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| Overview | <p>Our KS3 curriculum has been developed to inspire our students to take History further, as well as equipping them with core knowledge and skills to be used at GCSE level. Students are given the opportunity to build on their knowledge of the Tudors as they begin with Paper 2 Section B, Elizabethan England. This explores prior learning, such as the Reformation, the Spanish Armada, and the Age of Exploration. At the start of Term 2, students move onto Paper 1 Crime and Punishment. This is a thematic paper that builds on prior learning from KS3, such as the Norman Conquest, the Tudors, and Industrial Revolution. In Section A, students develop their source analysis skills through an assessment into 19th police investigation of the Whitechapel murders of 1888. In Section B, students strengthen their chronological understanding, using factors to explore the causes, pace, and extent of change over time from Medieval England to Modern day. As a department, we aim to work closely with our students to make local and heritage links such as Industrial Manchester, Peterloo Massacre, Emmeline Pankhurst, and 20th century Civil Rights Protests.</p> | | |
| Autumn Term | <p>Paper 2 Section B - Elizabethan England 1558-88</p> <ul style="list-style-type: none"> ■ What were society and government like in 1558? ■ What challenges did Elizabeth face at home? ■ What challenges did Elizabeth face abroad? ■ How successful was Elizabeth's handling of religious divisions? ■ Were the Catholic plots against Elizabeth really dangerous? ■ Why was Mary, Queen of Scots executed? ■ Why was there rivalry between Spain and England? | <p>Paper 2 Section B - Elizabethan England 1558-88</p> <ul style="list-style-type: none"> ■ Why was there religious rivalry between Spain and England? ■ Why was the Armada defeated? ■ How did education change during Elizabeth's reign? ■ What did people do for leisure during Elizabeth's reign? ■ How did Elizabethan attitudes towards the poor change? ■ What led Elizabethans to explore? ■ Why did Raleigh attempt to colonise Virginia and why did it fail? | <p>Assessment</p> <p>Paper 2 End of Topic extended writing tasks.</p> <ul style="list-style-type: none"> ■ Describe two features... ■ Explain why... ■ How far do you agree? |
| Spring Term | <p>Paper 1 Section B - Crime and Punishment c.1000-present</p> <ul style="list-style-type: none"> ■ Medieval Crime ■ Medieval Law Enforcement ■ Medieval Punishment ■ Case Study – the Church ■ Early Modern Crime ■ Early Modern Law Enforcement ■ Early Modern Punishment ■ Case Study – Gunpowder Plot ■ Case Study – Matthew Hopkins | <p>Paper 1 Section B - Crime and Punishment c.1000-present</p> <ul style="list-style-type: none"> ■ Industrial Crime ■ Industrial Law Enforcement ■ Industrial Punishment ■ Case Study – Peterloo ■ Case Study – Pentonville Prison ■ Modern Crime ■ Modern Law Enforcement ■ Modern Punishment ■ Case Study – Conscientious Objectors ■ Case Study – Derek Bentley | <p>Assessment</p> <p>Paper 1 End of Topic extended writing tasks.</p> <ul style="list-style-type: none"> ■ Explain one similarity /difference... ■ Explain why... ■ How far do you agree? <p>Mid-Year Assessment</p> |

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| Summer Term | Paper 1 Section A - Whitechapel and Policing c.1870-1900 | Revision | Assessment |
| | <ul style="list-style-type: none"> ■ What was it like to live in Whitechapel? ■ What was the accommodation like in Whitechapel? ■ What tensions existed in Whitechapel? ■ What was the state of policing in the 19th century? ■ Why was Whitechapel so difficult to police? | | Paper 1 End of Topic extended writing tasks. <ul style="list-style-type: none"> ■ Describe two features ... ■ How useful ... ■ How would you follow up? End of Year MOCK |

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| Useful Resources for Supporting Your Child at Home: | Homework: |
| Resources and Knowledge Organisers on Teams. Pearson's Online Revision Guide. WHGS Revision Pack. Seneca. | Set on Seneca fortnightly, alternating between different papers to ensure knowledge is secure. |