

KS3 History

Curriculum Overview

Curriculum Intent

The aims for History are to help students to understand the processes of change and continuity, cause and consequence and the impact these have on society and the students themselves. We also aim for students to understand the methods for historical enquiry, including how sources are used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

These aims meet the needs of the national curriculum. We focus on British history as required, but also try and include wider historical perspectives to broaden students understanding of the world. We focus on extended writing, which not only prepares students for GCSE history and supports literacy, but also meets the national curriculum target of writing their own structure accounts, including written narratives and analyses.

In history we approach our topics in chronological order. This ensures knowledge is sequenced in a logical manner that supports students understanding. This chronological order is important because the exact order in which events occur helps students grasp the cause/consequence & change/continuity of historical events. This enables students to step back and view the "big picture" of our history - how and why events unfold in the way they do, and how they are related. We also do sequencing through social, economic, religious, and political history and cover these themes in each, chronological time period we study

How is this curriculum assessed at THA?

We do a termly deep mark of an extended piece of writing with a focus on one of our key concepts or skills, using GCSE style language and questions. We check the validity and reliability of our assessment through regular moderation and we use a marking template to ensure accuracy across classes. We also provide knowledge and skills tests at the end of the units to ensure understanding. At KS4 we continually assess students through regular exam questions to ensure familiarity and confidence through repetition, ready for their GCES's. (see booklets) We do full exam tests at the end of each unit of work at KS4. This enables us to identify any weaknesses or knowledge gaps. There are also regular 'golden thread' tests at the start of each lesson.

Cross Curricular Links

History links with English. Both subjects employ similar structures for writing. This helps embed these writing skills for both subjects. The analysis of sources in history helps improve and build on the analysis skills required in English literature. We provide for context for the poetry and novels studied in English. For Science, at KS4, we provide background and context to medical and scientific progress and provide depth and enrichment to the subject. Maths is embedded in the

How this prepares students for their next stage of education/employment

Students develop their understanding of key concepts and skills in each transitional phase. Students develop their knowledge of historical periods and how they influenced the develop of Britain. Students learn to recognise change, continuity, cause, consequence and significance. They also learn how to analyse sources and the importance of interpretation. Some topics studied at KS3 are also relevant to KS4 should students opt to continue with their study of history. The history department also work to improve students' general literacy development.



	chronological approach and source analysis of graphs and statistics.	
	Enrichment Opportunities	Resources/Materials to Support Learning
	We provide a knowledge rich, diverse and broad curriculum. This provides students with many enrichment opportunities and enhances the cultural capital.	Student workbooks

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Topic: Introduction to History	Topic: Complete Introduction to history & The Romans		Topic: Complete the Romans & Medieval History		
	Key Knowledge: <ul style="list-style-type: none"> • What is history? • What is chronology? • How do historians categorise evidence? • How do historians analyse sources? • What is an anachronism? • How & Why has Hastings changed? • Optional: Why are the pioneers who lived in Hastings important? • Optional: Convince me that Queenie was murdered by her husband. 	Assessment on What is History? (Tollund Man): Term 2 The Romans Key Knowledge: <ul style="list-style-type: none"> • How did the Romans change Hastings? • Who were the Romans? • How was Rome governed? • Optional: Latin 1 – What was the language of Rome? • What was a Roman town like? • Optional: How significant was religion to the Romans? • What was life like in the Roman city of Pompeii? • What was life like in ancient Rome? • 	Term 3 <ul style="list-style-type: none"> • How useful are sources for a historian studying about life in Pompeii? • Optional: Latin 2 – What was the language of Rome? • Why did gladiatorial games develop in Rome? • Roman soldiers • Boudicca: strong feminist leader or Roman invention? • Some emperors – Augustus, Caligula, Nero, Domitian. • Hadrian and his wall. • Roman explorers (India) • Optional: Literature • Roman slavery • What have the Romans done for us? 	Medieval Realms Term 4 Key Knowledge: <ul style="list-style-type: none"> • What does medieval history have to do with me? • Optional: What was England like before 1066? • Who were the contenders to the throne in 1066? • Why did William win the Battle of Hastings? • What was the Feudal System and how did William use it to control England? • How did the Doomsday Book help William control England? 	Term 5 <ul style="list-style-type: none"> • Why did William build castles on particular sites? • What was the impact of religion on everyday life? • What was life like for medieval monks and nuns? • Optional: Should the crusades be taught to School Children? • Why was Thomas Beckett murdered? • Optional: Was Disney right about King John? 	Term 6 <ul style="list-style-type: none"> • What was life like in a medieval village? • How did ordinary people live their lives in the past? • What was life like in a medieval town? • What were the features of a medieval town? • How was law and order maintained in the medieval period? • Optional: How has entertainment changed since the medieval period? • What were the symptoms and effects of the Black Death? • Optional: Were the peasant's right to revolt?

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	Key Concepts & Skills: Knowledge & Understanding, Change & continuity, cause and consequences, significance, analysis & interpretation.	Key Concepts & Skills: Knowledge & Understanding, Change & continuity, cause and consequences, significance, analysis & interpretation.	Key Concepts & Skills: Knowledge & Understanding, Change & continuity, cause and consequences, significance, analysis & interpretation.	Key Concepts & Skills: Knowledge & Understanding, Change & continuity, cause and consequences, significance, analysis & interpretation.	Key Concepts & Skills: Knowledge & Understanding, Change & continuity, cause and consequences, significance, analysis & interpretation.	Key Concepts & Skills: Knowledge & Understanding, Change & continuity, cause and consequences, significance, analysis & interpretation.
	Assessment: Why did Tollund Man die?	Assessment: How useful are sources for a historian studying about life in Pompeii?	Assessment: What was life like for a Roman soldier? Knowledge Test	Assessment: Why did William win the Battle of Hastings?	Assessment: Why did William build castles on particular sites?	Assessment: Knowledge Test
Year 8	Topic: The Tudors Term 1	Topic: The Tudors and Stuarts Term 2	Topic: The Stuarts (English Civil War & Glorious Revolution) Term 3	Topic : The Slave Trade Term 4	Topic: Industrial Revolution	Topic: The Industrial Revolution

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<p>Key Knowledge:</p> <ul style="list-style-type: none"> • How did the Tudors shape Hastings? • What did people actually look like? • What did Queen Elizabeth look like? • What messages can we find in a portrait? • What did Queen Elizabeth look like? • Optional: Who killed the princes in the Tower? • How did the Tudor monarchy start? • Who were the Tudors? 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • What did Henry VIII look like? • What happened to the wives of Henry VIII? • What was the Reformation and why is it so important? • What happened after the death of Henry VIII? • Does Mary Tudor deserve to be called 'Bloody Mary'? • Optional: Who was William Shakespeare? • Optional: What were the causes of the Spanish Armada? • Who was the first Stuart monarch? • What was the gunpowder plot of 1605? • Optional: Why did people believe in witches in the 17th century? 	<p>Key Knowledge: Stuarts</p> <ul style="list-style-type: none"> • What caused the English civil war? • Optional: How was the English civil war fought? • Did Charles I deserve to be executed? • Optional: How were crimes punished in Stuart England? 	<p>Key Knowledge (Slave Trade):</p> <ul style="list-style-type: none"> • How was Hastings involved in the Slave Trade? How did the slave trade impact Hastings and surrounding area? • What was the Slave Trade and how did people try to justify it? • Slave Auctions and the treatment of slaves during this process. • What was life like on a plantation? • Who were the Abolitionists? • What was the most significant reason slavery was abolished? 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • How did the industrial revolution change Hastings? • How did Britain change from 1750-1900? • What were the main inventions of the industrial revolution? • How does a factory create a town? • 'Child Labour inhumane and immoral in Victorian Britain'. How far do you agree with this statement? • Optional: Write an account of living conditions in Victorian Britain. • How were crimes punished during the early 1800s? • Optional: What did Jack the Ripper look like? 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • Was the British Empire something to be proud of? • Optional: The Great Hunger. • What did the Chartists achieve? • Sexist Britain • Optional: How serious were the cholera outbreaks? • Optional: How did the government clean up towns? • Optional: How did surgery improve in the 19th century? • Optional: What were Victorian schools like? • Optional: How did people spend their time away from work? • Optional: Which battle was more important, Waterloo or Trafalgar?

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	Assessment: What did Queen Elizabeth I really look like?	Assessment: Tudors Knowledge Test	Assessment: What caused the English civil war? Stuarts Knowledge Test	Assessment: What was life like on a plantation?	Assessment: 'Child Labour inhumane and immoral in Victorian Britain'. How far do you agree with this statement?	Assessment: Industrial Revolution Knowledge Test	
	Topic: Military Conflict, World War One and Two			Topic: Social and Gender Conflict, The Class Divide and Women's Rights		Topic: Religious, Political, and Racial Conflict	
Year 9	Key Knowledge: <ul style="list-style-type: none"> How did WW1 impact on Hastings? Why did the Great War start? Assessment How did the army recruit soldiers? Who were the conscientious objectors? What is Trench Warfare? What was life like in a trench? Assessment What weapons were used in WW1? Changing face of battle. How did WW1 end? What is Poppy Day? What was the significance of WW1? How did WW1 impact on Hastings? Who was Adolf Hitler? Why were the Nazis so popular? Neville Chamberlain and the policy of Appeasement. What was life like in Nazi Germany? What happened at Dunkirk? What was the Battle of Britain? Assessment. Why were Children evacuated? 			Key Knowledge: <ul style="list-style-type: none"> Who was to blame for the Titanic disaster? What does the Titanic disaster tell us about class attitudes? Exam Question: How useful is the Titanic disaster to Historians studying class attitudes in the 19th Century? Who were the Suffragettes? How did women win the vote? Opportunities from the war. How did women win the vote? The power of protest. How did protests contribute to women winning the vote? How did women win the vote? Publicity and propaganda. 		Key Knowledge: Under development	Key Knowledge: <ul style="list-style-type: none"> Treating the sick in Medieval England The influence of Christianity & Islam on medicine Limitations of Medieval surgery Public Health in medieval towns and monasteries The Black Death in Britain What was the Renaissance? The impact of the Renaissance on Britain: the work of Vesalius The impact of the Renaissance on Britain: the work of Pare

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<ul style="list-style-type: none"> • What happened at Dresden? • Optional: Who was Alan Turing? • Optional: What happened at Bamber Bridge? • The end of World War Two: Why were nuclear bombs used? • What were the consequences of WW2? 			<ul style="list-style-type: none"> • Exam Question: How significant was WW1 in the fight for women's right to vote? 		<ul style="list-style-type: none"> • The impact of the Renaissance on Britain: the work of Harvey • The impact of the Renaissance on Britain: the work of Hunter • How scientific was seventeenth and eighteenth century medicine? • How did hospitals change in the eighteenth century? • How did doctors deal with the Great Plague? • How did Jenner help
Key Skills: Knowledge & Understanding, Change & continuity, cause and consequences, significance, analysis & interpretation.	Key Skills: Knowledge & Understanding, Change & continuity, cause and consequences, significance, analysis & interpretation.	Key Skills: Knowledge & Understanding, Change & continuity, cause and consequences, significance, analysis & interpretation.	Key Skills: Knowledge & Understanding, Change & continuity, cause and consequences, significance, analysis & interpretation.	Key Skills: Knowledge & Understanding, Change & continuity, cause and consequences, significance, analysis & interpretation.	Key Skills: Knowledge & Understanding, Change & continuity, cause and consequences, significance, analysis & interpretation.
Assessment: What were the MAIN causes of WW1?	Assessment: WW1 Knowledge Test Write an account of the key events of Chamberlain's policy of Appeasement?	Assessment: How significant was the Battle of Britain to Germany losing WW2? WW2 Knowledge Test	Assessment: How significant was WW1 in the fight for women's right to vote? Write an account of the reasons why the Titanic sank. Gender & Social Knowledge Test	Assessment:	Assessment: GCSE exam questions