

Key Stage Three Curriculum Overview for History

Curriculum Intent

By the end of Year 9, Witchford Village College students will have a sound understanding of the key turning points in British and global history which have shaped the world we live in today. Furthermore, they shall be adept at constructing carefully evidenced and well-judged arguments through debate, discussion and extended writing. Finally, the curriculum will afford students the opportunity to possess powerful knowledge concerning the historic political struggle of key groups in our immediate society and around the world.

How does the KS3 curriculum build on that from KS2?

Pupils at Key Stage 2 study a wide variety of history in order to develop a broad understanding of the past. Pupils will be familiar with the ancient, medieval and modern worlds from their Key Stage 2 studies, so the Key Stage 3 curriculum begins with an investigation into the early medieval world, specifically the rise of the Islamic empire and Anglo-Saxon England. The Key Stage 3 aims to broaden students' understanding of the past and this curriculum further builds on the foundations of British and global history laid at Key Stage 2, whilst developing disciplinary knowledge and skills via second-order concepts, such as causation, change and continuity and historical significance.

What do students do with their acquired knowledge and skills?

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.

How does the curriculum align to and go beyond the National Curriculum?

Students at Witchford Village College will examine global and British history from the early medieval period all the way to the present day. Students will investigate all areas of the National Curriculum: the development of Church, state and society in Medieval Britain 1066-1509, the development of Church, state and society in Medieval Britain 1509-1745, Ideas, political power, industry and empire: Britain, 1745-1901, challenges for Britain, Europe and the wider world 1901 to the present day and a Holocaust enquiry. Students will also have the opportunity to examine the impact of the Islamic and Malian Empires on the medieval world, interpretations into the American revolutionaries and the fight for Civil Rights in Britain and America in the 20th century.

What new knowledge are students taught?

Term	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?
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"> • Why was the Middle East so important in the Middle Ages? • 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?
	<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><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></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. 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><i>The key idea underpinning year 8: How have the dramatic changes between 1500-1900 shaped the world we live in today?</i></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><i>The key ideas underpinning year 9: Was the twentieth century a century of progress? How did international relations evolve across the century?</i></p>

How and where do students build knowledge through KS3?