Key Stage 3 LTP

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| **Curriculum Intent** |
| The objectives for the History curriculum is to extend and deepen knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Students will identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They will learn how to use historical terms and concepts in increasingly sophisticated ways. Students will pursue historically valid enquiries and create relevant, structured and evidentially supported accounts in response. They will understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.  Topics studied at KS3 link to KS4 topics so that students who choose to pursue History at GCSE have the basic knowledge required. The development of Church, state and society is explored across all the time periods studied so students have a sound understanding of the development of Britain’s political power, industry and empire. Throughout KS3 students explore a number of events that contributed to the emergence of British democracy as we know it today. Studies of the two world wars ensure that students understand the causes and consequences of war and the challenges that face Britain, Europe and the wider world to the present day. Units on genocide and terrorism link to the catholic ethos of the school and ensure students think harder about civic responsibility, human rights and the dangers of racism.  Units on migration and multicultural Britain allows students the opportunity to better understand the dynamic world they inhabit and gives students of all ethnic backgrounds a fuller understanding of the varied and wide-ranging cultural inputs that have contributed to the making of Britain.  Learning is also linked crossed curricular for example, the unit containing lessons on the transatlantic slave trade is taught at the same time as in Music they explore the origins of the Blues. The First World War is taught when war poetry is being explored in English. Racism and Multiculturism is explored during PSHE lessons. |

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| **Prior Learning Summary** |
| KS3 History builds upon the History taught in primary school. Government recommendations suggest that History is taught in chronological order so at Primary school students should have studied changes in Britain from the Stone Age to the Iron Age. KS3 History starts with Roman and Celtic Britain and moves on in chronological order until the twentieth century. |

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| **Curriculum Structure – Year 7** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Curriculum Structure – Year 8** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Curriculum Structure – Year 9** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit A – Unit Title** | |
| **Overview** | THE TOLLUND MAN MYSTERY - HOW DO HISTORIANS FIND OUT ABOUT THE PAST? |
| **Aims** | To understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been. |

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| **Unit B – Unit Title** | |
| **Overview** | THE NORMAN CONQUEST |
| **Aims** | To recognise the significance of the battle of Hastings and the impact it had on Britain. |

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| **Unit C – Unit Title** | |
| **Overview** | MEDIEVAL LIFE |
| **Aims** | To understand what life was like in the Middle Ages by examining society, economy and culture in Medieval England. |

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| **Unit D – Unit Title** | |
| **Overview** | MEDIEVAL ARGUMENTS |
| **Aims** | To recognise the struggle between Church, Crown and the people in Medieval England. |

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| **Unit E – Unit Title** | |
| **Overview** | TUDOR ENGLAND |
| **Aims** | To understand the English reformation and counter reformation (Henry VII to Mary 1). |

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| **Unit F – Unit Title** | |
| **Overview** | THE ENGLISH CIVIL WAR AND BEYOND |
| **Aims** | To understand the causes and events of the English Civil Wars and how political power changed in England from 1642 – 1714. |

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| **Unit G – Unit Title** | |
| **Overview** | INDUSTRY AND EMPIRE 1745 - 1901 |
| **Aims** | To understand Britain’s involvement in the transatlantic slave trade and the consequence of the British Empire. To recognise Britain as the first industrial nation and the impact of this on British society. |

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| **Unit H – Unit Title** | |
| **Overview** | WOMEN’S SUFFRAGE |
| **Aims** | To make a judgement on whether women were right to use violence to gain the vote. |

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| **Unit I – Unit Title** | |
| **Overview** | THE FIRST WORLD WAR AND PEACE SETTLEMENT |
| **Aims** | To identify the causes of the First world war and recognise the significance of the war and the subsequent peace settlement. |

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| **Unit J – Unit Title** | |
| **Overview** | THE SECOND WORLD WAR AND FIRST ATOMIC BOMB |
| **Aims** | To recognise the changing face of warfare and understand the significance of some of the major events of World War Two. |

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| **Unit K – Unit Title** | |
| **Overview** | WHY DO GENOCIDE HAPPEN? |
| **Aims** | To understand why genocides happen. |

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| **Unit L – Unit Title** | |
| **Overview** | IS THERE A SOLUTION TO TERRORISM? |
| **Aims** | To examine acts of terror in the 20th and 21st century and make a judgement on whether there is a solution to terrorism. |

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| **Unit M – Unit Title** | |
| **Overview** | MIGRATION, EMPIRES AND THE PEOPLE KS3 / KS4 LINK LESSON |
| **Aims** | The afford students the opportunity to better understand the dynamic world they inhabit and gives students of all ethnic backgrounds a fuller understanding of the varied and wide-ranging cultural inputs that have contributed to the making of Britain. To allow students to recognise the impact of the British Empire and Britain and the wider world. |

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| **Unit N – Unit Title** | |
| **Overview** | HOW HAVE BLACK PEOPLE STRUGGLES AGAINST INJUSTICE IN BRITAIN IN THE 20TH CENTURY? |
| **Aims** | To ensure that students understand that there is a lot more to Black History than the Slave trade. To give BAME students a sense of identity and belonging in the History classroom. To enable students to understand the injustices faced by Black people in Britain and give students an understanding of how Black British people have shaped many aspects of contemporary Britain, politically, culturally and socially. |