

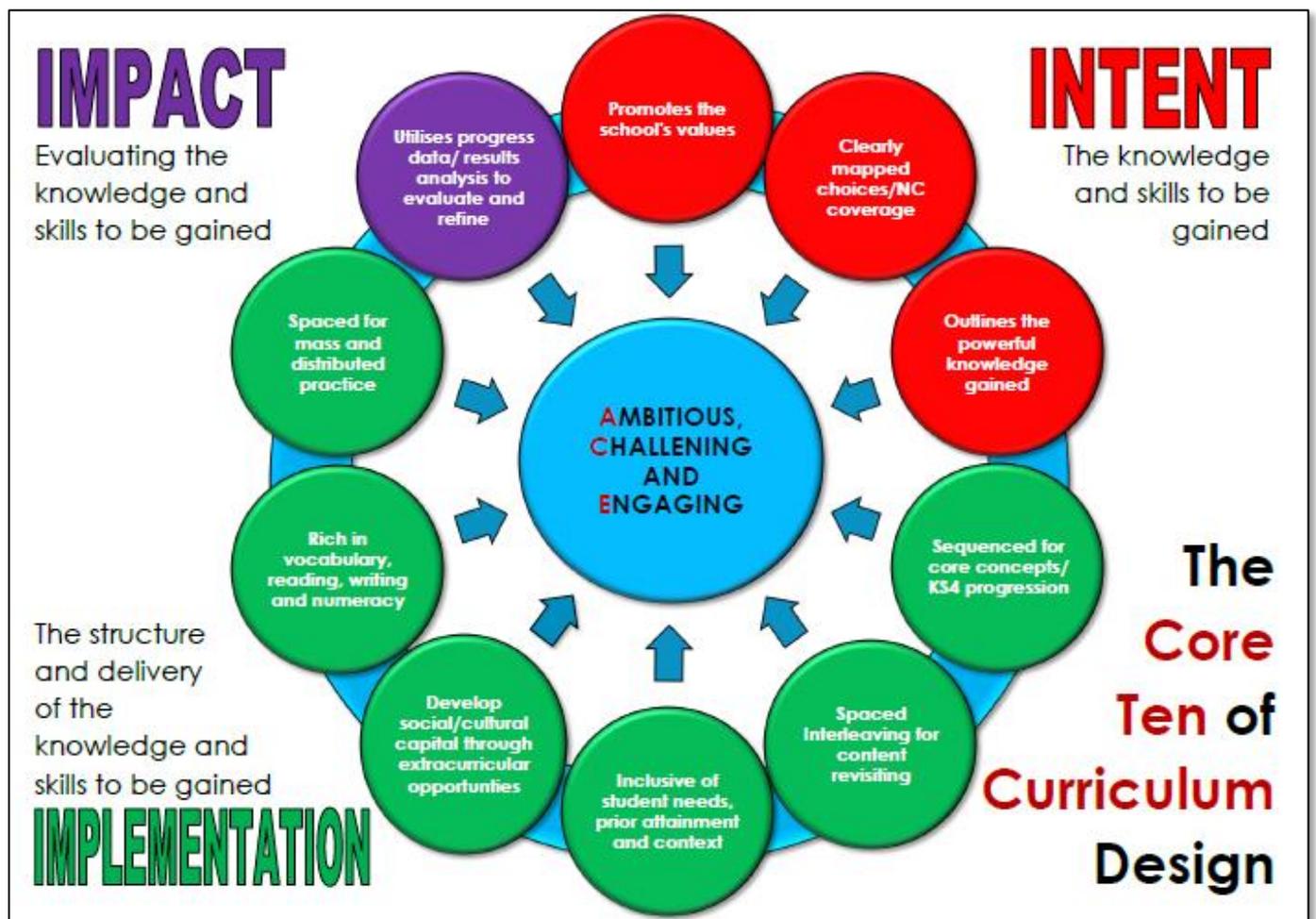
1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 3

Subject: History

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THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS3)

Intent Statement – at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society.

How are you trying to accomplish this, with this Programme of Study (PoS)?

DEFINITION: Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which support students in engaging with the world and communicating with people regardless of background or social standing.

History's purpose is to impart knowledge of the 'shared heritage of humanity'. Students need to understand that human beings are very similar across time, even as they have changed so much throughout history. Our students can come to understand the issues of today through the lens of past experience. Ideas like tolerance, democracy, agency, questioning and more can all be drawn out from areas of the past that we study.

Aims – what do you want pupils to be able to know and do by the time they finish this Programme of Study (PoS)?

- **Students will have an understanding of chronology so that they know how one event or time period links to others.** This will help students to build wider historical understanding and help them to see how events of the past link to those in the present. This will also benefit an understanding of change over time and cause and consequence, as students will see the chain of events that lead to and lead from whatever is being studied.
- **Students will have an understanding of reach and significance to show that what happens in one place can affect another.** This will help students to consider why certain historical events might be more important than others and the reasons why we might consider that to be the case. These kinds of judgements help students understand the work of the historian in prioritising areas of study, and will help students understand how to weigh up varied causes and consequences of any particular event.
- **Students will have the skills required to study History for themselves.** This will enable students to continue their studies and emphasises that our role is to teach them how to think, not what to think. This will also give students the tools and the 'powerful' knowledge to enable them to access higher education and potential careers in History, if they so choose.
- **Students will have a developed sense of curiosity about the past.** Although we cannot make all students interested in all parts of History, the aim is to encourage students to see that History is a wide-ranging and complex discipline with many avenues to explore. This, and the delivery of tools to study it, will allow students to learn for themselves, developing them into resilient and independent individuals who can continue to progress even after they leave the classroom.

Academy Values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

- **Ambitious:** This PoS covers a wide range of topics and domains of knowledge (see below). The idea is to push students out of their comfort zone on some of the topics they learn about and encourage them to see History as a wide ranging, interconnected story rather than simple snapshots of particular key events or individuals.
- **Brave:** Students will study challenging content with difficult ethical and moral dilemmas to deal with, such as Slavery, Civil Rights and Empire.
- **Kind:** Empathy is a big part of much of what is being studied. We address this by understanding the varied lives of people throughout the world and throughout history, whilst also

understanding the common things that link us all together.

KS3 Curriculum Choices – what topics are taught and does it ensure breadth and depth, as well as meet the legal requirements of the National Curriculum (NC)? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what is taught)

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Unit/Topic	Saxons/Mercia	Norman Conquest	Medieval Life	Crusades	Mongol Conquests	-
	KS3 NC covered	Local History Pre-1066 History	1066-1509	1066-1509	1066-1509	World History	-
8	Unit/Topic	Qin Shi Huangdi	Tudors	Explorers/Colonialism	Slavery	Empire	-
	KS3 NC covered	World History	1509-1745	1509-1745	1745-1901	1745-1901	-
9	Unit/Topic	World War One	World War Two	Holocaust	Civil Rights	History of Ideas	-
	KS3 NC covered	1901-present	1901-present	1901-present	1901-present	Pre-1066	-

(Topics mapped out topic-by-topic rather than term by term. I did not want to map out term by term due to the widely varying length of terms across the year. I'd rather focus on teaching a topic fully and properly rather than sticking to a termly model).

National Curriculum content missing from this PoS and why?

None, although History's NC only specifies the Holocaust as specified content. Everything else is defined by time periods that should be studied rather than specific content.

Content taught in addition to the National Curriculum and why?

(see previous box).

Powerful Knowledge Choices – what powerful knowledge is included in this PoS? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what powerful knowledge is gained)

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Powerful Knowledge	<p>Saxons/Mercia Who the Saxons were, how they lived, different Saxon kingdoms (including Mercia specifically), the significance of Tamworth as part of the Mercian Kingdom, Castle construction (including Tamworth Castle).</p> <p>Key knowledge: Tamworth as the centre of the Saxon kingdom of Mercia, the origin of the Saxons as immigrants from Germany.</p>	<p>Norman Conquest The contenders for the throne in 1066, how William won, took and kept control. William's efforts to keep control (including Castles, Feudal System, Harrying of the North, Domesday Book).</p> <p>Key knowledge: William's claim to the throne as a Norman and the potential promise from Harold Godwinson, the Feudal System as a social hierarchy that gave everyone a place and a role.</p>	<p>Medieval Life Understanding key elements of Medieval England and Europe, such as everyday life, dangers, disease etc.</p> <p>Key knowledge: The features of everyday life such as the idea that life for most was 'nasty, brutish and short', the impact of the Black Death as a major killer but also as a driver of social change and progress.</p>	<p>The Crusades Why the Crusades happened, stories of the major crusades (1st-4th) and the key individuals involved, legacy of the Crusades and links to the continuing conflicts today.</p> <p>Key knowledge: The foundation of argument over the Middle East based on the beliefs of the Abrahamic religions.</p>	<p>Mongol Conquests Who the Mongols were, how their conquest happened, long term consequences for the world and the complex legacy of Genghis Khan.</p> <p>Key knowledge: The Mongolian Empire as being the 2nd largest empire in History, Mongolia's complex relationship with Genghis Khan as both a nation builder and proud Mongolian but also a murderous conqueror.</p>	-
	Why it is important to know	<p>An introductory topic that includes many elements of local history that students, regardless of previous teaching, will have some experience of. Helps to establish the beginning of our chronological timeline of study.</p>	<p>A topic that many students might well have studied, but one that has some developments in terms of complexity to allow for a greater level of challenge whilst still being a reasonable introduction for students at this time and age.</p>	<p>Developing out from a narrow focus to a broader one across a wider time period. This allows us to take some of the concepts and ideas established in our first two topics and show how they develop and change over the subsequent years.</p>	<p>Broadening out our studies geographically, but also building wider understanding of the themes we have come across such as religion and warfare.</p>	<p>Broadening still further geographically to cover other parts of the globe. This also allows us the chance for some reflection on the similarities and differences in terms of some themes we have studied, such as what causes wars, how they were fought and so on.</p>	-

<p>Why here, why now?</p>	<p>A simple topic to start year 7 with, given the differing levels of History teaching that take place at Primary school.</p>	<p>Still a simple topic, so good for the beginning of year 7. However, builds on the concepts taught in topic 1 to tell more of a chronological story and begin the development of chronological understanding as a result.</p>	<p>Includes concepts from the previous two topics, but broadens the themes of them out to introduce students to a longer time period with more factors and features at play.</p>	<p>The first topic with real complexity and challenge in terms of the intended content. Comes towards the end of year 7 to build on the knowledge and skills that have been learned and open up the more in-depth study of history.</p>	<p>As with the Crusades topic, comes at a time when students are beginning to have more of a grasp on the skills and nuance required in the study of History and giving them another opportunity to see that History doesn't always have simple 'right' or 'wrong' answers.</p>	<p>-</p>
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8	<p>Powerful Knowledge</p>	<p>Qin Shi Huangdi Who Qin Shi Huangdi was, how he united China, his constructions (the Terracotta Army, the Great Wall), the pros and cons of his rule, what Britain was like at the time for comparison. Key knowledge: Qin Shi Huangdi as the creator of a unified China and much of thing things that people will know China for, such as the Great Wall and the Terracotta Army.</p>	<p>Tudors The War of the Roses and Henry VII, Henry VIII (his wives, his changes to the Church, his character), Edward VI and his consolidation of the Church of England, Mary I and her issues with religion, Elizabeth I (her character, her challenges, religion, suitors, the Spanish Armada, succession). Key knowledge: Challenging of stereotypes about Tudors, such as that Henry VIII was a athletic and handsome as a young man, that Mary I didn't execute as many people as her father or sister did during their reigns.</p>	<p>Explorers/Colonialism Studying key individuals and their exploration (e.g. Christopher Columbus, Francis Drake, James Cook), studying the beginnings of Colonialism (e.g. colonies in the USA, South Africa, India), the reasons for colonialism and the pros and cons of it. Key knowledge: The journeys of Columbus, Cook, Drake and what they discovered. The problems of discovery such as conquest and exploitation, e.g. slavery of native Americans in the Caribbean by Columbus.</p>	<p>Slavery The origins of slavery, Africa before slavery, the Atlantic trade triangle, slave auctions and treatment, abolitionism, emancipation, slave rebellions (e.g. Toussaint L'ouverture). Key knowledge: Africa as a diverse, wealthy and civilised place before the arrival of Europeans, the role that slaves and ex-slaves played in their own emancipation, such as Olaudah Equiano and Toussaint L'ouverture.</p>	<p>Empire Key areas of empire (e.g. North America, South Africa, India, Australia), reasons for Empire, problems with Empire and how it ended (e.g. 1947 declarations of independence). Key knowledge: The size and scope of Britain's empire as spanning about 1/5 of the global population an 1/4 of the land mass. The legacy of the empire as a foundation for cities, transport etc. but also for exploitation and problematic systems such as Apartheid in South Africa and severe poverty in India.</p>	-
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	<p>Why it is important to know</p>	<p>This topic shows a very different part of History from a very different part of the world. It will open students up to a new experience but will help them to understand some things they already know, such as where the name 'China' comes from and so on.</p>	<p>This topic combines a continuing chronological narrative with tapping into colloquial knowledge students will have about some of the characters of British History, such as Henry VIII or Elizabeth I. There is also great opportunity to look at themes like succession and religion.</p>	<p>This allows some concepts and characters from the Tudor module to be broadened out to show how Britain itself at the time began to explore and develop. It also allows the beginnings of complex conversations about morality and the judging of historical actions, such as the exploitation of native peoples and the subsequent slave trade.</p>	<p>Further opportunities for difficult discussions about stereotypes, race, religion and morality that continue to show the challenging nature of History as a subject.</p>	<p>Combines much of the study of this year into a final topic that also has wider geographical and chronological scope. This allows for consolidating and developing understanding of the core concepts and themes. There is also some link to future topics on conflicts in the 20th century.</p>	<p>-</p>
	<p>Why here, why now?</p>	<p>This topic doesn't fit chronologically, so doing it at the start of the year is the least disruptive to chronological understanding. Doing it in year 8 allows students to take the skills they learned in year 7 with generally 'simpler' topics and apply them to a topic more distant in both time and geography.</p>	<p>Returning to the development of chronological understanding, but going into more depth on individuals. Building historical knowledge and understanding from people that are likely to be familiar to students.</p>	<p>Drawing out the concepts from the Tudor module to be wider and more global and conceptual. This is the general focus of the work being done in year 8; to take concepts from narrow areas of focus to more broad ones.</p>	<p>Provides something of an opportunity to bring together a lot of the work done so far into addressing an issue of historical and ethical importance. Works here chronologically, but also in terms of maturity; students at this stage should be equipped to deal with this topic in terms of what, why, how and so on.</p>	<p>Another opportunity to bring previous learning together into a more complex and wider-reaching topic. Brings together a lot of the knowledge and concepts that have been learned about previously and offers an opportunity to 'summarise' learning to this point.</p>	<p>-</p>

Powerful Knowledge**World War One**

Causes (long term and short term- assassination), methods of fighting, life in the trenches, home front, propaganda, effects on individuals (e.g. shell shock), peace treaty and future problems.

Key knowledge: How WWI was caused by a combination of factors with blame on many sides, such as the build-up of militarism and imperialism in the late 1800s and early 1900s. How PTSD existed but went regularly undiagnosed and how soldiers with it were poorly treated as a result.

World War Two

Causes, propaganda, rationing, evacuation, blitz, Dunkirk, Battle of Britain, Pearl Harbour, Stalingrad, D-Day, Atomic bombs.

Key knowledge: How the resolution of WWI directly helped to cause WW2, how the question of whether to use the atomic bombs was challenged because of the high potential cost of ending the war by 'conventional' means versus the enormous destructive power that was unleashed.

Holocaust

Pre-war Jewish life, definitions of the Holocaust, specific laws and actions, perpetrators (and their fate/punishment), rescuers, resistance, Nazi-hunters (and the moral challenges thereof), how to discuss/remember.

Key knowledge: How Jews in Europe had faced persecution through much of History, but that they were also individuals who lived integrated, normal lives in Europe prior to the rise of the Nazis and the Holocaust. That Holocaust denial exists and must be tackled with facts and evidence based on knowledge and understanding.

Civil Rights

US: Jim Crow, key campaigners (MLK, Malcolm X), Montgomery Bus Boycott etc. UK: Women's suffrage, the suffragists and suffragettes (including key figures like Millicent Fawcett),

Representation of the People Act 1918 (and 1928).

SA: Legal background to apartheid, key figures (e.g. Nelson Mandela), ending of apartheid and key subsequent events (e.g. 1995 RWC).

Key knowledge: That both peaceful and violent protests have their place in historical campaigns for equality, such as the comparisons between MLK and Malcolm X or between Fawcett and Pankhurst. That Nelson Mandela started out on one path and transitioned to peaceful protest. The work still to be done on equality.

History of Ideas

Development of key ideas through History such as farming, writing, healthcare, education, democracy, the internet, space travel and more.

Key knowledge: The origins of public healthcare and education and their value in the makeup of British values.

<p>Why it is important to know</p>	<p>Showing how the issues of empire manifested themselves in a global conflict. Also brings students a wider understanding of issues they will have some awareness of, such as remembrance and the 11th of November, the Battle of the Somme and more.</p>	<p>Brings together many of the issues of previous topics through one that students will already have a reasonable level of awareness and knowledge about. Ideas such as racism, empire, war and more all re-occur as part of this topic.</p>	<p>Of vital importance for the building of sensitive and empathetic students who understand how to learn and discuss challenging topics. Also of vital importance for anyone studying History today. Holocaust denial is, sadly, on the rise and therefore we have a moral obligation to deliver effective teaching of the Holocaust to the next generation to preserve knowledge and understanding of it. Placing it here gives time for students to develop and be better able to deal with the complexities thanks to greater maturity.</p>	<p>A crossroads of previous content like slavery and empire with other present-day issues such as equality, racism and more. Provides a link between studied historical content and issues that continue to be relevant today. Not just about US civil rights, but comparing to other campaigns such as anti-Apartheid in South Africa and Women's Suffrage in the UK. This also provides a vehicle for imparting British values and the importance of civic engagement.</p>	<p>Allows students to overview many of the time periods they have already studied. This provides a good final opportunity at KS3 to build their wider understanding of the links between concepts and topics as well as to further solidify their understanding of what they have learned.</p>	<p>-</p>
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Why here, why now?	A good starting point for the studies in year 9 that mostly cover the 20 th century. Also provides a gateway into studying more modern History as the first 'modern', industrialised war.	Follows chronologically from the WWI topic, particularly in terms of the fact that the resolution of WWI factors majorly into the causes of WWII.	Crucially important to study, but requires a degree of maturity that means it fits best in year 9. Doing this after WWII helps because students have the basic chronological understanding to allow us to work much more on the deeper questions this topic requires.	A way to take the ideas learned about in the Holocaust to do with equality and apply them to other historical issues of representation, racism and inequality.	A final overview that will apply lots of the knowledge and skills learned at KS3 to a variety of concepts from across the period of study.	-
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How does the Curriculum Intent meet the ACE curriculum design?

Ambitious	These choices ensured a broad range across the required time periods. There are opportunities for revisiting topics or concepts in increasing depth and challenge across year groups, such as revisiting colonialism when covering Empire.
Challenging	As above, there are multiple opportunities to revisit ideas in increasing complexity as the program of study continues. The final 'History of Ideas' topic allows for something of an overview of the whole time period studied, helping tie it all together and see History as more than just a collection of events scattered throughout time.
Engaging	Topics have been selected to provide a range of things to learn about, such as the character studies of Tudor monarchs versus more of a moral/ethical discussion when learning about slavery. This means that the focus changes depending on what topic we are studying and what it allows us to address and learn about.

What are the current strengths of the Curriculum Intent?

This PoS addresses the national curriculum areas of study well, with almost every area covered by more than one topic to ensure proper coverage of the required elements. There is also a focus on key concepts that will aid students in their future studies, whether that be at GCSE or more generally in the future, such as understanding continuity and change and thereby having a better understanding of chronology and time overall.

What specific actions have to be taken in response to the above? Please consider:

- KS3 Curriculum content changes;
- Powerful knowledge changes;
- Modifications to ensure an ACE curriculum design;
- CPD for teachers in your subject area;
- Additional research you have to consider as part of this review.

Planning of some new modules, such as The Crusades and Mongol Conquests, is required.

Training on teaching this, especially for non-specialists in regards to the national curriculum requirements will also be required so that they can adequately establish rationale with students to help with student engagement and motivation.