

## Key Stage 3 Curriculum Overview 2025-26

		Topic 1 – Early Migration Enquiry - Which group was most significant in the formation of England?	Topic 2 – The Norman Conquest Enquiry – How did William gain control of England?	Topic 3 – Medieval Religion Enquiry – Why was the church so important in people’s lives?	Topic 4 – Crusades Enquiry - What were the consequences of the first crusade?	Topic 5 – Medieval Monarchs Enquiry – What makes a good medieval king?	Topic 6 – The Black Death Enquiry question: Was 1348 the end of the world?
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	Unit description	<p><b>Invaders or settlers? Migration to Britain up to c.1066</b> <b>6 Lessons</b> Students will study the conquest and invasion of Britain, including groups such as the Celts, Romans, Anglo-Saxons and Vikings. Case study on Anglo-Saxon way of life. Summative work – PEEL paragraphs</p> <p><b>Intent:</b> This topic provides an introduction to thematic history, which is a part of the GCSE.</p> <p><b>Substantive:</b> Early migration.</p> <p><b>Disciplinary:</b> Significance and change and continuity.</p>	<p><b>1066, the Battle of Hastings, and Norman Conquest</b> <b>10 lessons</b> Students will study the events surrounding the Norman Conquest of England and the methods by which William established his authority, including castles.</p> <p><b>Intent:</b> This topic is relevant to Anglo-Saxon and Norman History.</p> <p><b>Substantive:</b> Power, monarchy, begin to introduce religion.</p> <p><b>Disciplinary:</b> Causation main focus. Consequence – post BOH.</p>	<p><b>Medieval Religion</b> <b>10 lessons</b> Students will study the importance of the medieval Church; the murder of Thomas Becket; and examine evidence in order to assess whether the Church ‘made everyone good’ or not. Summative, peer-assessed task on the afterlife.</p> <p><b>Intent:</b> This topic is core to understanding Medieval History and is relevant to Medieval GCSE options.</p> <p><b>Substantive:</b> Power, Religion, Monarchy</p> <p><b>Disciplinary:</b> Interpretation</p>	<p><b>The Middle East and the Crusades</b> <b>10 lessons</b> Students will study the rise of Islam and importance of Jerusalem; threats to the Byzantine Empire; the events and consequences of the Crusades. Summative piece of work analysing a source</p> <p><b>Intent:</b> Opportunity to study a non-British medieval society. Links to concept of inference at GCSE and A-Level</p> <p><b>Substantive:</b> Religion, war, Empire.</p> <p><b>Disciplinary:</b> Consequence, Similarity and difference, inference</p>	<p><b>Medieval Monarchs</b> <b>10 lessons</b> Students examine the reigns of a range of medieval kings and queens, focusing on their rise to and fall from power, and their successes/failures.</p> <p><b>Intent:</b> Important overview of Medieval British History. Provides some important substantive knowledge for Tudors in Y8 and GCSE</p> <p><b>Substantive:</b> Religion, Monarchy, Power and control, Parliament.</p> <p><b>Disciplinary:</b> Interpretations and significance.</p>	<p><b>The Black Death</b> <b>6 lessons</b> Students will study the events of the Black Death, focusing on causes and consequences, both short-term and long-term.</p> <p><b>Intent:</b> Chance for a depth study and relevant to Y8 Great Plague and the Medicine GCSE unit</p> <p><b>Substantive:</b> Medicine, religion, Social History.</p> <p><b>Disciplinary:</b> Consequence, Change and Continuity.</p>
	Assessment	<p><b>Which group was most significant in the formation of England?</b> <b>Levelled assessment</b> Students have to write an explanation for each settling group, <i>why</i> they came to the British Isles; <i>what</i> contributions/legacy left; and justify why they deserve to be remembered as part of the story of England, with conclusion. (40 minutes, Closed book, with plan) <b>AO1/AO2</b></p>	<p><b>Explain why William won the Battle of Hastings</b> <b>Levelled assessment</b> Tests students’ ability to write effective explanations. Previous FMW will have helped them with the skills required. (40 minutes, Closed book, with plan) <b>AO1/AO2</b></p>	<p><b>Thomas Becket</b> <b>FMW - Coded marking</b> Students to write a newspaper front page looking at interpretations of the murder of Thomas Becket. (completed as a homework) <b>AO4</b></p>	<p><b>Consequences of the Crusades – change and continuity sources</b> <b>Levelled assessment</b> Tests students’ ability to make inference from contemporary sources (Open book, but unseen sources – 30 minutes) <b>AO1/AO2/AO3</b></p>	<p><b>Interpretations of King John</b> <b>FMW – Peer marking</b> Students design and annotate a statue weighing up the two interpretations of King John – unlucky or useless – before reaching their judgment. (completed as a homework) <b>AO1/AO2/AO4</b></p>	<p><b>Knowledge test</b> <b>FMW – Peer marking</b> A knowledge retrieval test based on the Black Death topic. <b>AO1</b></p>

Assessment types

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied

AO2: Explain and analyse historical events and periods studied using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance)

AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied

AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

## Key Stage 3 Curriculum Overview 2025-26

		Topic 1 – The Tudors	Topic 2 – The Stuarts Enquiry – Why did the English kill their king?	Topic 3 – Changing Ideas Enquiry – How have Historians viewed Cromwell over time?	Topic 4 – Slavery & British Empire Enquiry - What part did Britain play in the Transatlantic slave trade? Empire - What was the impact of British rule in India?	Topic 5 – Industrial Revolution Enquiry – To what extent did the Industrial Revolution change British society for the better?	
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
8	Unit description	<p><u>Tudors Intro &amp; Challenges to the Catholic Church</u> <u>Enquiry - How far did the Reformation change England?</u></p> <p><b>7-8 lessons</b> Students will explore an overview of Tudor chronology, then study the Reformation under Henry VIII and Edward VI, including reasons for it, events during and consequences for England. Students will also study the brief Catholic revival under Mary.</p> <p><b>Intent:</b> This topic builds upon knowledge of the Medieval Catholic Church from Year 7, and gives students an understanding of the profound social, religious and political changes of the 16<sup>th</sup> Century in England. Links to GCSE &amp; A-Level Tudors.</p> <p><b>Substantive:</b> Religion, Power, Monarchy. <b>Disciplinary:</b> Change and continuity</p>	<p><u>Reign of Elizabeth (problems)</u> <u>Enquiry – “How did Elizabeth I overcome the problems she faced.”</u></p> <p><b>7 lessons</b> Students will study the problems faced by Elizabeth during her reign and their solutions, including: religion; Mary Queen of Scots; Spanish Armada, and her image. Students will assess how effectively she overcame these.</p> <p><b>Intent:</b> This topic provides students with the opportunity for a depth-study of one British monarch and is relevant to GCSE Elizabeth unit.</p> <p><b>Substantive:</b> Monarchy, Power, Control, empire, international relations <b>Disciplinary:</b> Cause and consequence</p>	<p><u>Gunpowder Plot &amp; the English Civil War</u> <b>8 lessons</b> Students will examine the causes and events of the Gunpowder Plot, then causes and events of the ECW.</p> <p><b>Intent:</b> This topic bridges the gap from the end of Tudor England into the era of changing ideas and gives students an understanding of the events that led to the English fighting each other, and ultimately executing their own king.</p> <p><b>Substantive:</b> Parliament, Warfare, Monarchy, Power, Religion.</p> <p><b>Disciplinary:</b> Causation, change and continuity.</p>	<p><u>Oliver Cromwell &amp; Changes to Society 1660-1789</u> <b>9 lessons</b> Students will study the changes to life in England under Cromwell and why the English Republic didn’t last, assessing interpretations of Cromwell himself. They will then examine key societal and ideological changes following the Restoration, culminating in a judgment on modernity by the time of the French Revolution.</p> <p><b>Intent:</b> This topic provides an in-depth character study of Cromwell and examines key shifts in British society entering the age of modernity. Links to GCSE medicine.</p> <p><b>Substantive:</b> Republic, Power, Monarchy.</p> <p><b>Disciplinary:</b> Interpretations, change and continuity.</p>	<p><u>The Transatlantic Slave Trade &amp; British Empire</u> <b>11-12 lessons</b> Students will examine the relationship between the British Empire and transatlantic slave trade, as well as the realities of slavery in the Americas and the significance of individuals and groups in the struggle for abolition. This will be followed by a case study going into greater depth on the origins of the Empire and its role in India. Long-term consequences of each will be explored.</p> <p><b>Intent:</b> This topic provides fundamental SMSC understanding for British values, and tackles the background to persisting racism. Also provides non-British contextual enquiry (West Africa, Americas, India) to promote global history. Links to causes of WW1 in Y9, GCSE Elizabeth and A-Level Civil Rights.</p> <p><b>Substantive:</b> Imperialism, Empire, Colonialism, Racism, Slavery</p> <p><b>Disciplinary:</b> Significance, cause and consequence.</p>	<p><u>The Industrial Revolution</u> <b>6 lessons</b> Students will study an overview of the period of the Industrial Revolution in Britain, including key aspects of crime, disease and the life of children. Students will have the opportunity to reflect upon change and continuity across the period, as well as extent of progress/improvement.</p> <p><b>Intent:</b> This topic concludes the chronological progress from Early Modern Britain to late 19<sup>th</sup>C and provides valuable background for part of the GCSE unit on Medicine Through Time. They will compare changes with Russia to see the similarities and differences.</p> <p><b>Substantive:</b> Economic, industrialisation, urbanisation, law, Medicine.</p> <p><b>Disciplinary:</b> Change and continuity Similarity difference – comparison with Russia</p>
	Assessment	<p>How far did the Reformation change England? <b>FMW – Coded marking</b> Students complete an extended answer looking at change and continuity. Start in class and complete as a homework. <b>AO1/AO2</b></p>	<p><i>Explain why Elizabeth I was able to overcome the problems that she faced.</i> <b>Levelled assessment</b> Extended answer that tests students’ ability to write effective explanations. (40 minutes, Closed book, with plan) <b>AO1/AO2</b></p>	<p>Trial of Charles I article <b>FMW – PEER Marking</b> Students to write an extended answer looking at whether it was fair to execute the king. (Complete for homework) <b>AO1/AO2</b></p>	<p>Cromwell Interpretations <b>Levelled assessment</b> Students design and annotate a statue weighing up the interpretations of Cromwell before reaching their judgment. (completed as a homework) <b>AO1/AO4</b></p>	<p>Significance of abolitionists piece <b>FMW – Levelled Assessment</b> Students to compare and contrast the significance of at least 3 individuals/groups that contributed to the abolition of slavery in the British Empire, reaching a judgment based on evidence gathered. (40 minutes, Closed book, No plan) <b>AO1/AO2/AO3</b></p>	<p>To what extent did the Industrial Revolution change British society for the better? <b>Coded marking</b> Students to write an extended answer evaluating whether the industrial revolution benefitted Britain. (Complete for homework) <b>AO1/AO2</b></p>

History Department

Curriculum – Key Stage 3

Assessment types

- AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied
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- AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied
- AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied

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		Topic 1 – WW1 Enquiry – What causes conflict?	Topic 2 – Women Enquiry - How far did women’s lives change after 1918?	Topic 3 – WW2 Enquiry - What was the most important turning point in WW2?	Topic 4 – Genocide Enquiry – Why should we remember the Holocaust?	Topic 5 – The Cold War Enquiry – How do you fight a Cold War?	Topic 6 – Civil Rights Enquiry – what is the best way to bring about change?	Topic 7 – Social History
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1		SUMMER 2
9	Unit description	<b>The First World War</b> <b>8 lessons</b> Students will study the causes, events and consequences of the First World War with an assessment looking at the causes of WW1. Students then cover the events of the war, focusing on recruitment, life in the trenches and development or warfare.	<b>Protest</b> <b>5 lessons</b> Students explore the women’s suffrage movement, focusing on the position of women before WW1, the impact of the war and how far gaining the vote in 1918 improved their lives.	<b>WW2</b> <b>7 lessons</b> Students explore the causes of WW2, including how Communism and Fascism led to WW2. Students then explore key events that took place between 1939-1945, including Dunkirk, the home front, invasion of the USSR, and D-day, evaluating which event was the most important turning point.	<b>Genocide</b> <b>10 lessons</b> Students examine the origins and events of the Holocaust. They will look at Jewish life and culture and the development of antisemitism in Europe. They will explore the development of persecution in Nazi Germany as well as Jewish resistance and consequences of the holocaust	<b>The Cold War</b> <b>9 lessons</b> Students will explore the causes and events and consequences of the cold war. They will look at events such as the Berlin air drop, Korea, the Cuban Missile Crisis, China and the Vietnam War. They will also consider different interpretations of the Cold War.	<b>Protest</b> <b>4 lessons</b> Students explore how protest has been used in the 20 <sup>th</sup> century to achieve change, with a focus on the civil rights movements in Britain and America as well as more violent protest and terrorism.	<b>Local history</b> <b>6 lessons</b> This topic will explore social history post-1945 through a study from the school. It will focus on changes that have taken place and are recorded within the Head Teachers records.
		<b>Intent</b> – Develop knowledge of conflict, building on prior knowledge of imperialism and power (Y8), and link to WW1 at GCSE. Develop focus on interpretations which was looked at in Y7 and Y8.  <b>Substantive:</b> MAIN causes of WW1 – Militarism, Alliances, Imperialism, and Nationalism.  <b>Disciplinary:</b> Cause and consequence, interpretation.	<b>Intent</b> – Links to WW1 topic, as well as knowledge of democracy which has been a key concept in Year 7 and 8.  <b>Substantive:</b> Democracy, civil rights  <b>Disciplinary focus</b> – Change and continuity	<b>Intent</b> - Develop knowledge of the 20 <sup>th</sup> century. Provides contextual knowledge for the Cold War unit in Year 9 and GCSE. Also prepares them for the Genocide topic in Y9 and Nazi Germany topic in Year 10.  <b>Substantive:</b> Political ideas, Communism, Fascism, Nuclear war, international relations.  <b>Disciplinary:</b> Turning Point, evaluation.	<b>Intent:</b> This topic provides fundamental SMSC understanding for British values, and tackles the background to persisting anti-Semitism and also will tackle racism and religious persecution.  <b>Substantive:</b> Fascism, Stereotypes, Social and political history.  <b>Disciplinary:</b> Similarity and difference. Source utility, Evidence.	<b>Intent</b> – Provides a deeper understanding of international relations in the 20 <sup>th</sup> and 21 <sup>st</sup> Centuries. Links to Cold War paper in GCSE. Also provides non-British contextual enquiry to promote global history.  <b>Substantive:</b> Political ideas, Communism and Capitalism, War and international relations.  <b>Disciplinary:</b> Evidence, chronology	<b>Intent</b> – This topic links to women and the vote, as well as building upon knowledge from the year 8 SOW on slavery and empire. It will also build on the knowledge of democracy which has been a key concept in Year 7 and 8.  <b>Substantive</b> (bigger concepts)- Democracy, civil rights  <b>Disciplinary focus</b> – Change and continuity, chronology, Significance in later lessons.	<b>Intent:</b> This topic will aim to give students and understanding of social History and how it has developed and impacted students at BSS directly.  <b>Substantive:</b> Social history, education.  <b>Disciplinary:</b> Evidence, Local History.

Assessment	<p>“How far do you agree with interpretation A about the main cause of WW1? <u>Levelled Assessment</u></p> <p>Students use their knowledge to answer an interpretations question on the causes of WW1. (open book, unseen sources, 40 minutes) <b>AO1/AO2/AO4</b></p>	<p>“Getting the vote in 1918 transformed women’s lives”. How far do you agree? <u>Levelled Assessment.</u></p> <p>Students complete an extended answer question evaluating the amount of change and continuity for women post-1918. (40 minutes, closed book, no plan) <b>AO1/AO2</b></p>	<p>Analysis of key turning points in WW2. <u>FMW – Coded marking</u></p> <p>Students complete a poster task evaluating the most important turning points of WW2. (complete for homework) <b>AO1/AO2</b></p>	<p>Why should we remember the Holocaust? <u>Levelled Assessment</u></p> <p>Students to write a researched essay about the importance of remembering the Holocaust. They need to include a range of contemporary sources. (open book – 40 minutes) <b>AO1/AO2/AO3</b></p>	<p>Cause of the Cold War <u>FMW – Coded marking</u></p> <p>Students complete an extended answer to the question of who is to blame for the Cold War. Students will make use of interpretations to support their answer. (open book – 40 minutes) <b>AO1/AO2/AO4</b></p>	<p>N/A</p>	<p>Changes in school. <u>FMW – PEER Marking</u></p> <p>Students to create their own enquiry into how everyday life in schools reflects social changes in 20<sup>th</sup> century Britain. (Complete for homework) <b>AO1/AO2</b></p>

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>Something More?

*Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:*

- Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?
- Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity.
- Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.
- Encouraging creative expression to connect with the inner self and the transcendent.
- Fostering a sense of belonging and interconnectedness with others, nature, and the universe.
- Encouraging self-awareness, emotional intelligence, and moral reasoning.
- Promoting open-ended investigations rather than just seeking right answers.
- Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

- KS3 History:
- Fostering a sense of belonging and interconnectedness with others, nature, and the universe:
    - ✓ **Y7, Topic 4: in the Crusades unit students explore the Golden Age of Islamic Baghdad and the growing interconnectedness of Europe and the Islamic world as a consequence of the conflict.**
  - Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity:
    - ✓ **Y8, Topic 2: we explore the challenges faced by Elizabeth I, overcoming a range of problems from prejudice against women in power, to attempted invasion by the Spanish in 1588.**
    - ✓ **Y9, Topic 4: in our topic on the Holocaust, students explore the stories of Jewish people who resisted the Nazi persecution, both through moral and cultural activities, as well as through armed resistance. Students also look at a range of individuals who tried to save Jews, such as Oscar Schindler.**