CURRICULUM OVERVIEW KS3 HISTORY

Purpose of the Curriculum

History is important to students because it illustrates to them the strengths and weaknesses of the human condition. It allows pupils to identify themselves with the wider culture of this country and promote values that can be identified as 'British Values'. It allows pupils to understand how the country came to be as it is now. It equips pupils with the ability to assess and evaluate past mistakes and equips them with a voice to make a better future. All our pupil have the right to create a better future.

In terms of a moral and egalitarian point of view, history allows pupils to access ideas, without which it is possible them might have a real disadvantage in society and be looked down upon. All our students have the right to thrive and prosper.

Finally, History enhances pupils communication and oracy. It develops within them cross curricular skills of analysis, evaluation and judgement and through source work teaches them to look beyond face value. As a department it is our focus to develop a passion and love of History, pupils of all ability have the right to enjoy and value the subject. We believe that all abilities can achieve and strive to promote that.

It is our belief that is a pupil lack History in their curriculum risks that their potential becomes stunted.

KEY LEARNING OBJECTIVES

The National Curriculum states that we should cover from 1065 to the present day. The only thing that must be covered is the Holocaust. We have designed a course that works chronologically and takes pupils through themes in History that have resonance and significance History. Our criteria for significance is that it was groundbreaking, remembered, far reaching at the time, affected the future and in some cases terrifying. All teaching is anchored to these events/developments or to facilitating pupils understanding if this. Our end point is that pupils have a good spread of historical understanding from the start point to the the 20th Century

Thus pupils cover the Norman Conquest, Medieval Life and the influence of the Church, Church vs State, The Black Death and Peasants revolt, the Reformation (and fall out), the English Civil War, Slavery, WW1, the Holocaust and WW2. Most assessment is done through written work set in class or as homework. Some testing does also occur including use of blind sources to work as a diagnostic for performance.

CURRICULUM OVERVIEW *(subject)*

KEY CONCEPTS

At the same time as teaching subject knowledge, we develop skills. These skills are rarely developed in KS1/2 due to the fact that History is taught as part of topic. All of these concepts and skills are included in the National Curriculum.
The concepts include;

- Enquiry
- Significance
- Using evidence
- Analysis and evaluation
- Arguing judgements
- Using abstract terms (eg. 'empires')
- Creating structured accounts,
- Using provenance
- Discussing purpose.

These concepts and the skills required to apply them are embedded into the KS3 curriculum, developed and assessed over time. Most assessment is done through written work set in class or as homework. Some testing does also occur including use of blind sources to work as a diagnostic for performance.

SEQUENCE OF LEARNING

The National Curriculum clearly states that "know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day". Thus we teach chronologically. We also find that thematic teaching KS3 tends to be badly constructed and poorly done. We do some thematic teaching in KS4 but not in KS3, as we want to develop an understanding of chronology in KS3.
Objectives and concepts intermingle so we have a good spread and this allows us to return to the concepts multiple times and refer to past objectives. This allows us to enhance understanding concepts and to develop contextual understanding within objectives.

In addition, the more complex and mature issues are done at the end of Y8, which provides greater emotional maturity with which to tackle them.