

Our intent – History

The history curriculum at NS mirrors that of NSB following a period of repeated refinement and carefully planned changes over the past 3 years. The curriculum is planned chronologically. This is widely acknowledged as a good approach as it enables students to conceptualise historical periods and events and make sense of connections across time periods, for example. The chronological approach ensures that the chosen content is logically sequenced. We are clear about why they have chosen content/periods/events in KS3, and their rationale is underpinned by the curriculum aims. Substantive concepts are threaded through the curriculum, including ‘society’, ‘conflict’, ‘state’ and ‘tolerance’ to support students in drawing connections across different time periods. There is strong evidence of where these connections are explicitly mapped across KS3 for the concept of ‘tolerance’ for example: In Year 7, students study the Crusades in the context of ‘Religion in the Middle Ages’, considering how tolerant the Muslims were towards Christians who entered Jerusalem. In this context, students consider individual and religious tolerance.

Curriculum Implementation and Impact - History

Alongside substantive knowledge, the National Curriculum is explicit in ensuring that students ‘understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance etc.’ These are often referred to as disciplinary skills and we have worked extensively to map these 6 domain specific areas into the curriculum at strategic points as shown on the next page. These have been identified on appropriate teaching resources (usually PowerPoints) and are included as 'non-negotiable' activities within SoW. As such, all teachers will complete these activities over the course of the SoW.

Key Concepts studied in Key Stage 3 History:	Key Themes studied in Key Stage 3 History:	Key Issues studied in Key Stage 3 History:	Key Skills used in Key Stage 3 History:
Chronological Understanding	People and Power	Historical Controversy	Extended writing
Use both written and pictorial evidence	War and British Society	Interpretations of History	Extended chronological understanding
Change and Continuity	The Historical Environment	Representations of History	Comparing and Contrasting
Significance			Explaining and analysing the different relationships between events or concepts within a period
Cause and Consequence	International Relations		Cultural and Ethical Diversity
The impact of events over extended Historical narratives			

Term 2 – Castle Development Termly score /20	Week 1 – Why did William win the Battle of Hastings?	L1	Why did William win the Battle of Hastings Leadership	
		L2	Why did William win the Battle of Hastings Luck	Causes and Consequence
	Week 2 – Assessment	L1	TERM 2 ASSESSMENT	
		L2	Assessment feedback (problems and solutions)	
	Week 3 – How did William control England?	L1	How did William keep control: Domesday Book	
		L2	How did William keep control: Feudal System	Similarity and difference
	Week 4 – How did William control England?	L1	How did William keep control: Harrying the North	Historical interpretation
		L2	How did William keep control: Motte and Bailey Castles	Historical Significance
	Week 5 – How did Castles develop?	L1	Changes to castle development	Change and Continuity
		L2	How to attack a castle	
	Week 6 – Case Study: How did people attack a castle?	L1	Siege of Rochester castle	
		L2	Siege of Rochester castle	
	Week 7 –	L1	Fantasy castle INTRODUCE HOUSE COMPETITION	
		L2	Design your own coat of arms	

Term 3 – England and the Empire Termly score /20	Week 1 – What was the British Empire?	L1	What was the British Empire	
		L2	Why did Britain build an Empire?	Cause and Consequence
	Week 2 – How did the British impact Africa?	L1	African culture prior to imperialism	Change and Continuity
		L2	Slave Trade Triangle + Capture	
	Week 3 – What was the journey of Enslaved people?	L1	Life on the Middle Passage + Assessment Prep	Sources and Evaluation
		L2	TERM 3 ASSESSMENT	
	Week 4 – How did enslaved people reach the plantations?	L1	Assessment Feedback	
		L2	Auctions of Enslaved People	Similarities and Differences
	Week 5 – How were Enslaved peoples treated in America?	L1	Life on the plantations	Historical Significance
		L2	Life on the plantations	
	Week 6 – How should the British Empire be remembered?	L1	Why was slavery abolished	
		L2	Was the British Empire something to be proud of?	Historical Interpretations

Critically, this mapping exercise has allowed us to consider the types of activities and tasks that best support students to get progressively ‘better’ at these disciplinary skills.


Mapping of disciplinary skills:

Curriculum Rationale:	
Over these two terms, students will study the events of Medieval England, building an understanding of chronology, cultural differences and societal change. This allows a grand narrative to understand the change and continuity and the power of leadership and rebellion. This is about social history and the cultural differences. It builds towards the GCSE curriculum (War & Society and Castles), by developing hinterland knowledge of the Medieval period.	
Student knowledge:	
<ul style="list-style-type: none"> The role of the Church, and the importance that religion had in the Middle Ages, including the impact on peoples' lives. The power struggles between the Church and King, in particular Thomas Becket and how his death changed the relationship. The role religion had in the onset of the Crusades, and the impact that the Crusades had on England How the Black Death arrived in England, the various causes associated with it, and the medieval treatments that we utilised. The impact of the Black Death on the population of England, and how this led to the Peasants Revolt 	
Student skillset:	
<ul style="list-style-type: none"> Students will be able to analyse sources about the causes of the Black Death, and deploy earlier skills of 'bias'. Develop extended writing skills through explanation of how and why castles developed during the Middle Ages Be able to assess significance of each event, including the Crusades, Peasants Revolt Students will understand how useful sources can be and use them in conjunction to draw conclusions about what happened during the Peasants' Revolt and how society dealt with the Black Death Students will also identify the continuity and change between each area of castle development and the reasons behind this 	
Assessment foci/rationale/feedback:	
<ul style="list-style-type: none"> Assessments in each term offer opportunity for subject knowledge of Medieval Period to be formally assessed. The questions cover source work, require explanations, and develop extended writing in line with GCSE skills. Feedback sees assessments individually marked, with whole class feedback being used to identify and correct common misconceptions. 	
Disciplinary knowledge	Non-negotiable activity
Cause and consequence	Term 3 – Week 5 – L1 – Why did people go on the Crusades – info and follow-up question
Change and continuity	Term 4 – Week 2 – L2 – Comparing relationship before/after Magna Carta
Similarity and difference	Term 3 – Week 4 – L1 – Task comparing Christians/Muslims in Islamic world
Historical significance	Term 3 – Week 6 – L2 – Task about significance of Crusades
Sources and evaluation	Term 4 – Week 4 – L1 – Utility of sources (Black Death)
Historical interpretations	Term 4 – Week 5 – L2 – Judgements about Wat Tyler

Key vocabulary:

- Saracen
- Islamic
- Jerusalem
- Christians
- Massacre
- Saladin
- Mosque
- Clermont
- Tolerated
- Damascus
- Pope Urban
- Poll Tax
- Discipline
- Revolt
- Mille End
- Looting
- Bubonic/Pneumonic
- Flagellant
- Buboes
- Plague

Extracts from KS3 schemes of work for history:



Using the **fact sheet** and what you learn from the **videos**, answer the following questions as thoroughly as you can, in full sentences.

1. Where did the Vikings come from? "The Vikings came from places like..."
2. Were all people from these places "vikings"? Why, or why not? "Not everyone from these places were vikings because..."
3. Why did the Vikings leave their home and come to Britain? (Try to give at least 2 reasons for this) "Vikings came to Britain because..."
4. Why did the Vikings choose to attack Lindisfarne? "The Vikings chose to attack Lindisfarne because..."

What type of things did the king want to know?

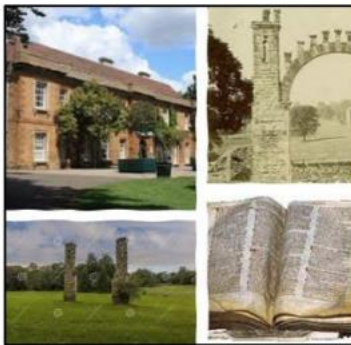
From the *Ely Inquiry* c. 1085

The King's official met the priest, the reeve and the six men from each village. They inquired what the manor was called, and who held it in the time of King Edward; who holds it now; how many hides there are, how many ploughs, how many villeins, how many cottars, how many slaves, how many freemen; how much woodland, how much meadow; how many mills, what the estate is worth now. And it was also to be noted whether more could be taken from the estate than is now being taken.

"Richard holds Birmingham from William. There is land for 6 ploughs; there is one plough in the demesne [lord's land]. There are 5 villeins and 4 bordars and 2 ploughs. There is a wood half a mile long and 4 furlongs broad. In the time of King Edward it was worth 20 shillings and it is still worth the same."

SOURCE C: Another extract from the *Domesday Book*. Birmingham is now the second largest city in England. A furlong is about 200 metres.

Task 1: "According to these sources William wanted to know about"



Domesday book in Abington

18 households in 1086

Land and resources

- Ploughland: 8 ploughlands. 1 lord's plough teams. 2 men's plough teams.
- Other resources: Meadow 20 acres. 1 mill, value 1 pound

Valuation

- Annual value to lord: 4 pounds in 1086; 2 pounds in 1066.

Owners

- Lord in 1086: [Richard \(the artificer\)](#).
- Lord in 1066: [Alwin the hunter](#).

