

Humanities KS3 Curriculum Intent, Implementation and Impact Overview

	Year: 9 Subject: HISTORY IMPLEMENTATION					
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
National Curriculum Coverage, key concepts and skills ('Big Ideas')	<p>Context: Why and how should the Holocaust be remembered?</p> <p>Key Vocabulary: Holocaust, persecution, minorities, anti-Semitism, undesirables, ASOCIALS.</p> <p>Prior Learning / LTM: Y8 HT6: Second World War & HT1: 20th Century</p> <p>Cultural Capital: To continue to acquire an understanding of wider world issues which have shaped our consciousness.</p>	<p>Context: Russia and the USSR 1900-1953.</p> <p>Key Vocabulary: Socialist, communist, revolution, left-wing dictatorship, totalitarian.</p> <p>Prior Learning / LTM: Y8 HT5 & 6: First World War & Second World War & Y9 HT6.</p> <p>Cultural Capital: To acquire knowledge of different political and economic systems in order to draw comparisons.</p>	<p>Context: Why did the USA go from 'boom' to 'bust'?</p> <p>Key Vocabulary: Capitalism, democracy, government, discrimination, depression.</p> <p>Prior Learning / LTM: Y9 HT1: Revolutionary and Communist Russia & Y9 HT6.</p> <p>Cultural Capital: To continue to acquire knowledge of different political and economic systems in order to draw comparisons.</p>	<p>Context: How and why did Germany go from a democracy to a dictatorship?</p> <p>Key Vocabulary: Democratic, Fascism, Nationalism, right-wing, propaganda, depression.</p> <p>Prior Learning / LTM: Y8 HT5 & 6: First and Second World Wars & Y9 HT6.</p> <p>Cultural Capital: To continue to acquire knowledge of different political and economic systems in order to draw comparisons.</p>	<p>Context: How and why did Germany go from a democracy to a dictatorship?</p> <p>Key Vocabulary: Nationalism, right-wing, dictatorship, police state, persecution, anti-Semitism.</p> <p>Prior Learning / LTM: Y8 HT5 & 6: First and Second World Wars & Y9 HT6.</p> <p>Cultural Capital: To continue to acquire knowledge of different political and economic systems in order to draw comparisons.</p>	<p>Context: What was the most significant event of the 20th Century?</p> <p>Key Vocabulary: Conflict, apartheid, revolution, communism, fascism.</p> <p>Prior Learning / LTM: HT2, 3, 4 & 5: USA, Russia and Germany.</p> <p>Cultural Capital: To continue to acquire knowledge of the key events of the 20th Century.</p>
KS3 NC or SACRE links	NC - Britain and the wider world 10-1+. The Holocaust.	NC - significant world developments.	NC - significant world developments.	NC - significant world developments.	NC - significant world developments.	NC - significant world developments.
Acquire key substantive knowledge of topic studied.	X	X	X	X	X	X
Recall substantive knowledge and use in verbal communication and written work.	X	X	X	X	X	X
Analyse substantive knowledge making links with previous learning.	X	X	X	X	X	X
Acquire and use abstract terms in verbal communication and written work.	X	X	X	X	X	X

Revisit abstract terms in a different context.	X	X	X	X	X	X
Know some second order concepts.	X	X	X	X	X	X
Respond accurately to some second order concepts with support.	X	X	X	X	X	X
Respond accurately to second order concepts independently.						
Produce structured written work.	X	X	X	X	X	X
Set up their own historical enquiry.						
Use a range of evidence.	X	X	X	X	X	X
Analyse evidence linking to substantive knowledge.	X	X	X	X	X	X
Analyse evidence considering provenance.	X	X	X	X	X	X
Analyse evidence considering utility for purpose of enquiry.						
Know what an interpretation is.	X	X	X	X	X	X
Identify similarities and differences between interpretations.	X	X	X	X	X	X
Analyse interpretations through making links to substantive knowledge.	X	X	X	X	X	X

Select own interpretations for an historical enquiry.						
When analysing interpretations, consider the context in which they were produced.						
Second order concepts	Cause & consequence Change & continuity Significance Diversity	Cause & consequence Change & continuity Similarity & difference	Cause & consequence Change & continuity Similarity & difference Diversity	Cause & consequence Change & continuity Significance	Cause & consequence Change & continuity Significance Diversity	Cause & consequence Change & continuity Significance Diversity
IMPACT	Assessment: Why and how should the Holocaust be remembered? Progression to KS4: Links to Weimar & Nazi Germany.	Assessment: How and why do interpretations of Stalin differ? Progression to KS4: Links to Weimar and Nazi Germany. Links to Cold War.	Assessment: Why was there a 'boom' in the 1920s? Progression to KS4: Links to Weimar and Nazi Germany. Links to Cold War.	Assessment: Why did Hitler become chancellor in 1933? Progression to KS4: Underpins Weimar & Nazi Germany.	Assessment: How did life in Germany change under the Nazis? Progression to KS4: Underpins Weimar & Nazi Germany.	Assessment: What was the most significant event of the 20 th Century? Progression to KS4: Underpins Medicine, Weimar & Nazi Germany, Cold War.

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.