

### 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><b>What is history?</b> Introduction to historical enquiry.</p> <p><u>KPI 2- Chronological understanding and KPI 4- Historical Enquiry</u></p> <p>- Place years from both BC and AD time periods into the correct century - Identify the range of evidence available to historians</p> <p><b>COVID: This short two-week topic addresses to recapping of key skills within history and the expectations with KS3. Use of artefacts linked to WWII and after, look at how times change including fashion, music etc</b></p> <p>1066 and all that.</p> <p>Norman Conquest depth study</p>	<p><b>Medieval England</b> Medieval life and religion</p> <p><u>KPI 2 Chronological understanding</u></p> <p>- Describe and explain key aspects of Medieval Britain</p> <p>- Understand the key developments in the church, state and society in Britain from 1066-1500.</p> <p>-Evaluate the significance of a historical person such as Elizabeth I and Thomas Beckett</p> <p>- Research and use sources to evaluate the importance of the church on people's lives</p>	<p><b>Medieval life</b> Plague, medicine and renaissance</p> <p><u>KPI 2- Chronological understanding and KPI 4- Historical Enquiry</u></p> <p>-Describe and explain the effects of an event such as the Black Death</p>

		<p><u>KPI 4- H. Enquiry and KPI 5 Communication</u></p> <p>- Use a range of evidence to decide why William defeated Harold at the Battle of Hastings in 1066</p>		
	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- Decline of Catholic Church
	Cross curricular links	<p>Maths- Ordering dates.</p> <p>GCSE- Evaluating sources.</p> <p>GCSE- Content link-Norman England.</p>	<p>Art – Design a castle</p> <p>GCSE- Content link- Medieval England/Norman England.</p>	<p>RE The Catholic Church and Church of England</p> <p>GCSE content link-Medieval life and reforms.</p>

Year 8	Areas	Term 1	Term 2	Term 3
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<p>Content</p>	<p>Tudors - War of the Roses, combination of the two houses.  Henry VII – government became stable  Henry III and the reformation  Edward and Mary  Citizenship – parliamentary democracy  Elizabeth I and the Armada</p> <p><u>KPI 2 Chronological understanding</u>  Compare the power of the English monarchy across time periods</p> <p><u>KPI 2</u>  Describe and explain the key aspects of the reformation in the 16<sup>th</sup> century</p> <p><u>KPI 4 Historical Enquiry</u>  Decide if Henry VIII or his daughter Elizabeth was the most successful Tudor Monarch</p> <p>Witch craft</p> <p>COVID: Two lessons on the family tree of the Tudors and Yorks and the alliance of the two houses between Henry VII and Elizabeth Woodville's and Edward's daughter. Why did this alliance make</p>	<p>Britain 1750  – 1900  Slavery and Empire  Industrial Revolution</p> <p><u>KPI 2</u>  - Describe and explain the growth of the British Empire, evaluating its effect on today</p> <p><u>KPI 4</u>  - Evaluate and explain the reliability of a piece of evidence  - Use primary census data to investigate how people lived in 19<sup>th</sup> century Britain  - Complete a historical enquiry independently</p> <p><u>KPI 5</u>  - Present knowledge and conclusions in a variety of ways including fact files and mind maps  - Support conclusions with relevant evidence which has been checked for bias and reliability</p>	<p>WWI  New topic transition unit to GA</p> <p><u>KPI 2 Chronological understanding</u>  -To know and understand the political and social changes in Europe in the 20<sup>th</sup> Century</p> <p><u>KPI 4 History Enquiry</u>  - To investigate new methods of warfare used during WWI and compare to Boer War and WWII (KS2 knowledge)</p>
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	Literacy link	Extended piece of writing (newspaper)	Assessment writing	Diary entries, persuasive writing, balanced arguments
	Assessment	Assessment 1- Monarch assessment (Bloody Mary) Suggested: Assessment - Gunpowder plot newspaper report.	Assessment- Slavery peer assessed	Transition Assessment from GA
	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