



Subject: History	Components of [subject]	'Core' knowledge (below)	'Hinterland' knowledge (below)
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	Year 7 <i>Theme: Making of Britain</i>	Year 8 <i>Theme: Change and Development</i>	Year 9 <i>Theme: Human Rights</i>
Autumn 1 <i>September - October</i>	Why did William win at Hastings? <i>Assessment: Causation and knowledge recall</i>	How did the Civil War change England? <i>Assessment: Interpretations and knowledge recall</i>	What can we learn from peoples' experiences of the Holocaust? <i>Assessment: Knowledge recall and change and continuity</i>
Autumn 2 <i>November - December</i>	Medieval life (context specific, SAA local study of St Edmund and Black Death) <i>Assessment: Knowledge recall and sources</i>	Local History: How significant were the witch trials of 16 th and 17 th Century? <i>Assessment: Causation, historical significance and knowledge recall</i>	Why did the British Empire collapse after WW2? <i>Assessment: sources, interpretation, and knowledge recall.</i>
Spring 1 <i>January – February</i>	Power and religion in Medieval Britain Case studies: Matilda and Stephen/Henry II and Becket <i>Assessment: Narrative account and knowledge recall</i>	What did the British Empire do for the world? <i>Assessment: Historical significance and knowledge recall</i>	How far did the Vietnam War's consequences spread? <i>Assessment: Historical significance and knowledge recall</i>
Spring 2 <i>March - April</i>	Why did Henry VIII destroy the monasteries? Edward, Mary and the Church changes <i>Assessment: Knowledge recall (including chronology)</i>	How far did Britain get involved in the slave trade and eventual abolition? <i>Assessment: Similarity and difference, knowledge recall.</i>	What changes due to the Civil Rights Movement? <i>Assessment: Chronological understanding,</i>



			<i>interpretations and knowledge recall.</i>
Summer 1 <i>April - May</i>	Life under Elizabeth <i>Assessment: Interpretations and knowledge recall</i>	How far did Britain change during the Industrial Revolution? <i>Assessment: Knowledge recall</i>	Why are the 1970s and 80s a turning point for politics across Britain? Why did the 9/11 attacks take place? <i>Assessment: Chronological understanding, interpretations and knowledge recall.</i>
Summer 2 <i>June - July</i>	Migration and Exploration <i>Assessment: Knowledge recall</i>	Suffrage (right to vote) <i>Assessment: Knowledge recall</i>	How much have LGBTQ+ Rights changed since the 1800s? <i>Assessment: Chronological understanding, interpretations and knowledge recall.</i>
'Core' knowledge Essential knowledge needed to be successful	<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 Y8 about whether Cromwell was a hero or a villain.</i></p> <p><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></p>		
'Hinterland' or Disciplinary knowledge What do students do with this knowledge?	<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 well as the world around them.</i></p> <p><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</i></p>		



	<i>events.</i>
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Intent:

At KS3 the national curriculum for history aims to ensure that all pupils:

- 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
- 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
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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.
- 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.

The SAA History curriculum has been planned to meet and exceed the national curriculum as stated above. Local history is a particular strength of the curriculum as students are given opportunities to understand local history in each year of KS3.

The curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards the end of KS3 and into KS4 to ensure students are able to reach these end points. An example of this is the plan to build upon the interpretations in Year 7 where students study Elizabeth I, which is then deepened in Year 8 with interpretations of Oliver Cromwell and once again developed in Year 9 with interpretations of Margaret Thatcher.



SAA KS3 History Curriculum Overview 2023/ 2024

The broad learning is fostered over time as students will be able to achieve also a richer, deep learning which students will develop over both KS3 and 4 where they will become fluent in skills such as chronology, change and continuity and significance. The chronology skill is supported by timelines which students create at the start of Year 7, 8 and 9 showing prior knowledge and what students will go on to study, which helps them to zoom in and out of large scale changes in history.

an understanding of each time period or event studied, however there is

<p>What will you see in the History curriculum?</p> <p><i>The topics chosen across the History curriculum at KS3 have been chosen to demonstrate the breadth of both British and world history and to illustrate the changes which have taken place over time.</i></p> <p><i>Students will work with a variety of historical sources and historical interpretations from a diverse range of events and people. Students will learn how to evaluate, compare and analyse historical material to draw their own conclusions. Vocabulary will be embedded through the use of knowledge organisers, which students will be set regularly for homework.</i></p> <p><i>The curriculum has been created to ensure that all of the second-order concepts are include throughout and assessed through a variety of topics. (Second-order concepts, such as similarity and difference; causation; change and continuity.)</i></p>	<p>What will you see in History lessons?</p> <p><i>Written answers to questions/tasks, short answers ranging and vocabulary from the knowledge organisers will used in these.</i></p> <p><i>Students will interpret sources and analyse the creation of interpretations and understand these as part of the historical context. Where possible, students will be able to make links across the themes in relevant topics, or chronological links.</i></p> <p><i>Students will be expected to complete a retrieval task at the start of each lesson (normally between 5-10 recall questions) and an exit task which will develop historical writing skills.</i></p> <p><i>Modelling and scaffolding from the teacher will be present in each lesson to ensure that all pupils are able to make progress.</i></p>
<p>What formative assessment will you see in History?</p> <p><i>To ensure students understand the content of the lessons, there will be Do Now questions to check for recall of people, dates and events studied. This will routinely include a 10 question recall once per fortnight and this will include content from previous topics also.</i></p> <p><i>Students will write responses to stimuli, such as sources, questions posed by the teacher, or from an interpretation. This will require students to show historical writing skills and help to ensure that second-order concepts become embedded.</i></p>	<p>How does History improve student's cultural capital?</p> <p><i>Cultural capital comes from the accumulation of knowledge and skills which students can draw from and helps them to form opinions. New experiences and new knowledge help them to have a stronger understanding of the world around them. History has a key role to play in this. In order to understand conflicts or current events in the world, it is essential to know where these ideas began and how they relate to one another.</i></p> <p><i>The curriculum chosen for students to follow in History help students to be educated citizens, as it helps them to be aware of their own cultural heritage, with links to migration from Anglo-Saxon and Normans to the differences between the British Empire's colonies and the mother country.</i></p>



	<i>The students also engage in topics which help them to investigate the nature of Britishness and they are introduced to concepts, events and individuals that they may have not encountered otherwise.</i>
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