



Millthorpe
School

“We are not
makers of
history. We
are made by
history.”

Martin Luther King, Jr.

HISTORY

KS3 SUBJECTS ON A PAGE

Millthorpe's History curriculum has been designed to interleave knowledge of local, national and international historical events into thought-provoking enquiry questions.

These questions encourage our students to think like historians about the complex stories of the past. Students are made aware that there is not just one History, and are taught how to grapple with the complex, messy and contested reality of studying past events.

CURRICULUM KNOWLEDGE:

Students study the histories of Britain, Europe and the world more generally from 700 to present day.

There are frequent links made to the local History of the city across Key Stage 3. Students will become familiar with the interpretations of a variety of historians.

YEAR 7 study enquiries spanning the 5th to the 16th Century: Romans, Anglo-Saxons and Viking, Normans, Medieval, Renaissance.

YEAR 8 study The Armada, The 17th century, The Slave Trade, the Industrial Revolution and Democracy up to the modern day).

YEAR 9 study WWI, Causes of WWII, Turning points of WWII, York on the Home Fronts, The British Empire, Civil rights and The Cold War.

SUBJECT SPECIFIC SKILLS:

SUBSTANTIVE KNOWLEDGE

The knowledge above is assessed through summative tests at the end of each unit.

FOUR KEY REFLECTION POINTS

Who has power? How do they live? What do they believe? How do we know?

Second order concepts are woven throughout the scheme of work with each unit focussing on a different second order concept. These are assessed by an extended writing task at the end of each enquiry.

IMPLEMENTATION:

■ The History Unit overview has been written collaboratively and with reference to the latest historical scholarship.

HISTORY IMPLEMENTATION OF THE WIDER MILLTHORPE CURRICULUM:

RESPECTFUL	RESPONSIBLE	READY
<ul style="list-style-type: none"> ■ Reflecting on contested History such as Empire and The Slave trade thoughtfully. ■ Learning about and how to express historical interpretations and challenge contrasting ideas with respect ■ Learning that there was not just one History, e.g understanding that Victorian women had a very different experience than Victorian men. 	<ul style="list-style-type: none"> ■ Being a 'gold standard' learning. ■ Aspiring to the 'thinking harder challenges' in lessons. ■ Engaging positively with assessments to identify next steps. ■ Using R for reflection time for personal improvement. 	<ul style="list-style-type: none"> ■ Engaging with diversity locally, nationally, regionally and globally. ■ Links to careers and future aspirations. ■ Opportunities for students to be reflective learners. ■ Promoting British values of respect and tolerance (SMSC).

- All sequences of lessons are on the M drive and are regularly improved and reviewed.
- Substantive and disciplinary knowledge is embedded via the interleaving of topics via starters, homework and assessment and the use of knowledge tests.
- Formal feedback is given once per half term and identifies strengths and areas for development.

INTENDED IMPACT:

- The Key Stage 3 curriculum fully embodies the principles of the National Curriculum.
- The curriculum prepares students for further study of History, both at Key Stage 4 and beyond.
- The curriculum helps all students understand the current world and their place in it.