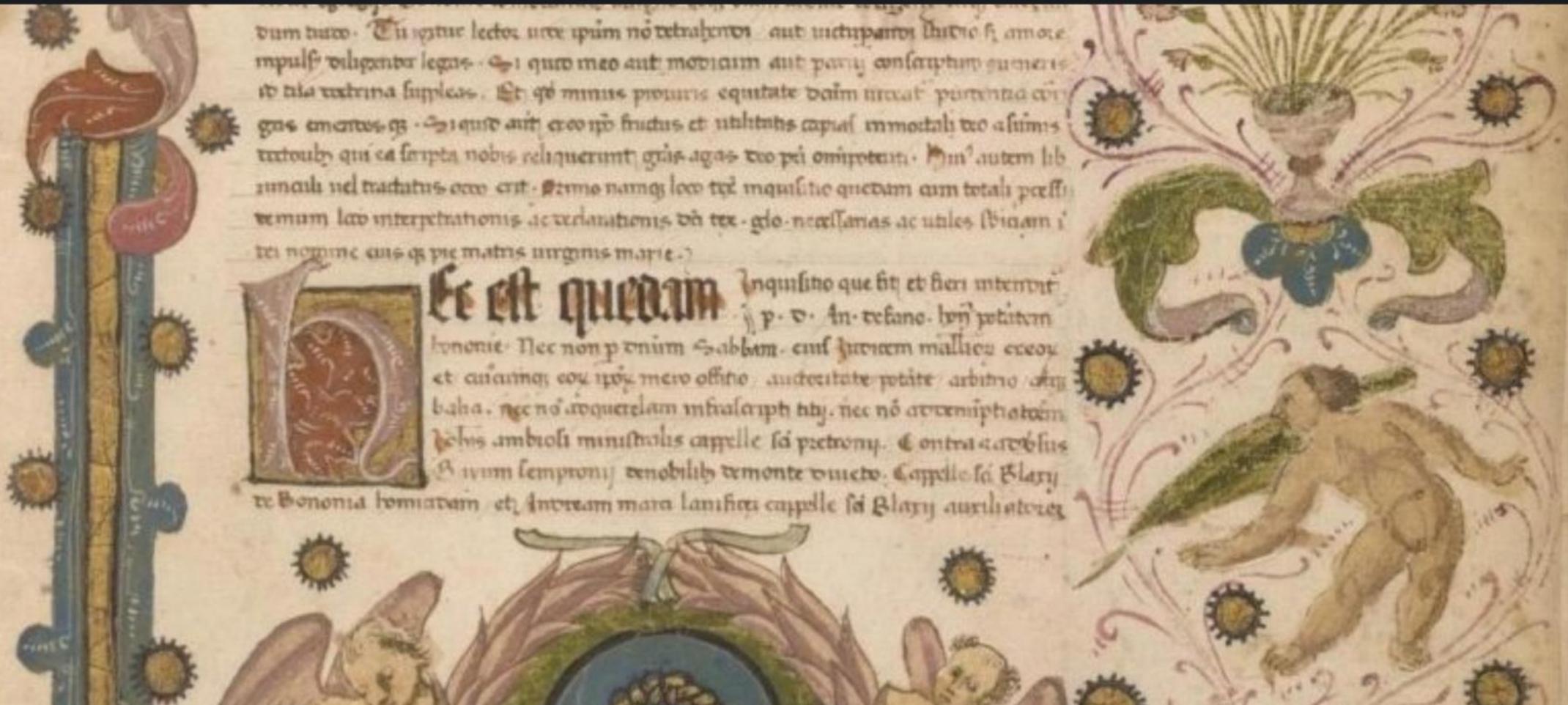
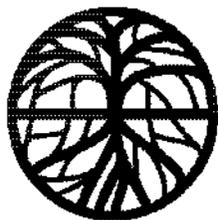


HISTORY





Bottisham Village College

Achievement through Inspiring, Caring, Enriching

<p>Curriculum Delivery Key Stage 3</p>	<p>We have identified key disciplinary and substantive concepts which we shall assess at KS3 through Deep Dive Assessments:</p> <p>Disciplinary Concepts are built on via enquiry questions at KS3, covering a range of conceptual foci: Causation, Change, Evidential Thinking, Similarity and Difference, Interpretation, Significance and Historical Narrative.</p> <p>Substantive Concepts are punctuated throughout KS3, for example The Church, Monarchy, Parliament, Empire, War and Protest.</p>	
<p>Curriculum aims Key Stage 3</p>	<p>The Key Stage 3 history curriculum aims to give all students a broad understanding of the past, allowing them to become more engaged and informed citizens in the modern world. By the end of Key Stage 3 students following our curriculum should be equipped with the vital knowledge and skills that they need to be able to be discerning of what they see in the media, to be in a position to place world events in a wider context, and to be questioning of the information presented to them.</p> <p>We are working to embed a number of key themes across our Key Stage 3 that students regularly return to when studying a broad time frame, from the year 1000—present, these include the role of the monarch/parliament, warfare, revolution and diversity in society encompassing women, race and sexual orientation.</p> <p>Throughout KS3, students will develop their analytical writing, construction of arguments and the articulation of historical debate.</p>	
<p>Curriculum Content Year 7</p> <p>Students have 3 lessons a fortnight in year 7</p>	<p><u>The Middle Ages: 1066 – 1500</u></p> <ul style="list-style-type: none"> • What did it mean to live in the 11th century? • How did William take/keep control of England? • How shocking was Beckett’s murder? • Who might interpret King John as a terrible King of England? • What can Eleanor of Aquitaine tell us about power in the medieval period? 	<ul style="list-style-type: none"> • What does Mansa Musa’s life reveal about medieval Mali? • Did Parliament ever start pulling the strings in The Middle Ages? • How did Wat Tyler die? • Why could no-one ignore the medieval church? • How much did the Tudors change their minds about religion? • How well did Elizabeth solve the problems of her reign?
<p>Curriculum Content Year 8</p> <p>Students have 3 lessons a fortnight in year 8</p>	<p><u>1500 – present</u></p> <ul style="list-style-type: none"> • How big was the world by 1700? • Why did the King and parliament go to war in 1642? • How did The Civil War transform lives? • Why have interpretations of Cromwell changed over time? • For whom was the revolution of 1688 “Glorious”? • At what moment did parliament start pulling the strings? 	<ul style="list-style-type: none"> • Why did Britain become the workshop of the world? • What was it really like for children in 19th century factories? • What can the Johnstones show us about the British Empire? • Why is it so difficult to tell the story of the East India Company? • How should Britain feel about the legacy of her empire? • Why is Thomas Clarkson a good witness for finding out about the Middle Passage? • How should we remember John Tharp?



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<p>Curriculum Content Year 9</p> <p>Students have 3 lessons a fortnight</p>	<p><u>1800-present</u></p> <ul style="list-style-type: none">• To what extent did the end of slavery bring freedom for Black Americas?• How far and how fast was segregation challenged in 20th Century America?• Did Black Power fail?• Why did World War One begin?• How did British tactics evolve in World War One? <ul style="list-style-type: none">• Why was the Russian Revolution successful?• Was Hitler really to blame for World War Two?• Which sources are best for finding out about Dunkirk?• Why did ordinary men participate in the Holocaust?• Why did two great allies become worst enemies?• What has it meant to be 'British' in the 20th century?• How have members of the LGBTQ+ community shaped
<p>Curriculum Content Year 10</p> <p>Students have either 5 or 6 lessons a fortnight</p>	<p><u>Edexcel GCSE History</u></p> <p><u>Medicine Through Time, 1250—present</u></p> <ul style="list-style-type: none">• Medieval medicine• Renaissance medicine• Industrial medicine• Modern medicine <p>Case Study: <u>Medicine on The Western Front</u></p> <p><u>Henry VIII and his Ministers, 1509-1540</u></p> <ul style="list-style-type: none">• Henry VIII and his court• Thomas Wolsey/Thomas Cromwell• The Reformation <p><u>Weimar Germany, 1918-1933</u></p> <ul style="list-style-type: none">• The Political Scene in Germany after WW1• The Rise of Extreme Political Parties• The Rise of the Nazi Party
<p>Curriculum Content Year 11</p> <p>Students have either 5 or 6 lessons a fortnight</p>	<p><u>Nazi Germany, 1933-1939</u></p> <ul style="list-style-type: none">• Hitler's dictatorship• Propaganda• Nazi control over churches, women, youth and businesses <p><u>Superpower Relations and The Cold War, 1941-1991</u></p> <ul style="list-style-type: none">• Capitalism and Communism post-WW2• Rising tensions during 1950s• Crises of the 1960s: Berlin, Cuba and Czechoslovakia• Détente in the 1970s <ul style="list-style-type: none">• 'Second Cold War'• Collapse of the Soviet Union <p><u>Examination Revision</u></p>