



ST. MATTHEW'S
ROMAN CATHOLIC HIGH SCHOOL
Voluntary Academy

KS3 History Curriculum Plan

Ms McKechnie

j.mckechnie@smrchs.com

Year 7 Curriculum		
Autumn Term	Spring Term	Summer Term
<p>Autumn 1</p> <p>Is Manchester more than Cotton?</p> <ul style="list-style-type: none"> -Develop a base chronological understanding of British history -A study over time to develop an understanding of how change and continuity in Manchester reflects national history -Begin to understand how there are elements of change and continuity throughout history 	<p>Spring 1</p> <p>1066: Who should be the next King?</p> <ul style="list-style-type: none"> -Gain an understanding of the development of Church, state and society in early medieval Britain -Gain an understanding of the significance of individuals -Further consider the cause and consequence of migration to the British Isles 	<p>Summer 1</p> <p>How Powerful were Medieval Monarchs?</p> <ul style="list-style-type: none"> -Gain an understanding of the historic role of the monarchy and the concept of peasantry -Develop a greater understanding of change and continuity in medieval Britain -Use a developed understanding of the development of Church, state and society in early medieval Britain to assess the significance of key events such as the Magna Carta and the emergence of Parliament and the Peasants' Revolt
<p>Autumn 2</p> <p>What did the Romans ever do for us?</p> <ul style="list-style-type: none"> -Begin to understand the nature of ancient civilisation and the significance of the Romans -Gain an understanding of the term empire and the impact of growing empires -Begin to understand the cause and consequence of migration to the British Isles 	<p>Spring 2</p> <p>Did the historian Marc Morris get it right about the significance of the Norman Conquest?</p> <ul style="list-style-type: none"> -Develop a greater understanding of the development of Church, state and society in early medieval Britain -Begin to understand change and continuity in medieval Britain -Begin to understand how evidence is used rigorously to make historical claims 	<p>Summer 2</p> <p>What was happening in other areas during the Middle Ages?</p> <ul style="list-style-type: none"> -Begin to understand characteristics of non-European civilisations throughout history -Gain an understanding of similarity and difference in actions and developments internationally during the medieval period -Begin to understand the significance of the Islamic Empire in world history

Year 8 Curriculum

Autumn Term	Spring Term	Summer Term
Autumn 1	Spring 1	Summer 1
<p>Did this Ladybird book get it right about Henry VIII?</p> <ul style="list-style-type: none"> -Gain an understanding of the development of Church, state and society in early modern Britain -Develop an understanding of the historic role of a monarch -Develop a greater understanding of how evidence is used rigorously to make historical claims and why contrasting arguments and interpretations of the past have been constructed. 	<p>Why did Charlie get the Chop?</p> <ul style="list-style-type: none"> -Build a greater understanding of the development of Church, state and society in early modern Britain through the study of the causes and events of the English Civil War -Assess the changing role of Parliament and placement of power in Britain -Develop a greater understanding of why contrasting arguments and interpretations of the past have been constructed 	<p>Can a human be someone's property?</p> <ul style="list-style-type: none"> -Develop an understanding of Britain's transatlantic slave trade: its effects and its eventual abolition in the development of empire, power and industry -Further consider the term empire and the impact of growing empires (and developing technologies) in the later modern period. -Begin to consider the cause and consequence of the slave trade in order to develop structured accounts and analyses
Autumn 2	Spring 2	Summer 2
<p>How did Elizabeth's childhood shape her reign?</p> <ul style="list-style-type: none"> -Develop an understanding of the cause and consequence of the English Reformation -Use prior learning to assess the significance of the Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland) -Continue to develop an understanding of the historic role of the monarch, considering the change in this role over time 	<p>Why was Restoration London so exciting?</p> <ul style="list-style-type: none"> -Make comparisons to previous learning to develop an understanding of change and continuity throughout the early modern period -Develop this understanding of change and continuity with an increasing focus on society, economy and culture -Further consider the changing role of the monarch, especially conscious decisions made in the Restoration 	<p>How has the legacy of slavery shaped modern America?</p> <ul style="list-style-type: none"> -Further consider the cause and consequence of the slave trade in order to develop structured accounts and analyses -Develop an understanding of the role of individual rights in society and the significance of the individual in creating political change -Develop a greater understanding of why contrasting arguments and interpretations of the past have been constructed focussing on role of technology and the media

Year 9 Curriculum		
Autumn Term	Spring Term	Summer Term
<p>Autumn 1</p> <p>Did the Woman's Hour audience get it right about Emmeline Pankhurst?</p> <ul style="list-style-type: none"> -Develop an understanding of challenges present in modern Britain through the study of women's suffrage -Develop an greater understanding of the role of individual rights in society and the significance of the individual in creating political change -Develop a greater understanding of why contrasting arguments and interpretations of the past have been constructed focussing on role of technology and the media 	<p>Spring 1</p> <p>Who played the biggest part in WWI?</p> <ul style="list-style-type: none"> -Develop a greater understanding of challenges present in modern through the study of WWI -Understand the significance of the different contributors to the war effort and how this shows another impact of the empire -Use contrasting arguments and interpretations to ask historically valid questions and create their own structured accounts 	<p>Summer 1</p> <p>How do you fight a Cold War?</p> <ul style="list-style-type: none"> -Gain a greater understanding of the roles of different political systems and how this led to conflict post-WWII -Continue to develop a greater understanding of why contrasting arguments and interpretations of the past have been constructed focussing on role of technology and the media -Use historical knowledge to assess the significance of international relations post-WWII in the present day
<p>Autumn 2</p> <p>Why did the world go to war in 1914?</p> <ul style="list-style-type: none"> -Develop a strong understanding of the cause and consequence of key international events -Gain a greater historical perspective of change in modern Britain by considering this in an international setting -Understand the different long and short-term factors that led to global conflict and use this to develop structured accounts and analyses of events 	<p>Spring 2</p> <p>What is the best way to run a country?</p> <ul style="list-style-type: none"> -Develop a greater understanding of different political systems that developed mainly throughout the 19th and 20th centuries, including: Capitalism, Communism and Fascism -Make comparisons between the use of politics in different political settings -Develop the use of contrasting arguments and interpretations to ask historically valid questions and create their own structured accounts 	<p>Summer 2</p> <p>What is the best way to bring about change?</p> <ul style="list-style-type: none"> -Gain a greater historical perspective by making international, political and social connections between revolutions in the modern and contemporary periods -Use a strong knowledge of change and continuity throughout history to assess the significance and impact of revolution. -Consider the different reasons to bring about change and make links to previous learning on; the significance of the individual, role of the individual and contrasting political beliefs

