

## Example A

|        | Autumn 1                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                                                 | Spring 1                                                                                                                                                                                                                                | Spring 2                                                                                                                                                                                                     | Summer 1                                                                                                                                                                                     | Summer 2                                                                                                                                                                                 |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 7 | <b>Pre-1066</b>                                                                                                                                                                          | <b>The development of Church, state and society in Medieval Britain 1066-1509 inc Local Study &amp; World Studies.</b>                                                                                                   |                                                                                                                                                                                                                                         |                                                                                                                                                                                                              | <b>The development of Church, state and society in Britain 1509-1745 in World Study.</b>                                                                                                     |                                                                                                                                                                                          |
|        | <ul style="list-style-type: none"> <li>Roman Britain covering key aspects of What is History</li> </ul> <p>ASSESSMENT: Initial History assessment of skills – sources etc. (various)</p> | <ul style="list-style-type: none"> <li>1066 – Battle of Hastings &amp; Norman Conquest</li> <li>Changes brought by Normans</li> </ul> <p>FORMAL ASSESSMENT: Why did William win Hastings? (caus)</p>                     | <ul style="list-style-type: none"> <li>Life in the Middle Ages: Peasants and Black Death</li> <li>Challenges to authority</li> </ul> <p>ASSESSMENT: Black Death diary/story in style of John Hatcher – continuing the story? (pers)</p> | <ul style="list-style-type: none"> <li>Islam, Christianity and the Crusades</li> <li>Baghdad &amp; London</li> <li>Why people went</li> </ul> <p>FORMAL ASSESSMENT: Why did people go on Crusade? (caus)</p> | <ul style="list-style-type: none"> <li>Protestant Reformation – how did England change?</li> </ul> <p>ASSESSMENT: Reformation “Extreme Makeover” – Nature and extent of change (C&amp;C)</p> | <ul style="list-style-type: none"> <li>English Civil War – Why kill the king?</li> <li>World upside down</li> </ul> <p>FORMAL ASSESSMENT: Why did the English kill their king (caus)</p> |
| Year 8 | <b>Ideas, political power, industry and empire: Britain, 1745-1901 inc. Local History.</b>                                                                                               |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                         |                                                                                                                                                                                                              | <b>Challenges for Britain, Europe and the wider world 1901 to the present day.</b>                                                                                                           |                                                                                                                                                                                          |
|        | <ul style="list-style-type: none"> <li>French Revolution</li> <li>Impact of Revolution</li> </ul> <p>FORMAL ASSESSMENT: How much did the French Rev change France? (C&amp;C)</p>         | <ul style="list-style-type: none"> <li>Origins of Empire – beginnings</li> <li>Emigration and empire OR Impact of Empire</li> </ul> <p>ASSESSMENT: A story of an emigrant (pers)</p> <p>OR Interpretations of Empire</p> | <ul style="list-style-type: none"> <li>Slave Trade &amp; Abolition</li> </ul> <p>FORMAL ASSESSMENT: Why was the Slave Trade abolished? (Caus)</p>                                                                                       | <ul style="list-style-type: none"> <li>Local Study – impact of Ind Rev inc political unrest</li> </ul> <p>ASSESSMENT: Evidence – child workers in the industrial revolution (Src)</p>                        | <ul style="list-style-type: none"> <li>Women’s Suffrage</li> </ul> <p>FORMAL ASSESSMENT: Sources activity on Suffragettes (src)</p> <p>OR Why did women get the vote in 1918? (caus)</p>     | <ul style="list-style-type: none"> <li>WWI</li> </ul> <p>ASSESSMENT: A soldier’s experience?</p> <p>OR How should we remember WWI?</p>                                                   |
| Year 9 | <b>Challenges for Britain, Europe and the wider world 1901 to the present day. Inc. Local Study &amp; World Studies.</b>                                                                 |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                         |                                                                                                                                                                                                              |                                                                                                                                                                                              |                                                                                                                                                                                          |
|        | <ul style="list-style-type: none"> <li>USA in the 1920s, gangsters, prohibition, boom and bust</li> </ul> <p>FORMAL ASSESSMENT: Sources – who benefitted from the Roaring 20s? (src)</p> | <ul style="list-style-type: none"> <li>Rise of Nazis</li> <li>NAZI GERMANY???</li> <li>Do we need something else here – already do a Germany GCSE...</li> </ul> <p>ASSESSMENT?</p>                                       | <ul style="list-style-type: none"> <li>The Second World War</li> </ul> <p>ASSESSMENT NEEDED</p>                                                                                                                                         | <ul style="list-style-type: none"> <li>Holocaust generalisations</li> </ul> <p>ASSESSMENT: Challenging generalisations (pers)</p>                                                                            | <ul style="list-style-type: none"> <li>Civil Rights in the USA</li> </ul> <p>ASSESSMENT?</p>                                                                                                 | <ul style="list-style-type: none"> <li>JFK and the 1960s? Post JFK USA? Modern rights in America? What might work best here?? Cold War??</li> </ul>                                      |

## Example B

| KS3<br>2014-15 | Autumn                                                                                                                                                                                                                                                                                                                                                                                  | Spring                                                                                                                                                                                                                                                                                                                                                                                   | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 7</b>  | <p><i>Why was there a struggle for power from 1066-1314? (Should Ms Bruce be English?!) What was life like in Medieval Britain?</i></p> <p>Wars of Independence<br/>Crusades<br/>Normans</p> <p><b>Cause and consequence; Cultural, ethnic and religious diversity; Chronology; <u>Using evidence</u></b><br/><i>Local: Can the Black Country accent be traced to the invasion?</i></p> | <p>Tudors and Stuarts – <i>How much had the power of the monarchy changed by 1700?</i></p> <p><b>Change and Continuity; Interpretations; Chronology; <u>Communicating about the past</u></b><br/><i>Local: King Charles Walkway &amp; Moseley Hall</i></p>                                                                                                                               | <p>French Revolution + Napoleon<br/><i>Why was the French Revolution so important? Napoleon: Hero or Villain?</i></p> <p><b>Significance Interpretations</b><br/>Communicating the past<br/><u>Using evidence</u></p>                                                                                                                                                                                                                                                      |
| <b>Year 8</b>  | <p>Slavery + Empire<br/><i>Are Black people in America today free at last? Britain needed slavery for the Empire to be a success</i></p> <p><b>Interpretation</b><br/>Chronology<br/><b>Cultural, ethnic and religious diversity</b><br/><u>Historical enquiry</u><br/><i>Local: Find out about plantation owners from midlands &amp; possible abolitionists</i></p>                    | <p>Industrial Revolution<br/><i>If conditions in towns and cities were so bad during the industrial revolution why was so little done for so long?</i></p> <p><b>Cause and consequence; Change and continuity</b><br/>Chronology<br/><u>Using evidence</u><br/><i>Local: Black Country legacy</i></p>                                                                                    | <p>WW1 with a focus on the Russian Revolution.<br/><i>Why should it be compulsory for all students to learn about WW1? The Russian Revolution was a disaster for the Russian people.</i></p> <p><b>Significance; Interpretation</b><br/>Cause and consequence; Change and Continuity<br/><u>Communicating about the past</u><br/><i>Local: Servicemen &amp; Conscientious objectors from Wolverhampton. Plus, any Marxist organisations supporting the revolution.</i></p> |
| <b>Year 9</b>  | <p>WW2<br/>The Battle of Stalingrad was the most significant battle of WW2.</p> <p><b>Significance; Interpretation; Change and Continuity; Chronology; Selection of evidence.</b><br/><u>Historical enquiry</u><br/><i>Local: Local records. Did the Nazis come to Wolverhampton?</i></p>                                                                                               | <p>Cold War<br/><i>Without Stalin the Cold War wouldn't have happened.</i></p> <p><u>Communicating about the past</u><br/><b>Cause and consequence; Changing Society and Politics (swinging 60s)</b><br/><i>How 'Swinging' were the swinging sixties?</i><br/><b>Change and Continuity</b><br/><u>Using evidence</u> (source based)<br/><i>Local: Oral History about the sixties</i></p> | <p>Summer 1 – Own Enquiry with Local Study (hook to get the right students to pick GCSE)<br/>See Note 1</p> <p><u>Historical enquiry</u></p> <p>Summer 2 – Getting Ready for GCSE textbook – with focus on source skills for Unit 3A Edexcel Modern World GCSE.</p>                                                                                                                                                                                                        |

**Note 1:** This may be a temporary part of the curriculum as there are sections of the new curriculum that we have not included e.g strengthening chronological understanding from KS2. We are in dialogue with the local primaries – this will probably go in Autumn term 1, thus pushing everything else up so this enquiry will probably be removed.

## Example C

| Year | Autumn 1                                                                                                                                   | Autumn 2                                                                                                                                           | Spring 1                                                                    | Spring 2                                                                                   | Summer 1                                                                             | Summer 2                                                                                                                                            |
|------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 7    | <p>7-1) How does history help us to answer [our philosophical question]?</p> <p>How can we understand the reality of Private Peaceful?</p> | <p>7-3) If you were to go back in time – when would you go and live?</p> <p>Trip: Woolwich &amp; Heritage Centre: How has Greenwich changed? *</p> | <p>7-4) Who is the greatest mathematician ever?</p>                         | <p>7-5) Who is the greatest mathematician ever?</p>                                        | <p>7-6) How can we learn about the lives of <i>Roll of Thunder, Hear my Cry</i>?</p> | <p>7-7) Why did the lives of black Americans improve after 1945?</p> <p><b>Review: What philosophical questions have we answered this year?</b></p> |
| 8    | <p>8-1) How can history help us to understand [contemporary issue]?</p>                                                                    | <p>8-2) When was Britain great?</p> <p>Trip: National Maritime Museum – Empire and Slavery *</p>                                                   | <p>8-3) What was the most dramatic change in British political history?</p> | <p>8-4) Why do we disagree about the British Empire? 8-5) Which empires are great now?</p> | <p>8-6) Why do we disagree about migration?</p>                                      | <p><b>Review of the year: Britannia – the Jewel in the Crown?</b></p> <p><b>Has Britain been a model and a force for good?</b></p>                  |
| 9    | <p>9-1) How can we cope with chaos?</p> <p>9-2) How have interpretations of Caesar changed?</p>                                            | <p>9-3) How has war changed history?</p> <p>9-4) Why is propaganda used so much in war?</p>                                                        | <p>9-5) War: adventure, opportunity or tragedy?</p>                         | <p>9-6) How else [apart from war] can we seek change?</p>                                  | <p>9-7) How can we find out what really happened in the Holocaust?</p>               | <p><b>9-8) Review: How should we remember the Twentieth Century?*</b></p>                                                                           |

**Example D**

|               | Autumn Term                                                                                                                                                                                                                  | Spring Term                                                                                                                                                                                                     | Summer Term                                                                                                                                                                                                                          |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 7</b> | <p>How far did England change after the Norman Conquest?</p> <p>'Those who work, those who fight, those who pray': how was medieval society structured?</p> <p>Why was the power of kings challenged in the middle ages?</p> | <p>How did Islam expand from 613 to 1000?</p> <p>What were the consequences of the Crusades?</p> <p>When was the Renaissance?</p>                                                                               | <p>Who cared for borders in Britain in the middle ages?</p> <p>'Let's talk of worms, of graves and epitaphs': why did Shakespeare tell historical tales of late medieval England?</p> <p>Why did the Henry VIII break with Rome?</p> |
| <b>Year 8</b> | <p>How did the village of Morebath experience the English reformations?</p> <p>Why did the English Civil War break out in 1642?</p> <p>How have interpretations of Oliver Cromwell changed over time?</p>                    | <p>When did Parliament become supreme?</p> <p>What can tea-drinking tell us about 18<sup>th</sup>-century society?</p> <p>Why do historians disagree about the abolition of the slave trade?</p>                | <p>Who ruled the British Empire?</p> <p>Was there a common experience of the Industrial Revolution?</p> <p>How did the face of British politics change from 1800 to 1928?</p>                                                        |
| <b>Year 9</b> | <p>Was the idea of 'liberty' driving eighteenth- and nineteenth- century revolutions?</p> <p>How was the map of Europe changing in the nineteenth century?</p> <p>Why did the world go to war in 1914?</p>                   | <p>'Lions led by donkeys'? How have British First World War generals been portrayed?</p> <p>For whom was Russia a communist utopia?</p> <p>How did Jewish persecution develop in Germany from 1880 to 1945?</p> | <p>Who were the British in the 20<sup>th</sup> century?</p> <p>Why did Dr Seuss published the Butter Battle Book in 1984? (<i>The Cold War 1945-1991</i>)</p> <p>Have the causes of conflicts changed, c.500 B.C. – A.D. 2014?</p>   |

### Why are you teaching what you are teaching when you are teaching it?

Following Riley (2000) each discrete scheme of work addresses a particular enquiry question. This question is historical in that it is based on a particular historical concept (causes, continuity) and each targets a particular period of history. Over the course of Key stage 3 the emphasis is on British history (meeting the requirements of the 2014 National Curriculum) but with significant components of wider European and world history. There is also a balance between political, economic, social and cultural history, and at the local, national and world scale. It is expected that teachers, in teaching each enquiry, will incorporate links to other enquiries studied. For example, the enquiry 'Why did the world go to war in 1914?' will require pupils to transfer their knowledge from the enquiry 'How was the map of Europe changing in the nineteenth century?' Similarly, there is an intention here that pupils will encounter similar styles of questions as they work through Key Stage 3, and teachers will want to make those links explicit.

It will be noted that no enquiry is explicitly focused on the use of sources. This is deliberate and designed to shift pupils away from reductive evidential exercises. Rather, it is expected that sources will be used for a variety of reasons in almost every lesson, but the nature of their use will be determined by the analytic direction and second-order concepts of the enquiry question. For example, sources might be used for building a sense of period, for posing a question about the period or for showing additional complexity that might deepen the puzzle of the enquiry question from lesson to lesson. In enquiries with an interpretations focus (e.g. Shakespeare's interpretation of the late medieval ages or how historians disagree about the abolition of the slave trade) pupils will, in order to answer the question, have to consider the way in which sources are used by subsequent interpreters and called upon to make historical judgements, though always in the context of answering a bigger question.

### How do you propose to assess history at Key Stage 3?

Three types of assessment will be made across Key Stage 3: (1) chronological security, (2) answering historical questions and (3) using substantive concepts. Importantly, at *no* point in the assessment model are 'substantive knowledge', 'understanding of causation/change/etc.' or 'historical methods, processes and techniques' to be divided into separate strands.

**(1) Chronological security** – in every enquiry pupils will be tested on their ability to sequence events and to group these events in periodization. These tests are designed to be frequent and low-stakes – their primary purpose is diagnostic, to tell teachers where chronological security is lacking. Typically, there might be three-four chronological security tests per enquiry – i.e. around one per week. Pupils should be asked to place events from other enquiries studied onto timelines to build chronological security across periods studied. Each test is marked out of ten and recorded by the teacher for the purpose of tracking pupils who are becoming 'chronologically lost'.

**(2) Answering historical questions** – following the advice of Burnham and Brown (2004), each enquiry question will be answered by a meaningful outcome activity (most frequently an essay) which will be marked using a task-specific mark scheme. In designing the criteria for each mark scheme, teachers should consider what would be an *excellent* answer to the question, and not attempt to divide the mark scheme into 'hoops' through which to jump. Feedback should be formative, but the teacher will record a separate mark out of ten based on the task-specific mark scheme. The enquiries are designed to embrace broad content areas so that pupils build and then are tested on secure knowledge by the ease, appropriateness and accuracy with which they deploy it to tackle the question. A good extended answer to the enquiry question will display knowledge of the deeper social, political and cultural structures of the period as well as apposite detail.

**(3) Using substantive concepts** – at the end of each year, pupils will be given a test in which they have to describe what is meant by key substantive concepts such as 'peasant', 'empire', 'revolution' and so on. In defining these terms they should draw upon all of the knowledge they have gained over the previous year(s). Again, a mark out of ten can be recorded for the teacher's record.

N.B. Schools may find it useful to communicate to parents via reports whether their children are falling behind (CONCERN), performing well (ON TRACK) or steaming ahead (EXCELLING). Teachers make these judgements based on the data they collect from **(1)**, **(2)** and **(3)**.

Many thanks for your involvement in this project and please send your completed overviews to [michael.maddison@ofsted.gov.uk](mailto:michael.maddison@ofsted.gov.uk)

## Example E

| History                        | Autumn Term                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                         | Spring Term                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                               | Summer Term                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | Half term 1                                                                                                                                                                                                                                                                                 | Half term 2                                                                                                                                                                                                                                                                                                                             | Half term 3                                                                                                                                                                                                                                                                                                              | Half term 4                                                                                                                                                                                                                                                                                                                                   | Half term 5                                                                                                                                                                                                                                                                                                                             | Half term 6                                                                                                                                                                                                                                                                                                                                                        |
| <b>Yr. 7</b>                   | <u><b>Development of Power 1066-1500</b></u><br>This unit will explore the changing power of the monarchy, the church and the people 1066 – 1500. This will cover the Norman Conquest, Henry II and the Peasants Revolt.<br><i>Key Concept: Interpretations</i>                             | <u><b>Changing Lives in England 1066-1500</b></u><br>This unit will look at how the lives of people in England changed 1066-1500. This will include an overview of the period covering the Great Plague and live in towns and villages. There will also be a depth study on the life of Margery Kempe.<br><i>Key Concept: Causation</i> | <u><b>The Crusades</b></u><br>This unit will look at the Crusades changed Medieval Europe and Arabia. This will look in depth at Medieval Islamic society before an enquiry which will look at the Crusades campaigns and their impact.<br><i>Key Concept: Interpretations</i>                                           | <u><b>Development of Power 1500-1750</b></u><br>This unit will build on the previous development of power module by looking at how the power of the monarchy, church and parliament changed 1500-1750. This will include the Tudors, the Reformation, the Civil War, the Interregnum and the restoration.<br><i>Key Concept: Significance</i> | <u><b>Changing Lives in England 1500-1750</b></u><br>This unit will develop students understanding of how people's lives in England changed 1500-1750. This will include live in towns and villages, the Great Plague and the Great Fire of London.<br><i>Key Concept: Causation</i>                                                    | <u><b>The Native Americans</b></u><br>This unit will explore Native American society. This will cover their beliefs, how their society worked, the interpretations of white settlers and how Native Americans are treated today.<br><i>Key Concept: Change and Continuity</i>                                                                                      |
| <b>Assessment/ Examination</b> | Baseline Assessment in 1 <sup>st</sup> lesson.<br>Enquiry: Was John a terrible monarch?                                                                                                                                                                                                     | Enquiry: Why did the Black Death spread through England?                                                                                                                                                                                                                                                                                | Enquiry: Were Muslims really "the enemy"?                                                                                                                                                                                                                                                                                | Enquiry: Which Tudor monarch changed the church the most?                                                                                                                                                                                                                                                                                     | Enquiry: What really caused the Great Fire of London?                                                                                                                                                                                                                                                                                   | Enquiry: To what extent have the Native Americans lost their culture?                                                                                                                                                                                                                                                                                              |
| <b>Yr. 8</b>                   | <u><b>Streets of Leeds</b></u><br>This unit will investigate how lives changed in Leeds during the Industrial Revolution. This will look at the development of the Industrial Revolution and how this changed metropolitan life.<br><i>Key Concept: Interpretations</i>                     | <u><b>Political Protest and Change in the 19<sup>th</sup> Century</b></u><br>This unit will explore the political change that took place in Britain in the 19 <sup>th</sup> century. This will include the development of the franchise, the Chartists and the Suffragettes.<br><i>Key Concept: Change and Continuity</i>               | <u><b>The British Empire</b></u><br>This unit will look at the development of the British Empire. This will look at the how and why Britain built an Empire, the effects, the Indian Mutiny and how Empire was perceived at home.<br><i>Key Concept: Interpretations</i>                                                 | <u><b>Slavery and Abolition</b></u><br>This unit will explore the slave trade in depth. This will include African society before the slave trade, the development of the trade, life for slaves and the Abolition Movement<br><i>Key Concept: Causation</i>                                                                                   | <u><b>The Civil Rights Movement</b></u><br>This unit will build on the slavery unit and look at how society developed for African Americans. This will include looking at life after emancipation, the Jim Crow laws, the development of the Civil Rights Movement and African American life today.<br><i>Key Concept: Significance</i> | <u><b>Changing Face of Britain</b></u><br>This unit will build a 'big picture' of British History. This will especially concentrate on immigration, culture and politics. This will lead students to think about 'What is a British Person?'<br><i>Key Concept: Change and Continuity</i>                                                                          |
| <b>Assessment/ Examination</b> | Enquiry: Did the Industrial Revolution benefit the people of Leeds?                                                                                                                                                                                                                         | Enquiry: To what extent did Britain become a democracy by 1900?                                                                                                                                                                                                                                                                         | Enquiry: To what extent was Britain good for its Empire?                                                                                                                                                                                                                                                                 | Enquiry: Why was the slave trade abolished?                                                                                                                                                                                                                                                                                                   | Enquiry: Did racial prejudice in the USA end with the abolition of slavery?                                                                                                                                                                                                                                                             | Enquiry: How far has British society changed between 1066-2014?                                                                                                                                                                                                                                                                                                    |
| <b>Yr. 9</b>                   | <u><b>World War One and World War Two</b></u><br>This unit will look in depth at the two World Wars. This will look at how Britain and the Allies were victorious in both World Wars but will not concentrate on how the Wars began due to the GCSE.<br><i>Key Concept: Interpretations</i> | <u><b>Holocaust and Genocide</b></u><br>This unit will look at the Holocaust in depth. It will explore what caused the holocaust, how it developed and the liberation of Germany. The unit will then look at genocides after 1945 including Cambodia and, Rwanda, Bosnia.<br><i>Key Concept: Causation</i>                              | <u><b>The Cold War</b></u><br>This unit will give an overview of the Cold War. It will look at how the two sides developed and period of 'hot' and 'cold' war. It will look in depth at some crises including the Cuban Missile Crisis, Afghanistan and the fall of the Berlin Wall.<br><i>Key Concept: Significance</i> | <u><b>Post-Colonial World</b></u><br>This unit will investigate how and why India, Kenya and Australia gained their independence from the British Empire. This will look at what the colonies were like, the independence settlement and how the new colonies developed.<br><i>Key Concept: Causation</i>                                     | <u><b>Britain since 1945</b></u><br>This unit will look at the changes that took place in British Society after the War. This will explore big themes including technology, liberation, immigration and public health.<br><i>Key Concept: Change and Continuity</i>                                                                     | <u><b>The Middle East 1945 – Present</b></u><br>This unit will explore the development of the Middle East after the War leading towards an understanding of why the Middle East is so geopolitically important today. This will include the creation of Israel, the OPEC Fuel Dispute and the development of radical Islam.<br><i>Key Concept: Interpretations</i> |
| <b>Assessment/ Examination</b> | Enquiry: How useful are these sources to inform about life in the Trenches?                                                                                                                                                                                                                 | Enquiry: Why didn't the Holocaust end Genocide?                                                                                                                                                                                                                                                                                         | Enquiry: How has the Cold War shaped the modern world?                                                                                                                                                                                                                                                                   | Enquiry: Why did decolonisation occur?                                                                                                                                                                                                                                                                                                        | Enquiry: To what extent has the class system ended in Britain?                                                                                                                                                                                                                                                                          | Enquiry: How does the Middle-East view the West?                                                                                                                                                                                                                                                                                                                   |

## Example F

|               | Autumn Term                                                                                                                                                                                                                          | Spring Term                                                                                                                                                                                                                                                | Summer Term                                                                                                                                                                                                                                                                                           |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 7</b> | <p>When did toilets in Britain really change?<br/>How useful is Horrible Histories for learning about toilets?</p> <p>Is Simon Schama right about the Norman Conquest?</p>                                                           | <p>Why were some kings more successful than others in medieval England?</p> <p>When did protest achieve the most, 1215-1688?</p>                                                                                                                           | <p>What can we say about the Industrial Revolution?</p> <p>Why did women get the vote in 1928 and not before?</p>                                                                                                                                                                                     |
| <b>Year 8</b> | <p>Why did Roman Britain end?</p> <p>When was the 'Golden Age' in Cordoba?<br/>+ why should we study the history of Cordoba?</p>                                                                                                     | <p>How Victorian were the Victorians?<br/>Who should be in the 'Little Book of Significant Victorians'?</p> <p><i>New unit on interpretations to be added in 2014-15 – Victorian interpretations of earlier periods especially Tudors and Cromwell</i></p> | <p>Is Clarkson the hero of the abolition movement?</p> <p>Is Clarkson the forgotten hero of abolition?</p> <p>Why is Clarkson forgotten? How should he be remembered in 2015?</p>                                                                                                                     |
| <b>Year 9</b> | <p>How important was Gandhi's role in ending British rule in India?<br/>Did India become the country Gandhi wanted it to be?</p> <p>Who fought in WW1?<br/>How can we find out what it was really like to fight in the trenches?</p> | <p>Why did the First World War break out in August 1914?</p> <p>When and where was WW2 won?<br/>+ why is Russia's role less well known?</p>                                                                                                                | <p>Did everyone 'keep calm and carry on' on the Home Front in the Second World War?<br/>Why has the idea of Blitz Spirit been so enduring and so controversial?</p> <p>For what should the 20<sup>th</sup> century be remembered?<br/><i>Unit on Holocaust and genocides to be added, EQ tbc.</i></p> |

Causation

Change and continuity

Similarity/difference

Significance

Interpretations

Enquiries with a particular evidential focus

## KS3 Curriculum Overview: Rationale and Assessment

Please do not expand the boxes so that your response goes onto another sheet

### Why are you teaching what you are teaching when you are teaching it?

Each unit focuses on an enquiry question, with an in-built focus on a particular historical concept. Some enquiries also focus particularly on the use and evaluation of historical evidence to a greater extent than others, where particularly appropriate material lends itself. We aim to have a chronological range within each year, to avoid limiting students' study of earlier chronological periods to the less historically-sophisticated enquiries of the first year of KS3. This is a work in progress, partly because we are waiting to see what the new GCSE courses will look like before designing new enquiries for Y9 in order to avoid overlap/plan for progression across KS3 and 4.

We explore a number of themes across the years, highlighting these through overviews and lessons linking different enquiries. For example, in year 7 there is a focus on political change and the relationship between rulers and ruled, talking about 'people power' and 'the voice of the people'. This is integrated with an exploration of social and economic change through the enquiry on toilets through time and work on the Industrial Revolution. In year 8 we develop students' understanding of society, involving more cultural and religious elements and exploring different ways of grouping people in society, from blurred boundaries between Romans, Britons and Anglo-Saxons in the Roman Britain enquiry, through the relationship between different religious groups in Cordoba, to social classes and cultural *mores* in Victorian Britain and the role of different social groups in the slave trade and its abolition. Political themes from Year 7 continue to be explored and integrated in considering the role of rebellion in the end of Roman Britain, the relationship between power, religion and culture in Cordoba, and Victorian ideas about status, respectability and power including the status of women and Britain's imperial expansion. Year 8 introduces the concept of empire, which is further explored in Y9. Year 9 continues to build on these themes, with a more international dimension. Students' understanding of empire is further developed and the role of imperialism and nationalism and the relationship between governments and people is explored in all the topics in this year. The role of individuals in history is further explored, building on work at the end of year 8, and compared to wider political, economic and cultural forces. Britain's relationship with the countries and peoples of its Empire and its international neighbours and allies is also a theme of the topics in this year.

### How do you propose to assess history at Key Stage 3?

We have been working as a department on developing our own models of progression for different types of historical thinking (causation, change/continuity, similarity/difference, thinking about evidence, significance, interpretations) and also have an overall model of the qualities of historical argument and writing we are aiming to develop. We use these to inform long-term planning for progression across the key stage, thinking about how each enquiry builds on what students have learned previously.

We use task specific mark schemes for each assessment task, which describe the historical knowledge (topic specific, period specific, and more generic), historical thinking and argument we are looking to see combined in a really successful answer to the unit's enquiry question. We take copies of a sample of students work to use for moderation and for evaluation of each unit and planning for future progression. We record qualitative data about students' strengths and weaknesses and use these to set formative targets and ask students to respond to feedback. We are introducing additional opportunities to assess students' substantive knowledge through chronology activities that require recall and explanation/analysis of themes/patterns. We have also experimented with a baseline test for students at the start of year 7 assessing their concept of historical change and evidence.

We do not give grades, marks or levels to students, although we are currently required to report these at the end of each year, and to report students' progress against targets expressed as levels. We would like to move away from the idea of a linear ladder of progression, making teacher judgements about progress based on a mix of different kinds of assessment, but it is a work in progress to theorise and put into practice how we can do this effectively while satisfying the different requirements placed on assessment by senior leaders and parents, and ensuring that students have a meaningful sense of their own progress in the subject as well as how to improve.

Many thanks for your involvement in this project and please send your completed overviews to [michael.maddison@ofsted.gov.uk](mailto:michael.maddison@ofsted.gov.uk)

## Example G

| Y7                                                                                                                              | Y8                                                                                                            | Y9                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| What does the discovery of an Anglo-Saxon princess near Loftus tell us? 1/6                                                     | Verney Family: why did father and son fight on different sides in the English Civil War? 1/4                  | Why did World War 1 start? 4                                                                                                                       |
|                                                                                                                                 |                                                                                                               | Why did ? enlist to fight in the Great War? 4                                                                                                      |
| Who would you support to be the next king of England in 1066? Election campaign 1                                               | Oliver Cromwell: hero or villain? 1/2/4                                                                       |                                                                                                                                                    |
| Why did William win the Battle of Hastings? 4                                                                                   | Why did Ned Ludd and Captain Swing cause problems for the government in the late 18th/early 19th centuries? 5 | Which is more useful to an historian studying the Great War...the government film 'The Battle of the Somme' or 'All Quiet on the Western Front'? 4 |
| What can local Domesday Book records tell us about how much life changed for people living in our area between 1066-1086? 1/4/6 | Tea Unit:<br>What does the portrait 'A Family of Three at Tea' tell us? 3/6                                   | Is Remembrance Day still significant? 4                                                                                                            |
| Was it better to live in a medieval village or town? IT task - photo storyboard 1/6                                             | Should the price of alcohol be increased? What lessons can we learn from the 1700s? 6                         | Treaty of Versailles: write audio guide for museum to go with political cartoon about V.T. 4                                                       |
| Can you solve the mystery of Thomas Becket's murder? 1                                                                          | Does Richard Arkwright deserve his place on the walls of the National Portrait Gallery? 6                     | Why did World War 2 start? Timings for modern documentary 4                                                                                        |
| Does the Richard I deserve the title 'Lionheart'? 1/6                                                                           |                                                                                                               | How and why did the nature of Bergen-Belsen change between 1935-1945 1/4                                                                           |
| Was King John the worst king England ever had? 1                                                                                | Could you prosecute Captain Collingwood of the Slave Ship Zong? 3                                             | Who was Kurt Gurstein? 4/5                                                                                                                         |
|                                                                                                                                 | From Kowtow to Kapow: What caused Britain's war with China in the 1840s? 3/4                                  | Who was more significant... Ghandi or Mandela? 3/5                                                                                                 |
| What would a 1348 government information leaflet about the Black Death look like? 6                                             |                                                                                                               | Windrush: was London really the place to be for Black Britons in the 1950s and 1960s? 3/6                                                          |
| How would you respond to a parent complaining about why we teach the B.D.? 1/6                                                  | What would you include on the design for a modern British tea cosy? 3                                         | How much difference did Scarman's report make for Black Britain? 6                                                                                 |
| Should Locke Park be renamed Wat Tyler                                                                                          | Should Captain Cook be remembered? 3                                                                          | How much can we learn about black civil rights in the                                                                                              |

|                                                                    |                                                                                                                    |                                                                   |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Park? 5                                                            | To what extent did the fight for the vote change/ stay the same between the 17th century and the 20th century? 1/5 | USA from songs? E.g. Emmet Till 5/6                               |
| Why did England become a Protestant country in the 16th century? 2 |                                                                                                                    | Did Lee Harvey Oswald kill Kennedy? 1/4/5                         |
| What can we learn about Elizabeth I from her portraits? 1          | How much can we learn about developments in medicine from cartoons/paintings? 6                                    | Why were 29 people killed in Omagh, Northern Ireland in 1998? 1-6 |

|                   |                                                                                                            |
|-------------------|------------------------------------------------------------------------------------------------------------|
| Causation         | Themes: 1. Government & Power<br>2. Religion<br>3. Empire<br>4. War & Conflict<br>5. Protest<br>6. Society |
| Significance      |                                                                                                            |
| Interpretation    |                                                                                                            |
| Change/Continuity |                                                                                                            |
| Evidence          |                                                                                                            |

## Example H

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>YEAR 7</b> | <p>What is History? Skills based lessons Why did William win the Battle of Hastings? <b>Power</b></p> <p>How did he assert his authority? <b>Power</b></p> <p>Is Simon Schama right <b>Interpretation</b></p> <p>What was it like to live in the Middle Ages? <b>People's lives</b></p> <p>Was the Black Death a disaster for everyone? <b>Enquiry</b></p> <p>Was King John really a terrible King? <b>Interpretation power</b></p>                                                                                   | <p>How significant was the Magna Carta? <b>Power Significance</b></p> <p>Who had the most power the Church or the State? <b>Power</b></p> <p>If Henry and Becket were such good friends why did Henry have him killed less than 10 years later? <b>Power</b></p> <p>Reformation religion – <b>Chronology Power Religion</b>. How and why did the Crown influence the Church?</p> <p>Why did people believe in witches? <b>Ideas and beliefs</b></p> | <p>What were the causes of the Civil War? <b>Power. Cause and Consequence</b></p> <p>Why did father fight against son? <b>Enquiry People's lives</b></p> <p>Why was the world turned upside down? <b>Ideas and beliefs</b></p> <p>Gunpowder plot. <b>Enquiry Ideas and beliefs</b></p> <p>Who had power after 1660?</p> <p>Were Cromwell's actions at Drogheda as bad as we've been led to believe? <b>Interpretations Ideas and beliefs</b></p> |
| <b>YEAR 8</b> | <p>Power: The French Revolution. Was it as simple as 'Let them eat cake?' <b>Cause and Consequence Power</b></p> <p>Who was the most evil Jacobin? Power <b>Enquiry</b></p> <p>Was Napoleon Bonaparte a hero or villain? <b>Interpretation</b></p> <p>Did the French Revolution change a lot, just a little? For better or worse. People's lives</p> <p>All Change 1750-1900 <b>Chronology</b></p>                                                                                                                    | <p>The Peterloo Massacre – who was to blame? <b>Power Enquiry</b></p> <p>Does Arkwright deserve to be listed as one of the most significant people? <b>Significance</b></p> <p>Should the price of alcohol be increased?</p> <p>Lessons from 1700s. <b>People's lives</b></p> <p>Did living conditions improve between 1750 and 1900? <b>People's lives</b></p>                                                                                     | <p>Empire overview. <b>Warfare and Empire</b></p> <p>The plate lesson.</p> <p>Why do historians disagree about the opium wars? <b>Interpretations</b></p> <p>What horrors lay behind the slave trade? <b>Enquiry</b></p>                                                                                                                                                                                                                         |
| <b>YEAR 9</b> | <p>20<sup>th</sup> Century overview - <b>Chronology</b></p> <p>Warfare and Empire: Did the ostrich really cause WWI? <b>Cause and Consequence</b></p> <p>Why did Ernest Coleman join up? What motivated men to continue fighting? <b>Ideas and beliefs</b></p> <p>Why did the battle of the Somme enter the Guinness Book of Records? <b>Enquiry</b></p> <p>What were the consequences of WWI? <b>Local Study</b>: Chapel Street Altrincham &amp; build on the success of YR9 (2014) collaboration with the IWMN.</p> | <p>What impact did the rise of dictators have on ordinary people?</p> <p>Battles of WWII. <b>Chronology</b></p> <p>Why was Winston Churchill a significant leader? <b>Significance</b></p> <p>Had the Nazis always planned the Holocaust? <b>Interpretations/change People's lives</b></p> <p>How did India become independent? <b>war and warfare</b></p>                                                                                          | <p>How have people campaigned for equal rights? <b>World issue Change</b></p> <ul style="list-style-type: none"> <li>Civil Rights movement USA.</li> <li>Nelson Mandela <b>People's lives</b></li> </ul> <p>How much progress was made in the medicine in the Ancient World? <b>Pre1066 Continuity and Change</b></p>                                                                                                                            |

**Blue**= Skills

**Red**= Themes.

## Example I

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### Term 1

- Overview to The Middle Ages
- How do we find out about Medieval Peasants? (evidence enquiry) *Peoples' lives*
- Why did William win the Battle of Hastings? (causation) *Power*
- Is Simon Schama right about the significance of Hastings? (*interpretation s , significance*) *Power*
- Why could no one ignore the Church in the Middle Ages? (significance) *Peoples' lives / Religion*
- of How do we solve the mystery Thomas Becket's murder? (evidence/ enquiry) *Power / Religion*

- Empire overview plate
- What horrors lay behind the slave trade? (source enquiry)
- Why do historians disagree about the causes of the Opium wars? (Interpretations and causation)
- Where should the Benin Head belong? (significance / interpretations)
- Empire plate summary

*All – Empire / movement and settlement*

#### 20th century overview

What would you include in a news reel about why WW1 happened? (causation) / interpretations) *Conflict and co-operation*

Why did Earnest Coleman sign up? (source enquiry diversity) *Peoples' lives, Conflict and co-operation*

Was the film the battle of the Somme a fake? (source enquiry - interpretations) *Conflict and co-operation*

Who is right about the Storming of the Winter Palace? (source enquiry - interpretations) *Significant European event*

### Term 2

- Was King John Really a terrible King? (enquiry and interpretations) *Power*
- Was the Black Death a total disaster for the peasants? (consequences) *Peoples' lives*
- 1500 – 1750 An overview (change)
- What was the Reformation? (Enquiry )
- A West Country mystery: Why was Richard Whiting killed? (Causation) *Religion / Power*
- Can we trust textbooks to tell us the whole story about the Gunpowder Plot? (Enquiry and interpretations)
- Religion / Power*

All change - overview (change)

•Richard Arkwright: Should his portrait be in the Portrait Gallery?(Significance / interpretations / diversity ) *Economic change / Power*

•Why is it so difficult to find out what children's working conditions were really like in the 19th Century? (*source enquiry*)

•Why did the Mason brothers get involved in The Swing Riots? (source enquiry, causation, diversity ) *Peoples' lives, economic change*

•Why was the Public Health Act introduced in 1875 and not before? (causation) *Power, peoples' lives*

•

What was life really like in the 1930s? (source enquiry – interpretations, diversity) *Peoples' lives, economic change*

•Was appeasement a mistake? (interpretations and causation) *Conflict and co-operation*

•WW2 overview – which battle was the most significant? (significance) *Conflict and co-operation*

### Term 3

- Why was there a Civil War? (causation) *Power / Religion*
- What really happened at Charles I's execution? (Enquiry) *Power*
- What kind of a man was Oliver Cromwell? (Evidence / interpretations) *Power / Religion*
- Which Monarch had most power between 1660-circa

1750? (Change) *Power*

•What was life like in London? (interpretations) *Peoples' lives*

What had gone so badly wrong to cause the French Revolution in 1789?(Causation)

Was it inevitable that Louis XVI would be executed? (Change, causation)

How accurate is David's Marat? (Enquiry Interpretation)

Was Robespierre the Butcher of the Revolution? (interpretations)

*All = Significant World event*

#### Holocaust overview

Had the Nazis always planned the Holocaust? (Change / interpretations) *Conflict and co-operation*

Windrush: – was London really the place to be for Black Britain's in the 50s and 60s??(source enquiry – interpretations, diversity) *Peoples' lives, movement and settlement*

How much difference did Scarman's report make for Black Britain 81- 2010? (change / significance) *Peoples' lives, movement and settlement*

## Example J

|        | Autumn Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Spring Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Summer Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 7 | <p><b>What is History?</b><br/>Skills based – archaeology and Local History study – including Romans and Vikings) Assessment : <b>Using Evidence (Tollund Man)</b></p> <p><b>How did Monarchs Keep control?</b><br/>(The claims to the throne in 1066, events of 1066: Why did William win?)<br/>What do we mean by Britishness? Assessment : <b>Causation</b></p> <p><b>How did William establish control in England?</b><br/>Castles, Domesday Book and the Harrying of the North.<br/>Assessment: <b>Using Evidence Impact of castle building</b></p>                                               | <p><b>Why couldn't a King do whatever he wanted ?</b><br/>(Becket, King John) <b>Assessment: How reliable is Disney's interpretation of King John?</b> (Interpretation)</p> <p><b>What was life like in Medieval Times?</b><br/>Medieval Village, Medieval Town, Black death including HA historical fiction competition <b>Assessment : Historical Enquiry.</b><br/><b>Students create a researched, historically accurate piece of historical fiction showing the impact of the Black Death on Medieval Society.</b></p>                                                                                                                                               | <p><b>What did people believe in Medieval Times?</b><br/>The Medieval Church, The Reformation, The Dissolution of the Monasteries<br/><b>Assessment : Year 7 Exam Summative Assessment</b></p> <p><b>How different was Medieval Baghdad to Medieval York?</b><br/>Students write a script imagining a conversation between a traveller returning from Baghdad. What would be different? What would be the same?</p>                                                                                                                                                                                                                                                                                                                              |
| Year 8 | <p><b>What did the Industrial Revolution do for us?</b><br/>Life in 1750 Luddites scripted drama. Life in the Industrialised Towns. Life in the factories.<br/><b>Assessment : Continuity and Change</b></p>                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>What does the case of Jack the Ripper tell us about Victorian crime and punishment?</b><br/>The Police in 1880. Conditions in Whitechapel in 1880. Suspects, witnesses and evidence. Were Jack the Ripper's victims typical of all women in Victorian England? <b>Assessment : Using Evidence.</b><br/><b>Why did the Police fail to catch Jack the Ripper?</b></p> <p><b>The History of York in 3 Invasions (Local History study)</b><br/>Roman Eboracum, Norman Invasion of York, York under siege during the Civil War.<br/><b>Assessment : Historical Enquiry.</b> Students design their own historical tour of the city including a script for the guide.</p> | <p><b>The Slave Trade</b> What was the Slave trade? What was life like for a slave ? Who was responsible for the ending of slavery – Clarkson or Wilberforce?<br/><b>Assessment : Significance</b><br/><b>Who was most significant in bringing an end to Slavery?</b><br/>Wilberforce or Clarkson?</p> <p><b>A Study of two naval conflicts :</b> The Armada and the Battle of Trafalgar.<br/><b>Assessment : Interpretations</b></p> <p>Year 8 Exam: Summative Assessment</p> <p><b>Power to the People?</b> (Please note this unit is still under construction)<br/>The History of Democracy in three key events.<br/>Peasants Revolt, Peterloo, The Suffragettes<br/><b>Assessment : – Causation. Why was democracy achieved in 1929?</b></p> |
| Year 9 | <p><b>How can we use images of the Olympics to recognise the themes of the 20<sup>th</sup> century ?</b><br/>Why did Britain want an Empire? Who were the winners and losers from the British Empire? Historical Interpretations including Niall Ferguson and Piers Brendon.<br/><b>Assessment: Interpretations</b><br/><b>Was the British Empire a good thing?</b></p> <p>Power: How have people campaigned to gain equality? Emmett Till and Rosa Parks case study.<br/><b>Assessment : Significance. Who was most significant in the campaign for Civil Rights, Rosa Parks or Emmett Till ?</b></p> | <p><b>Twentieth Century conflict :</b> The First World War,<br/><b>Assessment : Historical Enquiry. Presentation on Trench life.</b></p> <p>Significance : Which invention is the most significant? Case study Churchill : How can an individual be significant?<br/><b>Assessment : Students design a museum exhibition of objects from the 20th century. They have to justify their choice of objects and explain their rationale. (Significance)</b></p>                                                                                                                                                                                                              | <p><b>Twentieth Century Conflict</b><br/>The second World War and the Iraq and Afghanistan War. Northern Ireland.<br/><b>Year 9 Exam : Summative Assessment</b></p> <p>Local History Study : How was York affected by the First and Second World Wars?<br/><b>Historical Enquiry: Students create a teaching resource in the form of a wall display.</b></p>                                                                                                                                                                                                                                                                                                                                                                                     |

## KS3 Curriculum Overview: Rationale and Assessment

Please do not expand the boxes so that your response goes onto another sheet

### Why are you teaching what you are teaching when you are teaching it?

This scheme of work intends to provide a strong chronological overview and encourage students, to make sense of their present by their understanding of the past, process information in a variety of ways, develop well structured narratives and reach balanced judgements.

In Year 7 there is a rapid sprint through the first thousand years of British History. After 1000 the study of Medieval History is more detailed. Causation is taught through the essay on the Battle of Hastings. This is picked up again in year 8 with the study of the Armada. In year 9 causation is studied in the causes of the First World war. In year 7 students also study the extent to which a medieval monarch had power. In the Spring term we teach a topic on Medieval life using the writing of a piece of historical fiction based on the arrival of the Black Death as the focus for our enquiry. In the final term we compare Medieval Europe to Medieval Baghdad.

Year 8 begins with a study of the Industrial revolution. The focus of the unit is Continuity and Change. Students learn about the Luddites and the Industrial Revolution. They then look at Crime in Victorian London with an enquiry into Jack the Ripper. Students are taught the skill of using evidence in this unit. There is also a lesson on the lives of notable Victorian women in this unit to provide some gender balance. We have introduced a new Local History project this year The History of York in 3 Invasions. This creates an overview of York from The Roman period to the 17<sup>th</sup> Century. Students write a script for a tour guide as part of their final assessment. Students then study The Slave Trade and its abolition. We are considering trying to squeeze in another overview topic at the end of year 8 or in Year 9 on the growth of democracy. This will be finalised next term but our intention is to join up their knowledge about the extent of power of medieval kings with the electoral reform of the 19<sup>th</sup> and 20<sup>th</sup> century.

Year 9 begins with a study of the impact of Empire. Students use the interpretations of two historians and are encouraged to reach their own verdict. Following this students study the Civil Rights Movement and complete an assessment on the significance of Parks and Till. This is the first time they will have met this rather tricky key concept. We then follow this up with a study of the significance of inventions and the significance of an individual (Churchill) later in the year. Students look at twentieth century conflict in the Spring term. We have tried to keep this as current as possible and look at the conflict in Ireland, Iraq and Afghanistan as well as the First and Second World Wars. The local History study in the Summer uses the student's knowledge of the First and Second World War to assess their impact on the local level. There is a strong emphasis on using historical evidence in this unit.

### How do you propose to assess history at Key Stage 3?

Please see assessment opportunities in red on table.

At present we intend to continue to use levels. The school has invested heavily in tracking pupil progress using flight paths and JTB software. Although the system is not perfect we feel that the conversations that emerge between staff and student and within the department when a student is making excellent progress or is falling behind, are extremely valuable.

Many thanks for your involvement in this project and please send your completed overviews to [michael.maddison@ofsted.gov.uk](mailto:michael.maddison@ofsted.gov.uk)

## Example K

|   | 7                                                                                                                                                                                                                                                                                                                            | 8                                                                                                                                                                                       | 9                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <b>Development of Church, state and society: 1066-1509</b>                                                                                                                                                                                                                                                                   | <b>Development of Church, state and society: 1066-1509</b>                                                                                                                              | <b>Ideas, political power, industry and empire: Britain, 1745-1901</b>                                                                                                                                                                                                                                                                                                                                                                  |
| 1 | <p>History of Liverpool and Wavertree; to incorporate key skills of What is History?</p> <p>This Unit satisfies N.C. requirements that a local history study is completed.</p> <p><b>ASSESSMENT: ENQUIRY – USED AS BASELINE ASSESSMENT</b></p>                                                                               | <p>Why did the Reformation happen? How did it change England?</p> <p>How successful was Elizabeth I? To include: Life in Elizabethan England; first contact with America and India.</p> | <p>To follow from Half Term 5 and 6 in Year 8.</p> <p>What impact did this have on the wider world? Focus on the slave trade. What was Benin like before the slave trade? What was the experience of enslaved peoples? Why was the slave trade abolished?</p> <p>This Unit satisfies the N.C. requirement that pupils study a significant society or issue in world history and its interconnections with other world developments.</p> |
| 2 | <p>What was Britain like before 1066? This satisfies the N.C. requirement that pupils study an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066.</p> <p>Why did William win at Hastings?</p> <p><b>ASSESSMENT: ESSAY ON WHY WILLIAM WON AT HASTINGS</b></p> | As above                                                                                                                                                                                | <p><b>Challenges for Britain, Europe and the wider world 1901 to the present day</b></p> <p>What was Britain like before 1914? (Research Project?)<br/>World War One</p>                                                                                                                                                                                                                                                                |
| 3 | <p>How did the Normans establish control after Hastings?</p> <p>How effectively did they establish control?</p> <p><b>ASSESSMENT: SOURCE SKILLS</b></p>                                                                                                                                                                      | <p>Why did the Civil Wars happen? What was life like during the Civil Wars?</p>                                                                                                         | World War Two                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 4 | <p>What was life like in medieval England? Society, economy and culture.</p> <p>Unit to include: Towns, villages, medieval Church, Jewish people in medieval England.</p> <p><b>ASSESSMENT: A KNIGHT'S TALE – ENQUIRY</b></p>                                                                                                | <p>Was Cromwell a Protector or Dictator? Why was the monarchy restored?</p>                                                                                                             | <p>The Holocaust<br/>To include Institute of Holocaust Education resources</p>                                                                                                                                                                                                                                                                                                                                                          |
| 5 | <p>What challenges were there to the Crown in medieval England? Thomas Becket; King John.</p> <p><b>ASSESSMENT: ESSAY</b></p>                                                                                                                                                                                                | <p><b>Ideas, political power, industry and empire: Britain, 1745-1901</b></p> <p>Why did Britain become the workshop of the world by the mid-19th century?</p>                          | Britain since 1945                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 6 | <p>How did the Black Death change England? Including the Peasant's Revolt.</p> <p><b>ASSESSMENT: SOURCE SKILLS</b></p>                                                                                                                                                                                                       | What impact did this have within Britain?                                                                                                                                               | No half term six<br>TIMETABLE FLIP                                                                                                                                                                                                                                                                                                                                                                                                      |

## Example L

Focus for each assessment will cover certain historical skills that will be needed for GCSE. It will build the foundations for a more rigorous GCSE examination. At the end of each year students will have a linear style examination.

| Year 7 Struggles for Power: Rulers and the Ruled                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 8 Britain and the Wider World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 9 Conflict and Co-operation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>Project 1: Show us tell us<br/>Create a time capsule for an ordinary person from a period of their choosing<br/>Assessment – rationale they produce with their time capsule</p> <p>Project 2: What's their view?<br/>Choose a historically significant person from the period 1066-1500 and they have to write a speech and present to the class what the person would have felt about Liverpool nowadays especially Croxteth. This will link to the local study.<br/>Assessment: Speech that will be presented but will need to focus on local study elements<br/>These will provide baseline assessment skills for initial arrival into school.</p> <p>Enquiry 3: What have the Romans ever done for us? (Extending pupils chronological knowledge prior to 1066)<br/>Assessment: Students will produce an extended piece of writing that will look at the changes and implications for Britain</p> <p>Enquiry 4: Invaders: Why did the Normans win the Battle of Hastings?<br/>Assessment: Students will produce an extended piece of writing based on the enquiry question. Similar to controlled assessment</p> <p>Enquiry 5: The Conqueror and the Conquered: How far did England change after the Norman conquest? What did the English think when William took control?<br/>ACADEMIC HISTORY<br/>Assessment: source evaluation of different historian's perspectives on William's invasion</p> | <p>ENQUIRY 1: What was fine and foul about London life and did life get better over the period of 1509 -1745? Did life get better over the period of 1509-1745? This will be assessed.</p> <p>ENQUIRY 2: Chopping and changing what happened when Henry VIII took control of the Church? CUE<br/>Assessment: Will be a controlled assessment style essay based on the key question: Why did Henry VII make a break with Rome and what were the consequences of this?</p> <p>ENQUIRY 2b: Forcing minds to change 1509-1558 when was it most dangerous to speak your mind? CUE<br/>Assessment: Students will have to answer the enquiry question when was it most dangerous to speak your mind? They will complete it using the sources that they have collected throughout their group tasks. These will be analysed throughout their assessment to support their argument.</p> <p>ENQUIRY 3: Queen Country and Beyond: How did Elizabeth control her people and cope with conflict with Catholics?<br/>Assessment: Students will complete a three source assessment similar to the GCSE style depth study part one. Why was it published/painted? Usefulness of the source..., What is the message?</p> <p>ENQUIRY 4: 'A Thing Most Horrible': How did Charles I lose control? CAUSATION<br/>Assessment: Students will complete an assessment on the causes of the civil war. They will prioritise which they believe was the most important cause of the war. Higher groupings will complete a how far...? question.</p> <p>ENQUIRY 4B: 'The maddest world we ever saw': What</p> | <p>ENQUIRY 1: Sister Suffragette, Sister Suffragist: Which group helped the women's suffrage cause more?<br/>Assessment: Students will complete an essay on which group helped the women's suffrage cause more and why?</p> <p>ENQUIRY 2: Two bullets and twenty million deaths: Why did an assassination lead to a war?<br/><br/>Assessment: Students will have to produce an essay on the question: What were the causes of the First World War? They will have to link causes into three topics – nationalism and empires, armed forces and alliances.</p> <p>ENQUIRY 2b: How far can men's letters and poems tell us about the First World War? (the focus will not be poetry this is just an umbrella theme)</p> <p>ENQUIRY 2c: Britain's War Crime? Whose fault was the sinking of the Lusitania? Assessment:<br/>Assessment: Students will have to complete an essay using sources and any other resources they have collected to analyse and back up their judgements.</p> <p>ENQUIRY 2d: How should the Battle of the Somme be remembered?<br/>.<br/>Assessment: Students will complete an essay: How should the Battle of the Somme be remembered? Students will use paragraphs based on the points studied.</p> <p>ENQUIRY 2e: 'Are we making a good peace? Are we? Are We?': Did the Paris Peace conference make a sensible settlement?<br/>Assessment: Students will produce an essay: How successful was the Paris Peace Conference?</p> |

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| <p>Enquiry 6: Blood on the Cathedral Floor. Why was it difficult for kings to control the Church?<br/>Assessment: Students will write an essay on why it was so difficult for kings to control the Church</p> <p>Enquiry 7: Could the rich control the king?<br/>Assessment: Students will present on the changing role of the monarch</p> <p>Enquiry 8: The most terrible of all terrors (development of Church, state and society)<br/>Students will look at the Black Death of 1348 and will analyse sources and statistics. Students will write their own historical story based on the Black Death in Liverpool/Croxteth. They will include how this disease changed people's lives some for the better/worse, the causes and cures, fears and what people did.</p> <p>Enquiry 9: How did the peasants get out of control? (development of the Church, state and society)<br/>Students will have to write a report on the peasants revolt it will have three sections to its article. It will be like the GCSE style controlled assessment but will have three headings as these will guide the students. Students will be able to include source analysis from their own research.<br/>Assessment: As stated above the three headings are trends and triggers, threats and violence, death and defeat.</p> | <p>made Britain so out of control between 1642 and 1660?<br/>Assessment: Sources and questions based on this enquiry. Each topic will have one source and one summary question based on the GCSE style questions.</p> <p>ENQUIRY 5: White gold and black misery: What lay behind the horrors of the slave trade? (local study)<br/>Assessment: Students will answer the question how far does Liverpool accept responsibility for the slave trade?</p> <p>ENQUIRY 6: Money, Mills and Machines: Why was Quarry Bank Mill so successful in comparison to other mills at the time? Focus will look at Quarry Bank Mill and its success. Look at further elements of industry.<br/>Assessment: To write an answer to the question either (higher): why was there an industrial revolution in Britain? (lower) Why was Quarry Bank Mill so successful? Or all groups complete (lower/higher version)</p> <p>ENQUIRY 7: Fingers weary and worn: Why is it so difficult to find out what children's working conditions were like?<br/>Assessment: To produce a controlled assessment using as many sources as the students want to produce an answer to the enquiry question: Why is it so difficult to find out what children's working conditions were like?</p> <p>ENQUIRY 8: Culture clash: Why was there no meeting of minds in the New World?<br/>Students will work in groups for this entire enquiry. They will produce presentations and drama based activities on this section. Individually however, they will be collecting information for a file which they will use for their assessment.</p> <p>ENQUIRY 8b: Experiences of the Empire: How different were the attitudes of the rulers and the ruled?<br/>Assessment: To produce a project based file on this enquiry. Students will use sources to back up their work and will have to include a bibliography, footnotes etc. This will start to prepare them for A level Historical Enquiry.</p> | <p>End of unit assessment: There will be three sources and questions and three questions similar to the GCSE paper based on this entire section.</p> <p>ENQUIRY 3: Evil minds and evil times: How did Hitler gain control of Germany?<br/>Assessment: To produce a project based on three sections 1918-24, Hitler's rise to power 1924-34 and Hitler in control 1934-38. Students will use resources, sources information they have obtained to help back up their justifications in their project.</p> <p>ENQUIRY 4: The Road to war: What caused the Second World War?<br/>Assessment: What caused the Second World War?</p> <p>ENQUIRY 4b: The world dissolved in flames: How did the Allies win the Second World War?<br/>Assessment: Students will have three sources to complete like the first part of the GCSE depth study.</p> <p>ENQUIRY 5: 'The greatest crime in the history of the world': Why is so important to remember the Holocaust?<br/>Assessment: students will have to complete a controlled assessment style answer on this enquiry using sources and resources that students have obtained throughout the topic.</p> <p>ENQUIRY 6: Study of significant society: America in 20th century focus on and its interconnections with the world.</p> |
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