

# **Proposed Key Stage 3 Programme of Study**

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## **1. Rationale**

“History fires pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past.

Pupils find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies. They investigate Britain's relationships with the wider world, and relate past events to the present day.

As they develop their understanding of the nature of historical study, pupils ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and learn to substantiate any arguments and judgements they make. They appreciate why they are learning what they are learning and can debate its significance.

History prepares pupils for the future, equipping them with knowledge and skills that are prized in adult life, enhancing employability and developing an ability to take part in a democratic society. It encourages mutual understanding of the historic origins of our ethnic and cultural diversity, and helps pupils become confident and questioning individuals.”

*(taken from the QCA Programme of Study, 2008)*



## 2. Context

- According to the last Ofsted report (2006), ‘pupils join the school with above average standards of attainment’.
- Lessons are 50 minutes in length, with pupils allocated the following amount of time for History in KS3:
  - Year 7 – 2 lessons
  - Year 8 – 1 lesson
  - Year 9 – 1 lesson
- In 2007/8 Year 7-9 were setted in Humanities (History, Geography, R.E.). From 2008/9 onwards, Year 7 will be taught in forms whilst Years 8 and 9 are setted.
- Year 9 students in Sets 1-3 work towards a GCSE in Humanities.
- The OCR Modern World GCSE History course is followed at KS4.
- The department has recently invested in Folens’ range of KS3 textbooks.
- Immersion days for the 2007/8 academic year included:
  - Year 8 – Civil War
  - Year 9 – Holocaust
- A trip to the WWI battlefields is scheduled for October 2008 and is expected to become an annual trip.



### 3. Opportunities

The History curriculum should provide opportunities for pupils to:

- a) **Explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today:** This includes: exploring the relationship between the past and the present and understanding that ideas, values and beliefs stem from a process of continuous change and interaction; appreciating what people within a culture have in common as well as their diversity; and appreciating that cultures are always changing as a result of contact with other cultures. Studying the ways in which the past has helped to shape identities, shared cultures, values and attitudes today prepares pupils for life in a diverse and multi-ethnic society and in an increasingly interdependent world.
- b) **Investigate aspects of personal, family or local history and how they relate to a broader historical context:** Investigating personal, family or local history provides opportunities for pupils to engage with local sources and visit historical sites. It helps them appreciate the relevance of the past to their own lives.
- c) **Appreciate and evaluate, through visits where possible, the role of museums, galleries, archives and historic sites in preserving, presenting and influencing people's attitudes towards the past:** This includes using museums, galleries, archives and historic sites to generate and answer questions about the past, and engaging pupils' interest so they continue visiting and using them in their lives beyond school.
- d) **Use ICT to research information about the past, process historical data, and select, categorise, organise and present their findings:** This includes: evaluating websites, considering the provenance of materials and assessing their value; and using ICT to process historical data and to select, categorise, organise and present information. Pupils should have opportunities to redraft and restructure their work and to reflect on this process. They should also have opportunities to use online conferencing to discuss historical questions.
- e) **Make links between history and other subjects and areas of the curriculum, including citizenship.**



## 4. Curriculum overview

### QCA requirements:

- Personalising Learning and Thinking Skills (PLTS) areas identified to which the curriculum should contribute:
  1. Independent enquiry
  2. Creative thinking
  3. Working as a team
  4. Self-managing
  5. Effective participation
  6. Reflective learning
  
- Within History, these can be included in the following ways:
  1. History promotes all the skills of **independent enquirers** by developing pupils' abilities to: identify questions to answer and problems to resolve, plan and carry out research, appreciate the consequences of decisions, explore events, issues or problems from different perspectives, analyse and evaluate information and judge its relevance and value, consider the influence of circumstances, beliefs and feelings on decisions and events, and support conclusions, using reasoned arguments and evidence.
  2. Engaging with the past through the process of historical enquiry involves pupils in making and testing new hypotheses, and asking questions to extend their thinking. Learners therefore become **creative thinkers**. During their investigations, pupils suggest connections between different aspects of the past, question their own and others' assumptions, and evaluate alternative and imaginative solutions when seeking answers to historical questions.
  3. The requirement in the key processes to carry out investigative activities both individually and in groups encourages pupils to work confidently with others while adapting to different contexts and taking responsibility for their own contributions. Pupils listen to and take account of different views and become **team workers**. They form trusting relationships, resolving issues to reach agreed outcomes.
  4. Work in history gives pupils opportunities to make a commitment to learning and self-improvement, and to demonstrate personal responsibility, perseverance, initiative, creativity and enterprise. They become **self-managers**. In many activities there is scope for pupils to organise their own time and resources, to prioritise their actions, and to anticipate, take, and manage risks. Pupils can be encouraged to actively embrace change, respond positively to new priorities, cope with challenges and look for new opportunities.



5. The requirement in the key processes to use a variety of methods to communicate knowledge and understanding of the past contributes to pupils becoming **effective participators**. History provides opportunities for pupils to contribute to activities, discussions and debates, and to actively engage with issues that affect them and those around them. All this encourages pupils to play a full part in the life of their school and the wider community, and to take responsible action to bring improvements to others as well as to themselves.
6. The study of history also provides opportunities for pupils to become **reflective learners** by helping them to develop their evaluation skills. Pupils can then evaluate their own strengths and weaknesses, and set themselves realistic goals with criteria for success. Pupils monitor their own performance and progress, invite feedback from others, and make changes to further their learning. Peer review, a valuable element of the history curriculum, further encourages pupils to become reflective learners.



### **QCA requirements for History:**

- “The study of history should be taught through a combination of overview, thematic and depth studies.”
- Pupils should be able to identify major events, changes & developments in British, European and world history.
- “Appropriate links should be made to some of the parallel events, changes and development in British, European and world history.”
- Within British history, pupils should be taught:
  - The development of political power from the Middle Ages to the 20<sup>th</sup> century.
  - The changing relationships between the people of England, Ireland, Scotland and Wales.
  - The impact of the movement and settlement of diverse people to, from and within the British Isles.
  - The ways in which the lives, beliefs, ideas and attitudes of people in Britain have changed over time (and the factors that have driven these changes – e.g. technology)
  - The development of trade, colonisation, industrialisation and technology
  - The British Empire and its impact at home and abroad.
  - The nature and effects of the slave trade.
  - Resistance and decolonisation.
- Within Europe and world history, pupils should be taught:
  - The impact of significant developments and events on past European and world societies.
  - The changing nature and impact of conflict and cooperation between countries and peoples, including WWI, WWII, the Holocaust, and the role of European and international institutions in resolving conflicts.



## **5. Key Concepts & Processes**

There are a number of key concepts that underpin the study of history. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

### **1.1 Chronological understanding**

- a) Understanding and using appropriately dates, vocabulary and conventions that describe historical periods and the passing of time.
- b) Developing a sense of period through describing and analysing the relationships between the characteristic features of periods and societies.
- c) Building a chronological framework of periods and using this to place new knowledge in its historical context.

### **1.2 Cultural, ethnic and religious diversity**

- a) Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world.

### **1.3 Change and continuity**

- a) Identifying and explaining change and continuity within and across periods of history.

### **1.4 Cause and consequence**

- a) Analysing and explaining the reasons for, and results of, historical events, situations and changes.

### **1.5 Significance**

- a) Considering the significance of events, people and developments in their historical context and in the present day.



## **1.6 Interpretation**

- a) Understanding how historians and others form interpretations.
- b) Understanding why historians and others have interpreted events, people and situations in different ways through a range of media.
- c) Evaluating a range of interpretations of the past to assess their validity.



These are the essential skills and processes in history that pupils need to learn to make progress.

### **2.1 Historical enquiry**

Pupils should be able to:

- a) Identify and investigate, individually and as part of a team, specific historical questions or issues, making and testing hypotheses.
- b) Reflect critically on historical questions or issues.

### **2.2 Using evidence**

Pupils should be able to:

- a) Identify, select and use a range of historical sources, including textual, visual and oral sources, artefacts and the historic environment.
- b) Evaluate the sources used in order to reach reasoned conclusions.

### **2.3 Communicating about the past**

Pupils should be able to:

- a) Present and organise accounts and explanations about the past that are coherent, structured and substantiated, using chronological conventions and historical vocabulary
- b) Communicate their knowledge and understanding of history in a variety of ways, using chronological conventions and historical vocabulary.



## 6. Scheme of Work

Each topic lasts for one half-term in Year 7, with two lessons per week. In Years 8 and 9, with one lesson per week, each topic lasts one full term.

### Year 7

(sections inspired by the work of Dafydd Humphreys)

Topic	Type of study	Key Questions	Key Concepts	Learning Objectives (with trigger verbs)	Resources	Curriculum Opportunities
<b>Introduction to History</b>	Overview	<p>What is History?</p> <p>How can we know about the past?</p> <p>What is the difference between chronology and a timeline?</p>	<p>1.2 – Diversity</p> <p>1.6 – Interpretations</p>	<p>To <i>describe</i> what the study of History involves.</p> <p>To <i>identify</i> ways in which historians can find out about the past.</p> <p>To <i>draw</i> and <i>label</i> an accurate timeline.</p>	<p>p.4-5 of <i>Invasion, Plague &amp; Murder</i> textbooks.</p> <p>Schoolhistory.co.uk - <i>Why Study History?</i> resources (<a href="http://tinyurl.com/6cq5cb">http://tinyurl.com/6cq5cb</a>)</p> <p>Schoolhistory.co.uk – <i>Source Analysis</i> resources (<a href="http://tinyurl.com/4bzt28">http://tinyurl.com/4bzt28</a>)</p> <p>Schoolhistory.co.uk – <i>Games</i> (<a href="http://tinyurl.com/5qv83v">http://tinyurl.com/5qv83v</a>)</p> <p>HistoryShareForum – <i>Why Study History? cards</i> (<a href="http://tinyurl.com/6xr9hd">http://tinyurl.com/6xr9hd</a>)</p> <p>HistoryShareForum – <i>Why Study History? Powerpoint</i> (<a href="http://tinyurl.com/64mv45">http://tinyurl.com/64mv45</a>)</p>	<p>b) Local/family History (timeline of my life)</p> <p>d) Use of ICT (creating timeline via classtools.net, Schoolhistory.co.uk games)</p> <p>e) Curriculum links (Maths – timelines)</p>



<p><b>The Changing Nature of political power</b></p>	<p>Thematic</p>	<p>Where have Britain's rulers come from? (<i>Romans, Vikings, Saxons, Normans, Tudors, Stuarts, Hanoverians</i>)</p> <p>How did rulers give themselves power? (<i>tribal kings, absolutism, feudalism, divine right, parliament</i>)</p> <p>How did the people try to get power? (<i>Boudicca, Peasants' Revolt, Magna Carta, Gunpowder Plot, Levellers, Luddites, Suffragettes, Northern Ireland</i>)</p>	<p>1.1 – Chronological understanding</p> <p>1.2 - Diversity</p> <p>1.3 – Change &amp; continuity</p> <p>1.4 – Cause/ consequences</p>	<p>To <i>compare</i> and <i>contrast</i> where Britain's rulers have come from.</p> <p>To <i>explain</i> how Britain's rulers have given themselves power.</p> <p>To <i>relate</i> how different groups of people have tried to claim power.</p>	<p>p.54-55, p.72-75 of <i>Invasion, Plague &amp; Murder</i> textbook</p> <p>p.68-71 of <i>Renaissance, Revolution &amp; Reformation</i> textbook</p> <p>p.86-91 of <i>Industry, Reform &amp; Empire</i> textbook</p> <p>Clip from Monty Python's <i>Life of Brian</i> – what have the Romans ever done for us?: <a href="http://tinyurl.com/5qfeum">http://tinyurl.com/5qfeum</a></p> <p>Clip from <i>Monty Python and the Holy Grail</i> – the annoying peasant: <a href="http://tinyurl.com/6exrt4">http://tinyurl.com/6exrt4</a></p> <p>Schoolhistory.co.uk – <i>Gunpowder Plot</i> resources (<a href="http://tinyurl.com/6muqd7">http://tinyurl.com/6muqd7</a>)</p> <p>Schoolhistory.co.uk – <i>Why did Democracy develop in the UK?</i> Interactive Diagram (<a href="http://tinyurl.com/5q7hpo">http://tinyurl.com/5q7hpo</a>)</p> <p>Schoolhistory.co.uk – <i>Games</i> (<a href="http://tinyurl.com/5qv83v">http://tinyurl.com/5qv83v</a>)</p> <p>HistoryShareForum – <i>What is History?</i> resources (<a href="http://tinyurl.com/62lqop">http://tinyurl.com/62lqop</a>)</p> <p>HistoryShareForum – <i>Popular Opposition</i> resources (<a href="http://tinyurl.com/6cohpk">http://tinyurl.com/6cohpk</a>)</p>	<p>a) Identity (various influences on past)</p> <p>d) Use of ICT (video clips, Schoolhistory.co.uk games)</p> <p>e) Links to Geography (maps) &amp; Citizenship (types of government)</p>
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<b>The Romans</b>	Overview	<p>How and why did the Romans gain such a large empire?</p> <p>What was life like for a Roman citizen?</p> <p>What effect did the Romans have on Britain?</p>	<p>1.2 – Diversity</p> <p>1.6 – Interpretations</p>	<p>To <i>analyse</i> historical reasons for the existence of the Roman empire.</p> <p>To <i>develop empathy</i> for a Roman citizen.</p> <p>To <i>write persuasively</i> whether or not the Romans had a large impact on Britain.</p>	<p>Schoolhistory.co.uk - <i>The Romans</i> resources (<a href="http://tinyurl.com/5mbv2y">http://tinyurl.com/5mbv2y</a>)</p> <p>Schoolhistory.co.uk – <i>Legacy of the Romans</i> ICT mini-lesson (<a href="http://tinyurl.com/4kbrmk">http://tinyurl.com/4kbrmk</a>)</p> <p>Schoolhistory.co.uk – <i>What Have the Romans Ever Done For Us?</i> Interactive Storyboard (<a href="http://tinyurl.com/5a2j5v">http://tinyurl.com/5a2j5v</a>)</p> <p>Schoolhistory.co.uk – <i>The Romans were successful empire builders because...</i> Interactive Diagram (<a href="http://tinyurl.com/62o6oa">http://tinyurl.com/62o6oa</a>)</p> <p>Schoolhistory.co.uk – <i>Games</i> (<a href="http://tinyurl.com/5qv83v">http://tinyurl.com/5qv83v</a>)</p> <p>HistoryShareForum – <i>The Romans</i> resources (<a href="http://tinyurl.com/5valkh">http://tinyurl.com/5valkh</a>)</p>	<p>a) Identity (Roman impact on Britain)</p> <p>b) Local history (Roman influence on Doncaster)</p> <p>d) Roman newspaper (using Microsoft Publisher or similar, <i>Legacy of the Romans</i> ICT mini-lesson, Schoolhistory.co.uk games)</p> <p>e) Links to English (extended writing)</p>
<b>The Norman Conquest</b>	Depth	<p>Why did the Normans invade in 1066?</p> <p>Was William lucky or clever at the Battle of Hastings?</p> <p>How did William keep control of England?</p>	<p>1.4 – Cause/consequences</p> <p>1.5 - Significance</p> <p>1.6 - Interpretations</p>	<p>To <i>suggest</i> reasons for the Norman invasion.</p> <p>To <i>re-enact</i> the Battle of Hastings accurately.</p> <p>To <i>specify</i> the ways in which William kept control of the Anglo-Saxons.</p>	<p>p.10-33 of <i>Invasion, Plague &amp; Murder</i> textbook</p> <p>Schoolhistory.co.uk – <i>Norman Conquest</i> resources (<a href="http://tinyurl.com/5qrll4">http://tinyurl.com/5qrll4</a>)</p> <p>Schoolhistory.co.uk – <i>Castles</i> resources (<a href="http://tinyurl.com/6hg5m6">http://tinyurl.com/6hg5m6</a>)</p> <p>Schoolhistory.co.uk – <i>Who Should Be King?</i> ICT mini-lesson</p>	<p>a) Identity (impact of Normans on English language/culture)</p> <p>d) Use of ICT (video clips &amp; filming of Battle of Hastings re-enactment, ICT mini-lesson, Schoolhistory.co.uk games)</p> <p>e) Links to Geography (maps),</p>



					<p>(<a href="http://tinyurl.com/68o9pw">http://tinyurl.com/68o9pw</a>)  Schoolhistory.co.uk – <i>1066 and All That</i> ICT mini-lesson  (<a href="http://tinyurl.com/6arjkm">http://tinyurl.com/6arjkm</a>)</p> <p>Schoolhistory.co.uk – <i>Battle of Hastings</i> ICT application  (<a href="http://tinyurl.com/6ltakz">http://tinyurl.com/6ltakz</a>)</p> <p>Schoolhistory.co.uk – <i>Norman Conquest</i> ICT mini-lesson  (<a href="http://tinyurl.com/6dunn9">http://tinyurl.com/6dunn9</a>)</p> <p>Schoolhistory.co.uk – <i>Castles</i> ICT mini-lesson  (<a href="http://tinyurl.com/699hjc">http://tinyurl.com/699hjc</a>)</p> <p>Schoolhistory.co.uk – <i>Interactive 3D views of Castles</i>  (<a href="http://tinyurl.com/5c27lp">http://tinyurl.com/5c27lp</a>)</p> <p>Schoolhistory.co.uk – <i>Who Should Become King?</i> Interactive Diagram  (<a href="http://tinyurl.com/6mjbdy">http://tinyurl.com/6mjbdy</a>)</p> <p>Schoolhistory.co.uk – <i>Games</i>  (<a href="http://tinyurl.com/5qv83v">http://tinyurl.com/5qv83v</a>)</p> <p>HistoryShareForum – <i>1066: The Contenders to the English Throne</i> Google Earth resource  (<a href="http://tinyurl.com/5phohg">http://tinyurl.com/5phohg</a>)</p> <p>HistoryShareForum – <i>1066: Harold Godwinson's journey</i> Google Earth resource  (<a href="http://tinyurl.com/5635f6">http://tinyurl.com/5635f6</a>)</p>	MFL (foreign languages/culture)
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					TimeRef – <i>Google Earth 3D Models &amp; Placemarks</i> ( <a href="http://tinyurl.com/6qjemh">http://tinyurl.com/6qjemh</a> )  HistoryShareForum – <i>Medieval Period</i> resource ( <a href="http://tinyurl.com/5stat3">http://tinyurl.com/5stat3</a> )	
<b>The Crusades</b>	Overview	How important was the church in the Middle Ages?  Why was there conflict between Christians and Muslims in the Middle Ages?  Who won the Crusades?	1.2 – Diversity  1.3 – Change & continuity  1.6 – Interpretations	To <i>illustrate</i> the power of the medieval church.  To <i>categorise</i> reasons for the Crusades taking place.  To <i>speculate</i> as to who ‘won’ the Crusades.	p.38-39, p.46-53 of <i>Invasion, Plague &amp; Murder</i> textbook  Schoolhistory.co.uk – <i>Crusades</i> resources ( <a href="http://tinyurl.com/6nbfop">http://tinyurl.com/6nbfop</a> )  Schoolhistory.co.uk – <i>Games</i> ( <a href="http://tinyurl.com/5qv83v">http://tinyurl.com/5qv83v</a> )  HistoryShareForum – <i>Medieval Period</i> resource ( <a href="http://tinyurl.com/5stat3">http://tinyurl.com/5stat3</a> )	a) Identity (impact of religion on British culture), Schoolhistory.co.uk games  e) Links to R.E. (understanding religions) & Citizenship (tolerance)
<b>Changes in lives, beliefs, ideas and attitudes of people over time</b>	Thematic	How have living conditions changed for the average English person?  How has sport and leisure changed over time?  What makes someone ‘British’?	1.1 – Chronological understanding  1.2 - Diversity  1.3 – Change & continuity  1.4 – Cause/ consequences	To <i>sequence</i> changes in average living conditions over time.  To <i>compare</i> and <i>contrast</i> sport and leisure in different time periods.  To <i>assess</i> what makes someone or something ‘British’.	p.80-87, p.104-105 of <i>Invasion, Plague &amp; Murder</i> textbook  p.5, p.120-123 of <i>Renaissance, Revolution &amp; Reformation</i> textbook  p.50-51, p.114-121 of <i>Industry, Reform &amp; Empire</i> textbook  Schoolhistory.co.uk – <i>Medieval Life</i> resources ( <a href="http://tinyurl.com/6cunr6">http://tinyurl.com/6cunr6</a> )  Schoolhistory.co.uk – <i>Medieval Church</i> resources ( <a href="http://tinyurl.com/6jps4m">http://tinyurl.com/6jps4m</a> )  Schoolhistory.co.uk – <i>Acts of</i>	a) Identity (values & beliefs through time)  b) Local history (living conditions in Doncaster through the ages)  d) Use of ICT (video clips showing actors from various time periods explaining beliefs, Schoolhistory.co.uk games)  e) Citizenship (idea of ‘Britishness’)



					<p><i>Union</i> resources  (<a href="http://tinyurl.com/5nwoc8">http://tinyurl.com/5nwoc8</a>)</p> <p>Schoolhistory.co.uk – <i>Black Peoples</i> resources  (<a href="http://tinyurl.com/3f5nag">http://tinyurl.com/3f5nag</a>)</p> <p>Schoolhistory.co.uk – <i>Making of the UK</i> ICT lesson  (<a href="http://tinyurl.com/67ju37">http://tinyurl.com/67ju37</a>)</p> <p>Schoolhistory.co.uk – <i>Games</i>  (<a href="http://tinyurl.com/5qv83v">http://tinyurl.com/5qv83v</a>)</p> <p>HistoryShareForum – <i>Medieval Period</i> resource  (<a href="http://tinyurl.com/5stat3">http://tinyurl.com/5stat3</a>)</p>	
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## Year 8

Topic	Type of study	Key Questions	Key Concepts & Processes	Learning Objectives (with trigger verbs)	Resources	Curriculum Opportunities
<b>Tudor &amp; Stuart beliefs</b>	Thematic	<p>Why did Henry VIII set up the Church of England?</p> <p>What are the differences between Catholics and Protestants? (<i>Henry VII, Henry VIII, Edward VI, Mary I, Elizabeth I, James I, Charles I</i>)</p> <p>How did the 'Divine Right of Kings' lead to the English Civil War?</p>	<p>1.1 – Chronological understanding</p> <p>1.2 - Diversity</p> <p>1.3 – Change &amp; continuity</p> <p>1.4 – Cause/ consequences</p>	<p>To <i>categorise</i> the reasons for the formation of the Church of England.</p> <p>To <i>compare and contrast</i> the beliefs of Protestants and Catholics.</p> <p>To <i>speculate</i> whether the Divine Right of Kings led directly to the English Civil War.</p>	<p>p.18-19, p.22-23, p.26-29, p.60-61, p.64-65, p.76-77, p.86-91 of <i>Renaissance, Revolution &amp; Reformation</i> textbook</p> <p>Schoolhistory.co.uk – <i>Tudors</i> resources (<a href="http://tinyurl.com/6v3fa5">http://tinyurl.com/6v3fa5</a>)</p> <p>Schoolhistory.co.uk – <i>The Reformation</i> resources (<a href="http://tinyurl.com/5aev93">http://tinyurl.com/5aev93</a>)</p> <p>Schoolhistory.co.uk – <i>Elizabeth I</i> resources (<a href="http://tinyurl.com/6rs3dr">http://tinyurl.com/6rs3dr</a>)</p> <p>Schoolhistory.co.uk – <i>Spanish Armada</i> resources (<a href="http://tinyurl.com/5dnhth">http://tinyurl.com/5dnhth</a>)</p> <p>Schoolhistory.co.uk – <i>Stuarts</i> resources (<a href="http://tinyurl.com/65vv4r">http://tinyurl.com/65vv4r</a>)</p> <p>Schoolhistory.co.uk – <i>English Civil Wars</i> resources (<a href="http://tinyurl.com/63jhde">http://tinyurl.com/63jhde</a>)</p> <p>Schoolhistory.co.uk – <i>Tudor Religious Rollercoaster</i> ICT lesson (<a href="http://tinyurl.com/22q6wb">http://tinyurl.com/22q6wb</a>)</p> <p>Schoolhistory.co.uk –</p>	<p>a) Identity (differences in Christian church)</p> <p>d) Use of ICT (Tudor religious rollercoaster, Schoolhistory.co.uk games)</p> <p>e) Links to R.E. (religious denominations) &amp; Citizenship (power of parliament)</p>



					<p><i>Spanish Armada</i> ICT lesson (<a href="http://tinyurl.com/64a5dq">http://tinyurl.com/64a5dq</a>)</p> <p>Schoolhistory.co.uk – <i>Games</i> (<a href="http://tinyurl.com/5qv83v">http://tinyurl.com/5qv83v</a>)</p> <p>HistoryShareForum – <i>1500-1750</i> resources (<a href="http://tinyurl.com/5ae7pb">http://tinyurl.com/5ae7pb</a>)</p>	
<b>Agricultural &amp; Industrial Revolutions</b>	Overview	<p>How did life change between 1750 and 1900?</p> <p>What was the Agricultural Revolution?</p> <p>Was it really an Industrial ‘Revolution’?</p>	<p>1.2 – Diversity</p> <p>1.3 – Change &amp; continuity</p> <p>1.6 – Interpretations</p>	<p>To <i>demonstrate</i> changes and areas of continuity.</p> <p>To <i>explain</i> what was involved in the Agricultural Revolution.</p> <p>To <i>argue</i> for or against the period being labelled as a ‘revolution’.</p>	<p>p.4-9, p12-37, p.46-47, p.94-95, p.122-123 of <i>Industry, Reform &amp; Empire</i> textbook</p> <p>Schoolhistory.co.uk – <i>Agricultural Revolution</i> resources (<a href="http://tinyurl.com/4y6y7l">http://tinyurl.com/4y6y7l</a>)</p> <p>Schoolhistory.co.uk – <i>Industrial Revolution</i> resources (<a href="http://tinyurl.com/6q4zrn">http://tinyurl.com/6q4zrn</a>)</p> <p>Schoolhistory.co.uk – <i>Industrial Revolution</i> ICT lesson (<a href="http://tinyurl.com/o6pqm">http://tinyurl.com/o6pqm</a>)</p> <p>Schoolhistory.co.uk – <i>Why did British Agriculture change?</i> (<a href="http://tinyurl.com/6chel2">http://tinyurl.com/6chel2</a>)</p> <p>Schoolhistory.co.uk – <i>Open Field System in Great Britain</i> Interactive Diagram (<a href="http://tinyurl.com/6awcjp">http://tinyurl.com/6awcjp</a>)</p> <p>Schoolhistory.co.uk – <i>Analysis of the Open Field System</i> Interactive Diagram</p>	<p>b) Local history (effect of Industrial Revolution on Sheffield)</p> <p>d) Use of ICT (interactive diagrams, Schoolhistory.co.uk games)</p> <p>e) Links to Technology &amp; Engineering (how machines work, etc.) &amp; Citizenship (votes)</p>



					<a href="http://tinyurl.com/5f83x9">http://tinyurl.com/5f83x9</a> Schoolhistory.co.uk – <i>Effects of the Railways</i> Interactive Diagram <a href="http://tinyurl.com/6504gh">http://tinyurl.com/6504gh</a> Schoolhistory.co.uk – <i>Games</i> <a href="http://tinyurl.com/5qv83v">http://tinyurl.com/5qv83v</a> HistoryShareForum – <i>Industrial Revolution</i> resources <a href="http://tinyurl.com/6eo68e">http://tinyurl.com/6eo68e</a>	
<b>The British Empire</b>	Depth	How did Britain come to control one-third of the world?  How was slavery abolished?  How did countries in the British Empire win their independence?	1.4 – Cause/ consequences  1.5 - Significance  1.6 - Interpretations	To <i>make links</i> between the reasons for the British having a large empire.  To <i>enquire</i> into the reasons for the abolition of slavery.  To <i>summarise</i> the ways in which former British colonies gained their independence.	p.62-63 of <i>Renaissance, Revolution &amp; Reformation</i> textbook  p.66-69, p.74-83 of <i>Industry, Reform &amp; Empire</i> textbook  p.120-125 of <i>Technology, War &amp; Identities</i>  Schoolhistory.co.uk – <i>Interpretation of Slavery</i> ICT application <a href="http://tinyurl.com/5ofdhu">http://tinyurl.com/5ofdhu</a> Schoolhistory.co.uk – <i>Games</i> <a href="http://tinyurl.com/5qv83v">http://tinyurl.com/5qv83v</a> HistoryShareForum – <i>British Empire map (1763 &amp; 1910)</i> Google Earth resource <a href="http://tinyurl.com/682hcr">http://tinyurl.com/682hcr</a> HistoryShareForum – <i>British Empire</i> resources <a href="http://tinyurl.com/6g5jus">http://tinyurl.com/6g5jus</a> HistoryShareForum –	a) Identity (impact of British Empire on worldview)  d) Use of ICT (interactive maps of the world, research into colonies, online ICT lesson, Schoolhistory.co.uk games)  e) Links to Geography (maps), Music (national anthems) & Citizenship (empires, slavery)



					<i>Slavery resources</i> ( <a href="http://tinyurl.com/59r5qx">http://tinyurl.com/59r5qx</a> )	
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## Year 9

Topic	Type of study	Key Questions	Key Concepts & Processes	Learning Objectives (with trigger verbs)	Resources	Curriculum Opportunities
<b>The causes of 20<sup>th</sup> century conflicts</b>	Thematic	<p>Could WWI have been avoided?</p> <p>Did WWI cause WWII?</p> <p>Why was there a 'Cold War'?</p>	<p>1.1 – Chronological understanding</p> <p>1.2 - Diversity</p> <p>1.3 – Change &amp; continuity</p> <p>1.4 – Cause/ consequences</p>	<p>To <i>hypothesise</i> the ways in which World War I could have been avoided.</p> <p>To <i>enquire</i> into the ways in which WWI may have led to WWII.</p> <p>To <i>categorise</i> the reasons for the outbreak of the Cold War.</p>	<p>p.20-25, p.56-57, p.68-71, p.82-85 of <i>Technology, War &amp; Identities</i></p> <p>p.6-7, p.14-15, p.26-33, p.46-49, of <i>Presenting the Past 4: The Modern World</i></p> <p>Schoolhistory.co.uk – <i>Causes of WWI</i> resources (<a href="http://tinyurl.com/3la49p">http://tinyurl.com/3la49p</a>)</p> <p>Schoolhistory.co.uk – <i>Rise of Hitler</i> resources (<a href="http://tinyurl.com/3lmtzb">http://tinyurl.com/3lmtzb</a>)</p> <p>Schoolhistory.co.uk – <i>Cold War</i> resources (<a href="http://tinyurl.com/4huip9">http://tinyurl.com/4huip9</a>)</p> <p>Schoolhistory.co.uk – <i>Rise of Hitler</i> ICT lesson (<a href="http://tinyurl.com/jk7rp">http://tinyurl.com/jk7rp</a>)</p> <p>Schoolhistory.co.uk – <i>Pre-WWI Arms Race</i> Interactive Diagram (<a href="http://tinyurl.com/6p3aj9">http://tinyurl.com/6p3aj9</a>)</p> <p>Schoolhistory.co.uk – <i>Long-term Causes of WWI</i> Interactive Diagram (<a href="http://tinyurl.com/66duop">http://tinyurl.com/66duop</a>)</p> <p>Schoolhistory.co.uk – <i>What Caused WWI?</i> Interactive Diagram</p>	<p>d) Use of ICT (use of video clips/ animations, filming and editing of documentary, online lesson, Schoolhistory.co.uk games)</p> <p>e) Links to Geography (maps), English (storyboarding)</p>



					<p><a href="http://tinyurl.com/5t8cku">http://tinyurl.com/5t8cku</a></p> <p>Schoolhistory.co.uk – <i>Origins of the Cold War</i> Interactive Diagram  <a href="http://tinyurl.com/64oa8k">http://tinyurl.com/64oa8k</a></p> <p>Schoolhistory.co.uk – <i>Games</i>  <a href="http://tinyurl.com/5qv83v">http://tinyurl.com/5qv83v</a></p> <p>HistoryShareForum – <i>Germany 1919-45</i> Google Earth resource  <a href="http://tinyurl.com/65jf9z">http://tinyurl.com/65jf9z</a></p> <p>HistoryShareForum – <i>The Schlieffen Plan</i> Google Earth resource  <a href="http://tinyurl.com/69f3ta">http://tinyurl.com/69f3ta</a></p> <p>HistoryShareForum – <i>WWI: Effects of the Treaty of Versailles</i> Google Earth  <a href="http://tinyurl.com/6ga86q">http://tinyurl.com/6ga86q</a></p> <p>HistoryShareForum – <i>Cold War: The Iron Curtain</i> Google Earth resource  <a href="http://tinyurl.com/6mbox6">http://tinyurl.com/6mbox6</a></p> <p>HistoryShareForum – <i>20<sup>th</sup> Century</i> resources  <a href="http://tinyurl.com/5s5kht">http://tinyurl.com/5s5kht</a></p> <p>Conflict map:  <a href="http://tinyurl.com/6rn6e4">http://tinyurl.com/6rn6e4</a></p>	
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<b>World Wars I and II</b>	Overview	<p>How did new technologies affect WWI and WWII? (<i>aeroplanes, tanks, atomic bombs, etc.</i>)</p> <p>What was trench warfare like?</p> <p>What role did the 'Home Front' play during the world wars?</p>	<p>1.2 – Diversity</p> <p>1.3 – Change &amp; continuity</p> <p>1.6 – Interpretations</p>	<p>To <i>analyse</i> the impact of technology on the two World Wars.</p> <p>To develop <i>empathy</i> for soldiers who experienced trench warfare.</p> <p>To <i>make links</i> between the actions on the 'Home Front' and on the battlefields.</p>	<p>p.28-39, p.44-47, of <i>Technology, War &amp; Identities</i></p> <p>p.18-25, p.34-45, of <i>Presenting the Past 4: The Modern World</i></p> <p>Schoolhistory.co.uk – <i>Trench Warfare</i> resources (<a href="http://tinyurl.com/4q5aj8">http://tinyurl.com/4q5aj8</a>)</p> <p>Schoolhistory.co.uk – <i>WWII</i> resources (<a href="http://tinyurl.com/4o9afa">http://tinyurl.com/4o9afa</a>)</p> <p>Schoolhistory.co.uk – <i>The Home Front in WWII</i> ICT lesson (<a href="http://tinyurl.com/5vsplq">http://tinyurl.com/5vsplq</a>)</p> <p>Schoolhistory.co.uk – <i>The Cold War</i> ICT lesson (<a href="http://tinyurl.com/68cekc">http://tinyurl.com/68cekc</a>)</p> <p>Schoolhistory.co.uk – <i>Trench Life During the First World War</i> Interactive Diagram (<a href="http://tinyurl.com/5et7rm">http://tinyurl.com/5et7rm</a>)</p> <p>Schoolhistory.co.uk – <i>Technology &amp; Tactics during WWI</i> Interactive Diagram (<a href="http://tinyurl.com/5dl6qv">http://tinyurl.com/5dl6qv</a>)</p> <p>Schoolhistory.co.uk – <i>Games</i> (<a href="http://tinyurl.com/5qv83v">http://tinyurl.com/5qv83v</a>)</p> <p>HistoryShareForum – <i>20<sup>th</sup> Century</i> resources (<a href="http://tinyurl.com/5s5kht">http://tinyurl.com/5s5kht</a>)</p> <p>TV Series: <i>Blackadder Goes Forth</i></p>	<p>a) Identity (formation of national identity through world wars)</p> <p>b) Local history (names of Doncaster soldiers who fought using CWGC website)</p> <p>c) Field trip (link to battlefields visit)</p> <p>d) Use of ICT (video clips, use of CWGC website, online lesson, Schoolhistory.co.uk games)</p> <p>e) Links to Geography (maps), English (extended writing &amp; poetry), Engineering (impact of new technologies), Drama (role-plays)</p>
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<p><b>The Holocaust</b></p>	<p>Depth</p>	<p>What was the Holocaust and how did it begin?</p> <p>Why is it important that we remember the Holocaust?</p> <p>How should we remember the Holocaust?</p>	<p>1.4 – Cause/ consequences</p> <p>1.5 - Significance</p> <p>1.6 - Interpretations</p>	<p>To <i>sequence</i> the events that led to the Holocaust.</p> <p>To <i>defend</i> the reasons for remembering the Holocaust.</p> <p>To <i>generate</i> ideas for ways in which the Holocaust can be remembered.</p>	<p>p.72-75, p.98-103 of <i>Technology, War &amp; Identities</i></p> <p>p.67-84 of <i>Presenting the Past 4: The Modern World</i></p> <p>Schoolhistory.co.uk – <i>Life in Nazi Germany</i> resources  <a href="http://tinyurl.com/2q6hm9">http://tinyurl.com/2q6hm9</a></p> <p>Schoolhistory.co.uk – <i>Jews in Nazi Germany</i> Interactive Diagram  <a href="http://tinyurl.com/6bn2uw">http://tinyurl.com/6bn2uw</a></p> <p>Schoolhistory.co.uk – <i>Games</i>  <a href="http://tinyurl.com/5qv83v">http://tinyurl.com/5qv83v</a></p> <p>HistoryShareForum – <i>WWI: The Somme Battlefield</i> Google Earth resource  <a href="http://tinyurl.com/6dwllb">http://tinyurl.com/6dwllb</a></p> <p>HistoryShareForum – <i>The Holocaust</i> resources  <a href="http://tinyurl.com/6db4nf">http://tinyurl.com/6db4nf</a></p> <p>Film: <i>The Pianist</i></p> <p>Film: <i>Schindler's List</i></p> <p>Film: <i>Conspiracy</i></p>	<p>c) Visit from Arek Hersch, Auschwitz survivor</p> <p>d) Use of ICT (video clips, research into Holocaust day, Schoolhistory.co.uk games)</p> <p>e) Links to R.E. (Judaism), Citizenship (prejudice &amp; persecution), Maths (statistics, timelines)</p>
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## **7. Attainment targets**

### **Level 4**

Pupils show their knowledge and understanding of local, national and international history by describing some of the main events, people and periods they have studied, and by identifying where these fit within a chronological framework. They describe characteristic features of past societies and periods to identify change and continuity within and across different periods and to identify some causes and consequences of the main events and changes. They identify and describe different ways in which the past has been interpreted. When finding answers to historical questions, they begin to use information as evidence to test hypotheses. They begin to produce structured work, making appropriate use of dates and terms.

### **Level 5**

Pupils show their knowledge and understanding of local, national and international history by describing events, people and some features of past societies and periods in the context of their developing chronological framework. They begin to recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes. They suggest some reasons for different interpretations of the past and they begin to recognise why some events, people and changes might be judged as more historically significant than others. They investigate historical problems and issues and begin to ask their own questions. They begin to evaluate sources to establish evidence for particular enquiries. They select and deploy information and make appropriate use of historical terminology to support and structure their work.

### **Level 6**

Pupils show their knowledge and understanding of local, national and international history by beginning to analyse the nature and extent of diversity, change and continuity within and across different periods. They begin to explain relationships between causes. They begin to explain how and why different interpretations of the past have arisen or been constructed. They explore criteria for making judgements about the historical significance of events, people and changes. They investigate historical problems and issues, asking and beginning to refine their own questions. They evaluate sources to establish relevant evidence for particular enquiries. They select, organise and deploy relevant information and make appropriate use of historical terminology to produce structured work.



## **Level 7**

Pupils show their knowledge and understanding of local, national and international history by analysing historical change and continuity, diversity and causation. They explain how and why different interpretations of the past have arisen or been constructed. They begin to explain how the significance of events, people and changes has varied according to different perspectives. They investigate historical problems and issues, asking and refining their own questions and beginning to reflect on the process undertaken. When establishing the evidence for a particular enquiry, pupils consider critically issues surrounding the origin, nature and purpose of sources. They select, organise and use relevant information and make appropriate use of historical terminology to produce well-structured work.

## **Level 8**

Pupils show their knowledge and understanding of local, national and international history, constructing substantiated analyses about historical change and continuity, diversity and causation. They analyse and explain a range of historical interpretations and different judgements about historical significance. They suggest lines of enquiry into historical problems and issues, refining their methods of investigation. They evaluate critically a range of sources and reach substantiated conclusions independently. They use historical terminology confidently, reflecting on the way in which terms can change meaning according to context. They produce precise and coherent work.

## **Exceptional performance**

Pupils show a confident and extensive knowledge and understanding of local, national and international history. They use this to frame and pursue enquiries about historical change and continuity, diversity and causation, constructing well-substantiated, analytic arguments within a wide frame of historical reference. They analyse links between events and developments that took place in different countries and in different periods. When exploring historical interpretations and judgements about significance, pupils construct convincing and substantiated arguments and evaluations based on their understanding of the historical context. They evaluate critically a wide range of sources, reaching substantiated conclusions independently. They use historical terminology confidently, reflectively and critically. They consistently produce precise and coherent narratives, descriptions and explanations.

*The following matrix is courtesy of Lesley Ann McDermott of St. Patricks School, Co. Durham. The new KS3 levels begin at Level 4, meaning that pupils working below this should be levelled using the KS2 level descriptors.*



	Key Concepts						Key Processes	
	1.1 Chronological Understanding	1.2 Cultural, ethnic and religious diversity	1.3 Change and Continuity	1.4 Cause and Consequences	1.5 Significance	1.6 Interpretation	Historical Enquiry Using Evidence	Communicating about the past
<p><b>Level 4</b></p> <p>Pupils show their knowledge and understanding of local, national and international history by...</p>	<p>Describing some of the main events, people &amp; periods studied.</p> <p>Identifying where these fit within a chronological framework.</p>	<p>Describe characteristic features of past societies and periods</p>	<p>Identify change &amp; continuity within &amp; across different periods</p>	<p>Identify some causes &amp; consequences of the main events &amp; changes.</p>		<p>Identify &amp; describe different ways in which the past has been interpreted.</p>	<p>Finding answers to historical questions</p> <p>Begin to use information as evidence to test hypotheses.</p>	<p>Begin to produce structured work.</p> <p>Making appropriate use of dates and terms.</p>
<p><b>Level 5</b></p> <p>Pupils show their knowledge and understanding of local, national and international history by...</p>	<p>Describing events, people &amp; some features of past societies &amp; periods in the context of their developing chronological framework.</p>	<p>Begin to recognise &amp; describe the nature &amp; extent of diversity</p>	<p>Begin to recognise &amp; describe change &amp; continuity</p>	<p>Begin to suggest relationships between causes.</p>	<p>Begin to recognise why some events, people &amp; changes might be judged as more historically significant than others.</p>	<p>Suggest some reasons for different interpretations of the past.</p>	<p>Investigate historical problems &amp; issues</p> <p>Begin to ask own questions.</p> <p>Begin to evaluate sources to establish evidence for particular enquiries.</p>	<p>Select &amp; deploy information.</p> <p>Make appropriate use of historical terminology to support &amp; structure work.</p>

	Key Concepts						Key Processes	
	1.1 Chronological Understanding	1.2 Cultural, ethnic and religious diversity	1.3 Change and Continuity	1.4 Cause and Consequences	1.5 Significance	1.6 Interpretation	Historical Enquiry Using Evidence	Communicating about the past
<p><b>Level 6</b></p> <p>Pupils show their knowledge and understanding of local, national and international history by...</p>		Begin to analyse the nature & extent of diversity, within & across different periods.	Begin to analyse the nature & extent of change & continuity within & across different periods.	Begin to explain relationships between causes.	Explore criteria for making judgements about the historical significance of events, people & changes.	Begin to explain how & why different interpretations of the past have arisen or been constructed.	<p>Investigate historical problems &amp; issues.</p> <p>Asking &amp; beginning to refine own questions.</p> <p>Evaluate sources to establish relevant evidence for particular enquiries.</p>	<p>They select, organise &amp; deploy relevant information.</p> <p>Make appropriate use of historical terminology to produce structured work.</p>



<p><b>Level 7</b></p> <p>Pupils show their knowledge and understanding of local, national and international history by...</p>		<p>Analysing historical diversity</p>	<p>Analysing historical change &amp; continuity</p>	<p>Analysing historical causation</p>	<p>Begin to explain how the significance of events, people and changes has varied according to different perspectives.</p>	<p>Explain how &amp; why different interpretations of the past have arisen or been constructed.</p>	<p>Investigate historical problems and issues.</p> <p>Asking &amp; refining own questions &amp; beginning to reflect on the process undertaken.</p> <p>When establishing the evidence for a particular enquiry, critically consider issues surrounding the origin, nature and purpose of sources.</p>	<p>Select, organise &amp; use relevant information.</p> <p>Make appropriate use of historical terminology to produce well-structured work.</p>
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	Key Concepts						Key Processes	
	1.1 Chronological Understanding	1.2 Cultural, ethnic and religious diversity	1.3 Change and Continuity	1.4 Cause and Consequences	1.5 Significance	1.6 Interpretation	Historical Enquiry Using Evidence	Communicating about the past
<p><b>Level 8</b></p> <p>Pupils show their knowledge and understanding of local, national and international history by...</p>		Constructing substantiated analyses about historical diversity.	Constructing substantiated analyses about historical change & continuity.	Constructing substantiated analyses about historical causation.	Analyse & explain a range of different judgements about historical significance.	Analyse & explain a range of historical interpretations.	<p>Suggest lines of enquiry into historical problems &amp; issues, refining methods of investigation.</p> <p>Evaluate critically a range of sources &amp; reach substantiated conclusions independently.</p>	<p>Use historical terminology confidently, reflecting on the way in which terms can change meaning according to context.</p> <p>Produce precise and coherent work.</p>
<p><b>Exceptional Performance</b></p> <p>Pupils show a confident and extensive knowledge and understanding of local, national and international history. They use this frame to...</p>		Pursue enquiries about historical diversity.	<p>Pursue enquiries about historical change and continuity,</p> <p>Analyse links between events &amp; developments that took place in different countries &amp; in different periods.</p>	Pursue enquiries about historical causation.	Exploring historical judgements about significance, to construct convincing & substantiated arguments & evaluations based on their understanding of the historical context.	Exploring historical interpretations to construct convincing & substantiated arguments and evaluations based on their understanding of the historical context.	Evaluate critically a wide range of sources, reaching substantiated conclusions independently.	<p>Constructing well-substantiated, analytic arguments within a wide frame of historical reference.</p> <p>Use historical terminology confidently, reflectively &amp; critically.</p> <p>Consistently produce precise &amp; coherent narratives, descriptions &amp; explanations.</p>



## 8. Further reading

- Historical Association guidance - [http://www.history.org.uk/Secondary\\_Key\\_Stage\\_3.asp](http://www.history.org.uk/Secondary_Key_Stage_3.asp)
- National Curriculum (planning wizard) - <http://www.newsecondarycurriculum.org>
- National Curriculum – History – Useful Links – [http://www.newsecondarycurriculum.org/content/library/history\\_links.aspx](http://www.newsecondarycurriculum.org/content/library/history_links.aspx) (free registration required)
- QCA – Innovating with History - <http://www.qca.org.uk/history/innovating/key3/planning/>
- Schools History Project – Resources for KS3 - <http://web.leedstrinity.ac.uk/shp/ResourcesKS3/index.htm>
- Schoolhistory Forum – KS3 2008 Curriculum - <http://www.schoolhistory.co.uk/forum/index.php?showtopic=9717>
- ThinkingHistory.co.uk – Chronology - <http://www.thinkinghistory.co.uk/Issues/IssueChronology.html>

