

History KS3 Curriculum Mapping and Skills Criteria 2025-2026 – Year 7

Curriculum Intent (Focus / Skills): History gives pupils the opportunity to understand who they are, where they come from and their place is in History. **It will enable pupils to make sense of the world around them, and place their British identity in a local, national and global context.** Hence, pupils will study important people, places and events in the Middle Ages, which will enable them to reflect upon the diversity of our student body, with studies on African Kingdoms and Asian Empires. This will empower our pupils to make comparisons with Medieval Britain and parts of Europe. In doing so, diversity, tolerance and respect will be a strong feature of their learning. Pupils will develop their knowledge and understanding of second order concepts – chronology, causation, change and continuity, consequence, similarity and difference and historical significance. We actively aim to develop a sense of curiosity and a high level of literacy through a culture of reading for pleasure. A knowledge rich curriculum (substantive knowledge) with a focus on disciplinary skills.

Homework is set every two weeks with the teacher marking one piece of work in green pen every six weeks. The teacher may resort to using model answers, verbal feedback and/or a whole class marking template to develop self and peer assessment in the other two pieces of work. Pupils, however, complete D.I.R.T in purple pen for all pieces of homework. Live marking may also be used as a strategy during lessons to assess pupil's knowledge and understanding. There will be one written assessment every term in the form of a summative test that takes account of a whole term's work, or one module. Investigative question should imitate GCSE style question stems as far as possible. All pupils will have class access to the core textbook for each module for uniformity.

DO NOWs – A consistent approach: 3 Qs recapping last lesson. Investigative Q as title of work and LO. Key word glossary. Focus on extended writing and literacy.

YEAR 7	Autumn 1 – 8 weeks	Autumn 2 – 7 weeks	Spring 1 – 6 weeks	Spring 2 – 6 weeks	Summer 1 – 6 weeks	Summer 2 – 6 weeks
Curriculum Implementation (Learning)	<p><u>Medieval Realms</u></p> <p>BRITAIN UP TO 1066</p> <p>L1: What is chronology? (p.6-9)</p> <p>The story of Britain up to 1066 (p.10-13)</p> <p>L2: Before 1066: Anglo Saxon England (p.14-17)</p> <p>THE NORMAN CONQUEST</p> <p>L3: Who should be the next King of England? (p.18-19)</p> <p>L4: The Battle of Stamford Bridge (p.20-21)</p> <p>L5-6: The Battle of Hastings (p.22-25)</p>	<p>L9: The Feudal System and Domesday Book (p.40-43)</p> <p><u>Local study: Ilford in the Domesday Book</u></p> <p>L10-11: How did castles change over time under the Normans? (p.38-39)</p> <p>L12: How did life change under the Normans? (p.44-45)</p> <p>L13: Assessment 1: The Norman Conquest</p> <p>HWK 2: Explain (how and) why castles changed over time?</p>	<p><u>Medieval Realms</u></p> <p>L15: The Chronicles of the Crusades (p.58-65)</p> <p>L16: The story of Henry II and Thomas Becket (p.112-115)</p> <p>L17: King John and Magna Carta (p.116-121)</p> <p>LIFE IN THE MIDDLE AGES</p> <p>L18-19: Town and Country (p.82-89)</p>	<p><u>Medieval Realms</u></p> <p>L21-23: The causes and Consequences of the Black Death, including the Peasants Revolt (p.140-145, p.122-127)</p> <p>ENGLAND AND ITS NEIGHBOURS</p> <p>L24-25: Wales, Scotland and Ireland (p.158-169)</p> <p>L26: The Hundred Years War (p.158-169)</p>	<p><u>Medieval Realms</u></p> <p>ASIAN EMPIRES AND THE SILK ROADS</p> <p>L28-29: The Early Islamic Empire (p.10-25)</p> <p>L30-31: The Mongol Empire (p.28-39)</p> <p>L32-33: The Ottoman Empire (p.46-61)</p> <p>HWK 5: A comparative question on England and one or more of the Asian empires (tbc)</p>	<p><u>Medieval Realms</u></p> <p>L34: Assessment 3: End of Year Exam</p> <p><u>AFRICAN KINGDOMS</u></p> <p>L35-36: The Kingdom of Mali (p.6—27)</p> <p>L37-38: The Kingdom of Benin (p.52-71)</p> <p>HWK 6: Research and present own or other family background</p>

	L7: Explain why William won the Battle of Hastings Note: To be completed in class as formal assessment. L7-8: The conquest of England (p.34-35) HWK 1: Revise for an exam question on the Battle of Hastings	CHURCH AND STATE L14: How important was the Church in the Middle Ages? (p.52-53)	HEALTH AND MEDICINE L20: Medieval Medicine (p.146-149) HWK 3: Research report on Medieval Medicine	HWK 4: Edward I or a comparative study of England and its neighbours (tbc) L27: Assessment 2: Life in the Middle Ages		
Curriculum Intent (Focus / Skills) Second Order Concepts	Chronology Cause and consequence Change and continuity	Use of sources and evidence Different perspectives	Consequence Historical significance	Cause and consequence	Chronology Similarity and difference Different perspectives Historical significance	Chronology Similarity and difference Different perspectives Historical significance
Contextual Knowledge	The history of early Britain with the Britons, Romans, Saxon and Viking invasions.	The death of Edward the Confessor and the contenders to the throne. The structure of English society and government.	The importance and power of the medieval church. Religious conflict. Political conflict. Living conditions in town and country in the Middle Ages.	Medieval medicine . The feudal system King Edward I.	Wider comparisons to be made across western Europe.	Wider comparisons to be made across western Europe and Asia.
Curriculum Impact (Assessment)	<u>HWK 1</u> Essay: Explain why William won the Battle of Hastings?	<u>HWK 2</u> Essay: Explain (how and why) castles changed over time <u>Assessment 1</u> The Norman Conquest	<u>HWK 3</u> Research report on Medieval Medicine or Create your own medieval concoction – recipe, rationale and treatment for...?	<u>HWK 4</u> Edward I or a comparative study of England and its neighbours (tbc) <u>Assessment 2</u> Life in the Middle Ages	<u>HWK 5</u> A comparative question on England and one or more of the Asian empires (tbc)	<u>HWK 6</u> Research and presentation on family background <u>Assessment 3</u> End of year exam
BIG Narratives	THE NATURE OF POWER: CHURCH AND STATE, POLITICAL AND RELIGIOUS CONFLICT, AN INTERCONNECTED WORLD					

Textbooks

Invasion, Plague and Murder: Britain 1066-1558 Student Book (KS3 History by Aaron Wilkes Fourth Edition)

Asian Empires and the Silk Roads, Aaron Wilkes (Oxford)

African Kingdoms, Amery & Gogo (Oxford)

SEND adoptions

Use of AI for adapted worksheets

Use of Google Translate for EAL and non-English speakers

Structure strips to aid writing

Writing plans for extended answers

Key word glossaries

Use of information, source and evidence sheets to act as aide memoires

Use of seating plans for 'buddy'/pair work

Deployment of LSA

Use of foundations books for lower ability

History KS3 Curriculum Mapping and Skills Criteria 2025-2026 – Year 8

Curriculum Intent (Focus / Skills): The Year 8 History curriculum empowers learners to become more independent and motivated learners. They will develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past. **The Year 8 History course has been designed with a focus on historical enquiry, access to a wider range of written and visual sources and interpretations, and a greater understanding of Britain's historical development and cultural diversity.** A knowledge rich curriculum (substantive knowledge) with a focus on disciplinary skills.

A study of the Tudors and Stuarts, the English Civil War, the beginnings of the early British Empire and the Industrial Revolution will build upon pupil's progress in Year 7 in gaining a greater understanding of the major political and socio-economic developments of the period, 1500-1800. There will be a focus on the agency of the oppressed and resistance towards British colonialism, as well as an evaluation of the impact of Empire on Britain and its colonies. There will be a study on the origins of the First and Second World Wars, which did so much to shape the 20th century and beyond. The Year 8 curriculum will finish with a survey of 'Black Lives in Britain' which will enable pupils to appreciate the contribution that black peoples made to the political, socio-economic, scientific and cultural landscape of Britain.

Homework is set every two weeks with the teacher marking one piece of work in green pen every six weeks. The teacher may resort to using model answers, verbal feedback and/or a whole class marking template to develop self and peer assessment in the other two pieces of work. Pupils, however, complete D.I.R.T in purple pen for all pieces of homework. Live marking may also be used as a strategy during lessons to assess pupil's knowledge and understanding. There will be one written assessment every term in the form of a summative test that takes account of a whole term's work, or one module. Investigative question should imitate GCSE style question stems as far as possible. All pupils will have class access to the core textbook for each module for uniformity.

DO NOWs – A consistent approach: 3 Qs recapping last lesson. Investigative Q as title of work and LO. Key word glossary. Focus on a changing world.

YEAR 8	Autumn 1 – 8 weeks	Autumn 2 – 7 weeks	Spring 1 – 6 weeks	Spring 2 – 6 weeks	Summer 1 – 6 weeks	Summer 2 – 6 weeks
Curriculum Implementation (Learning)	<p><u>THE TUDORS AND STUARTS</u></p> <p>L1: Henry the Great: Image or Reality?</p> <p>L2: Why was there so much religious change in the 16th century?</p> <p>L3: Gloriana: the queen of indecision?</p>	<p>L1-2: British India (Chapter 2)</p> <p>L3-4: Australia (Chapter 3)</p> <p>L5-6: The British in Africa (Chapter 4)</p> <p>L7: China</p>	<p><u>THE INDUSTRIAL REVOLUTION</u></p> <p>L1-2: Population growth and the Agricultural Revolution</p> <p>L3-4: The Textile Industry and Richard Arkwright</p> <p>L5-6: The Iron Industry and the Transport Revolution</p>	<p><u>THE FIRST WORLD WAR</u></p> <p>L1-3: Why did war break out in August 1914?</p> <p>L4-5: What was life like in the trenches?</p> <p>L6: How and why did the war come to an end in 1918?</p>	<p><u>THE SECOND WORLD WAR</u></p> <p>L1: Why did war break out in September 1939?</p> <p>L2: Dunkirk</p> <p>L3: The Blitz and Evacuation</p> <p>L4: The Battle of Britain</p>	<p><u>BLACK LIVES IN BRITAIN</u></p> <p>L1: Bristol's black community, 1960-80</p> <p>L2: Brixton, the 'capital of Black Britain', 1948-90</p> <p>L3: Black British Lives in Music</p> <p>L4: Black British Lives in Sport</p>

	<p>L4: Gunpowder: Treason or Plot?</p> <p>L5: Why did civil war break out in England?</p> <p>L6: Cromwell into the Restoration</p> <p><u>THE BRITISH EMPIRE</u></p> <p>L7-8: British America (Chapter 1)</p>		<p>Local study: Railways in Ilford</p>	<p>Local study: The Zeppelin in Ilford</p>	<p>L5: D-Day</p> <p>L6: L1: Black British lives in WWII</p>	<p>L5: Black Excellence in Britain</p>
Curriculum Intent (Focus / Skills)	<p>Cause and consequence</p> <p>Change and continuity</p> <p>Use of sources and evidence.</p>	<p>Chronology</p> <p>Different perspectives</p> <p>Similarity and difference</p>	<p>Cause and consequence</p> <p>Historical significance</p>	<p>Cause and consequence</p> <p>Use of sources and evidence</p>	<p>Cause and consequence</p> <p>Different perspectives</p> <p>Use of sources and evidence</p>	<p>Chronology</p> <p>Similarity and difference</p> <p>Different perspectives</p>
Contextual Knowledge	<p>Religious beliefs, changes and conflict between protestants and Catholics.</p>	<p>An appreciation of different cultures derived from the ethnic and cultural background and diversity of our pupils.</p>	<p>Demographic changes in England.</p> <p>Farming methods in the early modern period.</p>	<p>European rivalries in 1900.</p> <p>Modern methods of warfare.</p>	<p>WWI.</p> <p>The inter-war years.</p>	<p>Migration.</p> <p>An appreciation of Afro-Caribbean culture.</p>
Curriculum Impact (Assessment)	<p><u>HWK 1</u></p> <p>“Religion was the main cause of the English Civil War”. How far do you agree?</p>	<p><u>HWK 2</u></p> <p>Explain why people resisted colonization?</p> <p>Assessment 1</p> <p>The British Empire</p>	<p><u>HWK 3</u></p> <p>Explain why there was an Industrial Revolution in Britain.</p>	<p><u>HWK 4</u></p> <p>“Militarism was the main reasons why war broke out in August 1914.” How far do you agree?</p> <p>Assessment 2</p> <p>Industrial Revolution and WWI</p>	<p><u>HWK 5</u></p> <p>Dunkirk: Success or Failure?</p>	<p><u>HWK 6</u></p> <p>Research a famous black Briton and present to the class</p> <p>Assessment 3</p> <p>End of year module</p>
BIG Narratives	THE BRITISH EMPIRE, INDUSTRIALIZATION, BLACK HISTORY, THE DEVELOPMENT OF MODERNITY					

Textbooks

Re-Discovering the Making of the UK: Britain 1500-1750 (John Murray)

Think Through History Changing Minds: Britain 1500-1750 (Longman)

History First 1500-1750 (Pearson)

Revolution, Industry and Empire 1558-1901 Student Book (KS3 History by Aaron Wilkes Third Edition)

The British Empire Depth Study (Oxford), Aaron Wilkes

Black Lives in Britain 1500-present (Hodder)

SEND adoptions

Use of AI for adapted worksheets

Use of Google Translate for EAL and non-English speakers

Structure strips to aid writing

Writing plans for extended answers

Key word glossaries

Use of information, source and evidence sheets to act as aide memoires

Use of seating plans for 'buddy'/pair work

Deployment of LSA

Use of foundations books for lower ability

History KS3 Curriculum Mapping and Skills Criteria 2025-2026 – Year 9

Curriculum Intent (Focus / Skills): Our Year 9 History curriculum will help students gain a coherent understanding of Britain's past and that of the wider world. **Students will understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity.** Our first synoptic study of 'Migration' over 1000 years aims to look at the roots of multicultural Britain, and how immigration to/from the country has helped shape the Britain of today. Teaching should equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop different perspectives and judgements – skills that are important for GCSE in Year 10. Student's will also study 'The Holocaust' and learn about the Jewish diaspora as a transition to their understanding of the Arab-Israeli Conflict, a topical, contemporary study of the wider world, dealing with issues of religious and cultural division. A knowledge rich curriculum (substantive knowledge) with a focus on disciplinary skills.

Homework is set every two weeks with the teacher marking one piece of work in green pen every six weeks. The teacher may resort to using model answers, verbal feedback and/or a whole class marking template to develop self and peer assessment in the other two pieces of work. Pupils, however, complete D.I.R.T in purple pen for all pieces of homework. Live marking may also be used as a strategy during lessons to assess pupil's knowledge and understanding. There will be one written assessment every term in the form of a summative test that takes account of a whole term's work, or one module. Investigative question should imitate GCSE style question stems as far as possible. All pupils will have class access to the core textbook for each module for uniformity.

DO NOWs – A consistent approach: 3 Qs recapping last lesson. Investigative Q as title of work and LO. Key word glossary. Focus on diversity and a wider world of contemporary importance.

YEAR 9	Autumn 1 – 8 weeks	Autumn 2 – 7 weeks	Spring 1 – 6 weeks	Spring 2 – 6 weeks	Summer 1 – 6 weeks	Summer 2 – 6 weeks
Curriculum Implementation (Learning)	<p><u>MIGRATION NATION</u></p> <p>L1: What is migration? Who were the earliest migrants to Britain? (p.8-17)</p> <p>L2-3: Jewish Migration (p.18-25)</p> <p>L3-4: Irish Migration and its impact (p.32-37)</p> <p>L5-6: Caribbean Migration (p.44- 57)</p>	<p><u>MIGRATION NATION</u></p> <p>L7-8: Eastern European Migration before and after WWII (p.80-87)</p> <p>L9-10: Migration after WWII and Windrush</p> <p>Local study: Migration in Ilford</p> <p>HWK 2: Why did black people migrate to Britain before the 20th century? (p.40-43)</p>	<p>L1-2: Jewish life under Nazi rule, 1933-39</p> <p>L3-4: Europe's Jews in WWII</p> <p>L5-6: The Holocaust: Responses and Responsibility</p>	<p><u>CONFLICT IN THE MIDDLE EAST: ISRAEL AND THE ARABS</u></p> <p>L1: The Jewish and Arab claim to Palestine</p> <p>L2: British Rule in Palestine, 1919-1939</p> <p>L3: Terrorism and the End of British Rule</p> <p>L4: Partition and the Birth of Israel (War of 1948)</p>	<p><u>CONFLICT IN THE MIDDLE EAST: ISRAEL AND THE ARABS</u></p> <p>L1: The Yom Kippur War, 1973</p> <p>L2: Palestinian Refugees and the PLO</p> <p>L3: War in Lebanon</p> <p>L4: Peace-making at the UN and Camp David</p>	<p><u>GCSE HISTORY</u></p> <p><u>Crime and Punishment, 1000-present day</u></p> <p>L1: Crime and punishment overview</p> <p>L2: Was Anglo-Saxon justice violent and superstitious?</p> <p>L3: How far did the (early) Normans change Anglo-Saxon justice?</p>

	<p>L6-7: South Asian Migration (p.66-75)</p> <p>HWK 1: Explain why migrants came to Britain? (p.28-31)</p>	<p>Assessment 1: How has migration changed Britain?</p> <p><u>UNDERSTANDING THE HOLOCAUST</u></p> <p>L11-12: Jewish life in Europe before WW1</p> <p>L13-14: Jewish persecution in Germany, 1933-39</p>		<p>L5: The Suez War, 1956</p> <p>L6: The Six Day War</p>	<p>L5: Role of the Superpowers and peace making attempts in the 1990s</p> <p>L6: The situation today</p>	<p>L4: Changes and continuities in crime and punishment under the later Normans</p> <p>L5: Did the church help or hinder justice in the early 13th century?</p> <p>L6: Overflow lesson or review</p>
Curriculum Intent (Focus / Skills)	<p>Chronology</p> <p>Cause and consequence</p> <p>Change and continuity</p>	<p>Different perspectives</p>	<p>Different perspectives</p> <p>Historical significance</p>	<p>Chronology</p> <p>Cause and consequence</p> <p>Different perspectives</p>	<p>Chronology</p> <p>Cause and consequence</p> <p>Different perspectives</p>	<p>Change and similarity / Similarity and difference / Sources and evidence / Historical interpretations.</p>
Contextual Knowledge	<p>Early migration from the Saxons to the Vikings and Normans.</p>	<p>WWII</p>	<p>WWII</p>	<p>The Crusades, Christianity vs Islam.</p>	<p>The Crusades, Christianity vs Islam.</p>	
Curriculum Impact (Assessment)	<p><u>HWK 1</u></p> <p>Explain why migrants came to Britain</p>	<p><u>HWK 2</u></p> <p>Why did black people migrate to Britain before the 20th century? (p.40-43)</p> <p>Assessment 1: How has migration changed Britain?</p>	<p><u>HWK 3</u></p> <p>Write a narrative account that analyses the key developments of the Holocaust, 1933-45.</p>	<p><u>HWK 4</u></p> <p>Select an extended activity from one of the chapters (tbc)</p> <p>Assessment 2</p> <p>Holocaust and Conflict in the Middle East</p>	<p><u>HWK 5</u></p> <p>tbc</p>	<p><u>HWK 6</u></p> <p>Assessment 3</p> <p>Tbc</p>
BIG Narratives	DIVERSITY AND MULTICULTURALISM, THE HOLOCAUST, CONFLICT IN THE MIDDLE EAST					

Textbooks:

Migration Nation Student Book Second Edition (KS3 History Depth Study)

Britain: Migration, Empires and the People c790-present day (AQA for Oxford)

Understanding the Holocaust: How and why did it happen? (HET)

The Conflict in the Middle East (Hodder)

SEND adoptions

Use of AI for adapted worksheets

Use of Google Translate for EAL and non-English speakers

Structure strips to aid writing

Writing plans for extended answers

Key word glossaries

Use of information, source and evidence sheets to act as aide memoires

Use of seating plans for 'buddy'/pair work

Deployment of LSA

Use of foundations books for lower ability