

Elements Curriculum Plan

Subject: History

Building Block 3 ≈ KS3 (Y7)			
Half-Term	Topic/Content	Skills	Personal Development
Autumn 1	The Roman Empire Growth of an empire (Romulus and Remus) Roman Emperors Gladiators The Roman Army Roman Life Pompeii Boudica	Source exploration, explanation and analysis Written argument Discussion and debate Interpretation Communication (written/verbal) Key terminology Verballing expressing opinion	Communication Self-awareness Life skills
Assessment	End of term quiz		
Autumn 2	Medieval England 476-1066 Life after Roman Britain Religion and afterlife (heaven, hell and purgatory) Society, food and villages Art and music The Battle of Winwaed Vikings – who they were and how they changed England Danelaw Alfred the Great	Historical inquiry Communication (Verbal/written) Source exploration, explanation and analysis Written argument Discussion and debate Interpretation Key terminology Verballing expressing opinion	Communication Self-awareness Life skills
Assessment	End of term quiz		
Spring 1	Medieval England 1066-1485 The struggle for the throne 1066 Battle of Stamford Bridge Battle of Hastings Feudalism Influence of religion – crime, science and medicine, warfare, the structure of society Castles	Historical inquiry Communication (Verbal/written) Source exploration, explanation and analysis Written argument Discussion and debate Interpretation Key terminology Verballing expressing opinion	Communication Self-awareness Life skills

Elements Curriculum Plan

Subject: History

	Magna Carta Hundred Years War Joan of Arc Black Death Peasants Revolt Princes in the tower		
Assessment	End of term quiz		
Spring 2	The Tudors – 1485-1558 Tudor society Tudor art and music The role of religion – Martin Luther The power of Kings The dissolution of the monasteries Bloody Mary Elizabeth I The renaissance period	Historical inquiry Communication (Verbal/written) Source exploration, explanation and analysis Written argument Discussion and debate Interpretation Key terminology Verballing expressing opinion	Communication Self-awareness Life skills
Assessment	End of term quiz		
Summer 1	The Elizabethan Era - 1558-1603 The treatment of Catholics Plots of assassination Mary Queen of Scots and Northern rebellion Mary's execution Spanish Armada – Sir Francis Drake	Historical inquiry Communication (Verbal/written) Source exploration, explanation and analysis Written argument Discussion and debate Interpretation Key terminology Verballing expressing opinion	Communication Self-awareness Life skills
Assessment	End of term quiz		
Summer 2	The Stuarts/The Struggle for Power 1603 - 1707 The gunpowder plot Causes of the English Civil War English civil war Oliver Cromwell Restoration of the monarchy The Great Plague of London	Historical inquiry Communication (Verbal/written) Source exploration, explanation and analysis Written argument Discussion and debate Verballing expressing opinion Interpretation Key terminology	Communication Self-awareness Life skills

Elements Curriculum Plan

Subject: History

	The Great Fire of London The birth of Great Britain The Witch Trials		
Assessment	End of term quiz		

Building Block 4 ≈ KS3 (Y8)			
Half-Term	Topic/Content	Skills	Personal Development
Autumn 1	Exploration and colonialisation James Cook The colonisation of the Americas Jamestown Blackbeard Pirates of the Caribbean	Communication (Verbal/written) Exploring societal beliefs and the influence this has on the individual Research Historical inquiry Exploration of views and ideas Discussion and debate Examining sources	Communication Self-awareness Life skills

Elements Curriculum Plan

Subject: History

		Map reading Key terminology	
Assessment	End of term quiz		
Autumn 2	The Victorians Part 1 Victorian society and social class Victorian schools and education Religious influence Disease and living standards Industrial Revolution Children at work The workhouse A Victorian Christmas Crime and punishment Jack the Ripper	Communication (Verbal/written) Exploring societal beliefs and the influence this has on the individual Research Historical inquiry Exploration of views and ideas Discussion and debate Examining sources Key terminology	Communication Self-awareness Life skills
Assessment	End of term quiz		
Spring 1	The Victorians Part 2 Inventions Isambard Kingdom Brunel Charles Darwin Religious influence Victorian women – Florence Nightingale LGBTQ+ - Edward Carpenter The golden era of the British empire Romanticism	Communication (Verbal/written) Exploring societal beliefs and the influence this has on the individual Research Historical inquiry Exploration of views and ideas Discussion and debate Examining sources Key terminology	Communication Self-awareness Life skills
Assessment	End of term quiz		
Spring 2	Slavery to civil rights 18 th century Africa The transatlantic slave trade Middle passage Auctions Plantations Olaudah Equiano Samuel Sharpe	Exploring political beliefs and the influence this has on the individual and the rest of society Communication (Verbal/written) Exploring societal beliefs and the influence this has on the individual Research Historical inquiry Exploration of views and ideas	Communication Self-awareness Life skills

Elements Curriculum Plan

Subject: History

	Abolition Segregation The KKK Civil rights 21 st century movement	Discussion and debate Examining sources Key terminology	
Assessment	End of term quiz		
Summer 1	The Edwardian Period and World War 1 Titanic Suffragettes Significance of first total war Cause, events and consequences Imperialism Nationalism Militarism Franz Ferdinand Enlistment Propaganda The trenches Lions led by donkeys Weapons The Battle of Somme The Spanish Flu Howard Carter and Tutankhamun – Egyptology drop down lesson?	Exploring political beliefs and the influence this has on the individual and the rest of society Communication (Verbal/written) Exploring societal beliefs and the influence this has on the individual Research Historical inquiry Exploration of views and ideas Discussion and debate Examining sources Key terminology	Communication Self-awareness Life skills
Assessment	End of term quiz		
Summer 2	World War Two Forced peace and the cause of a second conflict The Treaty of Versailles League of nations Fascism Hitler's rise to Fuhrer and Nazi's Dunkirk	Exploring political beliefs and the influence this has on the individual and the rest of society Recapping knowledge of war Communication (Verbal/written) Exploring societal beliefs and the influence this has on the individual Research Historical inquiry	Communication Self-awareness Life skills

Elements Curriculum Plan

Subject: History

	The Blitz Propaganda Evacuation D Day Captain Tom Moore Role of women Sheffield Blitz + Mi Amigo	Exploration of views and ideas Discussion and debate Examining sources Key terminology	
Assessment	End of term quiz		

Building Block 5 ≈ KS3-4 bridging year (Y9)			
Half-Term	Topic/Content	Skills	Personal Development
Autumn 1	The Holocaust Jewish life before the war Antisemitism Why did the holocaust happen? Oskar Schindler Persecution Genocide Auschwitz Treatment of Jews Nuremburg Laws Ghettos Warsaw ghetto uprising Life in the camps Anne Frank Holocaust Memorial Day Resistance Survivors Aftermath	Critical understanding of political beliefs and the influence this has on the individual and the rest of society Recapping knowledge Diversity of human experience Communication (Verbal/written) Critical understanding of societal beliefs and the influence this has on the individual Independent research Historical inquiry Exploration and analysis Data analysis Discussion and debate Empathy Interpreting sources Understanding impact Societal impact/awareness Contextualise for meaning Formation of argument Chronological ordering	Communication Self-awareness Life skills

Elements Curriculum Plan

Subject: History

Assessment	End of term quiz		
		Linking to other subjects Key terminology	
Autumn 2	USA in the early 20th Century The USA in 1919 Government of the USA Isolationism Economic boom of the 20s Consumerism Flappers Movies and music Celebrities in the 1920s Problems for the poor Sacco and Vanzetti The KKK Prohibition Immigration Speakeasies and bootleggers Al Capone Wall Street Crash Effects of the great depression The New Deal	Critical understanding of political beliefs and the influence this has on the individual and the rest of society Recapping knowledge Diversity of human experience Communication (Verbal/written) Critical understanding of societal beliefs and the influence this has on the individual Independent research Historical inquiry Exploration and analysis Data analysis Discussion and debate Empathy Interpreting sources Understanding impact Societal impact/awareness Contextualise for meaning Formation of argument Chronological ordering Linking to other subjects Understanding of different human experience Key terminology	Communication Self-awareness Life skills
Assessment	End of term quiz		
Spring 1	Changing landscapes – A chronological study Iron age villages Ritual landscapes - Stonehenge Hill forts Maiden Castle	Independent research Project planning Chronological ordering Recapping knowledge Linking to other subjects Understanding of different human experience Key terminology	Communication Self-awareness Life skills

Elements Curriculum Plan

Subject: History

	<p>Changing nature of kingdoms and castles</p> <p>Crafting tools</p> <p>Local landscapes</p>		
Assessment	End of term quiz		
Spring 2	<p>Yorkshire and the Humber history</p> <p>Textiles and coal wealth</p> <p>Mass unemployment</p> <p>Pit closures</p> <p>Miner's Strike</p> <p>Thatcherism</p> <p>Holidays by the sea</p>	<p>Independent research</p> <p>Discussion and debate</p> <p>Map reading</p> <p>Data analysis and interpretation</p> <p>Critical understanding of societal beliefs and the influence this has on the individual</p> <p>Critical understanding of political beliefs and the influence this has on the individual and the rest of society</p> <p>Interpreting sources</p> <p>Teamwork</p> <p>Real-world understanding of local history</p> <p>Linking to other subjects</p> <p>Understanding of different human experience</p> <p>Key terminology</p>	<p>Communication</p> <p>Self-awareness</p> <p>Life skills</p>
Assessment	End of term quiz		
Summer 1	<p>Continuity and change in the last half of the 20th Century – A comparative study</p> <p>1950s prime ministers</p> <p>1960s feminism and abortion</p> <p>1960s homosexuality</p> <p>Swinging 60s</p> <p>Technological advancement – first man on the moon</p> <p>Fashion</p> <p>Gangs and slang</p> <p>1950s Windrush generation – arts and culture</p>	<p>Diversity of human experience</p> <p>Communication (Verbal/written)</p> <p>Critical understanding of societal beliefs and the influence this has on the individual</p> <p>Independent research</p> <p>Historical inquiry</p> <p>Exploration and analysis</p> <p>Data analysis</p> <p>Discussion and debate</p> <p>Empathy</p> <p>Interpreting sources</p> <p>Teamwork</p> <p>Chronological ordering</p>	<p>Communication</p> <p>Self-awareness</p> <p>Life skills</p>

Elements Curriculum Plan

Subject: History

	Culture and entertainment	Recapping knowledge Linking to other subjects Understanding of different human experience Key terminology	
Assessment	End of term quiz		
Summer 2	Continuity and change in the last half of the 20th Century – A comparative study 1970s hippie movement 1980s Stonewall 1980s LGBTQ+ movement – HIV/AIDs – Terrence Higgins Trust, changes to medicine from then to now 1980s Feminism and equality 1990s Stephen Lawrence Fashion Gangs and slang Culture and entertainment	Diversity of human experience Communication (Verbal/written) Critical understanding of societal beliefs and the influence this has on the individual Independent research Historical inquiry Exploration and analysis Data analysis Discussion and debate Empathy Interpreting sources Teamwork Recapping knowledge independently Linking to other subjects Understanding of different human experience Key terminology	Communication Self-awareness Life skills
Assessment	End of term quiz		

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Rationale – The History KS3 curriculum utilises the spiral form to revisit skills and develop a deeper understanding of Earth’s history, whilst taking students on a journey through time. As yet, with no plan for History to be taught as a discrete GCSE subject, the intention is for History in building blocks 3-5 to be an engaging, exciting and varied subject that provides students with a range of experiences and opportunities to learn about the history our world.

BB3-5

- To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- To gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

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BB6ab – not currently applicable