



Key Stage 3

Assessed Curriculum Related Expectations

History





KS3 ACRES CHECKLIST: 7.1 Invaders

Across Year 7, you will be working towards achieving these ACRES (Assessed Curriculum Related Expectations). Each new topic will allow you to evidence your core knowledge and skills by the end of the year.

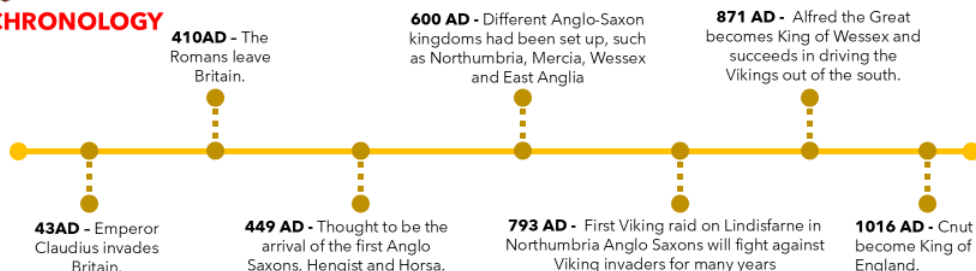
KNOWING WHAT	Your core knowledge about the topic	
	Start of the unit	End of the unit
I can identify the three groups of Invaders between 43-1066.		
I understand the reasons why the Romans, Anglo-Saxons and Vikings invaded Britain.		
I understand the impact that each set of Invaders had on Britain and its population.		
I can identify key figures within each invasion and explain their significance.		
I can use and spell correctly specific terminology connected to the topic.		

KNOWING HOW	The skills and processes you use to demonstrate your understanding	
	Start of the unit	End of the unit
Significance: I can explain why the invasion of Britain by the Romans; Anglo-Saxons and Vikings was significant.		
Chronology: I can identify key dates connected to the different invasions of Britain to form a chronology of events.		
Causation: I can explain what caused each invasion of Britain and their consequences.		
Sources: I can analyse a source to provide an inference.		
Interpretations: I can read an interpretation and understand its argument.		



7.1 - Invaders What impact did invasion have on Britain between 43-1066?

CHRONOLOGY



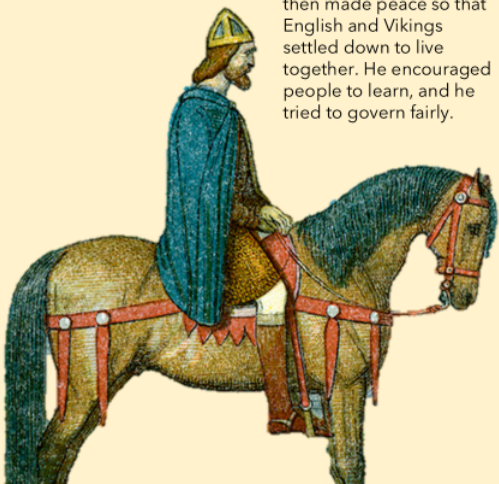
KEY FIGURE

King Alfred 'The Great'

One of the most famous Anglo-Saxon kings was Alfred, one of the only kings in British history to be called 'Great'.

His father was king of Wessex, but by the end of Alfred's reign his coins referred to him as 'King of the English'.

He fought the Vikings and then made peace so that English and Vikings settled down to live together. He encouraged people to learn, and he tried to govern fairly.



TERMINOLOGY

Invasion

The act of entering a place to take control of it.



Settlement

A place where people come to live or the process of settling in such a place.



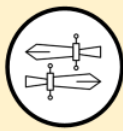
Empire

An extensive group of states or countries ruled over by a single monarch, an oligarchy, or a sovereign state.



Agriculture

The practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.



Conflict

Fighting between two or more groups of people or countries.

CORE CONTENT

A City to an Empire

Over time, Rome developed from a city to a nation state and then eventually a global empire. As it grew, so did its power, influence and wealth resulting in it becoming the dominant power of its time. Due to this growth, the Romans made huge advances in areas such as technology, culture and warfare.



The Roman Invasion of Britain

The Romans desired Britain for numerous reasons, from its wealth of resources to revenge for previously failed attempts at invasion. Once conquered in 43AD, the Romans had a major impact on Britain up until 410AD



From Cairo to Carlisle

It is crucial to understand that the Roman Empire spread from North Africa all the way to Northern Britain. This meant that numerous cultures were embraced within the Empire. With Rome even having a black Emperor in Septimius Severus.



Who were the Anglo Saxons?

The Anglo-Saxons were an agricultural people from Northern Germany and Southern Denmark. They sought to invade Britain due to the Romans leaving the nation, for more fertile land and to escape the threat of the Huns.



Sutton Hoo

In 1938 an important discovery was made at Sutton Hoo in Suffolk by an archaeologist called Basil Brown. He uncovered an Anglo-Saxon burial site along with many artefacts which tell us more about how the Anglo Saxons lived and died.



Who were the Vikings?

The Vikings originated from Scandinavia and had a fearsome reputation as warriors and navigators but were mainly farmers. Their development of the longship allowed for them to establish trade and make many new discoveries. Initially they saw Britain as an easy target for raiding but over time came to value its fertile land which was far superior to that in Scandinavia.



The attack on Lindisfarne

The attack on Lindisfarne in 793AD marks the start of Viking interest in Britain. From this point, raids and invasion efforts became common place in Britain. The Vikings realised that monasteries with their huge wealth were an easy target, whilst the Anglo-Saxons struggled greatly to repel Viking attacks.





KS3 ACRES CHECKLIST: 7.2 The Norman Conquest

Across Year 7, you will be working towards achieving these ACRES (Assessed Curriculum Related Expectations). Each new topic will allow you to evidence your core knowledge and skills by the end of the year.

KNOWING WHAT	Your core knowledge about the topic		KNOWING HOW	The skills and processes you use to demonstrate your understanding	
	Start of the unit	End of the unit		Start of the unit	End of the unit
I can identify the three contenders for the throne.	<input type="checkbox"/> Secure <input checked="" type="checkbox"/> Insecure				
I can explain why the death of Edward the Confessor led to conflict over the English throne.			Significance: I can explain why the Norman conquest was significant in changing Britain.		
I understand the causes and consequences of the Battle of Stamford Bridge.			Chronology: I can identify key dates connected to the Norman conquest to form a chronology of events.		
I understand the causes and consequences of the Battle of Hastings. I can explain why William, Duke of Normandy was victorious.			Causation: I can explain what caused the Norman Conquest and judge which factor was the most important.		
I can identify and explain the impact of the changes made to England by William I: <ul style="list-style-type: none"> Motte and Bailey Castles The Feudal System The Domesday Book The Harrying of the North 			Sources: I can analyse a source to provide an inference.		
I can use and spell correctly specific terminology connected to the topic.			Interpretations: I can read an interpretation and understand its argument.		



7.2 - The Norman Conquest How did a Duke in France become King in England?

CORE CONTENT

England in 1065

Edward the Confessor had trouble keeping England under control. Large areas of land were controlled by powerful Earls who were often in conflict. In addition to this, England lacked castles, most of the Saxon army was not professional and it was evident that the country was vulnerable.

Three Contenders

On the death of Edward the Confessor, Harold Godwinson, The Earl of Wessex was crowned King of England. However, both the Norwegian King Harald Hardrada and William, Duke of Normandy contested this coronation. Conflict was guaranteed to follow.

The Battle of Stamford Bridge

Despite initially sacking the city of York, Harald's Viking army was defeated at Stamford Bridge by Godwinson's forces. Despite the efforts of a Viking berserker who individually held off the Saxon army for considerable time.

The Battle of Hastings

Weary from Stamford Bridge, Godwinson's army was tired and had taken losses. Despite this, the Saxon shield wall held numerous Norman charges. This was until the feigned retreat broke the wall and Harold Godwinson was killed on the field of Battle. England was now under Norman control.

Motte and Bailey Castles

With a rebellious Anglo-Saxon population to control, William I enforced the construction of Motte and Bailey castles to improve Norman defences but to also act as a symbol of dominance over the defeated Saxons.

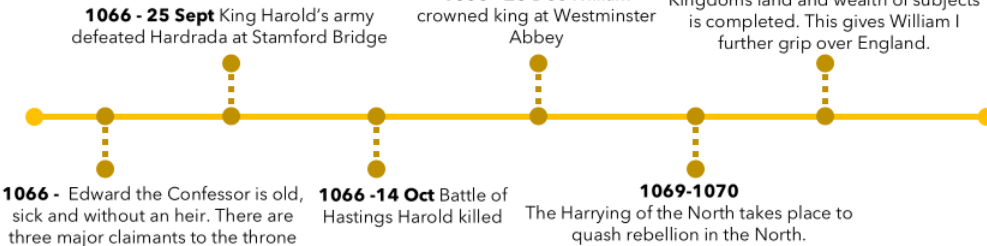
The Feudal System

The Feudal system was adopted by William I to further his control of his Kingdom. Land was provided to loyal Norman Lords and in return they offered the King knights and taxes to further increase his power. Peasants, often the defeated Saxons remained at the bottom of this hierarchy. They had no land or rights and were expected to not even leave their villages or town.

The Domesday Book

In 1086 William I instructed for a survey to be taken of the wealth of his kingdom. Once completed, William had a strong idea of where he could increase taxes and who might be a potential threat to his reign based on their land ownership, finances, livestock and the number of knights at their disposal.

CHRONOLOGY



KEY FIGURE

William, Duke of Normandy (William I King of England)

William was a Duke who controlled Normandy, a large region in northern France. William was a distant relative of Edward the Confessor and claimed Edward had promised him the throne in 1051.

William also said that Harold Godwinson had sworn an oath that he would help William take the throne after Edward, in return for helping Godwinson when he had been stranded in Normandy in 1064.

Winning the Battle of Hastings was only the beginning of the Norman Conquest. It was a turbulent time for England, with three kings in one year. After William won the Battle of Hastings, his army had to capture and subdue towns across the southeast. The Normans were not welcomed with open arms.

TERMINOLOGY

Invasion

The act of entering a place to take control of it.

Heir and Claimant

Heir - a person legally entitled to the property or rank of another on that person's death.

Claimant - a person making a claim either for a title, land or rank.

Housecarl and Shield Wall

Housecarl - A fearsome professional Saxon soldier who wielded a two-handed axe.

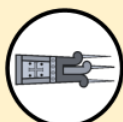
Shield Wall - The military tactic used by the Anglo-Saxons. Often to defend a position on the battlefield.

Papal Banner

The token given to William I by Pope Alexander II. This was a powerful sign to the Norman army that God was on their side and massively improved their morale and willingness to fight.

Feigned Retreat

A feigned retreat is a military tactic, a type of feint, whereby a military force pretends to withdraw or to have been routed, to lure an enemy.





KS3 ACRES CHECKLIST: 7.3 Church and Medieval Life

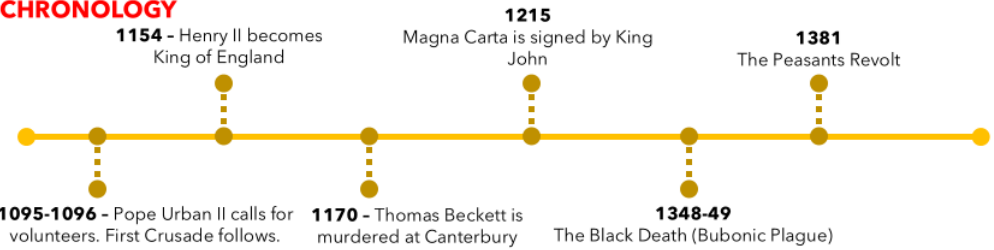
Across Year 7, you will be working towards achieving these ACRES (Assessed Curriculum Related Expectations). Each new topic will allow you to evidence your core knowledge and skills by the end of the year.

KNOWING WHAT	Your core knowledge about the topic	
	Start of the unit	End of the unit
I understand why the Monarch and the Church held power and why sometimes they came into conflict.		
I can explain what the Crusades were and the impact they had on people and places.		
I understand the reasons why the Barons were angry with King John and the significance of Magna Carta and its impact in shifting power.		
I understand how the 'Black Death' and the Peasants revolt contributed to a change in power during the medieval period.		
I can use and spell correctly specific terminology connected to the topic.		

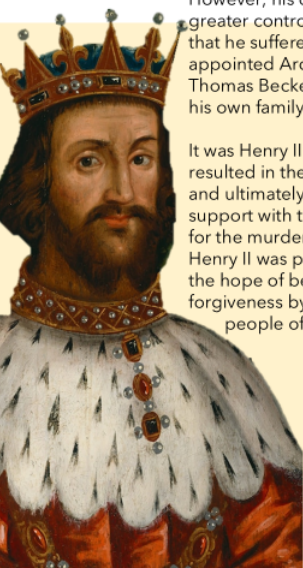
KNOWING HOW	The skills and processes you use to demonstrate your understanding	
	Start of the unit	End of the unit
Significance: I can explain why both the Church and the Monarch held power and were significant in medieval life.		
Chronology: I can identify key dates connected to the medieval period to form a chronology of events.		
Causation: I can explain what caused key events such as the Bubonic Plague and Peasants Revolt along with how they impacted Britain.		
Sources: I can analyse a source to provide an inference.		
Interpretations: I can read an interpretation and understand its argument.		

7.3 - Church and Medieval Life *Where did power truly lie in the medieval world?* CORE CONTENT

CHRONOLOGY



KEY FIGURE
Henry II King of England
 King of England from 1154, Henry strengthened royal administration and ensured that powers became more centralised to the crown.



However, his desire to achieve greater control of his subjects meant that he suffered from quarrels with his appointed Archbishop of Canterbury Thomas Becket and even members of his own family.

It was Henry II fallout with Becket, that resulted in the Archbishops murder and ultimately this reduced his support with the people. To pay back for the murder of his former friend, Henry II was publicly whipped with the hope of being granted forgiveness by both God and the people of England.

TERMINOLOGY
Monastery
 A building or buildings occupied by a community of monks living under religious vows.

Treason
 The crime of betraying one's country, especially by attempting to kill or overthrow the sovereign or government.

Heresy
 Belief or opinion that goes against the religious beliefs of the ruling monarch.

Plague
 An epidemic disease causing a high rate of mortality.

Revolt
 Take violent action against an established government or ruler.

The Medieval Church

The Church was a major power during the medieval period. It had its own laws, land, wealth and soldiers. It held huge influence over the people and often used this to its advantage. At the time, whatever the Church said or did was simply accepted.

The Crusades

The Crusades were a series of Holy Wars fought between Christian and Muslim armies in the Holy Land, the area surrounding Jerusalem where Jesus was said to have lived. Up to 100,000 of all classes from 20 countries chose to join these wars.

Religion v Royalty

The Church and the Crown were often at odds with one another. With its own laws and influence, the Church often ignored the King's wishes and justice. This led to poor relations between both powers.

Bad King John?

John ruled England between 1199 and 1216. He signed the famous Magna Carta. He had previously ruled as Prince John when his brother Richard was on Crusade. He is often shown as greedy, cowardly and weak.

The Magna Carta

The Magna Carta was a charter forcibly signed by King John under the pressure of the Barons. This was an attempt to ensure the King, and his government were not above the law.

The Black Death

The Black Death had a huge impact on Britain due to the death toll. About one in three people were killed by it in 1348-49. When the disease decreased, life for survivors was different in a number of ways.

The Peasants Revolt

In 1381, peasants in the south began a rebellion called the Peasants' Revolt. They attacked manor houses and burned the records that showed who was a villein and was not free. The revolt was led by Wat Tyler and ultimately failed.





KS3 ACRES CHECKLIST: 7.4 The Islamic World

Across Year 7, you will be working towards achieving these ACRES (Assessed Curriculum Related Expectations). Each new topic will allow you to evidence your core knowledge and skills by the end of the year.

KNOWING WHAT	Your core knowledge about the topic	
	Start of the unit	End of the unit
I understand what a Caliphate is and where it was situated in the world.	<input type="checkbox"/> Secure <input type="checkbox"/> Insecure	
I can explain what the term 'Golden Age' means and how this can be applied to periods of time in History.		
I can identify how the Abbasid Caliphate provided advancements within many areas of society and compare these with Western Europe.		
I can explain why the Abbasid Caliphate fell and who was responsible for its downfall.		
I can use and spell correctly specific terminology connected to the topic.		

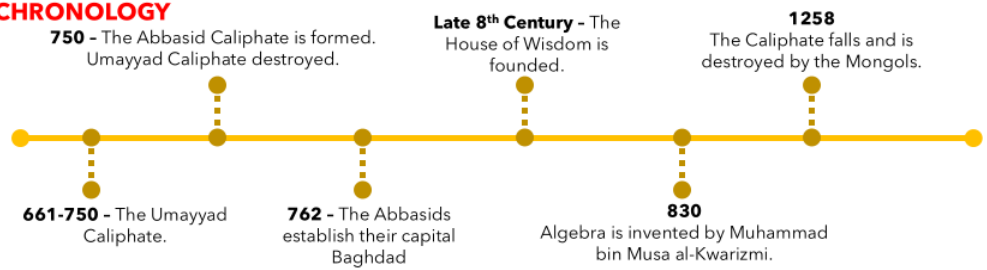
KNOWING HOW	The skills and processes you use to demonstrate your understanding	
	Start of the unit	End of the unit
Significance: I can explain why the Abbasid Caliphate contributed to the advancement of many areas such as medicine and technology	<input type="checkbox"/> Secure <input type="checkbox"/> Insecure	
Chronology: I can identify key dates connected to the Islamic Golden Age to form a chronology of events.		
Causation: I can explain why the Abbasid Caliphate is considered to be a 'golden age' and why it eventually was destroyed.		
Sources: I can analyse a source to provide an inference.		
Interpretations: I can read an interpretation and understand its argument.		



7.4 - The Islamic World Why is the Abbasid Caliphate considered to be a 'Golden Age' of Islam?

CORE CONTENT

CHRONOLOGY



The Abbasid Caliphate

The Abbasid Caliphate was a major dynasty that ruled over the Islamic Empire during its peak. Like the Umayyad Caliphate before it, the leader of the Abbasids was called the Caliph. The next Caliphate to follow was the Ottoman Empire.

The Islamic Golden Age

The Abbasid Caliphate is considered to be the 'golden age' of Islamic influence and progression. The empire oversaw many advancements in areas such as science, mathematics, medicine and technology.

The House of Wisdom

The House of Wisdom in Baghdad, Iraq, was once a centre of learning in the medieval world. Built primarily as a library, the House became the home of ancient and modern wisdom during the Islamic Golden Age.

Intellectual Powerhouses

The greatest minds flocked to the House of Wisdom bringing economic power, military strength and technological advancement. Teachings and technologies from around the world were stored within the Abbasid empire.

East and West: Societal Advancements

It is evident that during this period the East was far more advanced than the West, notably in areas such as medicine and technology. Many Europeans travelled to the Caliphate to understand these new practices.

Architecture and Medicine

Sanitation and cleanliness was at the heart of Abbasid architecture and towns. This was not the case throughout Europe where plague was rife.

The Fall of the Abbasids

In 1258, the Mongols arrived at Baghdad, the capital city of the Abbasid Caliphate. The Caliph at the time believed that Baghdad could not be conquered and refused to meet the Mongols' demands. In less than two weeks Baghdad had surrendered, and the Caliph was put to death.

KEY FIGURE

Caliph Harun al-Rashid Caliph of the Abbasid Caliphate

The fifth 'Abbasid caliph was known as the "good Harun al-Rashid" of the golden prime of the 'Abbasids. His reign was a turning point in the history of the 'Abbasid Caliphate. He is associated with the famous stories of the '1001 Nights' also known as the 'Arabian Nights'.

Despite having to deal with numerous rebellions across the empire, al-Rashid's rule was the height of the Abbasid Caliphates wealth and power. Under his rule, it remained the dominant power of the region.



TERMINOLOGY

Caliph

The chief Muslim civil and religious ruler, regarded as the successor of Muhammad. The caliph ruled in Baghdad until 1258 and then in Egypt until the Ottoman conquest of 1517.

Caliphate

The area of land and its people ruled by the Caliph. An Islamic term for empire.

Baghdad

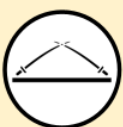
The capital of the Abbasid Caliphate. Now the modern-day capital of Iraq.

Golden Age

A golden age is a period during which a very high level of achievement is reached in a particular field of activity.

House of Wisdom

A centre of learning for the medieval world. It preserved important scholarship and knowledge from across both Europe and the Middle East.





KS3 ACRES CHECKLIST: 7.5 The Tudor Dynasty

Across Year 7, you will be working towards achieving these ACRES (Assessed Curriculum Related Expectations). Each new topic will allow you to evidence your core knowledge and skills by the end of the year.

KNOWING WHAT	Your core knowledge about the topic		KNOWING HOW	The skills and processes you use to demonstrate your understanding	
	Start of the unit	End of the unit		Start of the unit	End of the unit
I can identify key figures within the Tudor family.	<input type="checkbox"/> Secure	<input type="checkbox"/> Insecure	Significance: I can explain the importance of the reformation and Tudor family in changing religion and power within England. Chronology: I can identify key dates connected to the Tudor period to form a chronology of events. Causation: I can explain what caused the reformation to spread across Europe and how the Tudors adopted religious change. Sources: I can analyse a source to provide an inference. Interpretations: I can read an interpretation and understand its argument.	<input type="checkbox"/> Secure	<input type="checkbox"/> Insecure
I understand who was behind the reformation and the impact it had in Europe and specifically England.					
I can explain the role of religion within the reign of each Tudor/Stuart monarch from Henry VIII to James I.					
I can demonstrate an understanding of Tudor culture and explain how society developed.					
I can use and spell correctly specific terminology connected to the topic.					

7.5 - The Tudor Dynasty

To serve God or the family? How did the Reformation transform religion and power in England?

CORE CONTENT

The Reformation

The Protestant Reformation was a religious reform movement that swept through Europe in the 1500s. It resulted in the creation of a branch of Christianity called Protestantism, a name used to refer to the many religious groups that separated from the Catholic Church due to differences in doctrine.

Henry VIII

Henry VIII ruled England for 36 years, presiding over sweeping changes that brought his nation into the Protestant Reformation. He famously married a series of six wives in his search for political alliance, marital bliss and a healthy male heir.

Edward VI and Mary I

Edward VI and Mary I were the subsequent monarchs and children of Henry VIII. Edward was a Protestant and Mary I Catholic. They both oversaw seismic change to England that caused huge division and conflict amongst the population.

Elizabeth I

As an unexpected monarch, Elizabeth I felt huge pressures as soon as she took the throne in 1558. Despite difficulties around rebellion, her gender and marriage, Elizabeth I oversaw a 'Golden Age' period where trade blossomed, the navy expanded, and the Spanish Armada of 1588 was convincingly defeated.

Mary, Queen of Scots

The cousin of Elizabeth I, Mary, Queen of Scots was the legitimate Queen of Scotland but also laid claim to the throne of England. She was a figurehead for Catholic plotting and ultimately the decision was made for her to be executed.

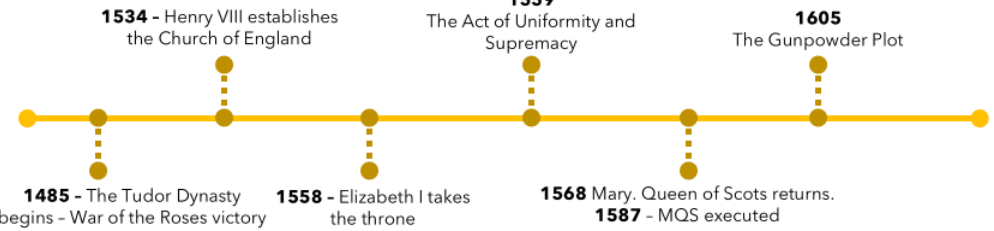
Tudor Culture

The Tudor period saw areas of culture such as theatre, sport and science develop hugely. William Shakespeare was at the forefront of entertainment whilst Sir Francis Drake furthered exploration and successfully circumnavigated the globe.

James I - Gunpowder Plot

James I took the throne in 1603 and pursued laws which would further persecute Catholics. This resulted in the 1605 Gunpowder plot to remove James I from the throne which was foiled.

CHRONOLOGY



KEY FIGURE

Queen Elizabeth I

Queen Elizabeth I was the last monarch of the Tudor dynasty, who ruled England between 1558 and 1603. The daughter of Henry VIII and Anne Boleyn, Elizabeth became Queen aged 25, at a time of political crisis. The 'Virgin Queen' never married, but instead pledged her body to England itself.

Elizabeth's path to the throne was by no means smooth. After her mother was executed at the Tower of London, the young Princess was declared illegitimate. The reigns of her brother, Edward VI and her older sister Mary I, saw England beset by religious conflict and imperivised by war.

Elizabeth was imprisoned in the Tower of London, and held under house arrest at Hampton Court Palace, on suspicion of plotting against Mary: this was a Tudor dynasty at war with itself.



TERMINOLOGY

Reformation

The religious revolution that took place in the Western church in the 16th century. This was the foundation of Protestantism.



Dynasty

A family of rulers who rule over a country for a long period of time.

Henry VIII > Edward VI > Mary I > Elizabeth I



Illegitimate

Born to a father and mother who are not married. For example, Elizabeth I was considered illegitimate in the eyes of many Catholics because they did not recognise the marriage between Henry VIII and Anne Boleyn.



Heir

An heir apparent is generally the eldest male child, who is entitled to claim the property and titles of his parent.



Heresy

A belief or opinion that does not agree with the official belief or opinion of a particular religion.

Edward VI (Protestant King) - Catholics were considered heretics.

Mary I (Catholic Queen) - Protestants were considered heretics





KS3 ACRES CHECKLIST: 7.6 The English Civil War

Across Year 7, you will be working towards achieving these ACRES (Assessed Curriculum Related Expectations). Each new topic will allow you to evidence your core knowledge and skills by the end of the year.

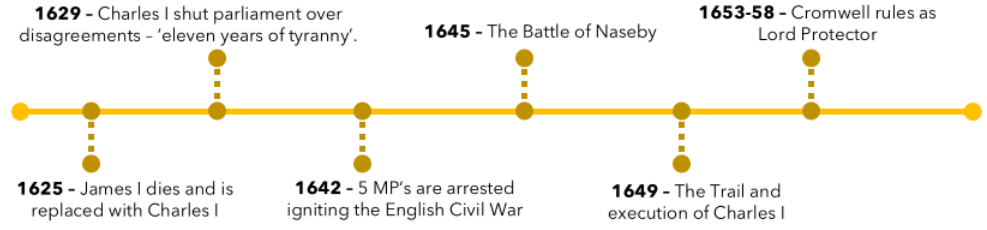
KNOWING WHAT	Your core knowledge about the topic	
	Start of the unit	End of the unit
I understand the roles of Charles I and Oliver Cromwell within the English Civil War.		
I can explain why the English Civil War broke out.		
I can describe both sides within the conflict and explain what made a Royalist and a Parliamentarian.		
I understand the concept of 'Divine Right of Kings' and can explain why the execution of Charles I was extremely controversial.		
I can use and spell correctly specific terminology connected to the topic.		

KNOWING HOW	The skills and processes you use to demonstrate your understanding	
	Start of the unit	End of the unit
Significance: I can explain the roles of the Crown and Parliament in making the 1600's a period of upheaval in England.		
Chronology: I can identify key dates connected to the English Civil War to form a chronology of events.		
Causation: I can explain what caused the outbreak of the English Civil War and the consequences of this conflict.		
Sources: I can analyse a source to provide an inference.		
Interpretations: I can read an interpretation and understand its argument.		



7.6 - The English Civil War 'Necessity hath no law' why were the 1600's a period of upheaval for Britain?

CHRONOLOGY



KEY FIGURE

King Charles I

Charles I only became heir when his brother Henry died in 1612. Charles had many admirable personal qualities, but he was painfully shy and insecure. He also lacked the charisma and vision essential for leadership. His stubborn refusal to compromise over power-sharing finally ignited civil war.



TERMINOLOGY

Divine Right of Kings

A political and religious doctrine asserting that a monarch's authority to rule comes directly from God, not from any earthly authority like the people or the parliament.

Parliament

The UK Parliament is the supreme legislative body in the United Kingdom, responsible for making and changing laws, scrutinizing the government, and debating the major issues of the day.

Parliamentarian (Roundhead)

In the English Civil War, Parliamentarians, also known as "Roundheads," were those who supported the English Parliament against King Charles I and his supporters, the Royalists.

Royalist (Cavalier)

In the English Civil War, Royalists, also known as Cavaliers, were those who supported King Charles I and his claim to the throne against the Parliamentarians.

Republic

A republic is a form of government where power is held by the people and their elected representatives, rather than by a hereditary monarch or dictator.



CORE CONTENT

King Charles I

Charles I took over from his father James I in 1625. He was keen to prove himself and spent huge amounts of money on costly wars and projects. His actions were often not popular, and this led to him consistently being in conflict with Parliament.



Parliaments Anger

Between 1625-1643 Parliaments anger increased. Spending on expensive wars with Spain and Charles I habit of enacting random taxes caused fury amongst politicians. Charles I often shut Parliament and many MP's started to think that removal of the King may be the only option.



The English Civil War 1642-1648

The English Civil War was a series of conflicts in England between supporters of King Charles I and supporters of Parliament. These arose from a struggle for power between the monarchy and Parliament, with disagreements over religious policies and taxation.



The Battle of Naseby

The Battle of Naseby, fought on June 14, 1645, was a decisive English Civil War battle where Parliament's New Model Army, led by Sir Thomas Fairfax and Oliver Cromwell, defeated the Royalist forces of King Charles I.



Execution of Charles I

King Charles I was executed on January 30, 1649, after being found guilty of high treason by Parliament. The execution took place on a scaffold erected outside the Banqueting House in Whitehall. He was beheaded by an executioner who wore a hood to conceal his identity.



Oliver Cromwell and his England

Oliver Cromwell was the first English commoner to rule as Head of State - the country's highest public representative. His extraordinary rise to power began during the English Civil Wars; he went from being a modest country gentleman to one of 59 men to sign the death warrant of Charles I.



Cromwell and Ireland

Oliver Cromwell's campaign in Ireland (1649-1653) was a brutal period marked by significant violence and land confiscation. He led an English Parliamentary army to subdue Ireland. The campaign is infamous for massacres at Drogheda and Wexford, and the subsequent widespread redistribution of land from Irish Catholics to English Protestants.





KS3 ACRES CHECKLIST: 8.1 The Industrial Revolution

Across Year 8, you will be working towards achieving these ACRES (Assessed Curriculum Related Expectations). Each new topic will allow you to evidence your core knowledge and skills by the end of the year.

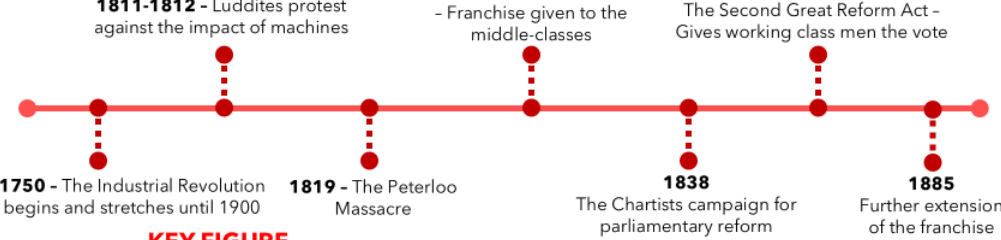
KNOWING WHAT	Your core knowledge about the topic	
	Start of the unit	End of the unit
I can identify economic changes to Britain – for example, the impact of mass production and development of transport.		
I can identify political changes to Britain – for example, the impact of the Peterloo Massacre and the Chartists.		
I can identify social changes to Britain – for example, the impact on living and working conditions		
I understand what legislation is and can identify key pieces connected to the Industrial Revolution.		
I can use and spell correctly specific terminology connected to the topic.		

KNOWING HOW	The skills and processes you use to demonstrate your understanding	
	Start of the unit	End of the unit
Significance: I can explain both the positive and negative impact of the Industrial Revolution on the population to form an overall judgement.		
Chronology: I can identify key dates connected to Industrial Revolution to form a chronology of events.		
Causation: I can identify and explain the key events that caused social, political and economic change.		
Sources: I can analyse a source to provide inferences and form a judgement.		
Interpretations: I can read an interpretation, understand its argument and respond with my own judgement.		



8.1 - The Industrial Revolution How far did people's lives improve during the Industrial Revolution?

CHRONOLOGY



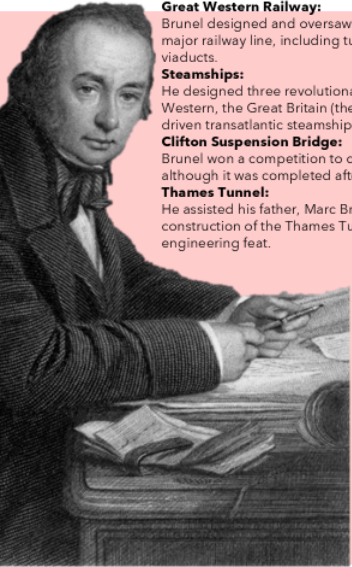
KEY FIGURE

Isambard Kingdom Brunel

Isambard Kingdom Brunel was a brilliant 19th-century British civil and mechanical engineer, renowned for his innovative designs in tunnels, bridges, railways, and steamships. He was a key figure in the Industrial Revolution, pushing the boundaries of engineering and public transportation.

Key Achievements:

- Great Western Railway:** Brunel designed and oversaw the construction of this major railway line, including tunnels, bridges, and viaducts.
- Steamships:** He designed three revolutionary steamships: the Great Western, the Great Britain (the first large propeller-driven transatlantic steamship), and the Great Eastern.
- Clifton Suspension Bridge:** Brunel won a competition to design this iconic bridge, although it was completed after his death.
- Thames Tunnel:** He assisted his father, Marc Brunel, in the design and construction of the Thames Tunnel, a major engineering feat.



TERMINOLOGY

Revolution

The period of time during which work began to be done more by machines in factories than by hand at home.



The Great Reform Acts - 1832 and 1865

A landmark piece of legislation in the United Kingdom that significantly altered the British electoral system



Mass Production

A method of manufacturing that involves producing large quantities of standardized goods, often using assembly lines and specialized machinery.



Industrialisation

The period of social and economic change where a society transitions from an agrarian (agricultural) economy to one based on industry and manufacturing.



Bryant and May - Match Girl Strike

In 1888, the women and girls employed by Bryant & May in London's East End went on strike. This prompted a wave of activism now known as New Unionism.



The Chartist Movement

The Chartist movement was a working-class political movement in 19th-century Britain that advocated for social and political reforms. It emerged from disappointment with the 1832 Reform Act and gained momentum with the publication of the "People's Charter" in 1838, which outlined six key demands.

CORE CONTENT

Industrial Change in Britain

The Industrial Revolution, which took place between 1750 - 1900, was a period of great change in Britain. There were huge technological advances which had an impact on every aspect of life. These technological advances were happening while the British Empire was growing.



Working Conditions: Factory Children

During the Industrial Revolution, children were widely employed in factories, often working long hours for low wages. Many children, even as young as four or five, worked the same shifts as adults, sometimes enduring 12 to 14-hour days.



Industrial Job Types

The Industrial Revolution created a wide array of new jobs, transforming the economy from agrarian to manufacturing-based. Key industries included textiles, mining, and transportation, with factories becoming central to production.



Living Conditions in Industrial Britain

Living conditions in industrial Britain were generally very poor for the working class. Overcrowding, poor sanitation, and a lack of fresh water were common, leading to the spread of disease.



Transport Development

Transportation development in industrial Britain was crucial for its economic transformation, with advancements in roads, canals, and especially railways playing a key role.



The Peterloo Massacre

The Peterloo Massacre was a violent confrontation that occurred on August 16, 1819, in Manchester, England. A peaceful protest of around 60,000 people, who were advocating for parliamentary reform and voting rights, was attacked by armed cavalry.





KS3 ACRES CHECKLIST: 8.2 The Transatlantic Slave Trade

Across Year 8, you will be working towards achieving these ACRES (Assessed Curriculum Related Expectations). Each new topic will allow you to evidence your core knowledge and skills by the end of the year.

KNOWING WHAT	Your core knowledge about the topic	
	Start of the unit	End of the unit
I can identify the reasons that contributed to the growth of the Transatlantic slave trade.		
I understand and can describe the experiences of enslaved people using specific case studies.		
I understand the concept of abolitionism, its aims and can identify the key figures of the movement.		
I can explain the legacy of the Transatlantic slave trade on the nation and local area.		
I can use and spell correctly specific terminology connected to the topic.		

KNOWING HOW	The skills and processes you use to demonstrate your understanding	
	Start of the unit	End of the unit
Significance: I can explain how the Transatlantic slave trade impacted lives, localities and nations.		
Chronology: I can identify key dates connected to the Transatlantic slave trade to form a chronology of events.		
Causation: I can identify and explain the key events that caused the Transatlantic slave trade to grow and decline.		
Sources: I can analyse a source to provide inferences and form a judgement.		
Interpretations: I can read an interpretation, understand its argument and respond with my own judgement.		

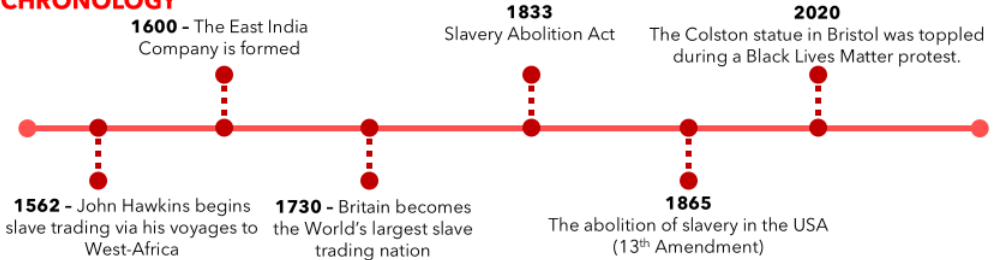


8.2 - The Transatlantic Slave Trade

How did the Transatlantic Slave Trade impact lives, localities and nations?

CORE CONTENT Development of the Slave Trade

CHRONOLOGY



The transatlantic slave trade began with European exploration and colonization of the Americas, driven by the need for labour on plantations.

Trade Triangle and Middle Passage

The Triangular Trade was a system of trade routes connecting Europe, Africa, and the Americas, with a focus on the trade of enslaved Africans. The Middle Passage specifically refers to the brutal transatlantic journey.

Arrival in the Americas

After enduring the horrific Middle Passage, where they were crammed into ships under brutal conditions, enslaved Africans were then subjected to auctions and forced into a life of plantation labour.

Life of Plantations

Life on plantations, particularly those in the Americas during the era of slavery, was characterized by brutal and dehumanizing conditions. Enslaved people were forced to work long hours, often from dawn to dusk, under the supervision of overseers.

Resistance and Escape

Resistance and escape were inherent parts of the slave trade, with enslaved people employing various methods to challenge their bondage. These included both active and passive forms of resistance.

Abolition of the Slave Trade

The British slave trade was abolished in 1807, while slavery itself was abolished throughout the British Empire in 1833. The 1807 Act specifically outlawed the buying and selling of enslaved people in the British colonies but did not end the practice of slavery itself.

American Civil War and the Slave Trade

The American Civil War (1861-1865) was fundamentally driven by the issue of slavery and its expansion, with the Confederacy seceding from the Union primarily due to disagreements about the role of slavery in the nation.



KEY FIGURE

Olaudah Equiano - Abolitionist
Olaudah Equiano, also known as Gustavus Vassa, was an 18th-century African writer and abolitionist who was kidnapped from his village in Nigeria at the age of 11 and sold into slavery. He eventually bought his freedom and became a prominent voice in the British abolitionist movement.

His autobiography, *The Interesting Narrative of the Life of Olaudah Equiano*, is a powerful first-hand account of the horrors of the transatlantic slave trade and the experience of slavery.



The Trade Triangle

The triangular trade route, was a system of transatlantic trade routes that operated during the 16th to 19th centuries. It involved the exchange of goods and enslaved people between Europe, Africa, and the Americas.



The Middle Passage

The Middle Passage refers to the forced journey made by enslaved Africans to the Americas. It was the second leg of the triangular trade route, where enslaved people were transported to be sold.



Plantations

A plantation was a large agricultural estate, particularly common in tropical and subtropical regions, that focused on the mass production of cash crops like sugar, cotton, or tobacco, often using forced labour, including enslaved people.



Abolitionists

An abolitionist was a person who actively advocated for the end of slavery and the slave trade.



Scramble Auction

A "scramble" was a type of slave auction where buyers would rush to grab enslaved people, similar to a "grab and go" scenario. This chaotic method was used in the Atlantic slave trade.





KS3 ACRES CHECKLIST: 8.3 The British Empire

Across Year 8, you will be working towards achieving these ACRES (Assessed Curriculum Related Expectations). Each new topic will allow you to evidence your core knowledge and skills by the end of the year.

KNOWING WHAT	Your core knowledge about the topic	
	Start of the unit	End of the unit
I can identify nations within the British Empire.		
I can explain the impact of colonisation upon countries within the British empire.		
I can evaluate the extent to which the British Empire was a 'force for good' regarding specific nations.		
I can discuss how views on the legacy of the British Empire have changed over time.		
I can use and spell correctly specific terminology connected to the topic.		

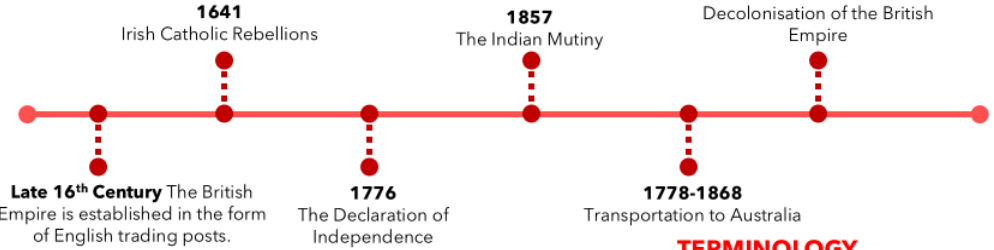
KNOWING HOW	The skills and processes you use to demonstrate your understanding	
	Start of the unit	End of the unit
Significance: I can explain how the British Empire impacted specific nations as it grew.		
Chronology: I can identify key dates connected to the British Empire to form a chronology of events.		
Causation: I can identify the motivations behind colonisation and the consequences of empire building.		
Sources: I can analyse a source to provide inferences and form a judgement.		
Interpretations: I can read an interpretation, understand its argument and respond with my own judgement.		

8.3 - The British Empire

What did 'colonisation' mean to different countries as the British Empire grew?

CORE CONTENT What was the British Empire?

CHRONOLOGY



KEY FIGURE Cecil Rhodes - Controversial Businessman and Politician

Cecil Rhodes was a British businessman, mining magnate, and politician who played a significant role in the expansion of the British Empire in Southern Africa during the late 19th century.

He is known for his role in founding the territory of Rhodesia (now Zimbabwe and Zambia) and for establishing the Rhodes Scholarship program.



However, his legacy is also controversial due to his role in colonialism and his promotion of racial ideologies.



TERMINOLOGY Colonialism

Colonialism is the practice of domination, where one country or power exerts control over another territory, often involving the subjugation of its people and exploitation of resources.



Empire

An empire is a political entity, typically consisting of a dominant nation and controlled territories or peoples, often established through conquest or expansion.



Mutiny (Indian Mutiny 1857)

A mutiny is a revolt or rebellion against authority, typically within a military or naval context.



Transportation

A form of punishment where convicts were sent to Australia for a set period to serve their sentences.



The British Empire was a vast network of territories and colonies ruled by Great Britain, making it the largest empire in history. It spanned centuries, with its peak occurring in the late 19th and early 20th centuries, encompassing a quarter of the world's landmass.



Ireland and the British Empire

Ireland's relationship with the British Empire was complex and encompassed periods of colonization, conflict, and eventual independence.



America and the British Empire

The British established thirteen colonies in North America, which eventually declared independence and formed the United States of America.



India and the British Empire

India was often referred to as the "jewel in the crown". From the 18th century, the British East India Company gradually gained control. This period saw significant economic exploitation of India.



Australia and the British Empire

Australia was a British colony from 1788 to 1901, established initially as a penal colony and later developing into a collection of self-governing colonies.



The Impact of Empire (Cecil Rhodes)

He expanded British influence in Africa, controlled the diamond market, and established the Rhodes Scholarships. However, he also implemented policies that disenfranchised Black South Africans, laying the groundwork for apartheid, and his actions are widely condemned for their exploitative and oppressive nature.



Legacy

Legacy can also refer to the consequences, results, or effects of a past event or period.



Legacy of the British Empire

The British Empire's legacy is vast and multifaceted, encompassing both positive and negative impacts on societies and cultures worldwide. While it brought advancements like infrastructure (railways, roads) and education to some regions, it also involved exploitation, violence, and the suppression of local cultures.

KS3 ACRES CHECKLIST: 8.4 Migration to Britain

Across Year 8, you will be working towards achieving these ACRES (Assessed Curriculum Related Expectations). Each new topic will allow you to evidence your core knowledge and skills by the end of the year.

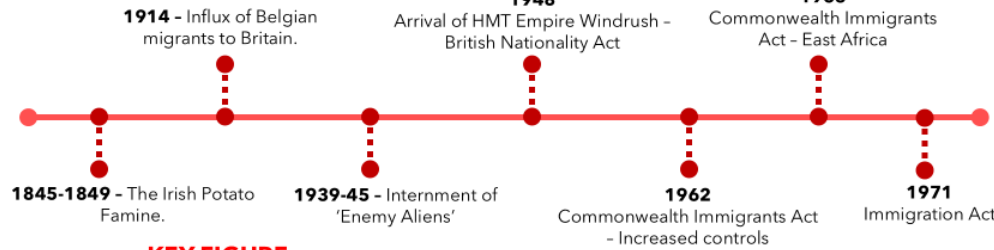
KNOWING WHAT	Your core knowledge about the topic	
	Start of the unit	End of the unit
I can identify a range of nations that have contributed to migration to Britain.	<input type="checkbox"/>	<input type="checkbox"/>
I can explain the impact of migration upon Britain.	<input type="checkbox"/>	<input type="checkbox"/>
I can explain how attitudes towards migrants changed over time.	<input type="checkbox"/>	<input type="checkbox"/>
I can explain the experiences of migrants to Britain.	<input type="checkbox"/>	<input type="checkbox"/>
I can use and spell correctly specific terminology connected to the topic.	<input type="checkbox"/>	<input type="checkbox"/>

KNOWING HOW	The skills and processes you use to demonstrate your understanding	
	Start of the unit	End of the unit
Significance: I can explain the impact of migration on Britain from different nations and regions.	<input type="checkbox"/>	<input type="checkbox"/>
Chronology: I can identify key dates connected to migration to Britain to form a chronology of events.	<input type="checkbox"/>	<input type="checkbox"/>
Causation: I can identify what caused people to migrate to Britain and the consequences of their settlement.	<input type="checkbox"/>	<input type="checkbox"/>
Sources: I can analyse a source to provide inferences and form a judgement.	<input type="checkbox"/>	<input type="checkbox"/>
Interpretations: I can read an interpretation, understand its argument and respond with my own judgement.	<input type="checkbox"/>	<input type="checkbox"/>

8.4 - Migration to Britain

What was the experience for migrants to Britain from near and far?

CHRONOLOGY



KEY FIGURE
HMT Empire Windrush
 The term "Windrush" refers to both a ship and a generation of people.

The ship, HMT Empire Windrush, was a British troopship that arrived in the UK in 1948 carrying hundreds of passengers from the Caribbean. The "Windrush generation" is a term used to describe the people who migrated



to the UK from Caribbean Commonwealth countries between 1948 and 1973, with the arrival of the Empire Windrush being a pivotal moment.



Commonwealth
 The Commonwealth is a voluntary association of 56 independent countries, almost all of which were formerly under British rule. The origins of the Commonwealth come from Britain's former Empire.

TERMINOLOGY
Migration
 The movement of people from one place to another

Famine (Blight)
 Famine is severe and prolonged hunger in a substantial proportion of the population of a region or country.

Push Factor
 A negative circumstance or condition that motivates people to leave their current location and migrate elsewhere.

Pull Factor
 A reason that attracts people to move to a new location

CORE CONTENT

Irish Migration to Britain 1750-1900
 Factors like economic hardship in Ireland, particularly during the Great Famine, and later, during the 20th century, have spurred large waves of emigration.

European Migration to Britain 1750-1900
 Britain and Europe have been closely entwined for centuries. Many Europeans have migrated to Britain for economic, social and religious reasons as well as due to conflict.

African Migration to Britain 1750-1900
 African migration to Britain has a long history, with patterns shifting over time due to factors like slavery, colonialism, and economic changes. The transatlantic slave trade significantly shaped migration, creating a large African-Caribbean diaspora that later contributed to post-World War II migration.

Chinese Migration to Britain 1750-1900
 Chinese migration to Britain has occurred in distinct waves over centuries, with early presence linked to the East India Company and later surges driven by global events and economic shifts. There is a significant Chinese community here in Liverpool.

Impacts of WWI/WWII on Migration
 Both WWI and WWII impacted migration patterns to Britain, primarily due to labour shortages and political instability. The wars led to increased immigration, particularly from war-torn countries, to fill labour gaps and rebuild the nation.

Caribbean Migration to Britain in the 1950's
 Caribbean migration to the UK, particularly the Windrush generation, involved significant movement from the Caribbean to Britain after World War II, primarily between 1948 and 1973. Many were seeking better economic opportunities and a chance to contribute to post-war Britain. This migration, while contributing culturally and economically, also led to challenges.

How did attitudes towards migration after WWII
 Initially, there was a push to encourage migration to fill labor shortages, especially in industries and public services. However, as more migrants arrived, particularly from former colonies, prejudice and discrimination grew, leading to social tensions and debates about national identity and integration.

KS3 ACRES CHECKLIST: 8.5 Women's Suffrage

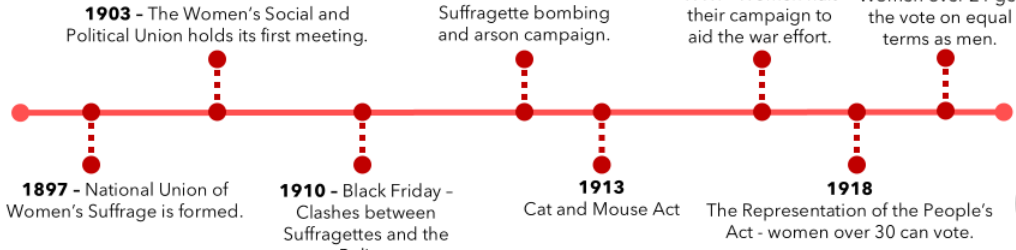
Across Year 8, you will be working towards achieving these ACRES (Assessed Curriculum Related Expectations). Each new topic will allow you to evidence your core knowledge and skills by the end of the year.

KNOWING WHAT	Your core knowledge about the topic	
	Start of the unit	End of the unit
I can explain the difference between Suffragettes and Suffragists.		
I can describe why women wanted to achieve suffrage.		
I can describe the arguments against women's suffrage.		
I can make a judgement on whether the Suffragettes were more successful in achieving change than the Suffragists.		
I can use and spell correctly specific terminology connected to the topic.		

KNOWING HOW	The skills and processes you use to demonstrate your understanding	
	Start of the unit	End of the unit
Significance: I can explain the impact of migration on Britain from different nations and regions.		
Chronology: I can identify key dates connected to migration to Britain to form a chronology of events.		
Causation: I can identify what caused people to migrate to Britain and the consequences of their settlement.		
Sources: I can analyse a source to provide inferences and form a judgement.		
Interpretations: I can read an interpretation, understand its argument and respond with my own judgement.		

8.5 - Women and Protest 'Deeds not words' to what extent were the Suffragettes a force for change?

CHRONOLOGY



KEY FIGURE

Emmeline Pankhurst - Leader of the Women's Social and Political Union

Emmeline Pankhurst was a key figure in the British suffragette movement, dedicated to securing voting rights for women. She co-founded the Women's Social and Political Union (WSPU), which employed direct action and civil disobedience tactics, including demonstrations and property damage, to challenge the status quo and pressure the government.

Her leadership and the WSPU's actions significantly contributed to the eventual granting of women's suffrage in the UK.



TERMINOLOGY

Suffrage
The right to vote in political elections.



Suffragette
A woman who used militant means to campaign for female suffrage. For example, attacking property. A member of the WSPU.



Suffragist
A woman who used peaceful methods to campaign for female suffrage. For example, petitioning the government. A member of the NUWSS.



Militant
A willingness to use force or strong pressure to achieve aims.



Petition

A petition is a formal, written request addressed to an authority, such as a government, court, or other official body.



The impact of WWI on votes for women

WWI accelerated the granting of the vote to some women in the UK, though not solely as a reward for their wartime efforts. Women took on new roles in factories, nursing, and agriculture, making their contributions visible and gaining confidence and respect, which provided a basis for demanding political rights.

CORE CONTENT

What was the position of women in 1900?

By 1900, the position of women was largely restricted to the domestic sphere, with significant legal/social inequalities persisting, though some improvements were beginning to emerge. Women lacked full political rights, faced limited educational and professional opportunities, and their legal status was inferior to men's, particularly after marriage.

Arguments against women's suffrage

Anti-suffragists argued that most women did not want the vote and that they took care of the home and children, they said women did not have time to vote or stay updated on politics. Some argued women lacked the expertise or mental capacity to offer a useful opinion about issues.

Suffragettes and their tactics

Suffragettes were militants in the British women's suffrage movement who used the motto "deeds not words" to achieve their goals, employing tactics such as civil disobedience, property damage, arson, hunger strikes, and chaining themselves to railings.

Suffragists and their tactics

Suffragists, primarily associated with organisations like the NUWSS employed peaceful, law-abiding, and gradualist tactics to achieve women's suffrage. Their methods included holding rallies and marches, publishing leaflets, engaging in debates and lobbying Members of Parliament (MPs).

Emily Davison

Emily Wilding Davison was a prominent English suffragette who died after suffering a serious injury while running onto the track at the 1913 Epsom Derby, in an effort to win women the right to vote. Her funeral was a massive, symbolically important event for the suffrage movement.

British reaction to the Suffrage movement

Public reaction ranged from sympathy to outright hostility, leading to violent confrontations and the implementation of repressive measures like the "Cat and Mouse Act" by the government. However, the movement's actions and increasing public awareness, combined with women's changing roles during World War I, eventually shifted perceptions and led to the Representation of the People Act 1918, which granted limited suffrage to women.





KS3 ACRES CHECKLIST: 8.6 Protest in Britain

Across Year 8, you will be working towards achieving these ACRES (Assessed Curriculum Related Expectations). Each new topic will allow you to evidence your core knowledge and skills by the end of the year.

KNOWING WHAT	Your core knowledge about the topic	
	Start of the unit	End of the unit
I can define what a protest is and its aims.	<input type="checkbox"/> Secure <input type="checkbox"/> Insecure	
I can identify key examples of protest that delivered change.		
I can identify key figures within specific protests and explain their impact.		
I can make a judgement on whether protest has helped or hindered the people of Britain.		
I can use and spell correctly specific terminology connected to the topic.		

KNOWING HOW	The skills and processes you use to demonstrate your understanding	
	Start of the unit	End of the unit
Significance: I can explain the impact of migration on Britain from different nations and regions.	<input type="checkbox"/> Secure <input type="checkbox"/> Insecure	
Chronology: I can identify key dates connected to migration to Britain to form a chronology of events.		
Causation: I can identify what caused people to migrate to Britain and the consequences of their settlement.		
Sources: I can analyse a source to provide inferences and form a judgement.		
Interpretations: I can read an interpretation, understand its argument and respond with my own judgement.		

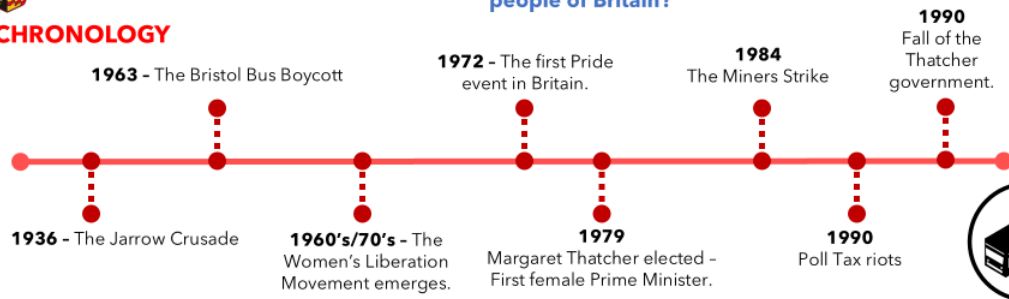


8.6 - Protest Continued...

Powerful or pathetic? To what extent has protest benefitted the people of Britain?

CORE CONTENT

CHRONOLOGY



KEY FIGURE

Margaret Thatcher - Prime minister 1979-1990

Margaret Thatcher (1925-2013) was a British Conservative Party politician who served as the Prime Minister of the United Kingdom from 1979 to 1990.

As the first woman to hold the office, she was one of the most influential and polarizing figures of 20th-century British politics. Her policies, which became known as "Thatcherism," decisively broke with the post-war political consensus of broad government intervention.

Her legacy remains a subject of intense debate. Supporters credit her with revitalizing the British economy and restoring national confidence. Critics point to increased social inequality, high unemployment during her early years, and the devastating impact of industrial closures on mining and manufacturing communities.



TERMINOLOGY

Protest
An occasion when people show that they disagree strongly with something.



Boycott
A boycott is an act of nonviolent, voluntary abstention from a product, person, organisation, or country as an expression of protest.



Picket Line
A picket line is the description given to those who gather outside or near the entrance of the workplace.



Feminism
A movement to put an end to sexism, sexist exploitation, and oppression and to achieve full gender equality in law and in practice.



Poll Tax

The Community Charge, known as the Poll Tax, was a system of local taxation introduced by Margaret Thatcher's government whereby each taxpayer was taxed the same fixed sum.



The impact of the Poll Tax

The Poll Tax's main impact was widespread public and political opposition, leading to riots, civil disobedience, and a significant rebellion within the Conservative Party, ultimately causing its abolition by Margaret Thatcher's government and its replacement with the Council Tax. While intended to make local government funding fairer and more accountable, the flat-rate tax was perceived as unfair and regressive, particularly by lower-income individuals, and triggered massive protests that damaged the government's standing and Thatcher's political career.

The Jarrow Crusade

The Jarrow Crusade was a 1936 protest march by 200 unemployed men from Jarrow, England, to London to present a petition to Parliament against the severe unemployment caused by the closure of the local shipbuilding yard. The 300-mile, 25-day trek gained national attention but failed to produce immediate government intervention.



The Bristol Bus Boycott

The Bristol Boycott refers to the Bristol Bus Boycott of 1963, a landmark civil rights protest against the Bristol Omnibus Company's discriminatory policy of refusing to employ Black and Asian people as bus drivers and conductors. A four-month boycott paved the way for the UK's first Race Relations Act in 1965.



The LGBT Community

The LGBTQ+ community in Britain engages in protest to demand rights and resist discrimination, a practice that began with the Gay Liberation Front (GLF) in the 1970s and continues today through events like Pride.



Women's Liberation Movement

The UK Women's Liberation Movement, emerging in the late 1960s and 1970s, was a grassroots movement that aimed to challenge and dismantle patriarchal structures and achieve women's liberation. It was a diverse movement, characterised by local groups, national conferences, and various campaigns addressing issues like equal pay, reproductive rights, and freedom from violence.



The Miner's Strike 1984

The 1984 Miners' Strike was a year-long industrial dispute in Britain between the National Union of Mineworkers (NUM) and Margaret Thatcher's Conservative government. Miners struck to prevent the National Coal Board (NCB) from closing coal mines, which the government saw as a necessary economic measure, but the NUM viewed as an attack on their livelihoods and communities.



KS3 ACRES CHECKLIST: 9.1 World War I

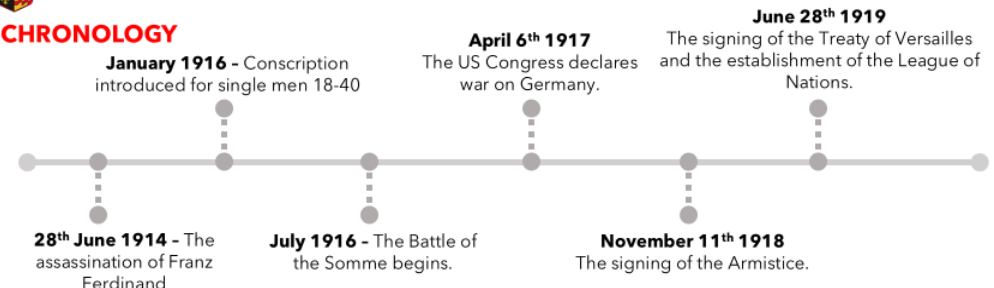
Across Year 9, you will be working towards achieving these ACRES (Assessed Curriculum Related Expectations). Each new topic will allow you to evidence your core knowledge and skills by the end of the year.

KNOWING WHAT	Your core knowledge about the topic	
	Start of the unit	End of the unit
I can identify the long-term causes of WWI and provide a definition for each.		
I understand the concept of a 'spark' event within history and can explain how this connects to WWI.		
I can explain why trench warfare developed during the conflict and describe the experiences of soldiers.		
I can explain the impact of WWI on the British people. Notably the impact of conscription and the 'Home Front'.		
I can use and spell correctly specific terminology connected to the topic.		

KNOWING HOW	The skills and processes you use to demonstrate your understanding	
	Start of the unit	End of the unit
Significance: I can explain why WWI was a significant world event.		
Chronology: I can identify key dates connected to WWI to form a chronology of events.		
Causation: I can identify the long and short-term causes of WWI and evaluate their importance.		
Sources: I can analyse a source to provide inferences, form a judgement and evaluate its provenance.		
Interpretations: I can read an interpretation, understand its argument and agree or disagree using my own knowledge.		

9.1 - World War I Did the world go to war by 'accident' or 'choice' in 1914?

CHRONOLOGY



KEY FIGURE
Kaiser Wilhelm II - Emperor of German
 Kaiser Wilhelm II was the last German Emperor (Kaiser) and King of Prussia, ruling from 1888 to 1918.



He is known for his role in escalating tensions leading to World War I, particularly through his aggressive foreign policy and naval buildup.

This approach from the Kaiser led to strained tensions with other European powers such as Britain, France and Russia.

CORE CONTENT

What were the long-term causes of WWI?
 The long-term causes of WWI were nationalism, imperialism, militarism, and the alliance system. These factors created a volatile environment in Europe leading up to the assassination of Archduke Franz Ferdinand, which then triggered the war.

The assassination of Archduke Franz Ferdinand
 The assassination of Archduke Franz Ferdinand was a pivotal event that triggered World War I. A Serbian nationalist, Gavrilo Princip, shot and killed the Archduke. This act of violence, fueled by Serbian nationalist ambitions and tensions in the Balkans, led to a series of diplomatic crises and ultimately, the outbreak of the war.

The Schlieffen Plan 1897
 The Schlieffen Plan was Germany's pre-World War I military strategy to avoid a two-front war by quickly defeating France before turning their forces east to fight Russia.

Trench Life
 Trench life in World War I was characterised by extreme hardship and squalor. Soldiers lived in muddy, rat-infested trenches for extended periods, facing constant threats from enemy fire, disease, and the elements. Conditions were exacerbated by the lack of hygiene, leading to widespread illnesses like trench foot and infections.

Conscription during WWI
 During World War I, conscription, or mandatory military service, was introduced in Britain due to the high number of casualties and the decline in voluntary enlistment. The Military Service Act of 1916 initially applied to single men aged 18-41 and was later extended to include married men and older age groups.

The Home Front in Britain
 The British home front during WWI was the entire population's effort to support the war. It involved a massive shift in daily life, with many citizens, notably women working in industries to produce war supplies, facing potential dangers like bombing raids, and eventually enduring food rationing.

The forgotten armies of WWI
 During WWI, many soldiers from Africa, the Caribbean, and Asia, served in the British army, but their contributions were often overlooked or deliberately minimized due to racial and colonial biases. These 'forgotten armies' played crucial roles in various capacities, from frontline combat to vital labor and support roles.

TERMINOLOGY
Militarism
 The belief or policy that a nation should maintain a strong military and be prepared to use it aggressively to achieve national goals.

Alliances
 A network of agreements between countries, often promising military support to each other.

Imperialism
 The policy of extending a country's power and influence through colonization, military force, or economic control over other territories.

Nationalism
 A strong feeling of pride in and devotion to one's country.

Assassination
 The willful killing, by a sudden, secret, or planned attack, of a person—especially if prominent or important.





KS3 ACRES CHECKLIST: 9.2 The Russian Revolution

Across Year 9, you will be working towards achieving these ACRES (Assessed Curriculum Related Expectations). Each new topic will allow you to evidence your core knowledge and skills by the end of the year.

KNOWING WHAT	Your core knowledge about the topic	
	Start of the unit	End of the unit
I understand who the Tsar is and what Russia was like as a nation before the Bolshevik uprising.	<input type="checkbox"/> Secure <input type="checkbox"/> Insecure	
I can explain the reasons for the Russian Revolution and the roles played by key individuals.		
I can identify the issues faced by the newly formed Soviet Union.		
I understand how Stalin achieved power and form a judgement regarding the impact he had on the USSR.		
I can use and spell correctly specific terminology connected to the topic.		

KNOWING HOW	The skills and processes you use to demonstrate your understanding	
	Start of the unit	End of the unit
Significance: I can explain why the Russian revolution had a significant impact in the region and wider world.	<input type="checkbox"/> Secure <input type="checkbox"/> Insecure	
Chronology: I can identify key dates connected to the Russian Revolution to form a chronology of events.		
Causation: I can identify the causes of the Russian Revolution and the key figures behind its success.		
Sources: I can analyse a source to provide inferences, form a judgement and evaluate its provenance.		
Interpretations: I can read an interpretation, understand its argument and agree or disagree using my own knowledge.		



9.2 - The Russian Revolution How did Russia become the world's first Communist state?

CORE CONTENT

CHRONOLOGY



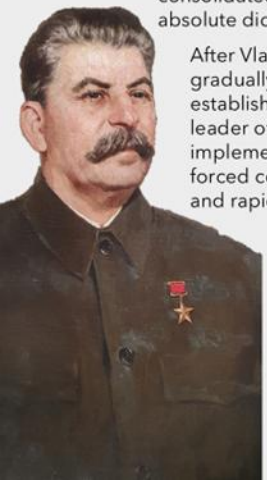
KEY FIGURE

Joseph Stalin - General Secretary of the Communist Party

He rose to become the dictator of the Soviet Union, leading the country from 1924 until his death in 1953. Initially, he governed as part of a collective leadership, but by the 1930s, he had consolidated power and ruled as an absolute dictator.

After Vladimir Lenin's death, Stalin gradually eliminated his rivals and established himself as the sole leader of the Soviet Union. He implemented policies such as forced collectivization of agriculture and rapid industrialization.

His rule was marked by political repression, including the Great Purge, which involved mass arrests, executions, and imprisonment in labour camps (gulags). Millions of people died as a result of his policies.



TERMINOLOGY

Communism

A political and economic ideology that advocates for a society where the means of production are owned by the community, rather than by individuals or private entities.



Soviet

An elected local, district, or national council in the former Soviet Union.



Tsar

The title of the ruler of Russia, a monarch who held supreme power.



Russian Orthodox Church

A branch of Christianity that played a crucial role in maintaining the power of the Tsar within Russia.



Collectivisation

The process of consolidating small, privately owned farms into larger, state-controlled collective farms. This led to major famine and many deaths within the Soviet Union.



What was Tsarist Russia?

Tsarist Russia was the autocratic monarchy that ruled Russia from the late 16th century until its collapse in 1917. The Tsars, members of the Romanov dynasty, held absolute power, believing they ruled by divine right.



Tsarist Russia: Fertile for Revolution?

Russia's fertile ground for revolution stemmed from factors including discontent with the Tsarist regime, economic hardship, and social inequality. The country's involvement in WWI exacerbated these issues, leading to widespread suffering, military defeats, and ultimately, the collapse of the old order.



How did the Bolsheviks seize power?

The Bolsheviks came to power in Russia through the October Revolution (also known as the Bolshevik Revolution) of 1917. Power was seized from the Provisional government of the time.



How was the Soviet Union established?

The Russian civil war followed the revolution of 1917 and was fought between the Bolshevik 'Reds' and the anti-Bolshevik Whites. By 1922 the United Soviet of Socialist Republics was established.



Vladimir Lenin

Lenin was the leader of the Bolsheviks and the 1917 revolution. His charisma and simple promise of 'Peace, Bread and Land' resulted in him securing considerable support throughout Russia.



Leon Trotsky

Trotsky aided Lenin in both the revolution and establishment of the USSR. He led the 'Red' army during the civil war. After Lenin's death, Trotsky was considered a dangerous rival by Stalin and was eventually exiled and assassinated.



Stalin's Russia

Joseph Stalin's rule over the Soviet Union from 1924 until his death in 1953 was characterized by a centralized, command economy, rapid industrialization, and forced collectivization of agriculture, all while maintaining tight political control.

KS3 ACRES CHECKLIST: 9.3 World War II

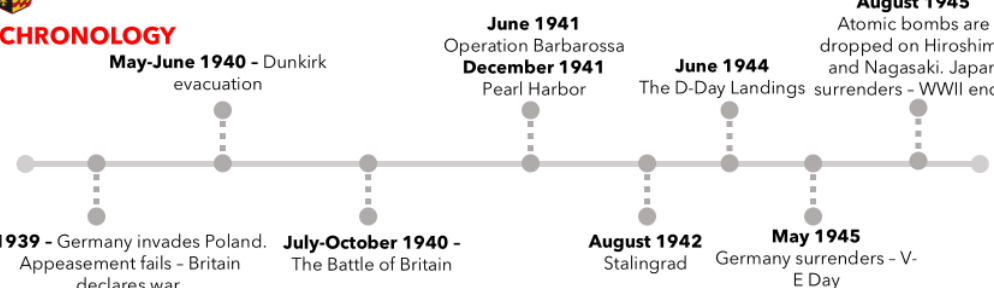
Across Year 9, you will be working towards achieving these ACRES (Assessed Curriculum Related Expectations). Each new topic will allow you to evidence your core knowledge and skills by the end of the year.

KNOWING WHAT	Your core knowledge about the topic	
	Start of the unit	End of the unit
I can explain the impact of the Treaty of Versailles on Germany.		
I can explain why the failure of the League of Nations and the policy of appeasement contributed to WWII.		
I can identify key battles within the conflict and evaluate their importance in the defeat of Nazi Germany.		
I can identify key individuals within WWII and explain their contribution to the initiation and ending of the conflict.		
I can use and spell correctly specific terminology connected to the topic.		

KNOWING HOW	The skills and processes you use to demonstrate your understanding	
	Start of the unit	End of the unit
Significance: I can explain why WWII was a significant world event.		
Chronology: I can identify key dates connected to WWII to form a chronology of events.		
Causation: I can identify the long and short-term causes of WWII and evaluate their importance.		
Sources: I can analyse a source to provide inferences, form a judgement and evaluate its provenance.		
Interpretations: I can read an interpretation, understand its argument and agree or disagree using my own knowledge.		

9.3 - World War II Why did Fascism flourish and then fall?

CHRONOLOGY



KEY FIGURE
Sir Winston Churchill - Prime Minister of the United Kingdom
 Winston Churchill was a prominent British statesman, best known for his leadership as Prime Minister during World War II. He served as Prime Minister twice, first from 1940 to 1945, leading Britain through the darkest days of the war, and again from 1951 to 1955.

Churchill's most celebrated role was as the wartime Prime Minister. He rallied the nation against Nazi Germany, delivering powerful speeches that inspired the British people and secured crucial alliances with the United States and the Soviet Union.

Churchill remains a significant figure in British history, admired for his resilience, courage, and eloquent leadership during a time of national crisis. However, his legacy is also complex, with some aspects of his views, regarding colonialism and race, drawing criticism.



CORE CONTENT

Treaty of Versailles
 The Treaty of Versailles was a peace settlement signed after World War One. The treaty severely punished Germany by taking away territory and overseas colonies and forcing her to pay huge reparations that ultimately it could not afford.

Neville Chamberlain: Appeasement
 Neville Chamberlain, the British Prime Minister, was keen to avoid war. He believed this could be achieved through negotiation, agreements and diplomacy. His policy was to appease Hitler, which usually meant giving in to Hitler's territorial demands.

Evacuation of Dunkirk
 The Dunkirk evacuation, also known as Operation Dynamo, was a large-scale operation to evacuate British and French troops from the beaches and harbor of Dunkirk, France, facing overwhelming German forces, over 338,000 soldiers were rescued.

The Battle of Britain
 The Battle of Britain was a crucial aerial campaign during World War II, fought between the Royal Air Force (RAF) and the German Luftwaffe from July to October 1940. It was the first major battle fought entirely in the air and a turning point in the war, as the RAF's victory prevented a German invasion of Britain.

The Eastern Front: Operation Barbarossa and Stalingrad
 Operation Barbarossa was the surprise Nazi invasion of the USSR, subsequently came the siege of Stalingrad where the Soviet Union claimed victory and began to push the Germans back from the East.

USA entry to WWII: Pearl Harbor
 The US entered World War II primarily due to the attack on Pearl Harbor by Japan on December 7, 1941. This surprise attack resulted in significant casualties and damage to the US Pacific Fleet, galvanizing public opinion and leading to a declaration of war against Japan.

The end of WWII: Hiroshima and Nagasaki
 The bombing of Hiroshima on August 6, 1945, was a pivotal moment in the end of World War II in Asia. The atomic bombing of Hiroshima, followed by Nagasaki three days later, led to Japan's surrender, effectively ending the war.

TERMINOLOGY

Diktat
 An order or decree imposed by someone in power without popular consent. This was the majority German view towards the Treaty of Versailles.

Appeasement
 A diplomatic approach that often accepts aggressive actions to maintain peace and security.

Fascism
 A far-right form of government/ideology that supports the ideas of national and ethnic supremacy.

Axis Powers
 The Axis powers in World War II were primarily Germany, Italy, and Japan. These three nations formed the core of the alliance, with other countries later joining their cause.

The D-Day Landings
 The D-Day landings were the Allied invasion of Normandy, France, on June 6, 1944, during World War II. This massive military operation, codenamed Operation Overlord, marked the beginning of the campaign to liberate Nazi-occupied Western Europe.



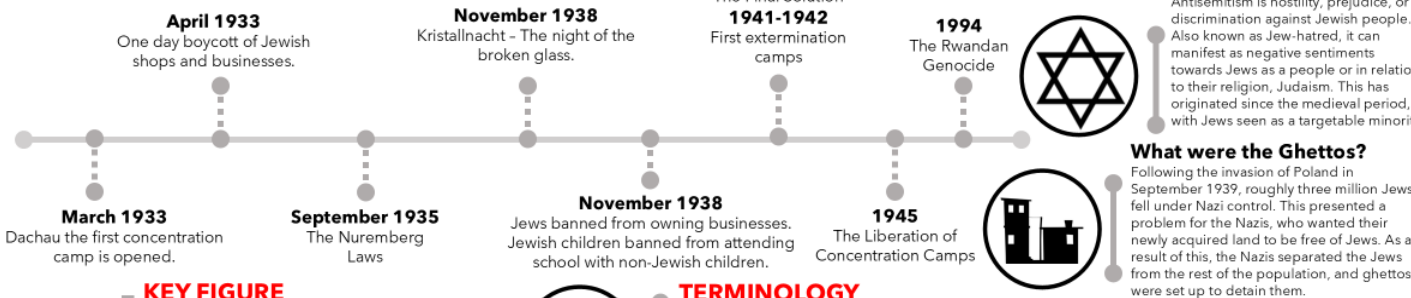
KS3 ACRES CHECKLIST: 9.4 The Holocaust

Across Year 9, you will be working towards achieving these ACRES (Assessed Curriculum Related Expectations). Each new topic will allow you to evidence your core knowledge and skills by the end of the year.

KNOWING WHAT	Your core knowledge about the topic	
	Start of the unit	End of the unit
I can explain what antisemitism is.	<input type="checkbox"/> Secure <input checked="" type="checkbox"/> Insecure	
I can explain what a genocide is and how this applies to the Holocaust.		
I can explain how and why the Jews were targeted by the Nazis.		
I can explain how the Jews resisted the Nazi regime and why the Holocaust came to an end.		
I can use and spell correctly specific terminology connected to the topic.		

KNOWING HOW	The skills and processes you use to demonstrate your understanding	
	Start of the unit	End of the unit
Significance: I can explain why WWII was a significant world event.	<input type="checkbox"/> Secure <input checked="" type="checkbox"/> Insecure	
Chronology: I can identify key dates connected to WWII to form a chronology of events.		
Causation: I can identify the long and short-term causes of WWII and evaluate their importance.		
Sources: I can analyse a source to provide inferences, form a judgement and evaluate its provenance.		
Interpretations: I can read an interpretation, understand its argument and agree or disagree using my own knowledge.		

9.4 - The Holocaust Reflective Investigation: The Holocaust



KEY FIGURE
Kitty Hart-Moxon - Holocaust Survivor
 Kitty Hart-Moxon (1926–2024) was a Polish-British Holocaust survivor who, with her mother, was sent to Auschwitz in 1943 at age 16, surviving horrific conditions before liberation in 1945.



After emigrating to Birmingham, England, she became a dedicated radiographer and a prominent Holocaust educator, writing memoirs and frequently speaking to raise awareness about the Holocaust and its lessons. She was awarded an OBE in recognition of her lifelong work.



TERMINOLOGY
Persecution
 Persecution is cruel and unfair treatment of a person or group, especially because of their religious or political beliefs, or their race.



Nuremberg Laws
 On 15 September 1935, the Nazis introduced the Nuremberg Race Laws. These racist laws were directed against the Jews in Germany and essentially stripped them of many civil rights.



Kristallnacht
 Kristallnacht, also known as the "Night of Broken Glass," was a coordinated series of violent anti-Jewish pogroms that took place in Nazi Germany on November 9-10, 1938.



The Final Solution
 A plan to deliberately and systematically murder all European Jews.

CORE CONTENT
What is antisemitism?
 Antisemitism is hostility, prejudice, or discrimination against Jewish people. Also known as Jew-hatred, it can manifest as negative sentiments towards Jews as a people or in relation to their religion, Judaism. This has originated since the medieval period, with Jews seen as a targetable minority.



What were the Ghettos?
 Following the invasion of Poland in September 1939, roughly three million Jews fell under Nazi control. This presented a problem for the Nazis, who wanted their newly acquired land to be free of Jews. As a result of this, the Nazis separated the Jews from the rest of the population, and ghettos were set up to detain them.



Life in Concentration Camps
 Jewish prisoners in the camps during the Holocaust suffered forced labor, starvation rations and the horrific daily lineups.



Resistance to the Nazis
 Jewish resistance to the Nazis included armed struggles, such as the Warsaw Ghetto Uprising, and partisan groups fighting in forests, but also a wide range of non-violent forms like smuggling, underground schools, and cultural preservation within ghettos and camps, all aimed at survival and defiance.



The Liberation of Camps
 The liberation of Nazi concentration and extermination camps, such as Auschwitz in January 1945 by the Soviet Red Army, is a pivotal event in World War II, revealing the horrific scale of Nazi atrocities to the world.



The Rwandan Genocide
 The Rwandan genocide, also known as the genocide against the Tutsi or the Tutsi genocide, occurred from 7 April to 19 July 1994 during the Rwandan Civil War. Over a span of around 100 days, members of the Tutsi ethnic group, as well as some moderate Hutu, were systematically killed by Hutu militias.



Concentration Camp
 A place in which large numbers of people, especially political prisoners or members of persecuted minorities, are deliberately imprisoned in a relatively small area with inadequate facilities, sometimes to provide forced labour or to await mass execution.

Death Camp
 In late 1941 and early 1942 the Nazis built camps in occupied Poland whose sole purpose was to kill people on an industrial scale. They were located in heavily wooded areas, away from population centres, but connected to the railway network.

