

KS3 Long Term Plan 2020-2021

Subject: History



Curriculum Statement of Intent

Our KS3 curriculum is designed to accomplish two 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 but we aim to leave an enduring sense of love and curiosity so that they will continue to learn and challenge history throughout their lives.

Secondly, we aim to offer a range and depth of historical knowledge so that every student will have a broad sense of the key events that shaped our world and have an in depth understanding of some events.

Curriculum Statement of Implementation

In order to achieve our aims we have ensured to include the following in our curriculum.

- 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.
- An in depth understanding: With some topics we aim to explore in more detail we look at primary and secondary sources, have regular knowledge tests and interleave understanding throughout. We also test students understanding with more complex skills such as analysing utility of sources and making judgement on historical controversies.

| 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 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 | |

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| | 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 | |

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| | <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> | |

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| | <p>Holocaust</p> <p>Heroes of the holocaust</p> | | |
| <p>Yr 9 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 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 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> |

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| | <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> | |

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| | <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> |