



Chesterton Community College – Our Curriculum- Realising Potential

History					
Intent	What new knowledge/content do we introduce?			How does this go beyond the NC?	
By the end of year 9 a Chesterton student will...		Year 7	Year 8	Year 9	
<p>1) Have a sound understanding of the key turning points in British and global history which have shaped the world we live in today.</p> <p>2) Be adept at constructing carefully evidenced and well-judged arguments through debate, discussion and extended writing.</p>	Autumn	<ul style="list-style-type: none"> - How far did the birth of 'civilisation' mean progress for 'humanity'? - Why was medieval Baghdad so special? - What really happened at the Battle of Hastings? - How far did the Normans annihilate Anglo-Saxon England? 	<ul style="list-style-type: none"> - Why did the centre of the world shift in the 1490s? - Why did the Reformation matter so much to people at the time? - How similar were the Tudor and Mughal rulers? - Why did civil war break out in 1642? 	<ul style="list-style-type: none"> - To what extent has the 20th century witnessed dramatic progress? (With lessons on: African-Americans, black British Civil Rights, women in Britain, the LGBTQ+ movements in the USA and Britain) - Why did WWI break out in 1914? - Why was the First World War a "world" war? 	<ul style="list-style-type: none"> - Students encounter a broader range of global history than required, allowing them to better contextualise British and European history and to challenge common misconceptions. - Students encounter a broader range of social groups – for example, medieval and early modern women, and 20th century LGBTQ+ freedom fighters, so that they have a richer understanding of past societies. - Students encounter historical scholarship and historians so that they appreciate that history is about argument and so that they can build their own
	Spring	<ul style="list-style-type: none"> - Who thrived in the expanding medieval towns? - Why was Thomas Becket murdered? - Did the Crusades bring East and West together or push them apart? - Why does Magna Carta matter? 	<ul style="list-style-type: none"> - How did indigenous people respond to Europeans, 1500-1700? - Did Britain experience a revolution, 1700-1900? 	<ul style="list-style-type: none"> - Was the First World War the main cause of the rise of dictatorship in Europe? - Can we uncover what life was like in Stalin's Russia? - Which events from the Second World War should we shine a light on? 	
	Summer	<ul style="list-style-type: none"> - Who had a disastrous experience in the 14th century? - How can we find out more about medieval Mali? 	<ul style="list-style-type: none"> - Why was slavery abolished in the British Empire in 1833? - How similar was colonialism in Britain and India? - Why do we tell different stories about the American Revolutionaries? 	<ul style="list-style-type: none"> - Why did the Holocaust happen? - Why is the history of Ireland so troubled? - Does environmental history matter? 	

<p>3) Possess powerful knowledge concerning the historic political struggle of key groups in our immediate society and around the world.</p>	<p>Rationale for this sequence.</p>	<p><i>The curriculum in year 7 is broadly chronological in structure. It ensures students have covered key events in history which underpin power structures in Britain to this day and which have shaped the course of history via powerful enquiries which investigate the interplay between Church and state, and how ancient documents such as the Magna Carta still exist as significant features of both our laws, and our fundamental British values. Students begin the year by looking at the Islamic medieval world to establish its centrality, and then return to this within an enquiry on the Crusades to tie together narratives of British and Middle Eastern history. Students finally tackle an enquiry which seeks to reinforce the significance of the Islamic world and to exemplify the diverse nature of pre-colonial African history in order to frame year 8 enquiries concerning the British Empire in a more holistic, global context.</i></p> <p>The key ideas underpinning year 7: What mattered during the medieval period? Where was the “centre” of the world in the medieval period?</p>	<p><i>The year 8 curriculum tracks the story of religious change and the shifting power balance in Britain, starting with the authoritative Tudor dynasty, and then on to considering the extent to which Britain experienced ‘revolution’ via studies of dramatic political and economic upheaval which have shaped today’s Britain in myriad ways.</i></p> <p><i>The changing global landscape of the 18th and 19th centuries is illustrated through challenging enquiries into the diversity of Britain’s empire, the transatlantic slave trade, and the fight for the abolition of slavery. These enquiries allow students some of their first real insights into historiography, as they encounter and grapple with the wide range of viewpoints held by historians of these periods.</i></p> <p>The key ideas underpinning year 8: How did Britain change between 1500 and 1900? Was the world more united and connected by 1900</p>	<p><i>Year 9 begins with a thematic overview of the 20th century through the eyes of those who have struggled for acceptance: students discover the stories of the African-American and British civil rights movements; the Women’s Liberation movement; the fight for LGBT rights. This helps them to understand the continuing legacies of inequality today.</i></p> <p><i>Students then dive into the story of international relations in the 20th century, firstly debating the causes of the First World War and then the significance of the war in allowing for the rise of ‘dangerous dictators’ in the 1930s. This sets the scene for an evidential enquiry into life in Stalin’s Russia as well as a significance enquiry on the Second World War. This then contextualises their investigation into the causes of the Holocaust and its impact on Jewish communities.</i></p> <p><i>We finish by looking again at the past 1000 years of history, revisiting familiar turning points from KS3, but this time through the lens of Irish History.</i></p> <p>The key ideas underpinning year 9: Was the twentieth century a century of progress?</p>	<p>arguments in response to this.</p> <p>What do students <i>do</i> with this knowledge?</p> <p>Throughout the year, students will encounter overarching “enquiry questions” so that the knowledge they learn is consistently being used to develop their answers to these questions.</p> <p>These enquiry questions are shaped by a range of different conceptual foci across KS3, with each topic adopting a different focus in terms of disciplinary skills. Students are asked to learn new content through a conceptual lens; for example historical change, significance, or causation. Students are then asked to use these lenses to shape extended, evidenced written work.</p>
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How is challenge embedded into the KS3 curriculum?

- Students engage in lively and rigorous historical debate in all their lessons, including debates shaped by historical scholarship.
 - Students are posed genuinely difficult questions to answer; incremental development of knowledge and conceptual understanding builds towards answering these each half term. Students are taught how to write argumentative extended essays to answer the key questions
 - All history enquiries are pitched at an aspirational level in terms of challenge. Work is then differentiated to allow all students access to genuine historical debates.
- Students encounter extended texts from fiction and scholarship to deepen their understanding of the past.

How does the KS3 curriculum above build on previous learning in KS2?

Students encounter a wide variety of historical topics at primary school depending on where they go. We draw on key concepts such as empire, civilisation, and trade, and ensure these concepts are strengthened through the stories pupils encounter. This KS3 curriculum also seeks to stretch students from the outset by introducing a wide range of new conceptual foci, as well as teaching content in a rigorous, chronological and conceptually focussed way. Pupils are introduced to historical debate and historical scholarship to ensure they are moving beyond their KS2 learning.