



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?

Students at Key Stage 2 study a wide variety of history in order to develop a conceptual understanding of the past. We draw on key concepts such as empire, civilisation, and trade, and ensure these concepts are strengthened through the stories students encounter. This KS3 curriculum also seeks to stretch students from the outset by introducing a wide range of new conceptual foci, such as change, continuity and significance, as well as teaching content in a rigorous, chronological and conceptually-focused way. Students are introduced to historical debate and historical scholarship to ensure they are moving beyond their KS2 learning.

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 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"> How far did the birth of 'civilisation' mean progress for 'humanity'? Why was medieval Baghdad so special? What really happened at the Battle of Hastings? How far did the Normans annihilate Anglo-Saxon England? 	<ul style="list-style-type: none"> Why did the centre of the world shift in the 1490s? Why did the Reformation matter so much to people at the time? How similar were the Tudor and Mughal rulers? Why did civil war break out in 1642? 	<ul style="list-style-type: none"> To what extent has the 20th century witnessed dramatic progress? (With lessons on: African-Americans, black British Civil Rights, women in Britain, the LGBTQ+ movements in the USA and Britain) Does environmental history matter? Why did WWI break out in 1914? Why was the First World War a "world" war?
Spring	<ul style="list-style-type: none"> Who thrived in the expanding medieval towns? Why was Thomas Becket murdered? Did the Crusades bring East and West together or push them apart? Why does Magna Carta matter? 	<ul style="list-style-type: none"> How did indigenous people respond to Europeans, 1500-1700? Did Britain experience a revolution, 1700-1900? 	<ul style="list-style-type: none"> Was the First World War the main cause of the rise of dictatorship in Europe? Can we uncover what life was like in Stalin's Russia? Which events from the Second World War should we shine a light on?
Summer	<ul style="list-style-type: none"> Who had a disastrous experience in the 14th century? How can we find out more about medieval Mali? 	<ul style="list-style-type: none"> Why was slavery abolished in the British Empire in 1833? How similar was colonialism in Britain and India? Why do we tell different stories about the American Revolutionaries? 	<ul style="list-style-type: none"> Why did the Holocaust happen?
Rationale for this sequencing	<p>The curriculum in year 7 is broadly chronological in structure. It ensures students have covered key events in history which underpin power structures in Britain to this day and which 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.</p> <p>Students begin the year by looking at the Islamic medieval world to establish its centrality, and then return to this within an enquiry on the Crusades to tie</p>	<p>The year 8 curriculum tracks the story of religious change and the shifting power balance 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 diversity of Britain's empire, the transatlantic slave trade, and the fight for the abolition of slavery. These enquiries allow students some of their first real</p>	<p>Year 9 begins with a thematic overview of the 20th century through the eyes of those who have struggled for acceptance: students discover the stories of the African-American and British civil rights movements; the Women's Liberation movement; the fight for LGBT rights. This helps them to understand the continuing legacies of inequality today.</p> <p>Students then dive into the story of international relations in the 20th century, firstly debating the causes of the First World War and then the</p>

	<p>together narratives of British and Middle Eastern history. Students finally tackle an enquiry which seeks to reinforce the significance of the Islamic world and 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>The key ideas underpinning year 7: What mattered during the medieval period? Where was the "centre" of the world in the medieval period?</p>	<p>insights into historiography, as they encounter and grapple with the wide range of viewpoints held by historians of these periods.</p> <p>The key ideas underpinning year 8: How did Britain change between 1500 and 1900? Was the world more united and connected by 1900?</p>	<p>significance of the war in allowing for the rise of 'dangerous dictators' in the 1930s. This sets the scene for an evidential enquiry into life in Stalin's Russia as well as a significance enquiry on the Second World War. This then contextualises their investigation into the causes of the Holocaust and its impact on Jewish communities.</p> <p>The key ideas underpinning year 9: Was the twentieth century a century of progress?</p>
--	---	---	--

Additional support at home

<p>Additional reading for enjoyment, enhancement and extension</p>	<p>Year 7 The Silk Roads: The Extraordinary History that created your World – Peter Frankopan (copies available to borrow from the History department)</p> <p>Year 8 Hear Our Voices: A Powerful Retelling of the British Empire through 20 True Stories - Radhika Natarajan and Chao Tayiana</p> <p>Year 9 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>
<p>Workbooks & revision guides to practice, consolidate and revise</p>	<p>Utilise the Preparation work set every half term on Teams.</p>