

What is the aim of the **History** curriculum?

The intention of the KS3 History curriculum is for students to develop a coherent and knowledge rich understanding of the significant aspects of Medieval, Early Modern and Modern histories of Britain's past and that of the wider world; as well as helping them to understand their own personal histories and significant aspects of the world in which they live in, whilst further developing their own historical enquiries in histories that matter to them.

All KS3 lessons are driven by 'Stepped Historical Enquiries', which will aim to develop the following driving elements of successful historical learning:

- **Historical Knowing:** improving substantive knowledge recall and increase wider chronological awareness.
- **Thinking Historically:** helping students to progress in making sense of the 'substance' of history with application of second-order historical concepts (cause and consequence, change and continuity, similarity and difference, significance); as well as engaging with the use of historical sources and interpretations, analysing and evaluating how the past is constructed and interpreted in different ways as emerging skills.
- **Writing Historically:** progressing students with the tools to 'speak like a historian', as well as writing and communicating a range of small, medium and extended responses to specific enquiries.

What is included in the **History** curriculum?

History lessons are structured into the following 'stepped enquiries', with a series of well-thought out sequencing of lessons that allow students to progress in a specific area of historical thinking. Students have two lessons per fortnight at KS3.

Year 7	Topic 1A: The Process of History	<i>How do we progress in History?</i>	Chronological understanding
	Topic 1B: Migration: History of the Ancient British Isles	<i>Who were the first English peoples?</i>	Describing key features Similarity and difference
	Topic 2: The Norman Conquest	<i>Why was England a Battlefield in 1066? How did William take control of England?</i>	Causation
	Topic 3A: Religion in Medieval England	<i>Why was the medieval Church so important in people's lives?</i>	Significance/Importance
	Topic 3B: The Crusades	<i>Was Jerusalem worth dying for?</i>	Primary sources
	Topic 4: Struggles for Medieval Power	<i>Could medieval kings do whatever they wanted? Why was the Archbishop of Canterbury murdered?</i>	Causation
	Topic 5: Struggles of Medieval life	<i>Was 1348 the end of the world? What was it like to live in the shadow of the Black Death?</i>	Significance/Importance

Year 8	Topic 1: Challenges to the Catholic Church	<i>How extreme was the Tudor Reformation on the people of England?</i>	Change and continuity Similarity and difference
	Topic 2: Changes of the Renaissance	<i>Did the Renaissance transform Europe? What made Restoration London exciting?</i>	Change and continuity Significance/Importance
	Topic 3: The English Civil War	<i>Why did the English fight the English in 1649? Why did the English kill their king in 1649?</i>	Causation
	Topic 4: The Slave Trade	<i>What was it like to be involved in the slave trade? Why was the slave trade abolished?</i>	Primary sources Interpretations
	Topic 5: The British Empire	<i>How did the British Empire develop? Who benefitted from the British Empire?</i>	Causation Interpretations
	Topic 6: The Industrial Revolution	<i>What was revolutionary about the Industrial Revolution? Would you have survived the Industrial Revolution?</i>	Describing key features Primary sources
Year 9	Topic 1A: Investigating 1700-1900	<i>What was the big story of the Age of Industry?</i>	Similarity and difference Change and continuity
	Topic 1B: Crime and policing in Industrial London	<i>Why did police fail to catch Jack the Ripper?</i>	Causation
	Topic 3: The First World War	<i>Which historian is right about why the First World War started in 1914? Was it all just 'propaganda, mud, rats and poppies' in the First World War?</i>	Interpretations
	Topic 4: Conflict in the 20th Century	<i>How did new ideas cause conflict?</i>	Causation
	Topic 5: The Holocaust	<i>How could the Holocaust have happened?</i>	Interpretations Causation
	Topic 6: Extreme changes in the 20th Century	<i>What's the best way to bring about change?</i>	Describing key features Significance/Importance

Oriel History Enquiry

All students take part in an exciting enrichment programme and competition in each of their KS3 years; where they will get a unique opportunity to work outside the main curriculum parameters and explore histories that matter to them. Each student designs, research and solves their own sophisticated historical enquiry; allowing students to demonstrate knowledge rich, historical thinking and creative communication progression.

Year 7 History students work on their 'Family History Portfolio' allowing them to delve deeper into their own personal and wider histories associated with them, as well as demonstrate all the thinking history skills they have amassed so far in their secondary history. Year 8 and 9 students are given free autonomy to design and solve a historical enquiry of their choice; choosing to work independently or collaboratively with other students. Students are also invited to push themselves historically by choosing the 'Impact Challenge', a specific historical theme and focus which changes annually.

How will students be assessed in History?

Impact will be judged against students' abilities to not only know and remember about the significant developments they have studied, but to also demonstrate their progress in historical thinking. Judgements will be based on five key pieces of evidence:

- Knowledge tests – every term students will complete a set of multiple choice questions. These will test knowledge of the whole curriculum not just the present set of studied lessons. Results are recorded on Go4Schools.
- Assessment Points (APs) – Short, medium and extended responses – every term students will complete a piece of writing which tests their knowledge and understanding of a topic, which also tackles a specific historical thinking component.
- Project-based task (PAPs) – primarily assessed through the Oriel History Enquiry delivery once a year, students will be assessed on their ability to research, solve and create a sophisticated historical enquiry.
- Personalised Learning Checklists – Go4Schools is updated with a 'green, amber or red' score linked to the different elements of the national curriculum for KS3 History, which happens approximately at the end of each topic taught throughout the academic year.
- Progressing in Key Stage 3 History Chart – each student is issued a chart which allows students to self-review their Historical Knowing and Thinking Historically progression throughout the academic year. Progress descriptors for Y7, Y8 and Y9 are provided at the beginning of the academic year to stick in their exercise books. These descriptors will explicitly inform students what progress they can make during the year ('Know more' and 'Developing and refining skills') within the curriculum.