

Witchford Village College – Curriculum Mission Statement

Subject: History	Components			Composite	KS3 Mission Statement
	What new knowledge/content do we introduce?			What do students <i>do</i> with this knowledge?	<i>By the end of year 9, a WVC History student will...</i>
	Year 7	Year 8	Year 9		
Autumn	<ul style="list-style-type: none"> • What really happened at the Battle of Hastings? • How far did the Normans annihilate Anglo-Saxon England? 	<ul style="list-style-type: none"> • Why is the Reformation a significant moment in British and European history? • Why did civil war break out in 1642? 	<ul style="list-style-type: none"> • To what extent has the 20th century witnessed dramatic progress? • Why did WWI break out in 1914? 	<p><i>Students engage with a range of different conceptual foci across KS3, with each course adopting a different focus in terms of disciplinary skills. Students are asked to learn new content through a conceptual lens; for example historical change, significance, or causation. Students are then asked to use these lenses to shape extended, evidenced written work.</i></p>	<p>1) <i>Have a sound understanding of the key turning points in British and global history which have shaped the world we live in today.</i></p> <p>2) <i>Be adept at constructing carefully evidenced and well-judged arguments through debate, discussion and extended writing.</i></p> <p>3) <i>Possess powerful knowledge concerning the historic political struggle of key groups in our immediate society and around the world.</i></p>
Spring	<ul style="list-style-type: none"> • Why was blood spilt on the cathedral floor? • When did the Magna Carta become significant? 	<ul style="list-style-type: none"> • Was the “Glorious Revolution” the greatest turning point in early modern British history (1500-1700)? • Did Britain experience a revolution, 1700-1900? 	<ul style="list-style-type: none"> • Why did so much of Europe go from democracy to dictatorship, 1918-1945? • What caused WWII to break out in 1939? • What was the most significant turning point in WWII? 		
Summer	<ul style="list-style-type: none"> • What was so special about Medieval Baghdad? • Why are we now “retelling” the story of medieval West Africa? 	<ul style="list-style-type: none"> • Was the British Empire a single empire? • What stories do we tell about the American Revolutionaries? • What is the significance of the transatlantic slave trade? 	<ul style="list-style-type: none"> • Why did the Holocaust happen? • Why is the history of Ireland so troubled? 		

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<p>Rationale for these specific components and composite outcomes:</p>	<p><i>The curriculum in year 7 ensures students have covered key events in history which underpin power structures in Britain to this day, and have shaped the course of history via powerful enquiries which investigate the interplay between Church and state, and how ancient documents such as the Magna Carta still exist as significant features of both our laws, and our fundamental British values.</i></p> <p><i>The Medieval Islamic world is considered in all its glory, with students learning about early discoveries in medicine, literature and architecture. Students then tackle an enquiry which seeks to exemplify the diverse nature of pre-colonial African history in order to frame year 8 enquiries concerning the British Empire in a more holistic, global context.</i></p> <p><u><i>The key ideas underpinning year 7: What mattered during the medieval period? Where was the “centre” of the world in the medieval period?</i></u></p>	<p><i>The year 8 curriculum tracks the story of shifting power balances in Britain, starting with the authoritative Tudor dynasty, and then on to considering the extent to which Britain experienced ‘revolution’ via studies of dramatic political and economic upheaval which have shaped today’s Britain in myriad ways.</i></p> <p><i>The changing global landscape of the 18th and 19th centuries is illustrated through challenging enquiries into the diversity of Britain’s empire, and the fight for the abolition of slavery. These enquiries allow students some of their first real insights into historiography, as they encounter and grapple with the wide range of viewpoints held by historians of these periods.</i></p> <p><u><i>The key idea underpinning year 8: How have the dramatic changes between 1500-1900 shaped the world we live in today?</i></u></p>	<p><i>Year 9 begins with an enquiry which tells the story of the 20th century through the eyes of those who have struggled for acceptance: students discover the stories of the African American civil rights movement; the Women’s Liberation movement; the fight for LGBT rights; the story of Apartheid. Students consider the ways in which these ‘freedom fighters’ have shaped the community and world they live in.</i></p> <p><i>Students are then asked to undertake enquiries into the causation behind two catastrophic world wars, as well as establishing what key factors allowed for the rise of ‘dangerous dictators’ in the 1930s, before contemplating how best to remember the Holocaust. . Students end the year by considering the significance of global flashpoints of the Cold War.</i></p> <p><u><i>The key ideas underpinning year 9: Was the twentieth century a century of progress? How did international relations evolve across the century?</i></u></p>	<p><i>The composite activities extend students’ ability to write in an erudite and convincing way, as well as developing the way in which they select and deploy evidence to support their ideas. Students are encouraged to develop their own historical judgements and conclusions based on the work of other historians as well as available evidence, which ensures composite activities are challenging: students are grappling with genuine historical controversies in their work.</i></p>
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<p><i>How is challenge embedded into the KS3 curriculum?</i></p> <p><i>How does this build on KS2?</i></p>	<ul style="list-style-type: none">• Students engage in lively and rigorous historical debate in all their lessons• Students are posed genuinely difficult questions to answer; incremental development of knowledge and conceptual understanding builds towards answering these each half term• All history enquiries are pitched at an aspirational level in terms of challenge. Work is then differentiated to allow all students access to genuine historical debates.• Students encounter a wide variety of historical topics at primary school depending on where they go. This KS3 curriculum seeks to stretch students from the outset by introducing a wide range of new conceptual foci, as well as teaching content in a rigorous, chronological and conceptually focussed way from the outset.
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