

Learn more, remember more, apply more

Maplefields Key Curriculum Drivers



# Learning Journey KS3 History

Promote a sense of independence through an understanding of historical concepts

Problem solve by understanding the methods of historical enquiry

## GOLDEN CONCEPTS

frame historically valid questions and create their own structured accounts,

To develop communication skills

Incorporate cross-curricular skills by inspiring pupil's curiosity

Term 5  
WWII

To create a relevant, structured and evidentially supported account of an aspect of local history.  
To 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.

Summer Term

To continue to further develop and use historical terms and concepts in increasingly sophisticated ways.  
To create relevant, structured and evidentially supported accounts of aspects of British history, making links between features within and across time periods.

Term 6  
Welfare state, Immigration & multicultural Britain. 1950's to present day

Term 4  
WWI and the rise of Hitler

Term 3  
Parliamentary reform, Womens' suffrage and the Titanic

To identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.  
To discern how and why contrasting arguments and interpretations of the past have been constructed.  
To create relevant, structured and evidentially supported accounts of aspects of World history; making links between features within and across time periods.

To pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response.  
To 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.

Spring Term

Term 1  
Industrial Revolution

Term 2  
The Age of Steam, The Slave Trade & The British Empire.

Autumn Term

To create relevant, structured and evidentially supported accounts of aspects of British history, making links between features within and across time periods.  
To create a relevant, structured and evidentially supported account of an aspect of local history.

To 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.  
To discern how and why contrasting arguments and interpretations of the past have been constructed.

YEAR 8/9  
Cycle B

Term 6  
In-depth Study:  
The History of Crime

Term 5  
Charles II, The Plague & the Great Fire of London.

To develop and use historical terms in increasingly sophisticated ways.  
Should pursue historically valid enquiries including some they have framed themselves, and create relevant supported accounts.

To create relevant and structured accounts of aspects of World history; making links between features within and across time periods.  
To identify significant events and make connections within periods and over long arcs of time.

Summer Term

Term 3  
The Stuarts-  
Gunpowder Plot  
and Superstitions.

Term 4  
The English Civil War, Charles I And Cromwell.

To create a relevant and structured account of an aspect of local history  
To discern how contrasting arguments and interpretations of the past have been constructed.  
To understand how different types of historical sources are used to make historical claims

To create a relevant and structured account of an aspect of local history.  
To create relevant and structured accounts of aspects of British history, making links between features within and across time periods.

Spring Term

Term 2  
Elizabeth I

Term 1  
Tudor Times,  
Exploring the World.

Autumn Term

Year 8/9  
Cycle A

To discern how contrasting arguments and interpretations of the past have been constructed.  
To understand how different types of historical sources are used to make historical claims

To extend their chronologically secure knowledge and understanding of British, local and world history.  
To identify significant events and make connections within periods and over long arcs of time.

Term 5  
War of the Roses,  
Henry VIII and  
Bloody Mary.

Term 6  
Local Study- Corby

Summer Term

To create relevant account of aspects of British history.  
To develop chronologically secure knowledge and understanding of British, local and world history.  
To identify significant events within periods and over long arcs of time.  
To use historical terms in increasingly sophisticated ways.

To create a relevant account of an aspect of local history.  
To identify significant events within periods and over long arcs of time.  
To use historical terms in increasingly sophisticated ways.

Term 4  
The Black Death

Term 3  
Knights, The  
Magna Carta and  
the Peasants Revolt

To create relevant account of aspects of British history.  
To create relevant accounts of aspects of World history.

To identify significant events within periods and over long arcs of time.  
To identify significant events within periods and over long arcs of time.  
To use historical terms in increasingly sophisticated ways  
To create relevant account of aspects of British history.

Spring Term

YEAR 7

Autumn Term

Term 1  
Norman Conquests  
in Britain- Battles  
and Castles

Term 2  
Medieval Life and  
the Feudal system

To pursue historically valid enquiries.  
To understand how historical sources are used to make historical claims  
To identify significant events within periods and over long arcs of time.

To create relevant account of aspects of British history.  
To identify significant events within periods and over long arcs of time.  
To use historical terms in increasingly sophisticated ways