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| History KS3 Teaching Overview | Mastery Curriculum | |
| The following document gives the outline of the Key Stage 3 Enquiry based Curriculum for Guiseley School History department. | | First Teaching 2014 |

Rationale

This is an exciting time to be a History teacher and an historian. It is clear that History is set to play a much larger role in the curriculum. The English Baccalaureate Award which aims to encourage all students to study a variety of History or Geography at GCSE level, and a shift to a “best 8” system will favour the place of History. This means that the establishment of a sound foundation of historical concepts is vital if choosing History is going to be a realistic option for the majority of students at Guiseley School.

This document aims to address three core issues which we feel are vital to the effective study of History in Key Stage 3 and will help students to be able to take on History at higher levels.

Firstly, to provide a relevant framework which allow students to demonstrate a mastery of the discipline of History. This mastery model will be based on the core concepts which underpin historical study and enquiry to be delivered effectively. This document develops and outlines a framework for progression in the conceptual understanding of history. All units of work will be tied into these assessment criteria, both in terms of teaching and assessment. In this way, students and teachers will be able to understand and plan for progression in History. The vehicle for developing these concepts will be tied to interesting and engaging historical enquiries, rooted in sound historical practice and linked to key historical narratives.

Secondly, to provide teachers with key historical enquiries which not only cover the breadth of the National Curriculum, but which also allow students to be engaged with a diverse range of historical narratives. Content and the mastery of History are irrevocably intertwined and the content of the curriculum cannot be divorced from the concepts which are being delivered. Engaging students in the process of mastering historical study must go beyond the activities chosen in the classroom. The driving force behind historical engagement should be allowing students to take part in the process of making history, and rooting this in coherent narratives of the past both in Britain and the wider world.

Finally, to provide professional freedoms for colleagues to plan and deliver lessons through engaging enquiries, whilst at the same time offering freedoms over the specific approaches to be taken. This curriculum aims to foster the growth of a true subject interest by utilising teachers’ own strengths to shape the content taught. Each enquiry will be linked to a specific final assessment and stipulate some core content. Beyond this, teachers will be free to plan and deliver their lessons using the conceptual frameworks as a guide, but playing to their own professional strengths. This approach allows teachers to engage students through their own choices of historical narrative and also allows teachers to target their lessons to the needs of particular groups. The freedom to choose areas of focus of course entails a professional responsibility for teachers of History to develop their subject knowledge appropriately for the delivery of the core concepts and their chosen content. We believe that there is a joy in the depth study of topic areas. An enquiry based approach allows students to have a balanced diet of depth and breadth. Each unit should be planned with this in mind. Events might well be the foam on the sea of history, but each event is also a tiny firefly, illuminating, if only briefly, an historical scene.

Clearly there will need to be a focus on subject specific professional development and on the effective sharing of resources and strategies through professional dialogue. We believe however that this is the most effective way to delivering more accessible, more relevant and more interesting History which will give every student the best chance of success.

Vision Statement

# Why does history matter?

* History is not just blindly accepting the world for what it says it is but always questioning it.
* History helps to make better citizens:
  + Through looking at past events and interpretations of them, students are encouraged to think independently, critically and objectively about the world around them.
  + By engaging with a wide range of historical narratives, students are encouraged to appreciate their place in the broad sweep of humanity; recognising a common experience which goes beyond national and temporal boundaries. History broadens horizons and promotes cohesion.
  + By engaging with complex and emotive issues in the past, students are led to draw relevant and contemporary parallels which challenge them to maintain open minds and confront prejudice.
* History develops the ability for students to think freely. Because history is such a broad subject with links to a range of social sciences, students have opportunities to pursue their own interests and ideas. They can test hypotheses, develop opinions, and be challenged on a wide range of topics. There is always something which will interest students in History because it involves the whole of human experience.
* History provides a wide skill set. Students are equipped with a skill set which ranges from the art of writing to the science of source analysis and back again. These are highly valuable skills which do not become out-dated. They help students to show that they are well-rounded and employable people.
* Students should be exposed to a range of cultures and experiences beyond their own lives – this helps to promote understanding and tolerance.

# What outcomes should students have from History?

* Students should be enabled to see the present in the context of the past. They should be encouraged to develop a respect for the people in the past and begin to understand them on their own terms.
* Students should be engaged and find enjoyment in the study of History. Students should be inspired to continue their interest in history.
* Students should have the ability to use information critically no matter the source. This is vital when interpreting the news media, reading books or even in conversation.
* Students should be able to see both sides of a given situation and construct effective arguments for either side.
* Students should be able to communicate effectively in a wide range of forms and situations. They should be able to present information, analyses and interpretations in a well informed and balanced manner.
* Students should be able to independently and effectively pursue areas of History which interest them.
* Students should develop an appreciation of historical empathy and understand their own place within a larger human story which goes beyond the British Isles.

Curriculum Expectations

There are a number of key expectations set out in the National Curriculum for England and Wales which are addressed by this document:

**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
* 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.

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

**Pupils should be taught about:**

* the development of Church, state and society in Medieval Britain 1066-1509
* the development of Church, state and society in Britain 1509-1745
* ideas, political power, industry and empire: Britain, 1745-1901
* challenges for Britain, Europe and the wider world 1901 to the present day including the Holocaust
* a local history study
* the study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066
* at least one study of a significant society or issue in world history and its interconnections with other world developments

The Mastery of History: Enquiry, the Core Concepts & Progression

The most important starting point when building progression and assessment models for History is to recognise that the subject exists on two separate planes. On the surface, History is an engagement with the past, a passing on of traditions from one generation to the next, the notion of setting at the feet of our grandparents and being connected to generations long gone (Wineburg, 2007). History in this mode of thinking, much like Burke’s society is a contract “between those who are living…those who are dead, and those who are to be born…” (Burke, 1790). However, whilst this is a comforting notion it is important to remember that History is also exists on a second, more obscure plane. History is a discipline, a mode of thinking which, as Wineburg suggests “…is neither a natural process nor something that springs automatically from psychological development . . . it actually goes against the grain of how we ordinarily think.” (Wineburg, 1999, p. 491).

History, good history, demands that we engage with the complexities of the past, that we are rigorous with our sources, that we interrogate the mentalities of the people who we struggle to understand, and that we recognise the limits of our understanding. We have therefore built a model of progression, assessment and course teaching which not only taps into the fascinating human saga of history, but also allows us to develop disciplined historical minds.

The Mastery Model outlined in this document is rooted in the research based models of understanding developed by various historians and educationalists over the last twenty years or so (Banham, 2000; Counsell, 2000; Riley, 2000; Lee & Shemilt, 2003). The model is based on the belief that core historical concepts underpin and describe the processes of historical thinking and understanding. Seixas explains that

“Competent historical thinkers understand both the vast differences that separate us from our ancestors and the ties that bind us to them; they can analyse historical artefacts and documents, which can give them some of the best understandings of times gone by; they can assess the validity and relevance of historical accounts, when they are used to support entry into a war, voting for a candidate, or any of the myriad decisions knowledgeable citizens in a democracy must make. All this requires “knowing the facts,” but “knowing the facts” is not enough. Historical thinking does not replace historical knowledge: the two are related and interdependent.” (Seixas, 2008, p. 6)

The model for progress and mastery of the subject has therefore been based, not on a series of level-like steps which cause issues of oversimplification, but in setting out clear descriptions of good quality history and then identifying the misconceptions that prevent students from achieving these.

The model which has been developed here is based on six key historical concepts, however, whilst there are some similarities to existing second order concepts, I have also made a number of modifications to better reflect some of the issues which we believe were under-represented in the previous attainment targets. The chosen concepts are: causation, change & continuity, using evidence, historical interpretations, historical perspectives and communication. The model is grounded in a theory of conceptual mastery, a slow process in which students are encouraged to undertake disciplined enquiry into the past in order to improve. A true mastery of the historical concepts cannot be achieved without a deep understanding of the past.

For each key concept, and in line with the work of Morton and Seixas (2012) a number of key “signposts” have been identified. These are effectively the misconceptions which students need to overcome in order to master the concept in question. There is no necessity for students to tackle each “signpost” in turn, and indeed students may achieve more difficult aspects of the concept whilst still failing at the basics. The Mastery Model outlined below outlines the signposts against which students will be judged. Each concept has four stages from “not mastered” through to “mastered”. In each strand I have attempted to estimate what an “average” student in a particular year group might aim for in terms of understanding. This of course is by no means conclusive and, as Lee and Ashby have noted, research tends to suggest that there may well be a seven year gap in students’ understanding with some 7 year olds holding the same ideas about causation as 14 year olds and vice versa (Lee & Ashby, 2000). Never-the-less it will serve as a guide and will want refining as this project progresses.

The expectation is that units of work and indeed individual lessons can be planned around these mastery concepts to provide opportunities for students to develop in each of the core areas over the three years. This does not mean however that a single concept is focussed on for a whole unit, rather a broad range of concepts are used in conjunction with each other.

# Teaching for Mastery

A growing body of evidence suggests that the most effective way of teaching history is through an enquiry based approach. Units of study will therefore revolve not only around core concepts and specific historical periods, but will also be directed by clear enquiry questions. The starting point for any unit is the selection of a rigorous and suitably challenging enquiry question, and the creation of a clear end point assessment. The content of each enquiry should therefore build towards the end point for the unit. Assessments must be rooted in core knowledge and conceptual mastery, and not be bolted on at the end of a unit.

It is vital that all teachers of history are aware of the core concepts and the paths of progression in order to plan and deliver effective sequences of lessons and to plan for progression within these. These concepts should always be integrated into the delivery of relevant, enquiry based units.

In order to understand the mastery of History, students will also be provided with a clear description of what historical mastery looks like at Key Stage 3. Each assessment will then link back to these concepts. Individual lessons may also tie into the specific mastery concepts as well. An example of these student descriptors of historical mastery is given with the teacher versions below.

Further details on assessment and planning of units is given in the next section of this document.

History Core Concepts

# Causation: Model based on (Scott, 1990) and (Morton & Seixas, 2012)

Understanding ‘causation’ in history is crucial for students to make sense of the past. At a basic level, causation appears to be the bread and butter of history. The causation model outlined here attempts to get student to understand a number of key strands:

1. Change happens because of MULTIPLE CAUSES and leads to many different results or consequences. These create a WEB of related causes and consequences.
2. Different causes have different LEVELS OF INFLUENCE. Some causes are more important than other causes.
3. Historical changes happen because of two main factors: The actions of HISTORICAL ACTORS and the CONDITIONS (social, economic etc.) which have influenced those actors.

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|  | **Lacking Understanding** | **Beginning** | **Sound** | **Secure** | **Mastered** |
| **Signpost 1**  Causal Webs | *Causation is attributed to a single cause, usually ST, or multiple causes are given but not explained.* |  | *Y7/8* | *Y9/10+* | *Multiple short term and long terms causes of events are identified and explained. Relationships between causes are recognized* |
| **Signpost 2**  Ranking Causes | *There is no differentiation between the influence of various causes.* | *Y7* | *Y8/9* | *Y10+* | *The causes of historical change are analysed and different causes are ranked by their influence* |
| **Signpost 3**  Underlying Causes | *Historical causes are personalized to be the actions of great leaders or are seen as abstractions with human intentions.* | *Y8* | *Y9* | *Y10+* | *Historical change is explained through the interplay of the actions of historical actors and the underlying conditions (SPERM) in which they operated* |

# Change & Continuity: Model Based on (Blow, 2011), (Morton & Seixas, 2012) and (Foster, 2013)

Understanding the processes of continuity and change enables students to appreciate the past, not as a homogenous whole, nor indeed as a series of events, but as a complex flow of currents and counter-currents. It helps students to appreciate the complexity of the past and creates uncertainty around loaded terms such as “primitive” and “progress”. Again, there are four key strands to this concept:

1. Past societies are not fixed, there are changes which have occurred spanning centuries. Changes in the past can be identified by looking at DEVELOPMENTS between two periods.
2. Change and continuity are INTERWOVEN and both can be present together in history. CHRONOLOGIES can be used to show change and continuity working together over time.
3. Change is a process which varies over time. Change can be described as a FLOW in terms of its PACE and EXTENT and can be said to TRENDS and have specific TURNING POINTS.

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|  | **Lacking Understanding** | **Beginning** | **Sound** | **Secure** | **Mastered** |
| **Signpost 1**  Identifying Change | *Seeing the past as homogenous and unchanging. Failing to perceive that changes happen over time.* |  | *Y7* | *Y8/9/10+* | *Understanding that changes can been seen as differences between two periods of time ie. What has changed between two points in history, or conversely, what has stayed the same.* |
| **Signpost 2**  Interweaving Continuity and Change | *Failing to appreciate that continuity and change can happen simultaneously.* | *Y7* | *Y8/9* | *Y10+* | *Continuity and change are shown to be INTERWOVEN. Some things change whilst others remain stable.* |
| **Signpost 3**  Process of Change | *Seeing all changes as individual events with short term impacts.* | *Y8* | *Y9* | *Y10+* | *Understanding that historical change and can be described as a flow over a longer period of time in terms of pace, extent, trends or specific turning points and that these flows might have greater importance than the changes individually.* |

# Historical Evidence: Model based on: (Lee & Shemilt, 2003), (Wineburg, 1999) and (Morton & Seixas, 2012)

Without evidence, there is of course no history to speak of, only speculation. This was one of the trickiest aspects to create a model for as working with evidence is such a complex process. I have tried to take some of the complexity of Wineburg’s thinking on the issue whilst also looking at the practicalities of the classroom. When working with sources the danger is that we simply read them uncritically or through a modern lens. As Wineburg notes, the “spread of activation” effect leads us to think down similar lines of thought once we have been pushed in a certain direction. For example, when looking at a document which discusses slavery, then the modern mindset overrides other aspects of the document and leads us to condemn the practice without engaging with the meaning of the source itself. Wineburg gives the example of a group of people given an 1892 document about Columbus Day. Non-historians used the document to comment on the shame of Columbus’ conquest in 1492, these readers used these source to “…confirm their prior beliefs. They encountered the past here and labelled it.” (Wineburg, 1999, p. 498). Yet on the other hand, “…historians used the document to puzzle about 1892, not 1492. They paused long enough to allow their eyes to readjust from the flashing neon of Columbus’s name to go down to the bottom of the document to ponder the context of the document’s production’ Historians contextualised the document about Columbus instead of using it as a window on the past.” (Wineburg, 2007, p. 11)

Meanwhile the “availability heuristic” leads us to privilege information which is more readily available in our memory regardless of the trustworthiness or the reliability of less readily available sources. This means we often deal with sources uncritically as they are available to us rather than test them against harder to obtain information. This is especially true of the use of textbooks by students. The “availability heuristic” leads us for example to believe that we will not contract lung cancer from smoking, despite all the evidence to the contrary, if we know of a close relative who smoked and lived to the age of 95 (Wineburg, 2007). With this in mind, the strands for the evidence concept are quite complex:

1. When we write history we need to create interpretations of the past based on evidence. INFERENCES are drawn from a variety of primary sources to create interpretations of the past.
2. Historical evidence must be CROSS-REFERENCED so that claims are not made based on single pieces of evidence. CROSS-REFERENCING means checking against other primary or secondary sources.
3. Historical evidence has multiple uses. The UTILITY of a piece of historical evidence varies according to the specific enquiry or the questions being asked.
4. Working with evidence begins before the source is read by thinking about how the AUTHOR, intended AUDIENCE and PURPOSE of an historical source might affect its WEIGHT for a purpose.
5. Historical evidence must be understood on its own terms. This means thinking about the CONTEXT in which the source was created and what conditions and views existed at the time.

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|  | **Lacking Understanding** | **Beginning** | **Sound** | **Secure** | **Mastered** |
| **Signpost 1**  Drawing Inferences | *Seeing evidence as a series of windows on the past or a collection of facts to be unearthed.* |  | *Y7/8* | *Y9/10+* | *Understanding that the past is not a set of fixed and known events. Evidence isn’t a collection of facts about the past.* *Understanding that inferences can be drawn from evidence which go beyond the obvious content of the sources.* |
| **Signpost 2**  Cross Referencing | *Claims about the past are often shaky or unwarranted as they are based on single pieces of evidence.* | *Y7* | *Y8/9* | *Y10+* | *Understanding that history is a complex web and should be constructed from a wide array of complimentary and contradictory sources. Commenting of the certainty of inferences drawn from multiple sources.* |
| **Signpost 3**  Utility of Evidence | *Seeing evidence as inherently useful or otherwise based only on what it says.* | *Y8* | *Y9* | *Y10+* | *Understanding that all evidence can have multiple uses and that its utility depends on the questions which are being asked. Evidence does not have a fixed value of utility, it varies according to the enquiry.* |
| **Signpost 4**  Evaluating Evidence | *The provenance of evidence is not questioned.* | *Y8* | *Y9* | *Y10+* | *Understanding that a source will reflect the views of its author. Explaining the impact of author, audience, purpose on a source.* |
| **Signpost 5**  Evidence in Context | *Understanding historical evidence and inferences from evidence through a modern mindset. Judgments are made without reference to context.* | *Y8* | *Y9* | *Y10+* | *Historical evidence should be understood on its own terms and be recognized as an area of complexity and confusion. Interpreting historical evidence in historical terms rather than understanding it through a modern mindset. Sources cannot be understood quickly and easily – they require work. Context has an enormous impact on the meaning of a source.* |

# Historical Interpretations: Model based on (Lee & Shemilt, 2004)

Understanding historical interpretations means asking students to step back and appreciate the processes of the discipline of History itself. In many cases, this is a skill we do not expect of students until they are much older as the contextual knowledge required is so great. It is also important to note that historical interpretations here refer to conscious reflections on the past, deliberate attempts to make sense of past events, and should not be confused with sources or personal views.

1. Historical interpretations are everywhere. Every piece of historical writing is an interpretation of some sort. The past is not fixed but CONSTRUCTED through interpretations.
2. It is possible to draw INFERENCES from interpretations of the past, just like with historical sources. INFERENCES will reveal the MESSAGE of a particular interpretation.
3. The APPROACH of an author must always be considered. This means considering their VIEWPOINT, PURPOSE, AUDIENCE and EVIDENCE chosen to build their interpretation.
4. Historical interpretations must be understood on their own terms. This means thinking about the CONTEXT in which they were created and what conditions and views existed at the time.

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|  | **Lacking Understanding** | **Beginning** | **Sound** | **Secure** | **Mastered** |
| **Signpost 1**  Identifying Interpretation | *The past is seen as knowable and therefore interpretations of the past are all just different ways of relating the same events.* | *Y7* | *Y8* | *Y9/10+* | *Interpretations are understood to be particular viewpoints and constructions of the past.* |
| **Signpost 2**  Inferences from Interpretations | *Inferences are not drawn from interpretations. Information may be extracted from an interpretation.* | *Y7/8* | *Y9* | *Y10+* | *The messages and main points of an interpretation are identified. This is done through reference to the interpretation itself.* |
| **Signpost 3**  Evaluating Interpretations | *Accounts of the past are either used uncritically or are seen as accurate versions of the past containing mistakes – either deliberate (bias) or accidental.* | *Y8* | *Y9/10+* |  | *An interpretation is seen as the product of a particular author. The APPROACH of the author is identified and an understanding is shown of the viewpoint of the author, their purpose, their intended audience and the evidence they have chosen to use.* |
| **Signpost 4**  Interpretations in Context | *Interpretations are seen as views on the past but are not understood in the context of their own time.* |  | *Y9/10+* |  | *Understanding that the context of an historical interpretation is often more important than the period it is talking about. Interpretations can reveal a lot about the context in which they were created and could be put to this purpose.* |

# Historical World Views: Model based on (Wineburg, 1999; 2007) and (Morton & Seixas, 2012)

One of the most crucial aspects of understanding history is trying to see the past on its own terms. Too often students place modern values on top of the past and therefore fail to understand why people acted in the way they did. When speaking to students about the Holocaust, Primo Levi once noted that he increasingly faced the question: why did you not escape or rebel? These students are viewing History through their own modern lens of understanding rather than trying to engage with the strange world of the past. As Richard White notes: ‘Any good history begins in strangeness…the past should not be a familiar echo of the present…’ (White, 1998, p. 13). History exposes our inability to understand people in the past on their own terms. In order to do it well we need to try and understand the mentalities of those in the past. History helps us to practice understanding peoples we cannot hope to understand – this is a crucial lesson today (Wineburg, 1999).

1. There are major differences between modern WORLD-VIEWS and those of people in the past, this means their beliefs, values and motivations. We must avoid PRESENTISM.
2. The perspectives of HISTORICAL ACTORS are best understood by thinking about the CONTEXT in which people lived and the WORLD-VIEWS that influenced them.
3. Looking at the perspective of an HISTORICAL ACTOR means drawing INFERENCES about how people thought and felt in the past. It does not mean using modern WORLD-VIEWS to imagine the past.
4. A variety of HISTORICAL ACTORS have very different (DIVERSE) experiences of the events in which they are involved. Understanding DIVERSITY is key to understanding history.

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|  | **Lacking Understanding** | **Beginning** | **Sound** | **Secure** | **Mastered** |
| **Signpost 1**  Appreciating World-Views | *There is an assumption that the beliefs, values and motivations of people in the past were the same as those of people today. Presentism abounds.* |  | *Y7/8* | *Y9/10+* | *An understanding of the differences between the world-views of people in the past and the present day. Understanding that caution is needed when trying to understand Historical Actors through shared human experiences eg. Death, fear, love or hunger.* |
| **Signpost 2**  Perspectives in Context | *A lack of historical empathy with people of the past. An assumption that people in the past were stupid or ignorant because their historical context is ignored.* | *Y8* | *Y9* | *Y10+* | *Understanding that the perspectives of people in the past have to be explained with reference to their historical context. A respect for the lives of people in the past.* |
| **Signpost 3**  Perspectives through evidence | *Empathising with Historical Actors is often conducted as an imaginative exercise with little or no reference to evidence or historical context.* | *Y8* | *Y9/10+* |  | *Evidence based inferences are used to empathise with an Historical Actor. Evidence is used to reconstruct beliefs, values and motivations. Limitations of our understanding are recognised.* |
| **Signpost 4**  Diversity | *A failure to recognize that there are a diverse range of perspectives in the past.* | *Y7* | *Y8/9* | *Y10+* | *The ability to distinguish a variety of diverse perspectives and experiences in the past. Evidence is used to reconstruct these different perspectives with respect.* |

# Knowledge & Communication: Model based on personal experience

Finally there is the issue of communication. It cannot have gone without notice that History is now one of the few subjects requiring extended answers throughout the school system. Unfortunately, the propensity of other subjects to remove a focus from extended writing means that History is now one of the few places where essay writing is actually taught. This model is built from my own experiences of trying to encourage students to write coherently and borrows from many places and discussions with colleagues over the years.

1. Historical knowledge and evidence is used to develop and prove an argument. Historical evidence should be ACCURATE and RELEVANT.
2. All writing needs a clear structure. This means introducing your work, developing ideas in paragraphs and reaching an overall conclusion.
3. All historical essays require some form of argument to develop. This means you need to clearly answer the question set and build a clear line of argument throughout your work.

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|  | **Lacking Understanding** | **Beginning** | **Sound** | **Secure** | **Mastered** |
| **Signpost 1**  Knowledge | *Failing to provide specific evidence and details to back up historical arguments* | *Y7* | *Y8* | *Y9/10+* | *Giving multiple pieces of evidence to back up the points being made. These are both ACCURATE and RELEVANT.* |
| **Signpost 2**  Structure | *Failing to structure work in a formal way. Questions tend to be answered in a single paragraph with no real structure. Alternatively questions are answered with a series of short responses.* | *Y7* | *Y8/9* | *Y10+* | *A clear structure is evidence in writing. Paragraphs clearly address the question. Conclusions come to a judgment about the question and weigh up the arguments. Introductions are focused on the question and provide some background (context).* |
| **Signpost 3**  Argument | *Failing to link the answer to the question set. This might include covering topic knowledge but not addressing the specific point of the question.* | *Y7* | *Y8/9* | *Y10+* | *Work is analytical and based on key factors. Evidence is used to back up points clearly and there are very clear links back to the question. Links are made between multiple pieces of evidence as well as between factors. Clear links are made back to the question in each paragraph. Argument flows and is cogent.* |

# Extra: Significance

Model based on (Counsell, 2004), (Phillips, 2002) and (Morton & Seixas, 2012)

1. Events, people and developments are seen as significant because the RESULTED IN CHANGE. They had consequences for people at and/or over time.
2. Significance is ascribed if they REVEAL something about history or contemporary life.
3. Significance is seen as something constructed therefore CRITERIA are needed to judge the significance of events, people or developments within a particular historical narrative.
4. Historical significance varies over time, and by the INTERPRETATIONS of those ascribing that significance. Significance is PROVISIONAL.

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|  | **Misconceptions** | **Mastery** |
| **Signpost 1**  Resulting in Change | *There is a reliance on a textbook or other authority to assign significance. Or relies on a personal preference as the basis for significance.* | *The significance of events, people or developments are explained by showing how they resulted in change* |
| **Signpost 2**  Revelation | *Criteria for determining significance are limited to the impact of a person, event or development.* | *Historical significance is explained by showing what people, events or developments reveal about issues in history or contemporary life* |
| **Signpost 3**  Identifying Significance Criteria | *Unable to identify the criteria used by textbooks or other historical accounts to establish the significance of events or people.* | *The criteria used to establish historical significance in textbooks and other historical accounts are identified and explained* |
| **Signpost 4**  Provisional Significance | *Significance is seen as fixed and unchanging – ie. It is inherent in an event, person or development.* | *Historical significance is shown to vary over time and from group to group. Some reasons for this are given* |

# Extra: Historical Enquiry

Model based on Hammond (Hammond, 2011) & Dawson (Dawson, 2014)

1. There is a recognition that an historical enquiry involves ASKING QUESTIONS about the past. Historical ENQUIRIES are rooted in SECOND-ORDER concepts and can be pursued INDEPENDENTLY.
2. There are a range of POSSIBLE ANSWERS to historical questions, however some of these may be less VALID than others
3. Historical claims need to be refined by seeking EVIDENDCE and asking FURTHER QUESTIONS.
4. Claims made in historical enquiries need to be SUPPORTED by EVIDENCE
5. Historical claims need to be communicated with CLARITY and PRECISION. Different historical claims have a greater degree of CERTAINTY than others.

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|  | **Misconceptions** | **Mastery** |
| **SIGNPOST 1**  Asking questions | *Enquiry is not really understood. History is seen as a collection of facts which do not need further interrogation.* | *Enquiry is tackled as a process of ASKING QUESTIONS. Questions asked will enable lines of enquiry to be pursued. Students develop an ability to ask RELEVANT questions INDEPENDENTLY. Students use a grasp of SECOND-ORDER concepts to help frame appropriate questions* |
| **SIGNPOST 2**  Suggesting answers | *Answers to questions are suggested with little consideration for the historical period or the validity of such answers. All answers are seen as equally valid OR only one answer is seen as valid. Little independence is shown in suggesting answers.* | *Recognition that questions may have a MULTITUDE of answers and that some answers may have more VALIDITY than others. Recognising a range of POSSIBILITIES. Answers are suggested showing INDEPENDENT thought.* |
| **SIGNPOST 3**  Refining claims | *Claims are not refined and there is little or no recognition of the process involved in making historical claims. Limited independent is shown.* | *Claims arising from historical questions are REFINED by asking further questions after the gathering of evidence. Questions help to develop and deepen the understanding of an enquiry and answers become more plausible. INDEPENDENT thinking is shown in the process of refining claims.* |
| **SIGNPOST 4**  Supporting with evidence | *Claims arising from enquiries are based on conjecture or limited evidence. Evidence might be taken at face value, or evidence of a contradictory nature may be ignored or misunderstood* | *Claims arising from enquiries are SUPPORTED by a range of relevant evidence. Evidence is used critically and in context to build and support complex claims about the past. Evidence informs processes of questioning and refinement. INDEPENDENCE is shown in sourcing and referencing evidence.* |
| **SIGNPOST 5**  Communicating with degrees of certainty | *Claims arising from historical questions are communicated in a simplistic manner with little or no reference to how certain such claims are.* | *Claims arising from historical questions are communicated with CLARITY and PRECISION. There is a recognition of the degree of CERTAINTY of a particular claim as well as of other POSSIBILITIES. Enquiries show considerable levels of INDEPENDENT thinking.* |

**Overview of Core Historical Concepts & Processes**

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| **LO1) Causation** | | **LO4) Change & Continuity** | |
| **SIGNPOST 1**  Causal Webs | Change happens because of MULTIPLE CAUSES and leads to many different results or consequences. These create a WEB of related causes and consequences. | **SIGNPOST 1**  Identifying Change | Past societies are not fixed, there are changes which have occurred spanning centuries. Changes in the past can be identified by looking at DEVELOPMENTS between two periods. |
| **SIGNPOST 2**  Influence of Factors | Different causes have different LEVELS OF INFLUENCE. Some causes are more important than other causes. | **SIGNPOST 2**  Interweaving Continuity and Change | Change and continuity are INTERWOVEN and both can be present together in history. CHRONOLOGIES can be used to show change and continuity working together over time. |
| **SIGNPOST 3**  Personal and Contextual Factors | Historical changes happen because of two main factors: The actions of HISTORICAL ACTORS and the CONDITIONS (social, economic etc.) which have influenced those actors. | **SIGNPOST 3**  Flows of Continuity and Change | Change is a process which varies over time. Change can be described as a FLOW in terms of its PACE and EXTENT and can be said to TRENDS and have specific TURNING POINTS. |
| **LO2) Historical Evidence** | | **LO5) Historical Interpretations** | |
| **SIGNPOST 1**  Inferences from Sources | When we write history we need to create interpretations of the past based on evidence. INFERENCES are drawn from a variety of primary sources to create interpretations of the past. | **SIGNPOST 1**  Identifying Interpretations | Historical interpretations are everywhere. Every piece of historical writing is an interpretation of some sort. The past is not fixed but CONSTRUCTED through interpretations. |
| **SIGNPOST 2**  Cross Referencing Sources | Historical evidence must be CROSS-REFERENCED so that claims are not made based on single pieces of evidence. CROSS-REFERENCING means checking against other primary or secondary sources. | **SIGNPOST 2**  Drawing Inferences from Interpretations | It is possible to draw INFERENCES from interpretations of the past, just like with historical sources. INFERENCES will reveal the MESSAGE of a particular interpretation. |
| **SIGNPOST 3**  Source Utility | Historical evidence has multiple uses. The UTILITY of a piece of historical evidence varies according to the specific enquiry or the questions being asked. | **SIGNPOST 3**  Evaluating Interpretations | The APPROACH of an author must always be considered. This means considering their VIEWPOINT, PURPOSE, AUDIENCE and EVIDENCE chosen to build their interpretation |
| **SIGNPOST 4**  Evaluating Sources | Working with evidence begins before the source is read by thinking about how the AUTHOR, intended AUDIENCE and PURPOSE of an historical source might affect its WEIGHT for a purpose. | **SIGNPOST 4**  Interpretations in Context | Historical interpretations must be understood on their own terms. This means thinking about the CONTEXT in which they were created and what conditions and views existed at the time. |
| **SIGNPOST 5**  Sources in Context | Historical evidence must be understood on its own terms. This means thinking about the CONTEXT in which the source was created and what conditions and views existed at the time. |  | |
| **LO3) Historical World Views** | | **LO6) Knowledge & Communication** | |
| **SIGNPOST 1**  Appreciating World-Views | There are major differences between modern WORLD-VIEWS and those of people in the past, this means their beliefs, values and motivations. We must avoid PRESENTISM. | **SIGNPOST 1**  Knowledge | Historical knowledge and evidence is used to develop and prove an argument. Historical evidence should be ACCURATE and RELEVANT. |
| **SIGNPOST 2**  Perspectives in Context | The perspectives of HISTORICAL ACTORS are best understood by thinking about the CONTEXT in which people lived and the WORLD-VIEWS that influenced them | **SIGNPOST 2**  Structure | All writing needs a clear structure. This means introducing your work, developing ideas in paragraphs and reaching an overall conclusion. |
| **SIGNPOST 3**  Perspectives from Evidence | Looking at the perspective of an HISTORICAL ACTOR means drawing INFERENCES about how people thought and felt in the past. It does not mean using modern WORLD-VIEWS to imagine the past | **SIGNPOST 3**  Argument | All historical essays require some form of argument to develop. This means you need to clearly answer the question set and build a clear line of argument throughout your work. |
| **SIGNPOST 4**  Diversity | A variety of HISTORICAL ACTORS have very different (DIVERSE) experiences of the events in which they are involved. Understanding DIVERSITY is key to understanding history. |  | |

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| **KEY PROCESS – Historical Enquiry** | |
| **SIGNPOST 1**  Asking questions | 1There is a recognition that an historical enquiry involves ASKING QUESTIONS about the past. Historical ENQUIRIES are rooted in SECOND-ORDER concepts and can be pursued INDEPENDENTLY. |
| **SIGNPOST 2**  Suggesting answers | There are a range of POSSIBLE ANSWERS to historical questions, however some of these may be less VALID than others |
| **SIGNPOST 3**  Refining | Historical claims need to be refined by seeking EVIDENDCE and asking FURTHER QUESTIONS. |
| **SIGNPOST 4**  Supporting with evidence | Claims made in historical enquiries need to be SUPPORTED by EVIDENCE |
| **SIGNPOST 5**  Communicating certainty | Historical claims need to be communicated with CLARITY and PRECISION. Different historical claims have a greater degree of CERTAINTY than others. |

Student Friendly Conceptual Descriptors

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| --- | --- |
| **Good Historians Explain Why Things Happen (LO1).**  They can show how events have many causes and how these link together (LO1.1). They can see that some causes are more important than others (LO1.2) and that things happen due to the actions of people but also other causes eg. the economy or politics (LO1.3) | |
| **Good Historians Are Skilful At Using Evidence (LO2).**  They can use evidence to make suggestions about what the past was like (LO2.1). They can compare different sources (LO2.2) and decide on the most useful ones to find out about a topic (LO2.3). They are also careful to think about how reliable evidence is (LO2.4&5) | |
| **Good Historians Think About Different Views In The Past (LO3).**  They understand that people in the past had very different ideas about the world than people today (LO3.1). They think about the time in which people lived and how this affected them (LO3.2). They use evidence to empathise with people in the past (LO3.3), and they recognise that people had very different experiences depending on who they were and where they came from (LO3.4) | |
| **Good Historians Understand How Things Changed Or Stayed The Same (LO4).**  They understand that things in the past developed and changed over time (LO4.1). They understand that sometimes things stayed the same whilst other things developed rapidly (LO4.2). They can talk about turning points in history, and judge the pace and amount of change (LO4.3) | |
| **Good Historians Understand Other Historians’ Interpretations of the Past (LO5).**  They can identify what other people have said about the past (LO5.1) and understand people’s opinions of historical events (LO5.2). They carefully consider why people have different interpretations of the past (LO5.3) and think about how this affects their reliability. (LO5.4). | |
| **Good Historians Have Detailed Knowledge And Can Write Clearly (LO6).**  They have a detailed understanding of different periods of history and can use this knowledge to explain things (LO6.1) They are able to write in clear paragraphs (LO6.2) and build good historical arguments (LO6.3) |  |

Assessment

Assessment in the Key Stage 3 curriculum will be based around a tri-partite model of assessment – incorporating a mixture of formative and summative elements.

Each enquiry will be planned around the final assessment point. Mastery models cannot function without a clear end point, therefore a rigorous, conceptually based assessment is the building block for each unit. These assessments should draw together students’ understanding of substantive as well as second order concepts. Not all of these assessments will be given formal, written feedback however, some will represent work to be completed in class.

Assessment for Key Stage 3 will also fit in with school policies of six “assessed tasks” per year.

Three of the assessments will be based on formal work conducted in controlled conditions, whilst three will be based on informal tasks conducted in lessons or at home. All other enquiries will have an assessment which is not formally assessed, but which provides an end product for the enquiry. This may well be an in-class task, group discussion, presentation or other piece of work. Assessments are intended to be formative and will form part of a learning dialogue with students for improvement.

# Concepts, Knowledge and “History Points”

At the start of the year students will be given a sheet which outlines the features of a good historian – these will refer back to the core concepts identified above. Students should have a copy of this in their books for reference. Each of the core concepts can be referred to in lessons and made relevant to specific topics

Students will be given “History Points” for formal assessments, based on their ability to engage with the specific concepts identified in each assessment. A specific mark scheme for each assessment will guide teachers in the awarding of “History Points”.

Students will also have a totaliser which shows the number of “History Points” they have accumulated over the year. They should record each new assessment as an addition to this total score. As the points total continues over the year, it will hopefully be a system which rewards effort as well as attainment.

# 1) Formal Assessments

## Essay Style Formal Assessments

Essay style tasks will be given a “History Points” score. This will be split to give marks for content and argument (Knowledge & Communication SP1-3) as well as the concepts being tackled specifically. The points awarded here will form part of the dialogue for students to improve. There should be up to 2000 “History Points” awarded for an essay task. These will be awarded for the specific conceptual focuses of the task. Each task will have a mark scheme which is tied to the specific content. Students will need to respond to the feedback they are given. A teacher based mark scheme will also outline bands of success.

## Non-Essay Formal Assessments

Non-essay style tasks will have mark schemes which are tied to the core concepts being tested. There should be up to 2000 “History Points” awarded for an assessed task. These will be awarded for the specific conceptual focuses of the task. Each task will have a mark scheme which is tied to the specific content. Students will need to respond to the feedback they are given. A teacher based mark scheme will also outline bands of success.

## Group/Project Formal Assessments

Feedback should also be provided at the end of an informal unit, referring back to the specific concepts and skills developed during the enquiry. Tasks might include a piece of work completed in a group, a debate or discussion, a poster or other visual task, or a longer term project style task. There should be points 1000 pts awarded for an informal assessment task. These will be awarded for the specific conceptual focuses of the task. Each task will have a mark scheme which is tied to the specific content. Students will need to respond to the feedback they are given. A teacher based mark scheme will also outline bands of success.

## Recording Formal Assessments

Teachers should record:

* The “History Points” achieved by the student
* The student’s overall attainment:
  + Fail – Not meeting expectations for the task
  + Low Pass – Meeting basic expectations in some areas
  + Pass – Meeting basic expectations for the task
  + Merit – Confidently meeting expectations for the task
  + Distinction – Above expectations for the task
  + Starred Distinction – Exemplary rendering.
* The student’s effort (ie. Did they do as well as they could have in the assessment? This is a measure relative to the student’s own abilities)
  + ☹☹=unacceptable, ☹=poor, 😐=below par, ☺=good, ☺☺=v good

Teachers will also need to provide feedback to students. This will include:

* “History Points” awarded for the task – if appropriate (ie for an exam) this could be split into different conceptual areas or for knowledge, including a final points score. Students will also get a grade.
* A set of comments on areas of success and challenges.
* An effort grade in the form of a smiley face/other pictogram

Students will need to make a record of their marks – to do this they should:

* Make a note of their grade and effort.
* Read any comments
* Complete required DIRT feedback in green
* Record their awarded points on the totaliser which should be stuck in the back of their book.

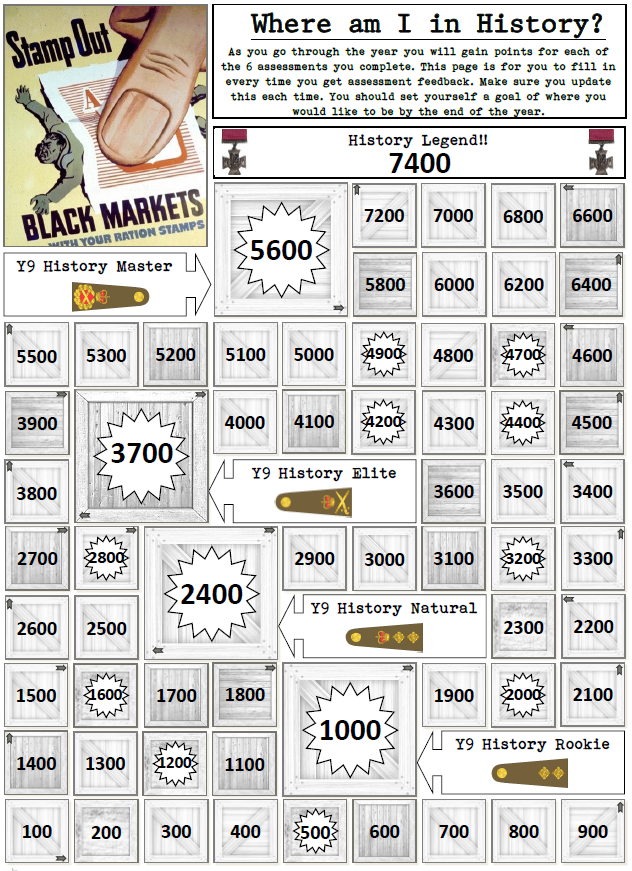
# 2) Informal Assessments

Other end of unit assessments should be conducted as part of normal teaching sequences. They will not be given “History Points” in the same way as formal assessments but should receive formative feedback in line with school policies. Informal assessments should still come back to the core historical concepts and help to answer the key enquiry question being tackled. Formative comments should refer to misconceptions students may need to overcome and should refer specifically to the domain. Informal assessments do not necessarily have to be carried out in the same way by all teachers, as long as the basic requirements are met.

# 3) Chronology & Knowledge Checks

Teachers should also aim to build in regular (ie. fortnightly) knowledge and chronology checks – this could form the starter of one lesson a fortnight. These are a good way of identifying students who might be getting lost in the history.





Schemes of Work

The schemes of work below outline the key areas which are to be covered during Key Stage 3.

* Each unit of work lasts a half term and will consist of 2 or 3 key enquiry questions.
* Each enquiry will have a specific end product to be assessed either formally, informally or as part of an end of unit lesson. Assessments will target one (or occasionally more) key concepts from the Mastery Model
* Each enquiry will have a selection of key content to cover to ensure consistency.
* Each enquiry will provide opportunities to incorporate a range of historical narratives. Teaching style and the modes of delivery will be left up to the teacher. There will also be scope to target historical concepts beyond the final assessment focus.
* Some enquiries are marked as optional and can be treated as such.
* The aim is to complete the units in roughly equal blocks – this may mean beginning a new topic before the end of a half term.

A bank of additional digital resources will also be made available over the course of 2014/15. Teachers therefore have the freedom to:

1. Use only the key question and content in forming their own learning programme
2. Collaborate with other teachers to devise a scheme of work which covers the key question and content
3. Use resources developed by others around the key question and content, making any necessary changes for their own groups

Six core aspects need to be held in mind whilst delivering the curriculum:

1. Learning will be sequenced around a number of enquiry questions. These will to structure student learning and conceptual understanding through the course. It is important to use enquiry questions as the building block for meaningful sequences of lessons. Enquiries should ideally be no longer than 6 lessons in length.
2. Enquiries should cover a mixture of breadth and depth questions. In the breadth sections there is considerable freedom to explore a range of issues. In the depth section, the focus must be on the enquiry question for the unit and each lesson or sequence of lessons should help students to work towards answering this.
3. A range of core concepts should be developed in pursuit of the investigation. There must be coverage of all core concepts in each school year.
4. The assessments at the end of certain enquiries are required. These are marked on as “Formal Assessments” and should be conducted in the same way by all teachers. They will either be essay or exam style tasks, or more group based work. Differentiated versions of some assessments will be available, however these will be worth less overall points.
5. All units should have some end product, which may be a summing-up lesson in the case of units with no “Formal Assessment.”
6. Whilst timing within units is flexible, the units should be kept roughly within half-term blocks where possible. Timing will be especially important for the last Year 9 unit.

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 7** | **Pre-1066** | **The development of Church, state and society in Medieval Britain 1066-1509 inc Local Study & World Studies.** | | | **The development of Church, state and society in Britain 1509-1745 in World Study.** | |
| * What is History? * Romans   ASSESSMENT:  Project: Impact of Romans on Britain (c&c) | * 1066 – Battle of Hastings & Norman Conquest * Changes brought by Normans   FORMAL ASSESSMENT: Why did William win Hastings? (causation) | * Life in the Middle Ages: Peasants and Black Death * Peasants’ Revolt   ASSESSMENT: Were the Middle Ages mucky and miserable? (world views/evidence) | * Islam, Christianity and religion in the Middle Ages * The Crusades   FORMAL ASSESSMENT: Why did people go on Crusade? (causation) | * Reasons for Reformation * Impact of Reformation?   ASSESSMENT: Reformation Journey (c&c) | * English Civil War – Why kill the king? * World upside down   FORMAL ASSESSMENT: Exam assessment – end of year – all topics |
| **Year 8** | **Ideas, political power, industry and empire: Britain, 1745-1901 inc. Local History.** | | | | **Challenges for Britain, Europe and the wider world 1901 to the present day.** | |
| * Causes and course of French Revolution * Impact of Revolution   FORMAL ASSESSMENT: How much did the French Rev change France for X? (c&c) | * Winners and losers in British Empire * Interpretations of Empire   ASSESSMENT:  Winners and losers of Empire display (world views) | * Slave Trade in Harewood * Abolition of slavery   FORMAL ASSESSMENT: Who was responsible for the Slave Trade being abolished? (causation) | * Why Ind Rev. * Local Study – impact of Ind Rev inc political unrest   ASSESSMENT: Leeds in the Industrial Rev (evidence) | * Victorian women * Women’s Suffrage   ASSESSMENT: Why did women get the vote? (c&c) | * Causes of WWI * Guiseley and the impact of the war   FORMAL ASSESSMENT:  Exam assessment – end of year – all topics |
| **Year 9** | **Challenges for Britain, Europe and the wider world 1901 to the present day. Inc. Local Study & World Studies.** | | | | | |
| * Causes of the boom in the USA * Experiences of the Golden Age   FORMAL ASSESSMENT: Sources – who benefitted from the Roaring 20s? (evidence) | * Nazi Germany   ASSESSMENT:  N/A | * The Holocaust (generalisations)   FORMAL ASSESSMENT:  Causation essay on Holocaust | * The Second World War Impact * Civil Rights   ASSESSMENT: Project investigation WW2 | * Civil Rights * The Cold War   ASSESSMENT:  MLK and Civil Rights (causation) | * JFK * End of Empire   FORMAL ASSESSMENT:  Exam assessment – end of year – all topics |

Key Stage 3 Overview Scheme of Work 2014 Onwards

| **Year 7 Enquiries** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **MAIN CONCEPT** | **KEY QUESTIONS** | **ASSESSMENT** | **LSN** | **L/W** |
| **Romans**  **(MAS)** | Mixture | What exactly is History? | Informal Assessment - Mixture | 4 |  |
| Change & Continuity SP 1-3 | How far did the Romans change Britain? What did the Romans do for us? | **Formal Group/Project Assessment (1000pts)** – Continuity and Change | 6 |  |
| **Normans**  **(AFD)** | Causation SP 1&2 | Why was 1066 a year of crisis in Britain? | Informal Assessment - Causation | 3 |  |
| Causation SP1 &2, Communication | Why did William win the Battle of Hastings? | **Formal Essay Assessment (2000pts)** – Causation | 6 |  |
| Change & Continuity SP 1-3 | How far did the Normans change England? | Informal Assessment – Continuity and Change | 6 |  |
| **Life in the Middle Ages**  **(HBO)** | World Views SP1&2, Evidence SP1&2 | “Mucky and miserable” is this a good way to describe a peasant’s life in the Middle Ages? | **Formal Group/Project Assessment (1000pts)** – World Views/Evidence | 6 |  |
| Causation SP1-3 | Why were the peasants revolting? | Informal Assessment - Causation | 4 |  |
| **Crusades**  **(JG)** | World Views SP1-4, Evidence SP1&2 | Why was the Church so important in the Middle Ages? | Informal Assessment – World views/evidence | 3 |  |
| OPTIONAL: World Views SP1-4 | Worlds Apart? Were Christians and Muslims really so different? | Informal Assessment – World views/evidence | 3 | W |
| Causation SP1-3, Perspectives SP1&2 | Greed, Glory or God? Why did people really go on Crusade? | **Formal Essay Assessment (2000pts)** – Causation | 5 | W |
| **Reformation**  **(AFD)** | Causation SP1-3 | It was all about Henry having a son wasn’t it? Exploding myths about the Reformation. | Informal Assessment - Causation | 5 |  |
| Change & Continuity SP 1-3 | How far did the Reformation change England 1536-1608? (including a local element) | **Formal Group/Project Assessment (1000pts)** – Continuity and Change | 5 | L |
| **English Civil War**  **(LSN)** | Causation SP1-3 | Why did the people of Britain kill their king? | **Formal Exam Assessment (2000pts)** | 5 |  |
| OPTIONAL: World Views SP1-4, Evidence SP1&2 | The World Turned Upside Down. Why was the Civil War so shocking? | Informal Assessment | 5 |  |

| **Year 8 Enquiries** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **MAIN CONCEPT** | **KEY QUESTIONS** | **ASSESSMENT** | **LSN** | **L/W** |
| **French Revolution**  **(AFD)** | Causation SP1-3 | Why did the French overthrow their king in 1789? | Informal Assessment | 5 | W |
| OPTIONAL: Evidence SP1-4 | Why do people tell such different stories about the storming of the Bastille? | Informal Assessment | 4 | W |
| Change & Continuity SP 1-4 | How far did the French Revolution change France? | **Formal Essay Assessment (2000pts)** – Change & Cont. | 6 | W |
| **Origins of Empire**  **(AFD)** | World Views SP1-3 | How did the British portray their empire? | Informal Assessment | 3 | W |
| World Views SP4  Causation SP1-4  Evidence SP1-2 | Who were the winners and losers in the British Empire?  (several case studies of Empire inc. how British took control and impact on the country) | **Formal Group/Project Assessment (1000pts)** – Diversity | 6 | W |
| Interpretations SP1-3 | Why do people still argue about the British Empire? | Informal Assessment | 4 | W |
| **Slave Trade**  **(HBO)** | Evidence SP1-3 | Why does Harewood House want to forget its past? (ie. What were the horrors of the slave trade?) | Informal Assessment | 5 | L |
| Causation SP1-4 | Wilberforce: ‘The World owes to him the Abolition of Slavery'…Why was slavery abolished in the UK? | **Formal Essay Assessment (2000pts)** – Causation | 5 |  |
| OPTIONAL: World Views SP1-3 | How should Britain commemorate the end of slavery? | Informal Assessment | 3 |  |
| **Industrial Revolution**  **(MAS)** | Causation SP1-4 | Why was there an industrial revolution in Britain? | Informal Assessment | 4 |  |
| Evidence SP1-3, World Views SP4 | “A perfect wilderness of foulness” Is this the best way to describe Victorian Leeds? | **Formal Group/Project Assessment (1000pts)** – Evidence/World Views | 6 | L |
| **Women’s Suffrage**  **(LSN)** | World Views SP4 | Were ALL women powerless in the Victorian era? | Informal Assessment | 3 |  |
| Evidence SP1-5 | Who should we thank for women winning the vote in 1918? | **Formal Assessment (1000pts)** – Causation/Sources | 5 |  |
| Change & Continuity SP1-4 | To what extent have women achieved equality since 1918? | Informal Assessment | 3 | W |
| **First World War**  **(JG)** | Causation SP1-4 | Why did the world go to war in 1914? | **Formal Exam Assessment (2000pts)** | 4 |  |
| World Views SP4 | Why should Guiseley remember her war dead? | Informal Assessment | 6 | L |
| OPTIONAL: Interpretations SP1-4 | Does Haig deserve to be remembered as the “Butcher of the Somme?” OR Why is there so much disagreement over remembering the War? |  | 3 |  |

| **Year 9 Enquiries** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **MAIN CONCEPT** | **KEY QUESTIONS** | **ASSESSMENT** | **LSN** | **L/W** |
| **The USA in the 1920s (AFD)** | Evidence SP1-5 | Why are the 1920s known as America’s Golden Age? | Informal Assessment - Evidence | 3 | W |
| World Views SP4  Evidence SP1-5 | Were the 1920s really a Golden Age for everyone? | **Formal Essay Assessment (2000pts) – World Views/Evidence** | 5 | W |
| OPTIONAL: Evidence SP1-5 | How successful was the 18th Amendment? | Informal Assessment - Evidence | 3 | W |
| **Russian Revolution** | World Views SP1-4 | For whom was Russia a communist utopia? | Informal Assessment – World Views | 4 | W |
| **Nazi Germany** | World Views SP4  Evidence SP1-5 | How far did the Nazis change everyday life in Germany? | Informal Assessment – World Views | 4 | W |
| **The Holocaust** | N/A | What were the steps to the ‘Final Solution?’ | **Formal Assessment (2000pts) – Causation – How could they let it happen?** | 2 | W |
| World Views SP4 | How can we challenge assumptions about the Holocaust? |  | 6 | W |
| **The Second World War** | Evidence SP1-2  World Views SP1-4 | When did the tide of war turn against Hitler? | **Formal Project Assessment (1000pts) – World Views** | 6 | W |
| **Civil Rights** | World Views SP1-4 | How ‘civilised’ was the USA post war? | Informal Assessment – World Views | 4 | W |
| **Civil Rights** | Evidence SP1-4  Causation SP1-4 | How important was Martin Luther King in gaining Black Americans Civil Rights by 1968? | **Formal Essay Assessment (1000pts) – take home** | 4 | W |
| **The USSR & Cold War** | Causation SP1-4 | Why did Dr Seuss published the Butter Battle Book in 1984? (The Cold War 1945-1991 – to include the origins and development) | Informal Assessment – Causation | 5 | W |
| **The USSR & Cold War** | Evidence SP1-4 | Who shot JFK? | Informal Assessment – Evidence | 4 | W |
| **Civil Rights** | Causation SP1-4 | End of Empire: Why did the British leave India? | **End of Year Exam (2000pts)** | 3 |  |
| World Views SP1-5 | Who are the British today? | N/A | 2 |  |