



## Verulam School: Key Stage 3 CURRICULUM INFORMATION

**Department: History**

**Subject Leader: Mr Coughlan**

### Subject Vision:

History at Verulam aims to develop an understanding and appreciation of England's history, as well as of other cultures so that students can make sense of the world around them. This includes learning about periods of tension and conflicts and how to make the world a better place from learning about successes as well as mistakes through time. We aim to spark a passion for history throughout life and to develop second order concepts. This involves forming an understanding of the development of the United Kingdom and an exploration of other nations and cultures throughout history. In the modern age, students need to be able to decipher media representations and distinguish between fact and opinion so that they can make sense of what is happening around them. We therefore teach our students how to engage critically with the world around them, developing the skills needed to analyse and evaluate information they are presented with before coming to an informed conclusion. Students are taught how to express their ideas in a coherent and convincing argument in a manner that is transferable to other disciplines.

	<b>YEAR 7</b>					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Topic/Unit Title	1) Introduction to Secondary History  (Core skills)  2) Why do we remember the Romans today?  (Significance)	3) Were the Anglo Saxons really just barbarians?  (Change and Continuity)  4) Why did William win the Battle of Hastings?  (Cause and consequence)	5) How much did the Normans change England?  (Change and Continuity)	6) Was Musa the greatest Mansa? (Significance)	7) How far was Medieval England a man's world?  (Interpretation)  8) End of Year assessment preparation	9) How much did religion help or hinder medieval religion?  (Cause and consequence)
Assessment	Baseline core skills test	Why do we still remember the Romans	Why did William win the battle Hastings? (extended written task)	How far was Musa the greatest Mansa? (extended written task)	End of Year assessment	How much did religion help or hinder medieval

	Key knowledge topic test	today? (Extended written task)  Key knowledge topic test	Key knowledge topic test	Key knowledge topic test		society? (extended written task)  Key knowledge topic test
<b>YEAR 8</b>						
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Topic/Unit Title	1) Why did the Tudor create a religious rollercoaster?  (Causation) 2) Why did England suffer a Civil War?  (Causation) 3) When did Parliament become more powerful than the monarchy?  (Change and Continuity)	4) How did the Industrial Revolution forge modern Britain?  (Change and continuity) 5) Why are there different experiences of the British Empire? (Interpretation)	6) How did the Transatlantic slave trade affect Benin?  (Change and continuity) 7) What is the legacy of the British Empire today? (Significance)	8) How could one bullet cause millions of deaths?  (Causation) 9) Why were there so many different experiences of WWI?  (Interpretation)	10) Why was there a fight for rights in the 20 <sup>th</sup> century? (Causation) 11) End of Year assessment preparation.	12) Why were the Nazis able to secure control of Germany? (Causation) 13) Why were so many people persecuted in the Holocaust? (Causation)
Assessment	How far was the English civil War started by Charles I's lust for power? (extended written answer)  Key knowledge topic test	Why are there so many different experiences of the British Empire? (extended written answer)  Key knowledge topic test	How should we remember the British Empire? (extended written answer)  Key knowledge topic test	Trench conditions  Key knowledge topic test	'There has been significant and steady improvement towards greater equality for the LGBT+ community'. How far do you agree? (extended written answer)  Key knowledge topic test	End of Year assessment

	<b>YEAR 9</b>					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Topic/Unit Title	1) When did WW2 turn against Hitler? (Significance)	2) How well did Hertfordshire survive Hitler? (Change and continuity) 3) Why did Olusoga write about the British Civil Rights Movement in his book? (Significance)	4) How has warfare shaped England? Celts to Normans (Change and Continuity)	5) How has warfare shaped England? Medieval (Change and Continuity)	6) How has warfare shaped England? Early Modern to Industrial (Change and Continuity)	7) How has warfare shaped England? Twentieth Century (Change and Continuity)
Assessment	When did WW2 turn against Hitler? (extended written answer)  Key knowledge topic test	Why did Olusoga write about the British civil rights movement? (extended written answer)  Key knowledge topic test	Explain why use of the mounted knight declined. (extended written answer)  Key knowledge topic test	How much had warfare changed between the battle of Falkirk and the battle of Naseby? (extended written answer)  Key knowledge topic test	Explain key changes in artillery  Explain key similarities in infantry (short form written answers)  Key knowledge topic test	End of Year assessment