

Yardleys Curriculum Aims

- To achieve academic excellence
- To educate the 'whole child' so they are ready for life
- To work collaboratively and ethically to provide education of the highest standard

HISTORY – KEY STAGE 3

Curriculum Overview

INTENT: History provides pupils with both substantive knowledge of the past and the skills necessary to interpret and explain the people, events, places, years and statistics (PEPYS) that they study. History provides context and support to other subjects within the KS3 curriculum but it also provides an important contribution to the promotion of fundamental British values including democracy, the rule of law and liberty. In supporting pupils at Yardleys becoming moral and self-aware citizens, they need to have an understanding of History to understand both their rights and responsibilities. Like any other subject, History is first and foremost, an academic subject that must be promoted in an academic way. The core intent of the KS3 curriculum is to provide pupils with the necessary knowledge and skills that historians use in their analysis of the past. Thus, it is intended that a carefully structured curriculum provides pupils with ample opportunity for pupils to engage with historical skills including source analysis, interpretation analysis and historical explanation.

Year 7 – The Medieval World

The primary goal of the Year 7 curriculum is to provide pupils with an understanding of what the Medieval period means. In achieving this, it is necessary for pupils to understand the complexity and breadth of the time period as a whole. The utilisation of, 'Big Picture, Small Picture', whereby pupils will study the people, events, places, years and statistics associated with the Medieval Period, within the wider time frame of the entire period will provide pupils with an understanding of why some events are viewed as more significant than others. The learning journey also embarks upon demonstrating to pupils that the Medieval Period meant different things to different people based on a variety of lenses that are as follows: 'Government', 'Women', 'Healthcare', 'Religion' and 'Social'. These lenses will be explored within the context of, 'Big Picture, Small Picture' as pupils develop an understanding of how experiences ranged over time. For example, the Black Death unit centres on the significance of healthcare but also explores how the relationship between rulers and the ruled (Government) can be viewed in comparison to earlier time periods. Thus, whilst some units will lend themselves more strongly to some lenses compared to others, no unit specifically rejects the significance of any one lens. The use of the lenses intends to more closely interlink topics with one another. The Black Death topic, for example, will explore the impacts of the event on the Church but references to previous case studies will also be used to contextualise change / continuity over time.

	Normal Conquest	Magna Carta	Black Death	Peasants' Revolt	War of the Roses	Medieval Life
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SUBSTANTIVE KNOWLEDGE	<ul style="list-style-type: none"> Anglo-Saxon England and the Succession Crisis Battles of 1066 (Fulford Gate, Stamford Bridge, Hastings) Power distribution in Medieval England including land ownership and the Feudal System Issues with France Castle building 	<ul style="list-style-type: none"> Power distribution with a specific focus on the powers of the king Issues with barons and challenges to John's power Wars with France Short term / long term consequences of the Magna Carta 	<ul style="list-style-type: none"> Symptoms and effects of the Black Death Spread of the Black Death into and across Europe Attempted treatments Role of women 	<ul style="list-style-type: none"> Power distribution over time – changes / continuities of governance following the Black Death. To include impacts of the Labourers and Sumptuary Laws Impacts of the Hundred Years War and the Poll Tax Key events of the Peasants' Revolt and the death of Wat Tyler 	<ul style="list-style-type: none"> Distribution of power and the issues associated with Henry VI's weak leadership Above to also include a specific focus on the role of women and powers of Margaret of Anjou Powers of overmighty subjects such as the Earl of Warwick Battles and warfare during the Wars of the Roses 	Summary of the Medieval source based on a time traveler exercise. Pupils to analyze change over time, with a specific focus on the lenses.
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DISCIPLINARY KNOWLEDGE	Historical explanation – introduction to PEPYS. Pupils to focus on completing one PEPYS paragraph. Each lesson to focus on live modelling, shared writing and independent practice of this skill.	Source analysis – each lesson to focus on live modelling, shared writing and independent practice of this skill.	Interpretation analysis – each lesson to focus on live modelling, shared writing and independent practice of this skill. Pupils will only be analysing one interpretation. Focus on overall argument, quote and specific importance of the chosen quote.
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Year 8

The primary goal of the Year 8 curriculum is to build upon the skills and knowledge that pupils have learned in Year 7. Progression maps will be utilised in offering pupils additional opportunities to build upon the skills that they developed during Year 7. In building new knowledge, the updated Year 8 curriculum will make links to previous learning where possible. Updated lessons also include the, 'Big Picture, Small Picture' focus to provide pupils with the ability and willingness to contextualise their learning and apply the topics within their wider

	Mughal India	India and the Raj	Empire and Slavery	Industrial Revolution
SUBSTANTIVE KNOWLEDGE	<ul style="list-style-type: none"> The reigns of the first six Mughals, otherwise known as the 'Great Mughals.' – Babur, Humayun, Akbar, 	<ul style="list-style-type: none"> The reasons for the establishment of the Raj – with links made between the commencement 	<ul style="list-style-type: none"> Akan society before the Slave Trade. Analysis of African societies prior to contact with European traders. The reasons for the establishment of the Slave Trade. The establishment of Triangular Trade and the conditions of slave ships. 	<ul style="list-style-type: none"> The links between the Slave Trade and the growth of Industry. The reasons for industrialisation and the economic and political conditions that underpinned it.

	<p>Jahangir, Shah Jahan and Aurangzeb.</p> <ul style="list-style-type: none"> The strengths and weaknesses of each emperor. Pupils to analyse their leadership by analysing military, political and religious leadership. At this stage, the topic is not sequenced into lenses but this may be a valuable development in future. The consequences of each emperor and the state of the Empire under their leadership. The differences between the reigns of the emperors and the experience of people living underneath them. 	<p>of this topic and the Mughal Empire.</p> <ul style="list-style-type: none"> The key features of British rule including taxation policies. The impacts of these policies, including the Bengal Famine. The causes of the 1857 Indian 'Mutiny' with a focus on short and long term causes. Emphasis on the religious infringements during this time. The consequences of the Indian Mutiny, both for native Indians and Britain. The alternative names given to the events of 1857 and the reasons for debate. Analysis into the names: Indian Mutiny, Indian War of Independence and Indian Uprising. 	<ul style="list-style-type: none"> Life for the enslaved. The types of work expected of slaves and the conditions of chattel slavery. The abolition of the slave trade and the reasons for its abolition. 	<ul style="list-style-type: none"> The consequences of industrialisation including economic, political and social consequences.
DISCIPLINARY KNOWLEDGE	<p>Historical explanation – continued use of PEPYS. Pupils expected to provide 3+ PEPYS per paragraph.</p>	<p>Historical explanation – continued use of PEPYS. Pupils expected to provide 3+ PEPYS per paragraph.</p>	<p>Interpretations analysis - A and B both focus on the impact of slavery in Britain. How do they differ? &</p>	

	<p>Spiralled use of live / shared models in the run up to the DIP task. Pupils to complete the following question:</p> <p>'Akbar was the greatest Mughal emperor. How far do you agree?'</p>	<p>Spiralled use of live / shared models in the run up to the DIP task. Pupils to complete the following question:</p> <p>'The events of 1857 should be known as the Indian Mutiny.'</p> <p>How far do you agree?</p>	<p>'Changing morals were the key reason for the abolition of the Slave Trade' - How far do you agree?</p>	
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Year 9

The primary goal of the Year 9 curriculum is to build upon the skills and knowledge that pupils have learned in Year 7. Progression maps will be utilised in offering pupils additional opportunities to build upon the skills that they developed during Year 7. In building new knowledge, the updated Year 9 curriculum will make links to previous learning where possible. Updated lessons also include the, 'Big Picture, Small Picture' focus to provide pupils with the ability and willingness to contextualise their learning and apply the topics within their wider time frames

	World War I	Suffrage	Nazi Germany	Turning Points of World War II	Decolonisation and Protest
SUBSTANTIVE KNOWLEDGE	<ul style="list-style-type: none"> The causes of the First World War including Militarism, nationalism, militarism, alliances and imperialism. Includes the assassination of Archduke Life during the First World War. Includes Western Front conditions, diversity of soldiers and local history. 	<ul style="list-style-type: none"> The reasons for women's demands for the right to vote. Changing social attitudes during the 19th and 20th Centuries. The methods used by suffragettes to gain political respect, including the use of non-violent and violent methods. The role of key individuals such as Emily Pankhurst. The growth in suffrage and gradual increase in women's rights. 	<ul style="list-style-type: none"> Why did people vote for the Nazis? The reasons for support for Nazism, including the Great Depression and personal appeal of Hitler. Nazi racial policy and establishment of the Nuremberg Laws. The growth in Nazi racism and discrimination. The treatment of the Jewish population and worsening of persecution Resistance to Nazism 	<ul style="list-style-type: none"> The outbreak of the Second World War The Home Front Stalingrad Use of Atomic bombs 	<ul style="list-style-type: none"> The end of the British Empire in India. The reasons for challenges to the British Raj. The nature of British rule over India including taxation and political representation of Indians. The end of the Second World War and its impact on British national confidence. The impacts of British victory in ending the Raj. Popular protest in Britain including

		The role of the suffragettes both during the time period and in the context of modern Britain.			the growth in rights of homosexuals, black people and Asians.
DISCIPLINARY KNOWLEDGE	<p>Historical explanation – two paragraphs and a conclusion. Pupils to assess the key reasons for the outbreak of the First World War. Question: 'Alliances were the main cause of the First World War.' - How far do you agree.</p> <p>Interpretation analysis – analyse the content of TWO interpretations. 'Interpretations A and B both focus on the experience of Chinese soldiers during the First World War. How do they differ and why do they differ? - To include both analysis of content and provenance.</p>	<p>Interpretation analysis – interpretations A and B both focus on the Suffragette movement. How do they differ and what might explain these differences?</p>	<p>Source analysis – study Source A. What can we learn from Source A about why people voted for the Nazis?</p>	<p>Source analysis – study Source A. What can we learn from source A about why people voted for the Nazis?</p> <p>Explanation question: 'Ending the war was the main reason why the USA dropped the atomic bombs' - How far do you agree?</p>	<p>Historical explanation – The Second World War was the main reason for Indian independence. How far do you agree?</p> <p>Interpretation analysis – interpretation A and B both focus on the experiences of the disabled in Britain. How do they differ and what might explain these differences?</p>