

KS3 Long Term Plan

Subject: History



Curriculum Statement of Intent

Our KS3 curriculum is designed to accomplish three things. Firstly, we aim to ignite the imagination and create a genuine love and enthusiasm for the past. We strive for students to have a genuine curiosity about history; how and why people thought and acted differently and how the events of the past helped to shape the world around us today. We are acutely aware that, for many students, this may be the only time in their lives where they study history so we aim to leave an enduring sense of love and curiosity for the subject. It is our department belief that history is universally appealing if taught in the right way. By offering a range of topics we hope that students will discover and develop their historical passions.

Secondly, developing knowledge and skills is at centre of our Ks3 schemes of work. We want students to leave Ks3 with a grounded understanding of world history from **1000-present day**. Through emphasising historical knowledge students can begin to develop key historical 'second order' skills. These include: Change and continuity, Cause and consequence, significance and historical interpretation. By focusing on these core skills we also hope to develop cross curricular abilities through debate, analysis, evaluation and literacy.

Lastly, through our knowledge rich curriculum we hope to bring their history to life. We explore the past from diverse perspectives to ensure that history is inclusive, meaningful and promotes values in line with our school culture such as tolerance and understanding.

Curriculum Statement of Implementation

Rationale for Sequence

The History curriculum has been designed to give all students the big picture. We are acutely aware that Ks3 may be the only time the students of St Paul's have an integration with the past in a structured way and guided by a subject specialist. Consequently, we want all students to have a sense of the origins of 'Britain' and how it developed and its relationship with the wider world. History is taught broadly chronologically as we feel this makes it more coherent and this is in keeping with the guidance of the National Curriculum.

We are also aware that history is rich and diverse and we aim to demonstrate this. Our topics highlight the role of rich and poor, men and women, different faiths and different colours.

Lesson content and structure

At KS3 engagement is paramount. Therefore, our lesson content is driven by our desire to cultivate and nurture a love of history. For this reason we do not adhere to a rigidity of singular lesson structure. Student may explore the past in a number of ways. These include: Group work, discussion, consistent afl, quizzes, debates, exploration of sources and retrieval practice.

Underpinning our lesson structure is a varied approach to lessons. These include.

- Exciting and engaging lessons. Each lesson is normally billed as an enquiry such as 'why did India achieve independence in 1947?' so that students are exploring the past and not just being told about the key events.
- A broad range of topics. We have aimed to include a wide variety of topics from medieval England to women's suffrage, from war to Windrush. These are delivered in a chronological overview from year 7 to midway through year 9. This way every student who leaves St Pauls will have a broad sense of the changes in history.
- A love for the Subject: Apart from expert and enthusiastic teachers we offer trips to medieval castles and battlefields to really bring the erudite into the reality.

Marking

In order to achieve our intent of creating skilled students it is clearly important that the students receive regular, insightful feedback. At the same time I am acutely aware of protecting staff wellbeing and allowing for a work life balance

Term	Topics Covered (Date completed by and number of lessons)	Skills/AOs/interleaved content	Assessment (date and nature of assessment)
Yr 7 Autumn 1	Topics Introduction to History England in 1066 The Norman Conquest Controlling England Castles Development	Evaluation of interpretations OF... Change and continuity Causation and outcomes Interrelationships	
Yr 7 Autumn 2	Topics Securing control after conquest Life in towns and villages Impact of the Norman Invasion Law enforcement in Medieval England	Comparing and contrasting sources Source evaluation based on provenance and own-knowledge Empathy Research skills	
Yr 7 Spring 1	Topics Aspects of Life in Medieval Britain including: Punishments, medicine, disease. The Black Death War of the Roses	Skills Cause and consequence Change and continuity Empathy outcomes	
Yr 7 Spring 2	Topics The reign of Henry VII- evaluation Key aspects of the Reign of Henry VIII The reformation	Skills Chronology Source skills Evidence Causation and outcomes Empathy	

	Henry's wives	Change and continuity Understanding interrelationships	
Yr 7 Summer 1	The reign of Edward VI Bloody Mary Jane Grey Key aspects of the rule of Elizabeth The Spanish Armada	Skills Understanding interrelationships Empathy Causation	
Yr 7 Summer 2	The Spanish Armada Mary queen of Scots Evaluating the reign of Elizabeth I Tudor portraits	Topics The Spanish Armada Mary queen of Scots Evaluating the reign of Elizabeth I Tudor portraits	
Yr 8 Autumn 1	Topics Introduction to the Stuarts- James I The Gunpowder Plot Causes of the English Civil War The Execution of Charles I Oliver Cromwell Hero of Villain Britain 1750-1900	Skills Evaluation of interpretations Change and continuity Causation and outcomes Interrelationships	
Yr 8 Autumn 2	Topics The slave trade triangle The Middle Passage Slave resistance Abolition Introduction to the Industrial Revolution	Skills Comparing and contrasting sources Source evaluation based on provenance and own-knowledge Empathy Research skills	
Yr 8 Spring 1	Topics	Skills	

	<p>Causes of the Industrial Revolution: Population, factories.</p> <p>Life in towns and cities.</p> <p>Child labour.</p> <p>Impact of the Industrial Revolution.</p> <p>MAIN causes of WW1</p>	<p>Cause and consequence</p> <p>Change and continuity</p> <p>Empathy</p> <p>outcomes</p>	
<p>Yr 8 Spring 2</p>	<p>Topics</p> <p>Short term causes of WW1</p> <p>Recruitment in the First World War</p> <p>Women during the First World War</p> <p>The Battle of the Somme</p>	<p>Skills</p> <p>Evaluation of interpretations</p> <p>Change and continuity</p> <p>Causation and outcomes</p> <p>Interrelationships</p>	
<p>Yr 8 Summer 1</p>	<p>Topics</p> <p>German surrender during the war</p> <p>The ToV</p> <p>Hitler and his beliefs</p> <p>Nazi Party support</p> <p>Appeasement</p> <p>Nazi Soviet Pact</p>	<p>Skills</p> <p>Evaluation of interpretations</p> <p>Change and continuity</p> <p>Causation and outcomes</p> <p>Interrelationships</p>	
<p>Year 8 Summer 2</p>	<p>Topics</p> <p>Fighting in the Second World War</p> <p>Life for minorities in Germany</p> <p>Resistance in Nazi Germany</p>	<p>Skills</p> <p>Evaluation of interpretations</p> <p>Change and continuity</p> <p>Causation and outcomes</p> <p>Interrelationships</p>	

	<p>Holocaust</p> <p>Heroes of the holocaust</p>		
<p>Yr 9</p> <p>Autumn 1</p>	<p><u>Topics</u></p> <p>What was life like after WWII? The age of austerity</p> <p>How did William Beveridge help Britain?</p> <p>How did the NHS change Britain?</p> <p>How did Britain lose their empire? Indian Independence</p> <p>What was it like to immigrate into Britain in 1948? The Windrush</p> <p>Britain's place in the world since 1945</p> <p>Immigration into Britain</p> <p>Social and technological changes post WWII</p>	<p><u>Skills</u></p> <p>Comparing and contrasting sources</p> <p>Source evaluation based on provenance and own-knowledge</p> <p>Empathy</p> <p>Research skills</p>	
<p>Yr 9</p> <p>Autumn 2</p>	<p><u>Topics</u></p> <p>Swinging Sixties</p> <p>Britain in the 1970's</p> <p>Britain in the 1980's</p> <p>What happened on September 11th?</p> <p>How did the world respond to 9/11?</p> <p>Does Guantanamo</p>	<p><u>Skills</u></p> <p>Comparing and contrasting sources</p> <p>Source evaluation based on provenance and own-knowledge</p> <p>Empathy</p> <p>Research skills</p>	<p><u>Assessment</u></p>

	<p>Bay make the world a safer place?</p>		
<p>Yr 9 Spring 1</p>	<p>What was crime and punishment link in Medieval England?</p> <p>What was crime and punishment link in Medieval England?</p> <p>What was crime and punishment link in Medieval England?</p> <p>What was crime and punishment link in Medieval England?</p> <p>What changes did William make to Crime and Punishment ?</p>	<p>Skills</p> <p>Comparing and contrasting sources</p> <p>Source evaluation based on provenance and own-knowledge</p> <p>Empathy</p> <p>Research skills</p>	<p><u>Assessment</u></p>
<p>Yr 9 Spring 2</p>	<p><u>Topics</u></p> <p>Why was England so afraid of crime in the 1500s-1700s?</p> <p>Who were vagabonds and how were they treated?</p> <p>Why did witch trials increase so much in England?</p> <p>Why did witch trials increase so much in England?</p> <p>How had policing changed since the medieval period?</p> <p>Why did Britain introduce the Bloody Code?</p>	<p>Skills</p> <p>Comparing and contrasting sources</p> <p>Source evaluation based on provenance and own-knowledge</p> <p>Empathy</p> <p>Research skills</p>	
<p>Yr 9 Summer 1</p>	<p><u>Topics</u></p> <p>How Had society changed since the Early modern Period</p>	<p>Skills</p> <p>Comparing and contrasting sources</p>	

	<p>and how would this affect C&P?</p> <p>Who were the highway robbers?</p> <p>Why was poaching seen as such a serious crime?</p> <p>Why were the tolpuddle martyrs punished so harshly?</p> <p>The fielding Brothers. The Establishment of the Metropolitan police force.</p>	<p>Source evaluation based on provenance and own-knowledge</p> <p>Empathy</p> <p>Research skills</p>	
<p>Yr 9 Summer 2</p>	<p><u>Topics</u></p> <p>What were prisoners like in the early modern period?</p> <p>Why did Britain decide to reform prisons.</p> <p>Why did Britain decide to reform prisons.</p> <p>Why did Britain decide to reform prisons.</p>	<p><u>Skills</u></p> <p>Comparing and contrasting sources</p> <p>Source evaluation based on provenance and own-knowledge</p> <p>Empathy</p> <p>Research skills</p>	<p><u>Assessment</u></p>