

Curriculum Information

Key Stage 3



“Shapes futures and diminishes differences by supporting students to learn lessons from the past”

For yourself & for others

Curriculum Intent

To deliver a high quality, ambitious, engaging and relevant History curriculum that aims to provide students with the opportunity to understand more about British and World History; to become more perceptive and analytical about the past and the world it shapes today.

Key Stage 3 History

The History Department's curriculum intent is to encourage students to think critically about the world around them. To examine how the past shapes our modern world today and explore how their actions will affect the future. To develop our students to become lifelong learners, where the key skills they learn in Humanities will equip them to adapt, flourish and succeed in an ever-changing world.

The curriculum consists of units of work that consist of a sequence of lessons that are centrally planned and resourced by the History / Humanities team.

In year 7, the curriculum is based on the KS3 National Curriculum and is a Humanities curriculum that consists of centrally planned lessons in alternating geography and history units

In Years 8 and 9 the curriculum is based on the KS3 National Curriculum and focuses on key enquiry questions that are chronologically arranged but incorporate local, national and world history. Each enquiry question also focuses on a particular aspect of disciplinary knowledge, such as cause, consequence, significance, primary source analysis or historical interpretations.

Year & Term	Themes / Key Questions	Skills
7 Autumn	How do historians think about the Vikings? What drove Baghdad's thirst for knowledge? What was the impact of the Norman Conquest on England?	An overview of all disciplinary skills. Significance Change and Continuity
7 Spring	Who had more power in medieval England: the Church or the Crown? What was Mansa Musa's greatest legacy? What were the consequences of the Black Death?	Significance Significance Cause and Consequence
7 Summer	How did Medieval women exert power? What do the Wars of the Roses reveal about instability in 15th C England?	Similarity and Difference Cause and Consequence and using Primary Sources

Year & Term	Enquiry Questions	Skills
8 Autumn	How did the Reformation change life in England? What connected Elizabeth and the Elizabethans What does the life of John Blank reveal about Black Tudors? Why was life turned upside down in the 17th Century?	Change and Continuity Cause and Consequence Similarity and Difference Historical Interpretations
8 Spring	Why did Britain build an empire? How did the trade in enslaved people change lives? Why was Yaa Asantewaa remembered as a symbol of power?	Causation Change and Continuity Local History and Primary Sources

Year & Term	Enquiry Questions	Skills
8 Summer	How did life change during the Industrial Revolution? What can we learn from Ashby Castle?	

Year & Term	Enquiry Questions	Skills
9 Autumn	Why and to what extent did political rights in Britain develop between 1832-1928? How were people across the world affected by war on the Western Front? How did the NSDAP turn Germany into a dictatorship?	Change and Continuity Similarities and Differences Causation
9 Spring	What was the most significant turning point in WWII? What made the Holocaust possible?	Significance Cause and Consequence
9 Summer	How did Indians achieve independence? Why do Alice Walker and Stephen Tuck disagree about the importance of Martin Luther King Jr to the US civil rights movement?	Cause and Consequence Historical Interpretations.