



# KS3 Curriculum Overview

# History

## Curriculum Intent

By the end of Year 9, history 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; be adept at constructing carefully evidenced and well-judged arguments through debate, discussion and extended writing; 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 conceptual understanding of the past. Pupils will be familiar with the ancient world from their Key Stage 3 studies, so the Key Stage 3 curriculum begins with a depth study into Ancient Greece, broadening students' understanding of the impact of the Ancient World on philosophy and culture today. The Key Stage 3 curriculum further builds on the foundations of British and global history laid at Key Stage 2 by developing historical skills in second-order concepts, such as change, continuity and significance.

## What do students *do* with this knowledge or these 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 KS3 curriculum align to the National Curriculum?

The National Curriculum encourages students to study the development of democracy in Britain until the present day as well as non-European history. The history curriculum at Downham Market Academy fulfils this aim and develops in further by ensuring that each year group has the opportunity to consider Britain's place in the global landscape of the period of study. All Year 9 students study a unit on the Holocaust which is statutory.

## What new knowledge or skills are students taught?

Term	Year 7	Year 8	Year 9
<b>Autumn</b>	<ul style="list-style-type: none"> <li>Who was responsible for the death of Socrates?</li> <li>How far did the Normans annihilate Anglo-Saxon England?</li> </ul>	<ul style="list-style-type: none"> <li>Why is the Reformation a significant moment in British and European history?</li> <li>Why did civil war break out in 1642?</li> </ul>	<ul style="list-style-type: none"> <li>How have 20<sup>th</sup> century freedom fighters changed today's world?</li> <li>Why did WWI break out in 1914?</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>Why was blood spilt on the cathedral floor?</li> <li>When did the Magna Carta become significant?</li> </ul>	<ul style="list-style-type: none"> <li>Was the "Glorious Revolution" the greatest turning point in early modern British history (1500-1700)?</li> <li>Did Britain experience a revolution, 1700-1900?</li> </ul>	<ul style="list-style-type: none"> <li>Why did so much of Europe go from democracy to dictatorship 1918-1945?</li> <li>What caused WWII to break out in 1939?</li> <li>What was the most significant turning point in WWII?</li> </ul>
<b>Summer</b>	<ul style="list-style-type: none"> <li>What was so special about Medieval Baghdad?</li> <li>Why are we now "retelling" the story of West Africa?</li> </ul>	<ul style="list-style-type: none"> <li>Was the British Empire a single empire?</li> <li>What stories do we tell about the American Revolutionaries?</li> <li>How did slavery come to be abolished across the British Empire?</li> </ul>	<ul style="list-style-type: none"> <li>How should we remember the Holocaust?</li> </ul>
<b>Rationale for this sequencing</b>	<p>The curriculum in year 7 introduces students to the foundations of philosophy, democracy and European culture, via the Ancients. Students then consider those events which have shaped the course of British 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.</p>	<p>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.</p> <p>The changing global landscape of the 18th and 19th centuries is illustrated through challenging enquiries into the controversy of</p>	<p>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.</p>

	<p>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.</p>	<p>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.</p>	<p>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.</p>
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