



KS3 Curriculum Map - History Year 7:

Topic	Knowledge	Skills	Assessment Opportunities
<p>Britain after the Roman Left</p>	<p><i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p> <ul style="list-style-type: none"> • End of Roman Britain • Rise of Anglo-Saxon England • Viking Raids on Britain • Succession Crisis of 1066 • Battle of Stamford Bridge • Battle of Hastings 	<p><i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.</p> <ul style="list-style-type: none"> • Be able to identify an inaccurate historical key feature. • Be able to identify a difference between two similar historical events. • Be able to identify a similarity between two similar historical events. • Be able to act upon presented information for a historical enquiry. • Be able to identify causation as a second order conceptual focus of a historical enquiry. • Be able to offer at least one relevant piece of information for an extended enquiry. • Be able to communicate in the written form using the basic literacy rules of spelling, punctuation and grammar 	<p>What assessments will be used to measure student progress?</p> <ul style="list-style-type: none"> • After the lesson on Viking Raids, students will be given an assisted piece of extended writing focusing on developing the analysis of causation. The question will be “Explain why the Vikings went from invaders to Kings of England.” • The end of unit assessment will see students be assessed through the following questions: <ul style="list-style-type: none"> • Describe one key feature of ... • Explain one key difference/similarity between ... and • Explain why ... • The question stems (designed to test student’s disciplinary knowledge) will be completed with topics (designed to test their substantive knowledge). • E.g. Question 1 could be “Describe one key feature of the Roman withdrawal from Britain.”

<p>Establishing Norman Control</p>	<ul style="list-style-type: none"> • Domesday Book • Motte and Bailey Castles • Stone Keep Castles • Feudal System • Norman Justice 	<ul style="list-style-type: none"> • Be able to identify an accurate historical key feature. • Be able to state a difference between two similar historical events. • Be able to state a similarity between two similar historical events. • Be able to include presented information for a historical enquiry. • Be able to offer relevant evidence for causation as a second order conceptual focus of a historical enquiry. • Be able to offer more than one relevant piece of information for an extended enquiry. • Be able to communicate in the written form with some basic organisation of material. 	<ul style="list-style-type: none"> • The end of unit assessment will see students be assessed through the following questions: • Describe one key feature of ... • Explain one key difference/similarity between ... and • Explain why ... • The question stems (designed to test student's disciplinary knowledge) will be completed with topics (designed to test their substantive knowledge).
<p>Medieval Power Struggles</p>	<ul style="list-style-type: none"> • King John's Reign • The Magna Carta • Relationship between Henry II & Becket • Role of the Parish Priest • Doms Paintings • Medieval Church Courts & Government 	<p>Second order concepts:</p> <ul style="list-style-type: none"> • Be able to state an accurate historical key feature. • Be able to describe a difference between two similar historical events. • Be able to describe a similarity between two similar historical events. • Be able to expand upon presented information for a historical enquiry. • Be able to implicitly explain causation as a second order conceptual focus of a historical enquiry. • Be able to offer more than one relevant piece of information for an extended enquiry that is beyond the material given. • Be able to communicate in the written form with an, at least, inconsistency use of PEEL paragraphs 	<ul style="list-style-type: none"> • The end of unit assessment will see students be assessed through the following questions: • Describe one key feature of ... • Explain one key difference/similarity between ... and • Explain why ... • The question stems (designed to test student's disciplinary knowledge) will be completed with topics (designed to test their substantive knowledge).

<p>Feudal Life in Medieval England</p>	<ul style="list-style-type: none"> • Feudal Life • Medieval Town • Medieval Villages • The Black Death • Statute of Labourers • Peasants Revolt 	<ul style="list-style-type: none"> • Be able to describe an accurate historical key feature. • Be able to implicitly explain a difference between two similar historical events. • Be able to implicitly explain a similarity between two similar historical events. • Be able to integrated presented information for a historical enquiry, with own knowledge. • Be able to explicitly explain evidence for causation as a second order conceptual focus of a historical enquiry. • Be able to offer evidence that both challenges and supports a stated claim in a historical enquiry. • Be able to communicate in the written form with a consistence use of PEEL paragraphs 	<ul style="list-style-type: none"> • The end of unit assessment will see students be assessed through the following questions: • Describe one key feature of ... • Explain one key difference/similarity between ... and • Explain why ... • The question stems (designed to test student's disciplinary knowledge) will be completed with topics (designed to test their substantive knowledge).
<p>Tudor England</p>	<ul style="list-style-type: none"> • Tudor England • The Wars of the Roses • The Disappearance of the Princes from the Tower (1383) • The Reasons for the English Reformation 	<p>Second order concepts:</p> <ul style="list-style-type: none"> • Be able to describe multiple accurate historical key features. • Be able to explicitly explain a difference between two similar historical events. • Be able to explicitly explain a similarity between two similar historical events. • Be able to integrated presented information for a historical enquiry, with multiple examples of own knowledge. • Be able to explicitly explain evidence for causation as a second order conceptual focus of a historical enquiry, before coming to a final judgement in a conclusion. • Be able to offer evidence that shows the extent to which a stated claim in a historical enquiry is being supported or challenged. • Be able to communicate in the written form with a consistence use of PEEL paragraphs, with a consistent use of historical key vocabulary. 	<ul style="list-style-type: none"> • The end of unit assessment will see students be assessed through the following questions: • Describe one key feature of ... • Explain one key difference/similarity between ... and • Explain why ... • The question stems (designed to test student's disciplinary knowledge) will be completed with topics (designed to test their substantive knowledge).

<p>Seventeenth Century Britain</p>	<ul style="list-style-type: none"> • The English Civil War • The Interregnum • The Restoration • The Great Fire of London • The Great Plague of London • The Glorious Revolution • The Act of Union 	<p>Second order concepts</p> <ul style="list-style-type: none"> • Be able to describe multiple accurate and relevant historical key features. • Be able to explicitly explain the extent of a difference between two similar historical events. • Be able to explicitly explain the extent of a similarity between two similar historical events. • Be able to seamlessly integrate presented information for a historical enquiry, with multiple examples of own knowledge. • Be able to explicitly explain evidence for causation in a historical enquiry, before coming to a final judgement in a conclusion. • Be able to offer evidence that shows the extent to which a stated claim in a historical enquiry is being supported and/or challenged. • Be able to communicate in the written form with a consistent use of PEEL paragraphs, with a consistent and confident use of historical key vocabulary. 	<ul style="list-style-type: none"> • The end of unit assessment will see students be assessed through the following questions: • Describe one key feature of ... • Explain one key difference/similarity between ... and • Explain why ... • The question stems (designed to test student's disciplinary knowledge) will be completed with topics (designed to test their substantive knowledge).
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KS3 Curriculum Map - History Year 8:

Topic	Knowledge	Skills	Assessment Opportunities
Industrialisation	<p><i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p> <ul style="list-style-type: none"> • Development of the Factory System • Urbanisation • The Industrial Revolution • Developments in Transport & Infrastructure in Industrial Britain (roads, canals and rails). • Development of Professional Sport in the Industrial Era (Football, Rugby, Cricket, Tennis and Golf) • Effects of Urbanisation in Industrial Britain • Health, Hygiene and Sanitation in Industrial Britain's Urban Developments 	<p><i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.</p> <ul style="list-style-type: none"> • Be able to describe multiple accurate and relevant historical key features. • Be able to identify the difference between a key cause, event and consequence. • Be able to arrange presented information into a chronological order. • Be able to expand upon presented information about a historical event that is linked to its significance in History. • Be able to effectively communicate in the written form by organising material into chronological sequences that is coherent. 	<p>What assessments will be used to measure student progress?</p> <ul style="list-style-type: none"> • After the lesson on Japanese Religion, students will be given an assisted piece of extended writing focusing on developing the analysis of causation. The question will be <i>"Explain the importance of factories in the creation of towns."</i> • The end of unit assessment will see students be assessed through the following questions: <ul style="list-style-type: none"> • Describe one key feature of ...? • Explain one key consequence (result) of ...? • Write a narrative account that links the key events... • Explain the importance of xxx for yyy • The question stems (designed to test student's disciplinary knowledge) will be completed with topics designed to test their substantive knowledge. • For example Question 3 might could be <i>"Explain the</i>

			<i>importance of improvements to transport for developing the Industrial Revolution in Britain c1750-c1900.”</i>
Empire and Slavery:	<ul style="list-style-type: none"> • Atlantic Slave Trade • The Reasons for the Development of the British Empire • Colonial Wars of the British Empire • The Colonies of the British Empire • Slave Life in the Americas 	<ul style="list-style-type: none"> • Be able to describe multiple accurate and relevant historical key features. • Be able to state a key consequence of a historical event. • Be able to arrange presented information into a chronological order, and expand upon those points with some additional evidence. • Be able to expand upon presented information about a historical event that is linked to its significance in History, with a limited substantiation. • Be able to effectively communicate in the written form by organising material into chronological sequences using PEEL paragraphs. 	<ul style="list-style-type: none"> • The end of unit assessment will see students be assessed through the following questions: • Describe one key feature of ...? • Explain one key consequence (result) of ...? • Write a narrative account that links the key events... • Explain the importance of xxx for yyy • The question stems (designed to test student’s disciplinary knowledge) will be completed with topics (designed to test their substantive knowledge).
Britain’s Great War:	<ul style="list-style-type: none"> • MAIN Causes of the First World War (Long Term Causes of the First World War) • Assassination of Franz Ferdinand (Short Term Causes of the First World War) • Trench Warfare • The Battle of the Somme • The War at Sea 	<ul style="list-style-type: none"> • Be able to describe multiple accurate and relevant historical key features. • Be able to describe a key consequence of a historical event. • Be able to use presented information to trigger a partial retrieval of key content that can be offered in chronological order. • Be able to expand upon presented information about a historical event that is linked to its significance in History, with an implicit explanation that attempts to use PEEL paragraphs. • Effectively communicate (written form) organising material into structure for the question (e.g. chronological for a narrative, order of significance for importance). 	<ul style="list-style-type: none"> • The end of unit assessment will see students be assessed through the following questions: • Describe one key feature of ...? • Explain one key consequence (result) of ...? • Write a narrative account that links the key events... • Explain the importance of xxx for yyy • The question stems (designed to test student’s disciplinary knowledge) will be completed with topics (designed to test their substantive knowledge).

<p>The Impact of WWI:</p>	<ul style="list-style-type: none"> • Russian Revolutions (1905, White, Red) • Hitler’s Totalitarian State • Anschluss (1938) • Munich Crisis • Nazi Invasions of Czechoslovakia & Poland. • Battle of Britain • Operation Barbarossa • Normandy Landings • German Defeat (1945). 	<ul style="list-style-type: none"> • Be able to describe multiple accurate and relevant historical key features. • Be able to implicitly explain a key consequence of a historical event, using examples. • Be able to offer a three-part-narrative, using some specific evidence that is stimulated by the provided material and presented in chronological order. • Be able to implicitly explain the significance of an event by discussing its consequences using own knowledge that has been prompted by given information. • Be able to effectively communicate in the written form required for an enquiry that begins to link different sections together (e.g. chronological for a narrative, order of significance for importance questions). 	<ul style="list-style-type: none"> • The end of unit assessment will see students be assessed through the following questions: • Describe one key feature of ...? • Explain one key consequence (result) of ...? • Write a narrative account that links the key events... • Explain the importance of xxx for yyy • The question stems (designed to test student’s disciplinary knowledge) will be completed with topics (designed to test their substantive knowledge).
<p>Local History Study:</p>	<ul style="list-style-type: none"> • Waddon and Beddington Aerodromes’ roles during the First World War • The establishment of Croydon Airport • The role of RAF Croydon during the Second World War • The closure of Croydon Airport in 1959 • Amy Johnson’s solo flight to Australia and its significance 	<ul style="list-style-type: none"> • Be able to describe multiple accurate and relevant historical key features. • Be able to implicitly explain a key consequence of a historical event, using specific examples. • Be able to offer a three-part-narrative, using a range of specific evidence, which is presented in chronological order and links at least two parts together. • Be able to explicitly explain the significance of an event by discussing its consequences using own knowledge in combination with that which has been given. • Be able to effectively communicate in the written form required for an enquiry that begins to link different sections together using key vocabulary or signposting. 	<ul style="list-style-type: none"> • The end of unit assessment will see students be assessed through the following questions: • Describe one key feature of ...? • Explain one key consequence (result) of ...? • Write a narrative account that links the key events... • Explain the importance of xxx for yyy • The question stems (designed to test student’s disciplinary knowledge) will be completed with topics (designed to test their substantive knowledge).

<p>Post 1945- Conflict</p>	<ul style="list-style-type: none"> • The US A-bombing of Japan • The Cold War • The Korean War • The Indian Partition • The Decolonisation of Africa • The Arab-Israeli Conflict • The Irish Conflict • The War on Terror 	<ul style="list-style-type: none"> • Be able to describe multiple accurate and relevant historical key features. • Be able to explicitly explain a key consequence of a historical event, using specific examples. • Be able to offer a three-part-narrative, using a range of specific evidence, which is presented in chronological order and links all three parts together. • Be able to explicitly explain the significance of an event by discussing its consequences on two different groups using a range of evidence, before showing the combined impact to gauge historical significance. • Be able to effectively communicate in the written form required for an enquiry that begins to link different sections together using key vocabulary and signposting. 	<ul style="list-style-type: none"> • The end of unit assessment will see students be assessed through the following questions: • Describe one key feature of ...? • Explain one key consequence (result) of ...? • Write a narrative account that links the key events... • Explain the importance of xxx for yyy • The question stems (designed to test student's disciplinary knowledge) will be completed with topics (designed to test their substantive knowledge)
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KS3 Curriculum Map - History Year 9:

Topic	Knowledge	Skills	Assessment Opportunities
<p>The Rise of Japan</p>	<p><i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p> <ul style="list-style-type: none"> • Creation Myth of Japan • Japanese Religion • Feudal Japan • Japanese Samurais • Meiji Restoration • Industrialisation of Japan in C20th • Japan and the Second World War • Modern Japan 	<p><i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.</p> <ul style="list-style-type: none"> • Is able to identify something that can be seen in a visual source. • Is able to identify something that can be learnt in a written source. • Is able to identify something in a source's provenance that can be linked to issues of reliability. • Can identify points of support or challenge in a stated interpretation. • Recognises key command words related to source enquiries such as quotation, inference, utility, provenance limitation and interpretation 	<p>What assessments will be used to measure student progress?</p> <ul style="list-style-type: none"> • After the lesson on Japanese Religion, students will be given an assisted piece of extended writing focusing on developing the analysis of causation. The question will be <i>"How far do you agree with the interpretation about the similarities between Feudal Japan and Feudal England in the Middle Ages."</i> • The end of unit assessment will see students be assessed through the following questions: <ul style="list-style-type: none"> • What can you infer from Source A about ...? • How is the content of source B useful for an enquiry into the ...? • How is the provenance of source C limited for an enquiry into ...? • How far do you agree with the interpretation about ...? • The question stems (designed to test student's disciplinary knowledge) will be completed with topics (designed to test their substantive knowledge). • For example Question 4 might

			could be <i>“How far do you agree with the interpretation about the extent of change in Japan following the Meiji Restoration.</i>
The Ancient World	<ul style="list-style-type: none"> • Origins of Ancient Egypt • Daily Life in Old and New Egypt • Origins of Ancient Greece • Democracy and Myth in Ancient Greece • The Origins of Rome (Foundation Myth) • The Roman Republic and Establishment of Empire. 	<ul style="list-style-type: none"> • Is able to state something that can be seen in a visual source. • Is able to state something that can be learnt in a written source. • Is able to state something in a source’s provenance that can be linked to issues of reliability. • Is able to state points of support or challenge in a stated interpretation. • Is able to comprehend key command words related to source enquiries such as quotation, inference, utility, provenance limitation and interpretation. 	<ul style="list-style-type: none"> • The end of unit assessment will see students be assessed through the following questions: • What can you infer from Source A about ...? • How is the content of source B useful for an enquiry into the ...? • How is the provenance of source C limited for an enquiry into ...? • How far do you agree with the interpretation about ...? • The question stems (designed to test student’s disciplinary knowledge) will be completed with topics (designed to test their substantive knowledge).
Tragedies of the Industrial Revolution	<ul style="list-style-type: none"> • The murders by Jack the Ripper • The sinking of the Titanic 	<ul style="list-style-type: none"> • Is able to describe something that can be seen in a visual source. • Is able to quote something that can be learnt in a written source using quotation marks. • Is able to select something in a source’s provenance that can be linked to issues of reliability. • Is able to describe points of support or challenge in a stated interpretation. • Is able to respond appropriately key command words related to source enquiries such as quotation, inference, utility, provenance limitation and 	<ul style="list-style-type: none"> • The end of unit assessment will see students be assessed through the following questions: • What can you infer from Source A about ...? • How is the content of source B useful for an enquiry into the ...? • How is the provenance of source C limited for an enquiry into ...? • How far do you agree with the interpretation about ...? • The question stems (designed to test student’s disciplinary

		interpretation.	knowledge) will be completed with topics (designed to test their substantive knowledge).
The Vietnam War	<ul style="list-style-type: none"> • The reasons for US involvement in the Vietnam War • Tactics used by both sides in the Vietnam War • Different reactions to the Vietnam War • Reasons for the US failure in the Vietnam War 	<ul style="list-style-type: none"> • Is able to infer something that can be seen in a visual source, without support from the source material. • Is able to infer something from reading a written source, without support from the source material. • Is able to precisely select something in a source's provenance that can be linked to issues of reliability and implicitly explain the issue it causes. • Is able to implicitly explain points of support or challenge in a stated interpretation. • Is able to use sentence starters to respond appropriately key command words related to source enquiries such as quotation, inference, utility, provenance limitation and interpretation. 	<ul style="list-style-type: none"> • The end of unit assessment will see students be assessed through the following questions: • What can you infer from Source A about ...? • How is the content of source B useful for an enquiry into the ...? • How is the provenance of source C limited for an enquiry into ...? • How far do you agree with the interpretation about ...? • The question stems (designed to test student's disciplinary knowledge) will be completed with topics (designed to test their substantive knowledge).
Their Story	<ul style="list-style-type: none"> • Lucius Septimius Serverus • Genghis Khan • Mansa Musa • Joan of Arc • Montezuma • Mary Anning • Mary Seacoal • Shaka Zulu • Harriett Tubman • Alan Turing 	<ul style="list-style-type: none"> • Is able to infer something that can be seen in a visual source, with support from the source material. • Is able to infer something from reading a written source, with support from the source material. • Is able to precisely select something in a source's provenance that can be linked to issues of reliability and explicitly explain the issue it causes. • Is able to explicitly explain points of support or challenge in a stated interpretation. 	<ul style="list-style-type: none"> • The end of unit assessment will see students be assessed through the following questions: • What can you infer from Source A about ...? • How is the content of source B useful for an enquiry into the ...? • How is the provenance of source C limited for an enquiry into ...? • How far do you agree with the interpretation about ...? • The question stems (designed to test student's disciplinary

		<ul style="list-style-type: none"> • Is able to respond appropriately to key command words related to source enquiries such as quotation, inference, utility, provenance limitation and interpretation, largely unaided (without sentence starters). 	<p>knowledge) will be completed with topics (designed to test their substantive knowledge).</p>
<p>The Holocaust</p>	<ul style="list-style-type: none"> • The Final Solution • The start of the Holocaust • Pre-War Jewish Life • The Extermination Camps of Poland • Post 1945 Genocide (Bosnia, Rwanda & Cambodia) 	<ul style="list-style-type: none"> • Is able to infer something that can be seen in a visual source, with a range of support from the source material. • Is able to infer something from reading a written source, with a range of support from the source material. • Is able to precisely select something in a source's provenance that can be linked to issues of reliability and explicitly explain the issue it causes using additional own knowledge of the historical context. • Is able to explicitly explain points of support or challenge in a stated interpretation, using additional own knowledge of the historical context. • Is able to respond appropriately to key command words related to source enquiries such as quotation, inference, utility, provenance limitation and interpretation, completely unaided (without sentence starters). 	<ul style="list-style-type: none"> • The end of unit assessment will see students be assessed through the following questions: • What can you infer from Source A about ...? • How is the content of source B useful for an enquiry into the ...? • How is the provenance of source C limited for an enquiry into ...? • How far do you agree with the interpretation about ...? • The question stems (designed to test student's disciplinary knowledge) will be completed with topics (designed to test their substantive knowledge).