



Sir John Cass Red Coat School Programme of Study – Key Stage 3

Subject: History

Year 7	Year 8	Year 9
<p><u>Topics Covered/ Areas of Focus:</u></p> <p>What is history? Were the Romans civilised? How did Medieval life develop 1066-1509?</p>	<p><u>Topics Covered/ Areas of Focus:</u></p> <p>Why was slavery abolished? What made the United Kingdom? How did industrialisation affect people’s lives? What were the achievements of the Islamic state? Who was Jack the Ripper?</p>	<p><u>Topics Covered/ Areas of Focus:</u></p> <p>Have black Americans achieved equality? Was the British empire a positive or negative influence? Did British women achieve equality in the 20th century? Hot War, Cold War: why did the major conflicts of the 20th century affect so many people?</p>
<p><u>Skills Development & Expected Progress:</u></p> <p>Can use basic elements of COP to describe sources origin and content Can begin to produce extended writing using differentiation and using basic historical terms correctly Can identify different interpretations of the past Can identify patterns of change within and across periods Can demonstrate sound knowledge of specific periods in history</p>	<p><u>Skills Development & Expected Progress:</u></p> <p>Can use some elements of COP to begin to evaluate sources effectively Can construct extended writing using techniques such as PEEL and using historical terms correctly Can explain why different interpretations of key events and individuals have arisen Can identify patterns of continuity and change within and across periods Can demonstrate good knowledge of specific periods in history</p>	<p><u>Skills Development & Expected Progress:</u></p> <p>Can use most elements of COP to begin to evaluate advanced sources effectively Can construct extended writing using techniques such as PEEL and using advanced historical terms correctly Can explain why different interpretations of key events and individuals have arisen Can identify complicated patterns of continuity and change within and across periods Can demonstrate excellent knowledge of specific periods in history</p>
<p><u>Assessment:</u></p> <p>GCSE style question or questions once every half term in line with school policy. Ongoing summative and formative assessment of books and class room contributions. End of each unit – GCSE style examination.</p>	<p><u>Assessment:</u></p> <p>GCSE style question or questions once every half term in line with school policy. Ongoing summative and formative assessment of books and class room contributions. End of each unit – GCSE style examination.</p>	<p><u>Assessment:</u></p> <p>GCSE style question or questions once every half term in line with school policy. Ongoing summative and formative assessment of books and class room contributions. End of each unit – GCSE style examination.</p>
<p><u>Literacy:</u></p> <p>Writing in full sentences. Punctuation. Question and answer sessions to develop oracy. Extended writing – essay.</p>	<p><u>Literacy:</u></p> <p>Increased extended writing opportunities. Reading skills like scanning and skimming. Increased historical vocabulary. Extended writing and essay technique</p>	<p><u>Literacy:</u></p> <p>Increased extended writing opportunities. Reading skills like scanning and skimming. Increased historical vocabulary. Extended writing and essay technique</p>

Extended writing opportunities. Reinforce literacy basics.	developed	developed.
<p><u>Numeracy:</u></p> <p>Timelines, chronology. Chart/graph interpretation AD – BCE work on negative/positive numbers. Timelines, chronology. Chart/graph interpretation. Black death population h/w.</p>	<p><u>Numeracy:</u></p> <p>Slavery population bar chart homework Timelines, chronology. Population statistics homework. Origins of our number system. Advantages over Roman numerals Chart/graph interpretation</p>	<p><u>Numeracy:</u></p> <p>Timelines, chronology. Chart/graph interpretation Economy statistics work Population explosion graph work</p>
<p><u>ICT:</u></p> <p>H/w to be completed using ICT at least once every two weeks. ICT to be used for research both in class and with homework.</p>	<p><u>ICT:</u></p> <p>H/w to be completed using ICT at least once every two weeks. ICT to be used for research both in class and with homework.</p>	<p><u>ICT:</u></p> <p>H/w to be completed using ICT at least once every two weeks. ICT to be used for research both in class and with homework.</p>
<p><u>Life in Modern Britain:</u></p> <p>Romans unit – brainstorm on what makes a society civilised, stress gender equality when looking at Roman family life, promote modern British democracy when compared to Roman government. Stress importance of rule of law when looking at Roman law. Stress mutual respect and tolerance when looking at Roman slavery and religion. In the Medieval unit we again look at gender issues and compare and contrast then and now. We look at religion and the importance of tolerance and the consequences of intolerance.</p>	<p><u>Life in Modern Britain:</u></p> <p>On Islam unit – early Islam and it’s true teaching Information and worksheet activities to promote modern British values – highlight the difference between Islamic and Christian medicine in the 11th century and make reference to IS/Taliban destruction of religious sites – e.g. Medieval Christians had destroyed Ancient Greek medical knowledge because the Greeks had been pagans, Arabs translated them and made significant advances as a result. Information and worksheet activities stress tolerance of early Islamic culture and scientific progress this allowed them to make, lesson on different interpretations of women in Islam. Learn about the reality of the Crusades and how all religions can be warped to promote violence and intolerance. Students taught differences between historical evidence and belief and taught to look at all evidence impartially. Making of the United Kingdom unit – whole unit focused on importance of democracy, struggle for it to develop. Differences between Catholics and Protestants</p>	<p><u>Life in Modern Britain:</u></p> <p>Civil rights unit – stress importance and extent of racial equality and success of peaceful protest. Lesson on who achieved the most? The moderate Martin Luther King or the extremist Malcolm X? On Malcolm X focus on how he changed his view converted to Sunni Islam. Women in the 20th century unit – whole unit dedicated to the importance of both democracy and gender equality. Refer to differences between Suffragists and Suffragettes and respect for rule of law – extremism attracts more attention but in long run harms your cause, respect for law, may take longer but more likely to succeed etc. In Hot War Cold War unit, focus on benefit of democracy over dictatorship, how Hitler got into power and lessons for today on why people can turn to extremists. Specific lessons on Arab – Israeli conflict, comparing and contrasting Iranian and British government and laws and why and extreme interpretation of Sharia law goes against modern British values. Lessons also on 9/11 and 7/7 attacks and on</p>

	and how religious intolerance can lead to conflict.	dangers of conspiracy theories.
<p><u>SMSC:</u></p> <p>In History pupils are taught a lot about the religious and spiritual beliefs, and the customs, of different societies. They learn about how important those beliefs are to the different people. They also study the importance of different beliefs and how they have helped shape society today. Pupils are taught about persecution and the importance of tolerance. There may be discussion and the chance to share opinions. They will reflect upon what they learn and be encouraged to share their own beliefs. This may also include some aspects of moral, social and cultural dimensions.</p>	<p><u>SMSC:</u></p> <p>In History pupils are taught a lot about the religious and spiritual beliefs, and the customs, of different societies. They learn about how important those beliefs are to the different people. They also study the importance of different beliefs and how they have helped shape society today. Pupils are taught about persecution and the importance of tolerance. There may be discussion and the chance to share opinions. They will reflect upon what they learn and be encouraged to share their own beliefs. This may also include some aspects of moral, social and cultural dimensions.</p>	<p><u>SMSC:</u></p> <p>In History pupils are taught a lot about the religious and spiritual beliefs, and the customs, of different societies. They learn about how important those beliefs are to the different people. They also study the importance of different beliefs and how they have helped shape society today. Pupils are taught about persecution and the importance of tolerance. There may be discussion and the chance to share opinions. They will reflect upon what they learn and be encouraged to share their own beliefs. This may also include some aspects of moral, social and cultural dimensions.</p>
<p><u>Meeting the needs of individual students & Additional Support:</u></p> <p>Work to be differentiated by task. Additional support/resources available.</p>	<p><u>Meeting the needs of individual students & Additional Support:</u></p> <p>Work to be differentiated by task. Additional support/resources available.</p>	<p><u>Meeting the needs of individual students & Additional Support:</u></p> <p>Work to be differentiated by task. Additional support/resources available.</p>
<p><u>Extra-Curricular Activities & Club:</u></p> <p>There are a wide range of extra-curricular activities. They differ from class to class. Parents/students will be informed of these when appropriate.</p>	<p><u>Extra-Curricular Activities & Club:</u></p> <p>There are a wide range of extra-curricular activities. They differ from class to class. Parents/students will be informed of these when appropriate.</p>	<p><u>Extra-Curricular Activities & Club:</u></p> <p>There are a wide range of extra-curricular activities. They differ from class to class. Parents/students will be informed of these when appropriate.</p>
<p><u>Independent Study/ Homework:</u></p> <p>Homework should be set every week; approximately 40 minutes at least should be spent on history homework.</p>	<p><u>Independent Study/ Homework:</u></p> <p>Homework should be set every week; approximately 50 minutes at least should be spent on history homework.</p>	<p><u>Independent Study/ Homework:</u></p> <p>Homework should be set every week; approximately 50 minutes at least should be spent on history homework.</p>
<p><u>Resources for Learning Support and VLE:</u></p> <p>Wide range of History books available in VLE and library. Please see departmental hand out for suggested reading and websites recommended.</p>	<p><u>Resources for Learning Support and VLE:</u></p> <p>Wide range of History books available in VLE and library. Please see departmental hand out for suggested reading and websites recommended.</p>	<p><u>Resources for Learning Support and VLE:</u></p> <p>Wide range of History books available in VLE and library. Please see departmental hand out for suggested reading and websites recommended.</p>