

Holywell School Curriculum Overview

Key Stage 3 Curriculum Overview

HISTORY

Curriculum Intent

History at Holywell aims to provide informative and educational lessons that access the National Curriculum. Whilst the programmes of study are content—based and predominantly chronological, opportunities have been made for students to engage in independent learning and to partake in “fun” activities to bring the subject to life. These include re-enactment of battles, role-plays, hot-seating, competitions, card-sort activities and more.

Student involvement in lessons is very important and lessons have paired, group and whole-class discussions and debates built in to try to engage pupils and encourage them to take an active role in their own learning.

Term	Year 7	Year 8
Autumn term	<p><u>Medieval England</u> Events of 1066 Death of Edward the Confessor and 4 claimants The invasion of Hardraada and battle of Stamford Bridge The battle of Hastings – causes of Godwin’s defeat How William consolidated his control over England: Domesday Book Motte and Bailey Castles The feudal system How effectively medieval kings dealt with each sector of society? Church: Murder of Thomas Becket (1170)</p>	<p><u>The Industrial Revolution</u> The origins of the Industrial Revolution The British Empire and population increase Case Study: India – conquest and rule Industrialisation of Britain Textile industry -Factory system Coal mining industry - dangers Transport industry – turnpike trusts, trains, canals – persuasive writing Inventors and their Inventions - persuasive writing</p>
Evidence of learning	<p>ASSESSMENT – CAUSATION – How effectively did William I deal with his problems? ASSESSMENT – EVIDENCE/INTERPRETATION – Analysis of sources about Becket’s murder</p>	<p>ASSESSMENT – INTERPRETATIONS - Analysis of sources about child workers in a textile factory ASSESSMENT – CHANGE AND CONTINUITY – How far can one industrial invention be argued to be a turning point in British history?</p>
Links to prior learning	<p>Year 6 study of Anglo-Saxon hierarchy Year 6 - Anglo Saxon conversion to Christianity and crime and punishment Year 6 - The Vikings Year 5/6 Science - microbes</p>	<p>Year 5 – History of Cranfield – Victorian photo analysis, impact of electricity Year 5 – Ancient Greeks/Romans – concept of Empire Year 7 – English Reformation as a turning point Year 7 English – persuasive writing ‘Balloon Debate’</p>
Links to future learning	<p>Year 7 – role of nobles in medieval and Tudor society, peasants’ revolt, King John’s argument with the Pope and causes of break with Rome</p>	<p>Year 8 – Transatlantic slave trade – cotton and textile industry, financial significance for Industrial Revolution Year 8 - Electoral reform – why men wanted the vote Year 9 – World War One Year 8 Science -Green Plants/Eco-system</p>

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<p>Spring term</p>	<p><u>Medieval England</u> Nobles: King John and Magna Carta (1215) Peasants: Black Death and Peasants’ Revolt (1381)</p> <p><u>The Tudors</u> Henry VII – including the wars of the Roses Henry VIII – break with Rome and dissolution of the monasteries</p>	<p><u>The Industrial Revolution</u> Social consequences Life in industrial towns – Overcrowding, back to back housing, cholera, poverty, crime Reform – workhouses, Reform Acts</p> <p><u>The Transatlantic Slave Trade</u> Origins of Slavery British Empire and the Triangle of Trade Causes of slavery – allocation of blame Slave Experiences Capture, the middle passage and slave auctions</p>
<p>Evidence of learning</p>	<p>ASSESSMENT – INTERPRETATION – Analysis of sources about King John ASSESSMENT – CAUSATION – What caused the break with Rome?</p>	<p>ASSESSMENT – EVIDENCE – Analysis of Gin Lane painting ASSESSMENT – INTERPRETATIONS – Analysis of reliability of sources about the middle passage</p>
<p>Links to prior learning</p>	<p>Year 7 –problems faced by king ruling after civil war, long term problems caused by the feudal system, Year 7 – church/state power battles in medieval times Year 7 Geography ‘Hazards’ and ‘Human Geography] – social, economic, political categorisation</p>	<p>Year 5 – Greek/ Roman slavery Year 6 – The Anglo Saxons daily life, Viking trade and enslavement of monks, Mayan slavery Year 7 – Dissolution of monasteries and Tudor poverty Year 6/7 Music – ‘Blues’ and ‘Blues and Jazz’ units Year 8 English - ‘Stone Cold’</p>
<p>Links to future learning</p>	<p>Year 7 – Tudor poverty, causes of the English civil war, devolution of royal power Year 8 – Industrial Revolution – paupers and the workhouse Year 8 - Electoral reform GCSE – Elizabethan England</p>	<p>Year 9 – World War One Year 9 – The Holocaust GCSE – Nazi Germany</p>
<p>Summer term</p>	<p><u>The Tudors</u> Edward VI – Protestant changes Mary I – religious persecution Elizabeth I – religious changes and the Spanish Armada The Early Stuarts: James I – how he helped to cause the English civil war Charles I – how he caused the English civil war English Civil War –key battles, the execution of Charles I Oliver Cromwell and the Interregnum Devolution of royal power: Charles II – merry monarch Key events that shifted power balance to Parliament</p>	<p><u>The Transatlantic Slave Trade</u> Life on a plantation Abolition of Slavery The role of Equiano and William Wilberforce ELECTORAL REFORM Tolpuddle Martyrs Problems with the British electoral system Chartism and gaining the vote Female Suffrage Campaign Treatment of women in Victorian Britain Suffragists versus Suffragettes The Cat and Mouse Act</p>

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		Emily Davison – suicide or accident Women in World War One War work and gaining the vote
Evidence of learning	ASSESSMENT – CAUSATION – Why did the Spanish Armada fail? ASSESSMENT – EVIDENCE/INTERPRETATIONS – Analysis of sources about Charles I’s execution	ASSESSMENT – INTERPRETATIONS – Analysis of sources about slavery
Links to prior learning	Year 6 – Anglo Saxons - witan Year 7 – 1066 civil war, role of the church, Peasants’ Revolt, English Reformation, reign of Mary I	Year 7 – Peasants’ Revolt and the English Civil War Year 7 – Tudors – early queens and attitudes towards them Year 7 RE – Campaigners against discrimination: MLK, Ghandi and Mandela Year 8 RE – Campaigners against injustice and poverty
Links to future learning	Year 8 – Industrial revolution – reform acts Year 8 - electoral reform – Tolpuddle Martyrs, Chartists, suffragettes GCSE – Nazi Germany	Year 9 – World War One GCSE – Nazi Germany
Careers links	Law, Economics, Politics, Teaching, Academia & Lecturing, Business, Archaeology, Museum & Gallery Curation, Writing, Archivist & Librarian, Film & TV Consultant, Media & Journalism, Police & Armed Forces, National & Local Government.	
Protected characteristics	_ In Year 8 students learn about the Transatlantic slave trade in a compassionate and empathetic way that encourages them to challenge those involved and learn from mistakes made in history.	
Spirituality		
<p>Spiritual Capacities - Students complete several pieces of empathy work and imagine themselves as characters from the past. Other activities include choosing how to respond to real-life situations from the past in character and evaluate the success of their decisions.</p> <p>Spiritual Experiences - As part of our unit on medieval life, we learn about the strength of religious belief at the time, beliefs about heaven and hell and the importance of the church. We also look at common beliefs in battle that ‘God’ was on the side of the victors, e.g. at the battle of Hastings. We move on to learn about the Reformation, the importance of the Pope and split of the church into Catholicism and Protestantism. We consider the differences between each branch of Christianity and pupils have the opportunity to reflect on their own beliefs. Students are often asked to consider how the course of history could have been changed had one small cause been omitted. KS3 students either visit a medieval or industrial site and get to see first-hand how we used to live. This helps them to recognise how far society has come and how fortunate they are. Year 8 pupils learn about industrial inventors and make extensive connections between their single invention, its effect at the time but also its effect on the future. They begin to recognise how the inventors influenced and put into motion a chain of events that led to life today as we know it in the technological age.</p> <p>Spiritual Understanding – In Year 7 students learn about the split between Catholic and Protestant religions and the problems it caused. Time is given to reflection on to what extent their actions match with Jesus’ teachings. Year 8 students learn about the slave trade and its horrors, they also learn about life for women before they gained suffrage etc. Pupils are encouraged to reflect upon what life would be like without these pioneering individuals and reformers such as William Wilberforce, Oloudah Equiano, the Pankhursts etc.</p> <p>Spiritual Responses – Students evaluate the actions of people from the past and through this consider how a person’s actions can impact others. This helps them to consider their own actions and how they impact on the wider world.</p>		
Reading in the curriculum (Literacy & Vocabulary)		
<p>Students are encouraged to read, comprehend and analyse primary and secondary sources in every unit</p> <p>The scheme of work has built in feedback lessons that involve detailed comprehension activities centred around lengthy pieces of writing</p> <p>Students are often set reading and comprehension homework to supplement their classroom learning</p>		

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Safeguarding including safety in the curriculum

Ensuring students are seated in a way that takes account of safeguarding notes and which promotes positive learning and social outcomes

How we track your progress

Linking to the progress descriptors all students' progress is tracked through the work they produce and contribute to in class, homework, end of unit assessments and in class assessments/quizzes

Parents/Carers can support their child by:

Checking Satchel One for the homework that is being set and ensuring it is completed. Listening to students read aloud and discussing important ideas with them. Encouraging students to read related material at home or explore related websites. Help students to develop independent working skills and resilience. Taking students to relevant museums, living history experiences and encouraging them to read around the subject at home by exploring related websites or selecting relevant non-fiction library books. Ensuring there is a quiet place to concentrate and study at home, away from any distraction.

Sustainability within the subject

Year 7 have the opportunity to visit Mountfitchet Castle and look at how medieval society worked with small villages and sustainable living – pottery sheds, smithies, fish ponds, farming, herb garden etc. The unit on the Industrial Revolution involves learning about the impact of steam power on the environment and the long-term global consequences that have led to climate change. The unit on the Transatlantic slave trade involves looking at the how environment affecting the economy of the West Indies, growing crops such as cotton, tobacco and sugar on huge plantations and how this contributed to the slave trade.