



Curriculum overview KS3

Subject: History	Components of History			'Core' knowledge	'Hinterland' knowledge
	What new knowledge do we introduce?			Essential knowledge needed to be successful	What do students <i>do</i> with this knowledge?
	Year 7	Year 8	Year 9		
Autumn 1 <i>September - October</i>	Why did William win at Hastings?	Stuarts and Civil War Cromwell and Commonwealth	Holocaust (Local context NA to move this for 2021) End of Empire Gandhi and India	<p><i>The core knowledge from History is based on the second-order concepts. Each topic is based around one of these concepts, for example Holocaust in Y9 is based around interpretations and students will be asked to look at 2 historians' interpretations of events and use these to generate their own conclusion about whether the Holocaust was planned all along, or came from opportunistic Nazi leaders. This would build upon the core knowledge which would come from Cromwell and the interpretations studied in</i></p>	<p><i>The knowledge learnt in History has wider implications within other subjects; for example, English. The WW1 poems that are studied in English are understood in light of the assassination of Franz Ferdinand which we study in History. There are links to other subjects, such as Geography and RPE, where there are links created around cultures and the power of religion.</i></p> <p><i>The purpose behind learning History is so that students can leave KS3 with a strong understanding of the country they live in, as</i></p>
Autumn 2 <i>November - December</i>	Medieval life (context specific, SAA local study, NA overview plus hinterland link Suffragettes)	Witchcraft Did British people experience a revolution in the later 1800s? Nelson and Britain's place (NA context 20 th century revolutions)	Cold War – Asia Civil Rights JFK		
Spring 1 <i>January - February</i>	Power and religion in Medieval Britain (Focus on Henry II and Becket, other monarchs relevant to context)	Industrialisation Slave Trade and Abolition	Northern Ireland and Thatcher's Britain Arab-Israeli Conflict		
Spring 2 <i>March - April</i>	Why did Henry VIII destroy the monasteries? Edward, Mary and the Church (Local context –	Empire WW1	Fall of communism and development of Eastern Europe The fight for equal rights –		



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	NA Edward VIII)		Stonewall Terrorism in the 21st century	<i>Y8 about whether Cromwell was a hero or a villain.</i>	<i>well as the world around them.</i>
Summer 1 <i>April - May</i>	Life under Elizabeth	(Local Context SAA – Suffragettes) Why did democracy fail in 1930s Europe? (Local context NA – Holocaust and follow up to scheduled Challenge Day)	Interim GCSE start Western Front case study and the work of the historian (bringing together second order concepts/disciplinary knowledge)	<i>The core knowledge for each topic is outlined within the unit plan, as it is almost impossible to outline an overall core knowledge, but is based upon the use of key facts, people, events and dates. This means that students are able to recall and use relevant knowledge to help them to build a wider understanding of the historical context.</i>	<i>Students are able to articulate their opinions and be promoted to challenge their ideas of what History is, or what they perceive from certain events.</i>
Summer 2 <i>June - July</i>	Migration and Exploration	Stalin's Russia WW2 – Lead up, Battles, Atomic Bomb			