

Ark Blake KS3 History Curriculum Map

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Big idea: We are all connected Big question: How did empires, trade, migration and belief link Britain to the rest of the world from 500BC to the 13th Century?	England pre 1066 <ul style="list-style-type: none"> Knowledge Content: chronology; immigration; hunter-gatherers; the Celts; Romans; Anglo-Saxons; Vikings and government in Anglo-Saxon period (social history). Threshold Concept: Britain has been shaped and influenced by the wider world, right from the earliest times. Link to Prior Learning: dip back into content that ought to have been covered at KS2 (Roman empire; rise and spread of Christianity; Vikings) Enquiry Question: Who were the invaders and settlers that came to Britain before 1066?	Norman Conquest and Norman England <ul style="list-style-type: none"> Knowledge Content: contenders to the throne; Norman military and ambition; battle of Stamford Bridge and Hastings; life on the manor; farming; castle building; social structures; church hierarchy; Domesday; Feudal relationships; dynastic succession and its fragility Threshold Concept: throughout the medieval period power was contested, and Kings could come to power through conquest (as well as acclamation, election or inheritance). Link to Prior Learning: students must use what they know about England before 1066 to judge who was best fit to rule. Enquiry Question: How did the Duke of Normandy become King of England?	Power to the people: The Church, reform and emergence of Parliament <ul style="list-style-type: none"> Knowledge Content: relationship between Henry II and Thomas Becket; King John and barons; agreements between Henry III and barons; origins of Parliament; Peasants revolt including consequences; law and order in Medieval period; trial and punishment. Threshold Concept: there was a power struggle between the church and crown in the medieval period leading to the emergence of Parliament. Link to Prior Learning: social structure of society; medieval hierarchy within monarchy and church; influence of religion. Enquiry Question: Who had power in the medieval period?	Rats and Rebels <ul style="list-style-type: none"> Knowledge Content: Black Death spread along the silk road, origins in Central Asia/China; Trade; Population; Demographic change (before/after); symptoms and treatments; village culture Threshold Concept: Britain was connected to other parts of the world through trade and the silk road. Link to Prior Learning: picks up on foundations laid in previous units regarding monarchs, marriage, lands, church with an emphasis on how structural limitations on monarch's power evolved. Enquiry Question: How did the Black Death lead to change?	The Islamic Empire <ul style="list-style-type: none"> Knowledge Content: political geography of Islam from AD1000; House of Wisdom; contributions to science and maths; Arabia origins- cultural and geographical. Spread to Spain, North Africa, Syria etc. Depth study on Baghdad. Threshold Concept: during the height of Islam's culture and learning from c750-1050, significant contributions were made to fields of science and medicine. Link to Prior Learning: dips into topics that ought to have been covered at KS2 (First Islamic civilisation). Enquiry Question: How did the Islamic Empire shape Britain?	The Crusades <ul style="list-style-type: none"> Knowledge Content: preaching First Crusade: Pope Urban II etc, reasons for preaching the Crusade. Byzantine empire; Seljuk Turks; Levant; 'Holy Land'; knightly orders; Papacy; Richard III; Saladin Nur ad din Threshold Concept: Pope Urban II preaching of a holy war drew on the established Christian tradition of the pilgrimage (as covered earlier on in the academic year) but also added the philosophy of a 'holy war' to justify the killing of other humans. Link to Prior Learning: sense of place and period re Constantinople now well established from earlier modules. Links back with Christendom and Islam covered earlier in the year. Enquiry Question: How did Crusades in the Middle East affect European life?
Curriculum Skills	Chronology; causation; writing a narrative	change and continuity; interpretations	Causes and consequence; source analysis	Cause and consequence; source analysis; change and continuity	Source analysis; interpretations	Sources and scholarship. Writing narratives (causes; main events; consequences)
Year 8 Big idea: Changes that brought us here are relatively recent. Big question: How did revolutions transform Britain and the world?	Tudors <ul style="list-style-type: none"> Knowledge Content: Henry VIII's break with Rome; Edward VI and Mary (top down reformation); counter reformation; Elizabeth's problems in context of wider world with a chief focus on later part of her reign. Threshold Concept: England break with Rome in 1534 (Act of Supremacy) made her vulnerable to foreign and domestic threats. Link to Prior Learning: builds upon stability of monarchy and influence and role of the 	West African Kingdoms <ul style="list-style-type: none"> Knowledge Content: Timbuktu; Silk Roads; Towns in Africa; Kings of Malian Empire; University of Sankore; Pilgrimage to Mecca and the devaluing of currency Threshold Concept: West African kingdoms flourished in the centuries prior to the onset of European colonisation. Link to Prior Learning: builds on and Islamic civilisation (beliefs; 	British Empire <ul style="list-style-type: none"> Knowledge Content: the beginning of the British empire; the 'Scramble for Africa'; British America; India; Africa; empire's contributions to Britain; experiences of colonies in World Wars; interpretations of the empire; legacy of the empire. Threshold Concept: from small beginnings in the early 1600S, Britain's Empire grew and grew to be-quite simply- the largest 	Slavery to Emancipation <ul style="list-style-type: none"> Knowledge Content: Spanish exploration; the triangular trade; Britain and the Caribbean; experiences of captives; slave resistance; abolitionist campaigns; legacies of the slave trade. Threshold Concept: from the 15th century, innovative ship building, navigational improvements and the gradual development of modern cartography all stimulated by a commercial and political stimulation to explore even further south 	Civil Rights in Britain and USA <ul style="list-style-type: none"> Knowledge Content USA: case study: Robert F. Williams; Jim Crow Laws; New Deal and race relations; I have a dream; after 1960s. Britain: Mangrove Nine 1970 and Notting hill; Black People's March 1981 Threshold Concept: British black power movement helped to create social change, including cultural shifts that enabled equality bills of the 2000s. Link to Prior Learning: bottom up approach for bringing about change; migration through 	Migrants to Britain: warm welcome or cold shoulder? <ul style="list-style-type: none"> Knowledge Content: role migrants played in English life, 1250-1500; diversity of migrant communities e.g. Dutch and Flemish; who was accepted in early modern Britain? Early African and Indian migrants; experience of migrants 1750-1900; Brick Lane; experiences of migrants in Croydon. Threshold Concept: Ethnic diversity in Britain is older than we think. Between 43 AD and about 410 AD Roman who settled in Britain included

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	<p>church and papacy covered in year 7.</p> <p>Enquiry Question: How did the reformation change England's relationship with the world?</p>	<p>practices and political geography)</p> <p>Enquiry Question: How was there so much learning at the 'end of the earth'?</p>	<p>empire the world had ever known.</p> <ul style="list-style-type: none"> Link to Prior Learning: students cover the concept of empires in year 7 e.g. Roman empire and Islamic empire. <p>Enquiry Question: Was the British Empire a good or a bad thing?</p>	<p>along the African coast, enabling the slave trade.</p> <ul style="list-style-type: none"> Link to Prior Learning: Tudor exploration under Elizabeth; economic wealth of Africa covered during West African kingdoms module; and the concept of trade linking Britain to the rest of the world e.g. Silk Roads. <p>Enquiry Question: Why are 'some islands in the Caribbean' important to understanding British history?</p>	<p>Empire and legacies of the slave trade as covered in previous unit.</p> <p>Enquiry Question: What does it mean to be British in 1901? American Civil Rights: Why has Robert F. Williams been forgotten?</p>	<p>those born in the Middle East and Africa.</p> <ul style="list-style-type: none"> Link to Prior Learning: migration to Britain before 1066; Norman migration after 1066; black Tudors; migration in empire. <p>Enquiry Question: How should we summarise British response to migrants?</p>
Curriculum Skills	similarities and differences; cause and consequence; making inferences	Evidential thinking; similarities and consequences; source analysis	Cause and consequence; narrative;	Cause and consequence; source analysis	Change and continuity; source analysis; interpretations	Interpretations; source analysis; cause and consequence
Year 9 Big idea: We cannot escape being affected by politics. Big question: How did political ideologies affect people's lives in Britain and the world in the 20 th century?	<p>A new century: Female Suffrage</p> <ul style="list-style-type: none"> Knowledge Content: Britain and the world in 1901; key personal; The Petition; Suffrage societies; WSPU; WFL; hunger strikes; fundraising and propaganda; processions; census; FWW; The Vote Threshold Concept: it was not until the Equal Franchise Act of 1928 that women over 21 were able to vote and women achieved the same voting rights as men. Link to Prior Learning: methods for campaigning as looked at in Civil Rights movements in year 8, and the role of key personal in brining about change. <p>Enquiry Question: How could historians use cartoons to understand Peterloo?</p>	<p>First World War</p> <ul style="list-style-type: none"> Knowledge Content: short term and long term causes; nature of warfare; varied experiences of soldiers; Western and Eastern Fronts; Treaty of Versailles Threshold Concept Link to Prior Learning <p>Enquiry Question: Why is it so hard to tell the story of the First World War?</p>	<p>Power in the early twentieth century</p> <ul style="list-style-type: none"> Knowledge Content: democracy and dictatorship; Germany in the 1920's; Weimar government; Stalin's dictatorship in the USSR; USA in the 1920's; persecution of minorities; Nazi party and other fascists around the world Threshold Concept: no two countries in the world are run in exactly the same way. Link to Prior Learning: concept of power and distribution with states explored between y7-9 e.g. Feudal system and role of the Caliph in Islamic empire in Y7.Mansa Musa's leadership in Mali in year 8 and the dominance of the 'Big Three' following the First World War. <p>Enquiry Question: Who had power in the twentieth century?</p>	<p>Second World War</p> <ul style="list-style-type: none"> Knowledge Content: causes; main events; British contributions (were they solely responsible for victory-wider perspective); reasons for Germany's lost; anti-Semitism over time; Holocaust (narrated throughout the module); experiences of soldiers of the Empire; United Nations Threshold Concept: technological improvements made the Second World War very different from the first. Developments of aircraft and motorised transport meant attacks could be quicker. Link to Prior Learning: nature of warfare reoccurring themes Y7-9; causes and consequences of warfare; experiences of soldiers in the colonies. <p>Enquiry Question: How is the Second World War remembered? How should it be remembered?</p>	<p>From Empire to Commonwealth</p> <ul style="list-style-type: none"> Knowledge Content: decline of British Empire; independence for India; independence in Africa; reasons for migration to Britain after the war; Windrush; multicultural Britain Threshold Concept: from 1957 colonies of the British empire were granted independence. Nature of independence varies with some colonies such as Kenya, experiencing a lengthy period of violence in which hundreds of Africans were killed. Link to Prior Learning: reinforces British empire module covered year 8, with an emphasis on reasons for its collapse and varying experiences of those within the empire. <p>Enquiry Question: How/why did the Windrush become such a big part of our island story?</p>	<p>British Caribbean</p> <ul style="list-style-type: none"> Knowledge Content: context of South London (and Croydon); reasons for Caribbean migration to the area. The problems of housing; overcrowding and slum landlords. The influence of Caribbean culture in the area and development of shops, cafes, markets; racism and policing; Brixton riots; Black activism; Britain after the Second World War and the demand for labour. Threshold Concept: there has been a diverse pattern of migration to the UK from the Caribbean as part of the connection to the British Empire and Commonwealth. Link to Prior Learning: develops migration unit in Y8 and extension of previous unit regarding concept of migration; various experiences and motives. Opportunity to compare experiences of different ethnic communities. <p>Enquiry Question: Why did people from the Caribbean finally decide to unpack their suitcases in Britain?</p>
Curriculum Skills	Significance; source analysis; change and continuity	source analysis; inferences	Cause and consequence; source analysis; similarities and difference	Cause and consequence; source analysis and interpretations; narrative	Cause and consequence; interpretations; source analysis	Cause and consequence; similarity and differences; interpretations; source analysis

