

KS3 History

Specification

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Introduction

The first iteration of the United Curriculum was developed over a decade ago in a small set of subjects at KS3. It began as a set of core concepts – co-created by subject advisers, teachers and other experts – that should be taught to all students in all United Learning schools. While it has developed over the years to include adaptable lesson resources and schemes of work, the heart of the United Curriculum is still the core concepts – the common curriculum intent – that all United Learning schools are expected to teach to its students.

Why Have a Common KS3 Curriculum?

- **Entitlement.** Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives. United Learning’s common curriculum ensures that all students – no matter what classroom or school they are in – are taught at least this knowledge.
- **Scaling impacts.** Schools can share best practice more easily and the support of subject advisers can be leveraged more effectively when schools teach a common curriculum.
- **Collective expertise.** The United Curriculum harnesses United Learning’s collective expertise and has invested more time in curriculum design than any one school could do alone.
- **Effective assessment.** A common curriculum allows for common, standardised assessments that are taken by thousands of students. These provide teachers with information about what their students do and do not know to inform their practice and enable reliable benchmarking across schools.

Are you using the latest version of this document?

You will always find the most up-to-date version on the curriculum [website](#). Minor edits to the document are logged in the Version History below; subject advisers will be in touch if there are significant changes.



KS3 History Curriculum at a Glance

Year 7

1. Empires East and West around 1000 CE
2. Norman Conquest and Control
3. Medieval Religion
4. Challenges to Medieval Monarchs
5. Medieval Mali (this will not form part of the assessment).

Year 8

1. The Tudors
2. England: A World Turned Upside Down
3. Transatlantic Slave Trade
4. A Time of Revolutionary Change
5. British Empire (this will not form part of the assessment).

Year 9

1. World War I
2. Suffrage and Popular Protest
3. World War II
4. The Holocaust (this will not form part of the assessment).



Structuring the United Curriculum for History

The specification includes:

1. The knowledge to be taught by the end of each year.
2. How this knowledge should be used.

Knowledge to Be Taught

Knowledge in history generally falls into one of four types:

	Substantive The body of work of a subject.	Disciplinary How this body of work is produced.
Conceptual¹ Knowledge that can be articulated (<i>knowing that...</i>).	1. Substantive Conceptual For example: "William the Conqueror won the Battle of Hastings in 1066".	2. Disciplinary Conceptual For example; "Historical silence is when certain events, people or perspectives are omitted in historical records".
Procedural² Knowledge of a process (<i>knowing how to...</i>).	3. Substantive Procedural For example: "Calculate which century the Battle of Hastings belongs to".	4. Disciplinary Procedural For example: "Describe the events that led to the Norman Conquest [historical causation]".

These four types of knowledge are organised in historical **themes** and **threads**. Organising the curriculum in these themes help students to structure their knowledge into coherent conceptual frameworks. This is beneficial; students will remember better new information if they are able to locate it within an existing conceptual framework, integrate it with new knowledge, and make appropriate connections.

The themes in the United Curriculum for Secondary History are below. Each theme will contain elements of conceptual and procedural knowledge.

¹ Conceptual knowledge is sometimes known as 'declarative' knowledge.

² Procedural knowledge is sometimes known as 'non-declarative' knowledge.



		Themes	Threads
Substantive Knowledge	Conceptual Knowledge	Power	Class Systems
			Crime and Punishment
			Democracy
			Empire
			Protest
			Succession
			Warfare
		Identity	Beliefs and Religion
			Role of Women
		Connectivity	Innovation
	Knowledge		
	Medicine		
Migration			
Trade			
Procedural Knowledge	Chronology		
	Historical Evidence		
Disciplinary Knowledge		Causation	
		Consequence	
		Change and Continuity	
		Historical Interpretation	
		Significance	
		Similarity and Difference	



How Knowledge Should Be Used

Historians do not just need to know a list of facts or be able to complete a set of procedures; they need to apply their knowledge to known and unknown contexts, make connections and make substantiated judgements.

In addition to teaching the detailed substantive and disciplinary knowledge set out below, schools should also ensure that students are taught how to use, and have the opportunity to practise using, this knowledge in these main ways:

- U1. Demonstrate knowledge
- U2. Explain and analyse
- U3. Evaluate
- U4. Make thematic links (synoptic)

Appropriate expectations for Year 7, Year 8 and Year 9 are set out in “How Knowledge Should Be Used”.

Using This Document

This specification sets out the knowledge that should be taught by the end of Year 7, Year 8 and Year 9 in 2026/27. It could be considered in a similar way to an exam specification.

At a minimum, schools should review the detailed knowledge below and ensure their curriculum aligns with these expectations. Where there are gaps in their current curriculum, schools should make necessary adjustments and additions to ensure all students have the opportunity to learn the content set out.

We expect that many schools will choose to make use of the optional, centrally-provided resources – including the schemes of work and lesson resources – to support them in meeting the requirements set out in this specification.



Detailed Knowledge for Year 7

Substantive Knowledge to Be Taught in Year 7

1 Empires East and West around 1000 CE

1 Chinese Dynasties	1. Powerful dynasties in China, such as the Han Dynasty c.100 and Song dynasty c.1000, which held power through emperors. 2. Buddhism was the main religion practised in Chinese society. 3. The movement of people, knowledge, beliefs and diseases across continents using trade routes, such as the Silk Roads.
2 Islamic Empire	1. The importance of Baghdad as the centre of the Islamic Empire, which was built on the Silk Road in AD 762 and was one of the wealthiest and powerful cities in this period. 2. The House of Wisdom and advancement of knowledge through scholarship. 3. The role of caliphs as rulers and their influence on the advancement of healthcare and education.
3 Byzantine Empire	1. The Byzantine Empire at the eastern half of the Roman Empire, with Constantinople as its capital. 2. The importance of Constantinople as a wealthy trading city. 3. The role of women such as Empress Zoe who, despite her social status, struggled to achieve power due to her sex.
4 Holy Roman Empire	1. Key features of Christianity, the main religion in Europe during this period, such as the role of the Pope, the hierarchy of the Church and the importance of churches to medieval societies. 2. The role of European monarchs and relationships between these kingdoms and the Church.

Key Words: apothecary, astronomy, caliph, dynasty, empire, innovation, madrasa, migration, monarch, pilgrim (see [Glossary](#) for definitions).



2 Norman Conquest and Control

1 Anglo-Saxon England	1. The diversity of Anglo-Saxon England as a result of migration of Britons, Romans, Angles, Saxons, Jutes and Vikings pre-1066. 2. The experiences of Anglo-Saxon women (marriage, motherhood, education and work), and how these differed depending on social class.
2 Succession Crisis	1. The crisis of succession in England in 1066 created by the death of the heirless Anglo-Saxon monarch, Edward the Confessor. 2. The three main claimants to the English throne: Harald Hardrada, Harold Godwinson and William Duke of Normandy.
3 1066 and the Conquest	1. The date, location, victor and loser of the Battle of Stamford Bridge. 2. The date, location, victor and loser of the Battle of Hastings. 3. The reasons why William Duke of Normandy was victorious at the Battle of Hastings, including luck, leadership and tactics.
4 Norman power and control post 1066	1. The Normans' use of fear and organisation to control people in England, specifically: a. Construction and use of motte-and-bailey castles. b. The Harrying of the North in 1069. c. The establishment of feudal system. d. The Domesday survey in 1086.
5 Changes under the Normans	1. Changes made under the Normans after 1066, including. a. Political changes, such as male primogeniture, forest laws and the outlawing and abolishment of slavery. b. Economic changes, including replacing the Anglo-Saxon wergild with the murdrum fine. c. Social changes, including the building of churches, the introduction of French to the English language, and removal of landowning rights for women.



2. The continuation of some practices under the Normans after 1066, including the importance of Christianity.

Key Words: archer, cavalry, claimant, conquer, coronation, feudalism, harrying, illegitimate, infantry, inherit, invade, oath, male primogeniture, succession (see [Glossary](#) for definitions).

3 Medieval Religion

1 Hierarchy of the Church and methods of worship	1. The role of the pope, archbishop, bishop, priests, monks, nuns and laity. 2. Reasons why the Church was powerful, including excommunication, the 'Benefit of Clergy' and literacy. 3. The different places and ways to worship in medieval England, including a cathedral, the parish church, and pilgrimage.
2 Influence of the Church	1. The role of Doom paintings in churches in educating people who were illiterate about life after death. 2. The activities that the Church said would reduce time spent in purgatory, including attending mass, confessing sins, paying money to the Church or going on a pilgrimage. 3. The wider influence of the Church with regards to healthcare, including their use of the work of Hippocrates and Galen.
3 Jewish people in medieval England	1. Migration of Jewish people to England after an invitation from King William I in 1070. 2. The increasing persecution of Jewish people in England, including: 3. The Pope's 1215 order that all Jewish people should wear an identifying badge. 4. The 1269 law in that banned Jewish people from owning land in England. 5. The expulsion of all Jewish people from England in 1290.

Key Words: clergy, excommunication, laity, martyr, mass, monastery, persecution, pilgrimage, purgatory, relic (see [Glossary](#) for definitions).



4 Challenges to Medieval Monarchs

1 Religious challenge	1. The challenge to some medieval monarchs' authority presented by the Church. This should include: a. Archbishop Thomas Becket's challenge to King Henry II and the punishment he received from the Church after Becket's death. Note, another example of challenge from the Church may include King John's excommunication.
2 Dynastic challenge	1. The dynastic challenges faced by some medieval monarchs. This should include: a. The challenge faced by Matilda from her cousin King Stephen. b. The challenge for throne between the Houses of York and Lancaster, including the Battle of Bosworth. Note, another example of a dynastic challenge may include King Henry II and Eleanor of Aquitaine
3 Political challenge	1. The political challenge faced by some medieval monarchs. This should include: a. The challenge faced by King John from the barons, which resulted in the signing of Magna Carta in 1215. b. The challenge faced by King Henry III from de Montfort, which resulted in the creation of parliament in 1265.
4 Challenge from the People	1. The challenge faced by some medieval monarchs from the people, who sought to improve living conditions. This should include: a. The challenge of the Black Death to King Edward III, including causes, events and consequences. b. The challenge faced by King Richard II from the Peasants' Revolt in 1381, caused by the Statute of Labourers and Poll Tax.

Key Words: baron, dynastic, heresy, miasma, resistance, revolt, siege (see [Glossary](#) for definitions).



5 Medieval Mali

1 Role of Mansa Musa	1. The importance of Mansa Musa as the leader of the Malian Empire between 1312-1337, including his wealth and ambition. 2. The influence of Islam on the actions of Mansa Musa and the significance of his Hajj to Makkah in 1324.
2 Malian Empire	1. The wealth of the Malian Empire in terms of natural resources, particularly gold. 2. The impact of Mansa Musa's rule on Mali's development, including economic, architecture, knowledge and beliefs. 3. Timbuktu as a centre of trade and knowledge.

Key Words: annexation, caravan, divine, enslaved, legacy, mansa, merchant (see [Glossary](#) for definitions).

6 Historical Skills

1 Chronology	1. Chronological terms (BC, AD, BCE, CE; decade, century, millennium). 2. Students should be able to order events in chronological order.
2 Historical Evidence	1. Students should be able to make inferences from a source based on its content. 2. Historians use multiple sources to provide richer, fuller evidential claims about the past.

Disciplinary Knowledge to Be Taught in Year 7

D1 Causation

1. Historical change happens because of two main factors:
 - a. Individuals (personal)
 - b. Conditions (contextual: social and economic)
2. Causes can be categorised, e.g. short and long term.

D2 Consequence

1. An historical event can have more than one consequence.



2. They can be unintended or intended.
3. Consequences are the results or impacts of an historical event.
4. Consequences can impact individuals, societies and beliefs.

D3 Change and Continuity

1. The past is not fixed; change occurs slowly over centuries.
2. Change can happen rapidly in specific moments of time.
3. Change can be attributed by comparing time periods.
4. Change and continuity happen alongside each other within and between historical periods.
5. Different groups in society may experience change differently.

D4 Historical Interpretation

1. The past is not fixed but constructed through interpretations.
2. Historians are experts that can specialise in a specific area.
3. Inferences can be drawn from historical interpretations just as with evidence.

D5 Significance

1. Historians choose to study people, institutions, or events from the past because they resulted in change and/or were important to people at the time and/or are remembered today.
2. Historical evidence reveals something important about the time and place they existed in or were made for.

D6 Similarity and Difference

1. Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences, beliefs, values, and motivations.
2. Individuals will experience the same event differently.



Detailed Knowledge for Year 8

Substantive Knowledge to Be Taught in Year 8

1 The Tudors

1 Tudor England	1. The diversity of the Tudor as a result of migration from the African continent. Notable individuals include John Blanke and Cattelana of Almondsbury.
2 Break with Rome	1. Criticisms of the Catholic Church, including the practice of indulgences. 2. The emergence of Protestantism and the role of Martin Luther. 3. The main reasons why King Henry VIII broke with Rome, including to: a. Secure a male heir to the English throne. b. Challenge the power of the Pope and the Catholic Church. c. Challenge the wealth of the Catholic Church.
3 Tudor religious crisis	1. Opposition to the Reformation, including the Pilgrimage of Grace in 1536. 2. Religious practices under King Edward VI, including changes to the appearance of churches, the language of services, the common prayer book and practices of mass. 3. Religious practices under Queen Mary I, including changes to the appearance of churches, the language of services, practices of mass and the burning of Protestants who refused to convert.
4 Elizabeth as Queen	1. The problems Queen Elizabeth I faced on her ascension, including those specific to her (legitimacy, gender, marriage) and those that were inherited (threat of foreign invasion, religion). 2. The Religious Settlement of 1559 (including the Act of Supremacy and Act of Uniformity) as an attempt to solve the problem of religion. 3. Catholic plot(s) to depose Queen Elizabeth I and replace her with Mary Queen of Scots, including the Babington Plot.



	Note, other examples of Catholic plots may include the Ridolfi and Throckmorton plots. 4. The events and response to the Spanish Armada.
5 Elizabethan England	1. Life in Elizabethan England, including theatre, leisure and poverty. 2. Elizabeth's encouragement of exploration and settlement in the New World, including the explorations by Sir Francis Drake and colonisation attempts by Sir Walter Raleigh.

Key Words: annulment, dissolution, indulgence, reformation, vestments

2 England: A World Turned Upside Down 1603-1707

1 From Tudors to Stuarts	1. Ascension of King James I (King James VI of Scotland) and the religious landscape he inherited in England. 2. The Catholic threat to the reign of King James I, including the Gunpowder Plot.
2 The English Civil War	1. Causes of the English Civil War 1625-1635, including King Charles I's marriage to Henrietta Maria; the eleven-year tyranny and ship money. 2. Causes of the English Civil War after 1635, including Archbishop Laud and the introduction of a new prayer book in Scotland, the Scottish reaction and the Grand Remonstrance. 3. Cromwell's New Model Army, including that it was led by Thomas Fairfax; was England's first professional army; and was disciplined. 4. Weapons, tactics and uniforms of the Roundheads and Cavaliers. 5. The names, dates and events of significant battles during the seven-year conflict, including the Battle of Naseby. Note, other examples of battles may include the Battle of Edgehill and the Battle of Marston Moor. 6. The public execution of King Charles I in 1649 for treason, and the subsequent change of England from a monarchy to a republic.
3	1. Prevailing views of witchcraft in seventeenth-century England, including the views in King James I's <i>Daemonologie</i>.



Witchcraft in England, 1645-47	2. Witchcraft in England, 1645-47 including: a. Fear and superstition during the English Civil War led to a rise in accusations. b. The role of witchfinders such as Matthew Hopkins. c. The punishments inflicted on those accused and convicted, including hanging.
4 The Interregnum	1. The Puritan role of Oliver Cromwell as Lord Protector and different interpretations of his reign including evidence from his reign and historical interpretations. 2. Cromwell's response to resistance to his rule, including his response to uprisings in Ireland during the sieges of Drogheda and Wexford.
5 Restoration to Union	1. The causes, events and consequences of the Restoration, including: a. The death of Oliver Cromwell and the weak leadership of his son Richard. b. General Monck's invitation to King Charles I's son, and King Charles II's promises in the Declaration of Breda. c. The return of the monarchy and Church of England and the expectation that the monarch works alongside parliament. 2. The causes, events and consequences of the Glorious Revolution, including: a. King James II's promotion of Catholicism and the birth of a Catholic heir. b. The Bill of Rights and its limits on royal power. c. The 1707 agreement between English and Scottish parliaments that created the United Kingdom of Great Britain and a shared Parliament in Westminster.

Key Words: army, commonwealth, dissenters, flank, regicide, treason, witch (see Glossary for definitions).



3 Transatlantic Slave Trade

1 African Kingdoms pre-1500	1. The success and power of the Benin and Songhai Kingdoms during the medieval period. 2. The practice of slavery in Roman Empire, medieval Mali, Benin and Songhai. And how this was different to the Transatlantic Slave Trade.
2 The Transatlantic Slave Trade	1. The stages of the Triangular Trade. 2. The experiences of enslaved people on their journey across the Middle Passage to the Americas. 3. The experiences of enslaved people upon reaching the Americas at slave auctions.
3 Life for enslaved people	1. The experiences of enslaved people living and working in the Americas, on plantations or in other roles assigned to them by their owners. 2. Different forms of resistance to slavery, including preserving culture, music and religion; breaking tools; burning crops; and uprisings.
4 Abolition of the Slave Trade	1. The role of individuals – including enslaved and formerly enslaved people – in campaigning to end the Transatlantic Slave Trade. This should include the actions of Olaudah Equiano and Mary Prince and either Thomas Clarkson, William Wilberforce or Granville Sharp. 2. The economic argument that influenced the abolition of slavery, including industrialisation and less profitable plantations. 3. The religious beliefs, particularly those of the Quakers, that influenced the abolition of slavery.

- a. **Key Words:** abolish, auction, enslave, oppression, resistance (see [Glossary](#) for definitions).



4 A Time of Revolutionary Change

1 The Industrial Revolution	1. Causes of the Industrial Revolution, including the agricultural revolution and technological innovation, population increase and migration to cities. 2. Key features of the industrial revolution, including changes to transportation. This should include railways and may include roads and/or canals. 3. 'The key role of at least one named individual and their impact their inventions had on industry. b. Note, individuals may include James Hargreaves, James Watt, George Stephenson, Isambard Kingdom Brunel and others'
3 Social Impacts of the Industrial Revolution	1. The structure of the Victorian class system, including the emergence of an upper, middle and lower class. 2. The role of women in the Industrial Revolution, including their contribution to industrial work and changing traditional gender roles in the workplace. 3. The role of children in the Industrial Revolution, including the widespread use of child labour in factories. 4. Causes, events and consequences of one protest to improve working conditions and political rights, selecting at least one from the Tolpuddle Martyrs, Chartists or Match Girl Strikes. - c.

Key Words: agriculture, Industrial Revolution, invention (see [Glossary](#) for definitions).

5 British Empire 1776-1914

1 The Second Wave	1. Reasons why Britain was able to become the largest empire, including naval and military power, the Industrial Revolution, trade (including the trade of enslaved people) and exploiting colonised lands. 2. Case studies of India and the Scramble for Africa. This must include: a. Britain's motivation to colonise. b. How Britain acquired territory.
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	c. The impact of colonisation on, and the experiences of, indigenous populations.
2 Consequences of the British Empire	1. Social consequences of the British Empire 1776-1914, including improvements to healthcare and racial divisions. 2. Political consequences of the British Empire 1776-1914, including the uprisings and independence movements that resulted from British administration in colonies. 3. Economic consequences of the British Empire 1776-1914, including industrial growth in Britain. 4. Military consequences of the British Empire 1776-1914, including the worldwide expansion of naval bases and military outposts and that there were wars to suppress colonial resistance.

Key Words: colony, imperialism, territory, mutiny, massacre,

6 Historical Skills

Items that are highlighted are from the Year 7 curriculum which are to be built on in Year 8.

1 Chronology	1. Chronological terms (BC, AD, BCE, CE; decade, century, millennium). 2. Students should be able to order events in chronological order and develop a greater sense of period such as events coinciding.
2 Historical Evidence	1. Students should be able to make inferences from a source based on its content. 2. Historians use multiple sources to provide richer, fuller evidential claims about the past. 3. The provenance of a source is where it came from, and should include consideration of the nature, origin and purpose.



Disciplinary Knowledge to Be Taught in Year 8

Items that are highlighted are from the Year 7 curriculum which are to be built on in Year 8.

D1 Causation

1. Historical change happens because of two main factors:
 - a. Individuals (personal)
 - b. Conditions (contextual: social and economic)
2. Causes can be categorised, e.g. short and long term.
3. Causes can be compared and evaluated for importance.

D2 Consequence

1. An historical event can have more than one consequence.
2. They can be unintended or intended.
3. Consequences are the results or impacts of an historical event.
4. Consequences can impact individuals, societies and beliefs.
5. Consequences can be evaluated as being more or less significant based on criteria.

D3 Change and Continuity

1. The past is not fixed; change occurs slowly over centuries.
2. Change can happen rapidly in specific moments of time.
3. Change can be attributed by comparing time periods.
4. Change and continuity happen alongside each other within and between historical periods.
5. Different groups in society may experience change differently.
6. Change is a process which can be measured by considering the extent of and pace of change.
7. Change does not always mean progress.

D4 Historical Interpretation

1. The past is not fixed but constructed through interpretations.
2. Historians are experts that can specialise in a specific area.
3. Inferences can be drawn from historical interpretations just as with evidence.
4. Historians' interpretations differ based on factors such as their area of expertise and evidence used in constructing their argument.

D5 Significance

1. Historians choose to study people, institutions, or events from the past because they resulted in change and/or were important to people at the time and/or are remembered today.



2. Historical evidence reveals something important about the time and place they existed in or were made for.
3. What historians consider to be significant is different to different people at different places and times.
4. Criteria is used to evaluate the significance of an individual person or event.

D6 Similarity and Difference

1. Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences, beliefs, values, and motivations.
2. Individuals will experience the same event differently
3. Historians compare the similarities and differences within and between groups of people, or nations, from the same historical period.



Detailed Knowledge for Year 9

Substantive Knowledge to Be Taught in Year 9

1 World War I (1914-1918)

1 Causes of World War I

1. Long term causes of World War I (1914-1918), including:
 - a. Militarism:
 - i. Major European powers were building up huge armies and navies.
 - ii. The introduction of the Dreadnought in 1906 increased the arms race between Britain and Germany.
 - b. Alliances - Europe was divided into two powerful alliance systems:
 - i. The Triple Alliance, formed in 1882, consisted of Germany, Austria-Hungary and Italy.
 - ii. The Triple Entente, formed in 1907, consisted of Britain, France and Russia.
 - c. Imperialism:
 - i. Britain, France and Germany were competing for colonies in places such as Africa to increase their empires.
 - ii. Britain and France had large empires and Germany sought to expand its overseas territories to rival them, leading Britain and France to perceive Germany as a growing threat.
 - d. Nationalism:
 - i. Strong national pride fostered competition between nations rather than cooperation.
 - ii. Nationalism can be viewed positively, as seen in sporting events like the Olympics,
 - iii. Nationalism can increase rivalry and link to militarism, especially in the lead-up to war.
2. Short term causes of World War I, including:



- a. The assassination of the Austrian Archduke Franz Ferdinand in Bosnia by Gavrilo Princip on 28th June 1914.
 - i. Princip was a Serbian nationalist.
 - ii. This led to increased tension between Austria-Hungary and Serbia, particularly after Austria-Hungary issued an ultimatum to Serbia.
 - iii. When Serbia did not fully accept the ultimatum, Austria-Hungary declared war, leading to the involvement of other countries, including Germany and Russia.
- b. The Schlieffen Plan:
 - i. The Schlieffen Plan was Germany's plan to defeat France quickly by invading through Belgium.
 - ii. Germany invaded Belgium in August 1914 to carry out this plan.
 - iii. Britain had agreed to protect Belgium's neutrality under the Treaty of London (1839).
 - iv. As a result, Britain declared war on Germany on 4 August 1914.

2 Experiences of the war at home and abroad

1. Experiences abroad:
 - a. Volunteering and conscription:
 - i. Thousands of men chose to volunteer when war was declared.
 - ii. Men who were friends, co-workers, teammates on a football team or who lived on the same street, joined and trained together in what became known as 'pals' battalions.
 - iii. So-called 'pals' battalions were created in many cities and industrial towns across Britain to increase the number of volunteers.
 - iv. High casualties and the falling number of volunteers meant the introduction of conscription in January 1916.
 - b. Experiences of soldiers on the Western Front, including:



- i. Trench conditions, including the risk of trench foot.
 - ii. Features of trench warfare, which **may** include:
 - The structure of trenches (front line, support, reserve trenches and communication trenches),
 - The use of barbed wire and sandbags for defence,
 - The role of “No Man’s Land” between opposing trenches,
 - The use of machine guns and artillery in defending trench lines,
 - The challenges of attacking in trench warfare, including going “over the top”,
 - The use of new weapons such as poison gas,
 - The stalemate on the Western Front.
- c. The Battle of the Somme on 1st July 1916 as an example of a significant battle on the Western Front:
- i. Its aims, including the attempt to break the stalemate and relieve pressure on the French at Verdun,
 - ii. Key features of the first day of the Somme, including the high number of British casualties,
 - iii. Its impact, including the scale of losses, limited territorial gains, and its effect on public perception of the war,
 - iv. An understanding of why the Somme has become a significant example of trench warfare.
- d. The impact of new and improved weapons on casualties in the First World War:
- i. New and more powerful weapons greatly increased the number of deaths and injuries on the Western Front,



- ii. Weapons such as machine guns and artillery made it much harder for soldiers to attack without suffering heavy losses,
 - iii. Artillery caused the majority of casualties and led to widespread destruction of the battlefield,
 - iv. Poison gas caused painful injuries, long-term health problems, and psychological fear among soldiers,
 - v. Overall, these weapons contributed to high casualty rates and helped to create a stalemate in trench warfare.
- e. The role of British women changed during the First World War:
 - i. Although women did not serve as front-line soldiers, they played important support roles during the war,
 - ii. Women worked as nurses near the front line, caring for wounded soldiers,
 - iii. FANY (First Aid Nursing Yeomanry) was an organisation of trained female volunteers who provided medical care and drove ambulances near the battlefield,
 - iv. Some women served as ambulance drivers, transporting injured soldiers from the front line to medical stations.

2. Experiences at home:

- a. A total war is a war in which a country uses all its resources and people, including civilians, to support the war effort.
- b. World War I was a total war.
- c. The effects of World War I extended beyond the battlefield to society as a whole:
 - i. Women took on new jobs to replace men who had gone to fight. This included working in munitions factories (making weapons and ammunition), transport, and agriculture (farming).



- ii. Rationing was introduced to limit how much food people could buy.
 - iii. Foods such as sugar, meat, and butter were rationed.
 - iv. Shortages were partly caused by German U-boat attacks on ships bringing supplies to Britain.
 - v. Major cities faced air raids from German Zeppelins (large airships).
 - vi. DORA (Defence of the Realm Act) was introduced in 1914 to give the government greater control during the war.
 - vii. DORA allowed the government to control industries and food supplies.
 - viii. DORA limited some personal freedoms to support the war effort, including allowing censorship (controlling what could be reported or said).
- d. An armistice is an agreement to stop fighting.
 - e. World War I ended with the signing of the Armistice on November 11th, 1918.

3 Significance of World War I

1. World War I was a turning point on a global level:
 - a. New attempts to keep peace included:
 - i. The League of Nations was established in January 1920,
 - ii. The League of Nations was the first international organisation created to maintain peace
 - iii. The League of Nations aimed to resolve disputes through cooperation, discussion, and collective security (countries working together to prevent war)
 - b. The United States emerged as a significant global military and economic power.
 - c. Soldiers from across the British and French Empires fought in the war.



- d. After the war, many people in Africa and Asia demanded greater independence; this contributed to the long-term process of decolonisation:
2. World War I was a turning point on a European level:
- d. The Treaty of Versailles (28 June 1919) imposed terms on Germany:
 - e. Clause 231 of the Treaty stated that Germany was to blame for the war.
 - f. Germany had to pay £6.6 billion in compensation to the allies.
 - g. The Germany army was limited to 100,000 men.
 - h. The Rhineland became demilitarised, meaning Germany was not allowed to station troops there.
 - i. Germany lost approximately 13% of its territory, including Alsace-Lorraine, which was returned to France.
 - j. The Kaiser abdicated and Germany became a republic.
3. World War I was a turning point on a national level:
- a. The changing role of women during the war challenged traditional views of women's roles in society and helped to strengthen demands for greater political rights after 1918.
 - b. During the First World War, laissez-faire attitudes were replaced by greater government control, leading to increased expectations of state support.
 - c. Laissez-faire is a French term that means "let it be" or "leave it alone." Laissez-faire is the idea that the government should not interfere in the economy and should leave people and businesses to make their own decisions.
 - d. The First World War led to a shift in public expectations, with greater belief that the government should support its citizens, including:
 - i. The development of council housing for working-class families,
 - ii. The introduction and expansion of unemployment insurance,



- iii. A more active role for the government in healthcare.

4. World War I was a turning point on a local level:

Schools may wish to include localised examples to contextualise national and global developments. For example:

- The impact of World War I on the local area, such as recruitment, memorials, or casualty figures,
- The role of local industries in supporting the war effort (e.g. munitions production or agriculture),
- The experiences of individuals or groups from the local community during the war,
- Changes to the local area as a result of the war, such as housing, employment, or demographics,
- The ways in which the war has been remembered locally, including monuments, commemorations, or anniversaries.

This content will not be directly assessed in the end-of-year assessment; however, students may draw upon it in response to broader questions of significance, where it would be credited appropriately.

Key Words: abdication, alliances, armistice, conscription, dreadnought, imperialism, laissez-faire, militarism, nationalism, reparations, trenches, treaty (see [Glossary](#) for definitions).

2 Suffrage and Popular Protest

1 The pre-1832 system

1. The limitations of the voting system in 1832 created long-term pressure for democratic reform. Limitations included:
 - a. The franchise was extremely restricted.
 - b. Rotten boroughs had tiny electorates but full representation.
 - c. Industrial cities (e.g., Manchester, Birmingham) had no MPs, despite large populations.
2. The decline of laissez-faire attitudes and changing views on social class contributed to increasing pressure for suffrage and popular protest.
3. Attitudes towards women, including the reinforcement of the idea



	of separate spheres. a. The ideology of separate spheres is the idea that men should take part in public life (work and politics), while women should stay in the private sphere (home and family).
2 Campaign for universal male suffrage	1. The fight for universal male suffrage, including campaigns for extended male suffrage in 1832, 1867 and 1884. Key features studied may include: a. 1832: wealthy male property owners secured the vote, but working-class men and all women remained excluded. Voting remained strongly linked to property ownership. b. 1867: the franchise was extended to urban skilled working-class men, which doubled the electorate. c. 1884: rural working-class men secured the right to vote; near-universal male suffrage was achieved. 2. Case study: The Chartist Movement: a. The causes of Chartism, including: i. industrialisation (lower wages, job insecurity, poor working conditions) ii. the exclusion of working-class men from the 1832 Reform Act. b. The People's Charter of 1838, including demands such as universal male suffrage for men over 21. c. The government response, including: i. the rejection of petitions, ii. the arrest and imprisonment of leaders of the movement, iii. the use of police and military to prevent uprisings. d. The impact of Chartism, including: i. its failure in achieving immediate reform, ii. its decline of Chartism after 1848, iii. the eventual achievement of many of the demands of the People's Charter,



	iv. that it was a demonstration of working-class organisation, v. that it established the principle that political rights could be demanded through organised protest.
3 Campaign for Universal female suffrage	1. Suffragists were campaigners who sought to achieve women's suffrage through peaceful, constitutional methods such as petitions, lobbying MPs and public campaigns. 2. Suffragists were mainly organised through the NUWSS. 3. The National Union of Women's Suffrage Societies (NUWSS) was formed in 1897. 5. The NUWSS used peaceful and constitutional methods of campaigning, including: a. petitions, b. lobbying MPs, c. organising public meetings, d. publishing pamphlets, e. examples of key campaigns, including the 'Mud March' of 1907. 4. The role of key individuals: a. Millicent Fawcett led the NUWSS and promoted peaceful methods of campaign, including the 'Mud March' of 1907. b. Margaret Aldersley organised campaigns outside of London, which ensured that the movement spread nationally. 5. Evaluate the impact of the actions of the NUWSS in achieving female suffrage, including: a. their actions gained political support from MPs and political parties, b. their actions increased public awareness and support for women's suffrage, c. their use of constitutional methods presented women as responsible and deserving of the vote,



- d. their peaceful methods contributed to slower progress towards achieving suffrage,
 - e. their reliance on persuasion limited the NUWSS's ability to pressure the government into immediate action.
- 6. Suffragettes were campaigners who sought to achieve women's suffrage through militant and direct action, including protests, civil disobedience and acts of disruption.
- 7. Suffragettes were mainly organised through the WSPU.
- 8. The Women's Social and Political Union (WSPU) was formed in 1903.
- 9. The WSPU's methods of campaigning became increasingly militant over time. Protests and direct-action methods included:
 - a. window-smashing campaigns,
 - b. arson attacks on buildings,
 - c. disruption of political meetings.
- 10. The role of key individuals:
 - a. Emmeline Pankhurst founded the WSPU and directed its militant methodology.
 - b. Christabel Pankhurst developed militant strategies and organised campaigns.
 - c. Sylvia Pankhurst and her work with working-class women, which linked suffrage to wider social issues such as poverty and inequality.
 - d. Lady Constance Lytton disguised herself as a working-class woman in order to expose unequal prison treatment and class inequalities.
- 11. Evaluate the impact of the actions of the WSPU in gaining universal female suffrage:
 - a. their actions increased public awareness of women's suffrage,
 - b. their militant methods created pressure on the government to address the issue,
 - c. their use of direct action attracted significant publicity and kept suffrage in the public eye,



- d. their militant tactics led to public opposition and criticism,
 - e. their actions led to reduced support for the suffrage movement among politicians and the public.
12. World War I led to a temporary suspension of suffrage campaigns, with both NUWSS and WSPU supporting the war effort.
- a. WSPU's support for the war effort helped to improve the public image of suffrage campaigners.
 - b. Women's war work demonstrated their capability, responsibility, and importance to the national effort, challenging pre-war ideas about women's roles and supporting arguments for political rights, including:
 - i. a broader acceptance that those who had contributed to the war effort, including women, deserved greater political representation.
13. The introduction of the Cat and Mouse Act (1913) allowed the temporary release of hunger-striking suffragette prisoners and their re-arrest once they had recovered.
- a. The Act responded to the growing use of hunger strikes by imprisoned suffragettes to protest their treatment and demand recognition as political prisoners.
 - b. The government's response prior to the 1913 introduction of the Act had included the use of force-feeding, which caused public outrage and risked creating sympathy for the suffragette cause.
14. Herbert Asquith was a Liberal politician who served as Prime Minister of Britain from 1908 to 1916:
- a. He was initially opposed to women's suffrage but his position changed over time, particularly during World War I.
15. David Lloyd George was a Liberal politician and Prime Minister (1916–1922):
- a. He showed early support for women's suffrage.
 - b. He attempted to introduce reform to extend the franchise.
 - c. He supported the 1912 Bill to extend the vote to women.
 - d. The 1912 Bill to extend the franchise to women ultimately failed.



	16. The Representation of the People Act (1918) was a significant step towards universal suffrage in Britain: - The extension of the male franchise to all men over the age of 21 and to men over the age of 19 who had served in the armed forces, - The extension of the female franchise to women over the age of 30 who met a property qualification or were married to a man who met the property qualification, - The continuation of limitations on the female franchise, which excluded many working-class women, - The restriction of the female franchise due to political concerns, including fears among Conservative politicians that working-class women would be more likely to vote Labour, while older, middle-class women were more likely to vote Conservative. 17. The Equal Franchise Act (1928) granted equal voting rights to men and women, with all individuals over the age of 21 entitled to vote.
4 Views of historians	1. The work of historians demonstrates different interpretations of the reasons for the achievement of women's suffrage: - Arthur Marwick argued that the First World War was the key turning point, as women's contribution to the war effort demonstrated that they deserved the vote. - June Purvis argued that women's suffrage was achieved because the actions of the suffragettes made the issue impossible for the government and public to ignore. - Martin Pugh argued that women's suffrage was achieved as part of longer-term political reform, linked to changes in male suffrage, rather than as a direct result of the First World War.

Key Words: act, charter, democracy, electorate, enfranchisement, petition, reform, rotten boroughs, suffrage, suffragettes, suffragists (see [Glossary](#) for definitions).

3 World War II (1939-1945)

1	1. Long-term causes of World War II included:
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Causes of World War II	a. The failure of the League of Nations to maintain peace, b. Germany broke the Treaty of Versailles, c. The rise of dictators such as Hitler and Mussolini increased aggressive foreign policies and expansionism. d. The policy of appeasement encouraged aggression by failing to challenge expansionist actions, 2. Short-term causes of World War II included: a. The Nazi-Soviet Pact (1939), b. Germany's invasion of Poland on 1st September 1939. 3. Britain declared war on Germany on 3rd September 1939.
2 Pre-war Britain and outcome of war	1. Key features of life in Britain in the 1930s: a. Social conditions, including the impact of social class on housing and living conditions (e.g. slums in poorer areas), and the continuation of traditional gender roles and expectations, b. Economic conditions, including high unemployment, c. Political conditions, such as the limited role of the government in addressing unemployment and social inequality. 2. The initial impact of war on everyday life in Britain between 1939 and 1940 led to some changes in daily routines, although much of everyday life remained largely unchanged: a. Early measures such as gas masks and blackout regulations were introduced, b. Early fighting during the 'Phoney War' had a limited impact on everyday life, c. Some men were conscripted into the armed forces, although for many people daily life remained largely unchanged.
3 The Blitz	1. The Blitz was a bombing campaign undertaken by Nazi Germany between 7th September 1940 and 11th May 1941.



2. The Luftwaffe, which was the air force of Nazi Germany during World War II, dropped bombs on London and other cities across Britain.
3. The Blitz represented a significant but temporary turning point:
 - a. It was the first time civilians had directly experienced war.
 - b. It changed daily routines by forcing people to:
 - i. follow air raid warnings,
 - ii. spend time in shelters,
 - iii. endure blackout restrictions,
 - iv. adapt work, school, and sleep routines around the threat of bombing.
 - c. It increased the expectations of the role of the government to provide:
 - i. air raid shelters,
 - ii. evacuation schemes,
 - iii. warning sirens,
 - iv. emergency housing.
4. Bombing had physical, emotional and social impacts on civilian life:
 - a. Physical damage, including the destruction and damage of large numbers of homes, particularly in industrial areas.
 - b. Emotional consequences, including increased fear and anxiety among the population.
 - c. Social consequences:
 - i. the use of communal shelters
 - ii. bombing had a greater impact on poorer communities because they often lived in more densely populated areas with lower-quality housing, which was more vulnerable to destruction.
5. The British government used wartime propaganda, including the promotion of the 'Blitz spirit', to maintain morale and encourage resilience among the population.



4 Children during World War II	1. The impact of war on children, including the evacuation of children from urban to rural areas to protect them from bombing: a. The organisation of evacuation from cities to the countryside in 1939, b. The separation of children from their families and communities, c. The adjustment to new living conditions in unfamiliar environments. 2. Children's experiences of war-time evacuation varied: a. Some children were not evacuated and remained in cities during bombing, b. Evacuated children had a range of experiences, including positive experiences in safer and more comfortable homes, c. Some children experienced difficulties, including: i. homesickness, ii. poor treatment, iii. cultural differences between urban and rural life.
5 Response of the British government	1. The British government increased intervention and control during the war to manage resources and support the war effort, including: a. The introduction of food rationing to ensure fair distribution of limited supplies, b. The direction of workers into essential industries such as munitions, shipbuilding and mining, c. The use of censorship and propaganda to control information and maintain public morale.
6 Women during World War II	1. The role of women before the war was shaped by traditional social and economic expectations, including: a. Married women often left paid employment. b. Women's paid employment was often low-paid and unskilled, and very few women held positions of power.



2. The role of women changed during the war, primarily due to the demands of the war rather than ideological change, including the impact of conscription and labour shortages.
3. The role of women expanded during the war, and they took on a wider range of jobs:
 - a. Women worked in munitions factories,
 - b. Women worked in agriculture through organisations such as the Women's Land Army
 - c. Women worked in transport and other essential services.
4. There were limits to the changing role of women during the war, including:
 - a. Women were paid less than men,
 - b. Men retained positions of authority in most workplaces,
 - c. Many women experienced a 'dual burden' of paid work and domestic responsibilities.
5. After the war, expectations of women largely returned to pre-war attitudes and roles.

7 Long term changes

1. World War II had long-term effects on British society, including:
 - a. The government's introduction of a welfare state, which provided support for sickness, unemployment and old age.
 - b. The government established the National Health Service (NHS) in 1948, which provided free or affordable healthcare.
 - c. Britain experienced labour shortages after World War II, particularly in industries such as transport, manufacturing and the NHS, and the government encouraged migration from the British Commonwealth to address these shortages.
2. Social inequalities remained after the war, including:
 - a. inequalities based on social class, such as differences in housing, employment and living standards,
 - b. inequalities based on traditional gender roles, with women continuing to face limited opportunities and expectations to prioritise domestic responsibilities,



- c. inequalities based on race, including discrimination faced by migrants from the British Commonwealth.

- k. **Key Words:** appeasement, blitz, censorship, conscription, evacuation, migration, propaganda, rationing, welfare state (see Glossary for definitions).

4 The Holocaust **(This unit will not be assessed)**

1 Experiences of Jewish people before 1933	1. Jewish people experienced persecution across Europe from the medieval period to 20th Century. Examples must include: a. Medieval period (c.1000-1500): the expulsion of all Jewish people from England in 1290. b. Early modern period (c.1500-1800): in cities like Venice, Jewish people were forced to live in walled districts (ghettos) where gates were locked at night. c. 19th Century Europe (1800-1914): Jewish communities in Eastern Europe, particularly in the Russian Empire, faced violent persecution in the form of pogroms.
2 Nazi ideology	1. The Nazi Party was based on key ideas, including nationalism and antisemitism. 2. Adolf Hitler gained popularity among the German people and came to power through a combination of factors, including: a. The Nazi Party used propaganda to influence public opinion and promote Hitler as a strong leader. b. The SA (Sturmabteilung) used intimidation and violence to weaken opposition and support the Nazi rise to power. c. Hitler's personal appeal, including his speeches and promises to restore Germany's strength, attracted widespread support. 3. After 1933, Hitler ruled Germany as a dictator. Examples of his dictatorship studied may include: a. The government used censorship to control information and limit opposition.



	b. The Nazi regime controlled the education system to promote Nazi ideas. c. The regime used youth organisations, such as the Hitler Youth, to influence young people. d. The Nazi government exerted influence over religion by attempting to control churches, reduce the influence of Christianity, and promote loyalty to the Nazi state. e. The regime used terror, including the Gestapo and SS, to suppress opposition.
3 Increasing persecution in Germany 1933-39	1. The persecution of Jewish people in Germany increased between 1933 and 1939, including: a. The Nazi regime established concentration camps from 1933 to imprison political opponents and some minority groups, including Jewish people. b. The Nazi government organised boycotts of Jewish businesses to damage their economic position. c. The Nuremberg Laws (1935) removed Jewish people's German citizenship and restricted their rights. d. Kristallnacht (9-10 November 1938) involved widespread attacks on Jewish homes, businesses and synagogues across Germany.
4 Europe's Jews during World War II	1. Germany's invasion of Europe spread Nazi control over large parts of the continent, bringing millions of Jewish people under Nazi rule. 2. Jewish people had different experiences across occupied Europe, including varying levels of persecution, restrictions, and violence depending on location and local conditions. 3. Ghettos were: a. areas in towns and cities where Jewish people were forced to live, b. created to segregate and control Jewish populations, 4. Ghettos had: a. overcrowded conditions,



	b. limited food, c. poor sanitation. 5. The Einsatzgruppen were mobile killing units that followed the German army and carried out mass shootings of Jewish people and other groups in Eastern Europe. 6. The Nazis created death camps for the systematic murder of Jewish people and other victims as part of the "Final Solution". 7. Germany was defeated in May 1945, leading to the liberation of concentration and death camps by Allied forces.
5 Responses and responsibility	1. Responsibility for the Holocaust extended beyond Hitler and Nazi leaders and included the role of collaborators across occupied Europe, such as officials, police forces and individuals who assisted in identifying, arresting and deporting Jewish people. 2. Jewish people responded to persecution in a range of ways, including resistance such as uprisings and preserving cultural and religious life. 3. Jewish resistance was challenging due to extreme conditions, lack of resources and the threat of severe punishment. 4. The British government had some knowledge of the persecution and mass murder of Jewish people during the war, but its response was limited and did not prioritise direct action to stop the Holocaust.
6 Aftermath and legacy	1. The Holocaust had a devastating impact on Jewish communities across Europe, with millions of Jewish people murdered and many communities destroyed permanently, resulting in the loss of families, culture and ways of life. 2. Survivors of the Holocaust faced ongoing difficulties after the war and liberation including: a. physical illness, b. trauma, c. loss of family members, d. displacement (many were forced to live in refugee or displaced persons camps).



3. Antisemitism continued after the defeat of the Nazis, including:
 - a. In many countries, including parts of Germany and Eastern Europe, Jewish survivors returned to find their homes and property taken.
 - b. Jewish survivors often faced hostility, suspicion and discrimination from local populations.
 - b. In some areas, violence against Jewish people continued after the war.
4. The Nuremberg Trials (1945–46) were held to prosecute leading Nazi officials for crimes committed during the Holocaust and the war.
5. The Nuremberg Trials established the principle that individuals could be held accountable for crimes against humanity.

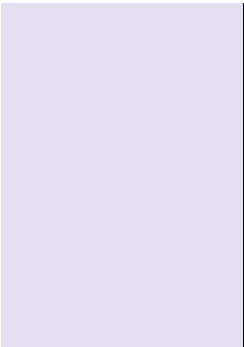
Key Words: antisemitism, boycotts, citizenship, collaborators, concentration camps, dictatorship, Einsatzgruppen, genocide, ghetto, liberation, persecution, pogroms, propaganda, resistance (see [Glossary](#) for definitions).

5 Historical Skills

Items that are highlighted are from the Year 7 and Year 8 curriculum, which are to be built upon in Year 9.

1 Chronology	1. Chronological terms (BC, AD, BCE, CE; decade, century, millennium). 2. Students should be able to order events in chronological order and develop a greater sense of period such as events coinciding. 3. Place events securely within broader historical frameworks (e.g. connecting national and global timelines). 4. Use chronology to support arguments, not just sequence events (e.g. to explain causation or change over time).
2 Historical Evidence	1. Students should be able to make inferences from a source based on its content. 2. Historians use multiple sources to provide richer, fuller evidential claims about the past.



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3. The provenance of a source is where it came from, and should include consideration of the nature, origin and purpose.
 4. The utility of evidence varies according to the questions being asked of it. Every source has a use as it tells us something about the past within a context, despite its limitations.
 5. The provenance of a source should be considered to justify utility.

Disciplinary Knowledge to Be Taught in Year 9

Items that are highlighted are from the Year 7 and Year 8 curriculum, which are to be built upon in Year 9.

D1 Causation

1. Historical change happens because of two main factors:
 - a. Individuals (personal)
 - b. Conditions (contextual: social and economic)
2. Causes can be categorised, e.g. short and long term.
3. Causes can be compared and evaluated for importance.
4. Multi-causal explanations can be constructed with analysis of how causes interact and link with each other.

D2 Consequence

1. An historical event can have more than one consequence.
2. They can be unintended or intended.
3. Consequences are the results or impacts of an historical event.
4. Consequences can impact individuals, societies and beliefs.
5. Consequences can be evaluated as being more or less significant based on criteria.
6. Consequences can create further chains of events (link between causation and consequence)

D3 Change and Continuity

1. The past is not fixed; change occurs slowly over centuries.
2. Change can happen rapidly in specific moments of time.
3. Change can be attributed by comparing time periods.



4. Change and continuity happen alongside each other within and between historical periods.
5. Different groups in society may experience change differently.
6. Change is a process which can be measured by considering the extent of and pace of change.
7. Change does not always mean progress.
8. Measure the extent and rate of change using appropriate terminology.
9. Identify turning points compared to periods of gradual change.
10. Evaluate whether change represented progress.
11. Compare how different groups experienced change different with explicit explanation of why.

D4 Historical Interpretation

1. The past is not fixed but constructed through interpretations.
2. Historians are experts that can specialise in a specific area.
3. Inferences can be drawn from historical interpretations just as with evidence.
4. Historians' interpretations differ based on factors such as their area of expertise and evidence used in constructing their argument.
5. Use knowledge and understanding of the necessary content and context to evaluate Historians' interpretations.

D5 Significance

1. Historians choose to study people, institutions, or events from the past because they resulted in change and/or were important to people at the time and/or are remembered today.
2. Historical evidence reveals something important about the time and place they existed in or were made for.
3. What historians consider to be significant is different to different people at different places and times.
4. Criteria is used to evaluate the significance of an individual person or event.
5. Significance can change over time.
6. Evaluate how and why some histories are remembered and others forgotten.



D6 Similarity and Difference

1. Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences, beliefs, values, and motivations.
2. Individuals will experience the same event differently
3. Historians compare the similarities and differences within and between groups of people, or nations, from the same historical period.
4. Explain why similarities and differences exist, not just identify them.
5. Make comparisons across different contexts



How Knowledge Should Be Used

Use of Knowledge (U)	Typical Command Words	Examples
U1 Demonstrate knowledge	Define, List, Identify, Describe	Year 7: Define the word, 'empire.' List the three claimants to the throne in 1066. Place these events in chronological order. Identify the argument in this interpretation. Year 8: Identify one change made to religion under King Edward VI. Place these events in chronological order Who ruled England after the execution of Charles I? Year 9: When was the Armistice signed to end World War I? Describe the methods of campaigning used by the Women's Social and Political Union (Suffragettes). Identify one long term cause of World War II.
U2 Explain and analyse	Explain, Suggest, Analyse	Year 7: Explain why William was able to conquer England in 1066. Explain the importance of the Church in medieval England. What can you infer from the source about William's attitude to the church? Analyse the provenance of the source. Year 8: Explain one reason why King Henry VIII broke from Rome. What can you infer from the source about resistance to slavery?



		What does the interpretation suggest was the main reason for the English Civil War? Year 9: Explain one reason why World War I was significant. Explain one reason why World War II broke out in 1939.
U3 Evaluate	Evaluate, Decide, Justify	Year 7: What was the most important way in which William maintained power in England after 1066? Year 8: What was the most important reason why the English Civil War broke out? Year 9: Explain how far you agree with interpretation 1. 'Women only achieved the right to vote because of the outbreak of World War I.' How far do you agree with this opinion?
U4 Make thematic links (synoptic)		Year 7: Describe the roles that women could have in medieval society. Explain how medieval monarchs held power and how they responded when challenged. Explain how the medieval world was connected through trade and migration. Year 8: Describe one way in which people protested those in power between the 16th – 18th centuries. 'The monarch was extremely powerful in the 16th-18th centuries.' Do you agree with this view? Year 9: Describe the role of women on the Western Front during World War I.



‘People in the 19th and 20th centuries who used peaceful methods of protest were successful at challenging the people in power.’ How far do you agree with this opinion?

A summary of the themes that are developed across Year 7, Year 8 and Year 9 are in Appendix A.

Summative Assessments

What Will Be Assessed at the End of Year 7, Year 8 and Year 9?

This specification outlines the content that should be taught in Year 7, Year 8 and Year 9. Because the end-of-year summative assessment takes place before the end of the year, not all content taught in each year group can be summative assessed:

- The substantive content in **7.05 Medieval Mali** should be taught in Year 7 but will not appear in an assessment.
- The substantive content in **8.05 British Empire** should be taught in Year 8 but will not appear in an assessment.
- The substantive content in **9.04 The Holocaust** should be taught in Year 9 but will not appear in an assessment.

What Will the End-of-Year Assessments Look Like?

Summative assessments will assess a sample of the content in this specification. What is assessed may vary from year to year.

Papers will include a variety of questions intended to assess students’ knowledge, and their ability to use their knowledge in the ways set out in the specification. They will usually include some multiple choice or other objective questions, some short answer questions, and some extended response questions. Students may be asked to bring together knowledge from different sections of the specification to show their holistic understanding of the content.

The end-of-year assessment for History comprises one paper. New, unseen papers will be provided annually.

The paper is designed to last one hour or less, to enable it to be sat during normal lesson time.

The end-of-year assessments are intended to be taken in June, with question papers and mark schemes made available in May. Teachers will be able to input marks into Smartgrade to obtain cohort-benchmarked results for summative use and, where available,



topic and question-level analysis for formative use. Dates and further information will be available later in the year.

What Will the Optional Mid-Year Assessments Look Like?

An additional mid-year assessment provides formative feedback and helps track students' progress through the curriculum. This will assess a sample of the content intended to be taught in the first term.

The mid-year assessment for History comprises one paper. New, unseen papers will be provided annually.

The paper is designed to last one hour or less, to enable it to be sat during normal lesson time.

The mid-year assessments are intended to be taken in January, with analysis available through Smartgrade. Dates and further information will be available later in the year.

Year 7

Substantive Knowledge

1. Empires East and West around 1000 CE
2. Norman Conquest and Control
3. Medieval Religion
- 6.1 Chronology
- 6.2 Historical Evidence

Students will also be expected to make thematic links (use their knowledge synoptically) within these threads:

- Power: Class Systems, Empire, Succession
- Identity: Beliefs and Religion, Role of Women
- Connectivity: Knowledge, Medicine, Migration, Trade

Disciplinary Knowledge

- D1. Causation
- D3. Change and Continuity
- D4. Historical Interpretation
- D5. Significance



Year 8

Substantive Knowledge

1. The Tudors
2. England: A World Turned Upside Down
 - 2.1 From Tudors to Stuarts
 - 2.2 The English Civil War
 - 2.3 - 2.5 will not be assessed in the mid-year assessment but **will** be assessable in the end of year assessment.

6.1 Chronology

6.2 Historical Evidence

Students will also be expected to make thematic links (use their knowledge synoptically) within these threads:

- Power: Succession, Warfare, Democracy, Protest
- Identity: Beliefs and Religion, Role of Women
- Connectivity: Innovation, Migration, Trade

Disciplinary Knowledge

- D1. Causation
- D3. Change and Continuity
- D4. Historical Interpretation

Year 9

Substantive Knowledge

1. World War I
- 6.1 Chronology
- 6.2 Historical Evidence

Students will also be expected to make thematic links (use their knowledge synoptically) within these threads:

- Power: Empire, Warfare
- Identity: Role of Women
- Connectivity: Innovation, Medicine

Disciplinary Knowledge

- D1. Causation
- D5. Significance



Version History

Year	Version	Date	Description of Changes
For 2024/25	1.0	10 June 2024	Initial release.
	1.1	31 July 2024	Additional description of content that may appear in the mid-year assessments.
	1.2	12 th Sept 2024	Changes to specification points for 6 European Renaissance.
For 2025/26	2.0 (Draft)	29 th April 2025	Addition of Year 8 content. Amendments to Year 7 content
	2.0	11 th June 2025	Release with amendments confirmed for first teaching September 2025 based on dept. feedback
	2.1	5 th September 2025	Amendments to numbering. Amendments to assessable content.
For 2026/27	3.1	22 nd June 2026	Addition of Year 9 content (Additional unit 5 to be added).
	3.2	26 th June 2026	Changes to formatting of Year 9 substantive knowledge Additional description of content for Year 9 substantive knowledge



Appendix A: Making Thematic Links

Power

Thread	Where It Is Covered
Succession	Year 7: 1.1.1 – Dynasties of China c. 1000. 2.2.1 – Succession crisis in England in 1066. 2.5.1 (a) – Establishment of male primogeniture. 4.2.1 – Dynastic challenges to the line of succession. Year 8: 1.1.2 (a) – The importance of King Henry VIII securing a male heir. 2.5.1 – Changes to succession with the rule of Cromwell as Lord Protector. 2.6.1 – The Restoration of King Charles II, son of executed an king. Year 9 1.3.1 – Abdication of the Kaiser and the end of imperial rule in Germany after World War I.
Warfare	Year 7: 2.3.2 – Weaponry and armour in Anglo-Saxon and Norman armies 4.5.1 (d) – Developments in warfare, technology and tactics in the Hundred Years War. Year 8: 1.4.1 – Queen Elizabeth I and the Spanish Armada. 2.3.1 – Oliver Cromwell's New Model Army. 2.3.2 – Weapons, tactics and uniforms of the Roundheads and Cavaliers. 2.3.3 – Significant battles during the Civil War. 2.5.2 – Cromwell's 1649 military campaign in Ireland. Year 9:



	1.1.1 – Militarism, arms race and Dreadnought development as causes of World War I. 1.2.1 – Trench warfare and conditions on the Western Front. 1.2.1 – Technological developments (machine guns, gas, tanks, artillery). 1.2.1 – Key battles such as the Battle of the Somme. 3.1.1 – Causes of World War II including appeasement and failure of the League of Nations. 3.4.1 – The Blitz as a new form of aerial warfare targeting civilians.
Empire	Year 7: 1.2.1 – Definition of empires and great empires c. 1000, including Byzantine, Holy Roman Empire and Early Islamic Empire. 5.2.1 – Wealth of Malian Empire. Year 8: 1.5.2 – Exploration of the Americas under Queen Elizabeth I. 4.1.1 – African Kingdoms in the medieval period. 6.1-6.3 – Causes, case studies and impact of the British Empire. Year 9: 1.1.1 – Imperialism as a long-term cause of World War I (competition for colonies). 1.3.1 – Colonial troops' contribution leading to increased demands for independence. 3.7.1 – Post-WWII migration from the British Empire/Commonwealth to Britain.
Protest	Year 7: 2.4.1 (b) – Rebellion against Norman rule and King William I's Harrying of the North 4.3.1 – Protest of the barons in 1215. 4.4.1 – Popular protest in Peasants' Revolt. Year 8:



- 1.1.1 – Emergence of Protestantism in protest to the practices of the Catholic Church.
- 1.1.3 – Opposition to the Reformation.
- 1.4.3 – Plots to depose Queen Elizabeth I.
- 2.1.2 – Gunpowder Plot.
- 4.3.2-3 – Different forms of slave resistance.
- 4.4.1-2 – Protests by individuals to abolish the slave trade.
- 5.6.2 – Protest against employers during the Industrial Revolution (Tolpuddle Martyrs and Match Girl Strikes)
- 5.6.2 – Protests in support of wider voting (Chartists).

Year 9:

- 2.2.1 – Chartist Movement: petitions, protests and demands for reform.
- 2.3.1 – Suffragist campaigning (peaceful protest, petitions, lobbying).
- 2.3.1 – Suffragette militant protest (direct action, civil disobedience).
- 2.3.1 – Hunger strikes and government response (Cat and Mouse Act).
- 4.5.1 – Jewish resistance to Nazi persecution during the Holocaust.

Democracy

Year 7:

- 4.3.1 – Signing of the Magna Carta and the creation of parliament.

Year 8:

- 2.6.2 – The Declaration of Rights, which granted supremacy to Parliament.
- 2.6.3 – Act of Union in 1707.
- 3.4.4 – Acts to abolish slavery in England and her empire.
- 6.6.2 – Chartist campaign to expand voting rights.

Year 9:

- 2.1.1 – Criticism of the pre-1832 voting system as undemocratic.
- 2.2.1 – Expansion of male suffrage (1832, 1867, 1884 Reform Acts).
- 2.3.1 – Campaign for women's suffrage.
- 2.3.1 – Representation of the People Act (1918).



	2.3.1 – Equal Franchise Act (1928).
Crime and Punishment	Year 7: 2.4.1 (b) – King William I’s response to rebellion in the Harrying of the North. 2.5.1 (b) – Changes from Anglo-Saxon wergild to murdrum fine. 3.1.2 – The separate justice system of the Church, and how Church could punish even the king. 4.1.1 – Punishment received by Henry II from the Church after Becket’s death. Year 8: 1.2.2 – Burning of Protestants at the stake of under Queen Mary I. 2.3.4 – Public execution of King Charles I for treason. 2.4.1 (c) – Punishments inflicted on those accused of witchcraft. Year 9: 2.3.1 – Imprisonment and force-feeding of suffragettes; Cat and Mouse Act. 4.3.1 – Persecution of Jewish people under Nazi laws (e.g. Nuremberg Laws). 4.6.1 – Nuremberg Trials and post-war justice.
Class System	Year 7: 2.4.1 (c) – Establishment of the feudal system 3.1.1 – Hierarchy of the Church Year 8: 4.2.3 – The selling of enslaved people at slave auctions. 5.6.1 – The Victorian class system and the emergence of an upper, middle and lower class. Year 9: 2.1.1 – Inequality in voting linked to wealth and property ownership. 2.2.1 – Extension of voting rights to working-class men. 2.3.1 – Continued exclusion of working-class women (1918 Act).



- 3.2.1 – Impact of social class on housing and employment in 1930s Britain.
- 3.4.1 – Social differences in experiences of the Blitz (e.g. shelter access).
- 3.7.1 – Post-war inequalities despite the welfare state.

Identity

Thread	Where It Is Covered
Women	Year 7: 1.2.3 – Power struggle of Empress Zoe. 2.5.1 (c) – The loss of autonomy and rights for women from the Anglo-Saxon to Norman period. 3.1.1 – Role of women in medieval Church. 4.2.1 – The power struggle of Empress Matilda. Year 8: 1.2.2 – Rule of Queen Mary I. 1.4-1.5 – The rule of Queen Elizabeth I. 1.4.3 – Plots to restore Mary Queen of Scots to the throne. 2.2.1 – King Charles I's marriage to Henrietta Maria as a cause of the English Civil War. 2.4.1 (a and c) – Accusations and punishments for witchcraft 1645-47. 4.4.2 – Role of abolitionist and former enslaved person Mary Prince. 5.6.2 – Women in protest: Match Girl Strikes. 5.6.3 – Women's changing role in the workplace during the Industrial Revolution. Year 9: 1.2.1 – Women's roles in World War I (nursing, support roles, munitions work). 1.3.1 – Changing expectations of women after World War I. 2.3.1 – Role of key individuals (Fawcett, Pankhursts, Lytton).



	2.3.1 – Women’s suffrage campaigns and achievements. 3.6.1 – Women’s changing roles during World War II (industry, agriculture, services).
Beliefs	Year 7: 1.1.2 – Buddhism in Chinese society c. 1000. 1.3.1 – Centrality of Islam in Baghdad c. 1000. 3.1.3 – Christian ways of worship and places of worship in medieval England. 3.2.1, 3.2.2 – Key beliefs in medieval England. 5.1.2 – Mansa Musa’s pilgrimage to Makkah. Year 8: 1.1.1 – Emergence of Protestantism. 1.1.2 – King Henry VIII’s break with Rome. 1.2.1-2 – Religious changes under King Edward VI and Queen Mary I. 1.4.2 – Religious Settlement in 1559 under Queen Elizabeth I. 1.4.3 – Catholic plots to depose Queen Elizabeth I. 2.2.2 – Archbishop Laud and the introduction of a new prayer book to Scotland. 2.4.1(a) – Accusations and beliefs linked to witchcraft. 2.5.1 – Puritan beliefs of Oliver Cromwell. Year 9: 1.1.1 – Nationalism as a belief shaping international relations. 1.3.1 – Changing attitudes towards state responsibility vs laissez-faire. 4.2.1 – Nazi ideology including antisemitism and extreme nationalism. 4.2.1 – Use of propaganda to shape beliefs in Nazi Germany.

Connectivity

Thread	Where It Is Covered
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Migration	Year 7: 1.1.3 – Migration of people and ideas along Silk Roads c. 1000. 2.1.1 – Diversity of Anglo-Saxon England as a result of migration pre-1066. 2.5.1 (c) – Introduction of French to language as part of Norman migration to England. 5.2.3 – Migration of scholars and architects to Timbuktu, an influential city of learning. Year 8: 1.3.1 – The diversity of the Tudor court as a result of migration from the African continent. 1.5.2 – Elizabethan settlement in the New World. Year 9: 3.3.1 – Evacuation within Britain during World War II (internal migration). 3.7.1 – Post-war migration from the Commonwealth to Britain. 4.4.1 – Movement of Jewish people across Europe due to persecution.
Trade	Year 7: 1.1.3 – Trade along Silk Roads c. 1000. 1.2.2 – Importance of Constantinople as a trading city. 1.3.1 – Importance of Baghdad as a trading city on Silk Roads. 5.5.2 – Importance of trade in Malian Empire (particularly Timbuktu). Year 8: 4.2.1 – The trade triangle. 6.1.1 – How trade helped build the British Empire 1776-1914. Year 9: 1.2.1 – Impact of blockades and U-boat warfare on food supplies. 3.5.1 – Rationing and government control of resources during World War II.
Innovation	Year 7:



	1.3.1 – Use of gunpowder and printing technology. Year 8: 5.5.1 – Changes to transport during the Industrial Revolution. 5.5.2 – Inventions during the Industrial Revolution. Year 9: 1.2.1 – New military technology (tanks, gas, artillery). 3.4.1 – Air warfare technology during the Blitz.
Medicine	Year 7: 1.3.3 – The building of hospitals in Baghdad by caliphs. 3.2.3 – Influence of the Church in healthcare, drawing on the ideas of Hippocrates and Galen. 4.4.1 – Medieval causes and treatments of the Black Death. Year 8: 2.3.1 – Beliefs about witchcraft and superstition shaping ideas about illness and the body, including fear, diagnosis, and treatment linked to supernatural causes. 4.1.1 – Industrial Revolution leading to urbanisation, creating new public health challenges in rapidly growing cities. Year 9: 1.2.1 – Medical roles of nurses and developments in wartime care. 3.7.1 – Creation of the NHS (1948) and expansion of healthcare.
Knowledge	Year 7: 1.1.3 – Sharing of knowledge across Silk Roads. 1.3.2 – House of Wisdom in Baghdad. 3.1.2 – Literacy of the clergy in medieval England. 5.2.3 – Timbuktu in the Malian Empire. Year 8: 2.1.1 – King James I's <i>Daemonologie</i>. 4.4.2 – Autobiographies of former enslaved people that helped abolish slavery.



Year 9:

2.2.1 – The People’s Charter and spread of political ideas.

2.3.1 – Use of pamphlets and meetings by suffragists.

3.4.1 – Government propaganda during World War II.

4.2.1 – Propaganda and control of education in Nazi Germany.



Appendix B: Glossary of Key Words

This glossary sets out the key words and definitions that may be assessed in the summative assessments. They are listed alphabetically and organised into words that will be taught in the first term and therefore assessable in the optional mid-year exams, and words that may appear in the end-of-year exams.

Year 7

First assessable in Mid-Year Exams	
apothecary	A person who in the past made and sold medicines.
archer	A person who shoots with a bow (a long stick held bent by a string tied to the ends) and arrow.
astronomy	The study of space, stars and planets.
caliph	The ruler of the Islamic Empire.
cavalry	A group of soldiers who fight on horses.
century	A period of 100 years.
chronological	The arrangement of events, or dates, in the order of occurrence.
claimant	A person who believes they have a right to something.
clergy	Officials of the Church led by the pope.
conquer	To take control of a place or people by force.
coronation	A ceremony where the new monarch is officially crowned.
decade	A period of 10 years
dynasty	A sequence of rulers from the same family.
empire	A group of countries ruled by a single ruler.
excommunication	The power of the pope to expel someone from the Church.
feudalism	A system where someone who held land gave land to others on the condition that they serve them.
harrying	To repeatedly attack somewhere or someone.
illegitimate	A child born to parents who are not married.
infantry	Soldiers who fight on foot.
inference	A conclusion drawn from evidence based on what is seen and what is already known.
inherit	To receive something from a person who has died.



innovation	Improving something or creating something that is a new technology.
invade	To enter an area by force to take control.
laity	Ordinary people who attend church but do not hold official religious positions.
madrasa	Muslim school or college.
male primogeniture	The practice of giving the inheritance to the eldest son in the family.
martyr	A person who suffers or is killed because of their religious or political beliefs.
mass	Religious service on a Sunday that worshippers were expected to attend.
migration	The movement of people from one place to another.
millennium	A period of 1,000 years.
monarch	A king or queen.
monastery	A building in which monks live and worship
oath	A promise witnessed by God.
persecution	Unfair or cruel treatment over a long period of time because of race, religion or beliefs.
pilgrim	A person who makes a journey, often a long and difficult one, to a special place for religious reasons.
pilgrimage	A journey typically taken to a site of religious importance.
purgatory	A place where an individual's soul stayed until all their sins had been forgiven.
relic	Part of a saint's body or something they owned which was believed to have the power to perform miracles.
succession	The order of taking over an official title or position.
First assessable in End-of-Year Exams	
baron	A person who held lands or property given by the monarch or a powerful overlord.
heresy	A belief that goes against the teachings of the Church
miasma	The theory that disease is caused by foul smelling air.
resistance	The refusal to accept or obey something.



revolt	When a large number of people refuse to be ruled and take violent action.
siege	A military act of surrounding a city or base, attacking it, and cutting off supplies. The goal of a siege is to force the city or base to surrender.

Year 8

First assessable in Mid-Year Exams	
annulment	To declare that a marriage never actually existed.
army	An organised force for fighting.
commonwealth	A group of people organised under a single government.
dissenters	People who disagree with or oppose something, especially a religious or political authority.
dissolution	The ending of an organisation.
flank	Side.
indulgence	A payment to the Catholic Church to forgive a person's sins.
reformation	A movement in the 16th century which led to a break with the Catholic Church and the beginning of the Protestant church.
regicide	The deliberate killing of a monarch, or the person responsible for doing so.
treason	A crime against the monarch or state.
vestments	Robes worn by priests.
witch	A person believed to have magic powers used for evil.
First assessable in End-of-Year Exams	
abolish	To formally put an end to something.
agriculture	Farming of crops and livestock
auction	Public or private sale where goods, property, or services are sold to the highest bidder.
enslave	To take away a person's freedom and make them a slave.
Industrial Revolution	The change from agrarian (farming) society to an industrial (manufacturing) one.
invention	The creation of a new device, method or process.



oppression	Denying individuals or groups their rights, freedom, or dignity, typically based on factors such as race, class, gender, or ethnicity.
resistance	The refusal to accept or obey something.

Year 9

First assessable in Mid-Year Exams	
abdication	When a ruler (such as a king or queen) gives up their throne and power.
alliances	Agreements between countries to support or help each other, especially during war.
armistice	An agreement to stop fighting temporarily, often leading to the end of a war.
conscription	When the government forces people to join the armed forces.
Dreadnought	A type of battleship developed by the British in 1906.
imperialism	Extending a nation's power and influence by colonising other countries.
laissez-faire	An idea that a government should not interfere much, particularly with economics.
militarism	The belief that a country should build up a strong military and be ready to use it.
nationalism	A strong feeling of pride and loyalty a person has towards the country they live.
reparations	Payments (often money or goods) that a defeated country must pay to compensate for damage caused in a war.
trenches	Long narrow ditches dug into the ground for soldiers to take shelter from enemy fire.
treaty	A formal agreement between countries.
First assessable in End-of-Year Exams	
act	A law passed by Parliament.
charter	A formal written document giving rights or privileges (e.g. from a king or government).
democracy	A system of government where people have the power to make decisions, usually by voting.



electorate	All the people who are allowed to vote in an election.
enfranchisement	The process of giving someone the right to vote.
petition	A formal written request, signed by many people, asking for change.
reform	A change made to improve something.
Rotten boroughs	Parliamentary constituencies with very few voters but which were still represented in Parliament, often controlled by wealthy individuals.
suffrage	The right to vote in political elections.
Suffragists	Women's Suffrage Societies (NUWSS) – They campaigned for women's voting rights by using peaceful methods like petitions.
Suffragettes	The Women's Social and Political Union (WSPU) – They campaigned for women's voting rights by using more militant (sometimes illegal or violent) methods to gain the vote.
appeasement	A policy of giving in to some demands of an aggressive country to avoid conflict.
blitz	A period of intense bombing raids, especially the German bombing of British cities in World War II.
censorship	Controlling or limiting information (e.g. news, letters) to prevent certain details from being made public.
conscription	Forcing people to join the armed forces.
evacuation	Moving people away from danger, especially sending children from cities to the countryside during wartime.
migration	The movement of people from one place to another.
propaganda	Information, often biased or misleading, used to influence opinions or encourage support.
rationing	Limiting the amount of food or goods people can buy, often during wartime shortages.
welfare state	A government system that supports people with services like healthcare, education, and benefits for those in need.

