

Key Stage 3 - History

	Topic / Objectives	Knowledge taught	Big picture links	Keywords	Key Skills
Autumn Term 1 st Half-term	Crime and punishment in 19 th Century Britain	<p>Whitechapel, c1870–c1900: crime, policing and the inner city</p> <p>The local context of Whitechapel – the problems of housing, over-crowding, poverty and the provision of workhouses</p> <p>The lack of employment opportunities and level of poverty identifying links between the environment and crime</p> <p>The factors that created a fluctuating population without ties to the community including the tensions arising from the settlement of immigrants from Ireland and Eastern Europe.</p> <p>Segregation and the growth of socialism and anarchism in Whitechapel</p> <p>The organisation and difficulties of policing – including the problems caused by alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks on Jews</p> <p>The developments in techniques of detective investigation, including the use of sketches, photographs and interviews;</p> <p>The police response to the crimes of Jack the Ripper and the added problems caused by the media reporting of the 'Ripper' murders.</p>	<p>English – Dracula – social and cultural history of 19C Britain</p> <p>Geography – Population dynamics</p> <p>PSHE – gang culture, diversity, poverty</p> <p>Science – forensic science and pathology</p> <p>Maths – data skills</p>	Poverty, employment, unemployment, protection rackets, gangs	Interpreting historic local data sources, communicating about the past, explaining cause and consequence
Autumn Term 2 nd Half-Term	<p>Ancient African Kingdoms and pre- colonial Africa</p> <p>Trans-Atlantic Slave Trade</p>	<p>Ancient African civilisations, The Kingdom of Mali</p> <p>The British Empire</p> <p>The nature and cause of Slavery</p> <p>The Triangle Trade</p> <p>Exploring the experiences Slaves had & Abolition</p> <p>The railroad</p>	<p>Science – genetics, characteristics</p> <p>Art – African art and design</p> <p>Geography – map skills</p> <p>English – Night John – historical and cultural understanding – Africa / Slave trade</p> <p>PSHE – prejudice and discrimination</p>	civilisations, kingdoms	Historical enquiry, perceptive questioning, identifying significance and interpretation.

Spring Term 1 st Half-Term	The Black Death	The nature and causes of the Black Death The science and beliefs behind the plague How the plague affected Europe The wider impact of the Black death on the sciences, social structures and economics – including religion and attitudes towards medicine and health	Science – Disease, transmission, anti – biotics PSHE – hygiene,health and well being	Bubonic Plague, belief, religion, superstition, hygiene,transmission, science,medicine.	Historical enquiry,explaining cause and consequence, identifying change and impact,communicating about the past
Spring Term 2 nd Half-Term	The historic environment London and the impact of WW2	Causes and nature of WW2 The historic environment: London and the Second World War, 1939–45 The context of London in WWII The nature of attacks on London The impact of the Blitz on civilian life Propaganda and attitudes during WWII London’s response to the war	Art – Pop art – propaganda PSHE – mental well being Geography – analytical skills Science – communication – Enigma code	conscription, rations, air raids, Blitz, propaganda	evaluating sources , explaining cause and consequence, developing perspective and judgement
Summer Term 1 st Half-Term	The Holocaust	Nazi Germany 1933 – 1939 Hitler’s beliefs Prejudice and discrimination Jewish life in Nazi occupied Europe 1939 – 1945 Einsatzgruppen Death Camps Holocaust Survivors and remembrance	Art – Favela’s project – migration links PSHE – prejudice, discrimination, faith and culture Geography – map skills Maths – data skills		Historical enquiry, evaluating sources, perceptive questioning, explaining case and consequence, identifying significance and interpretation, developing perspective and judgement
Summer Term 2 nd Half-Term	Patterns of Migration Spitalfields	When immigrant groups arrived, why and from where How immigrants were received by settled populations The experiences of immigrants, including daily lives and occupations Key events in local migration history The impact of migration on the area	PSHE – social and economic wellbeing, tolerance and diversity Geography – field work skills / statistical skills	immigration, migration emigration, living conditions, faith and community, economic, social, political and cultural impact,multi - cultural	Understanding different methods of historic enquiry, understanding the connections between local, regional, national and international history, identifying change and continuity.