Carmel College Curriculum Implementation – KS 3 Long term plan **Subject: History 2023-2024**

**The BIG questions:**

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| **How and why has everyday life changed?** | **When did the right people get power?** | **Why do people fight?** |

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|  | Year 7 | Year 8 | Year 9 |
| Autumn half term 1Sequential knowledge and skills | ***NC Link:******Development of Church, state & society in Medieval Britain 1066-1509******Local history study*****Norman Conquest: Why did William win the Battle of Hastings?*** Rivalry for the throne
* Battle of Stamford Bridge
* Battle of Hastings

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| **Disciplinary knowledge:** |  |
| Cause and/or consequence |  |
| Change and/or continuity |  |
| Similarity and/or difference |  |
| Significance |  |
| Using evidence |  |
| Interpretations |  |

 | ***NC Link:******Ideas, political power, industry and empire: Britain, 1745-1901*** **Britain and the Slave Trade:** **Why did Britain (and other European countries) support the slave trade?*** Slavery through time
* Life in African countries before the Slave Trade
* The origins of Britain’s slave trade
* Why was the Middle Passage so terrible?
* What was life like for slaves?
* Who benefitted from slavery?
* How did slavery come to an end?
* How should we acknowledge this past?

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 | ***NC Link:******Challenges for Britain, Europe and the wider world 1901 to the present day*** **Nazi Germany: Why did Germany let Hitler rule for 12 years?*** How did the Nazis keep control, terror or propaganda, or something else?
* What was it like being a young person in Nazi Germany?
* Did Nazi Germany promote Women’s Rights?
* Did anyone say ‘no’ to Hitler?
* Who was persecuted and why?
* How could the Holocaust happen?

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| Assessment Content and methods used to judge learning | Knowledge testExtended written task – Why did William win the Battle of Hastings? | Knowledge testSource analysis – Middle PassageWritten task  | Knowledge testExtended written task – Was terror or propaganda more important in keeping control in Nazi Germany? |
| Autumn half term 2Sequential knowledge and skills | **Norman Conquest: Was William good for England?*** William’s problems
* The Harrying of the North
* Feudal System
* Domesday Book
* ‘Normanising’ the Church
* Local Study – Castles

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 | **Industrial Revolution: Is progress always a good thing?*** How were clothes made before factories?
* What were the big inventions of the industrial period?
* Who was Arkwright?
* What did children do in factories?
* Did everyone support progress at this time?
* What was public health like at this time?

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 | ***NC Link:******Challenges for Britain, Europe and the wider world 1901 to the present day*** ***Local history study – family histories*****The Home Front in Britain: What was it like to live in Britain during WWII?*** Was evacuation a good thing?
* Was the Blitz so bad?
* How did rationing impact everyday life?
* Turning points (Dunkirk, D-Day, Pearl Harbour, Atomic bomb)

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**20th century conflict since WWII: why was World War II not the end of warfare in the 1900s?*** How did WWII end?
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| Assessment Content and methods used to judge learning | Knowledge testExtended written task involving historical interpretations | Knowledge testExtended written task  | Knowledge testExtended written task  |
| Spring half term 3Sequential knowledge and skills | **Medieval England & Black Death: What did people believe in Medieval England?*** What was life like in Medieval England? (religion, food, medicine)
* Beliefs about causes, prevention and treatment of the Black Death
* How did the Black death change Alton?

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 | **Development of British Empire and India depth study: How far was Britain good for India?*** Empire Builders
* The East India Company
* The Indian Mutiny
* Was the Empire Great in India?
* Was Empire great in other colonies?
* How great was the British Empire?

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 | **20th century conflict since WWII: Why was WWII not the last conflict in the 20th century?*** The defeat of Germany
* Capitalism v Communism
* Arms Race
* Berlin
* The Korean War
* The Cuban Missile Crisis
* War in Vietnam
* End of the Cold War

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| Assessment Content and methods used to judge learning | Knowledge test**Cumulative assessment**Extended written task using sources – Inference and source utility for learning about Medieval medicine.  | Knowledge test**Cumulative assessment**Extended written task – Why did the Indian Mutiny happen? + Interpretations analysis – Is the historian telling the truth about the British Empire?  | Knowledge test**Cumulative assessment**Extended written task  |
| Spring half term 4 Sequential knowledge and skills | **Black Death & Peasants’ Revolt: Did the Peasants’ Revolt change England?*** Why was the Black Death still significant 30 years later?
* Wat Tyler – hero?
* Did the Peasants’ Revolt change England?

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 | ***NC Link:******Challenges for Britain, Europe and the wider world 1901 to the present day*** **World War I: Does World War I deserve to be known as ‘the Great War?’*** Why did WWI break out? What were the short term, long term and trigger causes?
* Why did so many men want to go and fight?
* What were conditions really like in the trenches?
* Does Haig deserve the nickname ‘The Butcher of the Somme’?
* How did war impact women?

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  | **Health and the People, c1000 – present day****Ancient Medicine:** **What did people believe about disease in Medieval times?** * What did people believe about medicine in Egyptian, Greek and Roman times?
* Who were Hippocrates and Galen?

**Medieval Medicine:*** What did people believe about the causes, preventions and treatment of disease in the Medieval period?
* How important was the Catholic Church at this time?
* Why was the Black Death so terrifying and what did people understand about where it came from?
* How advanced was Islamic medicine?

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(S) knowledge, change & continuity, evidence, interpretations |
| Assessment Content and methods used to judge learning | Knowledge testExtended written task – Which was more significant, the Black Death or the Peasants’ Revolt?  | Knowledge testExtended written task – 2-sided argument asking whether Haig deserved the nickname ‘The Butcher of the Somme?’ Using sources of evidence | Knowledge testWritten tasks **Retrieval of elements in Yr7** |
| Summer half term 5 Sequential knowledge and skills | **Tudor England: Were the Henrys really ‘terrible?’*** The War of the Roses and Henry VII’s attempts to restore stability
* Was Henry VIII really a ‘bad king?’
* Tudor life including Black Tudors

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  | ***NC link:******Study of a significant society or issue in world history and its interconnections with other world developments (i.e. USA in 20th century)******Local history study*****The peace settlement and the inter-war years: Why was the world depressed in the 1930s’*** How did WWI end?
* What happened at Versailles?
* Why was the world depressed in the 1930s?

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 | **Medicine 1500-1800:** **How much progress was made at this time?*** Was there any progress in the Renaissance period?
* Who achieved more, Vesalius, Pare or Harvey?
* Was the Great Plague different or similar to the Black Death?
* Why were people scared of Jenner’s vaccination? (links to COVID)

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| Assessment Content and methods used to judge learning | **Knowledge test – building on the year – retrieval** |  **Knowledge test – building on the year – retrieval** | **Knowledge test – building on the year -retrieval** |
| Summer half term 6Sequential knowledge and skills | ***NC Link:******Development of Church, state & society in Britain 1509-1745*****Reformation in England and Europe: How far was England a divided country?*** Why did Henry VIII split from the Catholic Church?
* What was happening to religion in Europe?
* How divided was England after Henry VIII died? (Edward to Mary)
* Was Elizabeth’s reign ‘a golden age?’

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  | **The rise of dictators in Europe: How do people protest?** * How could a man like Hitler become leader of a country like Germany?
* Who was General Franco and how is he linked to Stockton? (local study – the Ballad of Johnny Longstaff)

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 | **Medicine 1800-1900:****Why were there so many medical breakthroughs between 1800 & 1900?*** How did John Snow cut the death rate from cholera?
* What were the big 3 problems of surgery at this time?
* Why was there opposition to anaesthetics and antiseptics?
* Who had the greater impact, James Simpson or Joseph Lister?
* How was the germ theory finally discovered?
* Which factor(s) was most important in explaining the rapid progress at this time?

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| Assessment Content and methods used to judge learningAssessment | **End of year test****Knowledge test covering whole year - retrieval**Extended written task – written responses to Tudor England and Reformation | **End of year test****Knowledge test covering whole year - retrieval**Extended written task + sources and/or interpretations analysis | **End of Year Test****Knowledge test covering whole year - retrieval**Knowledge test and may include:‘Similarity/difference between 2 time periods’‘Explain why …’‘Statement’ How far do you agree …?  |