



**Key Stage 3 History**  
**Programme of Study**



**History Curriculum KS3 Rationale**

The History Curriculum at Copleston aims to give all students an appreciation of the world they live in through understanding some of the events and people that have shaped the modern world. Key themes are explored across the curriculum to underpin student understanding of Citizenship and to recognise diversity in society. Key themes addressed are;- Migration, Diversity, Power, Democracy, Rule of Law, Conflict, Religion and Ideology. Each year has an overarching enquiry question that provides a focus for enquiry and is revisited throughout the course against a wider historical context. The course is designed to be taught in a chronological order to reinforce student understanding of where and when events took place and the order of societal change making each year a breadth study of the specific enquiries. Students will be taught about local historical sites to view wider world events through.

In Year 7 ‘Shaping the Nation’ looks at the impacts on, within and from Britain in the world. Students explore this by looking at wider world influence on Britain such as migration through the Saxons, the impact of the Crusades and the controversy over Empire. The enquiry question asks ‘Where does power lie in British society?’ this is addressed by looking at the power struggles between the church and the state, claims to the throne, the feudal system and the emergence of the middle and working class in the Industrial Revolution. Key history skills are developed and assessed across the course and these can be found in the ‘Key Skills Document’.

In Year 8 the focus shifts to ‘Understanding the Modern World’ wherein students explore the ideological differences and growth of extreme political ideas that emerge as a result of the Industrial Revolution and conflict in the 20th century. Students will look at the impact of war on society both locally and internationally, the interwar years and protest movements. Students will examine the concepts of liberty, freedom, democracy, tyranny and dictatorship. The key enquiry asks How free were people in the 20<sup>th</sup> Century? This is explored through investigations into the suffragette movement, communism in Russia, Mussolini’s Italy and the Civil Rights Movement amongst others.

<b>Year 7: Shaping the Nation. Where does power lie in British society?</b>					
<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>	
<i>Teacher A</i>	<i>Teacher A</i>	<i>Teacher B</i>	<i>Teacher B</i>	<i>Teacher A</i>	<i>Teacher B</i>
<b>7.1 The Norman Conquest</b> <ul style="list-style-type: none"> <li>• <b>Migration: - Britain in 1066</b></li> <li>• Causes of Hastings; - Claims to the throne, <b>Power</b> of the Earls</li> <li>• Battle of Hastings</li> <li>• Consequences of the Battle: -</li> </ul>	<b>7.2 Medieval England</b> <ul style="list-style-type: none"> <li>• Impact of the Feudal system; Life in Medieval towns</li> <li>• The Black Death causes and impact for society (Peasants Revolt)</li> <li>• Religion - church vs state case</li> </ul>	<b>7.3 The Tudors</b> <ul style="list-style-type: none"> <li>• Nature of Kingship and power of the monarch; Battle of Bosworth</li> <li>• Power of the church – Break from Rome under Henry VIII</li> <li>• Catholic v Protestant impact</li> </ul>	<b>7.4 The Stuarts</b> <ul style="list-style-type: none"> <li>• Gunpowder Plot</li> <li>• Roots of Democracy in England; King v Parliament</li> <li>• Cromwell’s England – Rule without a King.</li> <li>• Impact of the Civil War in England</li> </ul>	<b>7.5 Empire and The Slave Trade</b> <ul style="list-style-type: none"> <li>• Causes of the slave trade</li> <li>• Democracy in action; - challenging the Slave trade, slave resistance.</li> <li>• <b>Abolition</b> of the Slave Trade</li> </ul>	<b>7.6 The Impact of the Industrial Revolution</b> <ul style="list-style-type: none"> <li>• Changing living conditions, a new kind of poverty</li> <li>• Changing Structure of Society</li> <li>• Challenging the system; The chartists</li> </ul>

<p><b>Feudal System,</b> Harrowing of the North, Hereward the Wake</p> <p><b>Local Opportunities:</b> Orford Castle Framlingham Castle</p>	<p>study Thomas Beckett</p> <ul style="list-style-type: none"> <li>• Crusades;- Eleanor of Aquitaine, Ipswich Man</li> </ul> <p><b>Local Opportunities:</b> St Peters Church Sutton Hoo Languard Fort Monasteries</p>	<p>Edward to Elizabeth</p> <ul style="list-style-type: none"> <li>• John Blank</li> </ul> <p><b>Local Opportunities</b> Christchurch Mansion Martyrs Memorial Thomas Wolsey Framlingham Castle</p>	<ul style="list-style-type: none"> <li>• Restoration</li> <li>• Witchcraft</li> <li>• Jamestown</li> </ul> <p><b>Local Opportunities</b> The Ancient House Cromwell’s Head (Woodbridge)</p>	<ul style="list-style-type: none"> <li>• Equiano, Toussain</li> <li>• Slavery Legacy (Ipswich and Britain)</li> <li>• What was the Empire and how did Britain benefit?</li> <li>• What legacy did the Empire leave on its colonies and Britain?</li> <li>•</li> </ul> <p><b>Local Opportunities</b> Thomas Clarkson</p> <p>Statues Clarkson V Coulston</p>	<ul style="list-style-type: none"> <li>• <b>Migration: - Britain in 1900</b></li> </ul> <p><b>Local Opportunities</b> Dunwich</p>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Knowledge Test 1</li> <li>• Formal Assessment 1 (causation) <i>Was luck the main factor for William’s victory in the Battle of Hastings?</i></li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Knowledge Test 2</li> <li>• Informal Teacher Assessment</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Knowledge Test 3</li> <li>• Formal Assessment 2 (causation) <i>Were Spanish failings the main reason for the defeat of the Spanish Armada?</i></li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Knowledge Test 4</li> <li>• Informal Teacher Assessment</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Knowledge Test 5</li> <li>• Formal Assessment (Causation) <i>Were Individual campaigners the most important reason for the abolition of the Slave Trade?</i></li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Knowledge Test 6</li> <li>• Informal Teacher Assessment</li> </ul>
<p><b>Homework:</b> Meanwhile, elsewhere, the kingdom of Benin.</p> <p><b>KO Revision and Prep Quiz</b></p>	<p><b>Homework:</b> Meanwhile, elsewhere, Genghis Khan created the Mongol Empire.</p>	<p><b>Homework:</b> Meanwhile, elsewhere, the colony of Roanoke disappeared in North America.</p>	<p><b>Homework:</b> Meanwhile, elsewhere, the ‘Sun King’ ruled France.</p>	<p><b>Homework:</b> Meanwhile, elsewhere, serfs were emancipated in the Russian Empire.</p>	<p><b>Homework:</b> Meanwhile, elsewhere, many pioneering Americans were making a dangerous journey across the Great Plains of America.</p>

Year 8: Understanding the Modern World. How did people gain their rights in the 20 <sup>th</sup> Century? Were people really free in the 20 <sup>th</sup> Century?					
Term 1		Term 2		Term 3	
Teacher A	Teacher B	Teacher A	Teacher B	Teacher A	Teacher B
<p><b>8.1 The First World War</b></p> <ul style="list-style-type: none"> <li>• <b>The World in 1900</b></li> <li>• Causes of the First World war</li> <li>• A depth study into the western front, battles, conditions, advances</li> <li>• End of the war, armistice</li> <li>• <b>Empire Soldiers</b></li> </ul> <p><i>Local Opportunities</i></p> <p><i>IWM – comparison African Soldiers</i></p>	<p><b>8.2 Legacy of War</b></p> <ul style="list-style-type: none"> <li>• Russia:- Bolsheviks</li> <li>• Italy;- Mussolini</li> <li>• Britain; - Suffrage</li> <li>• Germany; - Weimar</li> <li>• USA - Isolation</li> </ul> <p><i>Local Opportunities</i></p> <p><i>Alexander Obolensky</i></p>	<p><b>8.3 The Holocaust</b></p> <ul style="list-style-type: none"> <li>• Antisemitism through time</li> <li>• Kristallnacht</li> <li>• Kindertransport</li> <li>• Ghettos</li> <li>• Jewish Resistance</li> <li>• Final Solution</li> </ul> <p><i>Local Opportunities</i></p> <p>William of Norwich Frank Bright</p>	<p><b>8.4 The Second World War</b></p> <ul style="list-style-type: none"> <li>• Causes of the Second World War</li> <li>• War at Home and across the Globe</li> <li>• Turning points and end of War</li> <li>• Societal impacts of the war – The Windrush Generation</li> </ul> <p><i>Local Opportunities</i></p> <p>Debach Airfield Orford Ness</p>	<p><b>8.5 the Fall and Rise of Empires</b></p> <ul style="list-style-type: none"> <li>• Decolonisation India / Pakistan</li> <li>• Africa (Italy Abyssinia).</li> <li>• Rise of the Superpowers (new kind of Empire)</li> </ul>	<p><b>8.6 Civil Rights</b></p> <ul style="list-style-type: none"> <li>• Impact of end of WW2 on America</li> <li>• Growth of the Civil Rights movement; including factors for; Grass roots, individuals including King, X,</li> <li>• Mandela and apartheid, the armed struggle and boycotts, democracy</li> <li>• Bristol Bus Boycott</li> </ul> <p><i>Local Opportunities</i></p>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Knowledge Test 1</li> <li>• <b>Formal Assessment 1 (interpretation/sources)</b></li> <li>• How useful is the source to an historian studying life on the western front?</li> <li>• <i>To what extent can the Battle of the Somme be seen as a disaster?</i></li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Knowledge Test 2</li> <li>• <b>Formal Assessment 2 (interpretation/sources)</b></li> <li>• Did WW1 improve the lives of ordinary people?</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Knowledge Test 4</li> <li>Informal Teacher Assessment</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Formal Assessment End of yr 8.</b></li> <li>• Knowledge Test 5 (inc: 3&amp;4)</li> <li>• How useful is the source to an historian studying treatment of Jews in Nazi Germany?</li> <li>• To what extent was dropping the Atomic Bomb justified?</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Formal Assessment End of yr 8.</b></li> <li>• Knowledge Test 5 (inc: 3&amp;4)</li> <li>• How useful is the source to an historian studying treatment of Jews in Nazi Germany?</li> <li>• To what extent was dropping the Atomic Bomb justified?</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Knowledge Test 6</li> </ul>

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<b>Homework:</b> Meanwhile, elsewhere, the Ottoman Empire was falling apart.	<b>Homework:</b> Meanwhile, elsewhere, the British government worried that a Communist revolution might be starting in the UK.	<b>Homework:</b> Meanwhile, elsewhere, the British Union of Fascists gained support.	<b>Homework:</b> Meanwhile, elsewhere, undivided India formed the biggest ever volunteer army.	<b>Homework:</b> Meanwhile, elsewhere, undivided India formed the biggest ever volunteer army.	<b>Homework:</b> Meanwhile, elsewhere, the Bristol Bus Boycott
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**Key Stage 4 History  
Programme of Study**



<b>Year 9. Shaping the Nation</b>					
Term 1		Term 2		Term 3	
<b>GCSE: Britain: Health and the People</b>			<b>GCSE: British Depth Study: 1558-1603 Elizabethan England</b>		
<b>9.1 Medieval medicine – Medicine stands still and The Beginnings of change</b>	<b>9.2 Revolution in Medicine</b>	<b>9.3 Modern medicine</b>	<b>9.4 Elizabeth’s Court and Parliament</b>	<b>9.5 Life in Elizabethan Times</b>	<b>9.6 Troubles at Home and Aboard</b>
<b>Assessment:</b> • Knowledge Test 1 • Formal Assessment 1	<b>Assessment:</b> • Knowledge Test 2 • Formal Assessment 2	<b>Assessment:</b> • Knowledge Test 3 • Formal Assessment 3	<b>Assessment:</b> • Knowledge Test 4 • Formal Assessment 1	<b>Assessment:</b> • Knowledge Test 5 • Formal Assessment 2	<b>Assessment:</b> • Knowledge Test 6 • Formal Assessment 3
<b>Homework</b> Forms Test and Spellings	<b>Homework</b> Forms Test and Spellings	<b>Homework</b> Forms Test and Spellings	<b>Homework</b> Forms Test and Spellings	<b>Homework</b> Forms Test and Spellings	<b>Homework</b> Forms Test and Spellings
<b>Assessment Objectives :</b> Qu 1 = AO3 Qu 2 = AO1 and AO2	<b>Assessment Objectives :</b> Qu 1 = AO3 Qu 2 = AO1 and AO2 Qu 3 = AO1 and AO2	<b>Assessment Objectives :</b> Qu 1 = AO3 Qu 2 = AO1 and AO2 Qu 3 = AO1 and AO2 Au 4 = AO1 and AO2	<b>Assessment Objectives :</b> Qu 1 = AO4 Qu 2 = AO1 and AO2 Qu3 = AO1 and AO2	<b>Assessment Objectives :</b> Qu 1 = AO4 Qu 2 = AO1 and AO2 Qu3 = AO1 and AO2	<b>Assessment Objectives :</b> Qu 1 = AO4 Qu 2 = AO1 and AO2 Qu3 = AO1 and AO2

<b>Year 10. Understanding the Modern World</b>					
Term 1		Term 2		Term 3	
<b>GCSE: Germany 1890-1945 Democracy and Dictatorship</b>			<b>GCSE: Conflict and Tension between East and West 1945-72</b>		
<b>10.1 Growth of Democracy</b>	<b>10.2 Germany and the Depression</b>	<b>10.3 The experience of the Germans under the Nazi’s</b>	<b>10.4 The origins of the Cold War</b>	<b>10.5 The development of the Cold War</b>	<b>10.6 Transformation of the Cold War</b>

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<b>Assessment:</b> • Knowledge Test 1 • Formal Assessment 1	<b>Assessment:</b> • Knowledge Test 2 • Formal Assessment 2	<b>Assessment:</b> • Knowledge Test 3 • Formal Assessment 3	<b>Assessment:</b> • Knowledge Test 4 • Formal Assessment 1	<b>Assessment:</b> • Knowledge Test 5 • Formal Assessment 2	<b>Assessment:</b> • Knowledge Test 6 • Formal Assessment 3
<b>Assessment Objectives :</b> Qu 1 = AO4 Qu 2 = AO4 Qu 3 = AO4	<b>Assessment Objectives :</b> Qu 4 = AO1 Qu 5 = AO1 and AO2 Qu 6 = AO1 and AO2	<b>Assessment Objectives :</b> Qu 1 = AO4 Qu 2 = AO4 Qu 3 = AO4 Qu 4 = AO1 Qu 5 = AO1 and AO2 Qu 6 = AO1 and AO2	<b>Assessment Objectives :</b> Qu 1 = AO3 Qu 4 = AO1 and AO2	<b>Assessment Objectives :</b> Qu 2 = AO4 Qu 3 = AO1 and AO2	<b>Assessment Objectives :</b> Qu 1 = AO3 Qu 2 = AO3 Qu 3 = AO1 and AO2 Qu 4 = AO4

Year 11. Revision Shaping the Nation Understanding the Modern World					
Term 1		Term 2		Term 3	
<b>GCSE Revision Paper 1</b>		<b>GCSE Revision Paper 2</b>			
<b>11.1</b> Elizabeth Site Study – Elizabeth Revision	<b>11.2</b> Revision: Health and the People	<b>11.3</b> Revision: Germany 1890 – 1945 (for 2018/19 America Expansion and Consolidation 1840-1895)	<b>11.4</b> Revision: Conflict and Tension between East and West 1945-72	<b>Final Revision</b>	<b>Exam Season</b>
<b>Diagnosis Mock Paper 2 (1hr)</b>	<b>Mock exam</b>	<b>Diagnosis Mock Paper 1 (1hr)</b>	<b>Mock exam</b>	<b>Diagnosis Mock Paper 2 (1hr)</b>	<b>Assessment:</b> Full GCSE Examination Paper 1 Paper 2

**AO1:** demonstrate **knowledge and understanding** of the key features and characteristics of the period studied.

**AO2:** explain and analyse historical events and periods studied using **second-order** historical concepts.

**AO3:** analyse, evaluate and use **sources** (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

**AO4:** analyse, evaluate and make substantiated judgements about **interpretations** (including how and why interpretations may differ) in the context of historical events studied.

Year 12					
Term 1		Term 2		Term 3	
<i>Teacher A</i> Consolidation of the Tudor Dynasty 1485 - 1547	<i>Teacher B</i> <i>The Cold war 1945-1991</i>	<i>Teacher A</i> Consolidation of the Tudor Dynasty 1485 - 1547	<i>Teacher B</i> <i>The Cold war 1945-1991</i>	<i>Teacher A</i> <i>Independent NEA</i> <i>Black Civil Rights in the USA</i>	<i>Teacher B</i> <i>The Cold war 1945-1991</i>
<b>12.1a</b> Henry VII <ul style="list-style-type: none"> <li>• Consolidation of Power</li> <li>• Henry VII's Government</li> <li>• England's Relations with Scotland and other foreign powers 1485-1509</li> <li>• English Society at the end of the 15<sup>th</sup> Century</li> <li>• Economic Development; Trade, exploration, prosperity and depression</li> </ul>	<b>12.1b</b> The origins of the Cold war 1945 - 1949 <ul style="list-style-type: none"> <li>• US, British and USSR Relations in 1945</li> <li>• Developing Tensions Up to 1948</li> <li>• USA's Involvement in Europe</li> <li>• Conflict over Germany 1947-1949</li> </ul>	<b>12.2a</b> Henry VIII <ul style="list-style-type: none"> <li>• The Character and Aims of H8</li> <li>• H8 Government and Parliament</li> <li>• Foreign Relations and securing the succession</li> <li>• English Society in the Reign of H8</li> <li>• Economic development in the reign of H8</li> <li>• Religion Ideas and reform</li> </ul>	<b>12.2b</b> The Widening of the Cold War <ul style="list-style-type: none"> <li>• US Containment in Asia</li> <li>• The Korean War 1950-1953</li> <li>• Increasing Cold war tensions</li> <li>• Alliances and Shifts</li> </ul>	<b>12.3a</b> Overview <ul style="list-style-type: none"> <li>• Introduction to NEA</li> </ul>	<b>12.3b</b> The Global War <ul style="list-style-type: none"> <li>• Khrushch ev and east-West Relations</li> <li>• Cold War Rivalries 1955-1963</li> <li>• Conflict in Asia 1955-1963</li> </ul>

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<ul style="list-style-type: none"> <li>Religion, Humanism, Arts and Learning</li> </ul>						
<b>Assessment 1:</b> <ul style="list-style-type: none"> <li>Part A – 2 Interpretations 20 marks</li> <li>Part B 25 marks Henry VII</li> </ul>	<b>Assessment 1:</b> <ul style="list-style-type: none"> <li>Part A – 2 Sources 20 marks</li> <li>Part B – 25 marks</li> </ul>	<b>Assessment 2:</b> <ul style="list-style-type: none"> <li>January mock</li> </ul> <b>Assessment 3</b> <ul style="list-style-type: none"> <li>Part A – 2 Interpretations 20 marks</li> <li>Part B 25 marks</li> </ul>	<b>Assessment 2:</b> <ul style="list-style-type: none"> <li>January Mock</li> </ul> <b>Assessment 3</b> <ul style="list-style-type: none"> <li>Part A – 2 sources 20 marks</li> <li>Part B 25 marks</li> </ul>	<b>Assessment 4:</b> <ul style="list-style-type: none"> <li>June mock</li> </ul> <b>Assessment 5</b> <ul style="list-style-type: none"> <li>Part A – 2 Interpretations 20 marks</li> <li>Part B 25 marks</li> </ul>	<b>Assessment 4:</b> <ul style="list-style-type: none"> <li>June Mock</li> </ul> <b>Assessment 5</b> <ul style="list-style-type: none"> <li>Part A – 2 sources 20 marks</li> <li>Part B 25 marks</li> </ul>	
<b>Year 13</b>						
<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		
<i>Teacher A</i> Turmoil and triumph	<i>Teacher B</i> <i>The Cold war 1945-1991 From détente to the End of the Cold war</i>	<i>Teacher A</i> Turmoil and triumph	<i>Teacher B</i> <i>The Cold war 1945-1991 From détente to the End of the Cold war</i>	<i>Teacher A</i> Triumph and Turmoil	<i>Teacher B</i> <i>The Cold war 1945-1991 From détente to the End of the Cold war</i>	<i>Teacher A</i> <i>Teacher B</i>
<b>13.1a</b> The mid Tudor Crisis <ul style="list-style-type: none"> <li>Edward VI</li> <li>Social Impact of religious and economic change under Edward VI</li> <li>Mary I and Her ministers</li> <li>The Social impact of religious and economic changes under Mary I</li> </ul>	<b>13.1b</b> Confrontation and Co-operation <ul style="list-style-type: none"> <li>Confrontation in the Vietnam war</li> <li>Nixon’s Policies in Vietnam</li> <li>Cooperation</li> <li>Pressure on the USSR</li> </ul>	<b>13.2a</b> The Triumph of Elizabeth <ul style="list-style-type: none"> <li>Elizabethan Government</li> <li>Foreign Affairs</li> <li>Society in Elizabethan England</li> <li>Economic Development in Elizabethan England</li> </ul>	<b>13.2b</b> The Brezhnev era <ul style="list-style-type: none"> <li>The USA and South East Asia</li> <li>The Extent of détente up to 1979</li> <li>The second cold war</li> <li>Developments in Africa and the America</li> </ul>	<b>13.3a</b> Overview <ul style="list-style-type: none"> <li>Religious Developments</li> <li>The Last years of Elizabeth</li> </ul>	<b>13.3b</b> <ul style="list-style-type: none"> <li>Gorby and the end of the cold war</li> <li>The Summits</li> <li>The collapse of communism</li> <li>The ending of Cold war tensions</li> </ul>	<ul style="list-style-type: none"> <li>Final Exam Revision</li> </ul>

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<ul style="list-style-type: none"> <li>Elizabeth I character and aims</li> <li>The impact of economic, social and religious developments in the early years of Elizabeth</li> </ul>						
<p><b><u>Assessment 1:</u></b></p> <ul style="list-style-type: none"> <li>Part A – 3 Interpretations 30 marks</li> <li>Part B 25 marks Henry VII</li> </ul> <p><b><u>Assessment 2</u></b> October Mock</p>	<p><b><u>Assessment 1:</u></b></p> <ul style="list-style-type: none"> <li>Part A – 3 Sources 30 marks</li> <li>Part B – 25 marks</li> </ul> <p><b><u>Assessment 2</u></b></p> <ul style="list-style-type: none"> <li>October Mock</li> </ul>	<p><b><u>Assessment 3:</u></b></p> <ul style="list-style-type: none"> <li>February mock</li> </ul> <p><b><u>Assessment 4</u></b></p> <p>Part A – 3 Interpretations 20 marks Part B 25 marks <b>NEA Deadline Easter</b></p>	<p><b><u>Assessment 3:</u></b></p> <ul style="list-style-type: none"> <li>February Mock</li> </ul> <p><b><u>Assessment 4</u></b></p> <p>Part A – 3 sources 20 marks Part B 25 marks</p>	<p><b><u>Assessment 5</u></b></p> <p>Part A – 3 Interpretations 30 marks Part B 25 marks</p>		