

Landgate School Key Stage 3 History Long Term Planning

Key Stage 3		<p>Key stage 3 Intent: Learners should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>		
		<p>Key Stage Opportunities: develop a sense of identify through understanding Britain and the wider world. Teaching methods include those related to drama, music, art, sensory exploration, interpretation of pictures, artefacts and photographs. Learners take an active role in their own learning through peer assessment, self-assessment and through taking part in discussions with their peers.</p>		
		Year A	Year B	Year C
Key Focus:		1901- Present day <u>WW1</u>	Britain 1066-1509 <u>The war of the roses: Henry VII and attempts to restore stability</u>	1901 to present day <u>The fall of the British Empire</u>
Focus 1	Vocabulary and Knowledge:	<p>The Great War, Battle of the Somme, Arch duke Franz Ferdinand, Triple Alliance, Triple Entente, trench, Armistice</p> <p>The First World War, including:</p> <ul style="list-style-type: none"> • causes such as colonial rivalry, naval expansion and European alliances • key events • conscription • trench warfare • Lloyd George's coalition • the Russian Revolution • The Armistice • the peace of Versailles 	<p>Tudor, king, throne, battle, religion, battle of Bosworth, reformation, dissolution</p> <p>The war of the roses including:</p> <ul style="list-style-type: none"> • Henry VII and securing the Tudor throne • Battle of Bosworth • Henry VIII and his wives • Henry VIII and the Reformation • Dissolution of the monasteries • Henry VIII – tyrant or terrific? • Bloody Mary 	<p>Mutiny, rebellion, independence, Gandhi, satyagraha, partition</p> <ul style="list-style-type: none"> • understand the events of the 1857 Indian Rebellion and their causes • know who was in control of India in 1857 • understand why some Indian people were angry at British rule. • understand how India gained independence from the British Empire • understand how satyagraha led to change • understand some of the consequences of the partition of India and Pakistan

			<ul style="list-style-type: none"> • know what partition was and how people were affected by partition. • understand how partition of India led to the long-running conflict over the region of Kashmir.
Key Skills:	<ul style="list-style-type: none"> • Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning • Identify significant events, make connections, draw contrasts and analyse trends within periods and over arcs of time • Use historical terms and concepts in increasingly sophisticated ways • Pursue historically valid enquiries including some they have framed create relevant, structured and evidentially supported accounts • Understand how different types of sources are used rigorously to make historical claims • Discern how and why contrasting arguments and interpretations of the past have been constructed. 	<ul style="list-style-type: none"> • select and organise information to produce structured work • Communicate key aspects of the Tudor reigns. • identify changes during the Tudor period. • describe links between features of the Tudors. • use information from different sources to produce structured work. • retrieve information from sources about religious change in Tudor times. 	<ul style="list-style-type: none"> • when and how India gained its independence. • analyse primary sources. • Identify where Kashmir is and why it is a contested area. • how partition led to conflict in Kashmir.
Key Opportunities:	<p>Sequence/ order - event/objects/artefacts</p> <p>Interpretation of sources</p> <p>Ask and answer questions about events/objects/artefacts</p> <p>Imperial War museum Manchester</p>	<p>Virtual tours</p> <p>Time lines</p> <p>Ask and answer questions about events/objects/artefacts</p>	<p>Order events to create timelines</p> <p>Ask and answer questions about</p> <p>Role play</p> <p>Video clips</p>

Focus 2	Key Focus:	<u>Britain 1509-1745</u> <u>James I</u>	<u>1901-Present Day</u> <u>WW2</u>	<u>Medieval Britain 1066-1509</u> <u>The Black death and its social and economic impact</u>
	Vocabulary and Knowledge:	<p>King James I, Guy Fawkes, religion, Catholics, protestants, Houses of Parliament, Civil war, King Charles I</p> <p>The causes and events of the civil war throughout Britain, including:</p> <ul style="list-style-type: none"> • James I • Gunpowder Plot • Charles I's problems • Causes of Civil War • Civil War • Execution of Charles I • Cromwell 	<p>Holocaust, Jews, death camp, Hitler, Nazi, Churchill, home front, evacuation</p> <p>The Second World War, including:</p> <ul style="list-style-type: none"> • causes of World War II • the global reach of the war – from Arctic Convoys to the Pacific Campaign • the roles of Churchill, Roosevelt and Stalin • Nazi in occupied Europe and the unique evil of the Holocaust 	<p>Plague, Effects, Religion, society, villages, health care</p> <ul style="list-style-type: none"> • Life in medieval towns or villages • Black Death • Peasants' Revolt • Knight's Life
	Key Skills:	<ul style="list-style-type: none"> • Communicate key facts about what happened in the Gunpowder plot of 1605. • recognise a few problems King Charles I faced. • use information from sources about the reign of Charles I. • use information from different sources to produce structured work. • Communicate key facts about the civil war 	<ul style="list-style-type: none"> • Begin to recognise how Jews were treated during the Holocaust. • Communicate some reasons that Hitler hated the Jews. • use sources to retrieve information on the Holocaust. • Begin to recognise what life was like in the death camps. • recognise how we remember the Holocaust today. • recognise how life changed on the British home front during WW2. • recognise why children were evacuated in WW2. • use sources about the home front and retrieve information. 	<ul style="list-style-type: none"> • Communicate how people lived in the Middle Ages. • Identify key facts about the black death • Identify key facts of the peasants' revolt

	Key Opportunities:	Sequence/ order - event/objects/artefacts Interpretation of sources Ask and answer questions about events/objects/artefacts	Use of visual sources primary and secondary. Artefacts watch video clips	Visual, written, pictures. Using sources to make a decision
Focus 3	Key Focus:	<u>1745-1901</u> <u>Industrial Age</u> <u>Modernisation of the world</u>	<u>Britain 1509-1745</u> <u>The Elizabethan religious settlement and</u> <u>conflict with Catholics including Scotland,</u> <u>Spain and Ireland. (Timeline).</u>	<u>Local study Liverpool: How has Liverpool</u> <u>been shaped by its history?</u>
	Vocabulary and Knowledge:	Industrial, revolution, factory, engine, machine, mill, coalfield, coalmine the development of a modern economy, including: <ul style="list-style-type: none"> • iron, coal and steam • the growth of the railways • great innovators such as Watt, Stephenson and Brunel • the abolition of the Corn Laws • the growth and industrialisation of cities • Overview of differences between 1750 – 1900 • Population explosion • Domestic factories • Factory conditions • Child labour • Other jobs during industrial revolution 	Religion, exploration, Catholic, protestant, England, Scotland, Spain, Ireland Develop knowledge and understanding of: <ul style="list-style-type: none"> • Life in Elizabethan England • The Spanish Armada • The Age of Exploration • Religion • Politics • Mary queen of scots. • Phillip II of France. 	Docks, Liverpool, change, slave trade, transatlantic, trade <ul style="list-style-type: none"> • Begin to understand key events in Liverpool's' history • understand the major influences on Liverpool's docks and how they have changed • begin to communicate facts and reasons for the transatlantic slave trade and the impact Liverpool had.

	Key Skills:	<ul style="list-style-type: none"> Recognise the key changes between 1750 - 1900. Recognise a few factory conditions during the Industrial Revolution. Retrieve information from sources about the Industrial Revolution. Use information from sources to produce structured work. Communicate what it was like to live in an Industrial town. 	<ul style="list-style-type: none"> Recall key facts about Elizabethan England Use information from sources to communicate about the Spanish Armada Use sources to answer Was Elizabethan England a 'Golden Age'? 	<ul style="list-style-type: none"> create a timeline of key events in Liverpool identify changes and locate key landmarks on maps. begin to communicate facts and reasons for the transatlantic slave trade and the impact Liverpool had.
	Key Opportunities:	Pose historical questions Independent research East Lancashire Railway Quarry Bank mill	Chronology, dates, timelines. Source work/analysis. Research. Comparing written sources	Visit Liverpool including the docks to carryout field work Take pictures to compare to pictures from the past
	Key Focus:	<u>Historical Enquiry / Romans (Britain before 1066)</u>	<u>1745-1901</u> <u>Development of the British empire</u>	<u>1509-1745</u> <u>The first colony in America and first contact with India</u>
Focus 4	Vocabulary and Knowledge:	Solider, slave, empire, Julius Caesar, sword, shield, amour <ul style="list-style-type: none"> Understand differences between Roman life and life today. show knowledge and some understanding of events in Roman times. Understand what life was like for people in Roman times. Understand how the Roman's changed Britain 	Empire, Africa, India, colonies, trade, rebellion <ul style="list-style-type: none"> Understand what an Empire is and how Britain developed its Empire show knowledge and some understanding of events during the development of the British Empire Understand what life was like for people in the British Empire Understand how the British Empire changed the world 	Native North Americans, European settlers, North America, India, British Empire Develop knowledge and understanding of: <ul style="list-style-type: none"> Native North Americans Early European settlers in North America. History of India how India became important in Europe first settlers in America and European contact with India.

	Key Skills:	<ul style="list-style-type: none"> Time referencing describe some aspects of Roman Britain in some detail and be able to ask and answer questions to demonstrate understanding use a variety of sources of evidence to appreciate how an accurate picture of the past can be constructed 	<ul style="list-style-type: none"> Recall key events Identify countries that were part of the British Empire Use a variety of sources to ask and answer questions about the British Empire 	<ul style="list-style-type: none"> timeline of event describe some aspects of early European settlers in North America. Communicate background to how India became important in European Use a variety of sources to communicate how did the English took control of India
	Key Opportunities:	Sequence/ order - event/objects/artefacts Interpretation of sources Ask and answer questions about events/objects/artefacts Visit Chester	Use maps to identify the empire Case study of India during the British empire Video clips	chronological exercise covering the British Empire's steps from first contact to control of India.
	Key Focus:	<u>Medieval Britain (1066-1509)</u> <u>Norman Conquest</u>	<u>1745-1901</u> <u>The French revolution</u>	<u>1745-1901</u> <u>Slave Trade</u>
Focus 5	Vocabulary and Knowledge:	Battle of Hastings ,Harald Hardrada William, Duke of Normandy/ William the Conqueror, Battle of Stamford Bridge, 1066, crown, victory, defeat, The Bayeux Tapestry Develop knowledge of <ul style="list-style-type: none"> the three people wanted to be king after the death of Edward the Confessor. why the Battle of Hastings was fought. why the Normans build Motte and Bailey castles. About Norman Knights and the Domesday Book. 	War, revolution, tax, estate system, Develop knowledge and understanding of: <ul style="list-style-type: none"> some of the causes of the French revolution key events that took place The Bastille Army The estate class system 	Britain, America, Work, Poverty, Atlantic slave trade, plantation Develop knowledge and understanding of: <ul style="list-style-type: none"> What slavery is Triangular Trade Capture Middle Passage Auction Plantations Wilberforce

	Key Skills:	Identify historically significant people and events in situations Ask and answer questions Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding	Causes of the French revolution, Key facts about the conflict Execution of Louis XVI Storming of the Bastille	Communicate about what slavery was Recognise how black people were treated during slavery. Use sources to retrieve information. Communicate what black people's experiences were.
	Key Opportunities:	Sequence/ order - event/objects/artefacts Interpretation of sources Ask and answer questions about events/objects/artefacts	Comparisons can be made across countries and periods by contrasting the reasons for the revolutions and the execution of Louis XVI can be compared with that of Charles I. Role play Exploration of sources	Daily life for a slave on a plantation Conditions and experience of slave crossing the Atlantic Role play Investigate sources
Focus 6	Key Focus:	<u>Local History study - Industry</u>	<u>Study of significant issue in world history USA in the 20th Century</u>	<u>Women's suffrage- changes in Britain 1901 to present day</u>
	Vocabulary and Knowledge:	Industry, Iron works, cotton weaving, coal mining, industrial revolution <ul style="list-style-type: none"> Continue to develop knowledge from previous study of the area Compare how Wigan has changed overtime Know some facts happened in Wigan during the Industrial revolution 	Civil rights, Rosa Parks, segregation, Martin Luther King, cold war <p>Begin to understand:</p> <ul style="list-style-type: none"> Civil Rights in the USA Discrimination in the USA Montgomery Bus Boycott Martin Luther King Role of Kennedy and Johnson Berlin Blockade Cuban Missile Crisis Berlin Wall How close was the world to nuclear war? 	Politics, Suffragettes, vote, change, protest <p>Begin to understand:</p> <ul style="list-style-type: none"> Political change Suffragettes Arguments for and against the vote Actions of the Suffragettes Role of Emily Davison Women during the First World War Reasons for the vote in 1918

	Key Skills:	Communicate about how the past in represented in the local area and what it tells them about Wigan in relation to the rest of the country.	Communicate key events and fact about the USA in the 20th Century Use sources of information to communicate understanding of events	Create time lines Communicate what life was like for women in the past Use sources to communicate how life has changed for women
	Key Opportunities:	Ed visit to local mills/ canals Visitors to talk about the past Carryout a study of one industry or area	Primary sources Video clips Create a news report about a chosen issue	Video clips on YouTube Role play Investigate sources