Sexey's School History Curriculum Map – KS3

Year: 7

	Autumn Term		Spring Term		Summer Term	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
Topics and links	**How did life and society develop in early England?** • What is History? Introduction to Secondary History – chronology • Handling evidence and key skills – Maiden Castle (local study) • England by 1066 • Europe in 1066 **NC Links:** • Development of Church, state and society in Medieval Britain 1066-1509 • Consolidates and extends pupils' chronological knowledge from before 1066	**Did William win due to luck or tactics?** • Contenders for the throne 1066 • Events leading up to and including the Battle of Hastings • Factors/ reasons for William's victory **NC Links:** • Development of Church, state and society in Medieval Britain 1066-1509	**How well did William take control of England?** • Harrying of the North • Castle development • Domesday book • Feudal System **Assessment 1 – Norman Conquest** **NC Links:** • Development of Church, state and society in Medieval Britain 1066-1509	**How hard was life in the Middle Ages?** • Village life • Town Life • Importance of church - Crusades • Living conditions in towns and cities • Black Death **Assessment 2 – Life in Medieval Britain** **NC Links:** • Development of Church, state and society in Medieval Britain 1066-1509 • Study of a significant society or issue in world history and its interconnections	**How did the power of the Monarch change during the Middle Ages?** • King Henry III and Thomas Becket • King John and the Magna Carta • Beginnings of Parliament • Mansa Musa **Assessment 3 – Religion and power of the Monarch in Medieval Europe** **NC Links:** Development of Church, state and society in Medieval Britain 1066-1509	**How did the Tudors change England? (Focus on religion)** • Henry VII – how did he overcome problems and secure his throne • Henry VIII and the break with Rome • Catholic v Protestants • Reformation roller coaster. • Elizabeth I – How did she deal with problems? Focus on religion

				with other world developments		Black Tudors case study HW **NC Links:** Development of Church, state and society in Medieval Britain 1066-1509
Co-curricular opportunities and Gatsby (careers) links	**Career skills:** Finding, sifting and sorting of evidence	**Career skills:** Tactical analysis, risk assessment, and terrain evaluation. **Gatsby Benchmark Application:** Students analyse Harold Godwinson's troop movements **Co- Curricular:** Numeracy and problem solving	**Career Opportunity:** Civil Service Administrator, Data analysis **Gatsby Benchmark Application:** Students analyse Harold Godwinson's troop movements, Students can treat the Domesday Book as a modern database. They learn how modern data analysts use demographic statistics to allocate government funding and public resources.	**Co curricular –** links with RS (importance of the church, Christian teachings) **Art –** creation of doom paintings **Gatsby Benchmark Application:** Students map the spread of the plague through medieval trade routes. They compare this to how modern NHS public health teams isolate outbreaks and manage supply chains during medical crises	**Career Opportunity:** Diplomat, Career Opportunity: Human Rights Lawyer, Constitutional Solicitor, or International Relations Specialist **Career skills**: Cross-cultural communication, conflict mediation, Legal debate, drafting legislation, contract scrutiny and geopolitical analysis. **Visit to CV History Festival**	**Career Opportunity:** Diversity & Inclusion Officer, Human Resources (HR) Crisis Manager, or Policy Advisor. **Career Skills:** Navigating workplace conflict, managing policy shifts, and fostering cultural compliance.

				Co-curricular: Science – key medical developments and scientific thinking, DT – impact of technology on medical discovery		**Co curricular –** links with RS (religious changes)
Links with Sexey's Values, our Christian ethos, and spiritual development opportunities	**Respect -** Study of religious beliefs in England pre 1066. Can link this to differences in importance of religion today. **Empathy -** Developing understanding and appreciation of a different society in the same country we now live in.	**Courage** – against the odds / in battle **Resilience** – Harold Godwinson continuing to try to defend England against many contenders	**Respect** – in built hierarchy of respect within the feudal system that continues today **Honesty** – Domesday survey required true accounting	**Empathy-** Developing understanding of appreciation of a different society in the same country we now live in. Understanding people's reactions to the Black Death and how awful the pandemic was for England and the rest of the world. **Resilience-** in face of hardship of everyday life. **Kindness-** the charitable work of the monasteries Study of Crusades- look at beginnings of hostilities in the Middle East and treatment of Muslims by Christians	**Courage** - the Barons standing up to John, holding leadership to account in a time of Divine Right The people/ Barons/ Lords standing up to leaders when they get out of hand **Forgiveness** – Henry II's initial forbearance at Becket's disloyalty **Empathy** – Appreciating that we can be regretful of past actions – Henry Pilgrimage Excommunication & Papal Power	**Empathy –** Understanding that these changes hugely affected all of society, and how the different interpretations and different ways Christianity is practised still exists today. **Kindness** – appreciating different views to your own **Respect** - Differences between Catholicism and Protestantism

				Respect - Study of religious beliefs in England and how this changed during the Early Modern period. Ideas of Heaven and Hell.		

Year: 8

Topics and links	Autumn Term		Spring Term		Summer Term	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
	Was the English Civil War pointless? • What is a revolution? • Origins of the civil war – overview of causes and events (Battle of Langport) • Cromwell • Road to Glorious revolution and Act of Union **Assessment 1 – Civil War and Cromwell's Britain**	**Should Britain apologise for it's Empire?** • Origins of Empire • Reasons for Empire • Was Empire good or bad? • Impact of Empire on India and Australia Case study – Transatlantic slave Triangle • African Kingdoms	**How did the Industrial Revolution change England?** • Life before the Revolution • Why did the revolution happen in Britain (link to Empire and Civil War) • Cottage v factory • Factory life & living conditions (PH and diseases)	**How did power develop in the 19th and 20th centuries?** • Voting in 1800 – what was wrong? (local study link – Old Sarum and Rotten Boroughs) • Development in male franchise • Female rights in 1900 • Arguments for and against female suffrage • Suffragists & Suffragettes	**How accepting of diversity was Britain in the 20th century?** • How immigration changed Britain • Windrush • Impact of new cultures • BLM and Civil Rights in the UK - Local Study – Bristol bus boycotts • Pride movement • Does Slavery still exist?	

	NC Links: • The development of Church, state and society in Britain 1509-1745 • A local history study	• Triangular Trade • Life of an enslaved person • Abolition of slavery • Building up of Bristol – link to Colston (local study) **Assessment 2 – Empire and Slavery** **NC Links:** • Ideas, political power, industry and empire: Britain, 1745-1901 • Study of a significant society or issue in world history and its interconnections with other world developments • Ideas, political power, industry and empire: Britain, 1745-1901	• Case study on children's experience in the Revolution **NC Links:** • Ideas, political power, industry and empire: Britain, 1745-1901	tactics, strengths/ weaknesses • Reasons for victory and new legislation • Position of Women around the world today **Assessment 3 – Growth of democracy in the UK** **NC Links:** • Ideas, political power, industry and empire: Britain, 1745-1901 challenges for Britain, Europe and the wider world 1901 to the present day	**NC Links:** • Challenges for Britain, Europe and the wider world 1901 to the present day • Study of a significant society or issue in world history and its interconnections with other world developments	

		• A local history study				
Co-curricular opportunities and Gatsby (careers) links	**Career Opportunity:** Constitutional Lawyer, Political Campaigner, or Threat Intelligence Analyst **Career Skills:** Evaluating governance structures, challenging authority **Gatsby Benchmark Application:** Students debate the Divine Right of Kings versus Parliamentary sovereignty **Co curricular:** Law	**Career Opportunity:** Foreign office, Civil Servant, Charity Outreach, Civil Rights Campaigner **Gatsby Benchmark Application:** Students investigate Bristol's historical wealth and the modern debate surrounding Edward Colston's legacy **Co curricular:** belief and Ethics, English – stories and personal accounts, bias and persuasive writing, Geography and immigration/ human geography – links to immigration	**Career Opportunity:** Automation Engineer, Operations Manager, or Supply Chain Logistician. **Career Skills:** Process optimization, technological adaptation, and workforce scaling, project management **Gatsby Benchmark Application:** Students analyse the shift from cottage industries to mass factory production. Links to how modern industries are undergoing a similar "Fourth Industrial Revolution" through AI and automation.	**Career Opportunity:** Public Affairs Director, Lobbyist, or Community Outreach, MP, Civil Servant, Lawyer, Civil Rights Campaigner, Activist **Career Skills:** Campaign strategy, stakeholder mobilization, and targeted public communication, evaluation and communication skills **Gatsby Benchmark Application:** Students compare the differing tactics of the Suffragists (peaceful persuasion) and the Suffragettes (militant action). Could involve local MPs to talk about the political system (in times of general election – mock	**Career Opportunity:** Foreign office, Civil Servant, Charity Outreach, Civil Rights Campaigner	

				election and hustings with local candidates) **Co- Curricular:** English – building argument and persuasive writing, law and politics with reform and campaigning, PSHE – understanding the political system		
Links with Sexey's Values, our Christian ethos, and spiritual development opportunities	Religious conflict as a cause of civil war Rise of puritanism under Cromwell Change of power despite belief in the Divine Right at this time (shows change in beliefs of one person holding physical embodiment of Gods will without challenge) **Honesty –** true motives of Cromwell **Empathy -** Developing understanding and appreciation of a different society in the same country we now live in.	**Forgiveness** – looking at the impact of Empire at this time and judging if we should ask for forgiveness for this on behalf of our ancestors. **Empathy** – looking at how Empire impacted others both positive and negative **Courage** – to appreciate that the way the Empire treated nations within its control was wrong at times Christianity as a driving force for	Church providing community / care for workers living in poverty Look at the declining role of the Church and particularly its control over everyday life **Resilience and empathy –** of people living in such hardship at this time	**Respect -** of the current political system and fairness compared to earlier (developed in year 9 with a comparison to Dictatorships) **Respect –** for those who fought to make things fairer for all Equality – all equal in the eyes of the Lord Looking at martyrs – Emily Davidson **Respect –** for those who fought to make things fairer for all **Courage and resilience** - of female	**Respect/ Empathy/ Kindness** - treatment of others – how all should be treated equally and fairly despite race and beliefs **Respect –** for those who fought to make things fairer for all **Courage and resilience** - of Civil Rights campaigners and their supporters **Honesty** – judging whether we have reached true equality today within society	

		reform - Religious reasons behind abolitions of slavery – Quakers, Wilberforce Appreciation that faith gave slaves strength, solace and community **Courage, empathy & resilience -** shown in enduring the Middle Passage and slave life		Suffragettes/ Suffragists and their supporters **Honesty** – judging whether Women have reached true equality today		

Year: 9

Topics and links	Autumn Term		Spring Term		Summer Term	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
	Why did millions of men fight — and die — for so little ground? • What was England like in C20th	**Did the rise of Dictatorships in Europe lead to WW2?**	**Why and how were Jews and other minorities persecuted in Nazi Germany?**	**How did events of the early C20th shape the world now?** • Liberal reforms and the	**What was Medicine like in Medieval Britain?** • Basis for knowledge – importance of	

	• Causes of WWI inc Assassination
	• Trench life with a focus on interpretations of the Somme
	• Contribution of the Empire in WW1
	• Peace settlement and consequences
	
	Assessment 1 – Impact of WW1
	
	NC Links:
	
	• Challenges for Britain, Europe and the wider world 1901 to the present day
		• Democracy and Dictatorship in C20th Europe
		• Steps to WW2 – Rise of Hitler, failure of appeasement, failure of league of nations
		• Why did Dictatorships rise in Modern Europe
		• Case study of a Dictatorship – Russia
		
		Assessment 2 – Causes of WW2
		
		NC Links:
		
		• Challenges for Britain, Europe and the wider world 1901 to the present day
			• What was the Holocaust? And historical antisemitism
			  • Dehumanisation
			  • Ghettos
			  • Final solution
			  • How should the Holocaust be remembered?
			
			Assessment 3 – Holocaust
			
			NC Links:
			
			• Challenges for Britain, Europe and the wider world 1901 to the present day
			• Study of a significant society or issue in world history
				beginnings of a Welfare state, introduction of the NHS
				• Atomic bomb and the beginning of a world wide arms race
				• The threat of terrorism – Northern Ireland, 9:11 and conflict in the Middle East
				
				(*do as much of this as we can before final half term)
				
				NC Links:
				
				• Challenges for Britain, Europe and the wider world 1901 to the present day
				• Study of a significant society or issue in world history
					Hippocrates and Galen and ancient world
					• Ideas about causes of diseases
					• How did they treat diseases in Medieval England?
					• Problems with Public Health
					• Case study – Medieval Hospitals
					• Medicine in the Islamic Middle Eastern / Medieval World
					• How can a study of the Black Death represent Medieval Medical ideas?
					
					NC Links:
					
					• Theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
					• Development of Church, state and society in Medieval Britain 1066-1509
					• Study of a significant society or issue in world history and its interconnections with	

					other world developments	
Co-curricular opportunities and Gatsby (careers) links	**Career Opportunity:** Procurement & Supply Chain Manager, Defence Analyst, or Crisis Communications Specialist, Armed Forces, Recruitment, Civil Service **Career Skills:** Large-scale logistics, resource rationing, and mass public messaging. **Gatsby Benchmark Application:** Students investigate how Britain mobilized its economy (e.g., the Ministry of Munitions and rationing) **Co-Curricular:** English – War poetry, RS - conflict and ethics	**Career Opportunity:** Risk Analyst, Geopolitical Consultant, or Conflict Arbitrator, Armed Forces, Civil Servant, Foreign Office, Humanitarian and Charity Outreach **Key Skills:** Pattern recognition, treaty compliance auditing, and escalation forecasting. **Gatsby Benchmark Application:** Students analyse the failure of appeasement and the breaches of the Treaty of Versailles. A corporate risk analyst or international relations specialist explains how modern organizations monitor global political risks before investing in foreign markets.	**Career Opportunity:** Human Rights Lawyer, NGO Advocacy Officer, or Diversity, Equity & Inclusion (DEI) Director, Charity outreach **Career Skills:** Forensic evidence analysis, safeguarding compliance, and identifying systemic discrimination. **Gatsby Benchmark Application:** Students examine the legal framework of the Nuremberg Laws and the subsequent Nuremberg Trials. Make links to how a human rights lawyer or charity advocate use international laws and workplace compliance frameworks to prevent prejudice and protect marginalised groups.	**Career Opportunity:** International Journalist, Geopolitical Risk Consultant, or Humanitarian Aid Coordinator, Charity and Humanitarian Outreach, Foreign Office **Career Skills:** Cross-checking biased sources, logistical field operations, and regional threat assessment. **Co-Curricular:** RS - conflict and ethic, Geography – conflict management and impact of War/ immigration	**Career Opportunity:** Medical Research Scientist, Public Health Policy Advisor, NHS Worker, Medical Professional **Career Skills:** Hypothesis testing, evidence-based practice, pattern recognition **Gatsby Benchmark Application:** Students compare Black Death to Covid and how NHS public health officer relies on rigorous, evidence-based data analytics rather than traditional assumptions to approve new treatments and responses to pandemics. **Co-Curricular:** Science – key medical developments and scientific thinking, DT – impact of technology on medical discovery	

		Co-Curricular: RS - conflict and ethics, politics, geography and impact on conflict on population	**Co-Curricular:** RS – genocide, Law and politics			
Links with Sexey's Values, our Christian ethos, and spiritual development opportunities	**Empathy** – impact of trench life on the soldiers (emphasis on psychological trauma) **Resilience and courage -** of soldiers in the face of harsh conditions and likely death **Forgiveness –** different attitudes post war How desires for revenge over the TOV rather than forgiveness helped create the tensions for future conflict	**Forgiveness –** appreciating why attempts were made to give aggressors the opportunity to avoid conflict **Respect -** of our political system and fairness of this compared to earlier (developed from year 8 democracy study)	**Courage and resilience: s**hown by Jewish victims of the Holocaust **Respect** - treatment of others – how all should be treated equally despite race and beliefs **Courage** - Morality of standing up for others and denouncing what is wrong including aggression Explaining how antisemitism has existed through time, and is still an issue today (links to labour party controversy) How prejudice can lead to persecution and genocide when human respect and dignity are denied	**Empathy –** Understanding the consequences of those living through facing conflict and threat **Courage -** Leaders face extremely difficult decisions about how to guide countries through times of conflict and threat **Honesty -** honest reflection helps nations learn from the past **Forgiveness – understanding that retaliation isn't always the best option in ending conflict**	**Empathy –** Understanding that life was hard in medieval times, and people often died for what we now see as preventable reasons **Resilience-** in face of hardship of everyday life. **Kindness-** the charitable work of the monasteries **Respect** – For Muslim ideas and their contribution to medical knowledge	