



LAURUS  
RYECROFT

**Curriculum and  
Assessment in History at  
KS3**

## Curriculum Statement: History

“Those who fail to learn from history are doomed to repeat it”  
Winston Churchill

### Powerful Knowledge in History

History is an academic subject rich in powerful knowledge. It provides coherent knowledge and understanding of Britain’s past and that of the wider world. History helps students to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Powerful knowledge in History:

- Provides students with a broad range of historical knowledge and understanding, including a sense of development over time, and an appreciation of the culture and attitudes of societies other than our own;
- Allows students to gain historical perspective by placing their growing knowledge into different contexts;
- Gives students power over their own knowledge allowing them to evaluate critically the significance and utility of a large body of material, including evidence from contemporary sources and interpretations of historians;
- Enables students to engage directly with questions and present independent opinions about them in arguments that are well-written, clearly expressed, coherently organised and effectively supported by relevant evidence;
- Allows students to gain the confidence to undertake self-directed learning, making the most effective use of time and resources, and increasingly defining one's own questions and goals.

### Curriculum features

History education within the Laurus Trust aims to equip our students with both powerful knowledge and the skills required to become well-rounded individuals. Our curriculum is structured to nurture a love of History through the development of key historical skills and a depth of knowledge. Students develop the five key concepts using evidence, interpretations, significance, change and continuity and cause and consequence. These concepts are used as tools for students to make sense of, and understand, the volume of knowledge required for the development of expertise. Students study a wide range of historical periods from Norman England to the Cold War. This enables students to study the past from a variety of standpoints and to make connections and comparisons over time.

### Co Curriculum enrichment

To further develop cultural capital, History offers students a range of experiences outside of the classroom environment. These opportunities are designed to develop students’ learning experience and their cultural understanding of the world around them. Experiences could include a GCSE History trip to Berlin, where students explore the rich and powerful History that is centered around this capital city – the life of Germans under the Nazi regime and throughout the years of the Cold War. An opportunity to visit Lancaster to explore the history of the Castle from the Roman invasion to reconstruction during the Norman Conquest. In addition to out-of-school activities, the History Department runs a History House Ambassadors club for those students with a real passion for the subject. These students help to organise various History House Competitions and National History Competitions.

## History Curriculum at KS3 – An Overview

In year 7, students develop the historical skills that they will need throughout their History studies at Laurus Rycroft. In the first term, students focus on the key skills that are used in History: significance, chronology, change, cause and consequence, interpretation and how to use historical evidence. Students then put these skills into practice during our first mystery topic. Students then study the Norman Conquest focusing on the skill of cause, asking why William won the Battle of Hastings. Following this, the students will look at the significance of William's rule over England. After the Christmas break, students move on to study some of the key events that occurred during the Middle Ages, such as the signing of the Magna Carta; this unit offers the opportunity to look at many of the historical skills, but most importantly, change and interpretation. Finally, students in year 7 finish by studying the famous Tudor Monarchs, beginning with King Henry VIII and his problems with the Church and ending with Queen Elizabeth I defeating the Spanish Armada.

In year 8, students broaden their historical skills introduced in year 7. The course begins with an examination of the Gunpowder Plot. Next, they use evidence to investigate life in Early Modern England from witchcraft to King Charles I and English Civil War. After Christmas, students tackle the global topic of Slavery and must create their own interpretations of why it happened. The focus is then back to England for the Industrial Revolution where the key skills are change and continuity and causation. From here, the students will begin to look at the British Empire and the key battles that have changed the nature of warfare up until 1900. Finally, students investigate the causes, consequences and differing interpretations surrounding the First World War, and in particular, The Battle of the Somme. Students will finish year 8 with a case study into the changes in the nature of warfare from 1750 to 1914.

Year 9 students start the year by looking at warfare and how it has changed over time. Following this, the students will investigate the causes of World War II, including the rise of Hitler and appeasement. After Christmas, year 9 students will then look at how Hitler seized control and what life was like in Nazi Germany; here the students can examine GCSE questions and work through the many skills needed to be successful when answering GCSE questions. To conclude our WWII topic, students will look at The Holocaust. Finally, students will end year 9 by studying the Cold War and the events of the Cuban Missile Crisis and the Vietnam War.

## KASH Reporting Criteria in History: Knowledge and Skills at KS3

### Year 7:

Students will develop their **KNOWLEDGE** of:

- What skills a good historian needs, from causation to significance to develop an understanding of each of the key skills used in history throughout Key stage 3
- Murder and Mystery and the invasion of Britain from 1AD to 1603. Students develop their understanding of chronology and learn significant events in early British History
- Medieval Monarchs, Medieval life, Tudor Monarchs, Tudor life, where they develop their understanding of how the church, state and society have changed and stayed the same to modern day
- Who the most significant Tudor Monarch was
- The English response to the Spanish Armada

Students will develop their **SKILLS** in:

- Applying history skills to investigations, allowing them to become familiar with and begin to use historical skills which will be useful to them throughout their life, both in an educational setting and the wider world
- Describing an important person from history, describing different viewpoints and important changes in history
- Identifying, explaining and giving some reasons why a person or event might be significant, identifying a range of causes and consequences of events
- Analysing how significance can vary according to different viewpoints, from different people or different times. Students can analyse change and continuity, as well as analysing cause and consequences
- Applying chronology, being able to explain the order in which events have taken place.

## KASH Reporting Criteria in History: Knowledge and Skills at KS3

### Year 8:

Students will develop their **KNOWLEDGE** of:

- The period 1600-1700 to extend their chronological knowledge
- Key English kings and queens and the changes they each brought, including James I and Charles I
- The Industrial Revolution and the impact it had on Manchester and England
- What the Gunpowder Plot was and why it took place
- The construction of the British Empire, industry and slavery, which will expand students' understanding of political and economic power
- Key battles significant to the changes in British and global warfare, such as Waterloo, Balaclava and The Somme
- World War One; how the world stumbled into war, if it could have been avoided, and why it was a war of attrition
- The experiences of soldiers and civilians throughout warfare from 1600-1918

Students will develop their **SKILLS** in:

- Significance, interpretations and change and continuity
- Being able to describe an important person from history, different viewpoints and important changes in history
- Identifying and giving some reasons why a person or event might be significant
- Identifying why changes happen, as well as identifying and explaining a range of causes and consequences (long and short-term, political, economic, social etc.), together with reasons why some are more important than others
- Explaining their own judgements about historical significance, change and continuity, and causation using a wide range of source material

## **KASH Reporting Criteria in History: Knowledge and Skills at KS3**

### **Year 9:**

Students will develop their **KNOWLEDGE** of:

- Why World War II took place
- Key events of World War II such as, The Blitz, Dunkirk and the Atomic Bomb
- The rise of Hitler and how he came to power in Germany
- Nazi Germany and how Germans lived their lives under the Nazi regime
- What the Holocaust was, the reasons behind it and the consequences of it
- The Cold War and how it developed through the following key points; Truman Doctrine, Cuban Missile Crisis, Vietnam War and the fall of the Berlin Wall

Students will develop their **SKILLS** in:

- Explaining why some changes or events are more important than others
- Making a judgement about change and continuity
- Evaluating why a source might be useful for a historian by considering its nature, origin and purpose
- Investigating different reasons for significance and making a judgement about them
- Analysing how significance might vary according to different viewpoints
- Explaining why some causes and consequences are more important than others
- Investigating events and making a judgement about change and continuity
- Understanding chronology and being able to explain events in order

## Foundation Stages in History – Assessment Criteria at KS3



Skill	“What evidence do I have?” Using evidence	“Why do people think that?” Interpretations	“What made something important?” Significance	“Why did things change?” Continuity & change	“Why did things happen?” Cause and consequence
BFS	You can analyse why a source is useful to an Historian using content and provenance, reaching an overall judgement.	You can analyse a number of interpretations and make a judgement about them.	You can explain your own judgements about historical significance using knowledge beyond that which is expected.	You can explain your own judgement about change and continuity using knowledge beyond that which is expected.	You can explain and make your own judgements using knowledge beyond that which is expected.
FS5	You can analyse why a source is useful to an Historian.	You can explain reasons for an interpretation, considering viewpoint, purpose, audience and their evidence.	You can analyse how significance can vary according to different viewpoints.	You can explain various reasons for change and continuity and make a judgement.	You can investigate links and make a judgement between causes and consequences, explaining why some causes and consequences are more important than others.
FS4	You can investigate and make a judgement about evidence e.g. considering nature, origin or purpose.	You begin to explain reasons why you agree or disagree with interpretations.	You can explain different reasons for significance. You can explain why some people or events are more significant than others.	You can explain why events happen and make a judgement about change and continuity.	You explain your judgement about causes and consequences, explaining why some causes and consequences are more important than

					others.
FS3	You can make inferences from the content of sources to understand events.	You begin to explain why there are different interpretations.	You can begin to explain why a person or event may be significant.	You can begin to explain why some changes are more important than others.	You begin to explain why some causes and consequences are more important than others.
FS2	You can describe what information in a source is useful.	You can describe different points of view to understand the message.	You can describe and give some reasons why a person or event might be significant.	You can describe why changes happened in history.	You can describe different causes and consequences, similarities and differences.
FS1	You can describe what sources tell you.	You can describe an interpretation of the past.	You can describe an important person or event in history.	You can describe important changes in history.	You can identify a cause or a consequence.
PFS	You can identify details from a source.	You can identify what an interpretation is.	You can identify an important event.	You can identify a change.	You can identify things that have happened.



## **Attitudes and Habits**

At Laurus Rycroft we expect all of our students to display the following **Attitudes and Habits in all of their subjects.**

Development in each area will be judged by the subject teacher as either, **emerging, establishing, secure, enhancing or excelling** dependant on the progress being made.

## ATTITUDES

- Ready to learn and quick to settle
- Takes responsibility for learning
- Has a thirst for learning
- Willing to work independently with focus/without teacher input
- Willing to actively participate in a variety of situations
- Seeks to develop learning by questioning
- Takes risks to further learning
- Maintains a positive relationship with others
- Shows respect at all times
- Always puts effort into learning/classwork/P & P
- Understands the importance of working to deadlines
- Takes responsibility for their own and others safety in school/classroom/learning environment
- Meets school expectations of behaviour/learning/attendance

## HABITS

- Prepared to learn
- Fully equipped for lessons
- Prepared for assessment
- Actively engages with learning
- Always responds to targets/feedback
- Seeks to demonstrate knowledge through answering questions
- Seeks opportunities to be challenged
- Able to work independently with focus
- Willing to ask for help if needed and knows where to find help
- Follows all instructions
- Work is well organised
- P & P is always completed
- Regularly meets deadlines
- Seeks opportunities to participate in extra-curricular activities and/or roles of responsibility
- Attendance follows school's expectations