



ABINGDON

KS3 History

YEAR GROUP/PATHWAY: KS3		SUBJECT AREA: History		
	Year 7	Year 8	Year 9	
Autumn	Migration/Black History month	Ideas, political power, Industry, and empire: Britain, 1745-1901 - Empire	Black History month Music as propaganda and protest	
Knowledge	Core Black influence on culture Inspirational individuals Introduction to Thematic History – look at chronology to be covered Early migration to Britain (Celtic) Reasons for Roman invasion Impact on the Celts and resistance to Roman rule (Boudicca)	Core: Black influence on culture Inspirational individuals Conquests in the Caribbean/Canada, trade in the Atlantic, how the government protected trade and privateers	Core: Black influence on culture Inspirational individuals World War One: patriotic songs, music hall Jazz and the Harlem Renaissance e.g. Duke Ellington Caribbean music in 1960s Britain: Calypso To what extent does music still affect politics and society? Hip Hop – social commentary?	
Skills/purpose	Learners understand the literal meanings of terms such as year, decade and century.	Learners use sources to make simple inferences about the past and are beginning to	Learners can make supported inferences about the past by using a source and the detail contained within it.	



ABINGDON

	<p>Beginning to be able to put periods and events in order.</p> <p>Learners understand that sources are used by historians to find out about the past.</p>	<p>understand that historians gather evidence by interrogating information with a particular purpose.</p> <p>Learners can use a small group of sources together to make simple inferences and present this as evidence.</p> <p>Learners are beginning to frame their own historically valid questions, but with limited success.</p> <p>Learners can select and describe the key features of a historical interpretation and begin to talk about the messages that it might send to the people viewing it. They have a basic understanding that different interpretations (e.g. films, paintings, songs) are made to provide groups of people with a story about</p>	<p>Evidence Step 7: Learners can comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together.</p> <p>Causation and consequence Step 8: Learners can explain why events had certain consequences and begin to recognise that one cause may have multiple or conflicting consequences. They will begin to see how causes and consequences overlap and interact.</p> <p>Evidence Step 8: Learners can distinguish between ideas of utility and reliability, and understand that historians use 'unreliable' sources as valuable pieces of evidence.</p> <p>Evidence Step 8: Learners can support their comments on sources by using source content</p>
--	--	--	---



ABINGDON

		the past but cannot explain purpose beyond this.	and sometimes by referencing the provenance of a source, although they struggle to draw conclusions from ideas of nature, origin and purpose.
Vocabulary	Change Continuity Evidence Attitudes	Change Continuity Evidence Attitudes	Change Continuity Evidence Attitudes
Outdoor Learning suggestions	Guest speaker Assembly presentation	Guest speaker	Guest speaker
Spring	Medieval Monarchs/The Crusades	Changing ideas / Developing British empire	Challenges for Britain, Europe, and the wider world 1901 to the present day - WW1
Knowledge and purpose	Core: The problem of Medieval Monarchs: Who were England's Medieval Monarchs?	Core: Medieval origins: The Norman Conquest, Angevin Empire and Hundred Years' War plus Tudor colonialism and the 13 colonies	The Franco-Prussian War, the unification of Germany, and how it affected relations with France and the rest of Europe.



ABINGDON

	<p>Who were England's Medieval Queens?</p> <p>How powerful were Medieval Monarchs?</p> <p>The Crusades:</p> <p>Why was Jerusalem worth dying for?</p> <p>Did the Crusades change the Holy Land?</p>	<p>Loss of the 13 colonies, origins of the East India Company, growth of trading outposts and success against Dutch/French</p> <p>Decline of the Mughal Empire and military actions of East India Company and expansion of company control</p> <p>Benefits to Britain; benefit for colonies; drawbacks for Britain; drawbacks for colonies</p> <p>The Indian Rebellion of 1857 leading to the Act for the better government of India and the Zulu War and the Boer War</p>	<p>The extent of European empires by late 19th Century, Germany's desire for an empire, plus the naval arms race.</p> <p>The alliance system and how it developed in the lead up to war, plus the Schlieffen Plan.</p> <p>The events following the assassination which led to war, plus different views of who was to blame for starting the war.</p> <p>Who fought in WW1? The key features of trench warfare on the western front, the Battle of the Somme and war poetry.</p> <p>The end of the war: casualty rates, Spanish influenza, and the state of Europe at the end of the war.</p>
--	---	--	---



ABINGDON

<p>Skills/purpose</p>	<p>Learners appreciate that historians need to interrogate sources to work out what happened in the past. (Reinforced 3)</p> <p>Learners make generalised references to provenance (e.g. 'sources from witnesses are more reliable').</p> <p>Learners understand consequence as the fixed result of all the possible causes and may regard the idea of consequences as inevitable or the only possible outcome.</p>	<p><i>Learners can link categories of causes to form a simple causal picture and begin to explain why something happened in history, though may be over-reliant on the agency of historical figures.</i></p> <p><i>Learners may be starting to use simple knowledge of the event or period to back up their statements.</i></p> <p><i>Learners understand that events have consequences as well as causes and can describe, in simple terms, one or more of the consequences of an event or development.</i></p> <p><i>Learners can select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons</i></p>	<p>Learners can link categories of causes to form a simple causal picture and begin to explain why something happened in history. Learners may still hold the belief that things happen because people wanted them to and may be over-reliant on the agency of historical figures.</p> <p>Learners may be starting to use simple knowledge of the event or period to back up their statements, but this will remain generic.</p> <p>Learners understand that events have consequences as well as causes and can describe, in simple terms, one or more of the consequences of an event or development in isolation from other consequences.</p>



ABINGDON

		<p><i>for their construction (e.g. to entertain, to inform, to persuade). They will understand that this is linked to who made the interpretations.</i></p>	<p>They may be starting to prioritise some causes as more important than others, but the explanation or reasoning behind this remains weak.</p> <p>Learners can make supported inferences about the past by using a source and the detail contained within it.</p> <p>Learners are able to link the construction of different interpretations to the use of different sources. They have a broad understanding that historians can explain the same event through different stories (e.g. the abolition of the slave trade as an economic argument, as the work of white abolitionists, or as a story of slave revolts and resistance).</p>
--	--	---	---



ABINGDON

			<p>Learners can construct a descriptive narrative about the past and show hints of analysis within their work. There are hints of organisation, but this does not yet have an impact on the overall structure. The information that they use to support their narrative is sometimes accurate, but may lack relevance in places.</p>
Vocabulary	Long-term Short-term Impact Causation Consequence	Long-term Short-term Impact Causation Consequence	Long-term Short-term Impact Causation Consequence



ABINGDON

Outdoor Learning suggestions	Visit to the Tower of London	Visit to Docklands museum	Visit to the Imperial War museum
Summer	The Black death/ Religion in Medieval England	English civil war/Changing ideas	significant society or issue in world history and its interconnections with other world developments - Witchcrazes and disability
Knowledge	<p>Core:</p> <p>Origins of the Black Death, the spread of the Black Death and medieval explanations for it</p> <p>Symptoms of the Black Death plus prevention and treatment</p> <p>The effect of the Black Death on towns and villages, different mortality rates and the short term impacts</p> <p>Medieval views of the afterlife (heaven, hell and purgatory)</p> <p>Role of priests in daily life</p> <p>Why people became monks/nuns</p>	<p>Core:</p> <p>Why did the English fight the English in 1642?</p> <p>What were the differences between roundheads and cavaliers?</p> <p>Why did the English kill their king?</p> <p>Why were kings back in fashion by 1660?</p> <p>What made Restoration London exciting?</p> <p>Who ran the country: King or Parliament?</p> <p>How 'modern' was England by 1789?</p>	<p>Core:</p> <ul style="list-style-type: none"> ● Superstition in medieval society ● Beliefs about witches ● Heresy and witchcraft ● Fits and accusations ● Confessions, evidence of spirits and executions ● Decline: change in attitude of judges and governor



ABINGDON

	<p>Lives of monks and nuns and their effect on local communities, to include caring for the sick and praying for the dead</p> <p>Influence of religion on medieval ideas: crime, science and medicine, warfare, the structure of society</p> <p>Architecture</p>		
<p>Skills/Purpose</p>	<p><i>Learners can distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z.</i></p> <p><i>Learners make generalised references to provenance (e.g. 'sources from witnesses are more reliable'). (Reinforced)</i></p>	<p>Learners can distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z. (Reinforced)</p> <p>Learners use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by</p>	<p>Learners can categorise causes with some confidence and are beginning to recognise that these groupings of causal factors are interrelated, e.g. a poor harvest can have effects on both the economy and society.</p> <p>Learners can link categories of causes to form a simple causal picture and begin to explain why something happened in history.</p>



ABINGDON

	<p><i>Learners can describe change using features of the period or periods that they are studying. They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves.</i></p>	<p>interrogating information with a particular purpose.</p> <p>Learners can construct a descriptive narrative of the past with some development, but with little evidence of organisation. They use factual information as support throughout their narrative, but this may be patchy in places and lack relevance.</p>	
<p>Vocabulary</p>	<p>Punishment</p> <p>Monarchy</p> <p>Interpretation</p> <p>Evidence</p> <p>Chronology</p> <p>Reliability</p>	<p>Punishment</p> <p>Monarchy</p> <p>Interpretation</p> <p>Evidence</p> <p>Chronology</p> <p>Reliability</p>	<p>Punishment</p> <p>Monarchy</p> <p>Interpretation</p> <p>Evidence</p> <p>Chronology</p> <p>Reliability</p>



ABINGDON

Outdoor Learning suggestions	Visit to the V&A museum	Visit to parliament	Visit to criminal justice museum
------------------------------	-------------------------	---------------------	----------------------------------