deserves the name 'Bloody Mary'? - Why may some historians suggest that Mary I does not deserve the name 'Bloody Mary'?	- Analyse how successful the methods of the Suffragettes were - Use sources to explain if what happened at the Epsom Derby in 1912 was a suicide or accident HT 6	- Which CRM leader had the biggest impact? - What is the legacy of the CRM today? HT6 - Analyse and explain the differences between Communism and Capitalism - Use sources to explain the causes and impact of the Russian Revolution - Assess how two different ideologies led to tensions after the Second World War - Examine a series of key events in the 40's/50's and the extent that escalated/de-escalated tensions between the Superpowers - Use sources to describe the event of the Cuban Missile Crisis - Explain how close the world came to nuclear war and reasons why it was averted - Explain and analyse the key reasons the Cold War ended - Evaluate the impact of ideologies on international tensions today - How does the ideas of Capitalism differ from Communism? - What was the key event in the 1940s or 1950s that escalated tension between East and West? - Why was the Cuban Missile Crisis significant? - Why did the Cold War not develop into a 'hot' war? - How do the ideologies impact the world today?
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HT6

- Use evidence to describe the problems Elizabeth faced when she became Queen.
- Use sources to analyse why Elizabeth ordered the execution of Mary Queen of Scots in 1587.
- Evaluate the key religious changes that Elizabeth made to Britain.
- Understand the reasons why the Spanish invaded.
- Evaluate what caused the defeat of the Spanish Armada.
- Examine the consequences of the voyages of discovery.
- Use evidence to assess the main reasons for a rise in poverty in Elizabethan England.
- Explain how successfully Elizabeth dealt with the poor in England.
- Use evidence to summarise how Elizabeth should be remembered.

- What problems did Elizabeth face when she became Queen?
- Why did Elizabeth order the execution of the Spanish Armada?
- Why was the Spanish Armada defeated?

Why was there a rise of poverty in Elizabethan England?