



KS3 Curriculum Map Year 7:

| <p>Topic</p> | <p>Substantive Knowledge</p> <p>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p> | <p>Disciplinary Knowledge (Skills)</p> <p>This is the action taken within a particular topic in order to gain substantive knowledge.</p> | <p>Assessment Opportunities</p> <p>What assessments will be used to measure student progress?</p> |
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| <p>Unit 1: Migration to Liverpool</p> | <ul style="list-style-type: none"> • What is History? An investigation into the Tollund Man. • How do we measure time? • The growth of Liverpool over time • Migration patterns pre 1500 • Migration to Liverpool after 1500 • Experiences of immigrants | <ul style="list-style-type: none"> • Chronology <p>Introduction to all second order concepts:</p> <ul style="list-style-type: none"> • change and continuity • significance • cause and consequence • diversity of experience • Historical interpretations | <p>Baseline: knowledge test, extended piece of writing</p> |
| <p>Unit 2: Significance of the Norman Conquest</p> | <ul style="list-style-type: none"> • Who were the contenders to the throne in 1066? • who won the Battle of Hastings and why? • Impact of the Conquest on land ownership • Gender roles • Why did the Normans build castles? • Religious changes in Norman England • Law and order in Norman England including the Domesday Book | <p>Second order concepts:</p> <ul style="list-style-type: none"> • cause and consequence • significance • change over time. • Historical interpretations | <p>Final assessment and substantial knowledge test.</p> |
| <p>Unit 3: Medieval England 1066-1485.</p> | <ul style="list-style-type: none"> • What was life like in a Medieval Village/ Town? • Why was religion so important in the middle ages? • Who was to blame for the murder of Thomas Becket? | <p>Second order concepts:</p> <ul style="list-style-type: none"> • cause and consequence • primary source analysis • significance • change over time. | <p>Knowledge Test</p> |

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| | <ul style="list-style-type: none"> • How and why did Parliament become more powerful? • How did the Black Death change Europe? Why did the Peasants Revolt in 1381? | | |
| Unit 4: Tudor England 1485-1603 | <ul style="list-style-type: none"> • Why were the Wars of Roses significant and who was Henry VII? • What was life like in Tudor England? • Who was Henry VIII? • Why did Henry get married so often? • Why did the Reformation take place in England? Assessment Preparation • How did Edward I and Mary change England? • Why did the Spanish Armada fail in 1588? Assessment Preparation | <ul style="list-style-type: none"> • Chronology Second order concepts: <ul style="list-style-type: none"> • cause and consequence • primary source analysis • significance • change over time. | Assessment: Longer written piece and knowledge test |
| Unit 5: Stuart England 1603-1714 | <ul style="list-style-type: none"> • Who was James I and in what context did he become King? • Why did Guy Fawkes attempt to blow up Parliament? • What were the causes of the Civil War? • Why was Charles I executed? • Was Oliver Cromwell a hero or villain? • How did the Glorious Revolution shape the future of democracy? | <ul style="list-style-type: none"> • Chronology Second order concepts: <ul style="list-style-type: none"> • cause and consequence • primary source analysis • significance • change over time. | Knowledge Test |

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| 1: How did the Industrial Revolution Change Britain? | <ul style="list-style-type: none"> • What was the Industrial Revolution, and how did Britain change? • Dragons Den Industrial Revolution • What was life like in a factory? • What was life like in a newly industrialised city? • Assessment preparation • Assessment | <ul style="list-style-type: none"> • Source interpretation • cause and consequence • primary source analysis • significance • change over time. | Source Analysis skills Presentations Extended writing piece in the form of an essay on the Industrial Revolution Knowledge Test |
| 2: What was Britain's Involvement in the Enslavement of Africans C16th to C19th? | <ul style="list-style-type: none"> • African civilisations at the time of the Tudors and Stuarts • Liverpool and the Americas at the time of the Stuarts • The economics of the transatlantic trade • The black experience of the transatlantic trade • How does Bryan Blundell's story relate to all of this? • Should William, Wilberforce be the focus of our commemorations of 1807? • Did slavery end in 1807? • Commemoration Project • Assessment preparation • Assessment | Chronology <ul style="list-style-type: none"> • Source interpretation • cause and consequence • primary source analysis • significance • change over time. | Source Analysis skills Source Question Creative Project Knowledge test |

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| <p>3: How was the franchise extended in Britain?</p> | <ul style="list-style-type: none"> • Who and what did the Chartists do? • Who were the Suffragettes and Suffragists? • How did women get the vote? | <ul style="list-style-type: none"> • Chronology • Source interpretation • cause and consequence • Primary source analysis • Significance • change over time | <p>Source Analysis Source Question Knowledge test</p> |
| <p>4: How did the Great War Change the World?</p> | <ul style="list-style-type: none"> • What were the causes of WW1? • What was the Schlieffen plan? • Recruitment and volunteers during WW1 • What was trench life like? • Source interpretations • Assessment preparation and assessment | <ul style="list-style-type: none"> • Chronology <p>Second order concepts:</p> <ul style="list-style-type: none"> • cause and consequence • change over time • significance | <p>Source analysis (Haig) Knowledge Test</p> |
| <p>5: How did tension escalate in the interwar years 1919-1939?</p> | <ul style="list-style-type: none"> • What was the Treaty of Versailles? • The rise of dictators • the failures of the League of Nations • The causes of WW2 | <ul style="list-style-type: none"> • Chronology <p>Second order concepts:</p> <ul style="list-style-type: none"> • cause and consequence • change over time • significance | <p>Essay causes of World War Two Knowledge test.</p> |
| <p>6: How did the Second World War change the World?</p> | <ul style="list-style-type: none"> • What happened at Dunkirk? • What was the Battle of Britain? • What was the Blitz? • How did the War end in Japan? • The Holocaust (2-3 lessons) | <ul style="list-style-type: none"> • Source interpretation • cause and consequence • primary source analysis • significance • change over time. | <p>End of Year Assessment Knowledge Test</p> |
| <p>7: What was the world like after World War Two? (Case study: Cold War, specific countries – China, Russia)</p> | <ul style="list-style-type: none"> • What was the Cold war? | <ul style="list-style-type: none"> • Source interpretation • cause and consequence • primary source analysis • significance • change over time. | <p>Source Analysis</p> |