



## A Guide to the Curriculum at Key Stage 3 (Years 7, 8 & 9)

### History

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 Key Stage 3 course aims to build on the History curriculum at Key Stage 1 and 2, developing new skills and hopefully fueling students with a passion for the subject that will equip them for GCSE and beyond. The course follows the National Curriculum introduced in 2014 aiming to show, across almost five hundred years of British, European and World History how, why and when things happen. As students progress through the modules they will be expected to understand chronology, the reliability of evidence and the importance they place on the event they are studying.

#### Year 7

##### Unit 1: Invasion Plague and Murder

Students begin Year 7 with the Norman Conquest of 1066 and the changes this brought to Britain and will look at the importance of the Domesday Book, including local references. Moving into the middle Ages we consider life for all layers of society encouraging students to evaluate which they feel were the winners and why. We spend time considering the murder of Thomas Beckett as a means of determining whether we can trust sources and why some might be more reliable than others. Modules also include the importance of the Magna Carta, the establishment of our Parliament as well as the Peasants revolt. No module on the Middle Ages would be complete without an analysis of the Black Death looking at not only its impact on individuals but also the wider impact across Europe and the challenge to the hierarchies of the time.

##### Unit 2: Mughal Empire

We consider the rise and eventual fall of the Mughal Empire in India. Students will be expected to produce a piece of extended writing analysing the impact of at least one element – warfare, architecture, medicine etc. – that

shows the changes that came about through the centuries of Mughal rule. In Year 8, students are given the opportunity to briefly review this as they see artefacts from the time at the Leeds Royal Armouries.

## **Year 7 and 8**

### **Unit 3: Renaissance, Revolution and Reformation**

Building on work students have covered at Key Stage 2, we consider how and why the Tudors came to power. Students will be required to understand the changes that the Tudor monarchs brought to England as successive royals swung from Catholic to Protestant until the time of Elizabeth I. Life in Tudor times is covered and an analysis of the war with Spain focussing, again, on the importance of sources and encouraging an evaluation of the key reasons for the English victory.

In Year 8 we take students begin with a focus on the English Civil War and they consider the impact Cromwell and the Puritans had on England during the 17<sup>th</sup> Century. As they look at the life of Cromwell, students will be encouraged to judge whether, especially given his treatment of the people of Ireland, he should be counted as a hero or villain.

The module ends with a consideration of the changes that had taken place across Europe from the early 16<sup>th</sup> to the mid-18<sup>th</sup> Century. The ability to identify those areas of continuity and change is a skill necessary for success at GCSE.

## **Year 8 and 9**

### **Unit 4: Industry, Invention and Empire**

As the chronology of the modules moves towards the 20<sup>th</sup> Century, students spend time considering the Industrial Revolution, its causes, consequences, benefits and shortcomings. A turn at 'Dragons Den' in front of the class is often a highlight of the term. Understanding of the rise of the British Empire also requires an analysis of the foundation for much of its accumulated wealth and so time is spent looking at the shocking use of slaves from the 17<sup>th</sup> Century onwards.

Moving into Victorian cities, we spend time looking not only at the mystery surrounding Jack the Ripper, but also the changes that had taken place in Britain that enabled such shocking crimes to have occurred; students will often want to dwell on the gruesome details, but to the developing historian, the rise of the city, transport and communication is key to understanding the changes that were taking place towards the end of the 19<sup>th</sup> Century. The module ends with a consideration of life in Victorian times; schools, the rise of philanthropy, football and developments in medicine bring the module to the early 20<sup>th</sup> Century

## **Year 9**

### **Unit 5: Technology, War and Independence**

The module begins with an in-depth study of the Titanic Disaster requiring students to understand not just the facts but the implications for the declining British Empire of the 'unsinkable' ship. Huge changes in society are covered including an in-depth study of the fight for Universal Suffrage, understanding the sacrifice women were prepared to make for the right to vote. A large part of the unit is devoted to developing a full understanding of the causes and consequences of the First World War. As well as acquiring an understanding of the lead-up to the war, the 'spark' that set the blaze, the life for those in the trenches and the rise of deadly new technologies, the module requires students to make judgments on key events and people, such as General Hague.

The module on Second World War begins with a consideration of whether the end of The First World War left a further European conflict inevitable. Students will consider many of the key aspects of the conflict and, as they develop their historical skills, analyse and judge sources, events and people for their accuracy, importance and impact.

The Unit, and Key Stage 3, ends with a consideration of the changes that Britain experienced after the end of the Second World War, including the rise and fall of Communism, the end of the British Empire and the changes brought by new technologies.

## Grouping

Students are taught in mixed ability groups throughout KS3.

## Assessment

Formative assessment is continual within the department and includes teacher comments, as well as peer and self-assessment. Dialogue marking encourages students to respond to questions asked of them in their books using green pen. Summative pieces for each unit are completed in class, such as answers to key questions. Summative feedback provides a level based on the previous National Curriculum 8 Level Assessment Scale and adapted to include the New National Curriculum criteria.

## Literacy/Numeracy Skills

As well as developing an understanding of History, the course expects students to be reading sources and responding to them in developed and extended pieces of writing. Marking for literacy is an expectation of staff reflecting the emphasis the school as well the Humanities Department places on strengthening and developing all aspects of literacy throughout the year.

## Promoting Reading for Pleasure/Independent Reading

All units require students to think about meaning within text and respond using writing that is fit for purpose. Staff delivering lessons are expected to demonstrate an appreciation of reading.

Working closely with the school library, the department has put together a suggested reading list to support the Key Stage 3 Curriculum. The following books are available in the library.

### Year 7

'Knight Crusader, Ronald Welch

'Castle Diary: The Journal of Tobias Burgess' Richard Platt

'The Time Travelling Cat and the Tudor Treasure'

'My Story:

Bloody Tower. The Diary of Tilly Middleton, London 1553-1559'

'To Kill a Queen; an Elizabethan Girl's Diary 1558-1586' Valerie Wilding

'Fire in the Sea' Audrey Butler

'At the House of the Magician' Mary Hooper

### Year 8

'The Children of the New Forest'

'A Tale of Two Cities' Charles Dickens

'Transported – The Diary of Elizabeth Harvey, Australia, 1790'

'Shadow' Michael Morpurgo

'My Story: The Hunger: The Diary of Phyllis McCormack During the Irish Potato Famine, 1845-1847'

### Year 9

'Sketches by Boz' Charles Dickens

'Slave Girl' Jackie French

'Testament of Youth – the Reflections of a Young Derbyshire Woman' Vera Brittain

'Warhorse' Michael Morpurgo

'A Long Way' Sebastian Barry

'A Medal for Leroy' Michael Morpurgo

'Goodnight Mr Tom' Michelle Magorian

'The Boy in the Striped Pyjamas' John Boyne

'The Cross of Iron' Will Hienrich

'Carrie's War' Nina Bawden

'When Hitler Stole Pink Rabbit' Judith Kerr

'The Book Thief' Markus Zusak

'Piece of Cake' Derek Robinson

### **Support, Strategies and Interventions for students (SEN, Most Able, Students not making Expected Progress)**

Teachers in the Humanities Department support and challenge students in lessons to make the very best progress they can. In order to achieve this, Teaching Assistants may be directed to focus on developing high level responses from our most able cohort, support students with literacy, at the direction of support specific students in improving elements of the modules, such as asking higher level questions such as “Do you agree...?”.

Within lessons we expect and encourage questioning from our young people whether clarifying the expectations of the teacher, or developing an open question, the answer to which may not be immediately clear. Students know that we have an open-door access to them in lunch-time and frequently after school. In addition, the school’s Homework Club is a valuable resource to support students; Humanities teachers liaise with colleagues who run Homework Club to ensure the best support is given to all our students.

### **Useful Resources for Home**

All of our students have to access to ‘Kerboodle’, an online package that integrates their classroom learning with the ability to continue their progress using resources directly linked to the course. In addition, using their login, students and parents will be able to access Digital Versions of the text book and any additional resources we hope will benefit their progress. Students’ History teachers will provide their login and many homework and assessed tasks will be set using Kerboodle.

### **How to help your child in Key Stage 3**

As well as reviewing your child’s work, we hope that you can support Hasland Hall’s History Department by talking to your child and engaging in dialogue about the ideas covered in lessons.

Visits to places of historical importance are always beneficial. Amongst many good sites we suggest:

- The Eastwood Park War Memorial
- The Crooked Spire and Medieval Builders’ Windlass
- Chesterfield Museum
- Conisborough Castle
- Hardwick Hall
- Masson Mills in Matlock
- The Holocaust Centre in Laxton, Notts
- The Royal Armouries in Leeds
- The Thackray Medical Museum also in Leeds
- Sheffield’s Abbeydale Industrial Hamlet

We encourage, where appropriate, students to bring in any artefacts they may have that link to modules being studied, as well as encouraging them to investigate family links to key events, such as relatives who may have served in either of the two World Wars.

### **Glossary of terms**

Please refer to the Glossary in each of the Key Stage 3 Text Books, accessible through ‘Kerboodle’.

- ‘Invasion, Plague and Murder’ pages 170-172
- ‘Renaissance, ‘Revolution and Reformation’ pages 154-156
- ‘Industry, Invention and Empire’ pages 170-172
- ‘Technology, War and Independence’ pages 172-173.