



Course Duration	Term 1	Term 2 and Term 3	Term 4	Term 5	Term 6
Programme of study	Stuart England	Empire and Expansion	Britain and the Transatlantic Slave Trade	Emancipation and Civil Rights in America	Rights and Freedom in the 20 <sup>th</sup> Century
Key Enquiry Questions	<ul> <li>How did religion influence Government in the Stuart Period?</li> <li>Why was there a Civil War?</li> <li>Was Oliver Cromwell a hero or a villain?</li> </ul>	<ul> <li>Who are the first peoples of North America?</li> <li>How did the Native People's live on the Plains?</li> <li>Why was there conflict between Native American people and the settlers?</li> <li>Why did Britain have an Empire?</li> <li>Where did Britain colonise and the impact?</li> <li>Case study: India/Australia/Africa</li> </ul>	<ul> <li>What was Britain's role in the Slave Trade?</li> <li>What was the Trans-Atlantic Slave Trade?</li> <li>Why was slavery abolished in Britain and the USA?</li> </ul>	<ul> <li>Did the lives of black people really change after the Civil War?</li> <li>What was the significance of the Civil Rights movement?</li> </ul>	<ul> <li>Is everyone equal in the UK?</li> <li>Where have people struggled for their civil rights?</li> </ul>
Key content	<ul> <li>The reign of James I.</li> <li>The Gunpowder Plot.</li> <li>Witch hunts.</li> <li>The English Civil War.</li> <li>The rule of Oliver Cromwell and the massacre of Drogheda.</li> <li>The Restoration.</li> <li>The Great Plague 1665.</li> <li>The Great Fire of London 1666.</li> <li>The Glorious Revolution.</li> <li>Life in Stuart England.</li> </ul>	<ul> <li>1492 and Christopher Columbus</li> <li>First Contact</li> <li>Nomadic Life</li> <li>Use of the buffalo</li> <li>Religious beliefs</li> <li>Warfare and weapons</li> <li>Bloodshed and broken treaties</li> <li>Reservations</li> <li>Australia – aborigines</li> <li>Australia - transportation</li> <li>Scramble for Africa</li> <li>South Africa</li> <li>India</li> <li>Comparing colonisation</li> <li>Evaluating the impact of the effects of the British Empire</li> </ul>	<ul> <li>Life in Africa before the Slave Trade.</li> <li>Britain's arrival in Africa and their role in the Trans-Atlantic Slave trade.</li> <li>Slave Auctions</li> <li>Life on an American Planation.</li> <li>Study of Roots and its depiction of slavery.</li> </ul>	<ul> <li>The American Civil War and the Jim Crow laws.</li> <li>The American Civil Rights movement Key events and individuals: Rosa Parks, Little Rock Nine, Emmett Till, Malcolm X, Martin Luther King.</li> <li>Significant contributions to civil rights.</li> </ul>	<ul> <li>Windrush</li> <li>Feminism in the USA</li> <li>Rights in communist and socialist countries</li> <li>LGBTQ+ rights</li> <li>Turing</li> <li>Hispanics and Native Americans in modern America</li> <li>Tiananmen square</li> <li>Nelson Mandela</li> <li>Castro and the Cuban Revolution</li> </ul>
Key Concepts and Skills	<ol> <li>Chronological Knowledge and Understanding</li> <li>Historical terms</li> <li>Historical Enquiry - Sources</li> <li>Interpretations of history</li> <li>Continuity and Change</li> </ol>	<ol> <li>Chronological Knowledge and Understanding</li> <li>Historical terms</li> <li>Cause and Consequence</li> <li>Similarities and Differences</li> <li>Significance of events and people</li> </ol>	<ol> <li>Chronological Knowledge and Understanding</li> <li>Historical terms</li> <li>Historical Enquiry - Sources</li> <li>Interpretations of history</li> <li>Cause and Consequence</li> <li>Significance of events and people</li> </ol>	<ol> <li>Chronological Knowledge and Understanding</li> <li>Historical terms</li> <li>Historical Enquiry - Sources</li> <li>Continuity and Change</li> <li>Cause and Consequence</li> </ol>	<ol> <li>Chronological Knowledge and Understanding</li> <li>Historical terms</li> <li>Continuity and Change</li> <li>Cause and Consequence</li> <li>Similarities and Differences</li> <li>Significance of events and people</li> </ol>
Formal Assessments  All units have a	Was Oliver Cromwell a hero or a villain? Interpretations Assessment 1. Chronological Knowledge and	Impact of Empire Section B: 'The role of key individuals was	Life for the enslaved on plantations Sources 3. Historical Enquiry - Sources	Informal Presentation – Who is a significant individual in the 20 <sup>th</sup> Century?	
knowledge quiz at the end.	Understanding 2. Historical terms	the most significant reason for the expansion of the British Empire c1750-1900' How far do you agree? (16)  1)chronological knowledge 2) historical terms 3) Significance	The state of the s		
Cross Curricular links	<ol> <li>Literacy</li> <li>SMSC/Citizenship</li> <li>Economic Understanding</li> </ol>	Literacy     SMSC/Citizenship	Literacy     SMSC/Citizenship	<ol> <li>Literacy</li> <li>SMSC/Citizenship</li> <li>Enterprise</li> </ol>	<ol> <li>Literacy</li> <li>SMSC/Citizenship</li> <li>Careers</li> <li>Appreciation of sports and art</li> </ol>

History Department

KS3 Curriculum Overview – Year 8 – Expansion and Subjugation



## Events/Trips/Visits

- \*Historical enquiry and the use of key terms is underpinned within the study of each topic.
- \*\*Individual Schemes of work detail how more thorough development of key skills will take place, above outlines the key assessment focusses of each topic.
- $\begin{tabular}{ll} **** Assessment focusses outlined on Curriculum overview. \end{tabular}$