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| Key Stage 3 Overview | KS3 Module 1: What was England like before 1066?/How did the Normans conquer England? (Year 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 <i>What pupils will know</i> | Knowledge <i>What pupils will know</i> | Knowledge <i>What pupils will know</i> |
| | <ul style="list-style-type: none"> Iron Age; Bronze Age; Romans; Vikings; Anglo-Saxons England in the 1060s Advantages and disadvantages of invading England The death of Edward the Confessor The contenders to the throne in 1066: Harold Godwinson; William of Normandy; Harald Hardrada The Battle of Stamford Bridge and Harold’s reasons for victory William’s preparations for invasion The sighting of Haley’s comet The Battle of Hastings and William’s reasons for victory William’s control of England: The Harrying of the North; Castles; The Domesday Book | <ul style="list-style-type: none"> Location of medieval/modern Mali Characteristics of medieval/modern Mali Scramble for Africa/Colonisation of Mali Sundiata Keita/Battle of Kiriana The Gbara Abdication of Mansa Abubakari Keita Emergence of Mansa Musa Mali’s natural resources Mansa Musa’s rule of Mali Islamic Mali Mansa Musa’s pilgrimage to Mecca/Journey through Egypt The Catalan Atlas Timbuktu: The Djinguereber Mosque; University of Sankore; Timbuktu today | <ul style="list-style-type: none"> Definition of a pandemic with examples from throughout history: Cholera, Spanish flu, Covid-19 The origin, spread and arrival of the Black Death in Britain The causes of the Black Death; Medieval and modern perspectives The symptoms of the Black Death The Medieval response to the Black death Changing attitudes and new opportunities The Peasant’s Revolt |
| | Skill <i>What pupils will be able to do</i> | Skill <i>What pupils will be able to do</i> | Skill <i>What pupils will be able to do</i> |
| | <p>Causation Explain the causes and/or the consequences of the events which led to William’s conquest of England and begin to explain why some causes for William’s conquest of England are more important than others</p> | <p>Significance Analyse what the life of Mansa Musa can reveal about Medieval Mali</p> | <p>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</p> |

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| Key Stage 3 Overview | KS3 Module 4: What can we learn about the reign of Henry VIII from what the Tudors left behind? <i>(Year 7 Module 4 of 6 – start date W.C.)</i> | KS3 Module 5: Why was there a religious rollercoaster in Tudor England? <i>(Year 7 Module 5 of 6 – start date W.C.)</i> | KS3 Module 6: How have historians interpreted the portraits of Elizabeth I? <i>(Year 8 Module 6 of 6 – start date W.C.)</i> |
| | Knowledge <i>What pupils will know</i> | Knowledge <i>What pupils will know</i> | Knowledge <i>What pupils will know</i> |
| | <ul style="list-style-type: none"> • Hans Holbein’s portrait of Henry VIII • Marriage to Katherine of Aragon • Break with Rome • Marriage to other wives and birth of Edward • The Black Tudors: Miranda Kaufman and John Blanke • The Mary Rose, including: sinking; Jacques Francis; recovery of artefacts; diversity of crew | <ul style="list-style-type: none"> • The Reformation including the influence of Martin Luther and the divide of the Christian religion into Catholic and Protestant • The reign of Edward VI and changes to the church including: Changes to the inside of the church; Introduction of a Protestant prayer book; Priests allowed to marry; Abolition of mass; Treatment of Catholics, • The reign of Mary I and changes to the church including: Papal authority; Redecoration of churches; Priests not allowed to marry; Church services and prayer books in Latin; Treatment of Protestants • The reign of Elizabeth I and changes to the church including: Religious Settlement (Middle Way) – Elizabeth as Governor of the Church of England; A revised prayer book; Priests allowed to marry; Treatment of Catholics; Excommunication by the Pope | <ul style="list-style-type: none"> • The Armada Portrait: Background to Elizabeth and the Spanish Armada; The significance of the Armada portrait; Interpretations of the Armada portrait • The Rainbow Portrait: Background to Elizabeth and relations with the rest of the world; The significance of the Rainbow portrait; Interpretations of the Rainbow portrait |
| | Skill <i>What pupils will be able to do</i> | Skill <i>What pupils will be able to do</i> | Skill <i>What pupils will be able to do</i> |
| | Evidence Make inferences from the sources about the reign of Henry VIII supported with details from the sources and own knowledge and explain how the provenance of the sources affects what we can learn about the reign of Henry VIII. | Causation Explain the causes and/or the consequences of the religious rollercoaster in Tudor England and begin to explain why some causes of the religious rollercoaster in Tudor England are more important than others | Interpretations Describes different interpretations of the portraits of Elizabeth I |

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| Key Stage 3 Overview | KS3 Module 7: Why was there a revolution of ideas during the Renaissance? <i>(Year 8 Module 1 of 8 – start date W.C.)</i> | KS3 Module 8: When was there the most change to the power of the monarch during the Stuart period? <i>(Year 8 Module 2 of 8 – start date W.C.)</i> | KS3 Module 9: Who benefitted most from the Industrial Revolution? <i>(Year 8 Module 3 of 8 – start date W.C.)</i> |
| | Knowledge <i>What pupils will know</i> | Knowledge <i>What pupils will know</i> | Knowledge <i>What pupils will know</i> |
| | <ul style="list-style-type: none"> • Definition of Renaissance • Causes of the Renaissance • Renaissance Art, including: Influence of classical artists; the work of Leonardo da Vinci; the use of perspective; Michelangelo and the Sistine Chapel • Renaissance health and medicine, including: Amboise Pare; Andreus Vesalius; William Harvey • Renaissance science and technology, including: Telescope; Printing press; Flushing toilet; Mechanical clock; Gunpowder; Steam engine • The life of Leonardo da Vinci, including: Early life; Key paintings; Architectural skills; Engineering skills; Inventions | <ul style="list-style-type: none"> • James I rule of England including: Reasons for being named ‘The Scruffy Stuart’; The Divine Right of Kings; Arguments with Parliament; The Gunpowder Plot • Charles I rule of England including: Arguments with Parliament (religion, money, power); The Civil War; The trial and execution of Charles I • Oliver Cromwell’s rule of England including: Role of Lord Protector and the Major Generals; Moral laws; Unpopularity and death • Charles II rule of England including: The restoration of the monarchy; Relationship with Parliament; Difference between Charles II and Cromwell; Lack of an heir • James II rule of England and conflict with Parliament including: Giving the top jobs to Catholics; Building up an army; Refusing to consult Parliament’ Giving birth to a son • The Glorious Revolution • William and Mary’s rule of England and the adoption of the Bill of Rights • Anne’s rule of England and the Act of Settlement/Act of Union | <ul style="list-style-type: none"> • Background to the Industrial Revolution • The working lives of men, including: Textile factories; mines; Skilled labourers; Navvies; Factory owners • The working lives of women, including: Textile factories; Home work; Service; shop-worker • The working lives of children, including: Ages; Working hours; Working conditions • The Workhouse and difference of experience of men, women and children • The growth of the Industrial North • The Peterloo Massacre, Including: The Background to the massacre (Voting disparities between men and men and women, disparities between North and South); The events of the massacre; The impact of the massacre |
| | Skill <i>What pupils will be able to do</i> | Skill <i>What pupils will be able to do</i> | Skill <i>What pupils will be able to do</i> |
| | Causation Explain fully why some causes of the Renaissance were more important than others and how the main causes of the renaissance can be linked together. | Change and Continuity Evaluate the extent of when and how change to the power of the Monarch took place the most in the Stuart period. | Similarity and Difference Analyse why there are similarities and differences of experience of men, women and children during the Industrial Revolution |

| | 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.) |
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| Key Stage 3 Overview | Knowledge <i>What pupils will know</i> | Knowledge <i>What pupils will know</i> | Knowledge <i>What pupils will know</i> |
| | <ul style="list-style-type: none"> Population increase Growth of industrial towns Life in industrial Towns, Including: Back to back houses; Over-crowding; Sanitation; Disease 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 John Snow, including: Background; Cholera outbreaks; Interviews and map; Broad Street pump; Impact Joseph Bazalgette, including: Government action and inaction; The Great Stink; Creation of sewers; Impact Florence Nightingale, including: Background; Crimean War; Books; Nursing school; The British Red Cross; Legacy | <ul style="list-style-type: none"> The Colonial and Indian Exhibition 1886 Walter Crane's map of the British Empire Factual information about the British Empire including: Size; countries; trading routes etc Reasons for Britain wanting an empire including: natural resources; money; power; ideology India before the British Empire including: Architecture; Raw materials; Conquest; Religion The invasion of India The East India Company The Indian War of Independence 1857-1858 | <ul style="list-style-type: none"> Liverpool Town Hall: Background to the slave trade; Africa before the slave trade; The Triangular Trade; Liverpool Docks: Capture; Plan of a slave ship; The Middle Passage; Slave auction; Martin's Bank carving: Life on a plantation; work; Treatment; Escape; Punishments 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 |
| | Skill <i>What pupils will be able to do</i> | Skill <i>What pupils will be able to do</i> | Skill <i>What pupils will be able to do</i> |
| | <p>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.</p> | <p>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</p> | <p>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.</p> |

| | KS3 Module 13: Why does Fern Riddell refer to the Suffragettes as terrorists? <i>(Year 8 Module 7 of 8 – start date W.C.)</i> | KS3 Module 14: What type of change was the Russian Revolution? <i>(Year 8 Module 8 of 8 – start date W.C.)</i> | KS3 Module 15: What is in the forefront of Fritz Fischer’s interpretation of the causes of World War One? <i>(Year 9 Module 1 of 7 – start date W.C.)</i> |
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| | Knowledge <i>What pupils will know</i> | Knowledge <i>What pupils will know</i> | Knowledge <i>What pupils will know</i> |
| | <ul style="list-style-type: none"> • Fern Riddell and ‘Death in 10 Minutes’ • The position of women in the late 1800s • The emergence of the Suffragettes • Tactics, including: Disruption of political events; chained to railings; violence; bombs; hunger strikes • Reaction of the government • Emily Davison • Impact of World War One | <ul style="list-style-type: none"> • Life in Russia under the Tsars • Creation of the Duma • Effects of World War One • The February Revolution 1917 • The Petrograd Soviet • The emergence of the Bolsheviks under Lenin • The October Revolution 1917 • Adoption of Communism • Russia’s exit from World War One • Russian Civil War • The execution of the Tsar • Stalin’s leadership • The effects of Communism on the Russian people | <ul style="list-style-type: none"> • The Fischer Thesis • Position of Germany before World War One (Strengths and Weaknesses) • Long term causes: Militarism; Alliances; Imperialism; Nationalism • Short term causes: The Bosnian Crisis 1908-09; The Balkan Wars 1912-13 • Trigger: The assassination of Franz Ferdinand • The steps to war |
| | Skill <i>What pupils will be able to do</i> | Skill <i>What pupils will be able to do</i> | Skill <i>What pupils will be able to do</i> |
| | 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 |

| | KS3 Module 16: To what extent was World War One a 'World War'? <i>(Year 9 Module 2 of 7 – start date W.C.)</i> | KS3 Module 17: How did Germany fall under the influence of a dictator? <i>(Year 9 Module 3 of 7 – start date W.C.)</i> | KS3 Module 18: What can Hana's suitcase tell us about the Holocaust? <i>(Year 9 Module 4 of 7 – start date W.C.)</i> |
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| | Knowledge <i>What pupils will know</i> | Knowledge <i>What pupils will know</i> | Knowledge <i>What pupils will know</i> |
| | <ul style="list-style-type: none"> • The Western Front including Trench Warfare and No Man's Land • Volunteering and the use of propaganda posters • The Home Front and the use of propaganda posters • Empire troops including: Fighting; Treatment; Life in the trenches; Legacy | <ul style="list-style-type: none"> • Early life including: Childhood; Rejection from Art school; Life on the Streets; World War One • The Treaty of Versailles • Hitler and the Nazi Party including: Joining the Nazi Party; Leadership; Talent at speaking; The Swastika; The SA • The Munich Putsch including: The Putsch; Arrest; Trial; Prison • The Wall Street Crash and the Great Depression • Hitler becomes Fuhrer including: Reichstag Fire; Propaganda; Election results; Hindenburg; Dictatorship | <ul style="list-style-type: none"> • Background to the book 'Hana's Suitcase' • Life in Czechoslovakia before 1933 • Nazi propaganda and effect on the Jewish community • The Nuremburg Laws • Kristallnacht • Deportation to ghettos • Concentration camps/Death camps • Revisiting 'Hana's Suitcase' |
| | Skill <i>What pupils will be able to do</i> | Skill <i>What pupils will be able to do</i> | Skill <i>What pupils will be able to do</i> |
| | 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 |

| | KS3 Module 19: How quickly did the Allies turn the tide against the Nazis in World War Two? <i>(Year 9 Module 5 of 7 – start date W.C.)</i> | KS3 Module 20: When did the Cold War put Berlin in the most danger? <i>(Year 9 Module 6 of 7 – start date W.C.)</i> | KS3 Module 21: Why is Britain a nation of migrants? (Theme across time) <i>(Year 9 Module 7 of 7 – start date W.C.)</i> |
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| | Knowledge <i>What pupils will know</i> | Knowledge <i>What pupils will know</i> | Knowledge <i>What pupils will know</i> |
| | <ul style="list-style-type: none"> • Appeasement • Blitzkrieg • Dunkirk • The Blitz • Pearl Harbour • The Battle of Stalingrad • D-Day • The atomic bomb | <ul style="list-style-type: none"> • Berlin city guide • The Iron Curtain • The Truman Doctrine • The Marshall Plan • The Arms Race • The Berlin Blockade • NATO • The Warsaw Pact • The Berlin Wall • The Cuban Missile Crisis | <p>Pre 1066 – Modern Day</p> <ul style="list-style-type: none"> • Economic: Landownership; Economic opportunities; Trade; Growth of industry • Social: Cultural reasons; Religion; • Political: Persecution; Empire; Government intervention and the law |
| | Skill <i>What pupils will be able to do</i> | Skill <i>What pupils will be able to do</i> | Skill <i>What pupils will be able to do</i> |
| | 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 |