THE
ST MARY'S RC HIGH SCHOOL
HISTORY DEPARTMENT

KEY STAGE 3
PROGRAMME OF ENQUIRIES
2026-27

KS3 PROGRAMME OF ENQUIRIES in HISTORY

THE ST MARY'S RC HIGH SCHOOL HISTORY DEPARTMENT

The St Mary's History Department strives to deliver a knowledge-rich curriculum which enables pupils to engage in rigorous historical study rooted in powerful knowledge. It further aims to develop pupils' love of history and uses a variety of methods to achieve this. Programmes of Enquiry are designed to be knowledge-rich to enable deep understanding.

KS3 Programme of Enquiries

The History Department delivers history through an enquiry-based approach, on the understanding that history is about asking and answering questions about the past. This approach enables students to engage with the past in a manner to showcase the work of historians.

Our KS3 history units (enquiries) vary in length and depth, crafted to work towards answering the overarching enquiry of the unit. As the department views learning as dynamic, the enquiries do not always represent a half-term due to the varying nature of the changes in term time each academic year. The Head of Department monitors the progress of classes through the enquiries to ensure all pupils complete the KS3 curriculum.

Spotlights

Where appropriate, topics that facilitate understanding of the GCSE specification have been included as a 'spotlight' to lay the foundations for future study. This is intended to secure pupil outcomes at GCSE whilst ensuring it is not a replication of content.

Assessment in KS3 History

Each Programme of Enquiry concludes with an assessment that includes a varying mix of knowledge, skills and communication as outlined in the St Mary's RC High School Assessment Policy.

KSC assessments are understood to be testing the following principles:

- **Knowledge** is what pupils know about the past – the declarative knowledge.
- **Skills** are what pupils can do with their knowledge and apply it to a second order concept, source or interpretation – the procedural knowledge.
- **Communication** is the pupil's ability to communicate effectively in standard English in several ways – this is marked on a matrix in each formal assessment.

Enrichment in KS3 History

Where appropriate, and owing to developments in current affairs, the department may deviate from the outlined Programme of Enquiry to inform and develop pupils' nuanced understanding of key events unfolding in the present day.

OUR YEAR 7 HISTORY

In Year 7 history pupils will gain an understanding of the work of historians and medieval realms, starting with the building blocks of what it means to be a historian and knowledge of how history is constructed.

Pupils follow a series of enquiries which develop broadly chronologically which will vary in length and depth, working towards answering the enquiry question and developing their historical skills as they progress through the year. Pupils begin in Anglo-Saxon England and end with the dawn of what historians call the 'Early Modern' period, taking moments to explore the history of other cultures throughout the enquiries.

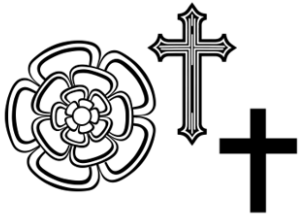
Autumn → → → → → → → → → Summer

	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Enquiry	 **What is an historian?** *with Anglo-Saxon England*	 **How did the Normans conquer England?**	 **How did the Normans control England?**	 **How pleasant was it to be a peasant?**	 **Who had the power in Medieval England?**
Key Topics	• End of Roman rule • Anglo-Saxon Kingdoms • Claimants to the throne in 1066 *Skill: Chronology, sources & interpretations*	• The Battle of Stamford Bridge • The Battle of Hastings *Skill: Cause and consequence*	• The Feudal System • Castles • The Domesday Book • Rebellions to Norman rule *Skill: Interpretations*	• Life in medieval England • Medieval medicine • The Black Death *Skill: Sources*	• The Anarchy • King John • Magna Carta • The Peasants' Revolt • Wars of the Roses *Skill: Interpretations*

OUR YEAR 8 HISTORY

In Year 8 history pupils gain an understanding of changing attitudes; from the 'rebirth' of ideas in the Renaissance, challenges of the Tudors to Industrial Britain. Pupils continue to develop your appreciation for the work of historians and how history is constructed.

Pupils will follow a series of enquiries which develop broadly chronologically which will vary in length and depth, working towards answering the enquiry question and developing their historical skills as they progress through the year.

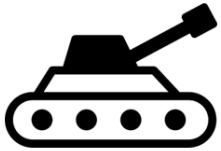
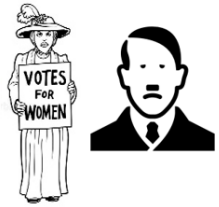
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	Enquiry 1	**Enquiry 2**	**Enquiry 3**	**Enquiry 4**	**Enquiry 5**
Enquiry	 **What was significant about the Renaissance?**	 **Why did religion chop and change under the Tudors?**	 **How 'golden' was Elizabethan England?**	 **How far did England change during the seventeenth century?**	 **How dangerous was the Industrial Revolution?**
Key Topics	• Renaissance Man • Da Vinci • Key inventions • Exploration • New medical theories • Martin Luther *Skill: Significance*	• The King's 'Great Matter' • Henry VIII's Break with Rome • English Reformation • Mary I's Counter-Reformation *Skill: Interpretations*	• Marriage & succession • Theatre • Poverty • The Spanish Armada *Skill: Cause & Consequence*	• Divine Right of Kings • Civil War • Interregnum *Skill: Change & continuity*	• Industry & Trade • Factory system • Transport • Living conditions of Industrial Britain *Skill: Sources*

OUR YEAR 9 HISTORY

In Year 9 history pupils gain an understanding of the making of the modern world, starting with a **context enquiry on the British Empire** and its impact, linking the Year 8 Industrial Revolution enquiry to Britain's involvement in the Transatlantic Slave Trade. Pupils then move on to study the challenges of the early twentieth century. Pupils continue to develop their appreciation for the work of historians and how history is constructed.

Pupils follow a series of enquiries which develop broadly chronologically which will vary in length and depth, working towards answering the enquiry question and developing their historical skills as they progress through the year.

Autumn → → → → → → → → → Summer

	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Enquiry	 **Why did Britain's attitude towards slavery change over time?**	 **What caused the outbreak of war in 1914?**	 **Why was WW1 called 'the war to end all wars'?**	 **What made the modern world?**	 **How did the world change after 1945, and why does that still matter today?**
Key Topics	• Empire • Triangular trade • Plantation life • Abolition • Scramble for Africa *Skill: Sources*	• Militarism • Alliances • Imperialism • Nationalism *Skill: Cause & Consequence*	• Stalemate • Trench Warfare • Weapons of WW1 • Battle of the Somme • Tactics & Technology of WW1 *Skill: Interpretations*	• Suffrage • Rise of the Nazis • Second World War • The Holocaust *Skill: Cause & Consequence*	• The Cold War • Civil Rights • The Troubles in Northern Ireland *Skill: Significance*