

KS3 Curriculum

CURRICULUM INTENT?

What does History help young people achieve at KS3? Why have you made these curriculum choices?

Our KS3 topics are wide and diverse. The pupils learn a mix of knowledge and historical skills. In Year 7 we make sure all pupils quickly have the same key skills to move them forward in History such as the use of chronology, time periods and the importance of interpretations. Then they study the foundations of British History looking at many key concepts such as causation, significance, consequence as well as learning to explain clearly using detailed knowledge and understanding.

As we go into Year 8 pupils feel confident in asking perceptive questions and really understand the complexity of history. They study the transition between monarchical power and parliamentary authority, by studying the slave trade pupils are challenged to understand how the development of a trade and the development of economic wealth can raise huge questions around morality and injustice. In parallel, the development of industrial Britain and the British Empire raises similar questions and deepens students understanding of how international trade created such dilemmas between wealth and social justice. As pupils study World War One the size and scale of the conflict is explored, in terms of human life, but also its impact on civilians, the pervasiveness of government control, the economic cost and extent women's roles changed.

In Year 9 pupils look at the difficulties of keeping international peace, starting with the failure of the Treaty of Versailles and they will follow by looking at the way the war impacted countries politically, economically, socially, and ideologically in the 1920s and early 1930s culminating in the outbreak of World War Two in 1939. Pupils will be able to see how war changed to affect civilians just as much as soldiers by looking at events such as the Blitz and Stalingrad. Students will also complete a study of the Holocaust by understanding how Nazi anti-Semitic attitudes spiralled from ideology to genocide. Then go on to appreciate the fighting for Civil rights in America.

History teaches a range of important skills including chronology, causation, significance, interpretations, connections, continuity, similarities and difference. The curriculum is designed to develop knowledge and understanding of key British History, Local History and the wider world and follow the National Curriculum requirements combining overview and depth studies. The subject develops literacy skills including reading, comprehension, keywords/terms, writing in clear paragraphs and essay writing as well as Numeracy skills of using of pie charts, bar graphs, statistics. It develops SMSC introducing key learning such as the importance of King, state, church, democracy and dictatorship, female suffrage, differences of the lives of rich and poor, slavery, racism, women's position in society, empathy for other people's lives.

TERM BY TERM BREAKDOWN – Knowledge acquired and skills developed:

	Year 7 Course Outline	Year 8 Course Outline	Year 9 Course Outline	Opportunities beyond the classroom
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<p style="text-align: center;">Autumn Term</p>	<p><i>Knowledge:</i></p> <p>What is History? What is Chronology and how does it work? What does a Historian do? How can History be dangerous?</p> <p>Who migrated to Britain and why? What was discovered at Sutton Hoo? Who were the Celts, Romans, Anglo-Saxons, and Vikings? Why did they all come?</p> <p>How did William control England? What was it like to live in 1066? Who were the Contenders to the throne? Who won at Stamford Bridge?</p> <p>How did William control England?</p> <p>What happened at the Battle of Hastings? How did the Normans rule England: Feudal System, Harrying of the North, Domesday Book. Why did William build castles? (Local connection – Hedingham, Framlingham, Colchester) Why were monasteries important? What dangers were in Medieval lives – the same as us?</p>	<p><i>Knowledge:</i></p> <p>Why did the monarchy lose control?</p> <p>James I: the wisest fool in Christendom? Was Guy Fawkes guilty or framed? Why were there witch hunts? How was the UK created? (Union Flag) What mistakes did Charles I make? What side would you be on? How was the war fought? Should the King be executed? What happened at the King’s execution? Cromwell – hero or villain? King of bling? Charles II Was the plague the same as the Black Death? Great Fire of London – what happened, what were the consequences? How had the power of the monarchs changed? – The Glorious Revolution.</p> <p><i>Key Skills:</i> Key features of the time period – knowledge and understanding, causation, significance, consequence.</p>	<p><i>Knowledge:</i></p> <p>How did WW1 change the world?</p> <p>What caused WW1? Long/short term causes. What was the spark that caused WW1? Why did Ernest/William/Empire soldiers join up? Why should we remember Walter Tull? How global was WW1? What were the experiences of Empire soldiers during the war? How did the trench system start? What was it like to be in a trench? What were the different areas on the Western Front like? What weapons were used on the Western Front? What kinds of illness did the soldiers suffer? Jutland: Were lives when the Indefatigable sank? Who was to blame for The Somme? Why were the soldiers shot at dawn? How did the war end?</p>	<p>Visit to Sutton Hoo.</p>
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	<p><i>Key Skills:</i> Chronology, use of time periods, Roman Numerals, understanding of centuries and decades. Inference, writing PEEL paragraphs. Sorting and Explaining why. Knowledge and understanding. Interpretations. Key features. Similarities and difference. Reaching a judgement. Change over time.</p>	<p>Source analysis. PEEL paragraphs. Reaching a judgement. Understanding and sorting factors. Similarity and difference. Key features. Interpretations. Inference. Narratives. Continuity and change. Importance. Chronology.</p>		
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Spring Term	<p><i>Knowledge:</i></p> <p>Medieval Kings and Queens: Who ruled? Who was the rightful monarch? Matilda v Stephen Interpretations: Eleanor of Aquitaine What were the crusades? Why did Henry II and Thomas Becket disagree? Why was King John so unpopular?</p> <p>Medieval Kings and Queens: Who ruled?</p> <p>Why is Robert the Bruce a Scottish hero? What were the causes and consequences of the Black Death? What were the causes and consequences of the Peasants Revolt? Why is Owain Glydwr a Welsh hero? Why is Henry V an English hero? Who killed the Princes in the Tower?</p> <p><i>Key Skills:</i> Inference, writing PEEL paragraphs, writing a historical narrative, causation, choosing key features of an aspect of History. Note taking, summarising. Reaching a judgement. Creating a narrative account of events. Change over time. Importance. Empathy.</p>	<p><i>Knowledge:</i></p> <p>What was it like to be involved in the Slave Trade? What was Triangular Trade? What was the Middle Passage journey like? How were the slaves sold? What was it like to live on a plantation? How did the slaves rebel? What was the Underground Railroad? How significant was Harriet Tubman? How did slavery lead to the American Civil War? Who abolished the Slave Trade?</p> <p>Would you have survived the IR? What changed between 1750-1900? Why were Industrial Cities so horrid? (Local History connections – Courtaulds, Braintree Workhouse) How horrid were Industrial cities? How was sanitation sorted? (Snow/Bazalgette) What were workhouses? What job did children do? How and why did women drip blood on the statue on the PM? How close was Britain to Revolution? Who was the greatest inventor? What can painting tells us about Victorian attitudes? Why were people threatened by Charles Darwin? Who dealt with the rise in crime?</p>	<p><i>Knowledge:</i></p> <p>What key events shaped the early 20th Century? The Treaty of Versailles – what was decided and what were its consequences? When and why do women finally gain the vote?</p> <p>1920s America: coming to America, Ellis Island. Why did prohibition happen, what were the consequences? What was the Wall Street Crash?</p> <p>Dictators of the 20th Century – Mussolini, Hitler, Stalin. Hitler’s Road to war 1933-1939 Blitzkrieg: what were Hitler’s tactics? How can Dunkirk be both a success and failure? How effective were the LDV? Who won the Battle of Britain? What was it like to live through the Blitz? Could you plan a successful journey across the Atlantic? How important was the work at Bletchley Park? (Enigma) What story does the evidence tell you about the Battle of Stalingrad? Why did the USA enter WW2? Interpretations of the role of Churchill.</p>	<p>Day Trip to Ypres.</p> <p>Encourage pupils to search the cwcg.org site.</p>
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		How do we know about the lives of women? (Jack the Ripper)	Was the bombing of Dresden justified? What was and what led to the Holocaust? Why is Anne Frank remembered? What did the soldiers experience on D Day? Why was the Atomic Bomb dropped on Hiroshima?	
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Summer Term	<p><i>Knowledge:</i></p> <p>How much did England change 1485-1601? What key changes happened under the reign of the Tudors: Renaissance, Printing Press. Protestant, Puritan, Catholic what is the big deal and difference? What was the Reformation (including the dissolution of the monasteries). Is it fair to call Mary bloody? Why was MQS life like a soap opera? Where the Tudors explorers or pirates? Who won the Spanish Armada? Who is forgotten in Tudor history? Why did Elizabeth never marry? What did Elizabethans do for fun? Was there really lots of poverty in Elizabethan times or was it just a moral panic?</p> <p><i>Key Skills:</i></p> <p>Inference, causation, consequence, significance, interpretations. Reaching a judgement/ evaluation. Use of narrative accounts. Similarity and difference. Chronology.</p>	<p><i>Knowledge:</i></p> <p>What was the British Empire? How did the British colonise Australia? (transportation) India – from rule to rebellion Zulu – the right interpretation of the Boer War?</p> <p><i>Key Skills:</i></p> <p>Structured writing, chronology, numeracy – volume of slaves, inference, consequence, significance, interpretations, chronological narrative. Identify and evaluate causes. Note taking. Summarising. Key features. Presentation. Source analysis. Similarity and difference. Utility of cartoons. Use of original documents.</p> <p>How did WW1 change the world? Were the Edwardians just like us? How did women attempt to get the vote? Who was the blame for the sinking of the Titanic?</p> <p><i>Key Skills:</i></p> <p>Writing supported judgements, analysing source material, inference, answering utility questions.</p>	<p><i>Knowledge:</i></p> <p>What was life like after WW2? How was Europe divided after WW2? Why was the Berlin Wall built? Did life improve for Black Americans after WW2? What does the story of Emmett Till tell us about Black America? (segregation, Jim Crow laws) Why did Elizabeth Eckford struggle to get to school? What were the consequences of the Montgomery Bus Boycott? Why is January 20th Martin Luther King Day? (peaceful protests Birmingham, Washington, Selma) Why did the USA go to fight in Vietnam? What was the nature of the conflict in Vietnam? Who shot JFK? Why did the race for the moon cause so much tension in the world? What helped the struggle for equal rights in Britain after 1960? What is special about the Windrush? “We didn’t start the fire” – an overview of the last century.</p> <p><i>Key Skills:</i></p> <p>Inference, utility of sources, Significance/importance, causation,</p>	
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Key Independent Learning Resources			GREAT READS	
BBC Bitesize Commonwealth War Graves Commission Everyone remembered.org			<u>WW1</u> Private Peaceful/War Horse/Listen to the Moon Michael Morpurgo <u>1750-1900</u> Ruby in the smoke Philip Pullman Oliver Twist Charles Dickens <u>Tudors</u> The devil and his boy Anthony Horowitz <u>WW2</u> Machine Gunners Robert Westall The boy in the striped pyjamas John Boyne Trouble on cable street Joan Lingard Once Morris Gleitzmann <u>Slavery</u> The Interesting Narrative of Olaudah Equiano	