BENSHAM MANOR School

History Curriculum Map 2026-27

Introduction

The Key Stage 3 History Curriculum enables pupils to study the history of Britain and the wider world through a combination of breadth studies and in-depth enquiries. The topics have been carefully selected to meet the **National Curriculum** as well as the needs and interests of our pupils, enabling pupils to develop a range of historical skills, including source analysis.

	YEAR 7	YEAR 8	YEAR 9
Autumn Term 1	**Introduction to History, Skills and Baseline Assessments** Enquiry Question – What is History and how do we find out about the past? In this introductory unit, pupils learn what History is and practise the basic skills needed to be a Historian. We will explore how to use clues from the past as historical evidence to find out what happened a long time ago. Pupils will also learn how to put events in the right time order (chronology), understand key time terminology and look at things that changed over time compared to things that stayed the same (change and continuity).	**Power to the People:** The Fight for a Fair Britain (1819 - 1928) Enquiry Question – How did protest help regular people win the right to vote? **ideas, political power, industry and empire: Britain, 1745-1901** **AND** **challenges for Britain, Europe and the wider world 1901 to the present day** In this unit, pupils explore how ordinary people campaigned for their rights and won the right to vote in Britain. By investigating 5 key events – the Peterloo Massacre, the Great Reform Act, the Chartists, the Matchgirls' Strike and the Suffragettes – pupils will discover how people used peaceful marches, massive petitions and factory strikes to protest against unfair rules. Through these events, pupils will learn how everyday citizens	**WJEC Pathways -** **Looking at Local History** **(3 credits)** **2011 London Riots** In this unit, pupils will study a significant event from recent British History: the 2011 London riots. Pupils will discover what happened in their local area and identify how the local area was affected as a result. Pupils will develop research skills as they investigate the causes of the riots and the events leading up to it. They will explore and make observations from sources that can be used to find out about this event. This will enable pupils to find out what happened during the riots and understand how this issue developed across other cities in England.

		stood up for democracy and successfully changed British laws forever.	
Autumn Term 2	**Invaders and Settlers of Britain** Enquiry Question – How was Britain made? **the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066** In this unit, pupils take a journey through time to find out how different groups of people arrived in Britain and helped build the Britain we know today. We will look at four key groups: the Romans, the Anglo-Saxons, the Vikings and the Normans. Pupils will investigate why these groups travelled to Britain, whether they came to invade (fight) or build new homes (settle). We will explore how these groups changed everyday life and left their mark on the land by building new roads, towns and castles.	**Life on the Home Front:** Britain in World War II Enquiry Question (s) – How did the first World War lead to the Second World War and how did life change for people in Britain? **challenges for Britain, Europe and the wider world 1901 to the present day** In this unit, pupils will discover how the end of the First World War accidentally set the stage for the Second World War. We will look at the Treaty of Versailles and Germany's response before examining how the Second World war affected children and ordinary people living in Britain by exploring evacuation, rationing and the Blitz.	**WJEC Pathways -** **Looking at Local History** **(3 credits)** **2011 London Riots** Pupils will build on what they have learned to complete their Pathways Entry Level assessment. They will continue to research the 2011 London riots and use sources to find out about the social, economic and political consequences and impacts of this event on their local area. They will also find out how the local council and community worked together to help rebuild Croydon (London). Pupils will develop other key historical skills, presenting material they have created about the local issue to the class.
Spring Term 1	**The Norman Conquest and Medieval England** Enquiry Question – How did the Norman Conquest change England?	**The Holocaust** Enquiry Question – What was the Holocaust and how did it happen?	**The Renaissance** Enquiry Question – How did new ideas change Europe?

	the development of Church, state and society in Medieval Britain 1066-1509 In this unit, pupils explore how a leader named William the Conqueror took over England after winning the famous Battle of Hastings and how he kept control of the country. Pupils will explore how Norman rule completely changed England, from the language people spoke, to the churches they built and the major improvements in schools and education. We will look at how these changes affected what everyday life was like for poor peasants in Medieval England.	**challenges for Britain, Europe and the wider world 1901 to the present day** In this unit, pupils will learn about what the Holocaust was and how it happened. We will examine the roles of perpetrators, collaborators, bystanders, rescuers and those who resisted, while considering why remembering genocide helps us stand up against hatred today.	**the development of Church, state and society in Britain 1509-1745** In this unit, pupils travel back in time to explore a period of exciting change called the Renaissance. We will investigate why this explosion of new ideas started and how it transformed art, architecture, science and medicine. Pupils will study famous inventors, artists, and doctors to see how their discoveries changed the world. Finally, we will look at how Renaissance inventions still influence and shape our everyday lives today.
Spring Term 2	**The Black Death** Enquiry Question – Why was the Black Death so significant? **the development of Church, state and society in Medieval Britain 1066-1509** In this unit, pupils investigate the deadly sickness called the Black Death that swept through the world. We will explore how this terrible plague spread along the Silk Roads and arrived in Europe. Pupils will discover the strange Medieval beliefs about the causes of the disease and the unusual ways they tried to cure the sick. Finally, we will look at how this event completely changed life in Medieval	**Rebuilding Britain after the War** Enquiry Question – What were the consequences of the Second World War? **challenges for Britain, Europe and the wider world 1901 to the present day** Pupils will explore how people worked together to rebuild Britain after the Second World War. We will find out how the government created the National Health Service (NHS) and how workers' lives improved after the war. Pupils will also investigate the significance of the people who travelled on the HMT Empire Windrush ship, before looking at how	**The Tudors and the Reformation** Enquiry Question – Why was the Tudor period known as a "religious rollercoaster?" **the development of Church, state and society in Britain 1509-1745** In this unit, pupils explore how England's religion kept switching back and forth during the Tudor period. We will investigate why King Henry VIII decided to break away from the Catholic Church in Rome and we will explore how this reformation split religion across Europe. Finally, we will look at how different Tudor rulers forced ordinary people to change their religious beliefs, turning life in England into a dizzying "religious rollercoaster".

	England, giving the surviving poor workers more power to demand better lives.	different countries made new agreements to keep global peace and stop future wars.	
Summer Term 1	**The Industrial Revolution** Enquiry Question – How did the Industrial Revolution change Britain? **ideas, political power, industry and empire: Britain, 1745-1901** In this unit, pupils discover how a time of great inventions completely changed how people lived and worked in Britain. Pupils will investigate how these changes affected people's lives, looking closely at the dangerous jobs given to working-class children and women. We will explore how massive factories were built and why tiny villages quickly grew into crowded, busy cities. Finally, we will look at what life was like in crowded city slums, exploring how dirty living conditions led to the spread of deadly diseases like cholera.	**Notting Hill after the Second World War (1948 - 1970)** Enquiry Question - Was Britain a fair and equal place for everyone after 1948? **challenges for Britain, Europe and the wider world 1901 to the present day** **AND** **at least one study of a significant society or issue in world history and its interconnections with other world developments** In this topic, pupils will explore the experiences of the Windrush Generation after arriving to live and work in Britain. We will investigate the discrimination many Black and Asian people faced by learning about the "Colour Bar", the story of Kelso Cochrane and the Notting Hill riots (1958). Pupils will also compare racial segregation in Britain to unfair laws in other countries, like the Jim Crow Laws in America and Apartheid in South Africa.	**Life in Elizabethan England** Enquiry Question – Was Elizabethan England truly a 'Golden Age' for the poor? **the development of Church, state and society in Britain 1509-1745** In this topic, pupils will explore the stark contrast between the wealthy and the poor in Elizabethan England. Pupils will explore the everyday realities of ordinary people during a time of rapid social change. We will explore how the rich used architecture and fashion to flaunt their wealth, before diving into the challenges faced by the poor: cramped housing, a monotonous diet, and frequent food shortages. Pupils will learn how the government divided the poor into categories and examine the harsh punishments given to "vagabonds". By comparing the lives of the rich and the poor, pupils will evaluate whether Elizabeth's reign really deserves the title of a "Golden Age".
Summer Term 2	**Victorian Medical Heroes** Enquiry Question – How did doctors and nurses save lives in Victorian Britain?	**The Civil Rights Movement**	**Witchcraft in Stuart England** Enquiry Question – What can witchcraft tell us about life in Stuart England?

	ideas, political power, industry and empire: Britain, 1745-1901 In this unit, pupils investigate how medicine, hospitals and clean water improved during the Industrial Revolution. We will explore whether people actually became healthier in crowded Victorian towns. Pupils will study two famous medical heroes – John Snow and Florence Nightingale – discovering how their brave work saved thousands of lives and made the world a cleaner, safer place.	Enquiry Question - How did people fight against racism in Britain and around the world? **challenges for Britain, Europe and the wider world 1901 to the present day** **AND** **at least one study of a significant society or issue in world history and its interconnections with other world developments** In this topic, pupils will explore how brave individuals and communities challenged racial discrimination in Britain after 1945. We will investigate the work of Claudia Jones, whilst making connections with the Civil rights movements around the world to understand how campaigns for equality have shaped modern society.	**the development of Church, state and society in Britain 1509-1745** In this topic, pupils explore why so many people became terrified of witchcraft during the Stuart period. They investigate why people were accused of witchcraft, how suspected witches were hunted down and how they were put on trial. Pupils will look closely at a famous true story called the Pendle Witch Trials to discover how fear, gossip and a lack of fair laws affected everyday life in Stuart England.

*** Not all pupils will complete the WJEC Pathways.**