

What are the aims and intentions of this curriculum?

The aim of our Key Stage 3 Curriculum is to give students a grounding in the origin of European civilization and an understanding the key events of European and English history over different historical periods (ancient, medieval, industrial, modern).

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	The Suffragettes	<p>Aim: To understand the why women gained the vote after WW1 Victorian attitudes to women</p> <ol style="list-style-type: none"> 1. Suffragists v suffragettes 2. Propaganda 3. Suffragette protest movement 4. Why did women gain the vote in 1918? 	<p>An understanding of Victorian political history. Source analysis (suffragette propaganda) Essay writing: writing 'how far do you agree' essays Interpretations: how and why historians disagree about the impact of the suffragettes</p>	Cumulative Test
Autumn 1	The Indian Rebellion	<p>Aim: Students will investigate the following BIG Questions;</p> <ol style="list-style-type: none"> 1. What was life like in Indian before the British? 2. Why did the British first get involved in India? 3. Why did some Indians resent the British being in India? 4. Why were the Sepoys so unhappy with the British? 5. What caused the Indian Rebellion? 6. What role did Ghandi play in India's Independence? 	<p>Source analysis Essay writing (citing historians) - the cause and effect of the Indian Rebellions Interpretations: the role of Ghandi</p>	Think Pink, Go Green
Autumn 2	The French Revolution	<p>Aim: Students will investigate the following BIG Questions;</p> <ol style="list-style-type: none"> 1. Why was there a revolution in France in 1789? 2. Why were the 3rd estate unhappy? 3. How did the king and queen react to threats of a rebellion? 4. How do ideas cause a revolution? 5. How did the 3rd estate get more power? 6. What happened on the 14th July 1789? 	<p>Exam Question – 16 marker How far do you agree with....?</p>	Cumulative Test
Spring 1	Resistance to the Slave Trade	<p>Aim: This is an enquiry that gets students to think about the following things: The variety of ways in which Transatlantic Slavery was resisted by those enslaved or threatened with enslavement. How to make well-explained and justified inferences from various types of sources. The work historians (and historians from below in particular) have to do with 'the archive' to write narratives about people who were enslaved.</p>	<p>Source analysis: Diary extracts Extended Writing: Life and times of a slave</p>	Think Pink, Go Green

		<ol style="list-style-type: none"> 1. What can documents reveal about slavery? 2. How much can a tool, a book or a manifesto reveal? 3. How much can a will, print or advert reveal? 4. Haitian revolution 5. Abu Baker Story 6. Assessment 		
Spring 2	Mali and Benin	<p>Aim: Students will investigate the following BIG Questions;</p> <ol style="list-style-type: none"> 1. How was Mali ruled in 1320? 2. What led to changes in the way it as ruled? 3. Did Benins Oba rule like Mali's Mansa? 4. What was life like under Oba's rule? 5. What was the impact of the two styles of rule? 	Source analysis: Which type of ruler was the most effective?	Cumulative Test
Summer 1	Victorian England	<p>Aim: to understand the impact of industrialization on the British population.</p> <ol style="list-style-type: none"> 1. Industry v agriculture 2. Work in Victorian factories 3. Slums 4. Victorian Poor Laws 5. Victorian society 6. Victorian Public Health 	<p>Source analysis (Victorian photos)</p> <p>Essay writing: writing 'how far do you agree' essays</p> <p>Interpretations: how and why historians disagree about the impact of industrialization</p>	Think Pink, Go Green