
HISTORY DEPARTMENT KEY STAGE 3 CURRICULUM OVERVIEW

The history department key stage 3 curriculum is designed to implement the Academy’s vision of “Deepening Learning, Raising Aspiration”, in line with the OAT curriculum strategy of “Teach, Develop, Change”. Our curriculum is carefully designed to build resilience, aspiration and independence in our learners.

Our high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Our teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The history department aims to ensure that all pupils:

- ♣ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ♣ Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ♣ Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- ♣ Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ♣ Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ♣ Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. In practice this can be seen to permeate throughout all aspects of our History learning journey. In a similar vein, SMSC can also be considered as running throughout our History learning journey like an *idée fixe*.

Year
7

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Foundations of History Skills

The Medieval World – The Norman Conquest

Building blocks of history/key terms and key skills

Nature of historical sources/making an historical enquiry

England in 1066/William I's conquest

Effects of the Norman conquest – controlling the country

Crusades and Conflicts Diversity

The Tudors – Religion and Reform Diversity

Religious war – the First, Second and Third Crusades

Conflict – the Peasants' Revolt, the Hundred Years War

The English Reformation – Henry VIII and Edward VI

The English Reformation – Mary I, Elizabeth I and Mary, Queen of Scots, the Spanish Armada

Local Study – Colchester Diversity

The Romans Diversity

Pre-Roman to present day

What were the greatest changes?

How are Empires founded and sustained?

What impact have the Romans had on European development

Autumn

Spring

Summer

Autumn Half Term 1**Block 1 – Weeks 1 to 3**

- Exploring the fundamental building blocks of History.
- Introducing the key vocabulary the history skills, which will be the foundation of all learning in the history curriculum.
- Exploring historical skills through enquiry based learning

Block 2 – Weeks 5 to 6

- Examining and evaluating the different kind of sources used in history
- Applying that understanding by using sources to make a historical enquiry

Notes/Links/Interleaving

- Using low stakes quizzing to recall the elements of history weekly
- Establishing an understanding of the individual history learning journeys of each learner

Additional Higher Content

- Independent historical enquiry

Autumn Half Term 2**Block 3 – Weeks 7 to 9**

- Exploring the complex struggle for power in England in 1066
- Examining the reasons for Harold Godwinson becoming king and his subsequent defeat of Harold Hardrada
- Examining William of Normandy's invasion of England and the reasons for his victory at Hastings

Block 4 = Weeks 10 to 12

- William I's challenges after becoming King
- How William I controlled England – the feudal system, castles, the Harrying of the North, and the Domesday Book

Notes/Links/Interleaving

- Links with medieval warfare – Crusades and Hundred Years War – in Y7
- Links with Angevin Empire in Y8

Additional Higher Content

- Developing writing skills through discursive style answers (reasons 'for' and 'against' a statement of opinion as to why William won at Hastings)

Spring Half Term 1**Block 1 – Weeks 1 to 4**

- The ideology of crusading – what was a crusade, why did people undertake them, what did it involve
- Explore the First Crusade – the call of the Pope; the Peasants' Crusade; the capture of Jerusalem
- The Second Crusade – the Kings' Crusade and why it failed
- The Third Crusade – Richard I and Saladin

Block 2 – Weeks 5 to 6

- Explore the Peasants' Revolt – causes, key events and consequences
- The Hundred Years War – causes, key battles and reasons for England's failure
- The Wars of the Roses – the battle between Yorkists and Lancastrians, and the triumph of Henry VII

Notes/Links/Interleaving

- Links with the Reformation in Y7
- Links with modern religious conflict in Y9

Additional Higher Content

- Exploring why the crusades have become politically controversial in recent decades
- Making links with modern religious conflict, Islamic terrorism, etc
- Historical controversy – the princes in the Tower

Spring Half Term 2**Block 3 – Weeks 7 to 9**

- Examine who is exploring, why and where.
- How did Henry gain control of the country?
- Was Henry VIII better than his father?
- Why did Henry split from Rome?
- Was Henry right to dissolve the monasteries?

Block 4 = Weeks 10 to 12

- Historical enquiry on why the Mary Rose Sank
- Why the Catholic countries would want to attack Elizabeth
- Leading to an Assessment based on if the English should be proud of beating the Spanish Amada

Notes/Links/Interleaving

- Links to Church vs state struggles in Medieval era and forward to European rivalry which will come up in the colonial era and cause World War 1
- Ties into KS4 which will look at exploration by Restoration England

Additional Higher Content

- Students can look for different historians' views on if beating the Amada was an achievement to be proud of.

Summer Half Term 1

Block 1 – Weeks 1 to 4

- Local study. What is the History of Colchester?
- Timeline of events
- Trip to Colchester Castle

Block 2 – Weeks 5 to 6

- When was the greatest turning point in the history of Colchester?
- Student project to answer the question
- Presentations/ displays

Notes/Links/Interleaving

- Ties to all the era of British history
- Covers pre 1066
- Introduce ideas needed in A Level NEA

Additional Higher Content

- Further reading by students
- perhaps freedom to research their own question

Summer Half Term 2

Block 3 – Weeks 7 to 9

- How was Rome founded – myth vs reality
- How did the empire grow?
- Why was the roman army so successful?
- Why invade Britain
- How do you control an empire?

Block 4 - Weeks 10 to 12

- Why does the Roman empire decline
- What is the legacy of the Roman Empire?

Notes/Links/Interleaving

- Ties to Empire scheme in Year 8
- Ties to industrial revolution in Year 8 looking at change
- Ties to the local study on Colchester
- Ties to English looking at where words come from.
- Ties to Geography: What resources has England got that the Romans might want?

Additional Higher Content

- Students could use Muzi / Duolingo/ Lingascope to learn a little Latin

Year
8

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	The Stuarts and Commonwealth						Industrial Revolution- Causes					
	Gunpowder plot Civil War Trial and Regicide				Cromwell hero or villain?		Agricultural revolution Protoindustrialization to Factories			Living and working conditions		
Spring	Industrial revolution – Improvements made						Empire – Early Empire and Slavery Diversity					
	Factory reform / Political reform / Social reforms/ Leisure / Policing changes						Angevin Empire Early colonies in America Slavery: Trade, life and today.					
Summer	Empire – Second Empire to Commonwealth Diversity						The Titanic					
	Scramble for Africa/ Role of empire in war/ decolonisation and the commonwealth						Why did it sink? Who was to blame?					

Autumn Half Term 1

Block 1 – Weeks 1-4

- Gunpowder plot. Were the Catholics framed?
- Causes of the civil war: why/ who was to blame?
- How was the war fought?

Block 2 – Weeks 5-6

- Trial and execution of the king
- Cromwell: Hero or Villain?

Notes/Links/Interleaving

- Tie to Struggles for power, Yr7 Magna Carta/ peasants revolt.
- Tie to GCSE civil rights and links directly to Restoration unit
- Tie to A level as it is the follow on to the Tudor unit

Additional Higher Content

- Research historians' views on the civil war/ cromwell to deepen students analysis

Autumn Half Term 2

Block 3 – Weeks 7-9

- Causes and consequences of the agricultural revolution
- Compare and contrast Protoindustrialization with the factory system.
- What makes a good entrepreneur?
- Why do businesses grow?

Block 4 = Weeks 8-12

- Which transport revolution led to the greatest change?
- Factory life
- Which was worse Living or working conditions?

Notes/Links/Interleaving

- Ties to business and destinations for Students. Looks back at feudalism. The medieval village/ town life and forward to socialism/ communism

Additional Higher Content

- Study original documents to build a fuller picture of different conditions, and compare to work in the mines.

Spring Half Term 1**Block 1 – Weeks 1-3**

- Why was there political reform?
- Why was there factory reform?
- Why was there public health reform?

Block 2 – Weeks 4-6

- Why did women get the vote?
- Why did leisure activities change?
- What was the greatest change which came about because of the industrial revolution?

Notes/Links/Interleaving

- Tie to peasants' revolt/ Magna Carta. Tie to reforms of NHS in KS4. Tie to race relations reform in Post-World War 2 Britain and Civil rights in USA

Additional Higher Content

- Introduce different ethical perspectives.

Spring Half Term 2**Block 3 – Weeks 7-9**

- Early Empire and Slavery

Block 4 - Weeks 10-12

- Scramble for Africa
- Running a colony
- Colonies role in wartime

Notes/Links/Interleaving

- Ties to Restoration colonies in GCSE
- Ties to Causes of WW1 in Yr9

Additional Higher Content

- Students produce a book review of "The scramble for Africa" without actually reading the book!

Summer Half Term 1

Block 1 – Weeks 1-3

- Decolonisation and commonwealth:
- Why decolonise?
- Which nation decolonises in the best way?
- Why establish the commonwealth?
- When was the commonwealth established?
- What are the benefits of the commonwealth?

Block 2 – Weeks 4-6

- Multiracial Britain and race relations in modern Britain
- What has happened?
- What benefits does it bring to the country?
- How does the country deal with tension which arises because of being multi-racial?
- Compare to other countries experiences around the world: Can Britain learn from them?

Notes/Links/Interleaving

- Ties to Civil rights in USA for GCSE
- Ties to SMSC

Additional Higher Content

- Compare the experiences of immigrants from different places or to different places as a research project.
- Compare and contrast treatment of say, Huguenots with the Wind rush generation

Summer Half Term 2

Block 3 – Weeks 7-9

- Titanic:
- How was it built?
- Did they make good decisions when they built her?
- Why did they make these decisions?
- Did they make good decisions on the night the Titanic sank?
- Why did they make those decisions?

Block 4 – Weeks 10-12

- Titanic debates:
- Why did the Titanic sink?
- Whose fault was it that it sank so quickly?
- Whose fault was it that so many of the people died?

Notes/Links/Interleaving

- Tie in to industrial revolution
- Tie in to engineering

Additional Higher Content

- Further reading by students to gain different historians perspectives on the debates surrounding the titanic.

Year
9

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

World War One
Rise of the dictators

Autumn

Causes of WW1
Why did the war become a stalemate?
Trench life

What broke the stalemate?
What ended the war

Russian Revolution
Fascist Italy
Rise of NAZIs

Life in Hitler's Germany

World War 2

Diversity

Cold War

Spring

What was it like to fight?
The home front
A-bombs were they right
Holocaust: How much did Germans know?

Causes/ Blame for starting it
When was it most likely to go hot?
Why did it end?
Was Gorbachev a hero or a villain?

China: Eastern Dragon

Diversity

Impact of terrorism on the world

Summer

What makes china tick?
Do the Chinese make decisions which make China stronger?
When was China's golden age?

Terrorist groups throughout history. Tactics, Aims, Achievements.
How do countries successfully combat terrorism?

Autumn Half Term 1

Block 1 – Weeks 1 - 4

MANIA causes of World war 1
 Why did the war become a stalemate?
 Comparison of trench life in WW1 was it the same for all countries?

Block 2 – Weeks 5 - 6

- How was the stalemate broken?
- How did the war end: Armistice and treaties? Look at who won in different theatres of war to help understand the reaction of each country.

Notes/Links/Interleaving

- This links to GCSE conflict and tension unit as it leads into the unit
- Causes can be compared to Civil war from Yr8
- Link to Empire use of troops yr8

Additional Higher Content

- Can go to IWM or battlefields tour or Stow Maries to add to depth of understanding.

Autumn Half Term 2

Block 3 – Weeks 7 - 9

Causes of Russian Revolution
 How were the Bolsheviks able to succeed when it looked like most of the world was against them?
 How did Mussolini gain power in Italy?
 How did Hitler rise to power?

Block 4 = Weeks 10 - 12

- To study what life was like in Nazi Germany. To look at economic reforms, life for the youth in education and in Hitler youth.
- To look at the start of the persecution of the Jews.

Notes/Links/Interleaving

- This ties in with KS5 and the Nazi Germany course, when Germany is badly affected by the Great Depression.
- Ties to A level Germany unit and GCSE conflict and tension unit + Civil rights in USA in USA unit.
- Link forward to terrorism about power of indoctrination.

Additional Higher Content

- Research real life stories of people who experienced the Great Depression/ Life in a dictatorship.

Spring Half Term 1

Block 1 – Weeks 1 - 4

Phoney war to Dunkirk – Should Britain be proud?
Blitzkrieg/ Blitz –

Block 2 – Weeks 5 - 6

Why did the Allies win?
Was it right to drop the A bombs
The holocaust – How much did the Germans really know?

Notes/Links/Interleaving

- Fits after GCSE conflict and tension unit and gives context to A level Germany unit.
- Questions follow pattern seen in Yr7/8: Should Britain be proud Armada?/ Causes civil war/ Cromwell hero or villain

Additional Higher Content

- Read chapters from historians' books on long term causes of WW2 – draw out of A level articles.
- Research into the deeper reasoning for the holocaust

Spring Half Term 2

Block 3 – Weeks 7-9

- Who was to blame for the cold war starting?
- Factors
- When was it most likely to become a hot war?

Block 4 – Weeks 10-12

- Why did it end?
- Did it end well?
- Gorbachev Hero or villain?

Notes/Links/Interleaving

- Questions follow pattern seen in Yr7/8: Causes civil war/ Cromwell hero or villain
- Ties to Empire unit in Yr8 looking at Empire role in World Wars.

Additional Higher Content

- Higher learners can ask at home for personal testimony on the cold war.

Summer Half Term 1**Block 1 – Weeks 1-3**

- Early China: Prisoners of Geography
- Unification of China – will of the gods
- Greatest empire – Tang/ Song/ Sui The Long lasting later empires
- Isolation or integration with the west?

Block 2 – Weeks 4-6

- Fall of the Empire
- The civil War
- The cultural Revolution
- Modern China
- When was China's golden age

Notes/Links/Interleaving

- Link to Roman Empire/ British Empire units in Yr7/8
- Ties to Geography with its impact on history and Countries decisions

Additional Higher Content

- Find a current article about China today and produce a synopsis of the strengths and weaknesses it points out + provenance of author

Summer Half Term 2**Block 3 – Weeks 7-9**

- What are terrorists aims
- What are terrorist tactics?
- Terrorist or freedom fighters? – Throughout history.

Block 4 - Weeks 10-12

- How successful are terrorist groups?
- Presentations on specific terrorist groups by students

Notes/Links/Interleaving

- Ties to how to get change, industrial revolution reform in Yr8, Magna Carta and peasants' revolt in Yr7 and Russian Revolution in Yr9.
- Ties GCSE civil rights in USA and A level Rebellions against Tudor rule or actions.

Additional Higher Content

- Look at other expansionist empires e.g. Roman or Mongol and compare aims and methods.
- Higher learners can ask at home for personal testimony on 9/11 or Iraq, IRA, Afghanistan.