

Key Stage 3 History - The Aims of Our Curriculum

1. Enable children to retain and apply this essential knowledge. 2. Inspire children to become life-long learners. 3. Create a culture of high aspiration through challenging content and therefore pride in achievement. 4. Promote the spiritual, moral, social and cultural development of children, including fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs and for those without faith. 5. Provide opportunities for developing self-confidence, self-awareness, independence, creativity, respect and resilience in children. 6. Promote knowledge and understanding of how children can keep themselves safe and healthy. 7. Develop children's numeracy, literacy and oracy, including the sustained expansion of their vocabulary. 8. Promote reading as a life skill and enable our children to become life-long readers.

Year 7	Areas	Term 1	Term 2	Term 3
	Content	<p>Norman Conquest and Control</p> <ul style="list-style-type: none"> ● Gain K&U on chronology, anachronisms and evidence used by historians ● Develop understanding on invasions to England and overview of what life was like prior to 1066 ● Explain and analyse how 1066 was a turning point in England ● Evaluate how Normans conquered England ● How Normans consolidated power from 1066 ● How state and society developed/changed under Norman control through feudal system/Domesday Book/Harrying of the north/development of castles 	<p>Medieval Life, Religion and Power</p> <ul style="list-style-type: none"> ● Religious challenges to the monarchy 1100-1199 (Medieval Church and Norman reforms, Murder of Thomas Becket, The growth of Islam, The Crusades) ● The Development of Parliament and expansion into Wales and Scotland 1199-1307 (Early Parliament, King John & Magna Carta; Henry III & Provisions of Oxford; Edward I & Model Parliament, Edward I in Wales & Scotland) <p>Visit to Durham Cathedral</p>	<p>Medieval Society, Wars at home and abroad</p> <ul style="list-style-type: none"> ● Medieval Society 1307-1377 (Medieval life in villages and towns, Medieval Society, The Black Death's causes and consequences) ● Wars at home and abroad 1377-1485 (the causes and consequences of the Peasants' Revolt, The Hundred Years' War, Joan of Arc, The Wars of the Roses. Richard III)

	Literacy link	Literacy- Extended piece of writing.	Literacy- Extended piece of writing.	Extended piece of writing.
	Assessment	Assessment 1- Norman Conquest (KS4 style question, justification)	Assessment 2- Medieval Castles (design your own and justify choices and tactics)	Assessment 3- Richard III character analysis through sources
	Cross curricular links	Maths- Ordering dates. GCSE- Evaluating sources. GCSE- Content link-Norman England.	Art – Design a castle GCSE- Content link- Medieval England/Norman England	RE The Catholic Church and Church of England GCSE content link-Medieval life and reforms.

Year 8	Areas	Term 1	Term 2	Term 3
	Content	<p>Life in Tudor England</p> <ul style="list-style-type: none"> ● The Reformation in Europe and the decline of the Roman Catholic Church (Why did the Catholic Church lose support in the 16th Century) ● Tudor England 1485-1547 (Securing the Tudor dynasty, Early Tudor England, Reasons for Henry VIII's Break from Rome, the dissolution of the monastries) ● The development of Church, state and society in Britain 1547-1603 (Religious change under the Tudor monarchs, Threats to stability during the reign of Elizabeth I, domestic and foreign threats to Elizabeth's reign) 	<p>The Industrial Revolution, British Empire and Slavery</p> <ul style="list-style-type: none"> ● The Industrial Era (The causes of the Industrial Revolution, The impact of the Industrial Revolution) ● The British Empire (What is an Empire, The expansion of British trade, Australia and NZ: Colonisation, Transportation and Genocide. India: The expansion of the East, India Company, The legacy of the British Empire, Home Rule in Ireland) ● Trans-Atlantic Slavery (Triangular Slave Trade, The Middle Passage, Auctions, Life in the Plantations, Slave Resistance and Revolt, Support of the Slave Trade, Abolition of Slavery, Legacy of Slavery today, Modern Slavery) 	<p>WWI transition unit to GA</p> <ul style="list-style-type: none"> ● Demonstrate detailed knowledge and understanding on the causes of the First World War ● Understand each cause fully and make a decisive judgment on the most important ● Knowledge of how the war started and how the Schlieffen Plan led to eventual trench warfare ● Explanation on the key aspects of trench warfare through analysis of sources ● Understand how propaganda was used effectively to recruit soldiers and develop a strong sense of national duty at home and on the Western Front. ● Interpret lasting stereotypes based on this propaganda ● Make clear judgements on the ability and leadership of Allied Generals using casualty's data, testimonies and personal accounts ● Evaluate and analyses the impact and consequences of the war <p>Museum boxes booked</p>

	Literacy link	Extended piece of writing (newspaper)	Assessment writing	Diary entries, persuasive writing, balanced arguments
	Assessment	Assessment 1- Monarch assessment (Bloody Mary)	Assessment- Slavery abolishing peer assessed	Was it Lions led by Donkeys?
	Cross curricular links	GCSE- Power and people GCSE-Elizabethan England.	PSHE-Empathy GCSE-Migration, empires and people.	Maths timelines, PSHE diversity, democracy, rights, geography location GCSE – Treaty of Versailles, Rise of Hitler and WWI