

At Key Stage 3, students study a variety of both British and International topics from Medieval England through to the late Twentieth century. This allows students to gain both a broad and varied understanding of the subject of History and the world around them. The KS3 curriculum also prepares students with introductions to topics that will be taught in more depth at GCSE.

These topics include:

Year 7:

Historical skills, the Romans, Medieval England, Native Americans and the Tudors (reformation)

Year 8:

The Tudors (poverty), the English Civil War, the Slave Trade, Democracy (suffrage) and World War One

Year 9:

Democracies and dictatorships, the causes of the Second World War, Nazi Germany, the Holocaust and Russia

At KS4 the OCR Schools History Project specification is followed. This involves 3 examinations covering the following 5 units:

- Crime and Punishment in Britain 1250 to today
- Elizabethan England
- History Around Us (Norwich Castle)
- Living under Nazi Rule 1933 to 1945
- The Making of the USA

Students also enjoy several extra-curricular opportunities through History at the Academy – residential trips to the Battlefields in France and Belgium and to Auschwitz, Poland are regular opportunities that students have benefitted from.

History is a popular and successful subject, with many GCSE students choosing to pursue it further at the Open Academy Sixth Form.

History Curriculum Sequencing Rationale

1a.	What are the key topics taught in Year 7? We teach historic skills, the Norman Conquest, Castles and Medieval Life, Black Death and Peasant's Revolt, Interpretations (King John), Native Americans and the Religious Reformation
1b.	Why is this? We want students to build on their KS2 approach; extending student knowledge beyond 1066 whilst developing a range of skills using sources and interpretations, understanding diversity, the study of local history and European and non-European civilisations
2a.	What order is this taught in and why? As listed above for 1a; We teach the course chronologically as we find this helps students to become more confident in their second order concepts (i.e. change and continuity) and to place events/themes and key individuals into historical context; making links and forming valid enquiry questions.
3a.	How do we build on these topics and rationale in Year 8? We continue with a chronological approach; Poverty in Tudor England, the Civil War and Oliver Cromwell, the Industrial Revolution, Slavery, Democracy and the Suffrage Movement, WW1 This approach supports students in developing their broader knowledge of History whilst developing a thematic understanding i.e. the theme of revolution (Reformation in Y7 and Industrial Revolution in Y8)
3b.	What order is this taught in and why? The chronological approach supports our students in making references to prior knowledge in both the short and longer term. It also allows us to make the teaching of certain concepts more challenging for example, diversity linked with the theme of morality in teaching the Slave trade and the theme of democracy and the role of government in teaching Suffrage and the First World War
4a.	How do we build on these topics and rationale in Year 9? We continue with a chronological approach until the Summer term; the end of WW1, 1920's/ 30's Germany, causes of WW2, life in Nazi Germany, the Holocaust. We then teach Russia (the Communist revolution and Stalin's USSR) and finish the year with a project on Jack the Ripper. We want to ensure students develop a broad understanding of History by the end of Year 9 and that they have had opportunities to form valid enquiry questions and form their own interpretations of the past.
4b.	What order is this taught in and why? We teach Russia following Germany to allow students to make comparisons between two different political regimes. This embeds understanding of similarities and differences in History. Themes of diversity and morality continue with the study of the Holocaust for example and learning from the past. The move away from a chronological approach at the end of Year 9 to Jack the Ripper gives students an opportunity to consolidate the source skills developed throughout KS3 with a police investigation linked to the Crime and Punishment course in Y10. This also complements the 'problem-solving' guilds curriculum
5a.	Select one concept/theme you teach in your subject across more than one key stage How is this taught in each year? <u>Poverty</u> Year 7: Feudal system, Domesday book and understanding property, Medieval life (Peasants and Villeins), the Black death (linked to diversity), increasing rights as a result, Peasant's Revolt Year 8: Tudor poverty/the Poor Law, causes of the civil war (attitude of Charles 1), impact of Industrial Revolution on living conditions, demand for working-class vote Year 9: Impact of WW1, the political spectrum and impact of extremism, communist Russia, living conditions in Victorian England Year 10: Causes of crime over time (1250 to modern day), poverty in Elizabethan England, living conditions of Native, Black and White Americans Year 11: Impact of Treaty of Versailles on Germany, living conditions in 1930's Germany, the impact of WW2 on German Civilians, Norwich Castle (diversity and economy over time) Year 12/13: Interwar Britain – conditions for the working classes and government responses
5b.	How does this become progressively more challenging? In Year 7, understanding systems of hierarchy, definitions/characteristics of poverty to increasing challenge linked to attitudes to poverty in Year 8 and relationships between government and people. In Year 9, looking in more detail at how groups/individuals respond to poverty – motives and agendas. In Year 10, looking at

	<p>how causes of poverty have changed over time, what conclusions can be made about changing beliefs and values. In Year 11, how links can be made more explicitly across units studied i.e. causes of poverty in Early Modern England and how this impacted daily life and government policy in Norwich. In Year 12 and 13, looking at a wider range of interpretations of poverty in more complex contexts i.e. Britain between the wars and laissez-faire governing and the causes of Tudor rebellions</p>
6.	<p>What exam boards do you use in KS4 and KS5 and why? How does this link to your KS3 curriculum?</p> <p>We follow the OCR GCSE History B specification. This provides flexibility across the units we teach and means we can select units with corresponding content (i.e. Crime and Punishment in Early Modern England with Living in Elizabethan England) which helps students to develop detailed knowledge of aspects of History and to develop a range of historical skills at a more sophisticated level.</p> <p>The exam papers and mark schemes are accessible to students and helps to promote their independent working and self-regulation skills.</p> <p>We follow the OCR History A level H505 course as this complements the GCSE. Students study a range of units and have the opportunity to complete their own independent investigation, currently on the origins of the Holocaust, which provides an excellent opportunity develop skills for further academic study or employment.</p> <p>OCR have a range of examination units available that allows student to fully utilise their historical knowledge and skills gained in Years 7, 8 and 9.</p>
6.	<p>What career opportunities does the study of your subject bring?</p> <p>Studying history helps us understand and grapple with complex questions and dilemmas by examining how the past has shaped (and continues to shape) global, national, and local relationships between societies and people. Careers can range from research roles to law, education, journalism and more</p>