

HISTORY- BIG PICTURE CURRICULUM PLANNING - KEY STAGE 3

<p>The big aims of KS3</p>	<ul style="list-style-type: none"> <li>• To have a deep knowledge of the history of their local areas and an understanding of how the past links to them today.</li> <li>• To build and deepen learners sense of chronology for a time period dating from pre 1066- present day, ensuring learners have an understanding of how Britain has been shaped, influenced and been an influence on the wider world.</li> <li>• To gain knowledge and understanding of key historic local and world events and periods using a combination of thematic approaches and depth studies including access to a wide range different experiences</li> <li>• To experience the differing views of historians and be able to critically analyse historical sources</li> </ul>
<p>Characteristic of a compelling learning experience</p>	<ul style="list-style-type: none"> <li>• Enquiry based approach</li> <li>• Opportunities to research</li> <li>• Opportunities to interact with the historical environment</li> <li>• Academic challenge</li> <li>• Positive relationships</li> <li>• Embedded engaging historical sources</li> <li>• Wide ranging historians views</li> </ul>
<p>Key concepts</p>	<ul style="list-style-type: none"> <li>• <u>Local History – Heritage and environment:</u> Learners should have an understanding of how Rochdale has been shaped, the key events and people that have had an impact on Rochdale and the impact on the wider world. Learners should know how life in Rochdale has changed for all people, enabling learners to connect to the historic landscape of their own surroundings. In turn inspiring their own intellectual curiosity to find out more about their own community.</li> <li>• <u>Historic debate and Interpretations:</u> All learners should have opportunities to engage in historic debate, they should understand different approaches, perspectives and the interpretations of different historians. They should be able to challenge historical narratives and place ideas in historical context. Learners will be able to critically evaluate historic interpretations and understand the influences that could impact these interpretations.</li> <li>• <u>Chronology- A deepening understanding of how Britain has been shaped.</u> All learners should be able to sequence key events in British and world history and understand the different time periods. Learners should have a deep knowledge of how Britain has been shaped by a number of contributing factors and how Britain’s role in the world has been influenced and changed, thinking about the wider impact and influence of Britain on the world.</li> <li>• <u>Analysing trends within long periods of time- Change and continuity and significance.</u> Learners should recognise the themes across the key stage- power and protest, conflict and cooperation, everyday life, empire, religion, migration and settlement - within these themes they should be able to analyse the nature and extent of changes. Learners should also be able to make connections to how historic events impacted on people, ideas and progress related to the historical significance of key individuals and events.</li> </ul>
<p>Key knowledge</p>	<p><u>Local study-</u> Key events in Rochdale, Greater Manchester and Lancashire and how these areas have changed over time. Looking at some key people and events including: The Suffrage Movement in Rochdale and the UK and Emmeline Pankhurst, other protest movements</p>

	<p>including the Peterloo massacre. Policing and punishment in Victorian Manchester and the changing nature of crime. Rochdale's role in 20<sup>th</sup> Century wars and how life changed in Rochdale during this period.</p> <p><u>Power and Protest</u>- The Industrial revolution protest movements, Suffrage and the Civil rights movements. The changing nature of power in different reigns including King John, the Tudor Monarchs, the Civil War and the changing relationship with religion and the monarchy.</p> <p><u>War and Conflict</u>- The Norman Conquest, the English Civil War, WWI, WWII the Cold War and the Holocaust.</p> <p><u>Everyday Life</u>- How life changed in Rochdale. Change and continuity in the middle ages and the impact of the Black death, Victorian England, The Home Front in WW2, The impact of Immigration on Britain pre 1066 to present day.</p> <p><u>The Wider World</u>- The transatlantic slave trade, Genocide, Nazi Germany, The Cold War and The US Civil rights movement and Immigration. The impact of the British Empire.</p>
Key skills	<p><u>Chronology</u>- An understanding of historical time including time-related vocabulary and dating systems, eg AD/BC understanding and 17<sup>th</sup> C= 1600's. Historical language e.g the Middle ages, Modern era etc. Understanding chronology as not only placing events on a timeline but also as the sequencing of events.</p> <p><u>Change and continuities/ similarities and differences</u>: Being able to identify how people, places and ideas have transformed the historical landscape e.g. the changing nature of industry and the impact on people's lives and desire to protest. Learners should be able to examine change and continuity in various spheres of history for example political, economic, social, and cultural. Learners should be able to identify and explain uninterrupted or incremental development and identify and analyse key turning points in history.</p> <p><u>Cause, consequence and significance</u>: Being able to examine cause and consequences of historical events and being able to analyse why some events and people have a greater significance than others looking at importance and impact.</p> <p><u>Source skills: Including Interpretations and historic evidence</u>. Placing sources and interpretations into historical context. Using provenance, origin, reliability and nature to critically analyse. Comparing and contrasting views of different historians, experts and identifying different uses for sources. Being able to 'think like a historian'- being able to challenge sources and not take evidence at face value- thinking of further questions that could be asked and how and where they could find the answers/ more information. Identifying limitations whilst also appreciating that evidence has differing values based on the enquiry question and the knowledge required.</p>