

KS3 Curriculum Overview: History

Rationale: our programme of study is largely chronological giving students the opportunity to develop an overview of events from the Norman Conquest to the 20th century. Our curriculum has been designed with an emphasis on chronological understanding, with 'big questions' at the core of each unit and opportunities to build a broad knowledge of developments over time, including experiences of diverse groups. Building diversity into the curriculum is an ongoing focus and one that is always being developed. This approach is taken to allow students opportunity to develop, analyse and evaluate historical interpretations. Reading to understand meaning and interpretation is a key focus of our curriculum design. Other historical skills are introduced across topics / terms and over the year. Revisiting skills across the year will allow students to put action points into practice and see the development of skills with more clarity.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading / literacy
Year 7 Autumn 1	How do historians work? To include: History skills (chronology, using sources), Pre- 1066 History project: Anglo Saxons (focus on research and presentation of work)	In class assessment activities & FAR review process	Educake quizzes Connection postcards: set for all, optional completion	Scheme of learning. Varied resources available in the department staff area.	Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations Unit skills focus: describing & explaining Knowledge: see outline / SOL	Key terms: <ul style="list-style-type: none"> • Chronology • BC / AD • Contemporary evidence • Interpretation • Source • Decade • Century Strategies: Guided reading Use of interpretations / contemporary evidence Key words definitions sheets
Year 7 Autumn 1 / 2	How did William gain, and consolidate, his control of England? To include: Battle of Hastings and the Norman Conquest		Educake quizzes Connection postcards: set for all, optional completion			Key terms: <ul style="list-style-type: none"> • Heir • Conquest • Feudal system • Taxation • Rebellion • Causation • Consolidation Strategies: Guided reading Use of interpretations / contemporary evidence Key words definitions sheets

Year 7 Spring 1	How far did changes in castles reflect wider changes in England? To include: Castles over time (local study of Kenilworth Castle)	In class assessment activities & FAR review process	Educake quizzes Connection postcards: set for all, optional completion	Scheme of learning. Varied resources available in the department staff area.	Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations Unit skills focus: change & continuity, causation Knowledge: see outline / SOL	Key terms: <ul style="list-style-type: none"> • Motte and Bailey • Moat • Siege • Defensive • Change • Continuity • Development Strategies: Guided reading Use of interpretations / contemporary evidence Key words definitions sheets
Year 7 Spring 1 / 2	How far did the balance of power change in medieval England? To include: Life in Medieval England (e.g. Becket, King John, Black Death, Peasants Revolt)		Educake quizzes Connection postcards: set for all, optional completion	Scheme of learning. Varied resources available in the department staff area.		Key terms: <ul style="list-style-type: none"> • Medieval • Revolt • Peasant • Feudal • Archbishop • Pope • Purgatory • Hierarchy • Cause • Consequence Strategies: Guided reading Use of interpretations / contemporary evidence Key words definitions sheets
Year 7 Spring 2	What was the status of women in the Medieval period? To include: Empress Matilda, Eleanor of Aquitaine, Joan of Arc					
Year 7 Summer 1 & 2	How much did the Tudors know about the world? To include: The Tudor Monarchs, early developments of empire, diversity in English society, changing beliefs	EXAM In class assessment activities & FAR review process	Educake quizzes Connection postcards: set for all, optional completion	Scheme of learning. Varied resources available in the department staff area.	Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations Unit skills focus: utility of contemporary evidence Knowledge: see outline / SOL	Key terms: <ul style="list-style-type: none"> • Dynasty • Religion / religious • Legitimacy / legitimate • Diversity • Empire / Imperial

						<ul style="list-style-type: none"> • Colony • Portrayal • Perception <p>Strategies: Guided reading Use of interpretations / contemporary evidence Key words definitions sheets</p>
Year 8 Autumn 1 & 2	<p>How revolutionary were the 17th and 18th centuries?</p> <p>To include: causes of Civil War, impact of the Civil War, changes to the power of the monarchy, social and cultural changes, wider international events, diversity in the Regency and Georgian period</p>	In class assessment activities & FAR review process	Educake quizzes Connection postcards: set for all, optional completion	Scheme of learning. Varied resources available in the department staff area.	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations</p> <p>Unit skills focus: Causation, source analysis, change and continuity</p> <p>Knowledge: see outline / SOL</p>	<p>Key terms:</p> <ul style="list-style-type: none"> • Parliament • Monarchy • Revolution • Republic • Independence • Regent • Enlightenment • Causation • Factors • Category • Change <p>Strategies: Guided reading Use of interpretations / contemporary evidence Key words definitions sheets</p>
Year 8 Spring 1	<p>Who were the victims of globalisation?</p> <p>To include: Recap for early Empire / England in Tudor period. The Atlantic slave trade and slavery. Links between the Atlantic slave trade, Industrial Revolution and empire. The Industrial Revolution. Later changes in Empire.</p>	In class assessment activities & FAR review process	Educake quizzes Connection postcards: set for all, optional completion	Scheme of learning. Varied resources available in the department staff area.	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations</p> <p>Unit skills focus: source analysis, change and continuity, causation, significance</p> <p>Knowledge: see outline / SOL</p>	<p>Key terms:</p> <ul style="list-style-type: none"> • Globalisation • Enslaved people • Empire • Industrial • Revolution • Indigenous • Describe • Explain • Interpretation
Year 8 Spring 2						

Year 8 Summer 1		EXAM				Strategies: Guided reading Use of interpretations / contemporary evidence Key words definitions sheets
Year 8 Summer 2	Why should we study 'hidden figures'? To include: range of significant people, overview of change from 1900	In class assessment activities & FAR review process	Educake quizzes Connection postcards: set for all, optional completion	Scheme of learning. Varied resources available in the department staff area.	Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations Unit skills focus: significance Knowledge: see outline / SOL	Key terms: <ul style="list-style-type: none"> • Diversity • Empire • Discrimination • Protest • Significant / significance Strategies: Guided reading Use of interpretations / contemporary evidence Key words definitions sheets