

History Department Rationale

Through a mixture of broad and in-depth historical studies, students will develop a chronological understanding of major historical events both within Britain and the world. KS3 students will be developed into critical historians who are able to evaluate historical sources and historical interpretations to justify their own conclusions.

National Curriculum Aims KS3

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

YEAR 8	Content Theme	Skills	Rationale / Link to NC
Autumn Half Term 1	<p>Ideas, political power, industry and empire: Britain 1745-1901</p> <p>-Britain as the first industrial nation and the impact on society. -The Development of the British Empire</p> <p>Local History Study</p> <p>-The industrial revolution in Rossendale and its impact on local society</p>	Using and evaluating historical evidence	<p>As part of the KS3 curriculum students are required to carry out a local history study. The history department has chosen to link this local history study to the industrial revolution to get students to consider how national developments have impacted local history and development.</p> <p>Building on from students' understanding of the Industrial Revolution in Britain, they will move on to look at the development of the British Empire to develop their understanding of connections between Britain and the wider world.</p>
Autumn Term 2	<p>Ideas, political power, industry and empire: Britain 1745-1901</p>	Using and evaluating historical evidence	Students will then study the transatlantic slave trade with a key enquiry into the significance of different individuals and groups in the abolition of the slave trade.

	-Britain's Transatlantic Slave Trade – effects and abolition	Significance	
Spring Half Term 1	World History -USA in the 20 th century – Black Peoples of America and the fight for Civil Rights	Using and evaluating historical evidence and interpretations Change and Continuity Significance	Linking to their study of the slave trade students will move on to consider the civil rights movement in the USA from the 1920s – present day. Students will develop an understanding of the concepts of change, continuity and significance by looking at the significance of individuals (ie. Rosa Parks and Martin Luther King) and the impact of political change on the black peoples of America. Students will be introduced to historical interpretations by looking at historical interpretations of Martin Luther King and Malcolm X.
Spring Half Term 2	Challenges for Britain, Europe and the wider world 1901 – Present Day -Causes, events and consequences of the First World War	Using and evaluating historical evidence and interpretations Cause and Consequence	Students will look at the causes of the First World War and develop their judgement skills through the question, 'Why did World War One Break Out in 1914?' Students will then move on to look at some of the major events of World War One eg. The Battle of the Somme and consider both the military and social impact of such campaigns. Students will continue to develop their understanding of historical interpretations by studying different interpretations about General Haig over time.
Summer Half Term 1	Challenges for Britain, Europe and the wider world 1901 – Present Day -Causes, events and consequences of the Second World War	Using and evaluating historical evidence and interpretations Change and Continuity Cause and Consequence	Students will link to their prior knowledge of the causes of WWI by considering the fairness and impact of the Treaty of Versailles on Germany. Students will then consider the contribution of the Treaty of Versailles to the outbreak of World War 2 along with other factors, such as Hitler and appeasement, to assess historical interpretations of appeasement. Students will continue to consider interpretations through framed enquiry questions such as, 'Was Dunkirk a defeat or Victory?' and 'How far did Blitz Spirit really exist?'
Summer Half Term 2	Challenges for Britain, Europe and the wider world 1901 – Present Day -The Holocaust	Using and evaluating historical evidence and interpretations	Students will study the Holocaust which is a compulsory component of the KS3 History National Curriculum. Through this unit students will use a range of primary material to evaluate why the Holocaust happened and the role of German society.