KS3 History
uju
Team Leader: Ms Faik
History Teachers: Mr Mullen, Ms Islam, Ms Nefve, Mr Doel and Ms Lewin.

Parli historians…

- Are excited about history, the stories and voices they uncover
- See themselves in our curriculum and see themselves as important members of society and the world
- Are emboldened to make wise choices within society in the future
- Have an understanding of how we have "arrived at the present day"
- Study a representative history
- Learn about non – European civilisations as well as the legacy of colonialism
- Develop a cultural understanding of the world around them
- Challenge "Whig/ traditionalist" histories and construct new histories
- Identify and challenge accounts and interpretations in history and in daily life (fake news)
- Ask challenging questions
- Are resilient and not afraid to make mistakes
- Retain knowledge and can deploy it accurately and effectively
- Undertake research using a variety of methods
- Work collaboratively and independently
- Read, watch and listen widely across a spectrum of media and influences and can interrogate those sources
- Develop skills for the workplace (team work, research, problem solving, analysis etc)
- Students can identify use of AI and challenge it
- Students can express themselves confidently both verbally and in their writing.

Historical concepts to be assessed: Evidence; interpretations; cause and consequence; change and continuity; similarity and difference; and significance. (see AO ppt for detailed description for flight paths).

Criteria of what we expect students to be able to do by the end of year 9 to make expected progress based on progression models evidenced by academics Lee, Shemilt, Ford, Chapman, Pearson's Progression models et al and professional experience within the department. (for progression statements please see *progression at ks3 assessment objective and guidelines of our assessments 25-26ppt*)

Our themes across the Key stage

A. Empire and colonialism
B. Power and Protest
C. Migration
D. The diversity of daily life
E. The legacies we leave
F. War
G. Forgotten and hidden voices

Knowledge:

- Learners are confident when approaching new historical periods or contexts and increasingly have their own simple chronological picture into which they can place new knowledge, although they may still need some support. They are beginning to make assumptions about periods because of knowledge that they already have (e.g. 'was everyone a Catholic because this was before the Reformation?'). There will still be areas of confusion in their knowledge, but they are building a historical picture of the past.
- Use of historical vocabulary is a clear feature of learners' work and there is some evidence that new vocabulary is being assimilated. There is a sound understanding of the importance of context when using historical vocabulary in different periods. There is also a basic awareness that historical vocabulary may need to be adapted within a period.
- Learners' narrative accounts of the past are sometimes analytical, but they struggle to link this to a particular key concept. There is an attempt at organisation, but this may be weaker in parts. They use some accurate information in their work but this does not necessarily show conceptual understanding and may be limited in scope.

Evidence:

- Learners can make supported inferences about the past by using a source and the detail contained within it. Learners can comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together. They can support comments on utility and reliability by using content from sources that they are given, but this remains undeveloped. They are able to formulate questions that are loosely based on a line of enquiry, but struggle to explain why this would be an important question to answer.

Interpretation:

- Learners are able to link the construction of different interpretations to the use of different sources. They have a broad understanding that historians can explain the same event through different stories (e.g. the abolition of the slave trade as an economic argument, as the work of white abolitionists, or as a story of slave revolts and resistance). Learners may still see these interpretations as either right or wrong.

Causation and consequence:

- Learners are becoming confident in forming a causal picture using information that they are given and can construct a sound explanation of why something happened. They may be starting to prioritise some causes as more important than others, but the explanation or reasoning behind this remains weak. There is little or no evidence of sustained argument. Learners are beginning to be more selective when deploying historical knowledge, although this may be patchy.

Change and continuity:

- Learners can use the language of change to talk about developments and how they are measured in different ways (e.g. political, economic, pace, extent). Learners understand that

the historical significance of changes differs depending on the timescale used or the person looking at the change, but they cannot yet link these ideas with other developments. They will be able to communicate their understanding of changes by identifying lines of development rather than just individual changes.

Similarity and difference:

- Learners can identify how different groups of people acted in the past, and identify the reasons for similarity and difference.
- Learners can recognise that some explanations are stereotypical or generalised.

Significance:

- Be able to establish own criteria for measuring significance of events, people and organisations. Be able to use at least 3 out of 5 of Christine Counsel's "5 Rs". Be able to make comparisons of significance and explain and justify judgements about significance.

assessment criteria to be taught and assessed during key stage three:

A01: Demonstrates knowledge and understanding of the key features of the key characteristics of the periods studied.

Question Stems:

- Describe two features of (4 marks)
- Explain one way in which X was similar/different to Y (4 marks)
- Explain why… (12 marks)
- "{Statement}" How far do you agree? Explain your answer. (16 marks + 4 marks for SPaG)
- Explain two consequences of …(8 marks)
- Write a narrative account analysing… (8 marks)
- Explain two of the following: The importance of X for Y (16 marks)

A02: Explain and analyse historical events and periods studied using second-order historical concepts.

Question Stems:

- Explain one way in which X was similar/different to Y (4 marks)
- Explain why… (12 marks)
- "{Statement}" How far do you agree? Explain your answer. (16 marks + 4 marks for SPaG)
- Explain two consequences of …(8 marks)
- Write a narrative account analysing… (8 marks)
- Explain two of the following: The importance of X for Y (16 marks)

A03: Analyse, evaluate and use sources (contemporary to the period) to mark substantiated judgements, in the context of historical events studied.

Question Stems:

- How useful are Sources A and B for an enquiry into…? (8 marks)
- How could you follow up Source (A/B) to find out more about…? (4 marks)

- Give two things you can infer from Source A about… (4 marks)

A04: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Question Stems:

- What is the main difference between the views (4 marks)
- Suggest one reason why interpretations 1 and 2 give different views about… (4 marks)
- How far do you agree with Interpretations (1/2) about…? (16 marks + 4 marks for SPaG)

Homework(s):

- Seneca quizzes
- Revision tools
- Extended writing
- Meanwhile elsewhere... (https://meanwhileelsewhereinhistory.wordpress.com/)
- Articles / reading to précis and review (see, hear, read, watch lists)

KS3	Year 7	Year 8	Year 9
Lessons per two week cycle	3 lessons	3 lessons	3 lessons
Assessment	**Assessed at the end of each unit through a variety of different tasks that assess the four different assessment objectives.** Evidence, Interpretation, Causation and consequence, Change and Continuity, similarity and difference and Significance.		
Home learning	• Seneca quizzes to assess current knowledge of topics studied, studying or will be studying • Meanwhile elsewhere… (https://meanwhileelsewhereinhistory.wordpress.com/) • Revision tools (to sum up their learning and they then use this to revise) • Articles from history websites and magazines to summarise and review All to be set on Teams using a variety of types of feedback: peer marking, marks, What Went Wells and Even Better Ifs and personalised comments.		

Useful resources and enrichment: all students have been all given see, hear, read, watch lists that have links and suggestions for further exploration of the course as well as

knowledge organisers at the beginning of each topic with an overview of the key vocabulary, timeline and sources.

Year 7	Scheme of Learning	Brief description of content, resources can be found in class teams under files.
Autumn term	How do sources help historians find out about the Anglo-Saxons?	- Students are taught the basic skills that historians use to complete their work – chronology, inference, how historians use evidence and the investigative skills of historical enquiries through the lens of the Anglo-Saxons
	Why did the Normans Win the battle of Hastings ?	- Students will be investigating the context of the battle of Hastings and the causes for how William Duke of Normandy was able to defeat Harold and his men on the battle field.
	How far did Norman conquest change Anglo- Saxon England?	- Norman England – exploring the Normans starting with Emma of Normandy, Queen consort of England. Then an analysis of the changes brought in by her great nephew William and his powerful wife Matilda after the invasion of 1066. - How far did the Norman invasion change life in Anglo-Saxon England?
	Who had more power in medieval England, the Church or kings? (will continue into the Spring term)	- The medieval Christian church and the power it held over people's lives - A narrative account of the relationship between Beckett and Henry II and their power imbalance
Spring term	How should we remember England's medieval queens?	- Medieval female monarchs - Matilda and the anarchy - Eleanor and power - Making the link back to Emma of Normandy
	What did the Islamic Empire do for us? (will continue into the summer term)	- The Islamic Empire with a focus on Baghdad - The crusades - Explain two consequences of the Islamic empire on the medieval European world.
Summer term	How far did the Black Death change life in medieval England?	- Local history study - the Black Death in London - Local history study – the Peasants Revolt in London - End of year exam essay question: How far did life change for people in England between 1066 and 1400?

		A look at change and continuity over the entirety of the medieval period.

Year 8	Scheme of Learning unit	Brief description of content, resources can be found in class teams under files.
Autumn term	How far did Tudor lives change as a result of the Reformation?	- Renaissance England - The Reformation - The Tudor dynasty
	How connected were the Tudors to the rest of the world?	- Explore the work of Miranda Kauffman - highlighting to students the diversity of experiences in Britain long before the 20th Century
	Why did some people think the "world had turned upside down" in the 17th Century?	- Builds on knowledge of monarchy and religious divide (Links to Religious education). - Introduces concept of parliamentary democracy (links to Citizenship). Explicit links to the GCSE crime and punishment course. - seta a context for why people would have been interested in leaving Britain and going to other countries - lays the foundations of chronology for understanding change over time in attitudes.
Spring term	Why did African Kingdoms rise, and then fall?	- Exploration of the 'richness' of African Kingdoms before colonisation – a look at the richness of resources, wealth, knowledge, religion, education. - A focus on Mali, Benin and Songhai Empire
	Explain how the Caribbean became the "hub of the British Empire".	- Instead of approaching this topic from the perceptive of the British colonises we are looking at the impact on the indigenous populations and those were enslaved, rejecting the balance sheet approach of traditionalist interpretations. - This will then set up the unit on the British Empire that follows: Violence in the British Empire: What was the impact of the British Empire on the colonised?
Summer term	Violence in the British Empire: What was the impact of the British Empire on the colonised?	- Causes of expansion of the Empire - A focus on different people's experiences of the British Empire all over the world - The impact of the empire on those societies and their indigenous populations
	Decolonisation in the 20th Century: Did the Empire loose its colonies or did the colonies win their freedom?	- This unit looks at the work done by indigenous populations (groups and individuals) to fight for their country's independence and heritage. - This unit also encourages students to reflect on their lives and the long reach of Empire to the present day in every area of life.

		- This gives context to our school community and the wider community of London, England, Britain and the UK.

Year 9	**Scheme of Learning unit**	Brief description of content, resources can be found in class teams under files.
Autumn term	Why did Britain go to war in 1914?	- Causes of WWI - Explain the importance of the European system of alliances - Assassination of Archduke Franz Ferdinand.
	How did the British public experience the first world war?	- Men, women, Empire soldiers, British vs German experience
	How did the people of the British empire experience the First World war?	- This unit is to set the context of the British experience of World War I at home and in Europe. - Looking at the experiences of Soldiers, women and conscientious objectors in particular. - The following unit is on the experience of Empire soldiers so this unit is used to help set the context and enable students to draw a comparison in later lessons.
Spring term	How did the treatment of the European Jewish community change over time?	Using resources adapted from the UCL Centre for Holocaust Education - History of Anti-Semitism - The diversity of the Jewish experience before WW2 - Memory and the Holocaust - A look at perpetrators, collaborators and bystanders
	Were the seeds of WW2 sown in the long shadows cast by WW1?	- How did the First World War finally end? - What were the consequences of the Treaty of Versailles - How did Hitler manage to become Chancellor and then Dictator of Germany?
	What were the consequences of direct action on British values in the 20th Century?	- Suffragists and suffragettes, general strike, Nottingham and Notting Hill Riots, women's Lib, CND and Poll Tax riots, Black Lives Matter, and the legacy of protest for us in the 2020s
Summer term	**GCSE Course:** Introduction to Crime and Punishment through the ages	Crime, punishments, law enforcement, trials, from the Anglo-Saxons to the present day.
	What was crime and punishment like during the Saxon era?	- Saxon Crimes, punishments, law enforcement, trials. - 4 markers - 12 markers

	What was crime and punishment like during the Saxon era?	- Norman Crimes, punishments, law enforcement, trials. - Factors for change - 4 markers - 12 markers - 16 markers
	What was crime and punishment like during the later Norman era?	- Later Norman Crimes, punishments, law enforcement, trials. - Factors for change - 4 markers - 12 markers - 16 markers