



# Learning journey map

## Key stage 3 History

### The Holocaust

Pupils will look at change and continuity to understand how the Holocaust progressed. They will understand the causes and consequences. They will look at sources and understand source reliability and usefulness



### KS4 History

The GCSE curriculum builds upon skills learnt throughout KS3. Students will continue to develop their source skills along with learning exam skills ready for their GCSEs. They will develop and extend their knowledge and understanding of key events, periods and societies in British, and wider world history; engage in historical enquiry to develop as independent learners and as critical and reflective thinkers, develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context, develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them, organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions. They will also continue to work on their written skills to achieve clarity in spelling, punctuation and grammar

### Who Was to Blame for the Titanic?

Pupils will use their History skills to practice using evidence/interpretations. They will look at the causes and consequences as well as the Historic fact. They will be able to evaluate who was to blame.



Year  
10

### Great Britons

Pupils will look at a range of famous British people such as Thatcher, Churchill, Elizabeth I and understand interpretations on them. They will study significance to come to their own interpretation of the greatest Briton



### World War One

Pupils will study a range of elements of WW1 including using sources to look at censorship and propaganda. They will consider the role of women in war and be able to communicate like Historians and about their findings.



Year  
9

### How Did the English Civil War Change The Monarchy Forever?

Pupils will understand why people were disillusioned with the monarchy and why this was an issue. They will look at the course of the English Civil War and also the consequences of it.



### Was The British Empire a Force for Good?

Pupils will understand what the British Empire was and how it was formed. They will look at positives and negatives of the Empire, then come to their own judgement which they will write, like a Historian



### Did Our Locality Play a Part In The Transatlantic Slave Trade?

Pupils will look at the Slave Trade through a range of sources. They will also understand how our local area will have experienced the Slave Trade and make a judgement whether we should recognize this



### How Did the Industrial Revolution Change Things?

We look at what the Industrial Revolution was, how it happened and the positives and negatives from it.



Year  
8

### Why Was The Reformation Significant?

Pupils look at how ideas about the Catholic Church and religion changed and the formation of Protestantism. They look at how the monarchy responded and how this would have impacted people.



### How Did They Live? (Medieval Life)

Pupils will study a range of different events that happened during Medieval Times and will be able to interpret what life was like in Medieval England



### What Did They Believe?

Pupils will study in depth Medieval beliefs on religion and spirituality. They will understand the conflict between Church and Crown and develop understanding of why Christianity was so important to people.



### Norman Conquest and Colonisation

Pupils will begin to understand the significance of 1066 and the Norman Invasion. They will investigate how William took control, using a wide range of Historical sources



### Depth Study: King John

Pupils will look at interpretations of King John and then the events of his reign. They will then evaluate whether he had any choice in signing the Magna Carta

Students will be entering year 7 with good knowledge of how the past is different to today. They will have studied a wide range of time periods in KS2 and will have some sound understanding of chronology. They will have started to develop their Historical source and interpretation skills-being able to understand that opinions on the past can be different and that source information is not always useful to us. They will be starting to arrange their written work like a Historian and will consider structure

Year  
6

### The Crusades (as part of What Did They Believe?)

Pupils will research independently one of the Crusades and be able to use sources of their own choosing to help with their enquiries. They will then present their findings in an appropriate way.

### Castles (as part of Norman Conquest)

Pupils will take an in depth look at how castles changed/stayed the same over the time (change and continuity). After this, pupils will develop their own interpretation of how William took control.

Year  
7

### Churnet View's History:

The History curriculum at Churnet View is designed to give pupils the skills required to investigate History and be a true Historian. These skills will be useful in many aspects of life as they leave education also and will allow them to succeed in the world of work and be critical of information that is given to them. They will study a wide range of topics focusing on local, national and international History. They then also look at factors such as political, religious, social, warfare, economic etc. This gives them a broad and balanced view of the world and its past. Pupils will encounter a range of viewpoints and we are working to give a representative view of the past where we do not just focus on white, male and middle class History but History of the full population.

### KS 3 History curriculum intents:

Pupils in year 7 and 8 focus on 1066-1800s in local, national and international History. This gives them a good basis for their year 9 topics in High School. They will understand that the past is complex with many power struggles and disputes that have left an impact on our world today. They will have a sound grasp of chronology due to the way the topics are structured and have an understanding of not just social History but elements of political, religious, military and economic. They will be beginning to be critical of information given to them and evaluating why may the past be interpreted differently. They will begin to argue their ideas about the past and start organising their work in a way that supports their writing about the past.