

Key Stage 3 Outline of Study from 2020

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 7	<ul style="list-style-type: none">• Baseline test• Who were Britain's earliest immigrants	<ul style="list-style-type: none">• Why did William win the Battle of Hastings?	<ul style="list-style-type: none">• What was life like in the Middle Ages?	<ul style="list-style-type: none">• How did the Tudors change England?	<ul style="list-style-type: none">• Was King Charles responsible for having his head cut off?	<ul style="list-style-type: none">• How glorious was the 'Glorious Revolution'?• How did Britain change 1688-1702?
Year 8	<ul style="list-style-type: none">• Did the French Revolution achieve its aims?	<ul style="list-style-type: none">• Did life for everyone get better during the Industrial Revolution?	<ul style="list-style-type: none">• Slavery and the development of the British Empire - should Britain apologise?	<ul style="list-style-type: none">• What about 'Herstory'?	<ul style="list-style-type: none">• Were school days the best days of their life?	<ul style="list-style-type: none">• Who/what was to blame for the sinking of Titanic?• How did the world develop 1745 - 1912?
Year 9	<ul style="list-style-type: none">• Would Ernest Coleman have regretted joining WWI?	<ul style="list-style-type: none">• Did Josh Broome give an accurate portrayal of growing up during WWII?	<ul style="list-style-type: none">• The greatest crime in History: why should we study the Holocaust?	<ul style="list-style-type: none">• What is this place called Great Britain? Immigration Nation.	<ul style="list-style-type: none">• Start of GCSE course: Power and the People	<ul style="list-style-type: none">• GCSE Power and the People

Rationale

The idea behind this curriculum design is simple: it is shaped around the main second order concepts that are essential for students to progress not just in Key Stage 3, but also Key Stages 4 and 5. Each topic of study builds on skills that have been introduced in previous enquiries. Older skills are consolidated whilst new and more sophisticated approaches to the study of History are introduced over the course of the 3 years. This revisiting of skills is as important as the introduction of progressively more challenging ideas. By re-practicing the methodology, the main historical skills are more likely to become secure, rather than a collection of abstract ideas in the minds of our students. The result of this will be that students are able to 'think' like historians and create their own narratives of the past that can be effectively communicated, allowing our students to access the top grades at both GCSE and A-level.

When students are introduced to new, complex ideas, teachers remind them of skills that have been used in previous enquiries. Each enquiry will include elements of the second order concepts of cause, change, consequence, significance and interpretation, although some topics lend themselves to particular concepts more than others. History is not a neat subject that allows students to make a straight line of progress over 3 years, and this is to be expected. The curriculum is also designed in such a way that students will focus on ideas, beliefs and attitudes. This is important as the GCSE course we follow demands that students can recognise and appreciate the importance of these concepts to contemporaries; if students are going to understand a particular time period, and recognise change over time, then they must be able to understand why people behaved as they did, based on their beliefs they had.

There will be a lot of work done in Year 7 on historical enquiry so that students can understand how historians work. It follows that students must therefore develop their skills, particularly when analysing and evaluating source material, early on. Our intake to Diss High School come from a number of primary schools, with varying degrees of importance placed on History. The skills of interpretations are purposely quite scarce early on, as students find this difficult to understand and the building blocks have to be laid before they can tackle this in a meaningful way.

Year 7

Who were Britain's earliest immigrants?
(enquiry)

Why did William win the Battle of Hastings?
(causation/significance)

What was life like in the Middle Ages?
(beliefs/cause/change/consequences)

How did the Tudors change England?
(beliefs/attitudes/change)

Was King Charles responsible for having his head cut off? (change/causation)

How 'glorious' was the Glorious Revolution?
(enquiry/interpretations)

How did Britain change c. 43AD - 1700?
(change/enquiry/interpretations)

Year 8

Did the French Revolution achieve its aims?
(cause/change/consequences/interpretations)

Did life get better for everyone during the Industrial Revolution? (interpretations)

Slavery and the development of the British Empire - should Britain apologise? (attitudes/beliefs/enquiry)

What about 'Herstory'? (attitudes/beliefs/enquiry)

Were schools the 'best days of their life'? (interpretations)

Who/what was to blame for the sinking of Titanic?
(enquiry/significance/interpretations)

How did the world develop c. 1700-1912?
(enquiry/attitudes/interpretations)

Year 9

Would Ernest Coleman have regretted joining WWI?
(enquiry/attitudes/interpretations)

Did Josh Broome give an accurate portrayal of growing up during WWII? (enquiry/interpretations)

The greatest crime in History: why should we study the Holocaust? (attitudes/significance)

What is this place called Great Britain?
(enquiry/change/consequences)