



Curriculum and Assessment in History at KS3

Curriculum Statement: History

“Those who fail to learn from history are doomed to repeat it”
Winston Churchill

Powerful Knowledge in History

History is an academic subject, rich in powerful knowledge. It provides coherent knowledge and understanding of Britain’s past and that of the wider world. History helps students to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Powerful knowledge in History:

- Provides students with a broad range of historical knowledge and understanding, including a sense of development over time, and an appreciation of the culture and attitudes of societies other than our own;
- Allows students to gain historical perspective by placing their growing knowledge into different contexts;
- Gives students power over their own knowledge allowing them to evaluate critically the significance and utility of a large body of material, including evidence from contemporary sources and interpretations of historians;
- Enables students to engage directly with questions and present independent opinions about them in arguments that are well-written, clearly expressed, coherently organised and effectively supported by relevant evidence;
- Allows students to gain the confidence to undertake self-directed learning, making the most effective use of time and resources, and increasingly defining one’s own questions and goals.

Curriculum features

History education within the Laurus Trust aims to equip our students with both powerful knowledge and the skills required to become well-rounded individuals. Our curriculum is structured to nurture a love of History through the development of key historical skills and a depth of knowledge. Students develop the five key concepts using evidence, interpretations, significance, change and continuity and cause and consequence. These concepts are used as tools for students to make sense of, and understand, the volume of knowledge required for the development of expertise. Students study a wide range of historical periods from Norman England to the Cold War. This enables students to study the past from a variety of standpoints and to make connections and comparisons over time

Co Curriculum enrichment

To further develop cultural capital, History offers students a range of experiences outside of the classroom environment. These opportunities are designed to develop students’ learning experience and their cultural understanding of the world around them. Experiences could include a GCSE History trip to Berlin, where students explore the rich and powerful History that is centered around this capital city – the life of Germans under the Nazi regime and throughout the years of the Cold War. An opportunity to visit Lancaster to explore the history of the Castle from the Roman invasion to reconstruction during the Norman Conquest. In addition to out-of-school activities, the History Department runs a History House Ambassadors club for those students with a real passion for the subject. These students help to organise various History House Competitions and National History Competitions.



Curriculum Overview

History

History Curriculum for Year 7 – An Overview

Year 7 History

History lessons throughout Year 7 will develop the key historical skills of: cause and consequence; change and continuity; chronology; using evidence; interpretation & significance.

Students will study, in depth, the changing face of Britain between 1AD and 1603, beginning with a look at life in Britain throughout the Romans, Anglo-Saxons and Vikings. Following this, students will study the Norman invasion and the establishment of Norman rule, including the feudal system, Domesday Book and castles. Students will continue to study the Middle Ages, including the various monarchs and their struggles over power and religion, as well as medieval society, looking at events like the Peasant's Revolt, Black Death, Magna Carta and various aspects of life in medieval towns and villages. The final topic of Year 7 will focus on the Tudor monarchs and their rule. Students will study the impact these monarchs had on Britain, as well as the people who lived there, along with the various aspects of life in Tudor towns and villages.

Year 7 History

Invasion, Plague, Murder and Mystery – Britain from 1AD to 1603

Half Term One	Britain before 1066: <ul style="list-style-type: none">- Roman Britain- The Anglo-Saxons- The Vikings <p>Students will study the changing face of Britain since 1AD and the way in which invasions have changed the nature of the country. Students will study the Roman invasion, followed by the Anglo-Saxons and finally the Vikings.</p>
Half Term Two	1066 and the Norman conquest: <ul style="list-style-type: none">- 1066 – a 'year of crisis'- The Norman conquest of England
Half Term Three	Students will study the Norman invasion of 1066 and the impact that it had on Britain. Once students have studied 1066 and why it was a 'year of crisis' they will study the establishment of Norman rule, including the feudal system, Domesday Book and castles. Students will study the impact that this had on society.
Half Term Four	Medieval Monarchs and the Middle Ages: <ul style="list-style-type: none">- Medieval monarchs- Life in the Middle Ages
Half Term Five	Students will study various monarchs, such as Henry II, Richard I and King John, and their various struggles over power and religion. Students will study medieval society, looking at events like the Peasant's Revolt, Black Death and Magna Carta as well as the various aspects of life in medieval towns and villages (e.g. public health, entertainment, medicine and health, crime and punishment etc.)
Half Term Six	The Tudors: <ul style="list-style-type: none">- Tudor monarchs- Life in Tudor England

	<p>The final topic of Year 7 will focus on the various Tudor monarchs and their rule. Students will study the impact these monarchs had on Britain, as well as the people who lived there. Students will study various aspects of life in Tudor towns and villages (e.g. public health, entertainment, medicine and health, crime and punishment etc.)</p>
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KASH Reporting Criteria History

KASH Reporting Criteria in History: Knowledge and Skills for Year 7

Year 7:

Students will develop their **KNOWLEDGE** of:

- The chronology of Britain from 1AD to 1603.
- Britain before 1066, including: the Bronze Age; Iron Age; Romans; Anglo-Saxons; and Vikings.
- 1066 and the Norman Conquest, including why 1066 was a 'year of crisis' and the impact the Normans had on Britain.
- Medieval monarchs and the Middle Ages, including the various monarchs and their struggles, and the way in which medieval society changed and developed.
- The Tudors, including the various monarchs and their actions, and the way in which Tudor society changed and developed.

Students will develop their **SKILLS** in:

- Chronology
- Cause and Consequence
- Change and Continuity
- Interpretation
- Significance
- Using evidence



Foundation Stages – Assessment Criteria History

Foundation Stages in History – Assessment Criteria at KS3

HISTORY LEVELS

	Skill	“What evidence do I have?” Using evidence	“Why do people think that?” Interpretations	“What made something important?” Significance	“Why did things change?” Continuity & change	“Why did things happen?” Cause and consequence
Exceptional	BFS	You can explain your own judgements about historical questions using sources beyond those expected.	You can construct your own interpretation, evaluate why it is useful and limited, comparing it to existing Interpretations in their context.	You can explain your own judgements about historical significance using knowledge beyond that expected.	You can explain your own judgements about change and continuity using knowledge beyond that expected.	You can explain and make your own judgements about causation using knowledge beyond that expected.
Effective	FS5	You can analyse why a source is useful to a historian. e.g. useful (valuable) or convincing.	You can analyse a number of interpretations and make a judgement about them e.g. which is most convincing based upon the content or provenance.	You can analyse how significance can vary according to different viewpoints e.g. then and now.	You can analyse (examine in detail) change and continuity. e.g. long, short term & Political, Economic, Social.	You can analyse a range of causes and consequences. e.g. long, short term & Political, Economic, Social.
Consistent	FS4	You can investigate and make a judgement about evidence e.g. considering Nature, Origin, Purpose.	You can explain reasons for an interpretation, considering viewpoint, purpose, audience and their evidence.	You can investigate different reasons for significance e.g. short-term and long-term impact & make a judgement. At least three of the 5rs.	You can investigate events and make a judgement about change and continuity.	You can investigate links and make a judgement between two causes and consequences.
Competent	FS3	You can make inferences from sources to understand events.	You can make inferences from interpretations to understand its message.	You can explain why some people or events are significant. e.g. results, remembered.	You can explain why some changes or continuities are more important than others .	You can explain how one cause and/or consequences are more important than others.

Inconsistent	FS2	You can describe what information in a source is useful (valuable).	You can describe different interpretations (points of view).	You can describe and give some reasons why a person or event might be significant.	You can describe why changes have happened in history.	You can describe two causes or consequences, similarities and differences.
Limited	FS1	You can describe what sources tell you.	You can describe an interpretation of the past.	You can describe an important person or event or history.	You can describe important changes in history.	You can describe one cause or a consequence.
	PFS	You can identify parts of a source.	You can identify what an interpretation is.	You can identify a significant event.	You can identify a change.	You can identify a cause and consequence.



Attitudes and Habits

At Laurus Cheadle Hulme we expect all of our students to display the following **Attitudes and Habits in all of their subjects**.

Development in each area will be judged by the subject teacher as either, **emerging, establishing, secure, enhancing or excelling** dependant on the progress being made.

ATTITUDES

- Ready to learn and quick to settle
- Takes responsibility for learning
- Has a thirst for learning
- Willing to work independently with focus/without teacher input
- Willing to actively participate in a variety of situations
- Seeks to develop learning by questioning
- Takes risks to further learning
- Maintains a positive relationship with others
- Shows respect at all times
- Always puts effort into learning/classwork/P & P
- Understands the importance of working to deadlines
- Takes responsibility for their own and others safety in school/classroom/learning environment
- Meets school expectations of behaviour/learning/attendance

HABITS

- Prepared to learn
- Fully equipped for lessons
- Prepared for assessment
- Actively engages with learning
- Always responds to targets/feedback
- Seeks to demonstrate knowledge through answering questions
- Seeks opportunities to be challenged
- Able to work independently with focus
- Willing to ask for help if needed and knows where to find help
- Follows all instructions
- Work is well organised
- P & P is always completed
- Regularly meets deadlines
- Seeks opportunities to participate in extra-curricular activities and/or roles of responsibility
- Attendance follows school's expectations