

History KS3 Curriculum Map

Curriculum Aims.

In History we aim to:	Deliberately, precisely and robustly address social disadvantage while ensuring meaningful, connected and long-term learning for all students	Widen all students' access to, knowledge, understanding and experience of cultural capital	Develop the essential learning habits and values needed to support academic progress, cultivate personal integrity and foster motivation to learn	Improve and develop standards of written and oral Literacy	Provide a wide variety of engaging, transformational extra-curricular activities that allow students to contribute, collaborate and lead within and beyond the school community	Provide an education beyond the academic that improves students' personal knowledge to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy	Ensure all of our students are fully prepared for the next stage of their education or employment
	<p>Provide varied and ambitious curricula at KS3, 4 and 5 that support and develop all student's written and verbal literacy, problem solving abilities, resilience and contextual and cultural understanding.</p> <p>We aim to support students in moving from their initial exposure to our curricula, through to their eventual mastery.</p> <p>Quality first teaching will underpin our commitment to supporting all students journey through their history learning whilst at Glossopdale.</p> <p>Meaningful assessment will help to identify gaps in knowledge and understanding, to allow for successful intervention.</p> <p>In line with whole school policy, we will adapt our teaching responsively and focus on evidence based subject development to ensure the best outcomes for all students.</p>	<p>We will embed opportunities for students to:</p> <p>Investigate their local history in relation to regional, national and international developments and events through time.</p> <p>Understand how key features of historical periods have an impact on the world students live in today</p> <p>Understand how society uses history and presents it for example in museums, art galleries, documentaries, historical sites. This will also allow for meaningful discussion on bias, subjectivity and propaganda.</p>	<p>The staff will explicitly teach and model the school's learning habits and ethos by fostering and encouraging via THRIVE and PREPARE.</p> <p>The department will create opportunities for students to take part in clubs, competitions and visits.</p> <p>Staff will reward students via the school systems of THRIVE and will share success through school websites, online platforms and communication with parents.</p>	<p>Embedding Tier 2 and 3 vocab, spelling and technical accuracy in writing and speaking, plus opportunities to read and strategies to support reading into the history curricula.</p> <p>Historical texts and sources will be varied and reflect the breadth of the curricula and the wider context of units taught.</p> <p>More able will be stretched with challenging reading materials to support their historical understanding.</p> <p>Intervention for students who are not making expected progress will focus on their grasp of key historical terms and vocabulary an their understanding of historical language as necessary.</p>	<p>Students will be offered extra-curricular opportunities such as;</p> <p>Trips Clubs Competitions NPQ/EPQ Revision sessions Intervention sessions Mentoring sessions</p>	<p>Staff will engage with and support whole school polices and programmes to ensure that students' personal development is nurtured, helping them to prepare for the responsibilities and experiences of adult life.</p> <p>The curricula will afford opportunities for students to reflect on the importance of being a responsible citizen, the nature of British values (and how these have developed and changed through time) and the changing rights and responsibilities of citizens in varied contexts.</p>	<p>Where appropriate staff will teach/deliver the following skills, that will be highlighted in the curriculum maps;</p> <p>Sixth Form recruitment Careers Job and university applications Aspirations to study at university Study skills</p> <p>Past students, visits/trips Super Learning Days and involvement in assemblies can help to support this aspect of the whole school vision.</p>

Curriculum Vision – History.

<p>Why is history important?</p>	<p>History is crucial to the development of students understanding of their place in their communities, on a local, regional, national and international level. Voices from the past engage students with the development of these communities and the myriad challenges that faced people from the past.</p> <p>History helps students to understand the present and to plan and prepare for the future. The study of History provides the opportunity to engage with difficult moral problems, to develop a sense of identity and to foster good citizenship.</p> <p>History in an academic sense can also provide opportunities to develop key skills in terms of written and verbal communication, understanding evidence and being able to explain interpretations.</p> <p>In the words of Dr Martin Luther King Jnr, "We are not makers of history. We are made by history."</p>
<p>What is the vision for the curriculum in history?</p>	<p>Students of History at Glossopdale will learn to engage and empathise with the varied experiences of people from the past. They will enjoy stories and narratives of the past, and find aspects of the past that they can relate to in their daily lives.</p> <p>They will use the knowledge and skills they are taught to help them become successful learners across all subjects in the school, as History lends itself to literacy, analysis and judgement, plus effective written and oral communication.</p> <p>Students will be nurtured and encouraged by staff to aim high and not to fear mistakes and setbacks, but to use them to grow and develop as students.</p>
<p>What powerful knowledge will students acquire by studying history at Glossopdale School?</p>	<p>The concept of powerful knowledge in history education has been divided into two types by sociologists (Young) and historians alike. The last iteration is that history offers substantive knowledge and disciplinary knowledge. The first is the content or facts of history, e.g. the date Elizabeth I became queen or the start of the First World War. The second are the concepts that the content hangs from e.g. the causes of the First World War or the consequences of the reign of Elizabeth I. These are often classified as second order concepts.</p> <p>Ultimately history at Glossopdale can be said to be comprised of powerful knowledge; that is knowledge that emancipates, is enquiry based, is dialectic (how history is taught is just as important as what is taught), encourages a critical approach, explains everyday experience and can have a socially just motivation.</p>
<p>What will children gain from studying history at Glossopdale School?</p>	<p>Students will study a broad curriculum at Key Stage 3 that gives a balanced experience of aspects of world, European and British history, as well as an appreciation of local and regional history. They will understand how Glossop fits into the regional and national patterns of development from medieval times though to the present day. They will also learn an appreciation of how British history has affected European and world history, in positive and negative ways. At Key Stage 4 and 5 they will hone the skills already developed and focus on areas of the past that again allow for a wide appreciation of British, European and world history.</p>

Threshold Concepts.

1. Develop knowledge and understanding of the key features and characteristics of past societies and civilisations.
2. Consider concepts such as significance, cause and consequence, change and continuity, chronology and progress and regress when studying the key features and characteristics of past societies and civilisations.
3. Investigate and interpret the past by
 - asking questions of historical sources and making substantiated judgements on the evidence they contain
 - analysing and evaluating different interpretations of the past
4. Communicate historically, using historical vocabulary and techniques to convey information about the past.

Key Stage 3 History 2023 - 2024

Year 7 – understanding life				
Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
<p>What was life like in the Middle Ages?</p> <p>What happened to Britain after the Romans? (change)</p> <p>What mattered to medieval people?</p> <p>What was terrifying about the Black Death? (consequence/impact)</p>	<p>How diverse was life in the time of the Tudors and Stuarts?</p> <p>Was Tudor society diverse? (link to Empire)</p> <p>Was John Blanke a remarkable man?</p> <p>Was Elizabeth’s reign ‘golden’?</p> <p>Why did Tudor explorers look West?</p>	<p>“This refuge of poverty”. What was life like in Industrial Britain?</p> <p>How did the way people work change?</p> <p>Why did Glossop became a mill town? (causation)</p> <p>What impact did the Industrial Revolution have on peoples’ lives? (Toynbee v Griffin) (+ link to consequences of Black Death)?</p>	<p>“Freedom, fraternity, federation” – What were people’s experiences of the British Empire?</p> <p>How did the Industrial Revolution link to the development of the British Empire?</p> <p>Experiences of Empire across the continents : Australia, India, Africa (comparison)</p>	<p>How did people resist slavery?</p> <p>How did Britain become involved in the transatlantic slave trade?</p> <p>How did people resist slavery?</p> <p>(Following on from Black Tudors and links to wider world)</p>
Year 8 – power and protest				
Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
<p>How did William gain control in England?</p> <p>Why was England in danger in 1065?</p> <p>How did William come to fight at Hastings?</p>	<p>How secure was the power of the Crown ?</p> <p>How powerful were medieval monarchs? How well did medieval monarchs keep control?</p>	<p>Was the Church under threat?</p> <p>How significant was the Break with Rome?</p> <p>Were Renaissance ideas dangerous? (Case studies)</p>	<p>What was revolutionary about the period 1500-1660?</p> <p>Monarchs and Parliament (change over time)</p> <p>How can we explain the English Civil War?</p>	<p>Did the way people protested in the 1800s change?</p> <p>Why was Peterloo so significant? (change and continuity)</p> <p>Did the Chartists fail? (interpretations)</p>

How did William's victory at Hastings impact on England? (cause and consequence terror)	What impact did Magna Carta have? (consequence / change & continuity) What caused the Peasants Revolt? Why did the peasants get out of control? (causation)	Why did people believe in witchcraft? (cause & consequence control)	(Causation) A 'Glorious Revolution'?(significance / interpretation)	How and why did women protest? Why did it take so long for women to gain the vote ? (1815-1928)
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Year 9 – a century of conflict

Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	
<p>"A war to end all wars"?</p> <p>Why did war break out in 1914? (Causation)</p> <p>Who fought and why?</p> <p>Experiences of the Front : trenches, weapons, women, soldiers from the Empire</p> <p>What was the impact of WWI? (Consequence) (political economic social empire)</p>	<p>Why did the world become a dangerous place after 1918?</p> <p>Why was the Russian Revolution so important?</p> <p>How did Hitler come to power?</p> <p>How did Hitler and the NSDAP change Germany?</p> <p>Hitler and Stalin – parallel lives?</p>	<p>Why should we remember the Holocaust?</p> <p>What was life like for Jews in 1933?</p> <p>Life in the ghetto (case study / investigation)</p> <p>Kitty Hart Moxon</p> <p>Armed resistance</p>	<p>Civil Rights, Human Rights?</p> <p>Civil Rights in the USA – an overview</p> <p>Migration stories to GB</p> <p>What factors helped equal rights in Britain after 1960?</p>	