

List of SMSC and British Values covered in KS3 History

Year 7	Year 8
<p><u>Moral</u> Christianity in Britain (Week 3, 4, Term 1; Week 4-6, Term 2)</p> <p><u>Social</u> Diversity in Britain (Week 3, 4, Term 1; Week 1, 2, Term 2)</p> <p><u>Cultural</u> Contribution of other cultures to the British Empire (Week 3, Term 2)</p> <p><u>Spiritual</u> Seeking evidence and truth (Week 2, Term 1)</p> <p><u>Tolerance and respect to people of different backgrounds</u> Diversity in Britain (Week 3, 4, Term 1; Week 1, 2, Term 2) Christianity in Britain (Week 4-6, Term 1; Week 1, 2, Term 2)</p> <p><u>Democracy</u> Importance of Parliament (Week 7-9, Term 2)</p> <p><u>Rule of Law</u> Crime and punishment (Week 5, 7, Term 1)</p>	<p><u>Social</u> Respecting other religions (Week 3, 5, Term 2)</p> <p><u>Cultural</u> Other cultures in the UK (Week 2, Term 1) Religious diversity (Week 8, 9, Term 1)</p> <p><u>Tolerance and respect to people of different backgrounds</u> Other cultures in the UK (Week 2, Term 1)</p> <p><u>Individual Liberty</u> Religious freedom (Week 3, 5, Term 2)</p> <p><u>Rule of Law</u> Crime and punishment (Week 1, Term 3)</p>

Year 7

Subject: History		Year Group: 7	
		Term: 1	
School: Jamiatul Uloom Al Islamia			
Week	Content/topic	Overall aim (focus of the session)	Assessment
1	What is all the fuss about in History?	To understand what you need to be good in History; To become familiar with the knowledge assessment criteria and the key concepts in History	What happened to Humpty Dumpty? (knowledge worksheet)
2	Sources in History Practicing “what can you learn questions”	To understand why and how historians use sources; To become familiar with the source assessment criteria	What happened to Humpty Dumpty? (source worksheet)
3	The story of Britain... up to 1066 (1)	To understand how Britain changed up to 1066 and what Britain was like	Source class activities
4	The story of Britain ... up to 1066 (2)	To understand how Britain changed up to 1066 and what Britain was like	“Invasion, plague and murder”, Aaron Wilkes, pg. 15, 19 Main assessment – story of Britain up to 1066 (source and knowledge)
5	Life in the Middle Ages	To understand how life was like in the Middle Ages	Main assessment – Research project on Life in the Middle Ages
6	The next King of England (1)	To explore the different claims to the throne and who became King of England in 1066	Source class activities

7	The next King of England (2)	To explore the different claims to the throne and who became King of England in 1066	"Invasion, plague and murder", Aaron Wilkes, pg. 21, 25
8	The Battle of Hastings	To explore the tactics both sides of the army used in the Battle of Hastings	"Invasion, plague and murder", Aaron Wilkes, pg. 27, 29
9	Cause and consequence – Battle of Hastings	To practice cause and consequence skills on the Battle of Hastings	Main Assessment – How did William win the Battle of Hastings? (knowledge)
10	Display work	To produce posters on topics covered this term for displays	Quality of displays

Subject: History		Year Group: 7	
		Term: 2	
School: Jamiatul Uloom Al Islamia			
Week	Content/topic	Overall aim (focus of the session)	Assessment
1	Reliability of sources Source work – how did Harold die? The conquest of England (1)	To use source work skills to investigate Harold's death in the Battle of Hastings To explore William's actions as he started his conquest of England	Main assessment - How did Harold die? (Source) "Invasion, plague and murder", Aaron Wilkes, pg. 35, 37, 45
2	The conquest of England (2)	To explore William's actions as he started his conquest of England	Main assessment – The Norman Conquest of England (post Hastings)

3	The Crusades	To understand how and why the Crusades happened	Main assessment – Research project on the Crusades
4	William – the manager of England (1)	To understand the changes William made to England	Change and continuity class activity, extended writing task
5	William – the manager of England (2)	To understand how and why William made the Domesday book and the Feudal system	“Invasion, plague and murder”, Aaron Wilkes, pg. 39, 41
6	Crown versus Church: the story of Henry II and Thomas Becket	To understand what happened between Henry II and Thomas Becket	“Invasion, plague and murder”, Aaron Wilkes, pg. 105-109
7	King John: Magna Carta man	To understand why the Magna Carta was signed and its importance in today’s times	Source class activities
8	Where did our Parliament come from?	To understand what happened between Henry III and the barons, and how this led to Britain’s parliament	“Invasion, plague and murder”, Aaron Wilkes, pg. 111-115
9	The Peasant’s Revolt	To understand why and how angry peasants revolted in London	Main assessment – Changing power of the king? (knowledge) Was King John really such a bad king? (source)
10	Medicine, parliament and Justice in the Middle Ages	To understand the parliament in the Middle Ages; to understand medicine and justice systems available in the Middle Ages	Main assessment – Research project on Medicine, parliament and Justice in the Middle Ages
11	Display work	To produce posters on topics covered this term for displays	Quality of displays

Subject: History		Year Group: 7	
		Term: 3	
School: Jamiatul Uloom Al Islamia			
Week	Content/topic	Overall aim (focus of the session)	Assessment
1	Source work – how useful is a source. What were the Wars of the Roses? (1)	To understand how and why the Wars of the Roses happened	Source class activities
2	What were the Wars of the Roses? (2)	To understand how and why the Wars of the Roses happened	“Invasion, plague and murder”, Aaron Wilkes, pg. 157-159
3	The Princes in the Tower	To explore different interpretations and explanations of what happened to Edward IV’s son	Main assessment – The Wars of the Roses? (knowledge) The Princes in the Tower? (source)
4	Henry VII as king	To investigate the life of Henry VII and his tactics to become more powerful	“Invasion, plague and murder”, Aaron Wilkes, pg. 165
5	What does John know that Edwin didn’t? (1)	To examine some of the key discoveries, theories, ideas and inventions of the Middle Ages	Display work
6	What does John know that Edwin didn’t? (1)	To assess how new ideas, theories, discoveries, and inventions changed Britain	“Invasion, plague and murder”, Aaron Wilkes, pg. 166-169
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8			
9	Display work	To produce posters on topics covered this term for displays	Quality of displays
10	Transition period	To review topics learnt in year 7 history and start looking at year 8 History	

Year 8

Subject: History		Year Group: 8	
		Term: 1	
School: Jamiatul Uloom Al Islamia			
Week	Content/topic	Overall aim (focus of the session)	Assessment
1	What was Britain like in 1509? (1)	To review how Britain changed up to 1509 and what Britain was like	
2	What was Britain like in 1509? (2)	To review how Britain's relationship with its neighbouring countries changed up to 1509	"Renaissance, Revolution and Reformation", Aaron Wilkes, pg. 9, 11
3	Source work – what are the differences between two sources. Why are they different? Who was Henry VIII?	To explore the character of Henry VIII in his early and later times	Source class activities
4	Life in Tudor times	To understand how life was like in Tudor times	Main assessment – Research project on Life in Tudor times
5	Henry VIII and Religion	To understand why Henry VIII fell out with the Pope and how this affected the life of Henry and religion in the whole of England	"Renaissance, Revolution and Reformation", Aaron Wilkes, pg. 15

6	Henry VIII and his six wives (1)	To examine why Henry VIII married so many women, and what happened to each of them.	"Renaissance, Revolution and Reformation", Aaron Wilkes, pg. 17
7	Henry VIII and his six wives (2)	To examine why Henry VIII married so many women, and what happened to each of them.	Main assessment - Was Henry VIII a bad king? (source)
8	The rise of the Protestants (1)	To explain why some people criticized the Catholic Church	Source class activities
9	The rise of the Protestants (1) Change and continuity in Tudor times	To explain how a new belief system was established To practice change and continuity skills in Tudor period	"Renaissance, Revolution and Reformation", Aaron Wilkes, pg. 19 Main Assessment – What changes occurred in Tudor times? (knowledge)
10	Display work	To produce posters on topics covered this term for displays	Quality of displays

Subject: History	Year Group: 8
	Term: 2

School: Jamiatul Uloom Al Islamia			
Week	Content/topic	Overall aim (focus of the session)	Assessment
1	Source work: Which source is more convincing; useful? Comparing sources Edward VI: the boy king	To practice skills in comparing sources To examine the character and actions of Edward VI	"Renaissance, Revolution and Reformation", Aaron Wilkes, pg. 23
2	Lady Jane Grey	To understand why Lady Jane Grey was chosen as queen and what happened to her	Source class activities
3	How bloody was Bloody Mary?	To examine the character and actions of Queen Mary, and how she got her nickname	"Renaissance, Revolution and Reformation", Aaron Wilkes, pg. 25 Main assessment – Was Queen Mary I a bad queen? (source)
4	Who was Queen Elizabeth I?	To explore the character of Queen Elizabeth I in her early and later times	Main assessment – Research project on Queen Elizabeth I
5	Elizabeth's middle way	To examine how Elizabeth tried to end the Protestant-Catholic conflict in England	"Renaissance, Revolution and Reformation", Aaron Wilkes, pg. 29
6	Exit the Tudors...enter the Stuarts	To examine the character of James I and understand why the throne of England passed to the Scottish royal family	Main assessment – Queen Elizabeth I
7	The English Civil War (1)	To examine the character and actions of King Charles I towards parliament, and how this led to a civil war	Source class activities
8	The English Civil War (2)	To compare the two sides that fought in the Civil War and the role of Prince Rupert	"Renaissance, Revolution and Reformation", Aaron Wilkes, pg. 97-101

9	The New Model Army	To explore how Parliament improved its army and the role of Oliver Cromwell	"Renaissance, Revolution and Reformation", Aaron Wilkes, pg. 103
10			Main assessment – Research project on Tudor Empire, Health, Diseases and Beliefs

Subject: History		Year Group: 8	
		Term: 3	
School: Jamiatul Uloom Al Islamia			
Week	Content/topic	Overall aim (focus of the session)	Assessment
1	How could you find out more from a source? The execution of a king	To explore how and why King Charles was put on trial and sentenced to death	"Renaissance, Revolution and Reformation", Aaron Wilkes, pg. 105-109
2	Oliver Cromwell	To examine the character and actions of Oliver Cromwell	Main assessment – The English Civil War (knowledge) Cromwell: hero or villain? (source)
3	The Merry Monarch (1)	To explore how, when and why Charles II became king	"Renaissance, Revolution and Reformation", Aaron Wilkes, pg. 121

4	The Merry Monarch (2)	To compare Cromwell's nation with the Merry Monarch's	Source class activities
5	The Glorious Revolution	To examine the character and actions of King James II	"Renaissance, Revolution and Reformation", Aaron Wilkes, pg. 137, 139
6	Exit the Stuarts...enter the Georgians	To understand how the Glorious Revolution led to the United Kingdom	"Renaissance, Revolution and Reformation", Aaron Wilkes, pg. 141, 143
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8			
9	Display work	To produce posters on topics covered this term for displays	Quality of displays
10	Transition period	To review topics learnt in year 8 history and start looking at year 9 History	