

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? Local area context & source analysis b. Change & continuity- Newham c. Chronology d, Interpretation	Raiders and Invaders How far has the British Isles changed? a. The British Isles b. Romans c. Anglo Saxons and Vikings d. Normans	How did the Normans consolidate their power? a. Feudal System b. The Harrying of the North c. Castle building d. Domesday Book	Who held the most power in the Middle Ages (Church vs. Monarch) a. The power of the Church b. Beckett Vs Henry c. King John d. The Magna Carta	How did Islamic Civilization develop? a. Ancient civilizations b. Focus-The significance of the Byzantine Empire c. Threats to BE & Background to crusades	Gain, Glory or God Depth Study Why did Mediaeval people go on Crusades? a. Motives for going on a crusade b. Life for crusaders c. Saladin & Richard d. Impact of the Crusades
	Assessment: Transition Assessment- (Key Skills)	Assessment: Historical Skill- Change & Continuity Source inference & analysis	Assessment: Historical Skill- Source inference & analysis	Assessment: Historical Skill- Change & continuity Evaluation of Impact over time	Assessment: Historical Skill- Evaluation of Impact over time	Assessment: Historical Skill- Source inference & analysis

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8 (1 Single) <i>Themes explored- Empire, religious change, identity Liberty and migration</i>	Religious change (How and why did religion change?) a. The Reformation b. The Tudors c. Henry, Mary & Elizabeth d. Black Tudors- Significance	What were the Causes and consequences of the English Civil War? a. Religion b. Scotland c. Parliament d. Impact over time e. Trial & Execution Mid point assessed written piece	The Restoration, Glorious Revolution and the Power of Parliament a. Cromwells Governance b. Hero or Villain? c. The Restoration d. Case Study- Restoration London	What was the driving force behind the slave trade? a) African Kingdom of Benin b) Exploration of Civilisation c) Links to Slave trade Mid point assessed written piece	How did the Industrial Revolution shape Britain? a) How did the Industrial Revolution fuel the Slave trade? b) How far did Britain change during this period?	What was life like in Victorian Britain? a) Children b) Women c) Riot and reform

		Impact over time		Museum of London trip		
	Assessment: Historical Skill- Judgement based analysis- What was the impact of religious change?	Assessment: Historical Skill- Change & Continuity	Assessment: Historical Skill Cause, effect & impact	Assessment: Historical Skill Cause, effect & consequence	Assessment: Historical Skill Change & continuity	Assessment Historical Skill Source based analysis

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 (1 Single) <i>Themes explored- Empire, Identity, Survival, Migration and Equality</i>	What were the main causes of WW1? a) Empire b) Imperialism c) Alliances d) Nationalism	Who were the Key groups in WW1 a) Soldiers from the empire b) Significant individuals c) Women (Suffragettes) d) CO's Mid point assessed written piece	What were the causes of WW2? (Germany 1918-1933) a. The treaty of Versailles c. League of Nations d. Wall St crash d. Appeasement e. Hitlers actions f. Nazi Soviet Pact	How did WW2 affect civilians? a. Atomic Bomb b. Partition of India c. POW's d. Windrush generation Mid point assessed written piece	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?	Local environment study. Whitechapel- a) Housing conditions b) Immigration c) Poverty & desolation d) The 5 victims of Jack the Ripper
	Assessment: Historical skill Cause & effect Evaluation & explanation	Assessment: Historical skill Source Inference & analysis	Assessment: Historical skill Cause & consequence Evaluation & explanation	Assessment: Historical skill Depth study Impact on civilians	Assessment: Historical skill Evaluation of significance	Assessment: End of Year Review