



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 2 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
Autumn	<ul style="list-style-type: none"> Who was responsible for the death of Socrates? What made the Middle Eastern medieval world so special? How far was Anglo-Saxon England annihilated? 	<ul style="list-style-type: none"> How did ideas change in fifteenth-century Europe? Why was the Catholic Church torn apart in sixteenth century Europe? What was the significance of Britain's monarch losing his head? 	<ul style="list-style-type: none"> How has warfare changed throughout the ages? Why was there a 'Total War' between 1914 – 1918? How did Europe change after the First World War?
Spring	<ul style="list-style-type: none"> What was life like in Medieval England? Why was religion worth dying for in the Medieval world? Why was the signing of Magna Carta such a significant moment in global history? 	<ul style="list-style-type: none"> How did Britain become a significant global power between the seventeenth and eighteenth centuries? How did industrialisation change Britain? Did Britain experience a political and social revolution between the eighteenth and twentieth centuries? 	<ul style="list-style-type: none"> Why did dictators rise over democracy in twentieth-century Europe? Which events of the Second World War should we shine a light on? How should we remember the Holocaust?
Summer	<ul style="list-style-type: none"> Who found the fourteenth century the most disastrous? Why are we now 'retelling' the story of West Africa? 	<ul style="list-style-type: none"> How did Britain interact with its Empire? What is the significance of the transatlantic slave trade? 	<ul style="list-style-type: none"> Why is the history of Ireland so troublesome? To what extent did the twentieth century witness dramatic progress?
Rationale for this sequencing	<p>The curriculum in Year 7 introduces students to the foundations of philosophy, democracy and European culture, via the Ancients. Students then consider the significance of the Middle East to the medieval world; the Islamic world is considered in all its glory, with students learning about early discoveries in medicine, literature and architecture.</p> <p>We shift our focus to medieval Britain, which enables students to study events that have shaped the course of British history. These powerful enquiries investigate</p>	<p>The Year 8 curriculum tracks the story of shifting power balances in Britain and Europe, starting with the Renaissance and how European authority and culture changed during this period. This leads to a study of the Reformation from a European and British perspective, allowing students to explore the changing nature of Christianity and the power of the Catholic church during the Early Modern era.</p> <p>The point at which the balance of power permanently shifts from the monarchy to Parliament is explored</p>	<p>Year 9 begins with an enquiry into the development of warfare, which allows for a study on the First World War and the extent to which this was a 'Total War.' This leads to an investigation into political changes in the twentieth century and the development of dictatorships in Europe. This enables students to develop a greater understanding of the Second World War, and this scheme allows students to consider which aspects of this colossal event in global history should be brought to light. Here, students have the opportunity to study varying interpretations of history</p>

	<p>the interplay between Church and state, and how ancient documents such as the Magna Carta still exist as significant features of our laws and fundamental British values.</p> <p>The impact of the Great Famine, the Black Death and the Great Revolt of the fourteenth century on the people of Britain and Europe is considered, demonstrating the strive for power between the monarchy and the people.</p> <p>Students end the year with an enquiry, which seeks to exemplify the diverse nature of pre-colonial African history, demonstrating the significance of Africa to the medieval world.</p>	<p>alongside a study of Britain's development as a global power.</p> <p>We move onto considering the extent to which Britain experienced 'revolutions' via studies of dramatic change in Britain's economic, political and social spheres, and the extent to which this period has shaped Britain today.</p> <p>The changing global landscape of the eighteenth and nineteenth centuries is illustrated through challenging enquiries into the controversy of Britain's empire and the experiences of those colonised by Britain, 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>and delve into the importance of perspective to the study of the past.</p> <p>We then consider how best we should remember the Holocaust, giving prominence to the experience of Europe's Jewish population whilst ensuring students gain an understanding of the wide-ranging groups of people who were persecuted by the Nazis. Moving closer to home, we move onto considering the Troubles in Ireland and the significance of its impact on modern British politics.</p> <p>KS3 ends with the story of the twentieth century through the eyes of those who have struggled for acceptance: students discover the stories of the African American civil rights movement; the British Civil Rights movement; the Women's Liberation movement and the fight for LGBT rights. Students consider the ways in which these 'freedom fighters' have shaped the community and world they live in.</p>
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Additional support at home

<p>Additional reading for enjoyment, enhancement and extension</p>	<p><u>Year 7</u> The Silk Roads: The Extraordinary History that created your World – Peter Frankopan (copies available to borrow from the History department)</p> <p><u>Year 8</u> Hear Our Voices: A Powerful Retelling of the British Empire through 20 True Stories - Radhika Natarajan and Chao Tayiana</p> <p><u>Year 9</u> Black and British, A Short, Essential History – David Olusoga (Copies available to borrow from the History department)</p>
<p>Online resources to practice, consolidate and revise</p>	<p>BBC Bitesize and Oak National Academy cover a significant number of our units of study.</p>

Workbooks & revision guides

to practice, consolidate and revise

Utilise the Preparation work set every half term on Teams.