HISTORY VISION- INTENTION FOR THE KS3 CURRICULUM

Intent

We have designed our curriculum so that it is sequenced chronologically, delivering historical content that requires students to retain and draw upon factual knowledge whilst encouraging and demanding them to think, debate, reflect and empathise, in order to come up with their own conclusions, have an opinion and learn from their mistakes.

We believe it is crucial that our students study key historical figures who shaped our world. Students need to know what they did, why they did it and the consequences their actions had on society. By understanding the past, we offer ourselves a chance of shaping a better future.

Goal for every student

The KS3 curriculum is designed to give students a broad overview of History (British primarily, but also world history) 1000-1945. Some 20th Century topics (trenches in WW1 and the Holocaust) are also covered in the English curriculum to tie in with key texts and the Holocaust is also covered in the year 8 RE curriculum.

The learning cycles deliver both content and skills. All are followed by assessment tasks and a GEM task. KS3 assessment tasks are based on KS4 question stems to enable students to become familiar with and master the different skills required at GCSE right from the start of their Historical studies.

Implemented pace

	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6
Year 7	History skills Neolithic Britain (7) Britain pre-1066 (3)	Viking Conquest (3) 1066- Battle of Hastings (5)	Norman Rule-Norman Rule- castles , Feudal system and Domesday (10)	Medieval Life – church and monks and nuns (8)	Crusades (6) Beckett (2)	Crime and Punishment (2) Magna Carta and Parliament (2) Black Death and Peasants Revolt (8)
	Key features- Stonehenge, Neolithic Life	*Explain why- Battle of Hastings*	*Narrative account- Castles*	*Sources- church*	*Sources- crusades*	*Narrative account - Peasants Revolt Key features- Magna Carta*

Year						
Year 8	**Henry 8th and Split with Rome (5) Dissolution of monasteries (4) Exploration (2)**	**Edward, Mary, Elizabeth church (4) MQS (2) Armada (2) Exploration (4) Puritans, Gunpowder Plot (2)**	**Civil War (6) Trial and Execution (8) Hopkins and Witch trials (2)**	**Cromwell (2) Puritan England (3) Restoration and Glorious Revolution (2)**	**Origins of British Empire (2) Overview Industrial Revolution (10) Impact IR @ home (8)**	**Impact of IR - abroad (India, Slavery) (6) Impact of IR (reform) (6)**
	Explain why- Henry broke from Rome	*Sources- Exploration Key features- Puritan England*	*Explain why- Civil War Key features- Witchcraft trials*	*Narrative Account- Glorious Revolution*	*Key features- towns, factory conditions*	*Sources- Slavery Key features- Chartism*
Year 9	**WW1- causes (3) trench warfare (3) empire troops (1)**	**Impact of WW1 - women (4) empire (1) reform (2) Treaty of Versailles (2)**	**Depression (2) and the rise of extremism (6)**	**WW2- leadership (1) events (2) Holocaust (4)**	**Impact of WW2- Welfare decolonisation (2) Welfare State(2) Post war world (7)**	**US Civil Rights**
	Key features- trench warfare	*Explain why- women vote Key features, Treaty Versailles*	*Sources- Nazi Germany Explain why- Nazis Key features- Depression*		*Key features- welfare state*	*Key features- life for Black Americans in S States Interpretations- Dixiecrat Influence*
Year 10	**US Civil Rights**	**Vietnam**	**Crime and Punishment**	**Crime and Punishment**	**Crime and Punishment**	**Whitechapel**
Year 11	**Henry 8**	**Henry 8**	**Henry 8 Cold War**	**Cold War**	**Henry 8**	**Revision**
Year 12	**Early Modern England Weimar Germany**	**Edward 6 Rise of Nazis**	**Edward 6, Mary 1 Nazi Germany**	**Mary 1 Nazi Germany**	**Elizabeth 1 FRG**	**Elizabeth 1 DDR**
Year 13	**US Civil Rights- African Americans NEA**	**US Civil Rights African Americans NEA**	**US Civil Rights- Trade Unions NEA**	**US Civil Rights- Women NEA**	**US Civil Rights- Native Americans, Gilded Age**	**Revision**

The GEM tasks ensure appropriate challenge for each student whether it is securing knowledge, extending skills and understanding or providing opportunities for hypothesising and/or evaluating outcomes.

All students, through Talk for Writing strategies, develop their skills to write extended pieces of work documenting, facts, persuading opinion using various sources and forging conclusion based on secure thinking and information gathered.