

Raedwald Trust KS3 History Programme of Study.

Introduction

- The Programme of Study for Key Stage 3 outlines a three-year structure which combines the learning and application of adaptable historical skills with subject knowledge deemed necessary to achieve success.
- It is based primarily on the statutory requirements of the Department for Education National Curriculum Programme of Study for Key Stage 3 History. We have been given a significant amount of leeway with regard to what themes, events and historical figures we include. In line with best practice, we have adopted a broadly chronological approach working from Roman Britain in Year 7 to Modern Technology in Year 9.
- In addition, there are opportunities for Local Studies and Field work in line with National Curriculum requirements.
- The Aims of the National Curriculum for History provide a continuous thread across all Key Stages. This continuity of expectation runs through both knowledge and skills. This follows a continuum from EYFS and Key Stages 1 and 2.
- We recognise that the majority of our students will not be with the Raedwald Trust for Key Stage 3 in its entirety. Many will return to mainstream or other alternative provision. And therefore, our curriculum provision is designed to equip students for success in the next part of their education journey
- Different sites across the Trust will adapt history teaching to suit the needs of their students and the prevalent teaching and learning structure.
- The Programme of Study outlined below offers a chronological and content pathway through History at Key Stage 3. The design takes into account how History might be taught in mainstream schools and looks toward Key Stage 4 and GCSE.
- Each unit identifies a specific historical skill focus. Medium term planning will demonstrate how developing this skill will be addressed. However, the other skills will also feature.

Programme of Study Overview

		A1	A2	Sp1	Sp2	Su1	Su2
Year 7	Skill Focus	<i>Chronology and Significance</i>	<i>Causation</i>	<i>Change & Continuity</i>	<i>Change and Continuity</i>	<i>Causation</i>	<i>Evidence and Interpretation</i>
	Content Focus	Changing Populations: Migration and Invasion in Britain: The Romans	The Dark Ages	The Norman Conquest	The Wool Trade in Britain	From absolute to Constitutional. The changing face of British Society 1500 to 1750	Local Study: Parkside
Year 8	Skill Focus	<i>Chronology</i>	<i>Change, Continuity & Significance</i>	<i>Significance</i>	<i>Causation</i>	<i>Evidence and Interpretation</i>	<i>Causation & Perspective</i>
	Content Focus	Industrial Britain	Industrial Britain	World War 1.	Post War Britain and the creation of the Welfare State	China's Qing Dynasty	China's Qing Dynasty

Year 9	Skill Focus	Change, Continuity and Evidence	Chronology	Significance	Causation	Evidence and Perspective	Evidence and Perspective
	Content Focus	Rise of the Dictators and World War 2	World War 2 and the Holocaust	The USA in the 20 th Century	Technology from 1900	Archaeology and Sutton Hoo	Archaeology and Sutton Hoo

Curriculum Content for Key Stage 3

Year	Explicitly Taught Context	Exposure to Content	Love of Learning
7	<ul style="list-style-type: none"> Roman Invasion of Britain Boudicca's Rebellion The 'Dark Ages'. Viking and Saxon Conflicts Alfred and Cnut 1066: The Battle of Hastings and the Norman Conquest. Saxon Rebellions The Domesday Book The Wool Trade in Britain Changing British Society from 1500 to 1750 A History of Parkside 	<ul style="list-style-type: none"> Use of historical language and terminology Creating timelines Research for writing and debate. Use of historical images. Use of primary and secondary historical texts. Writing short and extended pieces. Use of multi-media resources 	<ul style="list-style-type: none"> Visits to museums, records office etc. Examination of artefacts Critique of a range of historical fiction across all media Researching history of own school. Critique a range of historical fiction across all media

8	<ul style="list-style-type: none"> • The Industrial Revolution • Social Change in Britain from 1750 • World War 1 • Britain from 1945 • The creation of the Welfare State • The Qing Dynasty of China 	<ul style="list-style-type: none"> • Use of historical language and terminology • Creating timelines • Research for writing and debate. • Use of historical images. • Use of primary and secondary historical texts. • Writing short and extended pieces. • Use of multi-media resources 	<ul style="list-style-type: none"> • Visits to museums, records office etc. • Examination of artefacts • Critique of a range of historical fiction across all media • Interviewing for first- hand accounts of historical events • Critique a range of historical fiction across all media •
9	<ul style="list-style-type: none"> • The rise of the Dictators in the interwar years • World War 2 • The Holocaust • The USA in the 20th Century • Technology from 1900 • The archaeology of Sutton Hoo 	<ul style="list-style-type: none"> • Use of historical language and terminology • Creating timelines • Research for writing and debate. • Use of historical images. • Use of primary and secondary historical texts. • Writing short and extended pieces. • Use of multi-media resources 	<ul style="list-style-type: none"> • Visits to museums, records office etc. • Examination of artefacts • Critique of a range of historical fiction across all media • Interviewing for first- hand accounts of historical events • Critique a range of historical fiction across all media • Visit archaeological site