

## **History Curriculum for years 7, 8 and 9**

The philosopher George Santayana once remarked about history that ‘Those who cannot remember the past are condemned to repeat it.’ What he meant was that we need to study History so that we can learn from the mistakes of the past and ensure that we develop a present and a future that is better. To this end, the Key Stage 3 History Curriculum at Seva School is designed to equip all Students with thorough understanding of the evolution of the United Kingdom as a liberal democracy based on mutual tolerance and respect.

### **History Curriculum Overview Year 7**

- 7.1. An Introduction to History and the Norman Conquest of England, 1066-1087.
- 7.2. Life in the Middle Ages.
- 7.3. Power in the Middle Ages.
- 7.4. The Tudors.
- 7.5. The Stuarts.
- 7.6. Cromwell, the Interregnum and the Restoration

### **History Curriculum Overview Year 8**

- 8.1. Revolutions and Wars, 1688-1815
- 8.2. Industrialisation and Public Health in the Victorian period.
- 8.3. Slavery and Empire
- 8.4. Social and political Reform in the nineteenth century
- 8.5. The First World War
- 8.6. Dictatorship, War and the Holocaust

### **History Curriculum Overview Year 9.**

- 9.1. Germany 1890-1945: Germany and the growth of democracy.
- 9.2. Germany, 1890 -1945: Germany and the Depression.
- 9.3. Germany, 1890-1945: The experiences of Germans under the Nazis.
- 9.4. Conflict and Tension, 1918-1939: Peace-making.
- 9.5. Conflict and Tension, 1918-1939: The League of Nations and International Peace.
- 9.6. Conflict and Tension, 1918-1939: The origins and outbreak of the Second World War.

### **How can you help?**

- ✓ Ensure your child puts their very best effort into their Homework.
- ✓ Encourage them to ask for help if they are stuck.
- ✓ Check your child’s planner to see if they have any Homework.
- ✓ Make sure your child revises well for their tests and end of year exams.

### **Assessment**

Students in Key Stage 3 and 4 will be taught two lessons of History every week. Students will complete two assessed assignments every half term on the topic being studied. The first will be an extended piece of work and the second will take the form of a test in exam conditions.

## **The National Curriculum**

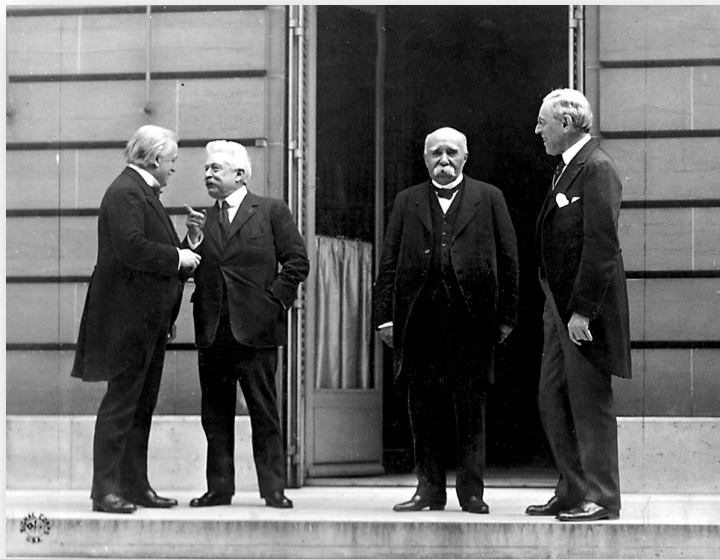
Students follow a curriculum covering the KS3 National Curriculum Programmes of Study. The History Curriculum can be accessed by clicking on the link below:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239075/SECONDARY\\_national\\_curriculum\\_-\\_History.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239075/SECONDARY_national_curriculum_-_History.pdf)

## **GCSE History**

Students follow AQA GCSE History (8145). Details of this programme of study can be found on AQA's website at:

<http://www.aqa.org.uk/subjects/history/gcse/history-8145>



Lloyd George, Vittorio Orlando, Georges Clemenceau and Woodrow Wilson at the Paris Peace Conference in January 1919.

**Year 7 History Curriculum Objectives  
Autumn 1 (1/2 termly delivery)  
An Introduction to History and the Norman Conquest of England, 1066-1087**

Identify four key people in history

Describe what they did to make our lives easier

Explain which discovery was the most important

Decide which person was the most important and give a big reason why

Define the word chronology

Describe what is meant by interpretation

Explain how to place events in the correct order

Analyse the consequences of not placing events in the right order

Identify the difference between a primary source and a secondary source

Explain what is meant by 'bias'

Analyse which source is more reliable

Recall what bias means

Describe what the Alfred Jewel was in Anglo-Saxon times

Explain which tribes invaded Britain after the Romans left in 401 AD

Analyse the contributions made by each

Identify who ruled England up to 1065

Describe how England was ruled up to 1065

Explain how England, Scotland and Wales were similar or different

Analyse primary sources to decide how Anglo-Saxons were viewed by others.

Identify at least 3 facts about Anglo-Saxon England

Describe why so many countries wanted to invade England

Explain what a Chronicle was and who a chronicler was

Analyse one strength and one weakness of using chronicles as sources of history

Identify which three men wanted to become King of England in 1066

Describe what they were like

Explain their reasons for wanting to become King of England

Compare the three claimants and assess who had the best claim to the English throne

Identify who fought in the battle of Stamford Bridge

Describe the key events of the battle

Explain who won the battle and why

Evaluate the physical and mental condition of the winning side at the end of the battle.

Identify which locations were chosen by both armies around the battlefield at Hastings
Describe the tactics used by Harold and William to try and win the battle
Explain how the armies fought in the early stages of the battle
Analyse the reasons why William won the battle
Evaluate the ways in which William went about increasing his power after the battle
Identify all the different possible ways in which King Harold of England might have died
Describe if any of the evidence agrees on how King Harold was killed
Explain whether you can trust the evidence giving reasons based on facts
Decide how King Harold died by developing a theory and selecting the best evidence to support it
Identify four problems which William faced when he became King of England
Describe how King William dealt with these problems
Explain what the 'harrying of the north' was, using examples
Use the sources to analyse the effects of the harrying of the North on England and William
Identify the main problems that King William faced after his victory at Hastings in 1066
Describe what a 'motte and bailey' castle is
Explain what the purpose of the Domesday Book was
Analyse the key features of the feudal system and illustrate how it worked
Evaluate the advantages and disadvantages of 'motte and bailey' castles, the Domesday Book and the Feudal System
Identify the names and jobs of the people who lived in a castle
Describe the jobs of the people who lived in a castle
Explain how castles changed from 1066 onwards
Explain the strengths and weaknesses of concentric castles
Analyse the effectiveness of new weapons used to protect castles and to attack castles during the siege of Rochester Castle in 1206
Evaluate the methods that were used to get into Rochester Castle by King John in 1206

**Year 7 History Curriculum Objectives  
Autumn Term 2 (1/2 termly delivery)  
Life in the Middle Ages.**

Investigate the importance of religion in medieval times
Evaluate the role of religion in everyday life
Explain why some men became monks and what their daily life involved
Understand how monks contributed to medieval society
Examine why some women became nuns and what their lives involved
Explain how they helped the rest of society
Summarize why some people of medieval Europe wished to visit the Holy Land
Discover why Jerusalem was an important city for Jews, Christians and Muslims
Examine why the Pope ordered the Crusades
Categorize reasons why people went on Crusades
Evaluate a number of different routes to the Holy Land
Define the period in history known as the 'Crusades'
Construct a timeline of key events about the 'Crusades'
Interpret views on Saladin
Understand how life in Europe changed and improved after contact with the Muslim World
Decide which change was the most important and why
Investigate village life during the Middle Ages
Recall how a medieval villager spent the day
Explain what life was like in a medieval town and what a town might look like
Discover why towns grew
Assess how buying and selling was organised
Explore how and why standards of cleanliness and personal hygiene were different from today
Define the main symptoms of the Black Death
Discover what people thought caused the disease at the time and how they tried to protect against it
Create a Black Death warning leaflet
Discover how the plague spread throughout the world
Analyse the spread of the disease
Interrogate sources in order to assess the impact of Black Death on the medieval world
Investigate the origins of the English language
Consider the role of the Knight in medieval society and how aspects of medieval history still have relevance today
Compare the rights of women today with those of women in the Middle Ages
Explain why there was little written about the lives of women

**Year 7 History Curriculum Objectives  
Spring 1 (1/2 termly delivery)  
Power in the Middle Ages.**

Summarise the events in the quarrel between Henry II and Thomas Beckett in the correct chronological order

Evaluate King Henry's motives in making Becket Archbishop of Canterbury

Discover how Thomas Becket was murdered and by whom

Investigate the consequences of the murder

Analyse the consequences of King John's mistakes

Explain the importance of Magna Carta

Examine why King Henry III argued with the Barons

Discover the origins of Britain's parliament

Examine why peasants were so angry in 1381

Link some of the causes of the peasants' anger together

Discover what happened to the angry peasants when they took their revolt to London

Examine evidence and identify similarities and differences

Interrogate sources in order to judge how different interpretations of King John were created and changed over time

Identify how and why England tried to conquer Wales

Judge how successful these attempts were

Identify how and why England tried to conquer Scotland

Judge how successful these attempts were

Analyse how the English tried to control Ireland

Assess why medieval kings failed to conquer Ireland

Summarise the key events of the Hundred Years War

Relate a modern-day insult to a historical event

Recall who Joan of Arc was and how she affected the outcome of the Hundred Years War

Examine why she is still a national hero in France today

**Year 7 History Curriculum Objectives**  
**Spring 2 (1/2 termly delivery)**  
**The Tudors.**

Recall why England went to war with itself in the fifteenth century
Discover why England came to be ruled by Henry Tudor
Explain why Edward V was never crowned King
Evaluate what happened to Edward and his brother and justify the reason you have made
Investigate the life of Henry VII
Assess the tactics Henry VII used to become more powerful
Examine what Britain was like in 1509
Summarise England's relationship with its neighbouring countries
Contrast Britain in 1509 with Britain today
Examine how young Henry VIII spent his time and money
Judge how religious he was as a young man
Explore how and why Henry VIII fell out with the Pope
Examine how this affected the life of Henry and religion in the whole of England
Explain why Henry married so many women
Examine what happened to each of his wives
Advise his sixth wife on how to survive being married to Henry
Explain why some people criticised the Catholic Church
Examine how Protestants got their name and what they believed
Examine a variety of evidence relating to Henry VIII's favourite ship
Propose how the <i>Mary Rose</i> sank
Explain how and why Henry's son changed religion in England
Decide what kind of boy Edward VI was
Examine how and why Bloody Mary got her nickname
Decide whether she deserved her nasty nickname
Examine the hidden meaning of the popular nursery rhyme 'Mary, Mary, quite contrary'
Decide which religion the writer of the rhyme would have belonged to
Analyse how Elizabeth tried to end religious turmoil in Tudor England
Recall which faith Elizabeth belonged to
Explain how this caused another Catholic clampdown
Investigate why Princess Elizabeth, King Henry VIII's youngest daughter, was such a clever student
Examine the circumstances in which she became Queen
Explore why it is so hard to establish what Queen Elizabeth really looked like

Examine why Elizabeth controlled her royal portraits so carefully

Compare a number of royal portraits and judge which one would be most suitable for the queen

Identify who Mary was and why she was heir to England's throne

Examine the threat posed by Mary, Queen of Scots

Investigate the Babington Plot

Explore why the King of Spain decided to invade England in 1588

Compare the strengths and weaknesses of England's and Spain's navies

Judge key reasons why the Spanish Armada failed

Identify and understand the symbolism of the Rainbow Portrait



**Year 7 History Curriculum Objectives  
Summer 1 (1/2 termly delivery)  
The Stuarts.**

Explain why the throne of England passed to the Scottish royal family
Discover what England's new Scottish King believed about his 'divine right'
Recall at least five accepted facts about the Gunpowder plot
Identify the key role of key individuals in the story of the Gunpowder plot
Evaluate evidence like a 'history mystery' detective
Decide whether you think the gunpowder plotters were framed or not
Explore why witchcraft was so widely believed in
Identify the type of people accused of witchcraft
Analyse sources from Stuart times
Discover why and how the English began to settle in North America
Explain why most Americans speak English
Examine why King Charles I, son of James I, had become so unpopular
Compare the two sides fighting the English Civil War
Define the term 'Civil War'
Examine which sections of society supported each side in the Civil War
Summarise how soldiers fought in the Civil War and outline what they looked like
Recall who Prince Rupert was and why he was so popular with the King's supporters
Discover what the Roundheads thought of him and how they tried to damage his reputation
Define the word 'propaganda'
Summarise why parliament needed to improve its army
Recall who was responsible for the training of Parliament's New Model Army
Examine how their strict discipline made them a more effective fighting force
Explore how and why King Charles I was put on trial
Analyse the key events of the trial
Investigate how the judges arrived at their verdict
Explore how Charles spent the last few hours of his life
Examine the details of his execution
Evaluate sources relating to the execution

**Year 7 History Curriculum Objectives  
Summer 2 (1/2 termly delivery)  
Cromwell, the Interregnum and the Restoration**

Define the words 'republic' and 'interregnum'

Discover how the country changed under Cromwell

Explain why Christmas was banned

Recall how Cromwell is viewed in Ireland

Analyse what he did to earn his reputation in Ireland

Judge whether he deserves his terrible reputation

Examine why people admired and respected Cromwell

Examine why others disliked him

Judge whether you think Cromwell was a hero or a villain

Define the word 'regicide'

Explain why the country became a monarchy once more

Explain how and why King Charles II sought revenge after 1600

Explore how, when and why Charles II became King

Compare Cromwell's nation with the Merry Monarch's

Explore what people knew about the spread of plague and disease in seventeenth-century London

Recall the symptoms of the Great Plague

Explore how a nursery rhyme tells us how people tried to avoid catching the plague

Describe how the Great Fire devastated London

Investigate how and why interpretations of the cause of the great fire have changed since 1666

Evaluate how London was rebuilt after 1666

Compare the lives of rich and poor women in Tudor and Stuart times

Explore how some men treated their wives

Evaluate the various treatments on offer to King Charles II and make decisions about what to do

**Year 8 History Curriculum Objectives  
Autumn 1 (1/2 termly delivery)  
Revolutions and Wars, 1688-1815**

Recall the main events that led to the return of a Protestant monarchy
Examine the reasons why the monarchy changed from Catholic to Protestant
Evaluate the changes that William and Mary agreed to
Investigate the consequences of the Glorious Revolution
Explain the official establishment of the United Kingdom
Define the word 'Jacobite'
Examine the Jacobite rebellions of 1715 and 1745
Explain why Bonnie Prince Charlie was a threat to the Georgians
Outline where European settlements occurred in North America
Explain how Britain came to dominate the Continent
Recall why the French revolution took place
Discover how the war in North America between Britain and France was connected to the French revolution
Outline the key events in the Napoleonic Wars
Assess the impact of Napoleon's campaigns in Europe
Analyse what 'Nelson's touch' was
Explain how successful Nelson's tactics were
Recognise how and why the battle was commemorated in Britain
Discover what life was like on board HMS Victory
Compile a list of five favourite facts about HMS Victory
Investigate why the battle of Waterloo was so important in the Napoleonic Wars
Judge whether Wellington's brilliance or Napoleon's mistakes contributed to the outcome of the battle

**Year 8 History Curriculum Objectives  
Autumn 2 (1/2 termly delivery)  
Industrialisation and Public Health in the Victorian period.**

Analyse and explain how a variety of key factors affected the population after 1745
Explain how products were manufactured in Britain before 1745
Examine how and why machines changed the way goods were made in Britain, forever
Explain how factories caused the population of towns to increase
Suggest reasons why steam engines replaced waterwheels as the source of power for factories
Evaluate the positive and negative effects that this new power source had
Analyse the significance of both Watt and Boulton
Investigate what it was like to work in some of Britain's first factories
Understand why coal was called 'Black Gold'
Investigate the dangers of coal mining in the 1800s
Discover how iron was produced
Investigate how iron-making became such an important business
Identify why some factory owners were unwilling to improve working conditions
Select three key reforms that eventually improved life for Britain's workers
Investigate what life was like for thousands of ordinary people in newly expanded industrial towns like Sheffield in the nineteenth century
Identify four of the most common diseases in the nineteenth century
Propose why diseases were so common at the time
Examine the state of towns in the 1800s
Explain why the government was slow to improve public health
Evaluate the contribution of Chadwick, Snow and Bazalgette to improving public health
Investigate what is meant by the term 'social pyramid'
Identify how the class system has changed in more recent years

**Year 8 History Curriculum Objectives  
Spring 1 (1/2 termly delivery)  
Slavery and Empire**

Investigate how the slave trade was organised

Assess Britain's role in the slave trade

Examine sources in order to understand what conditions were like on a slave ship

Explain how traders prepared slaves to maximise their profits

Understand why some slaves were sold for higher prices than others

Describe two ways in which slaves were sold

Describe a slave's typical daily routine

Investigate how and why some slaves reacted to this harsh treatment

Explain when both slave trading and slave ownership ended in Britain and the Empire

Outline the different factors that contributed to the abolition of slavery

Prioritise the different factors that led to the abolition of slavery

Define the words 'empire' and 'colonies'

Explain how and why Britain gained an empire

Describe what India was like before the British took over

Examine why India was such a rich prize for a conquering nation

Examine how trading works

Discover the importance of the Battle of Plassey

Investigate how the events of 1857-1858 can be interpreted differently

Identify ways that the British takeover of India could be viewed as a good thing ... or a bad thing

**Year 8 History Curriculum Objectives  
Spring 2 (1/2 termly delivery)  
Social and political Reform in the nineteenth century**

Investigate how and why people fought for their rights

Judge how successful they were

Investigate the Match Girls Strike of 1888

Propose how different people might react to it

Assess the position of women in the eighteenth and nineteenth centuries

Analyse a variety of sources relating to the position of women

Recall key facts about climbing boys

Examine the reasons why several famous charities were started

Assess the impact of Lord Shaftsbury and other philanthropists

Explain how and why schools changed between 1745 and 1901

Describe what life was like in a Victorian schoolroom

Outline how and why attitudes towards cleanliness changed in the nineteenth century

Explain how surgeons won the battle against pain and infection

Assess the significance of important surgeons

Understand the origins of drinking and eating chocolate in Britain

Explain the aims and motives of the Cadbury family in relation to their world-famous chocolate company

Explain why the amount of free time (or leisure time) increased in the 1800s

Identify at least five ways that people spent their leisure time

Analyse sources to establish how football developed in the nineteenth century

Understand what a typical Victorian high street might have looked like

Investigate where some of our most famous high-street shops began

Explain Darwin's theory of evolution

Propose why Darwin's theory caused so much controversy

Investigate the causes of the Great Hunger

Judge whether the British government did enough to help

Examine the extent that Britain changed between 1745 and 1901 in key areas such as population, transport, politics, leisure, health and medicine

**Year 8 History Curriculum Objectives  
Summer 1 (1/2 termly delivery)  
The First World War**

Describe Britain's place in the world at the turn of the twentieth century
Explain how other countries were catching up with Britain in terms of industry, trade and empire
Understand how the Great War got its name
Define the long-term causes of the Great War
Describe the events that led to the death of Archduke Franz Ferdinand
Explain how his assassination led to the outbreak of the Great War
Explain where the fighting of the Great War took place
Explain why the fighting was not over by Christmas
Define the word 'stalemate'
Define the reasons why men chose to fight
Explain how the government used propaganda to attract more volunteers
Identify the main features of trench warfare
Describe the typical experience of a soldier in the trenches
Explain why the new weapons used in the Great War were so deadly
Decide which weapons were the most effective
Explain what 'shell shock' was and what it would be called today
Decide if Harry Farr was a coward or the victim of cruel justice
Explain how the Great War affected everyday life in Britain
Assess how and why British civilians were at risk between 1914 and 1918
Explain how the Great War ended
Understand the origins of Remembrance Sunday
Explain how the world was reorganised after the Great War and who was most responsible
Judge whether the League of Nations was a success or failure

**Year 8 History Curriculum Objectives  
Summer 2 (1/2 termly delivery)  
Dictatorship, War and the Holocaust**

Explain the differences between a democracy and a dictatorship
Analyse the main features of both
Explain what fascism and communism are
Understand which countries embraced these political theories
Describe five fact and dates about Adolf Hitler's life up to 1933
Assess how life under the Nazi dictatorship differs from the democratic system we live under today
Explain the reasons for World War Two
Decide whether appeasement was a good way of dealing with Hitler
Explain how the Second World War started
Explain what Operation 'Sealion' was
Decide why Hitler was not able to invade Britain in September 1940
Define the word 'evacuation' and explain why it took place
Describe the typical experience of an evacuee
Explain why the German city of Dresden was bombed
Decide if Sir Arthur Harris should be praised or criticised
Explain why the USA joined the Second World War in 1941
Judge whether it was right to drop nuclear bombs on Japan in 1945
Assess how and why the Nazis managed to organise the mass murder of millions of Jews
Explain what the United Nations is and what it does
Assess some of the successes of the UN
Define what is meant by the Holocaust
Describe why anti-Semitism took hold in Germany between the two World Wars
Explain the different stages that led to the Holocaust
Analyse who should be to blame for the Holocaust
Evaluate whether the Allies should have taken greater steps to prevent the Holocaust during World War Two
Reflect on the ways in which we can prevent the re-emergence of bigotry and prejudice in everyday life



**Year 9 History Curriculum Objectives  
Autumn 1 (1/2 termly delivery)  
Germany and the growth of democracy**

The learning objectives for this section of study are available in the student textbook, *Germany 1890-1945: Democracy and Dictatorship*, pp. 8-35.

**Year 9 History Curriculum Objectives  
Autumn 2 (1/2 termly delivery)  
Germany and the depression**

The learning objectives for this section of study are available in the student textbook, *Germany 1890-1945: Democracy and Dictatorship*, pp. 46-51.

**Year 9 History Curriculum Objectives  
Spring 1(1/2 termly delivery)  
The experiences of Germans under the Nazis**

The learning objectives for this section of study are available in the student textbook, *Germany 1890-1945: Democracy and Dictatorship*, pp. 52-89.

**Year 9 History Curriculum Objectives  
Spring 2 (1/2 termly delivery)  
Peace-making**

The learning objectives for this section of study are available in the student textbook, *Conflict and Tension 1918-1939*, pp. 8-27.

**Year 9 History Curriculum Objectives  
Summer 1 (1/2 termly delivery)  
The League of Nations and International Peace**

The learning objectives for this section of study are available in the student textbook, *Conflict and Tension 1918-1939*, pp. 28-53.

**Year 9 History Curriculum Objectives  
Summer 2 (1/2 termly delivery)  
The origins and the outbreak of the Second World War**

The learning objectives for this section of study are available in the student textbook, *Conflict and Tension 1918-1939*, pp. 54-89.