

Key Stage 3 Curriculum Overview, from September 2020
Upton Hall School FCJ History Department

	Autumn Term		Spring Term		Summer Term	
<p>Year 7 Who had the power in England and what was life like for those who didn't?</p>	<p>Short introduction to key skills and vocabulary. What does it mean to be English? (Anglo-Saxons and Vikings) What did it mean to be king? (Edward the Confessor) Why was England a battlefield in 1066? Why did William win the Battle of Hastings? How did William take control? Who had the power in Norman England?</p> <p>Assessment – by regular short-answer knowledge / skills tests.</p> <p>Why did William Rufus die? How powerful were England's medieval queens? Did Magna Carta change who had the power in England?</p> <p>Assessment – by regular, short-answer knowledge tests.</p>		<p>Why couldn't people ignore the Church? Why was the Church powerful? (including Henry II and Thomas Becket) The beginnings of western monasticism and how things changed. Why did people get angry with the Church? Martin Luther and the German Reformation. Henry VIII, his problems and the dissolution of the monasteries.</p> <p>Assessment - regular, short-answer knowledge tests.</p>		<p>Was life always hard for ordinary people in Medieval and Early Modern England? Development of towns through the Middle Ages; How did events such as the Black Death affect the ordinary people of England? Did they affect the balance of power? [Peasants' Revolt] Who lived in Early Modern England? [Black Tudors] How did the power balance change in the 17th century? Causes and impact of the English Civil War and changing power of Parliament. The Levellers.</p> <p>Assessment – summer exam. Mixture of knowledge questions; source / comprehension; narrative account.</p>	<p>What is the history of our environment? Investigation of the History of Upton Hall, its pupils and its grounds, using photographs, plans and exploration of the grounds.</p>
<p>Year 8 How was power used in England and beyond?</p>	<p>What has slavery got to do with us? Introduction to Industrial Revolution. Impact on jobs, environment, living conditions. Link to slavery. A study of transatlantic slavery and its Liverpool connections.</p> <p>Assessment – knowledge test / extended writing re Middle Passage.</p>	<p>How do we get the people of Liverpool to abandon their links to slavery? Abolition of slavery projects. How did abolition change America? Jim Crow laws and Civil Rights movement. How did Britain build an empire and what impact did it have on the world?</p>	<p>Why was World War I described as the 'war to end all wars'? Causes Trenches How useful a source is the poetry of Wilfred Owen? Propaganda and conscientious objectors. Treaty of Versailles</p> <p>Assessment – regular, short-answer tests and narrative account of the long and short-term causes of World War I</p>	<p>What was life like after World War I? Interwar years with transatlantic slant – Suffragettes / American women / boom / prohibition / dark side of boom / Bust – Wall St Crash and Great Depression</p> <p>Assessment – regular short-answer tests</p> <p>Assessment - summer exam, testing knowledge from causes of World War I onwards; including source questions and narrative account.</p>		
<p>Year 9: How was power abused during the 20th century?</p>	<p>Why could dictators gain power in the 20th century? How and why did Stalin and Mussolini come to power? How did Hitler and the Nazis come to power in Germany? How did they keep control? How did the Nazis control the Church?</p>		<p>What was life like in Nazi Germany? What was life like for women and young people in Nazi Germany? What was life like for minorities in Nazi Germany? (Jewish people, Slavs, disabled people, LGBTQ+) Commemoration of Holocaust Memorial Day Who fought in World War II and how was it won? Empire / Windrush Was Truman right to bomb Hiroshima</p>		<p>GCSE Crime & Punishment</p>	

KS3 Curriculum Overview: Rationale and Assessment

Please do not expand the boxes so that your response goes onto another sheet

Why are you teaching what you are teaching when you are teaching it?

We aim for a high-quality history education, to help pupils gain a coherent knowledge and understanding of Britain's past and its relationship with the wider world. We want to inspire pupils' curiosity about the past and equip them to ask perceptive questions, think critically, weigh evidence and sift arguments.

Year 7 – The beginning of the course allows for a clear chronological connection between pre- and post-1066 history. It is a good vehicle for the introduction of ideas about chronology; continuity and change; cause and consequence; and reliability and utility of sources for enquiries, beginning to build pupils' disciplinary knowledge. Whilst taking a broadly chronological approach to English Medieval history, we will use enquiry questions to stimulate higher-order thinking about events which shaped English culture, power structures and society. Pupils will conduct an investigation into the medieval Church and religious radicalism (both of early monasticism and of the Reformation) which provides a link between the medieval and early-modern worlds. Pupils will consider the changing society which underlay the political events they have studied, including different groups living in England and considering how the balance of power shifted over time – leading to a consideration of the Civil War, the growing power of Parliament and the Levellers. The year ends with a very local study of the history of Upton Hall from Domesday Book to the present day.

Year 8 – We will begin the year by considering the impact of the Industrial Revolution on the environment and living conditions, also linking this to an investigation into transatlantic slavery, with an emphasis on Liverpool's links to slavery. This should enable pupils to see how the enquiries are relevant for them. Slavery will be linked to globalisation and empire, in order to provide the link with World War I. Following this, an investigation into the inter-war years will provide the pupils with background information which is highly relevant to their later study of Weimar and Nazi Germany, whilst also giving insight into economic history, and the history of protest and change in the 20th century.

Year 9 – Following on from our study of the early 20th century in Year 8, we will investigate the rise of the dictators in this time period. We will consider Germany in detail, including the persecution of minorities in Nazi Germany. We will use resources and ideas from work with the Holocaust Education Trust and the Anne Frank Trust in investigating the relevance of the Holocaust to 21st-century Britain. We will conduct an investigation into who fought the Nazis during World War II, particularly considering the involvement of Empire, bringing this up to date with a consideration of the Windrush generation.

How do you propose to assess history at Key Stage 3?

Assessments take a variety of forms (essay work; source analysis and comparison; and formal debate) but have an increasing emphasis on cumulative historical knowledge / building a vocabulary which will allow our pupils to gain cultural literacy and understanding from their study of History. This approach uses the research of Kate Hammond in *Teaching History* as well as our own experience of marshalling the vast amount of content which must be covered in the new GCSE. In addition, all learners will be encouraged to develop resilience in their learning, becoming uncomfortable with historical uncertainty and also reflecting regularly on the difficulties they face / will face in completing their work and how they expect to overcome them.