



History KS3 – Programme of Study KEY STAGE 3				
	Democracy	Diversity, Equality and Inclusion	Vocabulary	Skills Focus (All Years)
Prior learning (KS2)	<p>Pupils will have been taught:</p> <ul style="list-style-type: none"> ● changes in Britain from the Stone Age to the Iron Age ● the Roman Empire and its impact on Britain ● Britain’s settlement by Anglo-Saxons and Scots ● the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ● a local history study ● a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 ● the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China ● Ancient Greece – a study of Greek life and achievements and their influence on the western world ● a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. <p>Skills:</p> <ul style="list-style-type: none"> ● Evidence and Interpretation ● Change, Continuity and Significance ● Chronological Understanding ● Knowledge and Understanding of Events/People, Cause and Consequence ● Presenting, Organising and Communicating Information. 			
Taught content: Knowledge/Skills	Content (Explicit Vocabulary Taught)	Content (Explicit Vocabulary Taught)	Content	<p>Change, Continuity and Significance</p> <ul style="list-style-type: none"> ● Exploring the significance of key people, events, inventions and objects throughout history.



	<p>Challenges for Britain, Europe and the wider world 1901 to the present day. In addition to studying the Holocaust, this could include:</p> <p>The inter-war years and the rise of the dictators: (dictator/dictatorship, fascist, society, proletariat, bourgeoisie, capitalism, class system, rebellion, inequality, starvation, citizens, democratic, Great Depression)</p> <p>The development of Church, state and</p>	<p>Ideas, political power, industry and empire: Britain, 1745-1901</p> <p><i>Britain's transatlantic slave trade: its effects and its eventual abolition: (Abolition, slavery, trade, transatlantic, colony, enslaved, plantation, transport, campaign, prohibited, unethical, unlawful).</i></p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day. In addition to studying the Holocaust, this could include:</p> <p>WW2, the holocaust and the wartime leadership of</p>	<p>General Historical Vocabulary taught:</p> <ul style="list-style-type: none"> • Significance • Turning point • Continuum • Chronology/ chronological • Source • Evidence • Primary source • Secondary source • Artefacts • AD/BC/ BCE/CE • Perspective • Cause • Consequence • Critical • Era • Anachronism 	<ul style="list-style-type: none"> • Exploring changes through time and significant turning points throughout History. • Identifying and exploring significant continuums throughout History. <p>Chronology</p> <ul style="list-style-type: none"> • Creating timelines. • Learning the correct terminology for dates. • Placing events in order. <p>Evidence and Interpretation</p> <ul style="list-style-type: none"> • Research for writing and debate. • Use of historical images. • Use of primary and secondary historical texts. • Use of multi-media resources • Examination of artefacts • Interviewing for first- hand accounts of historical events • Critique a range of historical fiction across all media • Critique of a range of historical fiction across all media <p>Cause and Consequence</p> <ul style="list-style-type: none"> • Examining the causes of significant events throughout History. • Exploring the consequence of significant events throughout History. <p>Perspective</p> <ul style="list-style-type: none"> • Exploring differing perspectives of one event. <p>Presentation, Organising and Communicating Information.</p> <ul style="list-style-type: none"> • Use of historical language and terminology. • Writing short and extended pieces. • Oral presentation of findings.
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	<p>society in Medieval Britain 1066-1509</p> <p>Magna Carta and the emergence of Parliament: (Magna Carta, Barons, King, Great Charter, revenue, abused, rights, clauses, taxation, grievances, election, depose, constitution, knights, representation).</p>	<p>Winston Churchill: (holocaust, discrimination, genocide, anti-Semitism, Aryan, concentration camp, crematorium, euthanasia, final solution, Gestapo)</p>		<p>Love of Learning</p> <ul style="list-style-type: none"> • Visits to museums, records office etc. • Visit archaeological site.
<p>Subsequent learning</p>	<p>Pupils will go on to study History at GCSE level and will study the required syllabus.</p>			

History Overview



	Week 1-5	Week 6-10	Week 11-14	Week 15-18	Week 19
Cycle 1	Induction Democracy The inter-war years and the rise of the dictators.	Geography Unit	Democracy Magna Carta and the emergence of Parliament.	Geography Unit	Curriculum trip/recap of previous lesson
Cycle 2	Induction Diversity, Equality and Inclusion WW2, the holocaust and the wartime leadership of Winston Churchill.	Geography Unit	Diversity, Equality and Inclusion Britain’s transatlantic slave trade: its effects and its eventual abolition.	Geography Unit	

Notes:



- The Programme of Study for Key Stage 3 outlines a two 19-week 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 regarding what themes, events and historical figures we include due to the short placement in which students access our provision (four days per week over 19 weeks).
- We have decided to include History in our curriculum because History allows us to learn from the past and develop our character. The key turning points in British History has enabled Britain to become what it is today. In order for our students to engage successfully within the community they will need to recognise and understand core values such as democracy, diversity, inclusion and equality; all of which have or are developing through key turning points.
- We recognise that many 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. Therefore, two key themes have been extracted from the curriculum to also support SMSC and British Values: Democracy and Equality.
- Due to the importance of core subjects, reading and PSED, a full offer of both Geography and History could not be delivered.
- By including both History and Geography in the curriculum at a reduced amount, we are able to ensure that students are able to discuss similar topics with their mainstream peers and ensure that they are still developing key historical and geographical skills. This will support transition back to mainstream schools.
- Foundation subjects, including history, have previously been successful at engaging our typical profile of pupils. By including these as a
- Each unit includes development of historical enquiry skills as well as explicitly taught vocabulary. Medium term planning will detail how historical enquiry skills will be embedded into the content covered.
- Some units have been specifically chosen due to their effectiveness at re-engaging students in learning.
- **Optional units:** In addition to the programme of study, optional units may be taught to those pupils who have shown a key interest in History. These could include, but not limited to, USA in 20th Century, Qing Dynasty, The Industrial Revolution, Archaeology and Sutton Hoo and The Norman Conquest.
- **Omissions (see policy for further details):**



- The development of Church, state and society in Britain 1509-1745.
- A local history study.
- The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066.
- At least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].