

HISTORY - KS3 CURRICULUM RATIONALE

<p>What do we aim to achieve through the KS3 Curriculum</p>	<p><i>Greater engagement in lessons – a love of history</i> <i>Understanding of key six themes</i> <i>Understanding of our students’ place in the wider world</i> <i>A more holistic approach</i> <i>Preparation of key history skills</i> <i>Development of a sense of identity</i> <i>Empathy with and understanding of others</i> <i>A curriculum which links together more successfully and is a learning journey across three years.</i></p>
<p>What are learners entitled to</p>	<p><i>A fun curriculum which engages them</i> <i>Knowledge which empowers them in their wider world</i> <i>Skills which allow them to be more prepared in handling media</i> <i>A wide range of lesson activities with a special focus on creativity</i> <i>A curriculum which makes sense with relevant topics which link together</i></p>
<p>What should every child experience, what is non-negotiable and why?</p>	<p><i>A good grasp of the key history skills: cause and consequence, chronology, source work, change and continuity and interpretations so students develop their skills in accessing, processing and applying information</i> <i>Key parts of British history – understanding how we developed and changed over time.</i> <i>Key parts of Global history and our country’s place within this</i> <i>Engaging lessons to keep interest and enable students to learn more effectively</i> <i>A curriculum which prepares students for further study through the skills learned and the styles of learning developed.</i></p>

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<p>What building blocks are we trying to establish to ensure success in KS4, what is the 5 year whole?</p>	<p><i>Skills focus - cause and consequence, chronology, source work, interpretations which all help answering GCSE questions</i></p> <p><i>Understanding of how events link together through themes which will help develop a sense of the wider world before looking at GCSE topics. For example a grounding in the history of Communism will help Red Scare and Cold war studies in GCSEs.</i></p> <p><i>Six themes taught once a year at KS3 – these will build that wider picture. A preparation in difficult concepts in history and the application of these. A stronger grasp of literacy, with the ability to utilise sophisticated words to develop ideas.</i></p>
<p>In preparing youngsters for their future communities, what is global in the KS3 curriculum?</p>	<p><i>A global focus on world history including the World Wars and events in other countries throughout history such as the French Revolution of slavery in the USA.</i></p> <p><i>Links between Britain and the wider world are integral to the curriculum. Topics like Terrorism help students to make sense of the world they live in now.</i></p>
<p>What is distinctive and local about what we do and why is it important here in Corsham?</p>	<p><i>A focus on military history is one of the themes due to the military links of the school – one of the themes taught.</i></p> <p><i>Built in references to the impact of wider events on lives in places like Corsham – like the death toll in WW1.</i></p>
<p>What needs are we addressing among our youngsters specifically?</p>	<p><i>Aware of the military angle due to many of our students coming Forces families – so military history is important.</i></p> <p><i>Literacy is a key concern addressed through our new curriculum, especially the use of more sophisticated language.</i></p>

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	<p><i>Challenges faced by students from a semi-rural community – much of the curriculum counters some preconceptions that can develop from living in this area.</i></p>
<p>How will we inspire/light fires and challenge in KS3?</p>	<p><i>Starting a History Journey using folders instead of exercise books that are in House colours.</i></p> <p><i>A stronger focus on group activities built into the curriculum</i></p> <p><i>A selection of the more interesting topics in history after conducting student voice.</i></p> <p><i>Continue and build upon the creative focus in lessons to encourage imaginations</i></p> <p><i>Visual aids to promote understanding and provide hooks.</i></p> <p><i>Further hooks through music, art, news events and debate points.</i></p>
<p>What do we promote in terms of knowledge/skills/behaviours/organisation/opportunities for reflection/supporting emotional needs</p>	<p><i>Knowledge quizzes to be integrated as part of the HW scheme</i></p> <p><i>Each lesson will have non-negotiable knowledge that students will be able to take away</i></p> <p><i>By using themes, and folders, students can look back over their three year journey and see the connections in their knowledge.</i></p> <p><i>Key historical skills built into the curriculum.</i></p> <p><i>Considering emotive subjects can allow students to develop their emotional understanding.</i></p> <p><i>History Journey folders to develop better organisation</i></p> <p><i>Opportunities for reflection</i></p> <p><i>Regular student voice undertaken via anonymous surveys and CTL LW</i></p> <p><i>TRIO</i></p>

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Built in end of unit lessons to reflect on the previous lessons and create an overview.

Supporting emotional needs

Considering emotive subjects can allow students to develop their emotional understanding including empathy.

Much of what is taught promotes understanding and kindness to each other as vital qualities