

History Key Stage 3 Long Term Plan

Vision

The KS3 History curriculum is designed to encompass both chronology and thematic learning styles. Enquires begin within the time frame specified by the National Curriculum but progress in order to expand and encompass more than one aspect of Historical reasoning along with embedding second order concepts such as change and continuity and key cross curricular skills such as extended writing, source inference and fluid use of evidence.

The Key stage 3 History curriculum allows students to become adept at analytical thinking, reasoning and understanding whilst also building upon the foundations of cultural capital, moral and spiritual awareness and what it means to be a good citizen in the 21st century.

Teaching and Learning

The three key stages will be taught as follows: -

- The year 7 curriculum is taught using a mostly thematic approach to learning, this allows students to become familiar with the key concepts they will be studying and provides them with the necessary tools to allow them to access their full potential and make good progress, thus laying the essential foundations for the years that follow.
- During year 8 students explore the themes of empire, survival and liberty by learning about the key events that shaped the modern world we know today (from 1918-1945). At the end of the year students will be given the opportunity to showcase their historical skill set by taking part in an investigation into the disappearance of the princes in the tower- a mystery that remains unsolved to this day
- In order to prepare students for their History GCSE, the year 9 curriculum explores both sensitive and compelling content spanning from the holocaust to the present day, thus allowing students to gain perspective into the necessity of history, as a subject essential to guide and inform future generations of responsible, empathetic and valuable citizens

Learning Resources

<https://www.bbc.co.uk/bitesize/topics/zwbysg8>

<https://www.horriblehistories.co.uk>

<https://www.history.org.uk/secondary/categories/curr-key-stage-3k>

<https://www.educationquizzes.com/ks3/history/>

<https://www.nationalarchives.gov.uk/>

KS3 History Programme of Study (2020-2021)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 7</p> <p>(1 Single)</p> <p>Themes explored- Identity, Survival and Liberty</p>	<p>'What is History?'</p> <p>Introduction to subject and key skills</p>	<p>'Raiders and Invaders':</p> <p>How far has the British Isles changed?</p>	<p>'Who held the most power in the Middle Ages?'</p> <p>Was the church or the monarch the largest influence on society?</p>	<p>'Gain, Glory or God':</p> <p>What drove religious change?</p>	<p>'Life in the Golden Age'</p> <p>Britain's cultural development under Elizabeth</p>	<p>'How far does revolution impact on society and government?'</p> <p>A study of the differing concepts of revolution.</p>
	<p>Assessment:</p> <p>'What is History?'</p>	<p>Assessment:</p> <p>'Raiders and Invaders':</p>	<p>Assessment:</p> <p>'Who held the most power in the Middle Ages?'</p>	<p>Assessment:</p> <p>'Gain, Glory or God':</p>	<p>Assessment:</p> <p>'Life in the Golden Age'</p>	<p>Assessment:</p> <p>'How far does revolution impact on society and government?'</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 8</p> <p>(1 Single)</p> <p>Themes explored-</p> <p>Empire, Survival and Liberty</p>	<p>'Empires, Nationalism and Imperialism':</p> <p>The causes of WW1</p>	<p>'How did people attempt to find peace after WW1?':</p> <p>The Treaty of Versailles and introduction of the league of nations</p>	<p>'Rise of Hitler':</p> <p>The death of democracy and rise of dictatorship</p> <p>Germany 1918-1933</p>	<p>'How did WW2 affect civilians?':</p> <p>(A local historical enquiry)</p>	<p>'Liberation':</p> <p>How did the world attempt to find peace after 1945?</p>	<p>'CSI Historical Event':</p> <p>The mystery of the Princes in Tower</p>
	<p>Assessment:</p> <p>'Empires, Nationalism and Imperialism':</p>	<p>Assessment:</p> <p>'How did people attempt to find peace after WW1?':</p>	<p>Assessment:</p> <p>'Rise of Hitler':</p>	<p>Assessment:</p> <p>'How did WW2 affect civilians?':</p>	<p>Assessment:</p> <p>'Liberation':</p>	<p>Assessment:</p> <p>'CSI Historical Event':</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Year 9</u></p> <p>(1 Single)</p> <p>Themes explored-</p> <p>Identity, Survival, Migration and Equality</p>	<p>'Holocaust':</p> <p>The concept of genocide and its effects in relation to the treatment of Jews in Nazi occupied Germany</p>	<p>'What is Terrorism?':</p> <p>The definition of terrorism and its impact on the changing nature of war</p>	<p>'Pandemics':</p> <p>Their cause and impact</p>	<p>'Boycotts':</p> <p>Nelson Mandela & apartheid</p>	<p>'Should Britain apologise for its imperial past?':</p> <p>India/ Africa-colonialism & exploitation</p> <p>Includes migration</p>	<p>'Peace':</p> <p>Welfare state creation</p> <p>End of Empire</p> <p>21st century Britain</p> <p>Brexit and its impact</p>
	<p>Assessment:</p> <p>'Holocaust':</p>	<p>Assessment:</p> <p>'What is Terrorism?':</p>	<p>Assessment:</p> <p>'Pandemics':</p>	<p>Assessment:</p> <p>'Boycotts':</p>	<p>Assessment:</p> <p>'Should Britain apologise for its imperial past?':</p>	<p>Assessment:</p> <p>'Peace':</p>