

# KS3 History

## Learning Journey

A good historian explores:

- Cause and Consequence
- Change and Continuity
- Similar and different
- Evidence

- Interpretation and Historical Perspective
- Knowledge: Narrative, Vocabulary, Chronology

Propaganda  
Ideology  
Persecution  
Dictator  
Government

Ready for GCSE

How did USA and USSR emerge as superpowers?



How do ideologies affect the lives of ordinary people?



What caused the decline of the British Empire?



How significant is Churchill's contribution to the Allies' victory over Hitler?



Why did Germany allow Hitler to take control?

Y9

How far do you agree Britain had become a "great" nation by 1914?



Why was WWI known as the "War to End All Wars" at the time?



Modern



Empire  
Minority  
Migration  
Diversity  
Revolution

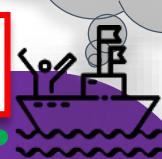
How should the British Empire be remembered?

How much would people agree that Britain deserves to be "GREAT" Britain?



Industrial

How did the Industrial Revolution cause Britain to be "Great"?



How has Britain been involved in difficult histories?

How did the Industrial Revolution impact society?



THEME STUDY - What makes England a popular destination for migration?

Y8

Why did the Tudors keep changing the church?



How far did England change 1066-1558?



Early Modern

What did James I believe about monarchy and magic?



Was England better off as a monarchy or a republic?

Society  
Power  
Hierarchy  
Religion  
Monarchy

Who has control? Monarchy, Church, Government or Society?

To what extent does power shift in Medieval England? Church, State or People?



What was life like in medieval society?



Medieval

Norman

Anglo Saxon

Y7

How did William secure control?



Why was England a battlefield in 1066?

How do artefacts help us understand the Anglo-Saxon period?



## History Curriculum Plan - Overview

The history curriculum for year 7, 8 and 9 is taught broadly chronologically, with some thematic studies interspersed so that students develop their conceptual, chronological and thematic understanding of the past. The first topic starts in the year 800AD and we study major changes, causes, consequences and developments from this date to modern day. The topics studied will develop students' understanding of the world in which we live in, linking to the British Values and local and world histories. The specific topics chosen will cover aspects of social, moral, spiritual and cultural education. These topics will also link to modern day examples e.g. Black Lives Matter and Coronavirus. The curriculum is spiral in nature due to the historical skills and thematic schemas of knowledge (e.g "power" or "democracy") which are revisited throughout the topics, building on KS2 and progressing to KS4. The topics studied will develop students' historian skills which will form a secure base for the topics and standards at GCSE level. Although, the skills are a basis for GCSE level these are assessed using Age Related Expectations which have been researched against key progression steps needed to be secure for GCSE study in History.

### Assessment Opportunities

Each topic will feed into a thematic overarching question explored through the year which will be used as an end of year assessment to show students' development of knowledge and wider schemas across the full academic year. Within each topic students will have a full summative assessment which is related to skills and knowledge needed to become a good historian. This summative assessment will include knowledge and skill focused questions, with feedback using the age-related expectations. Throughout the specific topics, students will be assessed using a variety of formative assessment techniques including; knowledge questions, planning for and undertaking practice questions, questioning and answering, plenaries and starters. All of these are used to assess student understanding and inform future planning. The blended learning tasks will support students' learning in the lesson, using quizzes, keywords, and knowledge application activities. The aim is to become secure in the enquiry skills needed to become a "good historian" and be competent to undertake the level of enquiry presented in GCSE with confidence.