

KS3 Curriculum Plan 2022-2023

TOPIC	LP1	LP2	LP3	LP4	LP5
	<i>Development of Church State and Society in Medieval Britain 1066 – 1509</i>	<i>Development of Church State and Society in Medieval Britain 1066 – 1509</i>	<i>The English Reformation and Counter Reformation (Henry VIII to Elizabeth I)</i>	<i>The Elizabethan religious settlement and the first colony in America</i>	<i>The Founding of the Royal Society and the Enlightenment in Europe and Britain</i>
Year 7 <i>Knowledge</i>	Foundations of Anglo-Saxon England An archaeological Study of Sutton Hood Norman Conquest – Battle of Hastings A study of the Bayeux Tapestry The establishment of the Feudal System The Domesday Book Harrying of the North Castles	Medieval Monarch's Medieval Queens such as Matilda and Eleanor of Aquitaine Magna Carta 1215 The emergence of Parliament Black Death 1348 Peasants' Revolt 1381	War of the roses Battle of Bosworth The rise of Henry Tudor Reputation of Henry VIII, Impact of the Reformation on society Rise of Protestantism in England Rule of Edward VI Impact of Mary I on England Challenges Elizabeth I faced, the significance regarding her relationship with the Pope	The Elizabethan Religious settlement The strengthening of the Church of England Overseas Voyages leading to the growth of the British Empire The role of Francis Drake in society Pocahontas real or fiction The Spanish Armada and its consequences	The role and impact of the Royal Society Emergence of the renaissance medicine Development in hospital care Case study of the Great Plague Epidemics of diseases and the medical discoveries of the time period.
<i>Skills</i>	Historical enquiry: Pupils can either use their acquired knowledge and understanding to suggest hypotheses, or can suggest an answer to the class hypotheses used at the start of the Learning programme/lesson Using evidence: Knowledge of the past is based on evidence derived from sources and depends on the questions asked and the sources available. Students should use their inference skills to deduce knowledge from evidence and to challenge historical interpretations. Communicating about the past: Pupils develop writing, speaking and listening skills as they recall, select, classify and organise historical information, use historical terminology and language appropriately and accurately, and provide well-structured narratives, explanations and descriptions of the past. Pupils should use existing and emerging technologies where appropriate.				
<i>Key Vocab</i>	Earls, Witan, Ceorls, Shire Reeve, Danelaw, Feudal system, Domesday	Magna Carta, Buboes, Plague, Epidemic, Parliament, Revolt	War of the Roses, annulment, Catholicism, Protestantism, dissolution, martyr, heir, rebellion	Monarch; Illegitimate; Government; Religion; Armada; Reign, Galleon; New World; Legitimacy.	Royal Society, lifestyle, Enlightenment, renaissance, Plague, Prevention

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	<i>Ideas: Political Power and Empire - Wars of the World</i>	<i>Britain's transatlantic slave trade: its effects and its eventual abolition.</i>	<i>Britain as the First Industrial Nation</i>	<i>Impact on Society</i>	<i>The First World War and The Peace Settlement</i>
Year 8 <i>Knowledge</i>	Seven Years War and how it solidified Britain's stance as the most dominant European country in the world The spark that started the American War of independence and it's repercussion for the British Empire and colonisation Significance of the French Revolution and its impact on global democracy A study of how these events of history have been transformed into modern culture.	Britain's role in India- British raj, period of direct British rule over the Indian subcontinent from 1858. Establishment and Importance of the Triangle of Trade for Britain Impact of slavery for the British Empire A local study of Liverpool and it's role of the Slave trade. Abolition of the slave trade and legacy of it within our local History.	Start of the industrial revolution and the effect of Migration on Great Britain The significance of cotton spinning moving from being a hand craft, to being mechanised. Working conditions in Factories and the conditions of the Mill houses. Child Labour Impact of mining for the industrial revolution Case study on the Scholarship of Emma Griffin's Liberty's Dawn.	A study of the work of Karl Marx, Robert Owen and Charles Dickens A case study on the deprivation of Public health Introduction of the Sewage system and it's benefits The impact of electricity on Britain Changes in transportation	Causes for the outbreak of the First World War Development of Trench Warfare in the First World War Use of propoganda by the British government A case study of key historical battles including the Battle of the Somme.
<i>Skills</i>	In Year 8 : Historical enquiry: This includes structured enquiries into different kinds of historical questions and issues. Pupils should begin to devise and refine their own questions to structure an investigation, developing their own hypotheses and selecting and deploying evidence to reach and justify their own conclusions. Using evidence: Knowledge of the past is based on evidence derived from sources and depends on the questions asked and the sources available rather than making prior assumptions about the validity and reliability of the historical sources used. The use of Historians craft is important in working with the evidence to achieve the intended outcome. This includes evaluating the value and reliability of evidence by studying the provenance, purposes and language of sources. Communicating about the past: Pupils develop writing, speaking and listening skills as they recall, select, classify and organise historical information, use historical terminology and language appropriately and accurately, and provide well-structured narratives, explanations and descriptions of the past. Pupils should use existing and emerging technologies where appropriate.				
<i>Key Vocab</i>	Revolution, Independence, Chronological, War, Warfare, Weapons, Historian, research, significance, perspective, Cause, Effect, Consequence.	British East India Company, Empire, Slavery, Middle Passage, colonisation, Abolition, Abolitionist.	Industrial, Revolution, Migration, Rural, Urban, Manufacturing, Invention, Transportation, Machinery, Accidents,	Sewers, Prevention, Significant, Invention, Electricity, Transport, Baglezzette	Battle of the Somme, Trenches, War of Attrition, Marching, Training, Trench Fever, trench Foot, Propaganda, Contentious objectors, Pals Battalion.

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	<i>Women's suffrage</i>	<i>America and the Great Depression – Boom and Bust</i>	<i>Inter War Years</i>	<i>Britain's Place in The World - Post War Britain</i>	<i>Local History Study</i>
Year 9 <i>Knowledge</i>	Role of women in society before 1914 and the campaign of Mary Smith Women's work during the First World War A case study of the Suffragettes including the work of Emmeline Pankhurst A case study of Suffragist including the work of Millicent Fawcett Debating legislation changes that occurred towards women.	Changes in American society 1920s The introduction of prohibition and the effects on American society The successfulness of prohibition in America and the emergence of Al Capone Importance of speakeasies during the 1920's Impact of the Wall Street Crash on global society.	Causes behind the Second World War Role of appeasement in the causes of the Second World War Hitler's view and actions towards the Treaty of Versailles The role of the government in the Second World War towards evacuation and rationing The role of the D-Day landings for the British The persecution of the Jewish population by the end of the Second World War.	Assessing the changes that occurred in Britain after the Second World War The changes regarding music in Britain in the 1960's and its impact on fashion The influx of Windrush generation and its impact on British society Changes that occurred towards women and LGBTQ+ communities.	A depth study on the Ellesmere Port/Cheshire/Liverpool Pals Battalion. A War memorial study and local Historiography
<i>Skills</i>	In Year 9: Historical enquiry: This includes structured enquiries into different kinds of historical questions and issues. Pupils should begin to devise and refine their own questions to structure an investigation, developing their own hypotheses and selecting and deploying evidence to reach and justify their own conclusions. Pupils can either use their acquired knowledge and understanding to suggest hypotheses, or can suggest hypotheses at the start of the topic based on their own assumptions and values, which they then test against the evidence. Using evidence: Knowledge of the past is based on evidence derived from sources and depends on the questions asked and the sources available rather than making prior assumptions about the validity and reliability of the historical sources used. This includes evaluating the value and reliability of evidence by studying the provenance, purposes and language of sources. Communicating about the past: Pupils develop writing, speaking and listening skills as they recall, select, classify and organise historical information, use historical terminology and language appropriately and accurately, and provide well-structured narratives, explanations and descriptions of the past. Pupils should use existing and emerging technologies where appropriate.				
<i>Key Vocab</i>	Suffragettes, Suffrage, Suffragists, Voting, Davison, Legislation, Politics, Policies, Cause, Effect, Consequence, America, Rosa Parks, Equality.	Prohibition, Al Capone, Wall Street Crash, Speakeasies, Alcohol, Boom and Bust, Isolationism,	Treaty of Versailles, Allies, Axis, Hitler, Churchill, Rationing, Evacuation, Home Front, Battle of Britain, Holocaust, Germany, Liverpool Blitzkrieg,	Fashion, Music, Leisure, Impact, Migrate, MOD, Wind Rush, Average Wage.	First World War, Trenches, Tanks, Trench Foot, Trench fever, Mines, Tunnels, Caves, Bayonets, Gas, Allies, Axis.