

## History KS3 Curriculum Map

Year (& theme)	Autumn Term		Spring Term		Summer Term	
<p><b>7:</b> Who made our country: rulers, religion or rebels?  3 lessons every two weeks</p>	<p><b>Content:</b> (NB: Students will undertake a 4/5 lesson introductory historical skills unit &amp; baseline assessment from Sept 2015)</p> <p>'Stonehenge was a botched job by cowboy builders' – do you agree with Professor Hutton's view (A broad look at Britain's past from the Neolithic period up to the Norman Conquest)</p>	<p><b>Content:</b> William didn't conquer England – he created it!: Do you agree?)</p> <p>(A study of the impact of the Norman Conquest of 1066 &amp; how it shaped modern Britain)</p>	<p><b>Content:</b> If stones could speak, what would they say shaped <i>Wimbedounyng</i> from Medieval times to the present day? (local history unit)</p> <p>(A local history unit: a study of Wimbledon from the 13<sup>th</sup> century up to the Second World War)</p>	<p><b>Content:</b> Who had the more explosive effect on our country: Guy Fawkes or Oliver Cromwell?</p> <p>(A study of two major people from the 17<sup>th</sup> century. We look at the contexts to their infamy including the English Civil War &amp; the Gunpowder Plot)</p>	<p><b>Content:</b> Joan of Arc Saint Witch or Warrior?</p> <p>(A study of the famous French warrior who fought in the Hundred Years War against the English. We look at why interpretations of her have changed over time)</p>	<p><b>Content:</b> An Islamic Revolution 600-1600. How much did Islamic Kingdoms contribute to the modern world?</p> <p>(A broad look at the development of Islamic culture &amp; civilisation after the birth of the Prophet Muhammad &amp; their amazing contributions to the modern world)</p>
	<p><b>Skills:</b> Chronology Interpretations</p>	<p><b>Skills:</b> Significance Change/continuity</p>	<p><b>Skills:</b> Evidence Change Causation</p>	<p><b>Skills:</b> Interpretations Significance Consequence</p>	<p><b>Skills:</b> Interpretations Significance</p>	<p><b>Skills:</b> Significance Change/continuity</p>

<p><b>8:</b> <b>Did Britain change the world or did the world change Britain?</b></p> <p>4 lessons every two weeks</p>	<p><b>Content:</b> A Revolution of ideas: how big a step forward was the Renaissance?</p> <p>(A study of the Renaissance that began in Italy and how its ideas led to people changing the way they saw the world)</p>	<p><b>Content:</b> 'The Industrial Towns were death traps' – How far is this true?</p> <p>(A study of Britain in the 18<sup>th</sup> &amp; 19<sup>th</sup> centuries. We tackle and debate the idea that all parts of Industrial towns were cesspools of misery and despair)</p>	<p><b>Content:</b> From hymns to hip-hop: can songs truly represent black people's fight for freedom?</p> <p>(We study black peoples' past from Medieval African kingdoms to the modern day, looking at their successes and tribulations by tackling songs as historical sources)</p>	<p><b>Content:</b> What mattered to the Mughals?</p> <p>(A study of the Mughal Empire in India/Pakistan/Afghanistan from the 16<sup>th</sup> to the 19<sup>th</sup> centuries - we look at what was important to them and what they believed in)</p>	<p><b>Content:</b> Why did the British become empire builders?</p> <p>(A study of the reasons for British expansion across the globe, the affect they had on different countries around the globe)</p>	<p><b>Content:</b> Which protestors have changed British society the most: Chartists, Suffragettes or trade unions?</p> <p>(A analysis of the impact of these three protest groups on British society in the 19<sup>th</sup> &amp; 20<sup>th</sup> centuries)</p>
	<p><b>Skills:</b> Change Consequence Similarity/difference</p>	<p><b>Skills:</b> Similarity/difference Evidence</p>	<p><b>Skills:</b> Interpretations Evidence</p>	<p><b>Skills:</b> Change Similarity/difference</p>	<p><b>Skills:</b> Cause Consequence</p>	<p><b>Skills:</b> Evidence Change Significance</p>
<p><b>9:</b> <b>How should we remember the 20<sup>th</sup> century? The century of...</b></p> <p>3 lessons every 2 weeks</p>	<p><b>Content:</b> WW1 was a great war for the British – do you agree?</p> <p>(A study of the causes of World War One and a look at the different experiences for different British people during WW1)</p>	<p><b>Content:</b> Is it possible to understand the Holocaust?</p> <p>(A study of the Holocaust in Europe from 1933-1945 – causes, course and consequences)</p>	<p><b>Content:</b> Why did the world just watch the Rwandan genocide?</p> <p>(A look at the cause, course and consequence of the Rwandan genocide &amp; the reconciliation project that is ongoing there today)</p>	<p><b>Content:</b> World War Two: Who suffered the most? (Hiroshima, Dresden, The Blitz)</p> <p>(A study of the different experiences of World War Two in Britain, Japan and Germany)</p>	<p><b>Content:</b> Britain's youths 1945-75 rebels, activists or victims?</p> <p>(A study of the development of distinct youth cultures in this period, analysing the effects of immigration, socio-political change and changes in women's rights)</p>	<p><b>Content:</b> Has the Cold War finished?</p> <p>(NB: This unit may be moved to begin GCSE course &amp; replaced with 'Prevent' Unit but in place at present)</p> <p>(A brief study of the causes of the Cold War, the escalation of the conflict and why the underlying tensions still exist in the 21<sup>st</sup> century)</p>
	<p><b>Skills:</b> Similarity/difference Causation</p>	<p><b>Skills:</b> Cause Significance</p>	<p><b>Skills:</b> Empathy Diversity Evidence</p>	<p><b>Skills:</b> Causation Significance Similarity/difference</p>	<p><b>Skills:</b> Change/continuity Interpretations Diversity</p>	<p><b>Skills:</b> Causation Interpretations</p>

**Course Text Books/Websites:**

**Helpful History contains links to many useful websites that cover all topics studied in Key Stage 3**

<http://www.helpfulhistory.com/links.html>

[www.samlearning.com](http://www.samlearning.com)

**Additional Materials/Equipment required:**

There are no additional materials/equipment for this course.

**Home Support:**

Encourage your daughter to undertake additional reading linked to topics we are studying. Supporting homework, ensuring that it is completed.

**Head of Department:**

Mr Warnock-Smith