



Key Stage 3 History Curriculum Maps

Intent of History Curriculum at Littleover Community School

History at LCS is more than a subject; it is a journey into our students' story. Through dramatic turning points, powerful ideas and fascinating individuals, students experience the past as dynamic, relevant and deeply connected to the world they live in today. Our curriculum is deliberately planned, intellectually ambitious and engaging—taught with passion and designed to be remembered long after the lesson ends.

In History, students:

- **Build secure chronological understanding**, revisiting and deepening key concepts over time. Students go beyond knowing what happened to exploring *why* events occurred and *how* they shaped the world we live in.
- **Think like historians**, questioning evidence, evaluating interpretations and constructing well-reasoned arguments about cause and consequence, and change and continuity. Lessons are enquiry-led and discussion-rich, encouraging curiosity, independence and critical thinking.
- **Develop confidence as communicators**, expressing their ideas clearly, precisely and with increasing sophistication, both in writing and through purposeful historical dialogue.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Topic – Anglo-Saxons and Vikings S – The Big Picture The first two weeks are used to build a sense of chronology from the Medieval to the Modern period, building on prior learning and helping with the transition from Primary school. The Anglo-Saxons The Vikings	Topic – The Norman Conquest S - Saxons, Norman or Viking The Battle of Hastings The Norman Conquest P - Identifying causes Describing causes Identifying consequences Sk – Cause and consequence Assessment–	Topic – Medieval Monarchs S - Henry II King John Medieval Queens - Eleanor of Aquitaine and Isabella of France P - Giving an opinion Finding differences between interpretations Identifying interpretations (forms and purpose) Sk – Using sources and interpretations	Topic – Medieval Beliefs S - The Medieval Church The First Crusade Crusader states P - Identifying differences between past and present Picking out features that are different from the present in an event/development Describing rules, beliefs or ideas that are different from the present	Topic – Plague, Revolt and War S - The Black Death The Peasants' Revolt Henry V P -writing simple stories Adding information to a story of the past Organising a narrative	Topic – Everyday life S - The feudal system The medieval village Crime and punishment P - Picking out information from a source Paraphrasing a source Making inferences

	P – Using chronological terms Describing periods in history Placing events in order Sk – Chronological understanding Assessment – Understanding the past: Chronological understanding of the Anglo-Saxon period	Structuring arguments: Cause and consequence - why did William win the Battle of Hastings?	Assessment – Using sources and interpretations: Interpretations - was King John a good or bad king?	Sk – Change and continuity Assessment – Structuring arguments: Change and continuity - what changed as a result of the First Crusade?	Sk – Structuring and organising knowledge Assessment – Understanding the past: Structuring and organising knowledge - writing a narrative of the Peasants Revolt	Sk – Evidence Assessment – Using sources and interpretations: Using evidence to explore what life was like in a Medieval village
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The Year 8 curriculum is designed to follow on chronologically but also branch out to other nations and empires – exploring England’s place in the wider world.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	Topic – Renaissance S - The Italian Renaissance Print, gunpowder and astronomy Global encounters - voyages of discovery	Topic – Reformation S - The Reformation Henry’s Great Matter The English Reformation	Topic – Early Modern Monarchs S - Elizabeth I James I and the Gunpowder Plot Charles I and the outbreak of war	Topic – The English Civil War S - Fighting the English Civil War Trial and execution Cromwell’s Commonwealth	Topic – Stuart England S -The Restoration Restoration England The Glorious Revolution	Topic – Mughal India S - India before the Mughals The Mughal Emperors Life in Mughal India

	P - Describing events or developments to show things were changing Exploring type, pace and extent of change Exploring what makes a change significant Sk – Change and continuity Assessment – Structuring arguments - why was the Renaissance significant?	P - Selecting relevant knowledge linking causes together Prioritising causes Sk – Cause and consequence Assessment – Structuring arguments: Cause and consequence - why did Henry break with Rome?	P - Using questions to select and analyse sources Supporting inferences Exploring reliability Sk – Evidence Assessment – Using sources and interpretations: Using evidence critical to explore the gunpowder plot	P - Identifying the overall impression of an interpretation Analysing an interpretation's focus Identifying the sources/evidence a historian might use Sk – Interpretations Assessment – Using sources and interpretations: Interpretations - Was Cromwell a hero or a villain?	P - Selecting information relevantly Using linking phrases Using historical vocab Sk – Structuring and organising knowledge Assessment – Understanding the past: Structuring and organising knowledge -writing an analytical narrative of the Glorious Revolution	P - Appreciating different scales of time Making assumptions about a new topic Using period specific detail Sk – Chronological understanding Assessment – Understanding the past: Chronological understanding of either Stuart England or Mughal India
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Topic – Georgian Britain S - Creation of Great Britain The Jacobite Uprising	Topic – Industrial Revolution S - The Agricultural Revolution Cotton textiles Factory life	Topic – Slavery S - Transatlantic slave trade Life as a slave Abolition	Topic – India and the British Empire S - India Indian Rebellion Decolonising India	Topic – The First World War S - The outbreak of war The Western Front Allied victory	Topic – Era of the Second World War S - Britain - The British home front Germany - The Holocaust

Poverty, violence and crime P - Linking cause to outcome Building a line of reasoning Exploring focus and scale of consequences Sk – Cause and consequence Assessment – Structuring arguments – Cause and consequence - Why was the Catholic threat defeated?	P - Exploring usefulness for an enquiry Using own knowledge in source analysis Making judgements about NOP Sk – Evidence Assessment – Using sources and interpretations – Using evidence to research children in the Mills	P - Selecting information precisely Linking features of a narrative together Focusing on the historical concept Sk – Structuring and organising knowledge Assessment – Understanding the past – Structuring and organising knowledge – writing an analytical narrative on the Abolition of the slave trade.	P - Change and continuity Sk – Identifying lines of development Exploring lines of development Analysing turning points Assessment – Structuring arguments – Change and continuity - choosing a turning point in India history that was important for its independence	P - Explaining what influences an interpretation Judging the validity of an interpretation Using criteria to judge an interpretation Sk – Interpretations Assessment – Using sources and interpretations – Interpretations - Was Haig the butcher of the Somme?	USA & USSR - Origins of the Cold War P - Making generalisations about the past Challenging generalisations about the past Writing with a sense of period Sk – Chronological understanding Assessment – Understanding the past – Chronological understanding of either industrial or modern life
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