

## What are the aims and intentions of this curriculum?

The aim of our Key Stage 3 Curriculum is to give students a grounding in the origin of European civilization and an understanding the key events of European and English history over different historical periods (ancient, medieval, industrial, modern).

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	Iron Age to Normans	Students will learn the <b>study of history (sources, interpretations, chronology)</b> through the study of Iron Age to Normans. The individual topics are: <ol style="list-style-type: none"> <li>1. What is History?</li> <li>2. Chronology</li> <li>3. Evidence</li> <li>4. Iron Age</li> <li>5. Romans</li> <li>6. Saxons – The African who transformed Anglo-Saxon England</li> <li>7. Normans</li> </ol>	Understand concept of ‘society’ and ‘progress’ Understand origin of British society. Understanding the chronological <b>Source analysis</b> (archeological finds) <b>Essay writing (use of paragraphs, PEEL)</b> <b>Interpretations:</b> how and why historians disagree about a period.	<b>Think Pink, Go Green</b>
Autumn 2	The Crusades	Students will answer the following <b>BIG Questions</b> ; <ol style="list-style-type: none"> <li>1. What were the Crusades – an introduction?</li> <li>2. What were the causes of the Crusades?</li> <li>3. What happened during the Outremer Crusades?</li> <li>4. What happened during the Jihad Crusades?</li> <li>5. How did the Muslims respond to the Crusades?</li> </ol>	Students (Christians and Muslims) will <b>make links</b> between their religion today and in the distant past. <b>Empathy</b> – what was it like to be part of these crusades?	Cumulative Test
Spring 1	Norman conquest	What were the main features of Anglo-Saxon England and why did the <b>Norman Conquest occur</b> ? <ol style="list-style-type: none"> <li>1. Who were the Anglo-Saxons?</li> <li>2. Who were the Normans?</li> <li>3. Who were the Vikings?</li> <li>4. Why was there a succession crisis in 1066?</li> <li>5. Battle of Stamford Bridge</li> <li>6. The Battle of Hastings</li> </ol>	Prepares students for understanding of medieval period and <b>GCSE Anglo-Saxon and Norman England.</b> Source analysis (Anglo-Saxon and Norman Chronicles, Bayeux Tapestry) Essay writing	<b>Think Pink, Go Green</b>
Spring 2	The Tudors	This scheme of work allows students to look at the second order historical concepts of change and continuity by studying the religious/social changes that took place <b>during the Tudor era.</b> The reformation was a major turning point in British (and European) history. Students will explore each Tudor monarch individually and how they impacted religious change and intolerance	An understanding of the <b>changing role of religion and how it impacted modern society.</b>	Cumulative Test

		<ol style="list-style-type: none"> <li>1. Henry VIII</li> <li>2. Religion &amp; Churches</li> <li>3. Break with Rome</li> <li>4. Edward</li> <li>5. Mary</li> <li>6. Elizabeth</li> </ol>		
<b>Summer 1</b>	Local Study - Hayes	Students will answer the following <b>BIG Questions</b> ; <ol style="list-style-type: none"> <li>1. What are the origins of Hayes?</li> <li>2. How has Hayes changed over time?</li> <li>3. How has the local Transport and Housing changed over time?</li> <li>4. and 5. Student presentations on the History of Hayes – plan, research, prepare and present</li> </ol>	The key skills they will nurture are; <b>Planning, researching, preparing and presenting</b> their presentations for the History of Hayes lessons	<b>Think Pink, Go Green</b>