Hodgson Academy

History

KS3 Curriculum Overview

At Hodgson anything is possible when we ***'Imagine, Believe, Achieve'***

	HT1	HT2	HT3	HT4	HT5	HT6
Y7	**The Roman Empire: did the Roman Empire gain, maintain and lose power?** **1.** Intro to Y7 history **2.** What was the Roman empire? **3.** How did Rome acquire its empire? **4.** How was Rome ruled? **5.** Who were the Romans? **6.** How did the Roman Empire acquire its wealth? **7.** What was the role of women in the Roman Empire? **8.** What was the life of a Gladiator like? **9.** How was Rome controlled(Bread and Circuses)? **10.** Why did the Romans invade Britain? **11.** How did Britain resist the Romans? **12.** Why was Hadrian's wall built? **13.** Local Study: What can we learn about Chester in the Romans era? **14.** Why did the Roman empire **fall?** **15. What was the legacy of the Romans in Britain?** **Ideas of Galen**	The Battle of Hastings: How did William I establish control after his conquest? **1.** What was life like in Anglo Saxon England? **2.** Who had a claim to the English throne in 1066? **3.** What happened before the battle of Hastings? **4.** Who fought at the Battle of Hastings? **5.** What were the key events of the Battle of Hastings? **6.** News report on Hastings **7.** Why did William of Normandy win? **8.** How did William the Conqueror control England? **9.** Why did William build Motte and Bailey Castles? **10.** Why did people rebel against William? **11.** What was the impact of the Harrying of the North? **12.** Why did William order the creation of the Domesday book (local history) **13.** How did the Feudal system help Willian control England? 14. Assessment Preparation 15. Assessment **16.** DIRT	Medieval Turning Points: Who held power in medieval England and how did this change? **1.** Who was Empress Matilda? **2.** Why was the church important in the Medieval period? **3.** The murder of Thomas Beckett. How did the Church challenge the King? **4.** Are interpretation of King John justified? **5.** Why did the Barons ask for the Magna Carta? **6.** How was the first parliament established? **7.** What can we learn from sources about medieval medicine? **8.** What were the ideas about causes, treatment and prevention of medieval illness? **9.** What were medieval beliefs about the causes of the Black Death? **10.** What were the consequences of the Black Death on England? **11.** What was life like in Medieval towns and villages? **12.** How was law and order created in Medieval life? **13.** What were the causes, events and consequences of the Peasants revolt? **14.** Explaining medieval turning points **15.** Why did people go in the Crusades? **16.** Interpretations of the Crusade leaders **17.** What were the consequences of the Crusades? **18.** How did life in Africa compare with life in England (Mali Empire) 19. Assessment Preparation 20. Assessment **21.** DIRT		The Tudors: How did religion and gender influence power in Tudor England? **1. What was the Renaissance?** **2.** How did Christianity change (Maritn Luther and the reformation) **3.** Henry VIII: what were his problems? **4.** How far did Henry VIII solve his 'problems'? **5.** How accurate were Interpretations of Henry VIII (including wives) **6.** How successful ware the reigns of Edward and Mary? **7.** What was it like to live in Tudor England (Education, leisure, poverty)? **8.** What can we learn about Tutor England from our local areas (Local study)? **9.** What were Elizabeth's problems as Queen of England? **10.** How effective was Elizabeth at solving her problems? **11.** What was the Spanish Armada and way was it significant to Elizabeth's rule? **12.** How did Elizabeth use portraits to rule?	The Aztec Empire: **How did life in the Aztec Empire compare with life in Tudor England?** **1.** Who were the Aztecs? **2.** Why were Aztec buildings important? **3.** How did the Aztecs worship their Gods? **4.** Why did the Aztecs carry out Human Sacrifice? **5.** What was the impact of the Spanish arrival? **6.** What was life like for Aztec women? **7.** How did the Aztec spend their leisure time? **8.** Why was chocolate important to the Aztecs? **9.** How did life in South American compare to like in England?
KS4 Transition		• **Medieval medicine** • **Power of the church**			• **Impact of the renaissance on information, science and medicine** • **Life in Tudor England: Tudor leisure, Poor laws, medicine, and education** • **Elizabeth's problems** • **The Armada**	
Assess	Formative Assessment:	Summative: Cumulative assessment that tests knowledge of Romans and Normans.	Summative: Cumulative assessment that tests knowledge of Romans, Normans and medieval turning points		Formative	Formative

Substantive Concepts

- **Empire/colonisation**
- **Democracy**
- **Monarchy**
- **Religion**
- **Conflict and war**
- **Economy and trade**
- **Society and social class**
- **Race and equality**
- **Protest and resistance**

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By the end of Year 7, students will understand how power, belief and society changed from the ancient world to the early modern period. They will recognise that empires, monarchs, religion and ordinary people all shaped the development of Britain and the wider world. Students will begin to think like historians by analysing sources, evaluating interpretations and using evidence to explain historical change.

By the end of Year 7, students will understand how power was gained, maintained and challenged from the Roman Empire to Tudor England. They will explain how monarchs, empires, religion and ordinary people shaped historical change, while using historical evidence and interpretations to investigate the past and make supported historical judgements.

End point

Students will know and understand:

- How the Roman Empire expanded, maintained control and eventually declined, and its lasting legacy in Britain.
- How William the Conqueror secured control of England after 1066 and transformed medieval society.
- How power shifted between monarchs, the Church, Parliament and the people during the medieval period.
- How medieval life was affected by religion, disease, law, revolt and warfare.
- How the Renaissance and Reformation transformed religion, ideas and power in Tudor England.
- How Tudor monarchs used religion, gender and propaganda to strengthen their rule.
- How the Aztec Empire developed and how life there compared with Tudor England, recognising similarities, differences and the consequences of European conquest.

Students will be able to:

- Explain historical events using the concepts of **causation, consequence, change and continuity, significance, and similarity and difference**.
- Analyse historical sources by considering what they reveal about the past and how useful they are.
- Evaluate different historical interpretations and explain why historians reach different conclusions.
- Compare societies across different periods and cultures using historical evidence.
- Construct clear historical explanations and supported judgements using accurate knowledge and evidence.

Disciplinary Knowledge

- Historical description
- Historical narrative/chronology
- Historical explanation (cause and consequence)
- Historical explanation of importance/significance
- Change and continuity
- Historical judgement
- Evaluating source utility
- Analysis of historical interpretation
- Historical research
- **Local history**

Y8

Assess

The English Civil War: How far did the English Civil War change power in England?

1. Why did the English Civil War break out?
2. How did people choose sides?
3. Who fought in the Civil War?
4. How was the Civil War fought? (with example of Local History- The Battle of Preston)
5. Why was the trial of Charles I significant?
6. What was life like under Cromwell?
7. How accurate are interpretations of the Civil war?
8. What was life like for women in the 16th Century (local study)

Formative

The Industrial Revolution and the Transatlantic Slave Trade: **How far did the Industrial Revolution and slave trade change life in Britain and the wider world?**

1. What was the Industrial Revolution?
2. What was Triangular Trade?
3. What were conditions on the Middle Passage?
4. What was life like on Plantations?
5. How did enslaved people resist covertly?
6. How did enslaved people resist Overtly? (Haiti and Maroons)
7. What was the underground railroad?
8. Who benefited from the slave trade **and industrial revolution**?
9. What were conditions like in factories?
10. Why did conditions in factories change? (protests- local history)
11. How **far** did factory **condition**s improve? **Interpretation**
12. What was life like in industrial cities? **Cholera**
13. What impact did social reforms have on industrial cities?
14. To what extent did life in industrial cities improve? **(Germn theory and PHA)**
15. How did people **protest against** the s**lav**e trade?
16. **Why was the slave trade abolished**?
17. Assessment prep
18. Assessment
19. DIRT

Right and Revolution

20. Why were the ideas of Thomas Paine so important?
21. How big was the British Empire?
22. How did the USA gain independence from Britain?
23. What caused the French Revolution?
24. What was the French Revolution?
25. What were the consequences of the French revolution?

Summative:
Cumulative assessment that tests knowledge **on Civil War, transatlantic slave trade and industrial revolution.**

World War One: What was life like for soldier in World War One?

1. Why were tensions growing in Europe?
2. What sparked the outbreak of WW? (assassination)
3. How did Britain recruit soldiers to its army?
4. What can sources tell us about life in the Trenches?
5. What is the legacy of the Battle of the Somme?
6. How did the Battle of Passchendaele impact the war?
7. What were the consequences of new weapons and tactics in WW1?
8. How useful are sources for an enquiry in a gas attack?
9. How did soldiers from around the world contribution to WW1? (Includes Local History - Poulton and WW1)
10. How accurate are interpretations of WW1 generals?
11. What was the Chain of Evacuation?
12. Who treated soldiers in WW1?
13. Why did Germany Lose?
14. Assessment Prep
15. Assessment
16. DIRT
17. Is 'Blackadder goes forth' an accurate representation of WW1?

Summative:
Cumulative assessment that tests knowledge of **Civil War, transatlantic slave trade, industrial revolution and WW1**

Women's suffrage: Why did women gain the vote in 1918?

1. What were the arguments for and against votes for women?
2. How did the actions of the Suffragists and Suffragettes contribute to women's suffrage?
3. How useful are sources for finding out about attitudes to women's suffrage?
4. How did Women contribute to WW1?
5. How accurate are interpretations of why women got the vote in 1919?

Protest in 20th Century USA: How far did protest movements in the USA bring about real change?

1. Why and how was American segregated?
2. Why was the murder of Emmett Till significant for the CR movement?
3. Why was the Montgomery bus boycott a turning point for the CRM?
4. How accurate are interpretations of the MBB?
5. How did the CRM challenge segregation in education?
6. Who opposed the CRM?
7. How successful was the CRM?
8. What was Black power?
9. How did Black culture change Civil Rights?
10. What were the aims and actions of the Women's movement?
11. Why did an Anti-War movement develop?
12. What was the Counterculture movement and what did it achieve?
13. What did the disability movement achieve?
14. Why was Stonewall a turning point for LGBTQ+ rights?
15. How and why did Mexican and Indigenous Americans protest?
16. Why were the 1960s a decade of global protest?

Formative:

KS4 Transition

Cholera outbreak
Living conditions and improvement to Public Health

Western Front medicine and developments

Substraive Concepts

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By the end of Year 8, students will understand how struggles for power, freedom and equality shaped the modern world. They will recognise that industrialisation, empire, war and protest transformed societies and that change was often driven by both ordinary people and influential individuals. Students will confidently analyse sources and interpretations, using evidence to develop substantiated historical judgements

Their end point emphasises **revolution, industrialisation, rights and protest**. Students move from studying changes in political power (Civil War), to economic and social change (Industrial Revolution), to democratic change (revolutions and suffrage), and finally to twentieth-century protest movements. This provides a clear narrative that prepares them well for Year 9.

End point

Students will know and understand:

- How the English Civil War changed the balance of power between the monarchy and Parliament.
- How the Industrial Revolution transformed work, living conditions and society in Britain.
- How the transatlantic slave trade operated, the experiences and resistance of enslaved people, and the movement to abolish slavery.
- How ideas of liberty, democracy and revolution influenced Britain, America and France.
- The causes, experiences and consequences of the First World War.
- Why women gained the vote in Britain and the significance of the suffrage movement.
- How protest movements in the twentieth-century USA challenged inequality and secured civil rights for different groups.

Students will be able to:

- Explain historical events using the concepts of **causation, consequence, change and continuity, significance, and similarity and difference**.
- Analyse and evaluate historical sources by considering their content, provenance and utility.
- Assess different historical interpretations and explain why they differ.
- Construct balanced historical arguments using precise historical knowledge and evidence.
- Make reasoned judgements about the impact of individuals, ideas and movements on historical change.

Disciplinary Knowledge

- Historical description
- Historical narrative/chronology
- Historical explanation (cause and consequence)
- Historical explanation of importance/significance
- Change and continuity
- Historical judgement
- Evaluating source utility
- Analysis of historical interpretation
- Historical research
- **Local history**

Y9	The inter-war years: **How did Germany transition from a democracy to a dictatorship?** **1.** What was the Treaty of Versailles? **2.** How **accurate are interpretations of the TofV?** **3.** What was the Weimar Republic **what were its challenges?** **4.** What was Weimar Germany's Golden age? **5.** How **was the Nazi party established and why did they become popular**? **6.** How did Hitler establish a dictatorship in Germany? **7.** How did the Nazis use Propaganda & Censorship to control Germany? (inferences) **8.** What was life like in Nazi Germany for young people? **9.** What was life like in Nazi Germany for Women? **10.** What was life like in Nazi Germany for workers? **11.** How effective was the Nazi police state? **12.** Who opposed the Nazis?	World War 2: **Why were key events on WW2 important to its development?** **1.** What contributed to the outbreak of WW2? **2.** What was the battle of Dunkirk important? **3.** Why was the Battle of Britain important? **4.** What can we learn from sources about the Blitz? **5.** What was life like on the home Front? (Including Evacuation) **6.** How did the government control information during WW2? **7.** How did the World War Two impact Lancashire (Local Study)**?** **8.** Was the bombing of Pearl Harbour justified? **9.** What role did technology play in the outcome of WW2? **10.** **Why was D-Day so significant?** **11.** How did WW2 in Europe end? **(Battle for Berlin)** **12.** Was the Atomic bombing Hiroshima justified? **13.** Assessment Prep **14.** **Assessment** **15.** **DIRT** **16.** Why were the key events of the early Cold War?	British Protest Movements: **What were the consequences of British Protest Movement in the 1950's -1990's?** **1.** Who were the Windrush generation? **2.** Why was the Notting Hill carnival important? **3.** What were the consequences of the Bristol Bus Boycott? **4.** What were the consequences of the trial of the Mangrove Nine? **5.** What caused the Brixton uprisings? **6.** What were the consequences of the Dagenham worker's strike? **7.** What were the consequences of the Greenham Common March and Peace Camp? **8.** What were the caused of the miner's strikes? **9.** What were the consequences of the miner's strikes? **10.** What were the key features of British LGBTQ+ reforms? **11.** Irish conflict **12.** GCSE Taster lesson **13.** What were the causes of conflict in Ireland? **14.** What was the Irish independence movement? **15.** How useful are sources for an enquiry into the 'Irish troubles?	The British Empire: **How did Britian build its empire and what were the consequences?** **1.** What was the British Empire? **2.** What was life like in India before the British (The Mughal Empire)? **3.** What was the East India company? **4.** How was India colonised by Britain ? **5.** What was the impact of colonisation of the native people? **6.** How did Gandhi contribute to Indian independence? **7.** How did WW2 contribute to Indian Independence? **8.** How did partition violence contribute to Indian independence? **9.** **Assessment Prep** **10.** **Assessment** **11.** **DIRT** **12.** How was Ghana colonised? **13.** What was the impact of colonisation on the native people of Ghana? **14.** What was life in Austria like before British colonisation? **15.** How and why did the British colonise Australia? **16.** What can we learn from newspapers about attitudes to the Falklands' war? 17. How have interpretations of the British Empire changed?	The Holocaust**: How did Nazi persecution of the jews develop?** **1.** What was Jewish life like in the 1930s? **2.** How was early persecution of the Jews carried out? **3.** What was Kristallnacht? **4.** What were conditions like in Ghettos? **5.** What can we learn form sources about transportation to camps? **6.** What was the Final Solution? **7.** What was life like in concentration camps? **8.** What happened to the Jews of Europe? **9.** How did people resist the Holocaust? **10.** Who was responsible for the Holocaust? **11.** What was the Kinder Transport? **12.** What can we learn from Anne Frank's diary about Jewish persecution?
Assess	Summative: Cumulative assessment that tests knowledge **on the Early WR, the rise of the NP and WW2.**			Summative: Cumulative assessment that tests knowledge **on the Early WR, the rise of the NP, WW2, British protest movements and the colonisation of India.**	
KS4 Transition	**Terms of Treaty of Versailles** Early Weimar Problems Rise of Hitler Life in NG	Cold War- Early events			Nazi persecution

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End Point

By the end of Year 9, students will have developed a secure understanding of how power, ideology, empire, conflict and protest shaped the twentieth century. They will be able to critically analyse historical evidence and interpretations, explaining how individuals, governments and ordinary people influenced historical change while recognising the lasting impact of these events on Britain and the wider world today.

By the end of Year 9, students will understand how political, social and economic factors shaped the twentieth century, explaining how democracies can become dictatorships, how war transforms societies, how individuals and groups challenge injustice, and how empire, conflict and persecution have shaped the modern world. Students will use a range of historical sources and interpretations to construct well-supported judgements about causation, consequence, significance and change over time.

Students will know and understand:

- **How Germany changed from a democracy into a Nazi dictatorship.**
- **The causes, key events and consequences of the Second World War.**
- **How propaganda, censorship and state control influence people's lives.**
- **How and why the Holocaust developed from discrimination to genocide.**
- **How the British Empire was established and its differing impacts on colonised peoples.**
- **How protest movements have changed British society since 1945.**
- **The connections between empire, migration, race, equality and modern Britain.**

Students will be able to:

- **Explain historical events using evidence of causation, consequence, change and continuity, significance and similarity/difference.**
- **Analyse the provenance, content and utility of historical sources.**
- **Evaluate differing historical interpretations and explain why historians disagree.**
- **Construct balanced historical arguments using accurate knowledge and evidence.**
- **Make substantiated judgements about complex historical issues, recognising that historical events often have multiple causes and consequences.**

Disciplinary Knowledge

- Historical description
- Historical narrative/chronology
- Historical explanation (cause and consequence)
- Historical explanation of importance/significance
- Change and continuity
- Historical judgement

- Evaluating source utility
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- Historical research
- **Local history**