



## Curriculum Plan Key Stage 3

### History

Term 1		
Year 7	Year 8	Year 9
<p><b>The craft of the historian.</b> This unit looks at the uses and the dangers of history. We discuss interpretations and how we, as historians, must always be on the look out for the true meaning.</p> <p><b>How did the Normans conquer and control England?</b> The module engages pupils with the events of the Battle of Hastings but also introduces pupils to historical sites such as castles that they may have visited along with an investigation into the work of Simon Schama and his view that the Norman's brought a 'truckload of trouble' to England.</p> <p><b>The power of the Medieval Church</b> Here we examine how the church controlled and manipulated life in England.</p>	<p><b>How accurate is Helen Castor's view that Elizabethan England was a 'Golden Age'?</b> This is a historical study asking pupils to find their own conclusions about the accuracy of the term 'Golden Age'.</p> <p><b>Why were Kings back in fashion by 1660?</b> Following the Elizabethan unit, which focuses on the power of the monarchy, this unit follows the events of King Charles I and the clash with parliament. A close examination of memorialisation and statue building forms a key part of this unit.</p> <p><b>Why was the age of Enlightenment a dangerous time for monarchies?</b> A comparison of three revolutions. English, America and French. How far did the new ideas of the Enlightenment change thinking in these countries and which of these countries held the ideals of Enlightenment at the centre of their revolution?</p>	<p><b>Why did protests for women's suffrage become more violent?</b> A comparison of Suffragist and Suffragette activities culminating in a critical analysis of the work of Fern Ridell and Helen Pankhurst. Again, asking pupils to dissect and interrogate the interpretations of Historians.</p> <p><b>How did experiences of the British Empire vary across the globe?</b> This looks at case studies from Australia, India and Africa. Ultimately, the questions will focus on the accuracy of interpretations of Empire.</p>
Term 2		
Year 7	Year 8	Year 9
<p><b>How did the Silk Road become the centre of the medieval world?</b> This is an in depth look at the medieval trade route and its importance to medieval Asia and Europe. This is based on the work of Peter Frankopan in his book 'The Silk Road'</p> <p><b>Medieval living conditions and the drive towards religious wars.</b> This is a study of life in medieval England, its positives and negatives. This leads to a discussion about why people would have been willing to fight in religious wars like the Crusades.</p>	<p><b>Media representations of slavery and enslaved people.</b> Pupils will gain a knowledge of the history of slavery and its legacy. This will be used to challenge media representations of the issue. This will then lead into a study of <b>How we memorialise slavery.</b></p> <p>Again looking at memorialisation, touching on the current issues of statues in England memorialising the men who perpetuated slavery.</p>	<p><b>Was the First World War a major international crisis?</b> Studying the First World War draws together the students' recent study of Britain's place in the world and new industrial developments that will also change the nature of warfare. This draws student's attention to the depth studies that allow them to understand modern international relations and difficult concepts such as communism and terrorism.</p> <p><b>How did Hitler change Germany?</b> This scheme of work ensures that students understand the difference between democracy and dictatorship and allows them to develop empathy for those people in difficult conditions today.</p>

Term 3		
Year 7	Year 8	Year 9
<p><b>Who benefitted from the Reformation?</b> This is an introduction to the complex issues that surround the Break from Rome that took place in England. It seeks to myth bust. There was far more to England becoming Protestant than Henry VIII wanting a divorce.</p> <p><b>Who were the Black Tudors?</b> Based on the work of Mirand Kaufmann, we take a close up look at the lives of black people living in Tudor England. Again, seeking to disprove the misconception that there was no diversity in England at this point.</p>	<p><b>How did the Industrial Revolution change Todmorden?</b> This unit focusses on the local issues of the Industrial Revolution and the way it impacted on the development of Todmorden. Links will also be made to the enslaved people working on the cotton plantations that fed the Industrial Revolution.</p> <p><b>How far did the Industrial Revolution change England?</b> This takes the issues from Todmorden and looks at them on a much larger scale.</p> <p><b>Why were the people of England protesting for rights in 19<sup>th</sup> Century?</b> Using local example, this unit looks at the different protest movements involved in improving working rights and creating universal male suffrage.</p>	<p><b>How does the British Home Front compare to the German Home Front in WW2?</b> Pupils are asked to compare the democratic Home Front of Britain with the dictatorial Home Front of Germany. The pupils are seeking to understand the experiences of the ordinary people.</p> <p><b>How did the Holocaust change the lives of minorities?</b> A study of the actions taken in the run up to the Holocaust and the implications for all groups affected. This unit follow the Holocaust Education Trust's recently published guidance on teaching.</p>

Homework		
Year 7	Year 8	Year 9
<p>Homework is set in accordance with the homework timetable and in lessons and on class charts. The purpose of the homework is to enable students to become master of recall, able to deploy relevant knowledge as and when needed in lessons. This is supplemented with 'meanwhile, elsewhere' tasks designed to extend understanding of a topic or period. Students are welcome to access computers in homework club if needed.</p> <p>All students have been given their passwords, however if you need a copy, please email c.connolly@todhigh.co.uk</p>	<p>Homework is set in accordance with the homework timetable and in lessons and on class charts. The purpose of the homework is to enable students to become master of recall, able to deploy relevant knowledge as and when needed in lessons. This is supplemented with 'meanwhile, elsewhere' tasks designed to extend understanding of a topic or period. Students are welcome to access computers in homework club if needed.</p> <p>All students have been given their passwords, however if you need a copy, please email c.connolly@todhigh.co.uk</p>	<p>Homework is set in accordance with the homework timetable and in lessons and on class charts. The purpose of the homework is to enable students to become master of recall, able to deploy relevant knowledge as and when needed in lessons. This is supplemented with 'meanwhile, elsewhere' tasks designed to extend understanding of a topic or period. Students are welcome to access computers in homework club if needed.</p> <p>All students have been given their passwords, however if you need a copy, please email c.connolly@todhigh.co.uk</p>

Assessment		
Year 7	Year 8	Year 9
<p>Students complete formal assessments at the end of each half term covering the work covered up to date in that half term and any previous.</p> <p>The grade used for the data check is an accumulation of the results of these assessments.</p> <p>Students do at times complete practice assessments, informal assessments or pre-checks to help inform teaching.</p>	<p>Students complete formal assessments at the end of each half term covering the work covered up to date in that half term and any previous.</p> <p>The grade used for the data check is an accumulation of the results of these assessments.</p> <p>Students do at times complete practice assessments, informal assessments or pre-checks to help inform teaching.</p>	<p>Students complete formal assessments at the end of each half term covering the work covered up to date in that half term and any previous.</p> <p>The grade used for the data check is an accumulation of the results of these assessments.</p> <p>Students do at times complete practice assessments, informal assessments or pre-checks to help inform teaching.</p>

<b>How can parents and carers help?</b>		
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>