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 1  Sequential 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  |  |  | | --- | --- | | **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?  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | | ***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?      |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | |
| Assessment Content and methods used to judge learning | Knowledge test  Extended written task – Why did William win the Battle of Hastings? | Knowledge test  Source analysis – Middle Passage  Written task | Knowledge test  Extended written task – Was terror or propaganda more important in keeping control in Nazi Germany? |
| Autumn half term 2  Sequential 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  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | | **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?  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | | ***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)  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  |   **20th century conflict since WWII: why was World War II not the end of warfare in the 1900s?**   * How did WWII end? |
| Assessment Content and methods used to judge learning | Knowledge test  Extended written task involving historical interpretations | Knowledge test  Extended written task | Knowledge test  Extended written task |
| Spring half term 3  Sequential 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?  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | | **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?  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | | **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  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | |
| 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?  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | | ***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?  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | | **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?  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  |   (S) knowledge, change & continuity, evidence, interpretations |
| Assessment Content and methods used to judge learning | Knowledge test  Extended written task – Which was more significant, the Black Death or the Peasants’ Revolt? | Knowledge test  Extended written task – 2-sided argument asking whether Haig deserved the nickname ‘The Butcher of the Somme?’ Using sources of evidence | Knowledge test  Written 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  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | | ***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?  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | | **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)  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | |
| 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 6  Sequential 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?’  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | | **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)  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | | **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?  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | |
| Assessment Content and methods used to judge learning  Assessment | **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 …? |