

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. The overall content is aligned to the requirement of the KS3 National Curriculum.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	The Industrial Revolution	<ul style="list-style-type: none"> 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. Key terms: industry, revolution, population distribution, urbanization, reform, technology. Students will identify the different careers from the industrial revolution that still exist now. They give reasons why careers change over time. Students will evaluate the impact of the industrial revolution on the environment. Was the industrial worth the environmental damage? 	<ul style="list-style-type: none"> At the end of this half term students should acquire critical skills of analyzing change (change and continuity). Students should also master causation-based questions. 	Students will be assessed via: <ul style="list-style-type: none"> Projects Role play Class Structured essay
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"> 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. 	<ul style="list-style-type: none"> Research projects Group presentations In class assessment Suffragettes Diary entry

		<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> <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. <p>Key terms: Suffragettes, arson, equal franchise, hunger strike.</p> <ul style="list-style-type: none"> • Students will assess the careers that women have now compared to the early 20th century. Are there careers today that are still gender specific? • Students will develop an understanding of the importance of gender equality by stating the progress that has been made since the suffragettes, and how their actions has made their lives easier. 	<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. • 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. 	<ul style="list-style-type: none"> • Inferencing, main difference between interpretations, usefulness of sources and why interpretations differ.
<p>Autumn 2</p>	<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>Key terms: Allied powers, conscript, no man’s land, armistice, artillery, eastern front, front line.</p> <ul style="list-style-type: none"> • Students will assess the careers that were beneficial during the war. Why were these careers helpful. What role would they must be suited for if they were a part of the war. ? 	<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:</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.

		<ul style="list-style-type: none"> Students will analyse the social, economic and environmental cost of the first WW1. Are there any benefits of going to war? Should we resolve conflicts in a more peaceful way? . 	Knowledge, comprehension, application, analysis, evaluation. Teamwork, communication skills	
Spring 1	Conflicts in the 20 th Century	<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> <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 <p>Key terms: Communism, fascism, cold war, missile.</p> <p>Students will develop their interpersonal skills by working together to complete tasks.</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"> Critical thinking skill. Questioning skills Debating 	<ul style="list-style-type: none"> Group presentations Debates Research Project In class 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>Key terms: Genocide, prejudice, anti-Semitism, death camp, concentration camp, allies, persecuted.</p> <p>Students will develop critical thinking skills that can be beneficial in their careers. They will present information in a logical and sequential manner.</p> <p>Students will develop empathy for a marginalised group of people and understand the need for promoting diversity in the British society.</p>	<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	The Russian Revolution	<p>During this half term, students will be taught the following subtopics:</p> <ul style="list-style-type: none"> Dictatorship vs Democracy Causes of the Russian Revolution Rasputin 	Students will be engaged in topics about the Russian revolution to include causes, leadership struggles, unconventional advisors and the effects.	<ul style="list-style-type: none"> Group presentations Digital projects In class assessments

- **Bolshevik Takeover**
- **Lenin's rise to power**
- **Impact of the Russian Revolution**
- **Stalin vs Trotsky**
- **Stalin's rise to power**

Key terms: Tsar, communist, bloody Sunday, Bolshevik revolution.

Students will develop critical thinking skills that can be beneficial in their careers. They will present information in a logical and sequential manner.

Students will develop an understanding of the impact of communism as a result of the Russian revolution, and how it negatively impacted the life of people in Russia.

They are expected to develop additional disciplinary knowledge such as

- Inferencing
- Critical thinking
- Interpreting and analysing sources
- Sequencing events in chronological order(cause events and outcomes)
- Make judgements.

- Research projects
- Debates