

**Subject: History**

**Vision / Rationale for curriculum / what you want for your pupils.**

**Vision:** The DTW history department vision is that students become well rounded historians who can use a wide ranging, word rich vocabulary, as well as become competent in the historical second order concepts. Furthermore, students receive a well-rounded curriculum, covering a range of historical time periods. The DTW history department strive to create independent and thoughtful thinkers who can contextualise significant events in history and relate this to their own experience.

**Rationale:** All KS3 content is sequenced broadly chronologically within each year group to ensure the development of this vital second order concept. Furthermore, the sequencing has been selected to consider the complexity and sensitivity of each topic. For example, the concepts studied within year 7 are more basic and have a more British focus. This is due to year 7 being more comfortable with studying ideas they are loosely familiar with. In contrast, the Holocaust and Civil Rights focus more on difficult second order concepts such as interpretation. The material studied in these units is more shocking and requires more debate around causes and consequences. The main theme throughout the sequencing is that the content becomes more complex as students progress through the school, as well as the units themselves linking together. For example, in year 8, the Industrial Revolution and slavery are interlinked as the Industrial Revolution was a significant outcome of Britain's role in the slave trade. Additionally, in year 8 the two World Wars and woman's suffrage share many common themes. The three themes at KS3 are:

**Year 7: The changing nature of Britain.**

**Year 8: Challenges for Britain and the wider world.**

**Year 9: Persecution and protest.**

	1 <sup>st</sup> Half-term	2 <sup>nd</sup> Half-term	3 <sup>rd</sup> Half-term	4 <sup>th</sup> Half-term	5 <sup>th</sup> Half-term	6 <sup>th</sup> Half-term
<b>Year 7</b>	<p><b>What is History?</b></p> <p>(Intro to key terms/skills so there is no paper focus, a variety of question stems are covered)</p>	<p><b>The Norman Conquest</b></p> <p>Assessment focus: Paper 2 Section B Skill focus: AO1, AO2</p>	<p><b>Medieval England</b></p> <p>Assessment focus: Paper 2 Section A</p> <p>Skill focus: AO1, AO2</p>		<p><b>The Crusades</b></p> <p>Assessment focus: Paper 1 Section B</p> <p>Skill focus: AO1, AO2, AO3</p>	<p><b>Tudors and Stuarts</b></p> <p>Assessment focus: Paper 3 Section A/B</p> <p>Skill focus: AO1, AO2, AO3, AO4</p>
<b>Year 8</b>	<p><b>Industrial Revolution</b></p> <p>Assessment focus: Paper 1 Section B</p> <p>Skill focus: AO1, AO2</p>	<p><b>The Slave Trade</b></p> <p>Assessment focus: Paper 3 section A</p> <p>Skill focus: AO1, AO2, AO3</p>	<p><b>World War One</b></p> <p>Assessment focus: <b>Part A:</b> Paper 2 section B <b>Part B:</b> Paper 3 section A</p> <p>Skill focus: AO1, AO2, AO3</p>		<p><b>Women's suffrage</b></p> <p>Assessment focus: Paper 1 Section A</p> <p>Skill focus: AO1, AO2, AO3</p>	<p><b>World War Two</b></p> <p>Assessment focus: Paper 2 Section A</p> <p>Skill focus: AO1, AO2</p>
<b>Year 9</b>	<p><b>The Holocaust</b></p> <p>Assessment focus: Paper 3 Section B</p> <p>Skill focus: AO1, AO2, AO3, AO4</p>	<p><b>Civil Rights</b></p> <p>Assessment focus: Paper 2 section A</p> <p>Skill focus: AO1,AO2</p>	<p><b>Britain and the changing nature of crimes</b></p> <p>Assessment focus: Paper 1 section B</p> <p>Skill focus: AO1, AO2</p>	<p><b>Britain and the changing nature of law enforcement</b></p> <p>Assessment focus: Paper 1 section B</p> <p>Skill focus: AO1, AO2</p>	<p><b>Britain and the changing nature of punishments</b></p> <p>Assessment focus: Paper 1 section B</p> <p>Skill focus: AO1, AO2</p>	<p><b>Jack the Ripper Case Study</b></p> <p>Assessment focus: Paper 1 section A</p> <p>Skill focus: AO1, AO2, AO3</p>