

History KS3 Curriculum Rationale

Intent of the Key Stage 3 Curriculum.

The Key Stage 3 Curriculum has been designed to achieve the following goals:

1. Develop students who demonstrate a love of History and learning.
2. Inspire a sense of curiosity about our world and how it developed throughout history.
3. Instil a sense of key British values through a chronological and thematic study of the nation's history, creating respectful and responsible citizens who make a positive contribution to society.
4. Help students to make good progress and achieve excellence.
5. To encourage tolerance of differences through a diverse curriculum.
6. Build up the key skills and concepts required for studying the past and help students become critical thinkers about the world around them.

Curriculum content

The Key Stage 3 Curriculum has been designed to extend and deepen students' knowledge of British and world history through a chronological and thematic study of significant historical individuals and events. The core focus of the curriculum is the study of Britain from AD43 - present. This provides students with a clear understanding of Britain's social and political history, the shaping of British values such as equality and democracy and how this has influenced and been influenced by the wider world.

Year 7:

The Year 7 course establishes the key concepts needed to engage with History and starts with a short unit on the Roman Empire, linking to knowledge from KS2. The year focuses on the development of power and monarchy through medieval and early modern England, with highlights on foreign affairs impacting key reigns in the period. Throughout the year students will assess the significance of key monarchs and compare how things have changed throughout 1000-1500. Developing their analysis of sources and interpretations. Year 7s have a depth study on the Black Death and its impact on England. Ending the year with the first forays into the expansionism that will be covered in Year 8.

Year 8:

The focus of this year is mostly outside of the UK, how the British Empire expanded and the significance it had in the colonies. This is where a thematic approach is introduced, looking in depth studies at America, India, Australia and Africa in order to compare the reasons for the Empire's colonisation through 1700-1900. This will continue to embed the second order concepts of change and continuity introduced in Year 7. Increasingly challenging content will be used to build discussion and criticism of how we have reached the world we live in today and how interpretations of these events are ever changing over time.

Year 9:

This year focuses on the modern world from the industrial revolution through to the end of World War Two. Continuing to enhance the skills introduced and developed in previous years. Acknowledging and reinforcing between how the Year 8 content can be directly linked to the development of industrialisation and causes of war in this period. It is within this year that students make their GCSE option choices, our department has had an uptake of more than 60% of the cohort for the last three years.

Implementation and impact of skills and concepts

Basic historical skills and concepts are introduced at primary school and the expectation is that students will be able to access those skills and concepts on arrival in year 7, as shown in the table below. Within the first term these skills will be assessed through a baseline assessment to establish the competency of the students to move forward and develop within KS3.

The curriculum maps establish the sequence of topics taught during KS3 along with the skills and concepts that will be developed accordingly, and where the formal assessments are placed. Knowledge is interleaved with a spaced approach making links between connecting ideas to reinforce a knowledge rich curriculum. Lessons are developed considering the needs of all and ensuring an understanding of cognitive overload and the importance of repetition to aid retention.

The assessment document lays out how these skills and concepts will be regularly assessed to ensure progress. Individual Schemes of work detail how these skills and concepts will be developed on a lesson by lesson basis throughout the course.

Skills and Concepts	Emerging skills from KS2	Skills attained by the end of KS3
1. Chronological Knowledge/ understanding (Including characteristic features of periods)	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time 	<ul style="list-style-type: none"> Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
2. Historical terms e.g. empire, peasant	<ul style="list-style-type: none"> Develop the appropriate use of historical terms 	<ul style="list-style-type: none"> Use historical terms and concepts in increasingly sophisticated ways
3. Historical Enquiry – Using evidence/ Communicating ideas	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information 	<ul style="list-style-type: none"> Pursue historically valid enquiries * including some they have framed Understand how different types of sources are used rigorously to make historical claims Create relevant, structured and evidentially supported accounts
4. Interpretations of history	<ul style="list-style-type: none"> Understand that different versions of the past may exist, giving some reasons for this 	<ul style="list-style-type: none"> Discern how and why contrasting arguments and interpretations of the past have been constructed
5. Continuity and change in and between periods	<ul style="list-style-type: none"> Describe / make links between main events, situations and changes within and across different periods/societies 	<ul style="list-style-type: none"> Identify and explain change and continuity within and across periods
6. Cause and consequence	<ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes 	<ul style="list-style-type: none"> Analyse / explain reasons for, and results of, historical events, situations, changes
7. Similarity/ difference within a period/situation (diversity)	<ul style="list-style-type: none"> Describe social, cultural, religious and ethnic diversity in Britain & the wider world 	<ul style="list-style-type: none"> Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
8 Significance of events/people	<ul style="list-style-type: none"> Identify historically significant people and events in situations 	<ul style="list-style-type: none"> Consider/explain the significance of events, people and developments in their context and in the present.



Impact: Assessment Rationale

- The History department will assess the development of key concepts, skills and knowledge throughout the year through three formal assessments per year. As well as an end of year exam to assess both knowledge and skills developed over the year.
- Gradual development in students’ progress of knowledge and skills will also be assessed through regular marking and student feedback, book scrutiny and learning walks. This will be evident through the portfolio and QA folder.
- In order to ensure retention of knowledge, spaced learning techniques will be used to develop long term memory and retain knowledge of topics taught, each topic contains a knowledge test at the end of the taught content.
- Informal assessment marking sheets for key skills throughout the Key Stage, to develop explanation, source analysis, use of interpretations and the judgement of significance, these will build student ability to self and peer assess which will in turn develop the skills needed for the larger assessments throughout the years. See examples below.
- Students will be required to identify significant events, make connections and draw contrasts within these periods of History and overlong arcs of time.

Year group	Assessment focus and Topic concepts:		
Year 7	Key Concepts and Romans Assessment (Term 1)	Anglo-Saxon and Norman England (Term 2)	Black Death (Term 4)
	Title: Baseline concepts assessment. 1. Chronological Knowledge and Understanding 2. Historical terms 3. Historical Enquiry - Sources 4. Interpretations of history 5. Continuity and Change 6. Cause and Consequence 7. Similarities and Differences 8. Significance of events and people	Title: William won the Battle of Hastings 1. Chronological Knowledge/ understanding 2. Historical terms 6. Cause and consequence 7. Similarity and difference	Title: How significant was the Black Death? 1. Chronological Knowledge/ understanding 2. Historical term 4. Interpretations of history 8 Significance of events/people
Year 8	Stuart England (Term 1)	The British Empire	The Trans-Atlantic slave Trade (Term 4)
	Title: Oliver Cromwell – Hero or Villain 1. Chronological Knowledge/ understanding 2. Historical terms 4. Interpretations of history 5. Continuity and change	Title: ‘Individuals had the biggest impact on the British Empire’ How far do you agree? 1. Chronological Knowledge/ understanding 2. Historical terms 6. Cause and consequence 7. Similarity and difference 8 Significance of events/people	Title: Life for the enslaved in America 1. Chronological Knowledge/ understanding 2. Historical terms 3. Historical Enquiry - sources
Year 9	Industrial Revolution (Term 1)	The First World War (Term 3)	The Second World War (Term 4/5)
	Title: Children in the Industrial Revolution 1. Chronological Knowledge/ understanding 2. Historical terms 3. Historical Enquiry - sources 7. Similarity and difference	Title: Was Haig the butcher of the Somme? 1. Chronological Knowledge/ understanding 2. Historical terms 4. Interpretations of history 8 Significance of events/people	Title: How has warfare changed throughout history? 1. Chronological Knowledge/ understanding 2. Historical terms 5. Continuity and Change 6. Cause and consequence 8 Significance of events/people

**Progression**

Each year will show a build-up and progression of the National curriculum skills. The main difference will be in the quality of content and responses from the students as skills are developed over the years through lessons and formative feedback. Year 9 content will be more challenging to that in Year 7 and will have more complex themes.

Skills and Concepts	KS2	Year 7	Year 8	Year 9	GCSE- beyond
<p>1. Chronological Knowledge/ understanding (Including characteristic features of periods)</p> <p>2. Historical Terms</p>	<p>The ability to order significant events, movements and dates on a timeline. The understanding that some historical events occurred concurrently in different locations. The concept of clear narratives within and across periods studied.</p>	<p>To build on link concepts of time together from Roman to Anglo Saxon</p> <p>Saxon to Norman and into Medieval Realms.</p> <p>The link of Medieval Realms to Tudors.</p> <p>Students will be introduced to key language e.g. century, decade, AD, BC.</p>	<p>Students will make links back to learning and skills made in Year 7.</p> <p>They will build upon and extend their chronological understanding by extending it from British History to World History.</p> <p>They will look at Stuarts to exploration, empire, slavery and civil rights. They will be able to link how the empire and American History developed over time. They can put the events in order.</p>	<p>Analyse different features, events and people of the past and justify my judgements</p>	<p>Their extended knowledge and understanding of British history and the wider world. Including the beginnings of their GCSE course and their wider study of history at Key Stage Three.</p>
<p>3. Historical Enquiry – Sources Using evidence/ Communicating ideas</p>		<p>The ability to participate in the historical enquiry as a class. They will also be able to ask questions based on their learning. They will have a practiced ability to use sources to support their understanding and will begin to form conclusions</p>	<p>The ability to form their own historical enquiry. They will also bring their ability to ask relevant questions and to make judgements based on interpretations and sources.</p>	<p>The ability to organise and communicate historical knowledge and understanding in 3 clear PEE paragraphs and to reach a judgment</p> <p>The ability to organise and communicate historical knowledge and understanding, referring to a wide range of examples and with a focus on explanation and analysis.</p>	<p>The ability to undertake their own historical enquiry. They will also bring their ability to ask relevant questions and to construct their own historical claims based on the use of sources and interpretations</p> <p>Their source and interpretation skills will be further developed in Key Stage 4 when students undertake their Paper 3 source based paper.</p> <p>Use more advance terminology and exam skills. E.g. Narrative account, interpretation enquires.</p>



<p>4. Interpretations of history</p>		<p>The ability to identify differences between interpretations – Cromwell assessment Hero or Villain</p>	<p>They may provide for reasons for the differences between interpretations and support it with their own knowledge</p>	<p>the ability to recognise differences between interpretations.</p> <p>The knowledge of factors which might have led to factors being interpreted as historically significant and the reasons for differences between interpretations</p>	<p>Analyse and reach a judgment on the validity of different interpretations of the past.</p>
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<p>5. Continuity and change in and between periods</p>	<p>State what is a change is in History</p>	<p>List how some things have changed and continued over a specific time period.</p>	<p>Describe the causes or consequences of an event.</p> <p>Start to explain why events happen</p>	<p>Describe accurately different people events and periods. May begin to make simple comparisons Explain the difference between short and long term causes and the most important cause or consequence of an event.</p>	<p>Analyse why some causes are more important and others are less important. Compare what they are studying to other historical periods and look for links between the causes of events, and what continued over a longer period. E.g Weimar – Nazi Germany</p>
<p>6. Cause and consequence</p>	<p>List a few causes or consequences of an event.</p>	<p>Describe the causes or consequences of an event.</p>	<p>Explain the causes or consequences of an event.</p>	<p>Explain accurately different features, events and people of the past. May begin to make links between what happened and say good and bad points about what happened.</p>	<p>Explain in detail why an event, person or feature of the past was significant.</p>
<p>7. Similarity/ difference within a period/situation (diversity)</p>	<p>The identifying of connections, contrasts and trends over time and similarities / differences between homes within periods of time.</p>	<p>The ability to organise and communicate historical knowledge and understanding</p>			
<p>8. Significance of events/people</p>	<p>Key facts relating to significant individuals, events, periods of time and civilisations from across the Key Stage 2 curriculum</p>	<p>The ability to identify differences between interpretations and to consider</p>	<p>Be able consider why factors have been considered to be historically significant</p>	<p>They will be able demonstrate their knowledge of reasons why factors are considered to be historically significant</p>	<p>Their consideration as to why factors have been interpreted as historically significant and the reasons for differences between interpretations.</p>



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