



## KS3 History

### Course Details

School Contact: Mrs S Faulkner/Mr R Wakefield/ Miss H Millward/Mr C Gilmore

### Topics

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> <li>• Ancient Egypt</li> <li>• Ancient Rome</li> <li>• Vikings – ‘the Dark Ages’</li> <li>• 1066 – The Norman Conquest</li> <li>• The Middle Ages</li> <li>• Tudors and Stuarts</li> <li>• Titanic</li> </ul>	<ul style="list-style-type: none"> <li>• Transatlantic Slave Trade</li> <li>• Victorians</li> <li>• WW1</li> <li>• Votes for Women</li> <li>• WW2</li> <li>• USA in the 1920s and 1930s</li> </ul>	<ul style="list-style-type: none"> <li>• Nazi Germany</li> <li>• Holocaust</li> <li>• Crime and Policing since 1829</li> <li>• Civil Rights in the USA</li> <li>• Cold War</li> </ul>

### Conceptual Development

Year 7	Year 8	Year 9
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All of our enquiry questions related to the topics to the left are formed around the basis of a key historical concept. Each enquiry increases the conceptual difficulty by building on pupils’ own understanding. Additionally, formative assessment techniques focus on helping individual pupils develop their individual conceptual understanding within each enquiry.

#### For example:

*Change and continuity:* How big a change was Ancient Egypt compared to other prehistoric societies? When did Roman Britain end? How far had civil rights advanced by 1968?

*Causation –* Why did William win the Battle of Hastings? Did two bullets really cause millions of deaths?

### Substantive Knowledge

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> <li>• We can learn about the past from traces of evidence left behind.</li> <li>• Types of evidence – physical/written.</li> <li>• Use of evidence to support claims.</li> <li>• Making supported inferences.</li> <li>• Use of tentative language when constructing historical accounts.</li> <li>• Limitations of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop evidential understanding from Year 7 plus:</li> <li>• Develop inferences around the message and purpose of a source.</li> <li>• Make judgements about source in relation to making a claim answering a particular enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop evidential understanding from Year 7/8 plus:</li> <li>• How sources can be used in different interpretations.</li> <li>• Comparing sources – their message and purpose.</li> </ul>



Evidential understanding		
Year 7	Year 8	Year 9
<ul style="list-style-type: none"> <li>• We can learn about the past from traces of evidence left behind.</li> <li>• Types of evidence – physical/written.</li> <li>• Use of evidence to support claims.</li> <li>• Making supported inferences.</li> <li>• Use of tentative language when constructing historical accounts.</li> <li>• Limitations of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop evidential understanding from Year 7 plus:</li> <li>• Develop inferences around the message and purpose of a source.</li> <li>• Make judgements about source in relation to making a claim answering a particular enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop evidential understanding from Year 7/8 plus:</li> <li>• How sources can be used in different interpretations.</li> <li>• Comparing sources – their message and purpose.</li> </ul>