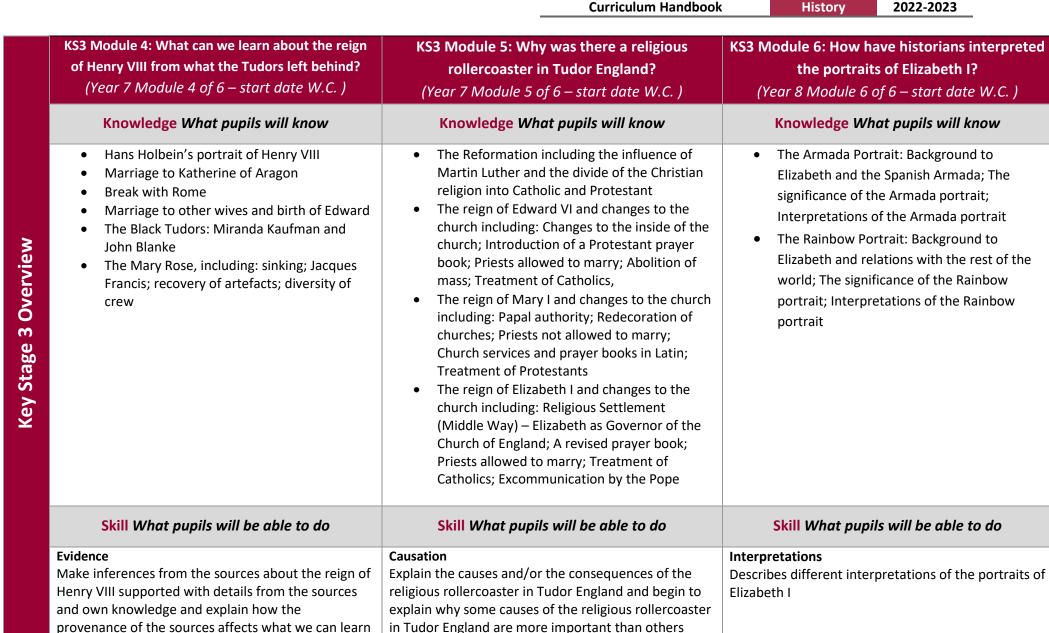
106	S3 Module 1: What was England like before 66?/How did the Normans conquer England? ear 7 Module 1 of 6 – start date W.C. )	KS3 Module 2: What does the story of Mansa Musa reveal about Medieval Mali? (Year 7 Module 2 of 6 – start date W.C.)	KS3 Module 3: What difference did the Black Death really make? (Year 7 Module 3 of 6 – start date W.C.)
	Knowledge What pupils will know	Knowledge What pupils will know	Knowledge What pupils will know
	<ul> <li>Iron Age; Bronze Age; Romans; Vikings;         Anglo-Saxons</li> <li>England in the 1060s</li> <li>Advantages and disadvantages of invading England</li> <li>The death of Edward the Confessor</li> <li>The contenders to the throne in 1066:         Harold Godwinson; William of Normandy;         Harald Hardrada</li> <li>The Battle of Stamford Bridge and Harold's reasons for victory</li> <li>William's preparations for invasion</li> <li>The sighting of Haley's comet</li> <li>The Battle of Hastings and William's reasons for victory</li> <li>William's control of England: The Harrying of the North; Castles; The Domesday Book</li> </ul>	<ul> <li>Location of medieval/modern Mali</li> <li>Characteristics of medieval/modern Mali</li> <li>Scramble for Africa/Colonisation of Mali</li> <li>Sundiata Keita/Battle of Kiriana</li> <li>The Gbara</li> <li>Abdication of Mansa Abubakari Keita</li> <li>Emergence of Mansa Musa</li> <li>Mali's natural resources</li> <li>Mansa Musa's rule of Mali</li> <li>Islamic Mali</li> <li>Mansa Musa's pilgrimage to Mecca/Journey through Egypt</li> <li>The Catalan Atlas</li> <li>Timbuktu: The Djinguereber Mosque; University of Sankore; Timbuktu today</li> </ul>	<ul> <li>Definition of a pandemic with examples from throughout history: Cholera, Spanish flu, Covid-19</li> <li>The origin, spread and arrival of the Black Death in Britain</li> <li>The causes of the Black Death; Medieval and modern perspectives</li> <li>The symptoms of the Black Death</li> <li>The Medieval response to the Black death</li> <li>Changing attitudes and new opportunities</li> <li>The Peasant's Revolt</li> </ul>
	Skill What pupils will be able to do	Skill What pupils will be able to do	Skill What pupils will be able to do
Expl ever and	usation plain the causes and/or the consequences of the ents which led to William's conquest of England dibegin to explain why some causes for William's enquest of England are more important than others	Significance Analyse what the life of Mansa Musa can reveal about Medieval Mali	Change and Continuity Explain the differences the Black Death made to the lives of people in Medieval England and begin to recognise the extent of change caused by the Black Death in relation to the lives of people in Medieval England

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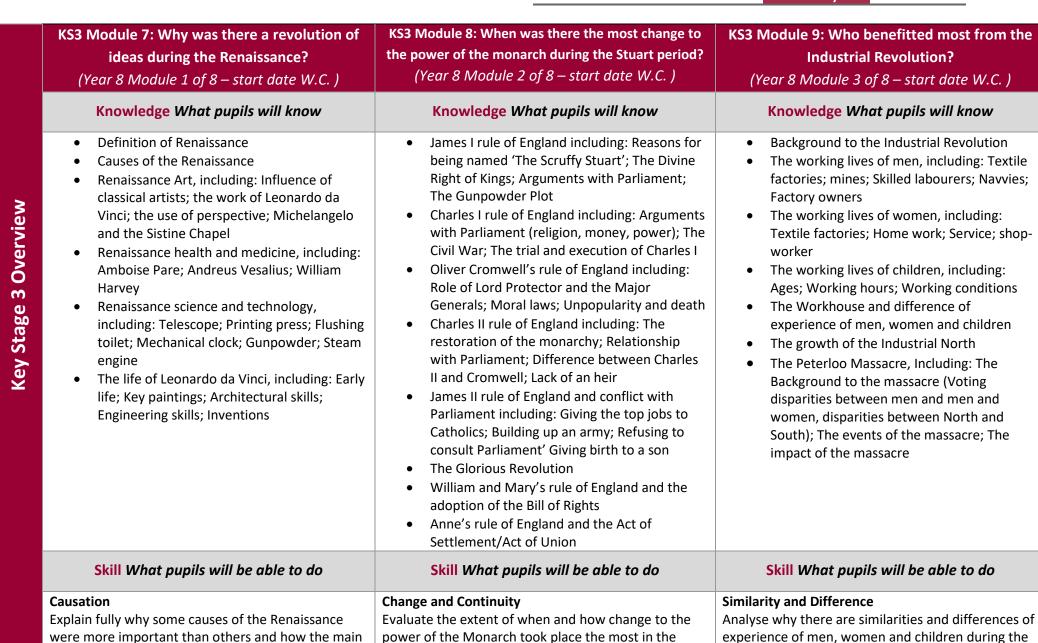
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about the reign of Henry VIII.

**Industrial Revolution** 

**Curriculum Handbook** 



Stuart period.

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causes of the renaissance can be linked together.

**Curriculum Handbook** 

	KS3 Module 10: How far did the Victorians shape modern Public Health?  (Year 8 Module 4 of 8 – start date W.C.)	KS3 Module 11: What can and can't a map tell us about the British Empire?  (Year 8 Module 5 of 8 – start date W.C.)	KS3 Module 12: What can the streets of Liverpool reveal about the rise and fall of the slave trade?  (Year 9 Module 6 of 8 - start date W.C.)
	Knowledge What pupils will know	Knowledge What pupils will know	Knowledge What pupils will know
Key Stage 3 Overview	<ul> <li>Population increase</li> <li>Growth of industrial towns</li> <li>Life in industrial Towns, Including: Back to back houses; Over-crowding; Sanitation; Disease</li> <li>Edwin Chadwick, including: Contrasting theories of disease; Cholera; Boards of Health; Report on the Sanitary Conditions of the Labouring Population of Great Britain; 1848 Public Health Act</li> <li>John Snow, including: Background; Cholera outbreaks; Interviews and map; Broad Street pump; Impact</li> <li>Joseph Bazalgette, including: Government action and inaction; The Great Stink; Creation of sewers; Impact</li> <li>Florence Nightingale, including: Background; Crimean War; Books; Nursing school; The British Red Cross; Legacy</li> </ul>	<ul> <li>The Colonial and Indian Exhibition 1886</li> <li>Walter Crane's map of the British Empire</li> <li>Factual information about the British Empire including: Size; countries; trading routes etc</li> <li>Reasons for Britain wanting an empire including: natural resources; money; power; ideology</li> <li>India before the British Empire including: Architecture; Raw materials; Conquest; Religion</li> <li>The invasion of India</li> <li>The East India Company</li> <li>The Indian War of Independence 1857-1858</li> </ul>	<ul> <li>Liverpool Town Hall: Background to the slave trade; Africa before the slave trade; The Triangular Trade;</li> <li>Liverpool Docks: Capture; Plan of a slave ship; The Middle Passage; Slave auction;</li> <li>Martin's Bank carving: Life on a plantation; work; Treatment; Escape; Punishments</li> <li>Roscoe Street: Arguments and reasons for the Abolition of the Slave Trade including – the work of Olaudah Equiano; Abolitionists such as William Roscoe; Economic factors; Toussaint Louverture; The role of Parliament</li> </ul>
	Skill What pupils will be able to do	Skill What pupils will be able to do	Skill What pupils will be able to do
	Change and Continuity Give reasons for and begin to evaluate the extent of change brought about by the Victorians and how they shaped modern Britain.	Evidence Analyse the map and make a supported judgement about what the map can and can't tell us about the British Empire/Explain, supported with own knowledge, how the provenance of the map affects what we can and can't learn about the British Empire	Evidence Analyse the evidence and make a supported judgement about what the evidence can tell us about Liverpool's links to the Slave Trade/Explain, supported with own knowledge, how the provenance of the evidence affects what we can learn about Liverpool's links to the Slave Trade.

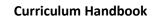


KS3 Module 13: Why does Fern Riddell refer to the Suffragettes as terrorists?  (Year 8 Module 7 of 8 – start date W.C.)	KS3 Module 14: What type of change was the Russian Revolution?  (Year 8 Module 8 of 8 – start date W.C.)	KS3 Module 15: What is in the forefront of Fritz Fischer's interpretation of the causes of World War One? (Year 9 Module 1 of 7 – start date W.C.)
Knowledge What pupils will know	Knowledge What pupils will know	Knowledge What pupils will know
<ul> <li>Fern Riddell and 'Death in 10 Minutes'</li> <li>The position of women in the late 1800s</li> <li>The emergence of the Suffragettes</li> <li>Tactics, including: Disruption of political events; chained to railings; violence; bombs; hunger strikes</li> <li>Reaction of the government</li> <li>Emily Davison</li> <li>Impact of World War One</li> </ul>	<ul> <li>Life in Russia under the Tsars</li> <li>Creation of the Duma</li> <li>Effects of World War One</li> <li>The February Revolution 1917</li> <li>The Petrograd Soviet</li> <li>The emergence of the Bolsheviks under Lenin</li> <li>The October Revolution 1917</li> <li>Adoption of Communism</li> <li>Russia's exit from World War One</li> <li>Russian Civil War</li> <li>The execution of the Tsar</li> <li>Stalin's leadership</li> <li>The effects of Communism on the Russian people</li> </ul>	<ul> <li>The Fischer Thesis</li> <li>Position of Germany before World War One (Strengths and Weaknesses)</li> <li>Long term causes: Militarism; Alliances; Imperialism; Nationalism</li> <li>Short term causes: The Bosnian Crisis 1908-09; The Balkan Wars 1912-13</li> <li>Trigger: The assassination of Franz Ferdinand</li> <li>The steps to war</li> </ul>
Skill What pupils will be able to do	Skill What pupils will be able to do	Skill What pupils will be able to do
Interpretations Analyse reasons for Fern Riddell's interpretation of the Suffragettes as terrorists, focusing on the purpose and/or context	Change and Continuity Explain the types of changes brought about the Russian Revolution/Explain how far Russia changed as a result of the Russian Revolution	Interpretations Analyse the reasons behind the Fischer Thesis

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KS3 Module 16: To what extent was World War One a 'World War'?  (Year 9 Module 2 of 7 – start date W.C.)	KS3 Module 17: How did Germany fall under the influence of a dictator?  (Year 9 Module 3 of 7 – start date W.C.)	KS3 Module 18: What can Hana's suitcase tell us about the Holocaust?  (Year 9 Module 4 of 7 – start date W.C.)
Knowledge What pupils will know	Knowledge What pupils will know	Knowledge What pupils will know
<ul> <li>The Western Front including Trench Warfare and No Man's Land</li> <li>Volunteering and the use of propaganda posters</li> <li>The Home Front and the use of propaganda posters</li> <li>Empire troops including: Fighting; Treatment; Life in the trenches; Legacy</li> </ul>	<ul> <li>Early life including: Childhood; Rejection from Art school; Life on the Streets; World War One</li> <li>The Treaty of Versailles</li> <li>Hitler and the Nazi Party including: Joining the Nazi Party; Leadership; Talent at speaking; The Swastika; The SA</li> <li>The Munich Putsch including: The Putsch; Arrest; Trial; Prison</li> <li>The Wall Street Crash and the Great Depression</li> <li>Hitler becomes Fuhrer including: Reichstag Fire; Propaganda; Election results; Hindenburg; Dictatorship</li> </ul>	<ul> <li>Background to the book 'Hana's Suitcase'</li> <li>Life in Czechoslovakia before 1933</li> <li>Nazi propaganda and effect on the Jewish community</li> <li>The Nuremburg Laws</li> <li>Kristallnacht</li> <li>Deportation to ghettos</li> <li>Concentration camps/Death camps</li> <li>Revisiting 'Hana's Suitcase'</li> </ul>
Skill What pupils will be able to do	Skill What pupils will be able to do	Skill What pupils will be able to do
Similarity and Difference Explain why there are similarities and differences in experience both during WW1, as well as their modern legacy (supported with evidence)	Causation Analyse the different causes, show how they are linked and isolate the most important cause, supported with evidence	Evidence Analyse evidence from Hana's suitcase and wider historical sources, alongside reference of provenance to explain the impact of the Holocaust, supported with own knowledge



History

2022-2023

KS3 Module 19: How quickly did the Allies turn the tide against the Nazis in World War Two?  (Year 9 Module 5 of 7 – start date W.C.)	KS3 Module 20: When did the Cold War put Berlin in the most danger?  (Year 9 Module 6 of 7 – start date W.C.)	KS3 Module 21: Why is Britain a nation of migrants? (Theme across time)  (Year 9 Module 7 of 7 – start date W.C.)
Knowledge What pupils will know	Knowledge What pupils will know	Knowledge What pupils will know
<ul> <li>Appeasement</li> <li>Blitzkrieg</li> <li>Dunkirk</li> <li>The Blitz</li> <li>Pearl Harbour</li> <li>The Battle of Stalingrad</li> <li>D-Day</li> <li>The atomic bomb</li> </ul>	<ul> <li>Berlin city guide</li> <li>The Iron Curtain</li> <li>The Truman Doctrine</li> <li>The Marshall Plan</li> <li>The Arms Race</li> <li>The Berlin Blockade</li> <li>NATO</li> <li>The Warsaw Pact</li> <li>The Berlin Wall</li> <li>The Cuban Missile Crisis</li> </ul>	<ul> <li>Economic: Landownership; Economic opportunities; Trade; Growth of industry</li> <li>Social: Cultural reasons; Religion;</li> <li>Political: Persecution; Empire; Government intervention and the law</li> </ul>
Skill What pupils will be able to do	Skill What pupils will be able to do	Skill What pupils will be able to do
Change and Continuity  Analyse how quickly the Allies turned the tide against the Nazis in World War Two	Change and Continuity Analyse when the Cold War put Berlin in the most danger by comparing different events of the Cold War	Causation Analyse the different causes, show how they are linked and isolate the most important cause, supported with evidence

