





KS3 Curriculum Intent for History at Blessed Robert Sutton Catholic Voluntary Academy

	<u>Overall Aim of Subject</u> By studying History at Blessed Robert Sutton, all pupils from Year 7 to Year 11 will gain a coherent knowledge and understanding of Britain's past and that of the wider world enlightened by the Sutton Way.
	History will teach spiritual development by pupils being confronted with moral and ethical dilemmas faced by people of the past. Teaching will encourage pupils to develop an understanding and appreciation of spirituality in different time periods which will enable them to reflect on their own spirituality and expose them to the wide diversity of human experience.
	History will teach social excellence through a range of teaching strategies that allow opportunities for pupils to work effectively as a community. Class discussions will develop pupils' abilities to work effectively as a team; communicating, respecting, listening and developing each other's ideas.
	History will teach academic excellence by developing an understanding of the academic rigours of studying History. Pupils will develop an understanding and appreciation of historical knowledge. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective, judgement and historical literacy. Additionally, pupils will gain an understanding of sources and interpretations of the past and develop source analysis skills and the ability to evaluate the content and provenance of sources.
Enrichment opportunities in this subject include: For example, <ul style="list-style-type: none"> • Super Curriculum Challenges • Warhammer Alliance and Model Projects 	

Key Stage 3 Course description

Pupils will follow the Key Stage 3 National Curriculum considering further study at Key Stage 4 with the AQA GCSE History. As a result, the History Curriculum aims to enable pupils to:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical second order concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Year 7

The History Curriculum is driven by enquiry-based learning. In Year 7 pupils' key enquiry shall be: 'How far did the Catholic Church influence Medieval Society?'

In Year 7 pupils will initially begin by assessing and developing their historical knowledge and understanding of British History from KS2. Pupils will begin by studying an enquiry into England during the Anglo-Saxon era focussing on the differences between Pagan and Christian beliefs and why the Vikings wished to invade (How did the Anglo Saxons and Vikings influence English Society?). Pupils will then study the significance of the Year 1066 and explain why Vikings and Normans wished

to invade Anglo-Saxon England (Why are the events of 1066 significant to English History?) before focusing on 'How did the Norman Conquest influence English society?' considering the impact of Norman rule on the Anglo-Saxons. Pupils will then assess the social history of the Middle Ages focussing on religious beliefs, crime and punishment and medicine and contend with Terry Deary's interpretation 'How far were they the 'Measly Middle Ages?' Pupil's will conclude the year by assessing the significance of the Crown and the Church to Medieval Life by studying 'Who had more power in the Middle Ages; the Crown or the Church?' and 'What were the causes and consequences of the Wars of the Roses?'

Year 8

In Year 8 pupils' key enquiry shall be: 'How did Britain change after the Reformation?'

In Year 8 pupils will recap the significance of the Catholic Church to the Middle Ages and consider the significance of the reign of Henry VIII in changing the status quo by studying 'What were the causes and consequences of the Reformation?' Pupils will then assess the impact of the Reformation by considering 'How stable was Britain from 1603-1837?' before focusing on Britain's role in the wider world (How far did the early British Empire develop the Transatlantic slave trade?). Pupils will then assess how the Industrial Revolution saw great social and political change in Britain (How did British society develop as a result of the Industrial Revolution?) and comparing causes of the French and American Revolutions 'How far was monarchy to blame for the American and French Revolutions?' Finally, pupils will finish the year by concluding with 'How far did Britain's moral compass guide her path to hegemony?' contending with diverse interpretations of the role of the British Empire across the Commonwealth.

Year 9

In Year 9 pupils' key enquiry shall be: 'How did the World Wars influence Britain and the wider world?' In Year 9 pupils will recap the significance of the British Empire and Britain's role in the world by the late-19th Century. Pupils will study the M.A.I.N. (Militarism, Alliance, Imperialism and Nationalism) causes of WW1 in 'What were the causes and consequences of World War One?' Pupils will then study the Treaty of Versailles and its impact on German society, focussing on the radicalisation of politics and life in early Nazi Germany (How far did the Treaty of Versailles lead to the rise of the Nazis?). Pupils will then complete an empathetic investigation into the Holocaust developing an understanding of the development of anti-Semitism in Europe, how and why the Jewish people amongst other victims of the Holocaust were persecuted and considering 'Why is the Holocaust Significant?' Pupils will then assess 'How did World War Two impact Britain?' before assessing Britain's role in the Cold War 'How "Cold" was the Cold War?' Pupils will conclude with an investigation into Ancient medicine, laying the foundations for the Year 10 Thematic Study: Britain, Health and the People c.1000 to Present (How far did religion and superstition influence Ancient medicine?).

Assessments

In KS3 History pupils will be assessed formatively using a range of peer and self-assessment, as well as through marking and feedback in the form of clear targets and questioning by teachers to ensure consistent progression. Pupils should also take responsibility for their own learning by retrieving their historical knowledge over time by completing low stakes quizzes, regularly using and updating Personal Learning Checklists (PLCs) to assess their understanding of the key knowledge and skills taught and utilising Knowledge Organisers and Retrieval Practice to fill gaps.

Summative assessment practices at KS3 ensure that there is clear line of progression from KS3 to KS4. Pupils will complete 3 Subject Progress Checks per year at KS3, checking their: historical knowledge, knowledge of second order concepts(cause and consequence, change and continuity, significance) and understanding of source and interpretations to make judgements about the past.

Ways to help my child succeed

To support your child speak to them about the topics they are studying in school and encourage them to read around the topic outside of school. There are a range of excellent websites, books and documentaries that will assist with this. Please don't hesitate to contact the department for further ideas.

Useful websites

- [BBC Teach History – YouTube](#)
- [Simple History - YouTube](#)
- [BBC Bitesize History](#)
- [History Today](#)
- [Spartacus Educational](#)