

# KS3 Curriculum Overview

# SUBJECT: History

## Curriculum Intent

By the end of Year 9, Vista Academy Littleport students will have a sound understanding of the key turning points in British and global history which have shaped the world we live in today. Our students will be adept at constructing carefully evidenced and well-judged arguments through debate, discussion, and extended writing. We intend for our students to possess powerful knowledge concerning the historic political struggle of key groups in our immediate society and around the world.

## How does the KS3 curriculum build on that from KS2?

Students at Key Stage 2 study a wide variety of history in order to develop a broad understanding of the past. Students will be familiar with the ancient, medieval and modern worlds from their Key Stage 2 studies, so the Key Stage 3 curriculum begins with an investigation into the early medieval world, specifically the rise of the Islamic empire and Anglo-Saxon England. The Key Stage 3 aims to broaden students' understanding of the past and this curriculum further builds on the foundations of British and global history laid at Key Stage 2, whilst developing disciplinary knowledge and skills via second-order concepts, such as causation, change and continuity and historical significance.

## What do students *do* with this knowledge or these skills?

Students engage with a range of different concepts across KS3, with each course adopting a different focus in terms of disciplinary skills. Students are asked to learn new content through a conceptual lens; for example historical change, significance, or causation. Students are then asked to use these lenses to shape extended, evidenced written work

## How does the KS3 curriculum align to the National Curriculum?

Students at Vista Academy Littleport will examine global and British history from the early medieval period all the way to the present day. Students will investigate all areas of the National Curriculum: the development of Church, state and society in Medieval Britain 1066-1509, the development of Church, state and society in Medieval Britain 1509-1745, Ideas, political power, industry, and empire: Britain, 1745-1901, challenges for Britain, Europe and the wider world 1901 to the present day and a Holocaust enquiry. Students will also have the opportunity to examine the impact of the Islamic and Malian Empires on the medieval world, interpretations into the American revolutionaries and the fight for Civil Rights in Britain and America in the 20th century.

## What new knowledge or skills are students taught?

Term	Year 7	Year 8	Year 9
<b>Autumn</b>	<ul style="list-style-type: none"> <li>• What made the Middle Eastern medieval world so special?</li> <li>• What really happened at the Battle of Hastings?</li> <li>• How far was Anglo-Saxon England annihilated?</li> </ul>	<ul style="list-style-type: none"> <li>• How did ideas change in fifteenth-century Europe?</li> <li>• Why is the Reformation a significant moment in British and European history?</li> <li>• Why did civil war break out in 1642?</li> </ul>	<ul style="list-style-type: none"> <li>• Why did WWI break out in 1914?</li> <li>• How did Europe change after the First World War?</li> <li>• Why did dictators rise over democracy in twentieth-century Europe?</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>• What was life like in Medieval England?</li> <li>• Why was blood spilt on the cathedral floor?</li> <li>• Why was the signing of Magna Carta such a significant moment in global history?</li> </ul>	<ul style="list-style-type: none"> <li>• Was the "Glorious Revolution" the greatest turning point in early modern British history (1500-1700)?</li> <li>• Did Britain experience a revolution, 1700-1900?</li> </ul>	<ul style="list-style-type: none"> <li>• What caused WWII to break out in 1939?</li> <li>• Which events of the Second World War should we shine a light on?</li> <li>• Why did the Holocaust happen?</li> </ul>
<b>Summer</b>	<ul style="list-style-type: none"> <li>• Who found the fourteenth century the most disastrous?</li> <li>• Why are we now 'retelling' the story of West Africa?</li> </ul>	<ul style="list-style-type: none"> <li>• Was the British Empire a single empire?</li> <li>• What is the significance of the transatlantic slave trade?</li> </ul>	<ul style="list-style-type: none"> <li>• Why is the history of Ireland so troubled?</li> <li>• To what extent has the 20th century witnessed dramatic progress?</li> </ul>
<b>Rationale for this sequencing</b>	<p>The curriculum in year 7 ensures students have covered key events in history which underpin power structures in Britain to this day and have shaped the course of history via powerful enquiries which investigate the interplay between Church and state, and how ancient documents such as the Magna Carta still exist as significant features of both our laws, and our fundamental British values.</p> <p>The Medieval Islamic world is considered in all its glory, with students learning about early discoveries in medicine, literature and architecture. Students then tackle an enquiry which seeks to exemplify the diverse nature of pre-colonial African history in order to frame year 8 enquiries concerning the British Empire in a more holistic, global context.</p>	<p>The year 8 curriculum tracks the story of shifting power balances in Britain, starting with the authoritative Tudor dynasty, and then on to considering the extent to which Britain experienced 'revolution' via studies of dramatic political and economic upheaval which have shaped today's Britain in myriad ways. The changing global landscape of the 18th and 19th centuries is illustrated through challenging enquiries into the diversity of Britain's empire, and the fight for the abolition of slavery. These enquiries allow students some of their first real insights into historiography, as they encounter and grapple with the wide range of viewpoints held by historians of these periods.</p>	<p>Year 9 begins with an enquiry which tells the story of the 20th century through the eyes of those who have struggled for acceptance: students discover the stories of the African American civil rights movement; the Women's Liberation movement; the fight for LGBT rights; the story of Apartheid. Students consider the ways in which these 'freedom fighters' have shaped the community and world they live in. Students are then asked to undertake enquiries into the causation behind two catastrophic world wars, as well as establishing what key factors allowed for the rise of 'dangerous dictators' in the 1930s, before contemplating how best to remember the Holocaust. . Students end the year by considering the significance of global flashpoints of the Cold War.</p>

## Additional support at home

**Online resources**  
to practice, consolidate and  
revise

[BBC Bitesize](#) and [Oak National Academy](#) cover a significant number of our units of study.

**Workbooks & revision  
guides**  
to practice, consolidate and  
revise

Utilise the Preparation work set every half term on Teams.