



TNHA Subject Curriculum, History KS3 2023/24.

Year 7

	Autumn 1 Half Term	Autumn 2 Half Term	Spring 1 Half Term	Spring 2 Half Term	Summer 1 Half Term	Summer 2 Half Term
Topic title-	"Introduction to Historical Skills."	"William the Conqueror and England under the Normans including Castles in England."	"The Crusades."	"The Black Death and Peasants' Revolt."	"The Early Tudors: Henry VII Henry VIII Edward VI."	"The Late Tudors: Elizabethan England."
Powerful knowledge	What skills make a good historian?	How does a foreign ruler suppress a populace?	Why did Christians fight in the Middle East?	What were the long and short term effects of the Black Death?	What impact did the Early Tudors have on England's culture and religion?	How did Elizabeth create the image of the 'Virgin Queen'?
Links to prior learning-	KS2 (in some feeder schools).	KS2 (in some feeder schools).	KS2 (in some feeder schools).	KS2 (in some feeder schools).	KS2 (in some feeder schools).	KS2 (in some feeder schools).
SMSC links (inc. careers)-	Students will evaluate the social, moral, cultural, and political aspects of various historical societies and cultures such as the ancient Egyptians, the	Students will evaluate the social, moral, cultural and political impact of the Norman conquest on England.	Students will evaluate the social, moral, cultural and political impact of the Crusades on England, Europe and the Muslim world.	Students will evaluate the social, moral, cultural and political impact of a European pandemic and subsequent turmoil that it	Students will evaluate the social, moral, religious, cultural and political impact of a new royal dynasty in England.	Students will evaluate the social, moral, cultural, religious, and political impacts associated with the accession of Elizabeth I to the throne of England.



	Romans, and Viking society.			unleashed in England in 1381.		
Core knowledge and skills-	<p>Students will be introduced to and examine all of the key historical skills needed to be an effective Historian. Students will learn how to:</p> <ul style="list-style-type: none"> - Describe key features of an historical event. - Explain why historical events occur. - Create a narrative account of an historical event. - Explain the consequences of historical events. - Students will also learn how to analyse sources and interpretations 	<p>Students will study the invasion of 1066 by describing the methods used by William in subduing and eventually conquering a hostile populous.</p> <p>They will investigate the 3 contenders to the English throne following the death of Edward the Confessor. The Feudal system instigated under the Normans and the impact of</p>	<p>Students will study the impact of the speech at Clermont that started the Crusades and why people then went on Crusade.</p> <p>They will investigate the religious beliefs of medieval people such as heaven, hell, purgatory, and church hierarchy.</p> <p>They will investigate the religious order of the Knights Templar and their purpose and</p>	<p>Students will undertake an in-depth analysis of the causes, symptoms, and treatments of the Black Death in England in 1348.</p> <p>In doing this, students will assess the contemporary 'rational' and 'supernatural' beliefs about the causes and treatments of this pandemic.</p> <p>Secondly, students will evaluate the impact of this</p>	<p>Students will study the chronology of the Tudor line beginning with Henry VII and ending with Mary I (in preparation for in-depth study on Elizabeth I).</p> <p>Students will examine the usefulness of sources pertaining to different Tudor monarchs and evaluate the impact of the social, religious and political changes during the early Tudor dynasty.</p>	<p>Students will study the problems Elizabeth I faced upon her accession to the English throne in 1558; the Catholic/Protestant divide, her legitimacy, gender, and financial status.</p> <p>Students will also investigate the Catholic plots and revolts against Elizabeth's rule and her reaction to them paying particular attention to the involvement of Mary Queen of Scots in the plots.</p> <p>Finally, students will explore the causes, events and consequences of the Spanish Armada in 1588.</p>



	by evaluating the usefulness of sources and also discerning the difference between interpretations of an historical event.	the Domesday Book, relating it to local history. They will complete an in-depth investigation into the new types of castles established in England during the Norman	aims, addressing misconceptions along the way. They will outline the events of the subsequent crusades and complete biographical studies of Saladin and Richard the Lionheart. Students will tie the unit together by evaluating what Europe learned from the Muslim world.	disease both in Britain and Europe by conducting an examination of the causes, events and impact of the Peasants' Revolt in 1381.		
Assessment (inc. homework)-	2 x Baseline Assessments. 3 x HLT tasks.	Half-termly Assessment – Description (4) 3 x HLT tasks.	Half-termly Assessment – Causation (4) 3 x HLT tasks.	Half-termly Assessment – Difference / Similarity (4) 3 x HLT tasks.	Half-termly Assessment – Utility (8) 3 x HLT tasks.	Half-termly Assessment – Consequence (8) 3 x HLT tasks.



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Year 8

	Autumn 1 Half Term	Autumn 2 Half Term	Spring 1 Half Term	Spring 2 Half Term	Summer 1 Half Term	Summer 2 Half Term
Topic title-	“English Age of Exploration.”	“The English Civil Wars.”	“The Transatlantic Slave Trade.”	“First World War.”	“Interwar Years in Europe.”	“Rise of the Dictators.”
Powerful knowledge	How did England come to rule 25% of the world?	Why did the English behead their King?	What was life like for enslaved people?	What was the experience of soldiers in the First World War?	How did women win the vote?	How did dictatorships develop in democracies?
Links to prior learning-	KS3 – Tudors 1 & 2.	KS3 – Tudors 1 & 2.	KS3 – Tudors 1 & 2.	KS3- Exploration and the British Empire.	KS3 – Slavery & Morality of War.	KS3 – Morality of War.
SMSC links (inc. careers)-	Students evaluate the social, moral, cultural, economic, and political arguments surrounding exploration/colonisation.	Students evaluate the social, moral, cultural, economic, and political impacts of civil war on a country.	Students evaluate the social, moral, cultural, economic, and political arguments surrounding the emergence and demise of the transatlantic slave trade.	Students will address the social, moral, and cultural impact of this global conflict on the participants of this conflict and their societies.	Students will evaluate the social, moral, political, and cultural impact of the suffrage movement in Britain. Students will also evaluate WW1 and its influence on post-WW1 societies.	Students will evaluate the social, moral, political, and cultural impact of WW1 on post-war Germany ultimately allowing the rise of fascism in a democratic country.



<p>Core knowledge and skills-</p>	<p>Students will examine the origins of English exploration.</p> <p>Firstly, students will address the key question of why English people began to explore in Elizabethan times, focusing on the religious, political, and economic competition between England and Spain for access to the New World.</p> <p>Secondly, students will investigate individual explorers such as Francis Drake and Walter Raleigh.</p> <p>Finally, students will undertake a case study on the attempted colonisation of Virginia (Roanoke)</p>	<p>Students will analyse the causes, events and consequences of the English Civil Wars.</p> <p>Firstly, students will be introduced to the Stuart dynasty, through an examination of James I and Charles I with a focus on the beliefs and attitudes of these monarchs.</p> <p>Secondly, students will undertake an examination of the events which caused the conflict by focusing on the differences between Parliament and the Monarchy.</p> <p>Thirdly, students will compare and contrast the two warring factions, the Royalist Cavaliers and the Roundhead Parliamentarians.</p>	<p>Students will discover the origins of the 'Triangular Trade' and take a chronological journey through the life of an enslaved person in the 18th & 19th centuries.</p> <p>Students will learn about the capture of people in Africa, the middle passage, a slave auction, and life on a slave plantation.</p> <p>Finally, students will study the abolition of slavery and an investigation into the legacy of slavery on the modern world.</p>	<p>Students will examine the causes, events and consequences of WW1.</p> <p>In doing this, students will firstly focus on the emergence of international rivalries in Europe in the early Twentieth century which contributed to the outbreak of war in 1914.</p> <p>Following this, students will analyse life in the trenches, the key battles of the war, the weaponry used, the injuries suffered and medical treatments associated with WW1.</p>	<p>Students will examine two key aspects of post-WW1 Europe: the Treaty of Versailles and the women's Suffrage movement.</p> <p>In doing this, students will evaluate the severity of the terms in the Versailles Treaty.</p> <p>Secondly, students will study the women's suffrage movement in Britain.</p> <p>In doing this, students will analyse the Suffragists and Suffragettes and their quest for the vote in Britain.</p>	<p>Students will undertake an in-depth analysis of the life of Adolf Hitler from his birth in Austria in 1889 to his becoming Chancellor of Germany in 1933.</p> <p>This examination will not only centre around Hitler's life but will also involve a contextual analysis of the key events of the time period, namely the 1923 hyperinflation crisis and the impacts of the Wall Street Crash.</p> <p>Following this similar analysis will be done on both Joseph Stalin and Benito Mussolini to compare and</p>
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	in the final decades of the 16th century.	Finally, students will examine the consequences of the English Civil War by studying the execution of King Charles I and life in England under Oliver Cromwell and Cromwell's impact on Ireland.		Finally, students will assess the impact of the conflict on Europe.	Finally, the contribution of women in WW1 will be addressed and how this impacted women achieving the right to vote in both 1918 and 1928.	contrast Adolf Hitler to his contemporaries. This will culminate in an in-depth analysis of Dictators and dictatorships with links being drawn to modern day dictatorships such as in North Korea.
Assessment (inc. homework)-	<i>Causation</i> – Focusing on key aspects of exploration and colonisation. 3 x HLT tasks.	<i>Inference</i> – Focusing on sources pertaining to the characters of King Charles I and Oliver Cromwell. 3 x HLT tasks.	<i>Interpretations</i> – Assessing <i>what</i> the differences are between interpretations of slavery. 3 x HLT tasks.	<i>Interpretations</i> – Assessing <i>why</i> interpretations of WW1 & Trench warfare are different. 3 x HLT tasks.	<i>Opinion</i> – Assessing whether or not women's efforts during WW1 was the primary reason for women gaining the right to vote. 3 x HLT tasks.	<i>Opinion</i> – Focusing on interpretations relating to Hitler's rise to power. 3 x HLT tasks.





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Year 9

	Autumn 1 Half Term	Autumn 2 Half Term	Spring 1 Half Term	Spring 2 Half Term	Summer 1 Half Term	Summer 2 Half Term
Topic title-	“The Morality of War – A study of the Causes and Course of WW2.”	“The Morality of War – A study of the dropping of the Atomic Bombs on Japan.”	“The Morality of War – A study of the Holocaust.”	“A Nuclear Holocaust? Origins of the Cold War.”	“A Nuclear Holocaust? Crises of the Cold War.”	“A Nuclear Holocaust? End of the Cold War.”
Powerful knowledge	Who was to blame for WW2 and what were the main events?	Was it right to drop the atomic bombs at the end of WW2?	How could the Holocaust have happened?	Why did the Cold War begin?	How close did the world come to ending during the Cold War crises?	What caused the fall of the USSR?
Links to prior learning-	KS3 Topics on WW1, Treaty of Versailles and the Rise of Hitler.	KS3 Topics on WW1, Treaty of Versailles and the Rise of Hitler.	KS3 Topics on WW1, Treaty of Versailles and the Rise of Hitler.	KS3 Topics on WW2 and the development and use of atomic bombs.	KS3 Topics on WW2 and the development and use of atomic bombs.	KS3 Topics on WW2 and the development and use of atomic bombs.
SMSC links (inc. careers)-	Students assess the impact of a global conflict on participants and contemporary societies.	Students will evaluate the moral and practical arguments for and against the dropping of the atomic bombs in 1945.	Students will examine the social, moral, geopolitical, and cultural impacts of the Holocaust.	Students will examine the social, moral, cultural, geographical, and political impacts of this conflict on contemporary societies around the world.	Students will examine the social, moral, cultural, and political impacts of the main crises of this conflict on contemporary societies around the world.	Students will examine the social, moral, cultural, and political impacts of the end of this conflict on contemporary societies around the world.



<p>Core knowledge and skills-</p>	<p>Students will examine the causes, course and consequences of WW2.</p> <p>In doing this, students will focus on the contributing events to the conflict, such as Hitler's aggressive flouting of the Treaty of Versailles and the policy of Appeasement.</p> <p>Additionally, events of WW2 such as the evacuation of Dunkirk, the Blitz, battle of Britain, the Government's evacuations policy, Operation Barbarossa, Pearl Harbour and D-Day will all be examined.</p> <p>Following this an in-depth case study of the contribution of</p>	<p>Students will undertake a case study analysis of the creation of the world's first nuclear weapons within the context of WW2.</p> <p>Firstly, students will examine the Allies' efforts to develop a war-ending weapon. To do this students will analyse the secret Manhattan Project.</p> <p>Secondly, students will examine the testing of the Nuclear bomb, codenamed Trinity.</p> <p>Thirdly, students will examine the dropping of the Atomic Bombs on both Hiroshima and Nagasaki in 1945.</p>	<p>Students will examine the causes, course and consequences of the Holocaust.</p> <p>In doing this, students will focus on the early stages of Jewish persecution in Germany, the Ghettoisation of Jews in cities throughout Nazi occupied Europe, travelling to the Camps, life in both the Concentration and Extermination camps, the Sonderkommandos and the liberation of the camps.</p> <p>Finally, students will assess the moral and practical/logistical debates around the proposed bombing of the camps by</p>	<p>Students will undertake a chronological approach in their examination the causes and course of the Cold War.</p> <p>In doing this, students will focus on the increase in tensions between the Allies towards the end of WW2 by analysing the Tehran, Yalta and Potsdam conferences.</p> <p>Moreover, students will evaluate the impact of the Truman Doctrine and Marshall Plan and subsequently the Soviet response to these events, primarily Cominform and Comecon. The establishment of</p>	<p>Students will undertake a chronological approach in their examination the crises of the Cold War.</p> <p>In doing this, students will focus on the Berlin Crisis in 1961 which resulted in the erection of the Berlin Wall, the Cuban Revolution which resulted in the Cuban Missile Crisis and finally the Prague Spring which resulted in the Soviet invasion of Czechoslovakia.</p> <p>Finally, students will undertake 2 case studies on the Korean and Vietnam wars in an effort to discover similarities between them and to understand their</p>	<p>Students will examine the final events of the Cold War.</p> <p>To do this, students will examine the period of Détente that existed between the Superpowers following the Cuban Missile Crisis.</p> <p>Following this, the Soviet invasion of Afghanistan and the resulting Second Cold War will be addressed.</p> <p>Finally, students will evaluate the impact of Gorbachev's 'New Thinking' on the collapse of the USSR and Berlin Wall.</p>
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	<p>black soldiers to WW2 will be completed.</p> <p>Finally, students will evaluate the social, moral, political and cultural impact of the conflict.</p>	<p>Finally, students will evaluate moral and practical debates around the creation and use of such devastating and world-changing weaponry.</p>	<p>the Allies during the latter stages of the war.</p>	<p>both NATO and the Warsaw Pact will be examined and the further souring of US/USSR relations which resulted in the Berlin Crisis and Arms Race.</p> <p>Finally, students will undertake a case study analysis of the Hungarian Uprising.</p>	<p>place in the wider Cold War.</p>	
<p>Assessment (inc. homework)-</p>	<p>Half-termly Assessment: Description – Features of WW2.</p> <p>3 x HLT tasks.</p>	<p>Half-termly Assessment: Opinion – Was the dropping of the Atomic bomb morally justified?</p> <p>3 x HLT tasks.</p>	<p>Half-termly Assessment: Causation – How and why the Holocaust happened.</p> <p>3 x HLT tasks.</p>	<p>Half-termly Assessment: Consequence – Explaining the consequences of key elements of the early Cold War.</p> <p>3 x HLT tasks.</p>	<p>Half-termly Assessment: Historical Narrative – Writing a narrative account of a key Cold War crisis.</p> <p>3 x HLT tasks.</p>	<p>Half-termly Assessment: Importance – Explaining the importance of an element of the end of the Cold War.</p> <p>3 x HLT tasks.</p>