The Wilnecote School: Our Curriculum

The Wilnecote School
ENSURING EXCELLENCE

Key Stage 3

Year group:	Topics covered:					
Year 7	**The year 7 curriculum is based in the Autumn and Summer terms on the NC, with the focus as stated in point 1 above of ensuring some topics are covered in depth. The spring term unit introduces a more thematic unit allowing for breadth and comparison over time (which is then picked up again in year 8). This thematic unit looks back to pre-1066 by examining Saxon approaches to crime and punishment and also includes local history with an analysis of the importance of Robert Peel and his impact on policing. The Dept chose to cover Peel as its local History focus because in a sample of year 8 students very few recognised his statue or knew what he'd done or his Tamworth connection, despite the fact that they recognised that, if there is a statue of him, he must be important. This suggested that there was an important local knowledge gap to fill.**					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Knowledge	Norman Conquest		Crime through time – Saxon, Norman and Tudor including witchcraft.		Medieval world:- Becket/Black death **African Kingdoms**	
Skills	**See grid below**					
Assessment	**Each unit has core summative assessments, with formative assessment opportunities built in beforehand. These target specific core historical/GCSE skills**					
Year 8	In time we hope to introduce a trip in year 8 to complement the year 7 and 8 crime units – this will visit the Tudor Clink museum and involve a Jack the Ripper tour. The Jack the Ripper unit connects back to the year unit on Crime, reminding students of the reforms of Peel and the limitations that the case revealed.					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Knowledge	Reformation and its consequences		Aspects of Industrial Britain – key features of the Industrial Revolution, TAST		Jack the Ripper, Suffragettes and the fight for women's suffrage.	
Skills	**See grid below**					
Assessment	**Each unit has core summative assessments, with formative assessment opportunities built in beforehand. These target specific core historical/GCSE skills**					
Year 9	The final summer term unit is meant to take the historical journey full circle – Year 7 started with the Normans and the start of the Middle Ages and by year 9 we are well into the 20th Century. The final unit compares the start point with the modern day so that students can more starkly see the contrast between the start and end points which will have been less obvious as the journey unfolded year by year (and the impact that technology has had since the Industrial Revolution). It can also be used to compare similarities – the comparison between the Medieval response to plague and the modern reaction to coronavirus is revealing and thought-provoking. The Holocaust is taught jointly between History and RE and the scheme of work was designed by the Head of Humanities/History and Head of RE, following work with the Holocaust Education Trust and a subsequent visit to Auschwitz. In the spring term, History covers aspects of life in Nazi					

	Germany. This introduces the students to the messages of the Nazi regime, including anti-semitism and illustrates this through looking at Nazi posters, Nazi education and The Hitler Youth. It also introduces the Nazi concept of an Aryan "super-race", and the desire to eliminate the weak by looking at Grafeneck. In the summer term, RE picks this up (having already discussed the concept of Genocide through a case study of Rwanda), starting by tracing the historical sequence of events that dehumanised the Jews (identifying them, Kristallnacht, Nuremberg Laws, Einsatzgruppen, the move into ghettoes and then the concentration camps) before moving onto the more ethical issues involved (concept of forgiveness and memory for example).					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Knowledge	World War One		Nazi Germany (including links to antisemitism and the Holocaust)		Medicine: Middle Ages and now	
Skills	**See grid below**					
Assessment	**Each unit has core summative assessments, with formative assessment opportunities built in beforehand. These target specific core historical/GCSE skills**					
Assessment:	**How Will I be assessed at Key Stage 3?**					
	See the grid below. Students are assessed at KS3 against GCSE skills (these are also core historical skills) and by the GCSE markscheme. This enables us to build these skills throughout years 7-9 and familiarise students with them. It also means we can provide challenge to students by introducing higher level skills throughout.					