

History Curriculum Key Stage 3

Vision

The KS3 History curriculum is designed to encompass both chronology and thematic learning styles. Enquiries 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 (2021-2022)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 (1 Single) <i>Themes explored- Identity, Survival and Liberty</i>	What is History? (Transition Unit - Skills) a. What is History? b. Chronology c. Interpretation	Raiders and Invaders a. The British Isles b. Romans, Anglo Saxons and Vikings c. Normans	Who held the most power in the Middle Ages (Church vs. Monarch) a. The power of the Church b. William controls the country c. Beckett Vs Henry d. The Magna Carta	Gain, Glory or God (What drove religious change?) a. The Crusades? b. The Reformation c. The Tudors d. The Stuarts	Life in the Golden Age (Britain's cultural development under Elizabeth) a. Elizabethan times? b. Culture and Religion c. Treatment of the Poor	How far does revolution impact society and government? (A study exploring the differing concepts of revolution) a. English Civil War b. The Industrial Revolution c. The Suffragettes
	Assessment: What is History Assessment (Key Skills)	Assessment: Raiders and Invaders (Source inference)	Assessment: Power in the Middle Ages Assessment	Assessment: Gain, Glory or God Assessment	Assessment: Golden Age Assessment (Source inference)	Assessment: Revolution Assessment

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8 (1 Single) <i>Themes explored- Empire, Survival and Liberty</i>	Empires, Nationalism and Imperialism (The causes of WW1) a. What was the cause of tension pre 1914? b. Justification of Causes c. Conscientious Objectors d. Why go to War?	How did people attempt to find peace after WW1? a. Who were the Big 3 and what were their motives? b. Was the treaty fair? c. How satisfied were the Big 3? d. What was the impact on Germany?	The death of democracy and rise of dictatorship (Germany 1918-1933) a. What was Germany like after WW1 b. League of Nations c. Appeasement d. Hitlers actions e. Nazi Soviet Pact	How did WW2 affect civilians? a. The Blitz b. Censorship c. Evacuees d. Dunkirk e. The Battle of Britain	Liberation (How did the world attempt to find peace after 1945?) a. How do people fight for freedom? b. Suffragettes c. Jim Crow d. Significant individuals e. Berlin Wall	Introduction to the Holocaust a. Identity and why is it significant? b. What does it mean to be part of a group? c. How can labels be damaging? d. How did the persecution of the Jews escalate?
	Assessment: Empires, Nationalism and Imperialism Assessment	Assessment: Peace after WW1 Assessment (Source inference)	Assessment: What was the main reason for WW2?(Causation)	Assessment: How did WW2 affect civilians Assessment	Assessment: Liberation Assessment	Assessment: End of Year Review

<p>Year 9 (1 Single)</p> <p><i>Themes explored- Identity, Survival, Migration and Equality</i></p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
	<p>Genocide (The concept of genocide: historic and modern) a. What was life like for Jews in the Ghetto? b. How did discrimination lead to genocide? c. What happened in Rwanda? d. Modern day Genocide e. What can be done?</p>	<p>What is Terrorism? (Exploring Terrorism and its impact) a. Introduction to concept and misconceptions b. The Gunpowder plot c. The troubles in Northern Ireland d. Al Qaeda</p>	<p>Pandemics (Cause and impact over time) a. The Black Death b. Cholera c. Spanish Flu d. Covid</p>	<p>Boycotts a. What is a Boycott? b. Boycotts in the British Empire c. Montgomery Bus Boycott d. Bristol Bus Boycott e. Hillsborough Disaster</p>	<p>Should Britain apologise for its imperial past? (America, India and Africa) a. Introduction to Empire b. The New World c. India d. Africa-Cecil Rhodes e. Gandhi</p>	<p>Peace a. What does it mean to be British? b. NHS c. Migration d. Windrush e. What are the benefits of multiculturalism?</p>
	<p>Assessment: Genocide Assessment</p>	<p>Assessment: Terrorism Assessment</p>	<p>Assessment: Pandemics Assessment</p>	<p>Assessment: Boycotts Assessment</p>	<p>Assessment: British Imperial Past Assessment</p>	<p>Assessment: End of Year Review</p>