

Humanities KS3 Curriculum Intent, Implementation and Impact Overview

	Year: 8 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: Witches, War, Plague and Fire: How did Henry's 'break with Rome' continue to impact Britain?</p> <p>Key Vocabulary: Civil War, Monarchy, Republic, Restoration, plague.</p> <p>Prior Learning / LTM: Y7 HT6: The Tudors Y7 HT2, 3 and 4: Medieval</p> <p>Cultural Capital: Continue to develop an analytical narrative of the history of the British Isles and changes to Britain.</p>	<p>Context: How did the Industrial Revolution change Britain?</p> <p>Key Vocabulary: Revolution, agricultural, industrial, working conditions.</p> <p>Prior Learning / LTM: KS2: Post 1066: The Victorians.</p> <p>Cultural Capital: To continue to develop an analytical narrative of the British Isles including changes to living and working conditions, and the growth of democracy.</p>	<p>Context: How did the Industrial Revolution change Britain?</p> <p>Key Vocabulary: Laissez faire, urbanisation, democracy, electoral.</p> <p>Prior Learning / LTM: HT2: Britain as the first industrial nation and its impact on Britain. KS2: Post 1066: The Victorians.</p> <p>Cultural Capital: To continue to gain substantive knowledge of the 19th Century with a focus on electoral reform.</p>	<p>Context: How should the British Empire be remembered?</p> <p>Key Vocabulary: Empire, imperialism, colony, slavery, abolition.</p> <p>Prior Learning / LTM: HT2: Britain as the first industrial nation and its impact on Britain. KS2: Post 1066: The Victorians.</p> <p>Cultural Capital: To continue to develop an awareness of empire and its impact on Britain and the rest of the world.</p>	<p>Context: Why should we still remember the First World War?</p> <p>Key Vocabulary: Conflict, alliance, imperialism, nationalism, conscription.</p> <p>Prior Learning / LTM: HT4 Empire and slavery. KS2: Post 1066: 20th Century conflict.</p> <p>Cultural Capital: To gain substantive knowledge of a significant world event which is still remembered today - background to Remembrance Sunday.</p>	<p>Context: How 'total' was the Second World War?</p> <p>Key Vocabulary: Appeasement, imperialism, Nazism, Total War, Home Front.</p> <p>Prior Learning / LTM: HT5: First World War KS2: Post 1066: 20th Century conflict.</p> <p>Cultural Capital: To gain substantive knowledge of a significant historical event and consider the moral implications of actions.</p>
KS3 NC or SACRE links	NC - Britain 1509-1745	NC - Industrial Britain, 1745-1901 NC - Local history study	NC - Industrial Britain, 1745-1901 NC - Local history study	NC - Industrial Britain, 1745-1901	NC - Britain and the wider world 1901+ NC - Local history study	NC - Britain and the wider world 1901+
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
Analyse evidence considering utility for purpose of enquiry.		X		X	X	X
Know what an interpretation is.	X	X	X	X	X	X
Identify similarities and differences between interpretations.				X	X	
Analyse interpretations through making links				X	X	

to substantive knowledge.						
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 Similarity & difference	Cause & consequence Change & continuity Significance Diversity	Cause & consequence Change & continuity Significance Diversity	Cause & consequence Diversity	Cause & consequence Change & continuity Significance Diversity	Cause & consequence Change & continuity Significance Chronology
IMPACT	Assessment: What caused the English Civil War? Progression to KS4: Underpins Renaissance medicine.	Assessment: How useful are Sources 1-4 for an enquiry into working conditions in factories? Progression to KS4: Underpins Industrial medicine.	Assessment: Was Britain a democracy by 1900? Progression to KS4: Underpins Industrial medicine.	Assessment: How should the British Empire be remembered? Progression to KS4: Underpins Industrial medicine.	Assessment: Why did some men enlist to fight in 1914 and what were conditions like in the trenches? Progression to KS4: Underpins Weimar & Nazi Germany.	Assessment: Was Hitler responsible for the outbreak of war in 1939? Progression to KS4: Links to Weimar & Nazi Germany and underpins 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.