

WBCA History – KS3

In History at WBCA, our intent is to provide students with a holistic history education – covering a wide variety of substantive and disciplinary knowledge through themes, taught in Literacy 4 Life, that will allow students to gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. In the KS3 History curriculum in L4L, themes are designed to empower students to gain a coherent knowledge and understanding of the past, both of Britain and the wider world. Our competency structure and the content within our themes are designed to inspire students and equip them with vital life skills, including critical thinking, building perspective, evidence-based arguments and judgements whilst developing interest and curiosity. Our curriculum enables students to understand the complexity of people’s lives, the process of change as well as the diversity within society. This prepares our students to reflect on their own lives and the challenges they may face now in the present and in the future. The Threads of Learning have been purposely designed and created to ensure themes have been placed in chronological order across KS3 to enforce chronology and Britain’s historical narrative. Throughout the L4L KS3 curriculum and our use of the Social and Environmental competencies, students explore key events in British, local and world history to entrench key historical skills such as chronology, cause and consequence, historical enquiry and analysis. Students understand how different sources and interpretations are used precisely to make evidence based historical arguments. The promotion of literacy and the use of key historical terminology allows students to communicate their knowledge in increasingly sophisticated ways.

Year 7					
Theme 1 – Citizen Me	Theme 2 – Journey to the Centre of the Earth	Theme 3 – In Days of Old	Theme 5 – Journeys	Theme 6 – iRobot	Theme 9 – Off with your head
<p>Theme Overview: The intention of this theme is to expand student’s awareness of what it means to be part of a community. This is explored at local, national, and international levels as well as secular and religious community</p>	<p>Theme Overview: The intent of the theme is to use the mystique that has intrigued mankind throughout history about what goes on beneath the Earth’s surface to spark students’ curiosity. The theme focuses on a</p>	<p>Theme Overview: The intention of this theme is to provide an in-depth study of the political, military and social history of the Middle Ages. We will work towards answering the driving question by considering events that took place in Britain and the wider world during this time. We</p>	<p>Theme Overview: The intention of this theme is to enable students to consider a range of reasons as to why people undertake journeys, and the effects that embarking on these journeys may have on them. We begin the theme by looking at the map skills that enable travellers successfully to get from one place to another. Building on these skills, students are able both to plan</p>	<p>Theme Overview: In this theme students will consider both philosophical ideas and mathematical principles. iRobot connects two very different learning strands. The core of the theme, as suggested by the Driving Question, considers the future of robots from a socio-</p>	<p>Theme Overview: The intention of this theme is for students to investigate the development of Church, state and society in Britain 1509-1745 and focuses on the history of the Tudor and Stuart periods. Students learn about the history of England, beginning with the reign of Henry VII, then progressing through</p>

<p>structures. Students will consider the benefits of pluralism, diversity, and British Values. As the idea of community is brought into focus, students will also consider how politics is a tool for change and how MPs are an integral part of this. Students will learn about inspiring people and will contemplate the qualities of a person who is an inspiring global citizen. Finally, students will work collaboratively with their peers to complete a class agreed 'Citizen' project.</p> <p>Key Historical Concepts: Chronology and continuity and change.</p> <p>Why do we teach it:</p>	<p>fascinating mix between scientific explanations, religious beliefs and key literary pieces with the centre of the Earth as a common link. The theme borrows its name from Jules Verne's classic science fiction novel of the same name. The book introduces the students to the theme with a clear focus on inference as a literary skill when studying the text. Students will also explore the religious and scientific ideas of how the universe came into being. As the theme progresses students will discuss the impact of important scientific figures and discoveries on how, as humans, we understand our position in the universe.</p> <p>Key Historical Concepts:</p>	<p>will explore the events surrounding the Norman Conquest in 1066 and investigate the way in which the Norman invaders maintained control of England. To do this, we will use and analyse sources and interpretations. Significant emphasis is placed on the role of religion and its impact on Medieval Britain. By the end of the theme, students will be expected to explore some of the more complex aspects of history such as significance and importance. The journey of lessons in the theme alongside the supporting resources allows students to explain how events in the medieval period helped shape our society today.</p> <p>Key Historical Concepts: Chronology, change and continuity, cause and consequence, significance, using evidence – sources and interpretations</p>	<p>a journey and to write about a journey they have previously undertaken. The theme enables students to demonstrate their place knowledge of the Middle East, and the importance of this region to many of today's major world religions. Taking Christianity, Sikhism and Islam in turn, students explore religious pilgrimages that followers of these religions undertake, the reasons they take these journeys and what the lasting effects of these journeys may be. Students can contrast religious pilgrimages and poetry of today with those from the medieval period: have pilgrims' reasons for undertaking these journeys changed over the centuries?</p> <p>Key Historical Concepts: The use of historical evidence including sources and interpretations to construct a narrative of events in the past.</p> <p>Why do we teach it: The concept of journeys links to the Medieval idea of Crusades, a topic which students have covered in the</p>	<p>political point of view. In order to answer the driving question, students will first consider what it means to be human. Students will explore abstract concepts such as the soul, human rights and, to a certain extent, freedom. Underpinning the more philosophical ideas is the study of concrete concepts relating to the mechanics of both robots and humans. Students will explore programming by first considering key mathematical principles and relating these to control. By the end of this theme students will have a greater sense of the driving forces behind human ingenuity as well as a respect for the principles that underpin what it means to be human.</p> <p>Key Historical Concepts:</p>	<p>the Tudor monarchy, including Henry VIII, Edward VII, Mary I and Elizabeth I. Students are posed with problems faced by various Tudor monarchs and through research and source enquiry are asked to offer solutions. Students' progress into the Stuart monarchy by studying the Gunpowder Plot; the Civil War; the execution of King Charles I; the Interregnum and restoration of the monarchy. Throughout the theme, students develop their historical skills through examination of sources and interpretations, considering their reliability and utility. They consider the impact of key individuals and events on society. They make judgments on the effectiveness of rulers, supporting their analysis with historical evidence. They consider different interpretations through a consideration of Oliver Cromwell as a hero or a villain.</p>
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<p>Citizen Me provides students with an introduction to chronology and historical thinking which is imperative for the delivery of future themes. It also introduces them to local historical figures to engage their interest in their own history and that of the local area.</p> <p>National Curriculum links: a local history study.</p> <p>Why now: Teaching Citizen me as the first theme provides the students with the opportunity to learn about chronology, linked to their own lives. This knowledge supports their chronological understanding that they can use throughout future themes.</p>	<p>The use of historical evidence including sources and interpretations to construct a narrative of events in the past.</p> <p>Why do we teach it: Journey to the centre of the earth introduces students to using evidence in history. They use a variety of sources and interpretations to piece together an understanding of the events surrounding the eruption of the volcano at Pompeii.</p> <p>National Curriculum links: The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066.</p> <p>Why now: This theme is taught now as it gives the</p>	<p>Why do we teach it: This is the first of the Year 7 themes which has a historical focus. Throughout the theme students aim to answer the question: How did events in the medieval period shape our society today? This is the first historical theme as it introduces students to what Britain was like in the Middle Ages. Students are taught about the context of life in Britain, during the Middle Ages. They learn about the Norman Conquest, how life changed in Britain as a result of the conquest. The theme also enables students to gain an understanding of local history, as they visit a local historical site: Warwick Castle. They examine the Black Death, the Peasants Revolt. They learn about the Crusades, the murder of Thomas Beckett, King John and Magna Carta.</p>	<p>previous theme. Students learn about Medieval pilgrimages, allowing them to make links between their historical knowledge of the Middle Ages, and also to make links with religious learning. Students use a range of interpretations to find out about reasons why people in the Medieval period went on pilgrimage.</p> <p>National Curriculum links: the development of Church, state and society in Medieval Britain 1066-1509;</p> <p>Why now: This theme comes after In Days of Old so students already have an understanding of what life was like during the Middle Ages, including the religious context at the time. Students continue to develop their analytical skills linked to use of evidence by evaluating reasons why different interpretations hold different views of reasons for Medieval pilgrimage.</p>	<p>Making historical connections, significance.</p> <p>Why do we teach it: Within the scientifically focused theme, learning about the history and significance of robots, enables students to make connections, draw contrasts, and analyse trends within periods and over long arcs of time.</p> <p>National Curriculum links: at least one study of a significant issue in world history and its interconnections with other world developments</p> <p>Why now: Students use their chronological understanding to learn about the chronological development of robots. Students have been introduced to the concept of significance in the In Days of Old</p>	<p>Key Historical Concepts: Chronology, change and continuity, cause and consequence, significance, using evidence – sources and interpretations, writing historical arguments.</p> <p>Why do we teach it: This is the second of the history focused themes within Year 7. It is taught to enable students to continue to develop their understanding of Britain during the later Middle Ages, into the Tudor and Stuart period and the Renaissance. Students continue to develop their understanding of changes within and across time periods by answering the driving question for this theme: Did life in England turn upside down between 1485 and 1700? Students learn about the reigns of Elizabeth, James and Charles I and II, the Civil War and the Interregnum, then the restoration of the monarchy. They learn about religious changes</p>
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<p>Competencies: SE.HS.01: Analyse periods of historical continuity and change</p>	<p>students the opportunity to understand the origins of the universe. Students are introduced to the use of sources and interpretations as this is an important aspect of disciplinary knowledge that underpins students historical learning and understanding.</p> <p>Competencies: SE.HS.03: Using historical sources SE.HS.04: Using historical interpretations</p>	<p>It enables students to make links with the main religious tradition of Britain – Christianity and the concepts of government and democracy – key British Values.</p> <p>At the end of the theme, students are asked to evaluate the most memorable moments of the Middle Ages, thereby assessing their significance and impact enabling them to make connections, draw contrasts, and analyse trends within periods and over long arcs of time.</p> <p>National Curriculum links: the development of Church, state and society in Medieval Britain 1066-1509; a local history study.</p> <p>Why now: This theme is taught now as it supports students chronological understanding of how Britain has developed and changed since the Middle</p>	<p>Competencies: SE.HS.04 Using historical interpretations</p>	<p>theme, being asked to assess the significance of historical events. In this theme, students can build upon this understanding to assess the significance of robots to modern society.</p> <p>Competencies: SE.HS.02 Making historical connections</p>	<p>including the Reformation. They learn about the concept of government within this time period and compare these to the Middle Ages and to the modern day to make connections within and across time periods and long arcs of time.</p> <p>National Curriculum links: the development of Church, state and society in Britain 1509-1745</p> <p>Why now: This theme is taught now as it supports students chronological understanding of how Britain has developed and changed since the Middle Ages. It is chronologically the second area of subject content in the National Curriculum. It also allows students to draw together their developing disciplinary knowledge and construct their own historical arguments, by continuing to use historical evidence in increasingly analytical ways by assessing its utility.</p>
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Year 8

Theme 2 – Pudding Lane	Theme 3 – Coming and Going	Theme 4 – India	Theme 5 – Da Vinci	Theme 6 – Freedom	Theme 7 – Please Sir	Theme 8 – Over the Top
<p>Theme Overview: This is a theme that mixes History and Science with Art and Design based around one main event in 1666. The Fire of London is a major historical event which signalled the end of the Great Plague of 1665 and</p>	<p>Theme Overview: The intention of this theme is to allow students to probe and ask questions regarding the way our environment has been shaped by human movement and activity. Students achieve this by looking</p>	<p>Theme Overview: The intention of this theme is to broaden students’ depth of knowledge of British and world history through the study of the Indian sub-continent from many different perspectives. We start by looking at the</p>	<p>Theme Overview: The intention of this theme is to explore the many inventions and works of Leonardo da Vinci before acknowledging how his ideas have shaped our</p>	<p>Theme Overview: The intention of this theme is to deepen students’ understanding of civil rights and understand their origin and the struggles groups in society have been</p>	<p>Theme Overview: The intention of this theme is to explore the Industrial Revolution in Britain, with its main focus around education and industry. Students investigate the</p>	<p>Theme Overview: The intention of the Over the Top theme deepens and extends students’ knowledge of British history by understanding its role in the First World War (1914-1918). Within this theme, students explore the key events of the First</p>

<p>the beginning of a new confidence in early modern Britain as well as physical changes to London. We look at these historical themes but also address the issue of plague and fire, the science around them as well as the impact that they can have on society. Something that is important today more than ever. This shows how use history to see that there will be an end to the impact of COVID 19 and that positive things can emerge from difficult times.</p> <p>Key Historical Concepts: Chronology, change and continuity, cause and consequence, significance, using evidence – sources and interpretations</p>	<p>at specific case studies, investigating current global issues and the effect they have on the people living within different areas of the world. Students will also research different countries of the World including Russia, India, China and Britain using location and map skills as well as empathy to build up life skills that give them a sense of place and scale.</p> <p>Key Historical Concepts: Chronology, cause and consequence</p> <p>Why do we teach it: The global issues that are covered in this topic are very relevant to our students. The local area is very ethnically diverse with students having migrated from multiple places around the world. Teaching this</p>	<p>physical geography of India and then go on to discover and reflect on how modern India has developed from the sixteenth century and the rule of the Mughals to modern India today. This includes exploring the impact of the British Raj in the nineteenth and twentieth centuries, and the struggle for independence. We also look at some world religions which are practised in India, and the influence of some Indian art, film and literature. The journey of lessons in the theme alongside the supporting resources allow students to explain what made India the country it is today with reference to the Indian sub-continent and its global context.</p> <p>Key Historical Concepts:</p>	<p>thinking about the world today. We will exercise our creativity to design our own portraits, supportive sketches, notations and commentaries. As part of our scientific work, we will investigate Leonardo’s theories regarding proportions of the human body. We will test our hypothesis based on whether we consider his ratios to be accurate or not, while also considering how we could improve our investigation methods. This theme also looks at the story of Holy Week where we</p>	<p>through to obtain them. Students will start by looking at the British Empire and assess the effects that it had on the countries that were colonised. Then students will explore the Slave Trade and evaluate the treatment of people who were captured and empathise with their experiences. Following on from this, students will look at the Civil Rights Movement in America and consider the origins of racial tension and how racial issues perpetuated despite slavery being made illegal. The theme then takes the students to the modern day and explores the problem of human</p>	<p>differences between the conditions of this time and the modern world. The theme begins with students researching some of the fundamental differences within the world of work, schools and inventions before discovering the difficult circumstances of children through William Blake’s poetry and eyewitness accounts. Students will also use Dickens’ Oliver Twist to create pieces of script that reflect the themes and plot of the original text. This helps them prepare for an extended piece of writing discussing the potential return of corporal</p>	<p>World War whilst developing an understanding of key historical concepts such as continuity and change, cause and consequence and significance. In connection to the Driving Question for this theme, students explore a range of perspectives from soldiers and civilians (from Britain, its Empire and allies). Students will become familiar with the place of sources and interpretations in historical study, learning how to analyse and evaluate their usefulness and reliability, deepening their critical skills. As this theme is delivered in the summer term of Year 8, it revisits, builds upon and consolidates key skills as well as enhancing students’ subject knowledge. References can be</p>
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<p>Why do we teach it: This theme enables students to answer the question: How can positive changes come from negative events? It enables them to build on the disciplinary knowledge gained during Year 7, and assess the significance of major events in British history – the Great Plague and Great Fire of London. It enables students to understand the consequences of events, and make links to events in their own lives – Covid-19.</p> <p>National Curriculum links: the development of Church, state and society in Britain 1509-1745</p> <p>Why now:</p>	<p>theme outlines reasons why this takes place. Examining reasons for migration enables students to build on their disciplinary knowledge and understanding of cause and consequence, enabling them to link causes and consequences, and assess and justify the most important.</p> <p>National Curriculum links: the study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066; challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Why now: This theme links in with students’ prior knowledge from the Year 7 Journeys theme.</p>	<p>Chronology, change and continuity, cause and consequence, significance, using evidence – sources and interpretations</p> <p>Why do we teach it: Many of our students have heritage in India. Studying this theme enables them to understand the history of the area, including the impact which Britain has had on India. Students learn about Mughal India, enabling them to make links between Indian history and that in Britain in the same time period. They learn about the British Empire and its impact on India, what life was like under the British Raj and then Gandhi and the fight for Indian independence, resulting in partition.</p>	<p>examine Christian doctrines such as Holy Communion as well as explore one of Leonardo’s most famous works, The Last Supper. This theme will end by revisiting the driving question and producing a Leonardo da Vinci style piece of work which details our own theories about how the ideas of Leonardo have shaped our thinking about the world.</p> <p>Key Historical Concepts: Significance, historical argument writing</p> <p>Why do we teach it:</p>	<p>trafficking and the introduction of the Modern Slavery Bill supported by charities such as UNICEF. Finally, students are to look at their own rights and responsibilities and teach younger students the importance of them through a children’s story.</p> <p>Key Historical Concepts: Chronology, change and continuity, cause and consequence, significance, using evidence – sources and interpretations</p> <p>Why do we teach it: This theme links learning about Britain, with that of the history of</p>	<p>punishment. They will also experience a typical school day similar to Victorian times to compare the differences in teaching and learning styles, subjects and activities.</p> <p>Key Historical Concepts: Chronology, change and continuity, cause and consequence, significance, using evidence – sources and interpretations</p> <p>Why do we teach it: This theme enables students to gain an understanding of how Britain developed from an agricultural to an industrial country. Students learn about key figures during the</p>	<p>made to content delivered in previous themes such as India and Please Sir. As well as preparing them for future themes.</p> <p>Key Historical Concepts: Chronology, change and continuity, cause and consequence, significance, using evidence – sources and interpretations</p> <p>Why do we teach it: This theme enables students to gain an in depth understanding of one of the most important events in British history – the First World War. They learn about the causes of the War, the fighting on the Western Front, the impact on fighting on mental health of the soldiers, the diversity of soldiers fighting on behalf of the British army, the impact on life on the Home Front</p>
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<p>This theme is taught here as it fits into the chronology of students historical learning. It is taught at the start of Year 8, to enable students to revise their disciplinary historical understanding, then to build upon it.</p> <p>Competencies: SE.HS.01 Structuring, organising and deploying historical knowledge, using historical vocabulary SE.HS.02 Making historical connections (cause and significance) SE.HS.03 Using historical sources</p>	<p>Students can compare religious journeys with other reasons for migration, using both historical examples from the Vikings, Romans and Anglo-Saxons, to a more modern example of migration in Syria. This enables them to make connections within and across time periods and long arcs of time.</p> <p>Competencies: SE.HS.02: Making historical connections (cause and consequence).</p>	<p>National Curriculum links: study of a significant society or issue in world history and its interconnections with other world developments; challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Why now: We choose to study India in Year 8 as it is a topic which can be sensitive to some of our students. Students in Year 8 have a more mature nature, and have been taught a range of disciplinary knowledge which should allow them to view the history of India with increasing objectivity. In this theme, students bring together their disciplinary knowledge to complete a range of enquiries using a</p>	<p>This theme focuses on one key individual – Leonardo Da Vinci, and enables students to assess his significance to the Renaissance world. It also enables students to understand the context of the world in which Da Vinci was living, linking this to their existing substantive knowledge of the past.</p> <p>National Curriculum links: the development of Church, state and society in Britain 1509-1745; study of a significant society or issue in world history and its</p>	<p>another world country – America. Students learn about the transatlantic slave trade, the life of slaves in America, the abolitionist movement and ending of slavery. They then link the fight for freedom in different contexts: the Civil Rights movement in America, the Suffragettes and Suffragists in Britain, the fight for religious freedom and then the fight against modern slavery. This enables students to make connections across different time periods.</p> <p>National Curriculum links: ideas, political power, industry and empire:</p>	<p>Industrial Revolution, key inventions and the context of life for people living in Britain, including for children. Students also complete a local history study, by learning about Birmingham in the Industrial Revolution. Their learning is enhanced by a visit to a local history museum, the Black Country Living Museum.</p> <p>National Curriculum links: ideas, political power, industry and empire: Britain, 1745-1901; a local history study</p> <p>Why now: This theme is taught here as it fits into the chronology of</p>	<p>and causes and events of the peace agreement in 1918. Students learning is enhanced by a visit from a visit by a group of history re-enactors, who show students uniforms, equipment and weaponry used by British soldiers during the First World War.</p> <p>National Curriculum links: challenges for Britain, Europe and the wider world 1901 to the present day.</p> <p>Why now: This theme is taught here as it fits into the chronology of students historical learning. Throughout Year 8, students have studied the development of Britain from the end of the Medieval, into the early modern period, through the Industrial Revolution in the previous theme and in this theme they study</p>
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		<p>variety of evidence, allowing them to reach conclusions and make judgements.</p> <p>Competencies: SE.HS.02 Making historical connections (cause and significance) SE.HS.03 Using historical sources SE.HS.04 Using historical interpretations SE.HS.05: Writing historical arguments</p>	<p>interconnections with other world developments</p> <p>Why now: This theme is taught here as it fits into the chronology of students historical learning. Students have studied the Tudor and Stuart period, and early modern Britain in the Renaissance, so can bring this contextual understanding to their learning about Da Vinci.</p> <p>Competencies: SE.HS.05 Writing historical arguments</p>	<p>Britain, 1745-1901; study of a significant society or issue in world history and its interconnections with other world developments</p> <p>Why now: This theme is taught here as it fits into the chronology of students historical learning. Students have studied the British Empire in the India theme, and can make connections between empire in India, and in the Americas. Students continue to build on their disciplinary knowledge by interrogating evidence from sources and interpretations.</p>	<p>students historical learning. Students have studied the British Empire in the India theme, and can make connections between empire in India, and in the Americas. Students continue to build on their disciplinary knowledge by interrogating evidence from sources and interpretations. They investigate crime in the Industrial Revolution by examining the case of Jack the Ripper.</p> <p>Competencies: SE.HS.02 Making historical connections (cause and significance) SE.HS.05: Writing historical arguments</p>	<p>the impact of a major world event – the First World War on Britain. It enables students to bring together their historical learning from the year and write a historical argument.</p> <p>Competencies: SE.HS.01 Structuring, organising and deploying historical knowledge, using historical vocabulary SE.HS.02 Making historical connections (cause and significance) SE.HS.03 Using historical sources SE.HS.04 Using historical interpretations SE.HS.05: Writing historical arguments</p>
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				Competencies: SE.HS.01 Structuring, organising and deploying historical knowledge, using historical vocabulary SE.HS.02 Making historical connections (cause and significance) SE.HS.03 Using historical sources	
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Year 9				
Theme 1 – Whose Earth Is It Anyway?	Theme 3 – Tragedy	Theme 5 – Made in China	Theme 6 – America, Land of the Free	Theme 7 - Britain
Theme Overview: This is a Humanities based theme that begins with students discussing the different elements of the theme and the driving question. They then revisit religious views about creation and how people explain how Earth was made. Students investigate what Earth	Theme Overview: This is a Humanities based theme particularly focussed on History and RE. At its heart is the tragedy of the Holocaust. It begins with a wellbeing activity to address the impact some of the issues involved in the theme may have. Students may find the	Theme Overview: The intention of this theme is to examine the nation of China and explore its Worldwide significance and influence. Students will study the physical geography of China and how the climate of certain areas of China are different and some reasons	Theme Overview: The intention of this theme is to deepen students’ understanding of the geography, history and technology of the USA and to build on previous knowledge and skills in these disciplines. Students investigate the physical geography of the United States. They then assess the impact European colonists and later settlers to the West had on the Native American population. They explore the struggles faced during conflicts, such as the Battle of Little Big Horn, and investigate what caused the end of the traditional Native American way of life. Students then explore the factors that influenced the American Civil War. Students will learn about the treatment of African-Americans following the end of the Civil War and use this knowledge to link back to their Freedom theme and the	Theme Overview: This theme is currently in development.

<p>is like through a study of the impact of factors on ecosystems and an in-depth study of a chosen ecosystem. From here, students study the impact of weather on Earth and the people who live there before moving on to a study of the physical geography of Africa. The next area of study involves how humans have affected Earth from drawing borders in Africa in the 19th century, through different rates of development to the impact of different factors internationally and locally, summing up with the impact of climate change. Students then study attitudes to ‘Whose Earth it is anyway?’ by investigating the impact of fake news on climate change and ending with religious and personal views about</p>	<p>issues upsetting. The activity supports the students in how they should deal with this. The History section allows students to understand how the Nazis rose to power to see the impact of the end of World War I on Germany and how this and other factors allowed the Nazis to take advantage of discontent and come to power. A study of World War II covers Axis advances (Operation Dynamo and Battle of Britain), the turning points of 1942–43, the impact of war on civilians (the London Blitz). It finished with a question about the end of the war looking at Dresden and Hiroshima and how their tragic outcomes have been justified by the need to end tragedy elsewhere.</p> <p>Key Historical Concepts:</p>	<p>why this is the case. Students then investigate the importance of physical geography in China and how humans use their environment and try to mitigate some of their impacts on it – the One Child Policy. Students then reflect on the Buddhist faith and values, comparing their own belief systems to those of other cultures. Moving onto a brief history of China and how different types of government have affected the country. Student look at China and its economic impact in the 20th and 21st Centuries, evaluating the reasons why it has become one of the modern superpowers.</p> <p>Key Historical Concepts: Chronology; strengthening wider</p>	<p>need for civil rights in the 1960s. Students will reflect on how the USA became a multicultural nation and reflect on the statement, ‘We have far more in common that which divides us’. Students learn about the terror attacks of 9/11, and then create a memorial design that commemorates heroism and community unity in the face of adversity. They then find out how different groups and individuals show forgiveness because of their religion. Finally, students will use digital graphics to apply their knowledge of skyscrapers in New York.</p> <p>Key Historical Concepts: Chronology, change and continuity, cause and consequence, significance, using evidence – sources and interpretations, historical argument writing.</p> <p>Why do we teach it: The UK has a good relationship with the USA, our students are very familiar with the USA as a country and so it is important for us to look at the key historical concepts that made it the country it is today. Students learn about the history of the USA, including the native Americans, settlement on the plains, conflict with white Americans, the America Civil War and its aftermath, they then revisit the concept of Civil Rights, first studied in the Freedom theme, then learn about diversity in America, before finally learning about a major event in the more recent history of America – 9/11.</p> <p>National Curriculum links: study of a significant society or issue in world history and its interconnections with other world developments.</p> <p>Why now:</p>	
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<p>stewardship and who should protect Earth.</p> <p>Key Historical Concepts: Making historical connections: cause and consequence</p> <p>Why do we teach it: In this theme students consider the ‘Scramble for Africa’ and how and why Britain wanted to colonise in Africa. Students also learn about Mansa Muse and the Mali Empire, enabling them to make connections between the Mali empire and British empire.</p> <p>National curriculum links: ideas, political power, industry and empire: Britain, 1745-1901; study of a significant society or issue in world history and its</p>	<p>Chronology, change and continuity, cause and consequence, significance, using evidence – sources and interpretations, historical argument writing.</p> <p>Why do we teach it: Tragedy is an important theme which support students’ understanding of the modern world. It is also a required part of the History National Curriculum. Students study the Rise of the Nazi Party in Germany and the causes of World War Two. They then study the events of the War, including on the Home Front in Britain. They then learn about the history of Anti-Semitism through time, before learning about the Holocaust.</p> <p>National Curriculum links:</p>	<p>historical knowledge and historical argument writing.</p> <p>Why do we teach it: China is a leading world power and as such it is important for students to have an understanding of the reasons for this. As part of the theme, to support their contextual understanding, students learn about a brief history of China to create a chronology, demonstrating the key events of China’s history and its long term and short-term impact.</p> <p>National Curriculum links: study of a significant society or issue in world history and its interconnections with other world developments.</p>	<p>This is an opportunity for students to bring tother their disciplinary historical understanding to investigate a world power, of which they are very familiar. They can also apply their knowledge of persecution of different groups from previous themes, including Tragedy to the fate of native Americans, and their previous knowledge of the Civil Rights movement from the Freedom theme to a broader contextual understanding of America.</p> <p>Competencies: SE.HS.01 Structuring, organising and deploying historical knowledge, using historical vocabulary SE.HS.02 Making historical connections (cause and significance) SE.HS.03 Using historical sources SE.HS.04 Using historical interpretations SE.HS.05: Writing historical arguments</p>	
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<p>interconnections with other world developments.</p> <p>Why now: The theme builds on the knowledge of empire from the India and Freedom themes in Year 8. Students can use their contextual understanding of empire to understand motivation for empire building in Africa.</p> <p>Competencies: SE.HS.02: Making historical connections (cause and consequence).</p>	<p>challenges for Britain, Europe and the wider world 1901 to the present day – including the Holocaust; study of a significant society or issue in world history and its interconnections with other world developments.</p> <p>Why now: This theme is taught here as it fits into the chronology of students historical learning. They have studied the First World War at the end of Year 8, and therefore study the interwar years, causes of World War Two and its aftermath at the start of Year 9. In addition, due to the sensitive nature of the historical content, we have chosen to study the Holocaust in Year 9 as students’ maturity is continuing to develop. This said, the theme is taught in a sensitive way, with support for</p>	<p>Why now: Teaching this theme now allows students to extend and deepen their chronologically secure knowledge and understanding of world history, so that it provides a well-informed context for wider learning.</p> <p>Competencies: SE.HS.01 - Structuring, organising and deploying historical knowledge, using historical vocabulary SE.HS.05 - Writing historical arguments.</p>		
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	<p>students who may find the subject difficult.</p> <p>Competencies: SE.HS.01 Structuring, organising and deploying historical knowledge, using historical vocabulary SE.HS.02 Making historical connections (cause and significance) SE.HS.03 Using historical sources SE.HS.04 Using historical interpretations SE.HS.05: Writing historical arguments</p>			
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How is History assessed in L4L?

Competencies

<p>SE.HS.01: Historical Knowledge Description: Structuring, organising and deploying historical knowledge, using historical vocabulary.</p> <p>How this links to the national curriculum:</p>	<p>SE.HS.02: Historical Connections Description: Making historical connections (change and continuity, cause and consequence, significance, similarity and difference).</p>	<p>SE.HS.03: Historical Sources Description: Using historical sources as evidence for historical enquiries.</p> <p>How this links to the national curriculum:</p>	<p>SE.HS.04: Historical Interpretations Description: Using historical interpretations as evidence for historical enquiries.</p> <p>How this links to the national curriculum:</p>	<p>SE.HS.05: Historical Arguments Description: Writing historical arguments</p> <p>The national curriculum for history aims to ensure that all pupils:</p>
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<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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’. • Pupils should extend and deepen their 	<p>How this links to the national curriculum:</p> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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. • 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 	<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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. • Pupils should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. 	<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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. • Pupils should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. 	<ul style="list-style-type: none"> • frame historically-valid questions and create their own structured accounts, including written narratives and analyses. • Pupils should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response.
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<p>chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning.</p> <ul style="list-style-type: none">• They should use historical terms and concepts in increasingly sophisticated ways.	<p>short- and long-term timescales.</p> <ul style="list-style-type: none">• Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.			
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