

Key Stage 3 Curriculum Excellence History



The purpose of the CLF, is at the **HEART**, of all we do:

- Establish **High expectations** for all that we seek to achieve
- Create **Equity** of opportunity, removing disadvantage
- Champion the success and life chances of **All children** in the communities we serve
- Furnish pupils and staff with the **Resilience** to succeed as lifelong learners
- Promote **Tolerance** and respect for ourselves, our communities and our environment



The curriculum enables children to...
acquire... **Knowledge & Skills**, which
secured through... **Application**
develops... **Understanding**
and allows them to seek... **Meaning**
and achieve... **Personal growth**

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CLF KS3 Curriculum Principles

- The curriculum enables children to acquire **knowledge and skills**, which are secured through **application** (over time and in different contexts) to develop **understanding** (change in long term memory) and allows children to seek **meaning** and achieve **personal growth**.
- Built-up from KS2 to secure a foundation for young people for life (... and KS4). **Based on Age Related Expectations and using DOYA.** (Not built down from KS4).
- Focused on the **progression of content and concepts** through the KS3 curriculum that accelerates progress within a **progressive and purposeful 3-19 CLF Curriculum**.
- The curriculum is our opportunity to inspire children to be **successful individuals, historians, mathematicians, geographers, musicians, authors, artist, sportspeople, scientists, writers, innovators, dreamers, magicians, mothers, fathers, positive citizens**.
- On a platform of standardisation the curriculum releases teachers to drive up learning and progress. **Standardised Age Related Expectations, curriculum and assessment** frees and empowers experts to collaborate, follow the learning and teach.
- The curriculum will be **curated by subject experts and teams from across the Trust** who are empowered to evolve the curriculum that will allow all children to thrive.
- The content of the curriculum is progressive and is based on **consolidating and revisiting** content over time to secure progress over time.
- The curriculum seeks **depth of study rather than breadth** to build understanding and to seek meaning; stretching and challenging children to think.
- The Age Related Expectations and exemplars are **widely published** to support child, parent, teacher, leader and other staff understanding of the expected standards and the content of the curriculum, **enabling wider ownership of the curriculum**
- **Two key areas of assessment:**
 - **Shared on-line MCQ assessments four times a year** to assess knowledge/skills acquisition and elements of application and understanding. Immediate feedback from on-line supports understanding of gaps and re-teaching.
 - **Teacher assessment of learning that uses standardised exemplar material** to assess agreed subject written responses/assessments, supporting teachers to make a broad assessment of children's attainment against DOYA.
- Given the shared AREs and assessment cycle teachers are freed to **plan to meet need** and support all children to feel and be successful. Approaches to **pedagogy are based on cognitive science:**
 - Supporting children to experience **desirable difficulty** and grapple with learning in their proximal zone.
 - Explicitly secure **knowledge and skills** through **application** to build **understanding and seek meaning**
 - **Specificity of feedback** for impact and the **developed and precise use of modelling, explanations and questioning** to secure progress.
 - Emphasis on the development of **reading (widely and often), oracy and quality of writing**.

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From the whole staff survey:

Why is History important?

- Teaches students the background behind events that are continuing to happen today.
- Gives pupils the ability to think critically about the news they read or hear and make comparisons with past events.
- Creates excitement and wonder about people in the past and helps us to understand the actions of those in the past and today.
- Encourages tolerance - analyses of other cultures/people. Excellent way to teach diversity.
- Important to ensure students feel proud of their culture and provide them with a sense of identity.
- Vital for developing skills – analysis, explanation, logical thought, evaluation etc.
- Develops debating and presentation skills.
- Develops literacy and critical thinking.
- Understanding the past gives us a greater understanding of the present and future.

What does an excellent History curriculum look like?

- Engaging – where pupils are excited to participate in the lessons.
- Uses case studies to engage.
- Offers opportunities for debate and discussion.
- Develops understanding of how and why interpretations have been formed.

What are the key essentials for your subject in KS3?

- Chronological awareness.
- Causation and consequences.
- Analysis of interpretations.
- Knowledge and understanding.
- Presentation skills and oracy.
- Literacy.

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What do children bring from KS2? What do students begin Year 7 with and bring from their primary experience?

- Pupils bring enthusiasm but development of skills and understanding is patchy at best. Most lack an understanding of what History entails apart from a very broad understanding of big topics like the Romans, Tudors etc.
- History is taught in big topics rather than any sequences.

What do children need for GCSE and beyond?

- Chronological awareness.
- Understanding of causation and consequences.
- Ability to analyse interpretations.
- Knowledge and understanding.
- Presentation skills and oracy.
- Literacy.
- Ability to form arguments and construct a line of reasoning.

ARE Descriptors

Year 7			
KS2 Prior Learning	Knowledge and Skills	Understanding	Meaning
<p>What is the key knowledge, skills, understanding and meaning that children bring from the AREs in KS2 in this subject?</p> <p>Very difficult to say as there is a massive variation on what is studied and for how long:</p> <ul style="list-style-type: none"> Usually an idea/understanding that History is about events from the past but little understanding of historical skills. Common KS2 topics include: WWII (evacuees), Tudors (Henry VIII’s 6 wives), Romans, Egyptians etc. National Curriculum goes up to 1066 (in theory). 	<p>What is the key knowledge and skills that we want to pass on to children as ARE in Year 7 that build up from KS2?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Contenders for the throne in 1066. Events of the Battle of Hastings. Impact of the Norman Conquest including castle building, introduction to the feudal system, treatment of rebels. The Black Death – causes and impact including the Peasants’ Revolt. The Reformation. <p>Skills</p> <ul style="list-style-type: none"> Chronology Using sources Source interpretations Utility Causation and consequences Significance/importance Impact 	<p>What do we want children to build through the application of knowledge and skills, including key concepts and misconceptions?</p> <p>An awareness of the validity of different interpretations.</p> <p>Using evidence to support an opinion or judgement.</p> <p>Analysis of source content leading to an analysis of the utility of a source.</p> <p>Making links between causes and consequences of events.</p> <p>Begin thinking about importance as a concept.</p> <p>Misconceptions</p> <ul style="list-style-type: none"> Medieval people were stupid. History is just about the past. Henry VIII killed all of his wives. 	<p>What is the meaning that we want children to seek by age that supports their personal growth?</p> <p>Enquiry questions:</p> <p>How have the Normans affected our history? Are the changes still evident in today’s society?</p> <p>Did beliefs in the Middle Ages make Medieval people stupid?</p> <p>How did Henry VIII’s decision to divorce England change England? How have the changes affected us today?</p>

Year 8			
Year 7 Prior Learning	Knowledge and Skills	Understanding	Meaning
<p>What is the key knowledge, skills, understanding and meaning that children bring from the AREs in Year 7 in this subject?</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> • Contenders for the throne in 1066. • Events of the Battle of Hastings. • Impact of the Norman Conquest including castle building, introduction to the feudal system, treatment of rebels. • The Black Death – causes and impact including the Peasants’ Revolt. • The Reformation. <p><i>Skills</i></p> <ul style="list-style-type: none"> • Chronology • Using sources • Source interpretations • Utility 	<p>What is the key knowledge and skills that we want to pass on to children as ARE in Year 8 that build up from Year 7?</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> • British Empire – reasons, size, location, imperialism etc. • The different interpretations of the British Empire. • India – case study. • The role of Gandhi in decolonisation. • Slavery – transatlantic trade. • Slave rebellions. • Abolition of slavery – the work of abolitionists including Equiano and Wilberforce. • Legacy of slavery in Bristol. • Holocaust – increasing Nazi persecution. • Anti-Semitism as a concept. 	<p>What do we want children to build through the application of knowledge and skills, including key concepts and misconceptions?</p> <p>Britain’s place in the world – then and now.</p> <p>Legacy of slavery – inequality.</p> <p>Source utility including provenance of sources.</p> <p>Explain the importance of key events.</p> <p>Misconceptions:</p> <ul style="list-style-type: none"> • Britain is the only country to have had an empire. • Britain was the only racist country. • The Nazis are the only people to have persecuted a key group. • Concentration camps were death camps. • Civil rights is only about black and white equality. 	<p>What is the meaning that we want children to seek by age that supports their personal growth?</p> <ul style="list-style-type: none"> • Should Britain still be ashamed of the British Empire? • What influence has the British Empire had on Britain? • What is the legacy of slavery in Bristol? How should we remember the slave trade? • Where does blame lie for the Holocaust? • Why do we allow genocides to happen? • Is one person’s terrorist another person’s freedom fighter?

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<ul style="list-style-type: none"> • Causation and consequences • Significance/importance <p>Impact</p> <p><i>Understanding</i> An awareness of the validity of different interpretations.</p> <p>Using evidence to support an opinion or judgement.</p> <p>Analysis of source content leading to an analysis of the utility of a source.</p> <p>Making links between causes and consequences of events.</p> <p>Begin thinking about importance as a concept.</p> <p>Misconceptions</p> <ul style="list-style-type: none"> • Medieval people were stupid. • History is just about the past. • Henry VIII killed all of his wives. 	<ul style="list-style-type: none"> • Use of concentration camps. • How women campaigned for the vote – suffragettes and suffragists. • The work of Pankhurst, Davison and Fawcett. • Apartheid – Mandela as a case study. • History of Apartheid in South Africa. <p><i>Skills</i></p> <ul style="list-style-type: none"> • Chronology • Historical interpretations and their limitations. • Judgements • Inference • Causation and consequences • Significance/importance of evidence 	<ul style="list-style-type: none"> • It happened in the past so doesn't affect us now. 	<ul style="list-style-type: none"> • How equal is our world today?
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Curriculum and Assessment Skeleton

Year 7				
ARE Point	1	2	3	4
Unit Title	Why did William win at Hastings? <i>Causation</i> <i>Possible linked extras:</i> <ul style="list-style-type: none"> • England prior to 1066. • Anglo Saxon life. • Weapons and armour used in the Battle of Hastings. 	How did the Normans impact Britain? <i>Consequence, change & continuity</i> <i>Possible linked extras:</i> <ul style="list-style-type: none"> • Castles over time • The challenges to feudalism eg. Magna Carta • Change and continuity in the monarch's power through the Middle Ages (eg Becket) 	What does the Black Death tell us about Medieval society? <i>Importance, cause & consequence</i> <i>Possible linked extras:</i> <ul style="list-style-type: none"> • The Islamic World (could be a comparison of medical advancement) • Crusades 	Why did Henry VIII change religion? <i>Cause & consequence, importance, diversity</i> <i>Possible linked extras:</i> <ul style="list-style-type: none"> • Tudor life • Spanish Armada • Gunpowder Plot • English Civil War • Witchcraft
MCQ				
DOYA	2 inference box exercises (source interpretation) Source utility tasks Written task – explain why		2 inference box exercises (source interpretation) Source utility tasks Written task – explain why	

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Year 8				
ARE Point	1	2	3	4
Unit Title	Should we be proud or ashamed of the British Empire? <i>Importance, diversity, historical interpretations</i> <i>Possible linked extras:</i> <ul style="list-style-type: none"> • Comparison with the Industrial Revolution 	What is the legacy of the slave trade? <i>Cause and consequence, historical viewpoints</i> <i>Possible linked extras:</i> <ul style="list-style-type: none"> • Continuation of slavery in America 	Who is responsible for the Holocaust? <i>Importance</i> <i>Possible linked extras:</i> <ul style="list-style-type: none"> • The rise of Hitler • The role of WWII in the Holocaust 	How have different groups campaigned for equality? <i>Diversity, Importance, historical interpretations, change and continuity</i> <i>Possible linked extras:</i> <ul style="list-style-type: none"> • Civil Rights in America

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	(how it supported Empire building) <ul style="list-style-type: none"> • Other Empires • The British Empire in WWI 	<ul style="list-style-type: none"> • American Civil War • Modern day examples of slavery 	<ul style="list-style-type: none"> • Other genocides since the Holocaust 	<ul style="list-style-type: none"> • Civil Rights in the UK (Bristol Bus Boycott)
MCQ				
DOYA	2 inference box exercises (source interpretation) Source utility tasks Written task – explain why		2 inference box exercises (source interpretation) Source utility tasks Written task – explain why	

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Medium Term Plan

Subject: Battle of Hastings	Unit Title: Why did William win at Hastings? (5 weeks)	ARE Point: 7.1
<p>Key Essentials:</p> <p>Content:</p> <ul style="list-style-type: none"> • Edward the Confessor and the issue over succession. • Contenders to the throne (Harold Godwinson, Harald Hardrada and William of Normandy). • Events before the Battle of Hastings – Battle of Stamford Bridge. • Events at the Battle of Hastings (including William’s trick) • The Bayeux Tapestry 	<p>WHY are children LEARNING this?</p> <p>This unit is being taught to develop pupils’ understanding of chronology within a specific time frame. It develops pupils understanding of succession to the throne and conflict within History. It is a key turning point in English history which leads into 7.2 Impact of the Norman Conquest which focuses on how the Normans changed the history of Britain.</p>	
<p>Concepts:</p> <ul style="list-style-type: none"> • Introducing interpretations as a concept • Developing an understanding of chronology • Using evidence to support an argument 	<p>HOW will ORACY, READING and WRITING be developed?</p> <ul style="list-style-type: none"> • Use of historical sources – both pictorial and written • Optional extended writing piece – ‘Explain why William won at Hastings’ • Oracy – debate the importance of different factors or reasons for William’s victory 	
<p>Terminology and Vocabulary (subject specific and academic):</p> <ul style="list-style-type: none"> • contenders • heir • Edward the Confessor • Battle of Stamford Bridge • Battle of Hastings • fyrd/housecarls/cavalry • Senlac Hill • shield wall • Bayeux Tapestry • interpretation • chronology • sources/evidence 	<p>Challenges:</p> <ul style="list-style-type: none"> • Names of people. • Understanding the difference between a description and an explanation of an event 	
<p>Extended Response (writing, performance or product):</p> <p>1 inference box exercises (source interpretation) – mandatory</p>	<p>WHAT will PROGRESS look like in this unit?</p>	

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Written task – explain why William won at Hastings? (optional extended writing – if not completed here, then must be completed as part of 7.2.

Pupils will be able to describe what happened at the Battle of Hastings and explain a number of reasons for William's victory. They will also begin to use source material and attempt to make inferences from their content.

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Medium Term Plan

Subject: Norman Conquest	Unit Title: How did the Norman Conquest impact Britain? (6 weeks)	ARE Point: 7.2
Key Essentials: Content: <ul style="list-style-type: none"> • The view of the Normans at William’s accession to the throne – Anglo Saxon reaction. • Rebellion and the Harrying of the North. • The introduction of castles to control the population – motte and bailey castles. • The feudal system and its impact. 		WHY are children LEARNING this? This unit builds upon the knowledge and chronology of unit one but also allows pupils to begin to explore the concept of impact or consequence. In addition, it allows comparisons between differing strategies used by the Normans to control Britain and it introduces pupils to issues and artefacts that are still visible today including castles and feudalism.
Concepts: <ul style="list-style-type: none"> • The degree of change and continuity – e.g. the rise in power of the king. • Securing an understanding of chronology • Introducing the concept of consequence/impact • Using sources as forms of information and asking questions of their provenance 		HOW will ORACY, READING and WRITING be developed? <ul style="list-style-type: none"> • The use of historical sources – both visual and written eg. on the Harrying of the North. • Optional extended writing piece – ‘Explain why there was limited opposition to the Norman Conquest’. • Opportunity to look at the impact the French Norman language has had on Britain today (and maybe compare to Old English Anglo-Saxon) eg. Beef vs Ox, parliament.
Terminology and Vocabulary (subject specific and academic): <ul style="list-style-type: none"> • consequence/impact • useful (utility) • motte and bailey • harrying • rebellion • feudalism • hierarchy • serf • peasant • noble 		Challenges: <ul style="list-style-type: none"> • concept/key term = feudalism, serfdom • source utility

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<p>Extended Response (writing, performance or product): 1 utility box exercise (source interpretation) – mandatory</p> <p>Written task – ‘Explain why there was limited opposition to the Norman Conquest.’</p>	<p>WHAT will PROGRESS look like in this unit? Pupils will be able to explain the short-term impact of the Norman conquest in Britain. They will be able to comment on the subject of change and continuity and begin looking at utility in relation to sources as well as building on source inference skills.</p>
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Medium Term Plan

Subject: The Black Death	Unit Title: What does the Black Death tell us about medieval society? 6 weeks	ARE Point: 7.3
<p>Key Essentials:</p> <p>Content:</p> <ul style="list-style-type: none"> • The arrival of the Black Death – its route from Asia to Europe. • What people at the time thought caused the Black Death eg. God, the planets, bad air, other people. • How people tried to cure the Black Death. • What the consequences/impact of the Black Death were on Medieval society including the Peasants Revolt. 	<p>WHY are children LEARNING this?</p> <p>This unit is taught as it moves students forward chronologically in the Middle Ages. It looks at one of the most famous examples of an event being a 'turning point' in history and allows pupils to go into depth on issues of cause, consequence and importance. It also allows pupils to understand issues surrounding religion and how this was for so long linked to health. Finally, pupils have historically enjoyed a topic of this nature.</p>	
<p>Concepts:</p> <ul style="list-style-type: none"> • Were people in the Middle Ages stupid in how they dealt with the Black Death? • Turning points in history • The strength of religious belief in the Middle Ages 	<p>HOW will ORACY, READING and WRITING be developed?</p> <ul style="list-style-type: none"> • Pupils will be reading sources of different forms (written and visual) as well as modern day texts detailing the Black Death and its impact. • Optional extended writing piece – ‘Explain why the Black Death was an important event.’ 	
<p>Terminology and Vocabulary (subject specific and academic):</p> <ul style="list-style-type: none"> • disease • plague • bubonic/buboes • pneumonic • flagellants/flagellation • miasma • priest • revolt/rebellion • Peasants’ Revolt • Walter ‘Wat’ Tyler • turning point • importance/significance 	<p>Challenges:</p> <ul style="list-style-type: none"> • Medieval sources and the language changes • Pupils' understanding of importance and a turning point and what that means/looks like. 	

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Extended Response (writing, performance or product):	WHAT will PROGRESS look like in this unit?
<p>1 mandatory source utility task.</p> <p>Written task: 'Explain why the Black Death was an important event'</p>	<p>Pupils will be able to explain the importance of the Black Death as a historical event. They will also be able to explain causes of the disease in comparison with what Medieval people believed caused it. They will be able to explain the consequences of this and some may begin evaluating the impact of it.</p>

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Medium Term Plan

Subject: The Reformation	Unit Title: 7 weeks	ARE Point: 7.4
<p>Key Essentials:</p> <p>Content:</p> <ul style="list-style-type: none"> • The differences between the Catholic and Protestant churches. • The reasons why Henry made changes to the church in England – divorce, re-marriage. • Dissolution of the monasteries. • The impact of the Reformation on Early Modern society – what reaction did people have? 	<p>WHY are children LEARNING this?</p> <p>This unit examines one of the biggest periods of change in English history but one that is often unknown by pupils. It allows them to build upon their knowledge of the importance of religion to people in history whilst applying it to a topic they are more likely to be familiar with from primary school (Henry VIII and his wives). There is the opportunity to then look at the impact that this religious change had on England and wider Europe and its long-lasting impact today.</p>	
<p>Concepts:</p> <ul style="list-style-type: none"> • How did Henry VIII’s decision to divorce Catherine of Aragon change England? • Why would people argue over religion? • How have the changes in the Reformation affected us today? 	<p>HOW will ORACY, READING and WRITING be developed?</p> <ul style="list-style-type: none"> • It will be important for pupils to develop an understanding of the difference between Catholicism and Protestantism as well as the importance of religion to many people at the time. • Variety of sources • Optional extended written piece: 'Explain why Henry VIII changed religion.' 	
<p>Terminology and Vocabulary (subject specific and academic):</p> <ul style="list-style-type: none"> • Reformation • monarch • Protestant • Catholic • heir • corruption • priest • monasteries • dissolution 	<p>Challenges:</p> <ul style="list-style-type: none"> • Protestant, Catholic, reformation, dissolution, • Potential challenge of over-simplifying/over-complicating the differences in and the different forms of religion. 	
<p>Extended Response (writing, performance or product):</p>	<p>WHAT will PROGRESS look like in this unit?</p>	

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1 mandatory source utility exercise

Written task: 'Explain why Henry VIII changed religion'

Pupils will be able to articulate the different views of similar religions and their churches' appearance. They will be able to explain the causes of the English Reformation (Henry VIII) and some of the consequences of this religious change. They may begin to compare importance e.g. was the Black Death more important than the English Reformation.

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Medium Term Plan

Subject: British Empire	Unit Title: Should we be proud or ashamed of the British Empire?	ARE Point: 8.1
Key Essentials: Content: <ul style="list-style-type: none"> British Empire – reasons for empire. Size and locations (e.g. Australia, Canada, South Africa, India). The different interpretations of the British Empire – positives (spread of law, transport and communication) and negatives (death, taxation and lack of freedom). India as a case study - positives (railways, ending Sati and education) and negatives of empire (Indian Mutiny, Amritsar and general lack of freedom and taxation etc). The role of Gandhi in decolonisation – campaign for independence. 		WHY are children LEARNING this? This unit is being taught to develop pupils’ understanding of Britain’s position and standing within the world, then and now. It allows pupils to develop an understanding of Britain’s legacy and influence and how it is still evident within society today e.g. food, sports etc. A case study on India allows pupils to study an otherwise huge topic to depth.
Concepts: <ul style="list-style-type: none"> Britain’s place in the world – then and now. Source utility including provenance of sources. Explain the importance of key events. 		HOW will ORACY, READING and WRITING be developed? <ul style="list-style-type: none"> An ability to argue differing views and opinions. Use of historical sources – both pictorial and written. Optional extended writing piece – Explain why some people are ashamed of the British Empire. If this is not completed in this section, it will need to be completed in 8.2. Language challenges: <ul style="list-style-type: none"> Interpretation – coming to an opinion by using valid evidence. The idea of a mutiny or rebellion. The idea of imperialism as not just a British concept.
Terminology and Vocabulary (subject specific and academic): <ul style="list-style-type: none"> empire imperialism colony/colonisation/colonists India as a ‘jewel in the crown’ Indian Mutiny Amritsar decolonisation inference historical interpretations significance 		WHAT will PROGRESS look like in this unit?
Extended Response (writing, performance or product):		WHAT will PROGRESS look like in this unit?

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<p>1 inference box exercise (source interpretation) – mandatory</p> <p>Written task – explain why some people may be ashamed of the British Empire. (optional extended writing – if not completed here, then must be completed as part of 8.2.)</p>	<p>Pupils will start looking at the idea of interpretation and apply this to the British Empire. They will be able to explain issues such as how Britain gained and empire and why they lost it.</p>
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Medium Term Plan

Subject: Slavery	Unit Title: What is the legacy of the slave trade? (6 weeks)	ARE Point: 8.2
<p>Key Essentials:</p> <p>Content:</p> <ul style="list-style-type: none"> • Slavery – transatlantic trade including Middle Passage, slave auctions, plantation life. • Slave rebellions – methods of slave rebellion – Nat Turner. • Abolition of slavery – the work of abolitionists including Equiano and Wilberforce. • Legacy of slavery in Bristol – Colston. 	<p>WHY are children LEARNING this?</p> <p>This unit is being taught so that students have an understanding of the history of slavery and inequality and Bristol's specific role in that. It will challenge them to think about their experiences in Bristol today and how local and national history can impact upon their own lives. In addition, students will continue to develop their skills in using sources alongside the study of diversity.</p>	
<p>Concepts:</p> <ul style="list-style-type: none"> • Legacy of slavery – inequality • Diversity then and now - consider Bristol/racism today • Causation eg. why the slave trade was abolished • Source utility including provenance of sources and differing interpretations eg. Different perspectives on slave life. 	<p>HOW will ORACY, READING and WRITING be developed?</p> <ul style="list-style-type: none"> • Pupils should be given the chance to articulate their views on the slave trade/Bristol. Opportunity for debate/letter writing on how Bristol should remember the slave trade today or debate/letter writing on the arguments that were held at the time in favour and against the slave trade. • Reading of a range of sources, both from slaves and slavers. 	
<p>Terminology and Vocabulary (subject specific and academic):</p> <ul style="list-style-type: none"> • slavery • Middle Passage • triangular trade route • Africa • auction • house slaves/field slaves • overseer • rebellion • interpretation • underground railroad • Nat Turner • abolition • William Wilberforce • Edward Colston 	<p>Challenges:</p> <ul style="list-style-type: none"> • the idea of a person as property, trade, rebellion, plantation, abolitionists. <p>Teaching challenge:</p> <ul style="list-style-type: none"> • Encouraging student to show some form empathy whilst recognising that we will never understand the pain and horror that slaves went through. 	

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<ul style="list-style-type: none"> • Olaudah Equiano 	
<p>Extended Response (writing, performance or product: 1 mandatory utility question – use of content, origin and purpose.</p> <p>Optional extended writing piece – explain why slavery was abolished. If the extended writing piece was not completed as part of 8.1, it must be completed here.</p>	<p>WHAT will PROGRESS look like in this unit? Pupils will be able to explain what happened in the transatlantic slave trade and reasons for abolition. They will begin to tackle Bristol’s historical viewpoints of Bristol’s legacy with slavery.</p>

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Medium Term Plan

Subject: The Holocaust	Unit Title: Who was responsible for the Holocaust? 6 weeks	ARE Point: 8.3
<p>Key Essentials:</p> <p>Content:</p> <ul style="list-style-type: none"> • Why the Nazis disliked the Jews. • Treatment of Jews before WWII (Star of David, dismissal from jobs, Nuremberg Laws and Kristallnacht) • Treatment during the war – ghettos, concentration camps, death camps, SS officers) • Nuremberg Trials. 	<p>WHY are children LEARNING this?</p> <p>Teaching the Holocaust is compulsory in schools but this unit will focus on looking at how powerful groups have dominated others and the impact of this on minority groups. Pupils will gain an understanding of genocide and recognise that they still happen in today's society and are not just associated with Nazism.</p>	
<p>Concepts:</p> <ul style="list-style-type: none"> • Changes to lives of Jews – how different were their lives before the Nazis came to power? • Anti-Semitism through time – link back to Black Death from Year 7. • Causation – why did it happen? • Moral issues – why was it never stopped? • Moral and ethical issues – who was responsible for the Holocaust? 	<p>HOW will ORACY, READING and WRITING be developed?</p> <ul style="list-style-type: none"> • Pupils should be given the chance to explain how and why the lives of Jews have changed through time. • There is also an opportunity for discussion around who should be blamed for the Holocaust, why it was not stopped and how Nazi perpetrators should be treated when they are caught. <p>Language challenges:</p> <ul style="list-style-type: none"> • The idea of genocide • The analysis of change to Jewish lives. • Differences between a concentration camp and a death camp. 	
<p>Terminology and Vocabulary (subject specific and academic):</p> <ul style="list-style-type: none"> • Judaism/Jews/Jewish • Anti-Semitism • synagogue • religious/religion • perpetrators 	<p><i>Teaching challenges:</i></p> <ul style="list-style-type: none"> • Encouraging student to show some form empathy whilst recognising that we will never understand the pain and horror that Jews and other groups who have been the victims of genocide have gone through. • A recognition that genocide is not specific to Nazism and they still happen in today's world. 	

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<ul style="list-style-type: none"> • victims • bystanders • genocide • Holocaust • Nazism/Nazis • concentration • gas chambers • liberation • Nuremberg trials 	<ul style="list-style-type: none"> • Differences between race and religion.
<p>Extended Response (writing, performance or product):</p> <p>Due to the sensitive nature of the topic, this unit will not be formally assessed.</p>	<p>WHAT will PROGRESS look like in this unit?</p> <p>Due to the sensitive nature of the topic, this unit will not be formally assessed.</p> <p>In terms of understanding, pupils will understand the importance of History and empathy.</p>

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Medium Term Plan

Subject: Equality in the 20th century	Unit Title: How have different groups campaigned for equality? [7 weeks]	ARE Point: 8.4
Key Essentials: Content: <ul style="list-style-type: none"> • Apartheid – tbc end of term 3. <p><i>Comparative case study:</i></p> <ul style="list-style-type: none"> • Female campaigns in Britain – Suffragists and Suffragettes. • Different tactics of each group including Emily Davison. • Government response to each of the methods used. • Acts of 1918 and 1928 to grant female suffrage. 	WHY are children LEARNING this? This unit develops pupils’ understanding of equality and what people have done to gain it in the past. They will look at different types of equality in different contexts and be able to explore how successful different groups have been over time and evaluate the impact of their actions. Civil rights in America has purposely not been chosen as a mandatory topic due to repetition at KS4. Apartheid and suffragettes are debates that are still relevant in relation to topics that are in the spotlight today regarding women’s rights and racism.	
Concepts: <ul style="list-style-type: none"> • equality • diversity • importance • historical interpretations • change and continuity 	HOW will ORACY, READING and WRITING be developed? <ul style="list-style-type: none"> • Pupils should be given the opportunity to debate whether Nelson Mandela was a freedom fighter or a terrorist. • They can also explore and discuss which methods they think were the most effective. • Source investigations e.g. inference and utility. • Extended writing pieces - Explain why women gained the right to vote in 1918 OR Explain why Nelson Mandela is an important figure in the struggle against Apartheid. 	
Terminology and Vocabulary (subject specific and academic): <ul style="list-style-type: none"> • Nelson Mandela • Apartheid • Robben Island • segregation • campaign • patriarchal 		

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<ul style="list-style-type: none"> • propaganda • Emmeline Pankhurst • Millicent Fawcett • Emily Davison • militancy • universal suffrage • Suffragettes/Suffragists • Cat and Mouse Act • government 	
<p>Extended Response (writing, performance or product): 1 source inference tasks on Suffragettes. 1 utility question on Apartheid. Extended writing piece: Explain why women gained the right to vote in 1918 OR Explain why Nelson Mandela is an important figure in the struggle against Apartheid.</p>	<p>WHAT will PROGRESS look like in this unit?</p>

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DOYA Exemplification

What will this look like for different subjects? Even if this cannot be gained in the amount needed by the end of Term 6, the curators should be able to gather some examples from their own classes for some of the curriculum. I think this will need to be an electronically shared document which only the curators can edit but all teachers can access. The curators can then build this over time. This means, they will need some time in Term 1 and throughout the year to build this up. Teachers can use it together at FNN 2 and FNN 6 ready for assessing. The exemplars need to be for each of these criteria and acknowledge that there might be different routes to all of them. Annotation of the examples will make this clear (in the manner of exam board exemplification). Year 6 exemplars will be useful – SW is supporting with this. All exemplification will be used for training at all levels – teachers assessing their students, SLT understanding of what they should see in classrooms, books etc.

- Deepening (D): describes a child who has reached the year group expectation and is now taking this deeper into more abstract work. These children are following their passion within a broad curriculum that inspires the full range of attainment and interest.
- On track/Working at current age related expectation (O): describes a child who is working at the age related expectation and fulfils all the descriptors.
- Yet to be on track (Y): describes a child who shows some working at age related expectations by fulfilling some of the descriptors, but is not yet on track to achieve all of them.
- At an earlier stage in their learning journey (A): describes a child who working at a level below the age related expectation, typically around a year behind.