

LTP – KS3 History

The intent of the History Curriculum is to build and extend learners knowledge and understanding of the world around them through the analytic skills that they will develop. These skills will enable them to understand how history has brought us to where we are today – as individuals, society, and as a nation, within a growing world community. Furthermore, learners will develop the skills to question what has and is happening from an informed stance as well as gaining confidence to express their own point of view, which they will explain clearly whilst also thinking about how what we do today affects the future. In KS3, learners will extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Learners will be able to identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They will be able to use historical terms and concepts in increasingly sophisticated ways. Learners will pursue historically valid enquiries, including some that they have framed themselves as well as creating relevant, structured and evidentially supported accounts in response. They will have learnt how different types of historical sources are used rigorously to make historical claims and to discern how and why contrasting arguments and interpretations of the past have been constructed – whilst developing the skill and confidence to express their own point of view in a structured and clear manner. Learners will experience depth studies in a variety of historical periods, to help them to understand both the long arc of development and the complexity of specific aspects of the period they are studying.

Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The Norman Conquest</p> <ul style="list-style-type: none"> • AO1: Understanding key features of period • Learners understand the literal meanings of terms like year, decade, and century. Beginning to be able to put periods and events in order. • Learners are able to remember a range of historically relevant vocabulary within a given historical period. • AO2: Explain and analyse historical events • Learners are able to identify some causes of historical events and understand that these are a result of relationships in the past. • Learners can describe some historical changes that took place in periods with which they are familiar. • AO3: Using sources as evidence to evaluate events • Learners understand that sources are used by historians to find out about the past. • Learners appreciate that historians need to interrogate sources to work out what happened in the past. • AO4: Making comments about Interpretations of historical events. • Learners are able to pick out simple differences in account of the past. 	<p>Religion in Medieval England</p> <ul style="list-style-type: none"> • AO2: Explain and analyse historical events • Learners can identify a number of causes and are beginning to categorise these into different types or groups of causes. • Learners understand consequences as the fixed result of all the possible causes and may regard the idea of consequences as inevitable or the only possible outcome. • AO3: Using sources as evidence to evaluate events • Learners appreciate that historians need to interrogate sources to work out what happened in the past. • Learners are able to comment on the reliability of sources but are still developing understanding of how historians build an evidence picture. • AO4: Making comments about Interpretations of historical events. • Understand what analytical narrative is the context of the story of Becket. 	<p>The Problems with Medieval Monarch</p> <ul style="list-style-type: none"> • AO1: Understanding key features of period • Learners can use terms like year, decade or century in their work and can apply them to historical situations with which they are familiar. • They can describe some broad historical developments and trends and need to build skills to link this to chronology. • AO2: Explain and analyse historical events • Learners can identify a number of causes and are beginning to categorise these into different types of causes. • Learners are beginning to recognise that groupings of causal factors can be interrelated. • AO3: Using sources as evidence to evaluate events • Learners are able to comment on the reliability of sources but have little understanding of how historians build an evidence picture. • AO4: Making comments about Interpretations of historical events. • Learners recognise arguments that people have 	<p>The Crusades</p> <ul style="list-style-type: none"> • AO1: Understanding key features of period • Learners make generalised references to provenance. • Learners understand consequence as the fixed result of all the possible cause and may regard the idea of consequences as inevitable or the only possible outcome. • Learners can describe broad historical developments and trends but with little accuracy or linking to chronology. • AO2: Explain and analyse historical events • Learners can identify and describe some historical changes that took place in periods with which they are familiar. • They may view events simply as the absence of change. • AO3: Using sources as evidence to evaluate events • Learners appreciate that historians need to interrogate sources to work out what happened in the past. • AO4: Making comments about Interpretations of historical events. 	<p>The Black death</p> <ul style="list-style-type: none"> • AO1: Understanding key features of period • Learners can make generalised references to provenance. • Learners can describe change using features of the period or periods that they are studying. • AO2: Explain and analyse historical events • Learners can describe change using features of the period that they are studying. • They understand that change often happens as a result of events or actions by individuals. • AO3: Using sources as evidence to evaluate events • Learners can distinguish between information about the fact and evidence that historians extract from sources through a process of interrogation in order to support their claims. • AO4: Making comments about Interpretations of historical events. • They can show a basic understanding that not all changes, that take place are as important as each other. • Learners can construct a narrative about the past that 	<p>Migration</p> <ul style="list-style-type: none"> • AO1: Understanding key features of period • Learners will understand what thematic history is and how the approach differs from other approaches. • Learners are beginning to fit chronological knowledge into a simple structure of historical understanding. • Learners can begin to use some of the language of change to talk simply about the pace or extent of changes with which they are familiar. • AO2: Explain and analyse historical events • Learners can use their understanding of chronological terms to construct timelines over short and long periods of history. • AO3: Using sources as evidence to evaluate events • Learners can distinguish between information about the past and evidence that historians extract from sources. • AO4: Making comments about Interpretations of historical events. • Learners can select and describe the key features of a historical interpretation

		<p>had about the past are based on different stories about the past.</p> <ul style="list-style-type: none"> • They can give simple descriptions of two opposing interpretations of an event or person and look for interpretations that are “most true”. 	<ul style="list-style-type: none"> • They can show a basic understanding that not all changes are of equal importance. • A basic understanding of significance and why a person or event may be important or not. 	<p>describes what happened. Need to develop the skills to support their stories with factual information.</p>	<p>and begin to talk about the messages that is might send to the people viewing it.</p> <ul style="list-style-type: none"> • Learners have basic understanding of different interpretations of the same event. • Learners can select and describe the key features of a historical interpretation and begin to talk about it. • Learners make generalised references to provenance.
--	--	---	---	---	---

Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Challenges to the Catholic Church</p> <ul style="list-style-type: none"> • AO1: Understanding key features of period Learners can describe change using features of the period or periods they are studying. • Learners are able to understand that change often happens as a result of events or actions by individuals rather than being the event or individual themselves. • AO2: Explain and analyse historical events • Learners can use their understanding of chronological terms to construct timelines over short and long periods of history. • Learners start to use historical vocabulary in their work and begin to add new words to the current understanding. • AO3: Using sources as evidence to evaluate events • Learners distinguish between information about the past and evidence that historians extract from sources through a 	<p style="text-align: center;">The English Civil War</p> <ul style="list-style-type: none"> • AO1: Understanding key features of period • Learners can categorise causes and are beginning to recognise that these groupings of causal factors are interrelated. • Reference to provenance remains generalised. • AO2: Explain and analyse historical events • Learners can link categories of causes to form a simple causal picture and begin to explain why something happened in history. • Learners can distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims. • AO3: Using sources as evidence to evaluate • Learners use sources to make simple inferences about the past and are beginning to understand that historians gather evidence 	<p style="text-align: center;">Changing Ideas: 1660- 1789</p> <ul style="list-style-type: none"> • AO1: Understanding key features of period • Learners are building confidence in placing a new period within their own chronological reference and make links between the different periods they have studied. • Learners can describe change using features of the period they are studying. • They understand that change often happens as a result of events or actions by individuals. • Learners can describe change using features of the period they are studying. • AO2: Explain and analyse historical events • They show a basic understanding that not all changes that take place are as important as each other. • Learners can begin to use some of the language of change to talk simply about the extent of changes. 	<p style="text-align: center;">The Slave Trade</p> <ul style="list-style-type: none"> • AO1: Understanding key features of period • Learners are beginning to frame their own historically valid questions but with limited success. • AO2: Explain and analyse historical events • Learners • Learners are beginning to frame their own historically valid questions with limited success. • AO3: Using sources as evidence to evaluate events • Learners use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose. • Learners can use a small group of sources together to make simple inferences and present this as evidence. • AO4: Making comments about Interpretations of historical events. 	<p style="text-align: center;">The British Empire</p> <ul style="list-style-type: none"> • AO1: Understanding key features of period • Learners are increasingly confident in placing a new period or topic within their own chronological reference and are beginning to make links between periods that they have studied. • Learners timelines and other work show an appreciation of the different scales of time and how they fit together. • AO2: Explain and analyse historical events • Learners can link categories of causes to form a simple causal picture and begin to explain why something happened in history. • Learners may be starting to use simple knowledge of the event or period to back up their causal statements. • Learners can link categories of causes to form a simple picture and begin to explain why something happened in history. 	<p style="text-align: center;">The Industrial Revolution</p> <ul style="list-style-type: none"> • AO2: Explain and analyse historical events • Learners are beginning to frame their own historically valid questions, but with limited success. • Learners can use the language of change to talk about developments and how they are measured in different ways. • They can recognise that a change may be important to one society or group of people but has little historical significance in another context. • AO3: Using sources as evidence to evaluate events • Learners use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose. • Learners can use a small group of sources together to make simple inferences and present this as evidence.

<p>process of interrogation in order to support their claims.</p> <ul style="list-style-type: none"> Learners can construct a descriptive narrative of the past. They can use evidence but are still developing their confidence in using facts to support their narrative. AO4: Making comments about Interpretations of historical events. Learners can select and describe key features of a historical interpretation and begin to talk about the messages that it might send to the people viewing it. They have a basic understanding of interpretations of the past and how these historical stories are told (in movies). 	<p>by interrogating information with particular purpose.</p> <ul style="list-style-type: none"> Learners need to develop their understanding of how reliable historical material may be. 	<ul style="list-style-type: none"> Learners can begin to use some of the language of change to talk simply about the extent of changes. AO3: Using sources as evidence to evaluate events Learners use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose. AO4: Making comments about Interpretations of historical events. Learners can construct a descriptive narrative of the past with some development but with little evidence of organisation. They use factual information as support throughout their narrative and need to focus on linking relevant information. They can recognise that a change can be very important to one society but very little historical significance in another context. 	<ul style="list-style-type: none"> Learners can select and describe the key features of a historical interpretation and begin to talk about the messages that it sends to an audience. The learners will develop a basic understanding that different interpretations are made to provide a story about a past. Learners can select and describe the key features of a variety of interpretations and explain reasons for their creation. 	<ul style="list-style-type: none"> Learners understand that events have consequences as well as cause and can describe consequences of the event. AO3: Using sources as evidence to evaluate events Learners can use a small group of sources together to make simple inferences and present this as evidence. Learners may be starting to use simple knowledge of the event to back up their statements. AO4: Making comments about Interpretations of historical events. Learners can select and describe the key features of a variety of interpretations and explain the reasons for their construction. They will understand that this is linked to who made the interpretation. 	<ul style="list-style-type: none"> Learners are introduced to the idea of utility and what might make a source useful to a historian for a specific enquiry. AO4: Making comments about Interpretations of historical events. Learners can make supported inferences about the past by using a source and the detail contained within it.
---	---	--	--	--	--

Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Getting the vote</p> <ul style="list-style-type: none"> AO1: Understanding key features of period Learners can understand that the historical significance of change differs depending on the timescale used or the person looking at the change but they cannot yet link these ideas with other developments. AO2: Explain and analyse historical events Learners use historical vocabulary correctly in their 	<p style="text-align: center;">The First World War</p> <ul style="list-style-type: none"> AO1: Understanding key features of period Learners can link categories of causes to form a simple causal picture and begin to explain why something happened in history. Learners may still hold the belief that things happen because people wanted them to and may be over reliant on the agency of historical figures. 	<p style="text-align: center;">Conflict in the 20th Century</p> <ul style="list-style-type: none"> AO1: Understanding key features of period Learners are being confident in forming a causal picture using information that they are given and can construct a sound explanation of why something happened. Learner's narrative accounts of the past are sometime analytical but need to develop skills to link this to a particular key concept. 	<p style="text-align: center;">The Holocaust</p> <ul style="list-style-type: none"> AO1: Understanding key features of period Learners are developing their own chronological picture into which they can place new knowledge. They are beginning to make assumptions about periods because of knowledge they already have. AO2: Explain and analyse historical events Learners are beginning to frame their own historically 	<p style="text-align: center;">The Middle East</p> <ul style="list-style-type: none"> AO1: Understanding key features of period Learners are confident then using language of change and are beginning to explain why some changes are significant or seen as significant depending on perspective. AO2: Explain and analyse historical events Learners are becoming confident in forming a causal picture using information 	<p style="text-align: center;">What's the best way to bring about change?</p> <ul style="list-style-type: none"> AO1: Understanding key features of period Learner's narrative accounts attempt analysis and show some appreciation of the relevant historical concept. Learners are able to select mostly relevant knowledge so that it adds to the quality of their work. AO2: Explain and analyse historical events

<p>work and it is becoming a feature of the way in which they talk and write about history.</p> <ul style="list-style-type: none"> • Learner can use language of change to discuss developments and how they are measured in different ways. • They will be able to communicate their understanding of changes by identifying line of development rather than just individual changes. • AO3: Using sources as evidence to evaluate events • Learners can use a sources to make simple inferences about the past and are beginning to understand historians gather evidence by interrogating information with a particular purpose. • Learners can use a small group of sources to make simple inference and can use this as evidence. • AO4: Making comments about Interpretations of historical events. • Learners can select and describe key features of a variety of interpretations. And explain their reasons for these constructions. 	<ul style="list-style-type: none"> • AO2: Explain and analyse historical events • Learners may be starting to use simple knowledge of the event or period to back up their statements but this is in a generic way. • Learners understand that events have consequences as well as causes and can describe one or more of these consequences. • Learners are starting to prioritise some causes as more important than others but the reasoning behind this need further development. • Learners can construct a descriptive narrative about the past and show hints of analysis within their work. • The information they use to support their narrative is sometimes accurate but may lack relevance in places. • AO3: Using sources as evidence to evaluate events • 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. • They can support comments on utility and reliability by using content from the sources they are given, but this can be further developed. • AO4: Making comments about Interpretations of historical events. • 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 	<ul style="list-style-type: none"> • Learners have their own chronological picture into which they can place new knowledge, although they may still need some support. • They are beginning to make assumptions about the periods because of the knowledge that they already have. • There is also a basic awareness that historical vocabulary may need to be adapted. • There is a sound understanding of the importance of context when using historical vocabulary in different periods. • AO2: Explain and analyse historical events • They may be starting to prioritise some cause as more important than others but the explanation behind this needs further development. • Learners are beginning to be more selective when deploying historical knowledge. • Learners are becoming confident in forming a causal picture using information that they are given and can construct a source explanation of why something happened. • They may be starting to prioritise some cause as more important than others. • AO3: Using sources as evidence to evaluate events • Learners are able to link the construction of different interpretations to the use of different sources. • They are able to use some accurate information in their work. • AO4: Making comments about Interpretations of historical events. 	<p>valid questions with limited success.</p> <ul style="list-style-type: none"> • Learners are becoming confident in forming a causal picture that they are given and can construct an explanation of why something happened. • They may start to prioritise some causes as more important than others, but the reasoning may need to be developed. • AO3: Using sources as evidence to evaluate events • Learners can comment on the utility of a source as well as its reliability but they need to develop skills about how these link together. • Learner can support their comments about the reliability of the source by using the content of the sources they are given. • AO4: Making comments about Interpretations of historical events. • They have broad understanding that historians can explain the same event through different stories. 	<p>that they are given and can construct a sound explanation of why something happened.</p> <ul style="list-style-type: none"> • Students are starting to prioritise some causes as more important than others. • Learners are beginning to be more selective when deploying historical knowledge. • AO3: Using sources as evidence to evaluate events • Learners show recognition of the importance of selecting knowledge to strengthen their points. • 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 will be able to communicate their understanding of changes by identifying lines of development rather than just individual changes. • AO4: Making comments about Interpretations of historical events. • Learners can explain lines of development in which changes work cumulatively in the same direction or pull in different directions. 	<ul style="list-style-type: none"> • Learners can explain why events had certain consequences and begin to recognise that one cause may have multiple and conflicting consequences. They will begin to see how causes and consequences overlap and interact. • Learners can formulate their own historical questions but struggle to plan a line of enquiry or select sources to use. • AO3: Using sources as evidence to evaluate events • 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. • Learners can distinguish between ideas of utility and reliability and understand historians use unreliable sources as valuable pieces of evidence. • Learners can support their comments on sources by using sources content and sometimes by referencing the provenance of a source.
--	--	---	--	--	--

same event through different stories.

- They have a broad understanding that historians can explain the same event through different stories.
- Learners are beginning to be more selective when deploying historical knowledge.
- Learners can explain how and why an interpretation may have been constructed using points relating to purpose, viewpoint, background, source availability and selection.