**Key Stage 3 – History Curriculum overview**

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| Year 7 |  | Autumn 1  (7wks) | Autumn 2  (8wks) | Spring 1  (6wks) | Spring 2  (6wks) | Summer 1  (6wks) | Summer 2  (4wks) |
|  |  | The Ancient World | The Medieval World | The American West | The Industrial World | The Civil Rights Movement |  |
|  | What? | The lives of ordinary people in the Ancient World. | The progress and development of the life of ordinary people in the Middle Ages. | The impact of colonisation on the ordinary lives of Native Americans. | The effect of industrialisation on the lives of ordinary people in Britain. | The impact of the Civil Rights movement on the lives of African Americans. | The most significant changes in the lives of ordinary people since Ancient times. |
|  | So that....  (Why) | 1.We can show change and continuity are interwoven, working together over time.  2. We can appreciate that ordinary people can have very different experiences within a single society based on their diversity. | 1.We can understand that there are many flows of change and continuity and that not all flows are in the same direction.  2.we can show that there are often many interpretations of the past based on different viewpoints and perspectives. | 1.The decisions and actions of one group of people can have unintended consequences on the lives of others.  2. We understand that people see events differently depending on their experience and the context in which they lived at the time. | 1.We can investigate the effect of technology and its impact on the lives of ordinary people. | 1.We can identify ways in which ordinary people can work together to make changes in their everyday lives. | 1.We recognise that events, people and developments are seen as significant because they result in change.  2.We can construct a criterion for evaluating significance and making judgements. |
| Year 7  The lives of Ordinary People | Learning Focus | Would you have liked to have lived in the Ancient World? | How ‘dark’ were the Middle Ages? | What impact did settlement of the west have on Native American Culture? | Did life get better during the Industrial Revolution? | In what ways did the lives of African Americans change between 1865 and 1965? | In what significant ways did the lives of ordinary people change over time? |
| Assessment | Essay:  Where would you have rather lived in the Ancient World?  Perspectives | Guidebook:  To what extent was the Middle Ages all ‘muck and misery’?  Continuity and change | Essay:  What effects did the settlement of the USA have on the Native American way of life?  Cause and consequence | Essay:  Why was Quarry Bank Mill so successful?  Cause and consequence | Essay:  To what extent did the Civil Rights Movement achieve equality for African Americans?  Continuity and Change | End of Year Assessment:  Using a theme of your choice - What were the significant developments in the lives of ordinary people?  Significance |
| Year 8 |  | Autumn 1  (7wks) | Autumn 2  (8wks) | Spring 1  (6wks) | Spring 2  (6wks) | Summer 1  (6wks) | Summer 2  (4wks) |
| Year 8  Power and Protest | Learning Focus | The Norman conquest –the establishment of absolute monarch. | How powerful were Medieval Monarchs? | How and why was Monarch Challenged 1500-1750? | How and why was Monarch Challenged 1500-1750? | How did people Fight for the Vote | What are the significant changes in the story of power and protest |
| Assessment | Essay:  What did the English think of William?  Perspectives | Essay:  Is it fair that King John had such a bad reputation?  Perspectives | Essay:  Why was Charles I executed?  Causation | Essay:  Did Parliament really change so little between 1265 to 1832?  Change and continuity | Essay:  What is the best way to achieve political change?  Perspectives | End of Year Assessment: Which is the most significant event in the story of power and protest?  Significance |
| Year 9 |  | Autumn 1  (7wks) | Autumn 2  (8wks) | Spring 1  (6wks) | Spring 2  (6wks) | Summer 1  (6wks) | Summer 2  (4wks) |
| Year 9  Conflict and Colonisation | Learning Focus | The War to end all wars – cause, course and consequences of WW1. | The Inter-war years – co-operation and conflict 1919-1939 | ‘Never shall we forget’ - The Holocaust – a study. | An age of Empire and independence. | A world of Terror – the growth of Islamic Extremism. | The significance of the twentieth century. |
| Assessment | Essay:  How accurate is Black Adder’s portrayal of the performance of British Generals on the Western Front?  Perspectives | Essay:  What was the legacy of the First World War?  Cause and consequence | Museum Project:  Creation of an exhibit into the Holocaust and contemporary genocide.  PBL – Historical inquiry | Essay:  How important was Gandhi to the granting of Indian Independence?  Significance | Information Guide:  How do we explain the current terrorist threat to younger students?  Cause and consequence | End of Year Assessment:  Using a theme of your choice (SPEM)– Identify significance changes and continuities in world History 1914-2001?  Change and Continuity. |
| IGCSE |  | Autumn 1  (7wks) | Autumn 2  (8wks) | Spring 1  (6wks) | Spring 2  (6wks) | Summer 1  (6wks) | Summer 2  (4wks) |
| Year 10 | Exam Focus | Depth Study 1  Paper 1 | Depth Study 1  Core  Paper 1 | Core  Paper 1 | Core  Paper 1 | Paper 3 /Coursework | Paper 3 /Coursework |
| Topic | First World War  1914 – 1918   * Why was war not over by 1914? * What was there a stalemate?   How important were other fronts? | The First World War 1914 – 1918   * Why did Germany seek armistice?   Were the peace treaties fair? | To what extent was the League of Nations a success? | Why had International Peace collapsed by 1939? | Coursework  Or  Depth study 2 | Coursework  Or  Depth study 2 |
| Assessment | Exam Question | Exam question | Exam Question | Mock Exam | Coursework | Coursework |
| Year 11 | Exam Focus | Core  Paper 1 | Prescribed Paper 2 topic for examination in 2019. | Core  Paper 1 | All Papers  Revision | Exam Timetable |  |
| Topic | Who was to blame for the Cold War? | How effectively did the USA contain the spread of communism? | How secure was the USSR’s hold over Eastern Europe?  Why did events in the Gulf matter 1970-2000? |  |
| Assessment | Exam Question | Exam Question | Mock Exam |  |
| IB (2018) |  | Autumn 1  (7wks) | Autumn 2  (8wks) | Spring 1  (6wks) | Spring 2  (6wks) | Summer 1  (6wks) | Summer 2  (4wks) |
| Year 12 | Exam Focus | HL - Paper 3 – Germany 1815-1890 | SL – Paper 2  20th Century Warfare  HL - Paper 3  The First World War | SL – Paper 2  20th Century Warfare  HL - Paper 3  The First World War  HL – Paper 3  Versailles to Berlin | SL – Paper 2  Authoritarian and Single Party States | SL – Paper 2  Authoritarian and Single Party States | SL – Paper 2  Authoritarian and Single Party States |
| Topic | Germany 1815 – 1890 | Cause, Course and impact of the First World War | Cause, Course and impact of the First World War  The Peace Treaties on 1919-1920 | The rise to power and rule of Adolf Hitler | The rise to power and rule of Adolf Hitler  The Rise to Power of Mao | The Rise to Power of Mao |
| Assessment | Bismarck Essay | Causes Essay | Impact of War on 2 Nations Essay  Versailles Essay | Rise to Power of Hitler Essay | IA Preparation | Mock Exam  1 x Paper 2  1 x Paper 3  IA Preparation |
| Year 13 | Exam Focus | SL – Paper 2  Authoritarian and Single Party States  Paper 1 – The move to Global War | SL - Paper 1 – The move to Global War  HL - Paper 3 – Versailles to Berlin | SL – Paper 2  20th Century Warfare | HL – Paper 3  Imperial Russia and the establishment of the Soviet Union 1855 - 1924 |  |  |
|  | Topic | Mao – establishment, consolidation and success of rule. (4 Weeks)  Move to Global War – Germany (3 Weeks) | The Move to Global War – Italy (3 weeks)  League of Nations (2 weeks)  The Move to Global War – Japan (3 Weeks) | The Second World War  Europe and the Pacific  Guerilla War – Study (easter) | Imperial Russia  RTP of Lenin  Russian Civil War – Civil War Study (China)  Rule of Lenin |  |  |
|  | Assessment | Paper 1 – practice questions  IA Drafting | Paper 1 - Practice Questions | Paper 2 - comparisons | Revision |  |  |
| IB (2019) |  | Autumn 1  (7wks) | Autumn 2  (8wks) | Spring 1  (6wks) | Spring 2  (6wks) | Summer 1  (6wks) | Summer 2  (4wks) |
| Year 12 | Exam Focus | SL - Paper 1 – Military Leaders  HL - Paper 3 – Monarchies in England and France 1066-1223 | SL - Paper 1 – Military Leaders  HL - Paper 3 – Monarchies in England and France 1066-1223 | HL - Paper 3 – Monarchies in England and France 1066-1223  SL - Paper 2  Authoritarian and Single Party States | SL- Paper 2  Authoritarian and Single Party States | HL – The French Revolution | HL – The French Revolution |
| Topic | Genghis Khan (4 Weeks)  1066 – the Norman invasion and its impact (3 weeks) | Monarchies in England 1087 – 1189 (2 weeks)  Richard I (Paper 1) (3 Weeks)  Monarchies in France 1108-80 (3 Weeks) | Norman wars with France 1180 – 1223 (2 Weeks)  Hitler (6 Weeks)  RTP/Establishment and Consolidation/Success | Hitler  RTP/Establishment and Consolidation/Success  Mao (6 Weeks)  RTP/Establishment and Consolidation/Success | French Revolution (8 weeks) | French Revolution |
| Assessment | Paper 1 – Practice  Paper 3 Essay | Paper 3 Essay  Paper 1 Practice | Paper 2 Essay | Paper 2 Essay | IA – Preparation  SL – IA and Further SPL | Mock Exam  IA Preparation  SL – IA and further SPL |
| Year 13 | Exam Focus | SL - Paper 2  Independence Movements | SL - Paper 2  Independence Movements | HL - Paper 3  Imperial Russia and the establishment of the Soviet Union 1855-1924 | Revision |  |  |
| Topic | Choice 1 – India (6 weeks) | Choice 2 - (6 weeks)  Optional choice if time permitting – or move on to Imperial Russia. | Imperial Russia (8 weeks)  Revolution  RTP Lenin  Rule of Lenin |  |  |
| Assessment | Paper 2 – Essay  IA Drafting | Paper 2 Essay | Paper 3 Essay |  |  |
| IB Minimum Expectations  School Learning - 4 Hours per week of taught study in formal lessons  Home Learning – a minimum of 1 hour reading and 1 hour of study tasks per week | | | | | | | |