



History Curriculum Overview

Key Stage 3- Year 7

Basic Skills

Students learn to analyse sources for reliability, purpose and utility using their critical thinking skills. Students also deepen their essay writing skills by introducing second-order concepts such as causation and, continuity and change.

Why were the Tudors so terrible?

Students learn about the effects of the Protestant Reformation on 16th century England, and how this led to the “religious rollercoaster” of several changes in religion over the century. Students explore how different monarchs approached the issue of religious division. Through this investigation, students strengthen their source evaluation skills by looking at concepts such as source utility, reliability and bias.

How far was the British Empire a force for good?

Students learn about the British Empire in two very different contexts: Canada and India. Through these investigations, students will become aware of how local contexts shaped colonial policy. Students will also explore how far this empire was benign or harmful influence on these societies. Using these investigations, students will evaluate both the merits and weaknesses of colonial enterprises in essay formats.

Why was the slave trade allowed to happen and why did it end?

Students explore the origin, growth and abolition of the transatlantic slave trade over a 200-year period. Students are encouraged to empathise with the plight of those affected by this trade and the complexity of the motives of those involved and those exploited by the trade. Key to this is investigating primary source material in order to explore concepts such as bias, purpose and reliability.

Project: Creating a Diverse History Textbook

Students will consolidate their learning for the year by creating a “diverse” electronic history textbook in collaboration as a class. This will also expose students to the idea of significance in history and why certain topics are chosen for study whilst others are often neglected.