

KS3 Curriculum – History

Year 7 – To what extent were monarchs challenged 1066-1789?

Enquiry	What
E1 – What is history really about?	Introduction to the nature of the study of History and the work of the historian. Considering the importance of history and the ‘dangers’ of history.
E2 - How far did medical treatments progress from the prehistoric era – c.1000?	Students study an overview of Ancient and Medieval medicine considering the continuity and change in beliefs over time. They consider the nature of power, religion and society in across the eras.
E3 - How did the succession crisis of 1066 escalate?	Students study Anglo-Saxon society through the lens of the succession crisis in 1066. They consider the nature of kingship / monarchy and power in Saxon England and the different rules of succession.
E4 - Why did Duke William win the Battle of Hastings in 1066?	Students study the Battle of Hastings in depth as a significant event as an introduction to the nature of a causation enquiry.
E5. How did William consolidate his power?	Students study the methods used to gain control by the Normans and the impact of these reforms at different levels of society. <ul style="list-style-type: none"> • Feudal System and land ownership • Military presence including castles • Domesday Survey • Terror (Harrying of the North) • Marriage (women) • Church reform
E6 – What does castle design reveal about the changing power of monarchs?	Students study the changes in castle design and importance over time. They compare castles to the typical medieval castle and make inferences about the reasons for castle decline. Reasons: changing warfare, weapons, economic, political power of the monarch.
EQ7 – Who murdered Thomas Becket?	Students will study the murder of Thomas Becket. They will use the case study to investigate the challenges to the monarch and the relationship between the Church and the state.
EQ9 – What does the life of Mansa Musa reveal about Medieval Mali?	Comparison of monarchs / rulers. William the Conqueror V Mansa Musa. Key features of power, geography.
EQ10 – To what extent did the Black Death change England?	Students compare pre and post Black Death feudal society and the claim that the feudal system was ‘turned upside down’. Church – power and corruption. Causes, beliefs, symptoms, preventions, cures etc.
EQ11 - How big a threat was the peasants’ revolt to the power of monarchs?	Students will study the causes of the peasants’ revolt in the context of the aftermath of the Black Death. They will look at the chronology of events of the revolt and consider the extent to which the revolt was a threat to monarchic power.

Year 7 – How did beliefs and rulers shape the early world? Renaissance

Enquiry	What
EQ1 - Have we got the Tudors all wrong?	Students will study different interpretations of Tudor monarchs. They will look at the symbolism in portraits as propaganda.
EQ2 - Why did Henry VIII break with Rome?	Students will study the reason for the English Reformation. They will consider the differences between the Catholic and Protestant Church. Students will consider the impact of these changes in the short-term and long-term.
EQ3 – What do the stories of black Tudors reveal about England in the Early Modern period?	Students will study the lives of black Tudors to investigate Tudor society.
Enquiry	What
EQ4 - To what extent were monarchs challenged in the 17th century?	Students will study the nature of challenge and consider the similarities and differences of these challenges. They will consider the extent to which the challenges were successful.
EQ - What did revolution mean in the 'Age of Revolutions'?	Students will look at two case studies of revolutions and what these revolutions revealed about the tensions in society in the 18 th century.

Year 8 – Industrial Britain and the world

Enquiry	What
E1 - How far was the Industrial Revolution a period of progress?	Students consider 'what changed' between 1750 and 1900. Usual visual sources as points of inference. Evaluation of textbook front covers to determine what can be inferred about the period and evaluation progression and regression. Consider differing interpretations of the period from historians.
E2 - What clues are there to our industrial past?	Students consider the role played by our local area in the Industrial Revolution. Key buildings, features and heritage such as Stourbridge's glass making history and the significance of the 'Black Country'.
E3 – Why did the population explode?	Students consider causation in a broad study of the Industrial Revolution. They develop knowledge of 11 factors for change but categorise, make links, prioritise and evaluate the impact of these factors. They develop their skills to write like a historian.
E4 - How far did working conditions improve over the nineteenth century?	Students consider the changes to working conditions through the lens of child labour in mills, factories, and coal mines. Source investigation into conditions. Social hierarchy of industrial Britain – the emerging middle

	class, influence of the upper class and growing unrest in working class. The role of government reform and its impact.
E5 – Did popular protest lead to change in the 19th century?	Students consider the concept of popular protest over time. Similarities across protests and distinguishing features e.g. ‘moral economy of the crowd’ E P Thompson. Protest due to working conditions and protest over suffrage rights.
E6 - Disease: a force for change? Cholera epidemics and public health	Students study the epidemics of disease in industrial towns in particular the cholera epidemics. Beliefs about disease e.g. contagionists and miasmatisists. The factors which led to improvements in public health (growing knowledge, growing power and growing fear) and the extent to which reforms (Public Health Act) had impact.
E7 – What did British colonialism look like in the 19th Century?	Students study the British Empire, the reasons for the growth of Empire and expansion in the East. They study how the growth of empire was integral to the industrial revolution. Students study how British colonialism differed across the Empire e.g. India, Australia, Ireland.
E8 – To what extent did abolition bring about change?	Students study the transatlantic slave trade, conditions on the middle passage and a life of slavery before considering different reasons for the abolition of slavery and then the extent to which abolition changed the lives of enslaved and formerly enslaved people.
E9 – Who was more significant in the story of women’s suffrage?	Position of women in society prior to 1900. Separate spheres and campaign for female suffrage. Different groups – suffragists and suffragettes and tactics. Significance of individuals in the campaign for the vote.

Year 9 - How did conflict change the world?

E1 – Why was there tension in Europe in 1900?	The Great Powers in 1900 and rivalries developing. The Scramble for Africa and growing tension including role of Kaiser Wilhelm II. Students revisit their study of causation and consider long-term causes for WW1 including militarism, nationalism and imperialism.
E2 - How far did the assassination of Archduke Franz Ferdinand cause WW1?	Study focuses on causation of WW1. Assassination of Archduke Franz Ferdinand as a short-term cause for WW1. Differing views of historians e.g. AJP Taylor.
E3 – How and why did recruitment propaganda change over time?	Recruitment poems and posters as propaganda. Changing nature of propaganda in war linked to ‘war over by Christmas’ and war weariness leading to drop in morale and change in propaganda.
E4 - To what extent did the image of war reflect the reality of lived experiences?	Students study the reality of trench warfare using the categories weapons and technology, military strategy, life in the trenches and treatment of soldiers and psychological impact.

E5 – What do the stories of ‘often forgotten armies’ reveal about WW1?	Students reconsider the reality of trench warfare through the narratives of four soldiers of ‘often forgotten armies’. They learn why soldiers of Empire joined the war, their contribution, what can be revealed, prejudice and discrimination and evaluate why these narratives are ‘often forgotten’.
E6 – What Field Marshall Haig the ‘Butcher of the Somme’?	A source enquiry looking into the Battle of the Somme and the actions of Field Marshall Haig. They consider the traditional debate surrounding Haig and how and why interpretations of Haig have changed over time.
E7 - What can we learn about the legacy of WW1?	A study of remembrance / memorials including Stourbridge war memorial. Symbolism and significance of memorials. Understanding of the impact on civilians for study of the Treaty of Versailles. Wider legacy e.g. WW2 / hostilities.
E5 – How far did the Bolsheviks achieve their aims?	Students study Russian society prior to WW1 and the conditions which make the revolution possible, the impact of WW1 on Russia and the reasons why communism appeals to people. Students look at the events of the revolution and the aims of communism and the study focuses on
E6 – Why and how did dictators rise to power after WW1?	Students study the rise of dictatorships in the 20 th century. They consider the features of dictatorships and the similarities and differences between them. Work of historian – Frank Dikotter and the ‘cult of personality’.
E7 - Why did the League of Nations fail?	Students study causation of WW2 through the lens of the aims and failures of the League of Nations in the 1920s and 1930s.
E8 – Keep Calm and Carry On – why does WW2 propaganda endure?	Students study the importance of propaganda for Britain’s morale during WW2. Propaganda posters and the creation of the ‘Dunkirk Spirit’ and the ‘Blitz Spirit’. Students consider the image and reality. How these events have been represented and remembered?
E9 - What was the holocaust?	Student preconceptions of the Holocaust will be investigated alongside individual stories which question common misconceptions about judgements made. Students will study events leading to the introduction of the term genocide and genocides since the holocaust.
EQ10 - How different was the Cold War to previous wars?	Students will study how events towards the end of WW2 led to a new type of war: the Cold War post-1945.