

KS3 History overview

Overarching Objectives for KS3 and KS4
1. know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
2. know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
3. gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
4. understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
5. understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
6. gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Year 7

Theme: Power and Control

Skills: Causation, Consequence, Significance

Term	Unit Title (lessons)	Dates	Enquiry Questions	Objectives/focus	Links to overarching objectives
1a	Intro and historical skills (3)	Sept	EQ: NA	<ul style="list-style-type: none"> - Basic historical skills - Time, chronology and sources - Change and continuity - Introduce power + control 	1 4 5
1a	Romans and Greeks (6)	Sept	EQ: What impact did R + G have on making the modern World?	<ul style="list-style-type: none"> - Inventions and creations - Creation of the state / democracy - Rich and poor / citizens - Power + control 	2 3 4 6
1a	The Dark Ages: (5) Vikings to Anglo-Saxons – The Making of England	Oct	EQ: How 'Great' was England in the dark ages?	<ul style="list-style-type: none"> - Viking invasion of England - Who were the A-S? - How was modern England formed? - What is 'English'? 	1 3 4 5 6
1b	Battle of Hastings / William and control (8)	Oct-Nov	EQ: How was William the Conqueror able to seize and maintain	<ul style="list-style-type: none"> - BOH - What makes a good monarch? - How did William control? 	1 3 4 5 6

			control of England?	- What methods used	
1b	Medieval Life (8)	Nov-Dec	EQ: How was power and control most greatly enforced during the middle ages?	- Role of the Church and religion - Impact of the Plague - Development of towns and villages - Power and control	1 3 4 5 6
2a	Tudors (8)	Jan	EQ: What was the impact of the different ruling Tudor monarchs?	- Who were the Tudors? - Impact of different monarchs - Catholic vs Protestant - Power and control	13456
2a	English Civil War, Cromwell, Parliament (8)	Feb-Mar	EQ: How did the ECW shape modern England?	- What is parliament and who were the Parliamentarians? - Impact of religion - How close did England come to a republic? - Power and control	13456
2b	French Revolution (6)	April	EQ: How big an impact did the FR have on the modern World?	- Enlightenment - Why abolish the monarchy? - Role of the workers - Comparison with ECW - Power and control	23456
3a	Industrial Revolution and Chartists (13)	April-June	EQ: How did the IR cause Britain to be a leading World power? How significant were the Chartists in shaping society?	- How did UK modernise? - Changing role of parliament - Rise of workers and trade unions - UK as a world power - Power and control	13456
3b	Power and Control overview unit. Revision and consolidation (5)	June	Focus – To bring together all key themes for the year.	Compare and contrast all areas of power and control	123456

Year 8 (working doc for September 2021 onwards) –

THEME: Injustice/ protest/ oppression

Skills: Significance, Interpretation, Change, Continuity

Term	Unit Title (lessons)	Enquiry Questions (working qu.)	Objectives/focus (TBC)	Links to overarching objectives
1a	Empires / British Empire (14)	EQ: how significant was the British Empire in shaping the World?	<ul style="list-style-type: none"> • How did Britain build its empire? • India, Australia, South Africa • Positives and negative interpretations • Legacy and impact 	All
1b	Slavery (10)	How did Slavery shape the modern World?	<ul style="list-style-type: none"> • Origins in Africa • Trade triangle • Treatment of slaves • The Americas • Abolition 	All
1b/2a	Black Civil Rights (10)	What was the driving factor of the improvement of BCR?	<ul style="list-style-type: none"> • Bridge from Slavery / US civil war • Jim Crow • KKK • Protest movements • Martin, Malcolm, Black Power • British CR – sim and diff with USA (more later) 	all
2a	S. Africa and Apartheid / decolonisation (10)	What caused the colonies to fight for independence? (Case – SA)	<ul style="list-style-type: none"> • De-colonisation • Methods and cases • Kenya, India, Jamaica • Case – SA and Apartheid • Sim and diff with USA segregation • Townships and massacres • Biko, Mandela, ANC 	all
2b	Migration and British Civil Rights (10)	How did colonies and migration shape modern Britain?	<ul style="list-style-type: none"> • History of black migration • WW2 impacts • Windrush • Prejudice and opportunity • Asian migration (Ind/Pak) • African migration (Nigeria/Ghana) • Multicultural UK 	all
3a	Suffragettes and women's rights (10)	How and why did women fight for suffrage?	<ul style="list-style-type: none"> • Victorian women • WW1 impacts • Suffragettes • Suffragists • Which had bigger impact? • Pankhurst and Davison • Women's rights 20th C. 	all
3a/3b	Unit on 'When was the	How was modern Britain formed?	<ul style="list-style-type: none"> • Post WW2 – welfare state and NHS 	All - not 2

	modern world/Britain born?' (9)		<ul style="list-style-type: none"> • Intro to political parties and origins • Social revolution – women, sex, hippies, contraception, drugs • Conservatives and Thatcher • New Labour • LGBT movement and history • Race politics and issues • Hierarchy and social class 	
3b	Consolidation and exam prep (3)	Consolidation		all

Year 9

Theme: Politics and Warfare over time

Skills: Causation, Consequence, Change, Continuity

Weimar and Nazi Germany content will be taught after Russia, and before causes and events of WW2. Final two modules will be taught at the end of the year as a lead into Cold War (GCSE) in year 10.

Term	Unit Title (lessons)	Dates	Enquiry Questions	Objectives	Links to overarching objectives
1a	WW1 (15)	Sept	EQ: 4 separate mini EQs for this, focusing on causes and consequence.	<ul style="list-style-type: none"> - How did two bullets kill twenty million (causes)? - What were the main battles and fighting tactics of WW1? - How did WW1 shape the modern world? (consequences) - What was the impact on Britain? – Focus on women. 	13456
1a/1b	Russia-1865-1917 (10)	Oct (GCSE content Nov-April: Germany)	EQ: Why was Russia so divided in 1917?	<ul style="list-style-type: none"> - Russia under the Romanovs (1800s) - Long and short term causes of the revolution - Impact of WW1 on Russia - Outcomes and consequences of the RR 	23456
3a	NON-GCSE: WW2-causes/TOV, events (12)	May	EQ: What were the most significant causes and events of WW2?	<ul style="list-style-type: none"> - Causes of WW2 – rise of Hitler and Nazi foreign policy - Could WW2 have been avoided? – Appeasement - WW2 in Asia – Japan’s expansion - Why was WW2 won and lost? - Key battles/events – Pearl Harbour, Battle of Britain, Stalingrad, D Day 	All
3b	NON-GCSE: Holocaust (8)	June	EQ: What is the impact of the Holocaust on the modern World?	<ul style="list-style-type: none"> - What is Anti-Semitism and why has this occurred throughout History? - Why did Anti-Semitism rise in Germany in 1920s/30s? (link GCSE) - 8 steps to Genocide - Events of the Holocaust - How can we avoid this happening and why should we remember? 	All – not 1

Year 7 rationale/overview:

- **Power and Control - thematic study over time**
- Broad overview of British and European civilisation over 1000 years. Will give students key ideas on how governance and civilisations have evolved.
- They will be tracking themes of religion, leadership and power across the 1000 years.
- We are focussing on knowledge, themes and historical skills/enquiry in year 7. Much less so on exam skills. This will be embedded more so in Year 8.
- Reflects GCSE Paper 1 on Crime and Punishment. Crime and Punishment - C.1000-Present.
- Begin with Romans and Greeks for 'classical civilisations'. This will also be good as a bridge from content they may have covered in Primary school and KS2 in particular.
- We are focussing on investigations and themes, rather than chronological sweep.
- We are incorporating the classis Year 7 curriculum and some new exciting modules – Enlightenment, French revolution etc. This is to provide students with a wider context of History to help them grapple with ideas of change and continuity as well as to better understand the world in which they have inherited.
- We have included more explicit opportunities for local history across units of work e.g. Anglo-Saxons, Black Death, Civil War, Chartists.
- Each unit has an enquiry question linking it back to the overall theme of power and control.

Year 8 rationale/overview:

- **Working Title – Struggles against oppression / marginalised and persecuted groups**
- Building on from end of the year 7 curriculum; from the industrialising world to empire building. Supporting a logical curriculum structure from one year to the next.
- Suffragettes, Migration and development of decolonisation are new. Suffragettes – greater female focus. Migration – to further reflect our diverse community.
- This curriculum is a more modern focus – on 19th and 20th Centuries.
- 2 lesson PW will now allow us to delve deeper into exam skills with dedicated lessons to apply knowledge to skills.
- We have included more explicit opportunities for local history across units of work e.g. Black British rights, Migration, Suffrage movement.
- Each unit has an enquiry question linking it back to the overall theme of struggles against oppression.

Year 9 rationale/overview:

- **Politics and Warfare of the 19th/20th centuries**
- Chronological overview of politics and warfare across the 20th century, building on their conceptual understanding of change, continuity, causation and consequence.
- Changing the order of modules slightly to incorporate WW2 – we all felt this was vital as we currently gloss over this not giving context.
- We are introducing the Weimar and Nazi Germany GCSE Paper 3 into the year 9 SOW as it fits the wider of changing 20th century narrative of politics and warfare.
- We have included more explicit opportunities for local history across units of work e.g. WW1 and 2.
- Each unit has an enquiry question linking it back to the overall theme tracking politics and warfare.