

What are the aims and intentions of this curriculum?

The curriculum at Key Stage 3 is intended to introduce students to the breadth and depth of the discipline of History and thus aim to create capable historians. Students are challenged to think, act and speak like true historians: to research thoroughly, to weigh-up evidence, to understand chronology, to evaluate interpretations and develop arguments. Students are expected to develop a range of skills needed to become confident in their own opinions, whilst making well supported judgements and developing the ability to express themselves articulately. The curriculum has been designed to inspire and enthuse students, and where possible to link to contemporary issues and discussions. It has also been designed to incorporate a variety of skills that the students need to develop to be successful not only in History but also in cross-curricular subjects. Students are expected to understand the importance of challenging the provenance of information, evaluating different interpretations, and processing large amounts of information to create a coherent argument. Finally, through the curriculum students will be expected to develop skills such as empathy and tolerance and an understanding of how history has created the world we live in today.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	The Industrial Revolution	During this half term students will continue learning about the Industrial Revolution . The Industrial Revolution changed the lives of millions of people. It led to thousands living lives in poverty and desperation. For thousands of others, however, the Industrial Revolution opened up a wonderful world of new opportunities, where living was comfortable and there was time for fun and entertainment. At this point, students will look at how the revolution led to better living conditions. Students will also assess the extent to which change affected different people in different ways.	At the end of this half term students should acquire critical skills of analyzing change. Students should also master causation-based questions.	Projects Role play <ul style="list-style-type: none"> Class
Autumn 1	Getting the Vote	<p>Democracy in Britain in the 19th Century</p> <ul style="list-style-type: none"> The pressures for change to the electoral system. The growth of the idea of ‘democracy’ The impact of the Reform Acts of 1832, 1867 and 1884. <p>Victorian Women</p> <ul style="list-style-type: none"> Ways in which Victorian women were supposed to behave, and how some refused to conform. Change in women’s legal status Victorian view on middle-class and working-class and how it differed. <p>Women and the Vote</p>	<p>This half term the students will be engaged in debates to improve their critical thinking skills. They will also conduct research about the development of the UK’s political system and how it developed during and after the 19th Century.</p> <p>The skills that students are expected to develop</p> <ul style="list-style-type: none"> Critical thinking skill. The skill of interpreting sources. The skill of assess the usefulness of sources by using own knowledge and analysing the provenance. 	<ul style="list-style-type: none"> Research projects Group presentations In class assessment Suffragettes Diary entry Inferencing, main difference between interpretations, usefulness of sources and

		<ul style="list-style-type: none"> • Difference between methods used by suffragettes and suffragists and why they faced opposition. • Roles of women during WW1 • Reasons why only some women got the vote in 1918. <p>Democracy in 1930</p> <ul style="list-style-type: none"> • How women finally got the vote • Pace of change century to century. 	<ul style="list-style-type: none"> • The skill of writing well developed argument • The skill of organising content. • The skill of identifying the differences between interpretations. • The skill of making well-reasoned judgement and arriving at a conclusion. • The skill of independent learning. 	<p>why interpretations differ.</p>
Autumn 2	<p>Why did WW1 start in 1914?</p>	<p>Causes of WW1</p> <ul style="list-style-type: none"> • Creation of unified Germany in 1871 • Impact on balance of power • Building up of tension between Germany and other European powers between 1871-1914 • Assassination of Franz Ferdinand <p>Effects of the war</p> <ul style="list-style-type: none"> • Countries that fought in the war • Recruitment and conscription • Trench warfare on the Western Front • State of Europe at the end of the war, good and bad. 	<p>Students will be engaged in topics about the growing tensions in Europe and the relationships between each of the major powers.</p> <p>They will look at factors which contributed and let up to WW1 and they will also be expected to develop their skills whilst studying</p> <ul style="list-style-type: none"> • Causation • Interpretation • Significance Power • Empathy • Enquiry • Source inference and analysis • Identifying and Explaining reasons • Using evidence to qualify judgements • Communicating ideas and opinions <p>Thinking skills developed: Knowledge, comprehension, application, analysis, evaluation. Teamwork, communication skills</p>	<ul style="list-style-type: none"> • Research projects • Group presentations • In class assessment • Suffragettes Diary entry • Inferencing, main difference between interpretations, usefulness of sources and why interpretations differ.
Spring 1	<p>Conflicts in the 20th Century</p>	<p>New ideas and conflict</p> <ul style="list-style-type: none"> • Communist and fascist beliefs • Conflict between these ideas <p>The Cold War</p>	<p>Throughout his half term the students will receive several opportunities to develop their essay writing skills. They will also improve on their team building and presentational skills.</p> <p>They are expected to develop</p>	<ul style="list-style-type: none"> • Group presentations • Debates • Research Project • In class

		<ul style="list-style-type: none"> • The start of the Cold War • Other key crises of the Cold War; The Korean War, the Cuban Missile Crises and the Vietnam War 	<ul style="list-style-type: none"> • Critical thinking skill. • Questioning skills • Debating 	assessment
Spring 2	The Holocaust	<p>History of Jewish persecution</p> <ul style="list-style-type: none"> • Treatment of Jews in different countries before the 20th Century • Life for Jews in Nazi Germany <p>The 'Final Soution'</p> <ul style="list-style-type: none"> • How it began • Resistance against the Nazis • The Warsaw Ghetto Uprising 1943 • Concentration Camps and Extermination Camps 	<p>Students will discuss a variety of moral issues as they consider the treatment of Jewish people during the Holocaust.</p> <p>They are expected to develop</p> <ul style="list-style-type: none"> • Critical thinking skill. • Questioning skills • Empathy • The skill of interpreting sources. • The skill of assess the usefulness of sources by using own knowledge and analysing the provenance. • The skill of making well-reasoned judgement and arriving at a conclusion. 	<ul style="list-style-type: none"> • Research projects • Group presentations • In class assessment
Summer 1	Weimar and Nazi Germany	<p>The Weimar Republic, 1918-1929</p> <ul style="list-style-type: none"> • The origins of the Weimar Republic (Abdication, Armistice, Weimar Constitution) <p>Early Challenges to the Republic</p> <ul style="list-style-type: none"> • Treaty of Versailles 1919 (TOV), Diktat, Challenges from the Right and Left Wing- The Spartacist Revolt- 1919 and Kapp Putsch- 1920, The Challenges of 1923-French occupation of the Ruhr, Hyperinflation. <p>The recovery of the Republic, 1924-29</p> <ul style="list-style-type: none"> • Stresemann Years (Dawes Pan, Young Plan, Locarno Pact- 1925, League of Nations- 1926, Kellogg Briand 	<p>Students will be engaged in topics about the growth in Nazi Support and how Hitler gained and consolidated power and started persecuting minorities in Germany.</p> <p>They are expected to develop</p> <ul style="list-style-type: none"> • Critical thinking skill. • The skill of interpreting sources. • The skill of assess the usefulness of sources by using own knowledge and analysing the provenance. • The skill of showing case and effect. • The skill of writing well developed argument based on interpretation of 	<ul style="list-style-type: none"> • Research projects • Group presentations • In class assessment • Weimar Germany (Essay Practice on each type of questions, [Inferencing, main difference between

		Pact- 1928)	the interpretation. <ul style="list-style-type: none">• The skill of organising content.• The skill of identifying the differences between interpretations.• The skill of making well-reasoned judgement and arriving at a conclusion.• The skill of independent learning.	interpretations, usefulness of sources, why interpretations differ.)
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