Key Stage 3 Curriculum Map History (Year 8 and 9 may swap due to merged year groups).

Year 7

Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
Knowledge acquired					
History Skills • Chronology • Source Analysis • PEEL Paragraphs • Knowledge and Understanding	**Medieval Britain** • Daily Life • Feudal System • Life of a peasant • Medieval Medicine • Religion • Battle of Hastings and William the Conqueror	**Medieval Britain** • Black Death and Aftermath • Peasant's Revolt • Roles and Men and Women	**Medieval Britain** • Magna Carta • Murder of Thomas Becket • Importance of Religion	**Medieval Britain** • The Crusades and their impact • Gerald of Wales	**Medieval Britain** • Wars of the roses • Revision
Skills acquired					
• **PEEL written answers** • **Introduction to Source analysis** • **Knowledge and understanding of the time period** • **Understanding of chronology** • **Conducting a historical enquiry**					
Key Assessments taking place					
• Baselines to begin topics • Repeated at the end of topic • Continual informal assessment in class					

Year 8

Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
Knowledge acquired					
Early Modern Britain • Tudor Monarchs • Henry VIII • Mary I • Elizabeth I	**Early Modern Britain** • Life in early modern Britain • Marriage and Family	**Early Modern Britain** • James I • Witchcraft • Union of England and Scotland	**Early Modern Britain** • Charles I and the Civil War • Oliver Cromwell and the Interregnum	**Early Modern Britain** • Charles II and the restoration of the monarchy	**Transition to Industrial Britain** • Development of crime and punishment

	• How did their rule affect the country?	• Poverty and Wealth			• Changes in the 17th and 18th century	• Changes in the country leading to the industrial revolution
	Skills acquired					
	• **PEEL written answers** • **Development of Source analysis** • **Knowledge and understanding of the time period** • **Understanding of chronology** • **Conducting a historical enquiry**					
	Key Assessments taking place					
	• Baselines to begin topics • Repeated at the end of topic • Continual informal assessment in class					
Year 9	**Autumn Half Term 1**	**Autumn Half Term 2**	**Spring Half Term 1**	**Spring Half Term 2**	**Summer Half Term 1**	**Summer Half Term 2**
	Knowledge acquired					
	Industrial Period • Everyday life including medicine • Factories and factory conditions	**Industrial Period** • Crime and Punishment • Prison and Poverty	**First World War** • Life on the home front • International relations • Technological advances • Medicine	**Inter-war Years** • Life in the 1930s • Great Depression • Roles of men and women	**Second World War** • Life on the home front • International relations • Technological advances • Medicine	**Cold War** • Space Race • Communism vs Capitalism • Spying and JFK assassination
	Skills acquired					
	• **PEEL written answers** • **Development of Source analysis** • **Knowledge and understanding of the time period** • **Understanding of chronology** • **Conducting a historical enquiry**					
	Key Assessments taking place					
	• Baselines to begin topics • Repeated at the end of topic • Continual informal assessment in class					

	Oracy By the end of the curriculum, pupils will be able to communicate historical knowledge confidently, discuss and debate interpretations using evidence, question sources critically, and present reasoned historical arguments using appropriate historical vocabulary.
	Digital Literacy By the end of the curriculum, pupils will be able to research independently using reliable digital sources, evaluate the accuracy and bias of online historical information, create and present digital content effectively, and use technology safely and responsibly to support historical enquiry.
	Home Learning Home learning should provide opportunities for pupils to revisit and extend classroom learning, develop independence as historians, strengthen historical knowledge and vocabulary, and apply research, oracy and digital literacy skills in meaningful contexts.