





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

	<p style="text-align: center;">Overall Aim of Subject</p> <p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>

Key Stage 3 Course description

Pupils will go above and beyond 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 did invaders and the Church affect the development of Medieval England?'

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 England?). 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 develop a chronological understanding of English History up until the Wars of the Roses by studying kingship from the Normans to the Angevins and Plantagenets - 'Who held the most power in the Middle Ages; Crown, Church or Barons?' Independent learning, set fortnightly at KS3, will similarly develop pupils understanding of wider historical events. Term 1, pupils will complete reading on Rome, Britain and the Dark Ages, followed by a short study of the Byzantine and Mongol Empires in Term 2. Finally, Term 3 will focus on a study of the Crusades.

Year 8

In Year 8 pupils' key enquiry shall be: 'How did the Renaissance, Reformation and revolutions shape Britain?'

In Year 8 pupils will recap the issues of Medieval Kingship from Year 7 by considering the conflict between the Houses of Lancaster and York (What do the Wars of the Roses reveals about the challenges of Medieval Kingship?)

Pupils will study wider Europe and the Americas in the Early Modern Era (What development had a larger impact on the development of Early Modern Europe; the Renaissance, the Age of Discovery or the Reformation?) Pupils will then consider the reigns of the Stuarts and the Early British Empire (How stable was Britain from 1603-1714? Pupils will finish the year by assessing how the Industrial Revolution saw great social and political change in Britain (How did British society develop as a result of the Industrial Revolution?).

Independent learning, set fortnightly at KS3, will similarly develop pupils understanding of wider historical events. Term 1, pupils will complete reading on the Aztecs, followed by a short study of Edo Japan (Term 2) and Mughal India (Term 3).

Year 9

In Year 9 pupils' key enquiry shall be: 'How did Empires and Revolutions shape the Modern Era?' In Unit 1 Pupils will study the causes and consequences of the American and French Revolutions (How far were monarchs responsible for causing the American and French Revolutions?' before studying the issues of colonialism and the late British Empire (How far did Britain's moral compass guide her path to hegemony?' which shall provide an in depth understanding of the roles of Empires in causing WW1. Unit 3 will focus on a social study of the causes and consequences of WW1 (How did WW1 impact early 20th C Britain?) before comparing to Weimar and Nazi Germany and a study of the Holocaust? (How did the Treaty of Versailles contribute to Hitler's Rise to Power?) Pupils will finish their KS3 studies 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?)

Independent learning, set fortnightly at KS3, will similarly develop pupils understanding of wider historical events. Term 1, pupils will complete reading on the Enlightenment and the French Revolution, followed by a study of the causes and consequences of the Russian Revolution in Term 2. Finally, Term 3 will focus on a study of the role of women in British History.

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](#)

Catholic Social Teaching and History



History explores economic and social inequalities during the past and around the world.



History encourages pupils to reflect on the diversity of God's creation from a wide range of different religions and cultures, nationalities, genders and levels of development.



History emphasises the importance of the individual and their impact on wider events.



History allows pupils to explore the issues of inequality and raises awareness of how individuals and groups have worked together to make the world a fairer place.



History challenges pupils' opinions and misconceptions about politics and the development of British Society.



History reflects on the causes and consequences of conflict and tension in the past and reflect on their own understanding of the common good.



History teaches how human civilisation has shaped the world and what environmental issues this has led to.