



KS3 Curriculum : History

By the end of Key Stage 3 pupils should have:

- Engaged wholeheartedly with people, events and ideas in the past. We want to encourage them to ask questions, develop lines of enquiry, understand the significance of the past and to see its interconnectedness with the present. We will encourage them to engage with History both inside and outside of the classroom and look to engender a genuine life long passion and interest in the subject.
- Developed a knowledge based curriculum comprising of 3 strands:
Chronological Knowledge – a knowledge and understanding of key periods, dates, developments and events in the past to form a cognitive timeline to develop a broad framework of understanding a cross time.
Generative Knowledge- an understanding of how learning about events and developments in the past lead us to greater understanding of other events studied at a later stage.
Disciplinary Knowledge – a knowledge and understanding of how historians study and explain the past, using concepts such as cause and consequence, change and continuity, similarity and difference. We also learn about how historians use historical evidence to both construct and to challenge ideas about the past. Alongside this we also look to understand the significance of events and people in the past but also how and why there are different interpretations of past events..
- Developed Breadth and Diversity to investigate the histories of places and societies in other parts of the world as well a different aspects of life within those societies. We also look to broaden the scope of our study to the contributions of different groups of people. This will include Women, Black People and people of other religions.



Year 7 Methodology - What's it all about?

This unit aims to give pupils a chronological framework to help them understand the History that they will be learning throughout the Key Stage (**Chronological Knowledge and Generative Knowledge**), as well as introducing them to the **Disciplinary Knowledge** of the subject.

Skills:

- Chronological Understanding**
- Cause and Consequence**
- Change and Continuity**
- Similarity and Difference**
- Historical Enquiry**
- Interpretation**

Content:

Ancient Britain
Celtic and Roman Women
The Multicultural Roman Empire
The Spread of Islam
The Norman Invasion of 1066
Life in the Middle Ages
The Lunar Society
Industrial Birmingham
20th Century Birmingham
Personal History – Collecting Birmingham

Year 8 Methodology: Development Study

In this unit of work pupils will track 4 themes through the following periods and make connections between them:
The Middle Ages

The Tudors and Stuarts
The Industrial Revolution
The Twentieth and Twenty First Century

As well as continuing to refine their **Chronological Knowledge** and **Generative Knowledge**, they will be further developing their **Disciplinary Knowledge**, most especially in **Cause and Consequence, Change and Continuity** and **Similarity and Difference**.

Skills:

- Chronological Understanding**
- Cause and Consequence**
- Change and Continuity**
- Similarity and Difference**
- Historical Enquiry**
- Interpretation**

Content:

Cycle 1 – Women Through Time
Cycle 2 – Religion Through Time
Cycle 3 – Empire Through Time
Cycle 4 – The People's Health Through Time

Year 9 Methodology: Depth Study

In this Unit pupils will study 4 themes in depth, continuing to refine their **Chronological Knowledge** and **Generative Knowledge**, but also further developing their **Disciplinary Knowledge**, most especially in **Historical Enquiry and Interpretation**

Skills:

- Chronological Understanding**
- Cause and Consequence**
- Change and Continuity**
- Similarity and Difference**
- Historical Enquiry**
- Interpretation**

Content:

Cycle 1 – Industrialisation and Our City
Cycle 2 – The Twentieth Century and Life in the Trenches
Cycle 3 – The Impact of War: The Home Front in Britain and the Holocaust
Cycle 4 – Black and British