

Curriculum Information

Key Stage 3



“Shapes futures and diminishes differences by supporting students to learn lessons from the past”

For yourself & for others

Curriculum Intent

To deliver a high quality, ambitious, engaging and relevant History curriculum that aims to provide students with the opportunity to understand more about British and World History; to become more perceptive and analytical about the past and the world it shapes today.

Key Stage 3 History

The History Department's curriculum intent is to encourage students to think critically about the world around them. To examine how the past shapes our modern world today and explore how their actions will affect the future. To develop our students to become lifelong learners, where the key skills they learn in Humanities will equip them to adapt, flourish and succeed in an ever-changing world.

The curriculum consists of units of work that consist of a sequence of lessons that are centrally planned and resourced by the History / Humanities team.

In year 7, the curriculum is based on the KS3 National Curriculum and is a Humanities curriculum that consists of centrally planned lessons in alternating geography and history units

In Year 8, the curriculum is based on the KS3 National Curriculum and focuses on key enquiry questions that are chronologically arranged but incorporate local, national and world history. Each enquiry question also focuses on a particular aspect of disciplinary knowledge, such as cause, consequence, significance, primary source analysis or historical interpretations.

Year & Half Term	Themes / Key Questions	Knowledge & Skills
7 Autumn (1)	A Skills Unit	Chronology, Cause and Consequence, analysis of primary and secondary sources
7 Autumn (2)	How did Britain develop from prehistoric times to the Early Middle Ages?	<p>By the end of this module, students should:</p> <p>Have a clear knowledge and understanding of life in Britain before and after the Norman Conquest.</p> <p>Develop key historical skills such as cause and consequence, change and continuity, significance and primary source and interpretation analysis.</p>
7 Spring	Church and Crown: Who had the most power in the middle ages?	<p>By the end of this module, students should:</p> <p>Have a clear knowledge and understanding of power and religion in the Middle Ages</p> <p>Develop key historical skills such as cause and consequence, change and continuity, significance and primary source analysis.</p>
7 Summer	What was life like in the Middle Ages?	<p>By the end of this module, students should:</p> <p>Have a clear knowledge and understanding of life in Medieval England</p> <p>Develop key historical skills such as cause and consequence, change and continuity, significance and primary source analysis.</p>

Year & Half Term	Enquiry Questions	Knowledge & Skills
8 Spring	<p>What can we learn from Ashby Castle?</p> <p>How did Britain build and control an empire?</p>	<p>By the end of these enquiries students should:</p> <p>Know how and why Ashby Castle changed and developed between 1066-1600s. Be able to use primary sources to make inferences and draw conclusions. (Disciplinary Knowledge = Primary Sources)</p> <p>Know how Britain became an imperial power in the 1800s. Know how Britain controlled its colonies. Be able to assess the causes of British imperial power. (Disciplinary knowledge = Causation)</p>
8 Summer	<p>Why was Yaa Asantewaa remembered as a symbol of power?</p> <p>Did the Industrial Revolution make life worse for ordinary people?</p>	<p>By the end of these enquiries students should:</p> <p>Know that Asante society had several distinct features, e.g. matrilineal, matriarchal. Know that Yaa Asantewaa was an influential woman in Asante society because of her role in resisting the British. be able to construct and articulate a rational and substantiated argument. (Disciplinary Knowledge = Significance)</p> <p>Know about key individuals, such as Richard Arkwright, and how they treated their work force. To know about social and economic conditions in British cities in the 19th century. (Disciplinary knowledge = Consequence)</p>

Year & Half Term	Enquiry Questions	Knowledge & Skills
<p>8 Autumn (1)</p>	<p>Why did the Reformation matter so much to so many people?</p> <p>What were the experiences of Africans in Tudor England?</p>	<p>By the end of these enquiries students should:</p> <p>Be able to assess the effect the Reformation had on key institutions, individuals and the people of England. (Disciplinary Knowledge = Change and Continuity)</p> <p>Know that Africans in Tudor England made a valuable contribution to the changing society in which they lived. Be able to construct and articulate a rational and substantiated argument. (Disciplinary Knowledge = similarities and differences)</p>
<p>8 Autumn (2)</p>	<p>Which of Henry VIII's children was the most effective Tudor Monarch?</p> <p>In what ways was Britain 'turned upside down' in the 1600s?</p>	<p>By the end of these enquiries students should:</p> <p>Know how Edward VI, Mary I and Elizabeth I reigned England. Be able to establish a criteria for an effective monarch. Be able to construct and articulate a rational and substantiated argument. (Disciplinary Knowledge = significance)</p> <p>Know that Charles I was overthrown by the Parliamentarians. Know that under Oliver Cromwell's rule England experienced many changes. Be able to describe the process of historiography and creating historical interpretations. (Disciplinary Knowledge = interpretations)</p>