

Key Stage 3 - History

The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically- valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stage 3 2.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

	Topic	Anglo-Saxon and Norman England –	Religious challenges to the monarch 1100-1199	The Crusades	The problems of Medieval Monarchs	The Black Death	Migration
7	Pupils should know... (Core knowledge and concepts to be learned)	Anglo-Saxon society - Edward's 'promise' - Norman invasion - Battle of Hastings	<ul style="list-style-type: none"> • Medieval Church and Norman reforms • The Anarchy • Murder of Thomas Becket • The growth of Islam • The Crusades 	<ul style="list-style-type: none"> • The key features of Islam • The Byzantine Empire • Events and consequences of The Crusade 	<ul style="list-style-type: none"> • England's medieval monarchs • Claims of Matilda and Stephen • Story of Eleanor of Aquitaine 	<ul style="list-style-type: none"> • Origins and the spread of the Black Death • The impact on towns and villages • Key events and impact of the Peasants Revolt 	<ul style="list-style-type: none"> • Early migration to Britain (Celtic) • Reasons for Roman invasion • Impact on the Celts and resistance to Roman rule • Who the Angles and Saxons were

				<ul style="list-style-type: none"> • The Muslim Conquest of Jerusalem • Pupils will learn that events have consequences 			<ul style="list-style-type: none"> • Reasons why people moved to Britain • Viking settlement of Britain and the Danelaw • Reasons why Vikings started to settle in Britain • Alfred the Great • Impact of the Black Death on farms & wages • The reaction of peasants to the changing circumstances
	<p>Pupils should be able to do... (Skills being developed)</p>	<p>All pupils will begin to put periods and events in chronological order</p> <p>All pupils will be able to identify a number of causes</p>	<p>All pupils will be able to identify causes and consequences</p> <p>Most pupils will begin to use sources to retrieve information about a period of time</p> <p>Some pupils will begin to group these into long-term and short-term</p>	<p>All pupils will be able to demonstrate the consequences of an event in history</p> <p>Most pupils will be able to describe some consequences of events that have happened in the past.</p> <p>Some pupils will be able to use sources to make simple</p>	<p>All pupils should be able to use terms like year, decade and century in their written work</p> <p>All pupils will be able to identify causes and consequences</p> <p>Most pupils will begin to categorise the consequences into short- term and long-term</p>	<p>All pupils will be able to 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.</p> <p>Most pupils will be</p>	<p>All pupils will describe important events during a period in history</p> <p>All pupils will be able to select the key features of a variety of interpretations</p> <p>Some pupils will be able to describe the key features of a variety of interpretations</p>

				inferences about the past	Some pupils will be able to identify the key features of a variety of interpretations	<p>able to describe changes using features of the period</p> <p>Some pupils will be able to make inferences from sources</p> <p>Some pupils will be able to distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims</p>	Most pupils will be able to state who was involved, why they acted in that way and how they affected lives of others or history
	Key Terminology	Begin to understand terms such as, year, decade and century, Chronological order, Anglo- Saxon	Long-term, short-term, Priest, Monk, Nun, Medieval	Primary Source and Secondary Source, Consequences, Unification	Interpretations, Rebellion, Feudal System, Rural	Past, present, future, Prevention, Circumstances	Migration, Influence, Viking Settlement, Thematic history
8	Topic Pupils should know... (Core	Challenges to the Catholic Church <ul style="list-style-type: none"> ● Catholicism 	The English Civil War <ul style="list-style-type: none"> ● Timeline of events ● The Civil War ● Religious unrest 	Changing ideas: 1660 to 1789	The Slave Trade <ul style="list-style-type: none"> ● Look at the Slave Trade in Liverpool ● African Kingdoms 	The British Empire <ul style="list-style-type: none"> ● The Norman Conquest 	The Industrial Revolution <ul style="list-style-type: none"> ● Agricultural Revolution ● Industrial Revolution

	knowledge and concepts to be learned)	<ul style="list-style-type: none"> • Timeline from the Peasants Revolt • Elizabethan reign • The Gunpowder Plot 	<ul style="list-style-type: none"> • The New Model Army 	<ul style="list-style-type: none"> • Key features of the Commonwealth • Death of Cromwell • The Great Plague and reactions to it 	<ul style="list-style-type: none"> • How and what happened to slaves • Abolitionist demands • Misconceptions 	<ul style="list-style-type: none"> • Conquests in the Caribbean and America • Loss of the 13 colonies • Decline of Mughal Empire • Benefits to Britain 	<ul style="list-style-type: none"> • Children's living and working conditions • Common diseases • What was there to see at The Great Exhibition
	<p>Pupils should be able to do... (Skills being developed)</p>	<p>All pupils should be able to identify change using features of the period or periods that they are studying</p> <p>All pupils can construct a descriptive narrative of the past with some development, but with little evidence of organisation</p> <p>Most pupils should be able to identify change using features of the period or periods that they are studying</p> <p>Some pupils will be able to distinguish</p>	<p>All pupils 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>All pupils can link categories of causes to form a simple causal picture and begin to explain why something happened in history</p> <p>Some pupils may be starting to prioritise</p>	<p>All pupils 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>All pupils can describe change using features of the period or periods that they are studying. They understand that change often</p>	<p>All pupils will be able to use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose</p> <p>All pupils will be able to use a small group of sources together to make simple inferences and present this as evidence</p> <p>All pupils will begin to frame their own historically valid</p>	<p>All pupils should be increasingly more confident in placing a new period or topic within their own chronological reference and are beginning to make links between periods that they have studied</p> <p>All pupils should be able to link categories of causes to form a simple causal picture and begin to explain why something happened in history</p> <p>Some pupils should begin to make assumptions about</p>	<p>Pupils will be able to use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose</p> <p>All pupils should be able to use a small group of sources together to make simple inferences and present this as evidence</p> <p>Some pupils can make supported inferences about the past by using a source and the</p>

		that not all changes that take place are as important as each other	some causes as more important than others	happens as a result of events or actions by individuals, rather than being the event or individual themselves. They show a basic understanding that not all changes that take place are as important as each other.	questions, but with limited success. Some pupils will make supported inferences about the past by using a source and the detail contained within it	periods because of knowledge that they already have (e.g. 'was everyone a Catholic because this was before the Reformation?').	detail contained within it
	Key Terminology	Clergy, Monasteries, Pilgrims, Elizabethan	Absolutism, Parliament, Enlightenment	Restoration, resistance, succession, Prime Minister	Colonies, Artefacts, Paintings, Plantation, Rebellion	Medieval, The Norman Conquest, colonialism, trading	Agricultural Revolution, Infrastructure, the Industrial Revolution
9	Topic Pupils should know... (Core knowledge and concepts to be learned)	Getting the vote <ul style="list-style-type: none"> • Elections in c1800 • The 1832 Reform Act • Victorian attitudes • Victorian women in medicine • Suffragette 	The First World War <ul style="list-style-type: none"> • The Franco-Prussian war • The alliance system • The series of events that led to the war 	Conflict in the 20th Century <ul style="list-style-type: none"> • What did communists believe in • Who was Adolf Hitler and what did he believe in 	The Holocaust <ul style="list-style-type: none"> • What happened at Clifford's Tower • Jews in Europe • Anti-semitism in 1930's • Case studies 	The Middle East <ul style="list-style-type: none"> • How did the Middle East get dragged into the war • What caused the Arab- Israeli war in 1948 	What's the best way to bring about change? <ul style="list-style-type: none"> • How to bring about change by moral outrage • Is conflict a good way to bring about change

		<ul style="list-style-type: none"> • Role of women in munitions 	<ul style="list-style-type: none"> • Who fought in The First World War • The end of the war 	<ul style="list-style-type: none"> • The Korean War • Who was Fidel Castro • Why did America fight in the Vietnam war 	<ul style="list-style-type: none"> • Causes of The Holocaust 	<ul style="list-style-type: none"> • Islamic extremism • Religion • What caused the 'War on Terror' 	<ul style="list-style-type: none"> • Controlling the media to change how people think • How can we change the law • Is terrorism ever justified
	<p>Pupils should be able to do... (Skills being developed)</p>	<p>All pupils should be able to use a small group of sources together to make simple inferences and present this as evidence.</p> <p>All pupils should be able to comment on the utility of a source as well as its reliability.</p> <p>Most pupils should be able to use historical vocabulary correctly in their work and it is becoming a feature of the way in which they talk and write about history.</p> <p>Some pupils may be able. To make</p>	<p>All pupils should be able to link categories of causes to form a simple causal picture and begin to explain why something happened in history.</p> <p>Most pupils may be starting to use simple knowledge of the event or period to back up their statements, but this will remain.</p> <p>Most pupils will be able to describe, in simple terms, one or more of the consequences of an event or development in isolation from other</p>	<p>All pupils should be confident in forming a causal picture using information that they are given and can construct a sound explanation of why something happened.</p> <p>All pupils should be able to link the construction of different interpretations to the use of different sources.</p>	<p>All pupils should be able to comment on the utility of a source as well as its reliability, with confidence. They can support comments on utility and reliability by using content from sources.</p> <p>All pupils should be able to explain how and why an interpretation may have been constructed using points relating to purpose, viewpoint, background, source availability and selection.</p> <p>Most pupils should</p>	<p>All pupils should be more confident in forming a causal picture using information that they are given and can construct a sound explanation of why something happened.</p> <p>All pupils should be begin to prioritise some causes as more important than others.</p> <p>Most pupils should begin to be more selective when deploying historical knowledge.</p> <p>Some pupils will be able to</p>	<p>All pupils should be able to make supported inferences about the past by using a source and the detail contained within it.</p> <p>All pupils should be able to comment on the utility of a source as well as its reliability.</p> <p>Most pupils should be able to 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</p>

		supported inferences about the past by using a source and the detail contained within it.	consequences. Some pupils will begin to be more selective when deploying historical knowledge.		be able to able to construct and explain a causal argument using historical knowledge with which they are becoming increasingly familiar. Some pupils should begin to test interpretations for validity.	communicate their understanding of changes by identifying lines of development rather than just individual changes.	consequences overlap and interact. Most pupils should be able to distinguish between ideas of utility and reliability and understand that historians use 'unreliable' sources as valuable pieces of evidence. Some pupils may begin to formulate their own historical questions.
	Key Terminology	Suffragettes, Working Class, Upper Class, Liberalism, Conservatism	Unification, Alliance, Historian, Revolt,	Nationalism Medical Advances, Conscription, Communism, Industrialisation, Revolution, Fascism, Appeasement	Anti- Semitism, Holocaust, Passive Victims, The Final Solution, Emigration, Stereotype	Extremism, Immigration, Arab revolt, Tensions, Ottoman rule	Terrorism, Propaganda, Dictatorship, SuperPower,