**Curriculum Delivery**

**Key Stage 3**

We have identified key disciplinary and substantive concepts which we shall assess at KS3 through Deep Dive Assessments:

**Disciplinary Concepts** are built on via enquiry questions at KS3, covering a range of conceptual foci: Causation, change, Evidential Thinking, Similarity and Difference, Interpretation, Significance and Historical Narrative.

**Substantive Concepts** are punctuated throughout KS3: The Church, Monarchy, Parliament, Empire, War and Protest.

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**Curriculum aims**

**Key Stage 3**

The KS3 history curriculum aims to give all students an understanding of how Britain and its neighbours developed to their current state.

It is our belief that a grounding in British History is crucial, with a broadening to Europe and America taking place in year 9.

Students not continuing History to GCSE will have a solid understanding of WW1 and WW2, giving them a sense of the shape of the modern world.

Our curriculum seeks to build key knowledge, and then extend this to analytical writing, construction of arguments and then the articulation of historical debate.

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**Curriculum Content**

**Year 7**

Students have 3 lessons a fortnight in year 7

<table>
<thead>
<tr>
<th>The Middle Ages: 1066 – 1500</th>
<th>1500 – 1750</th>
</tr>
</thead>
<tbody>
<tr>
<td>- How did William take/keep control of England?</td>
<td>- How much had life changed for ordinary people by 1750?</td>
</tr>
<tr>
<td>- How shocking was Beckett’s murder?</td>
<td>- Why did Britain become the workshop of the world?</td>
</tr>
<tr>
<td>- Who might interpret King John as a terrible King of England?</td>
<td>- How much had Parliament ever start pulling the strings in The Middle Ages?</td>
</tr>
<tr>
<td>- Should we study the Hundred Years War or The War of the Roses?</td>
<td>- How much did the Tudors change their minds about religion?</td>
</tr>
</tbody>
</table>

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**Year 8**

Students have 4 lessons a fortnight in year 8

<table>
<thead>
<tr>
<th>The Middle Ages: 1066 – 1500</th>
<th>1500 – 1750</th>
</tr>
</thead>
<tbody>
<tr>
<td>- How did William take/keep control of England?</td>
<td>- Why did Britain end up controlling a quarter of the globe?</td>
</tr>
<tr>
<td>- Why did the King and parliament go to war in 1642?</td>
<td>- Was the British Empire a good thing?</td>
</tr>
<tr>
<td>- How did the Civil War transform lives?</td>
<td>- How much did the revolution of 1688 “Glorious”?</td>
</tr>
<tr>
<td>- Why have interpretations of Cromwell changed over time?</td>
<td>- Why did parliament start pulling the strings?</td>
</tr>
<tr>
<td>- For whom was the revolution of 1688 “Glorious”?</td>
<td>- At what moment did parliament start pulling the strings?</td>
</tr>
<tr>
<td>- At what moment did parliament start pulling the strings?</td>
<td>- How much did life changed for ordinary people by 1750?</td>
</tr>
</tbody>
</table>
## Curriculum Content

### Year 9

**Students have 4 lessons a fortnight**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Content</th>
</tr>
</thead>
</table>
| Black Peoples of America | - Why was the Middle Passage set up?  
- How should we find out about slaves on a plantation?  
- To what extent did the end of slavery bring freedom for Black Americans?  
- How far and how fast was segregation challenged in 20th Century America? |

### Year 10

**Students have 6 lessons a fortnight**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Content</th>
</tr>
</thead>
</table>
| Edexcel GCSE History | **Medicine Through Time:**  
- Medieval Medicine  
- Renaissance Medicine  
- Industrial Period  
19th Century Medicine  
Case Study: [Medicine on The Western Front](#) |

### Year 11

**Students have 6 lessons a fortnight**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Content</th>
</tr>
</thead>
</table>
| Nazi Germany | - Hitler’s dictatorship  
- Propaganda  
- Nazi control over churches, women, youth and businesses |

<table>
<thead>
<tr>
<th>Subject</th>
<th>Content</th>
</tr>
</thead>
</table>
| Superpower Relations and The Cold War | - Capitalism and Communism post-WW2  
- Rising tensions during 1950s  
- Crises early 1960s: Berlin Cuba and Czechoslovakia  
- Détente during 1970s |

### The First World War

- When did WW1 become inevitable?  
- How did British tactics evolve in WW1?  
- Was Hitler really to blame for WW2?  
- How different was the fighting in WW2?  
- Why did ordinary men participate in the Holocaust?  
- Why did two great allies become worst enemies?  

### WW2

- The Political Scene in Germany after WW1  
- The Rise of Extreme Political Parties  
- The Rise of the Nazi Party  
- Hitler’s dictatorship  
- Propaganda  
- Nazi control over churches, women, youth and businesses  
- Capitalism and Communism post-WW2  
- Rising tensions during 1950s  
- Crises early 1960s: Berlin Cuba and Czechoslovakia  
- Détente during 1970s  
- Medexel GCSE History  
- Edexcel GCSE History  
- Medicine Through Time:  
- Medieval Medicine  
- Renaissance Medicine  
- Industrial Period  
19th Century Medicine  
Case Study: [Medicine on The Western Front](#)  
- Henry VIII and his Ministers  
- Weimar Germany  
- End of the Cold War  
- Examination Revision