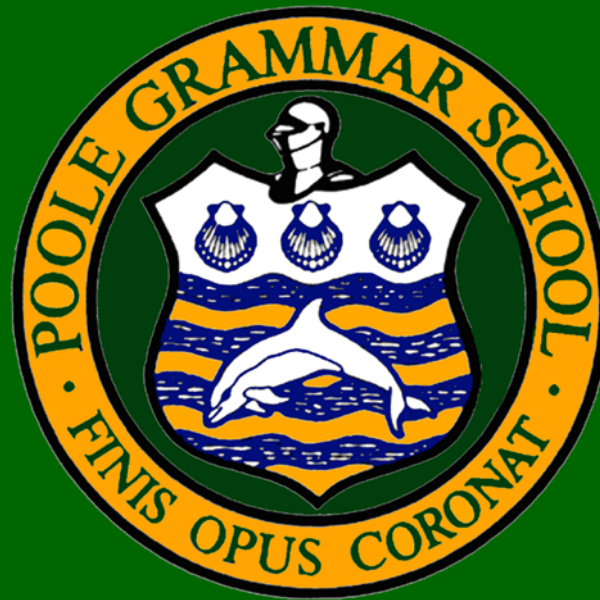


Poole Grammar School - Key Stage 3

(Year 7, Year 8 & Year 9)

HISTORY

‘Meeting expectations’ criteria, programme of study and curriculum content



Key Stage 3 History 'meeting expectations' descriptors

	YEAR 7	YEAR 8	YEAR 9
Knowledge and Communication	<p>Key features of answer described. Some relevant evidence given in reasonable English with some historical terms used in a structured way.</p> <p>Usually accurate spelling and grammar.</p>	<p>Mostly accurate knowledge a with a clear understanding of key features.</p> <p>Mostly accurate spelling and grammar.</p>	<p>Clear understanding of key features with relevant knowledge.</p> <p>Selective, organised and structured work. Good and accurate spelling and grammar</p>
Analysis (Significance)	<p>Identifies and explains differences between the significance of two or more factors.</p> <p>Gives a conclusion (an answer to a question).</p>	<p>Identifies and explains differences between the significance of two or more factors.</p> <p>Linking reasons to form conclusions.</p>	<p>Answers build up multiple reasons for the relative significance of the factors to produce a sustained argument.</p> <p>It should have a clear and substantiated conclusion.</p>
Analysis (Consequence)	<p>Can explain the connection between many consequences and can link reasons together.</p> <p>Gives a conclusion (an answer to a question).</p>	<p>Can deal with three consequences in a more extended explanation.</p> <p>Linking reasons to form conclusions.</p>	<p>Answers build up more reasons and stages of consequences to produce a sustained argument.</p> <p>It should have a clear and substantiated conclusion.</p>
Analysis (Continuity and change)	<p>Can explain the change and continuity and can link them together.</p> <p>Gives a conclusion (an answer to a question).</p>	<p>Can deal with multiple changes and continuity in a more extended explanation.</p> <p>Linking reasons to form conclusions based on the extent of change.</p>	<p>Answers build up more changes and continuities to produce a sustained argument about the extent of change.</p> <p>It should have a clear and substantiated conclusion.</p>
Analysis (Similarity and difference)	<p>Can explain similarity and differences and can link them together.</p> <p>Gives a conclusion (an answer to a question).</p>	<p>Can compare similarities and differences or identify different types of similarities and differences.</p> <p>Linking reasons to form conclusions.</p>	<p>Compares similarities/differences and identifies different types of similarities and differences.</p> <p>Answer should have a clear and substantiated conclusion.</p>
Evaluation	<p>Answers may recognise, describe and may explain, simple similarities or differences in sources or interpretations. Asks questions of the evidence.</p> <p>Comments on various aspects of provenance – tone, origin, purpose etc.</p>	<p>Use of provenance to evaluate source.</p> <p>Understands value of evidence to particular enquiry.</p>	<p>Answers will sustain an explanation of the differences or similarities in sources or interpretations. Evidence of independent consideration, testing the view with other knowledge.</p> <p>Full use of provenance.</p>

Programme of study for Year 7 History

Autumn term	Spring term	Summer term
<p>1. What does prehistory teach us about ourselves? (2-3 weeks)</p> <p>2. How did the Romans shape Britain? (4 weeks)</p>	<p>4. Who held power in Medieval England? (5 weeks)</p> <p>5. Why was religion so important in Medieval England? (1 week)</p>	<p>6. How globalised was the medieval World? (3 weeks)</p> <p>7. Local History and Globalisation (3 weeks)</p>
HALF TERM HOLIDAY		
<p>3. Was the Norman invasion the most significant change to England 500-1200? (6 weeks)</p>	<p>5. Why was religion so important in Medieval England? (4 weeks)</p> <p>6. How globalised was the medieval World? (2 weeks)</p>	<p>7. Local History and Globalisation (3 weeks)</p> <p>8. How civilised was pre-colonial America? (3 weeks)</p>

Curriculum content for Year 7 History

Theme	Content (All lessons integrate skills within the K and U)	Assessment
1. What does history teach us about ourselves?	<ol style="list-style-type: none"> 1. Cheddar Man 2. Amesbury Archer 3. Wetwang Slack 4. Assessment baseline 	Baseline test: chronology and skills
2. How did the Romans shape Britain?	<ol style="list-style-type: none"> 1. How did the Roman Empire grow? 2. How did the Roman Army develop Rome? 3. How did Trade develop Rome? 4. Why did the Romans look to Britain and British reaction? 5. How have the Romans shaped our lives? 6. Assessment 	Poster on Significance
3. Was the Norman invasion the most significant change to England 500-1200?	<ol style="list-style-type: none"> 1. Was Anglo-Saxon England a Dark Age? Sutton Hoo. 2. Was Britain harmonious before the Normans (Vikings)? 3. Was Alfred truly great? 4. What does Queen Emma tell us about medieval England? 5. What was England like by 1065 (change and continuity check here) 6. Why was there a war in 1066? 7. Hastings Assessment 8. Short term Consequences of Norman Invasions 9. Long term Consequences of Norman Invasions 	Battle of Hastings interpretation
4. Who held power in Medieval England?	<ol style="list-style-type: none"> 1. The Anarchy: Matilda vs Stephen 2. Becket and Henry II 3. Eleanor and the Angevin 4. King John and the downfall of the Angevin. 5. Magna Carta and the creation of parliament. 6. Assessment 	Which was a more significant centre of power – King or People?
5. Why was religion so important in the Middle Ages?	<ol style="list-style-type: none"> 1. Power and the Glory 2. Building Exeter Cathedral 3. Rise of the Islamic Empire 4. Abbasids 5. Contributions of Islam. 6. Why crusades? 7. How to get to Crusades 8. Outremer 9. Assessment <p>SUPPLEMENTED BY VISIT TO SALISBURY CATHEDRAL IN JUNE</p>	Consequences of the contact between Christianity

6. How globalised was the medieval world?	<ol style="list-style-type: none"> 1. What can the Belitung wreck tell us about the Medieval World? 2. How did the Silk Road change the World? 3. How could we Spice things up in the Middle Ages? 4. How important was the Kingdom of Mali? 5. Why was Mali a centre of learning? 6. How significant was Mansa Mousa? 7. Assessment 	Source – Catalan Atlas and globalisation
7. Local history study globalisation in Poole.	<ol style="list-style-type: none"> 1. What caused the Black death? 2. Black death: Societal Consequences/ Doom Paintings 3. Black death: why did the Peasants' Revolt? 4. What was Poole like after the Black Death? 5. Why was Poole burnt to the ground in 1405? 6. Should we celebrate Harry Paye Day? 7. Assessment 	Interpretations
8. How civilised was pre-colonial America?	<ol style="list-style-type: none"> 1. Maya 2. Inca 3. Aztecs 	Which is the most civilised

Curriculum content for Year 8 History

Theme	Content	Assessment
Intro Unit : c.15th A World of Separate Empires in 1480 How did the spread of empires change between 1480 and 1820?	1. The World in 1480 - sheets on individual empires <i>What was the original position in this period? (Science and Technology, Religion, Ideas, War, Economic Resources)</i> 2. The World in 1820 – sheets on individual empires <i>Nature of revolution and suggestion of ‘revolutions’ to come.</i>	<i>Intro Unit: Introductory exercise: How did the spread of empires change between 1480 and 1820? One developed paragraph to show clear and significant changes.</i>
Unit 1: c.15th - c.16th Exploration and Exploitation Which was the most important turning point in exploration?	1. Chinese Exploration Under Zheng He 2. Portuguese and Magellan’s route east - India and China - Economic Motive – the Route to the Spice Islands 3. Columbus and his Impact – Was 1492 a turning point? 4. Columbian Exchange 5. Conquistadors in the Americas 6. <i>Rehearsal and modelling of essays skills to allow successful performance of the assessment task.</i>	To what extent was the ‘discovery’ of the Americas a turning point in world history? 2 paragraphs (PEE) and a conclusion
Unit 2: To what extent was there a religious revolution in Tudor Britain?	1. How did Catholicism and Protestantism differ? To what extent was there religious change between 1534-1603? 2. What was the impact of the dissolution of the monasteries? 3. To what extent had there been a religious revolution by 1603? 4. Assessment	Interpretation on extent of revolution in religion
Unit 3. How far was the world turned upside down by 1649?	. What was England like in 1605? 2. Was Charles I doomed to fail? 3. Why did the Civil War break out? 4. Why did Parliament win the war? 5. A world turned upside down? 6. Assessment. SUPPLEMENTED BY LATER TRIP TO CORFE CASTLE	Why did the Civil War break out in 1649? Essay
Unit 4. How did the transatlantic slave trade create modern Britain?	1. What is slavery? 2. How did the trade in enslaved Africans work? 3. What was the sugar revolution? 4. Why did Europeans dominate the slave trade? 5. How did the slave trade impact Africa? 6. How did the slave trade impact Britain? 7. How did the slave trade shape Poole? (LH study) 8. Assessment	What were the consequences of the Sugar Revolution? Flowchart

<p>5. Why did Britain industrialise first?</p>	<ol style="list-style-type: none"> 1. How did the trade in enslaved Africans facilitate the Industrial Revolution? 2. What was the agricultural revolution. 3. Why did Britain develop factories? 4. What were the social conditions of the Industrial Revolution? 5. What were the Consequences of the Industrial Revolution? 6. Assessment 	<p>Cruikshank source <i>'Tremendous Sacrifice'</i></p>
<p>6. How Enlightened were the revolutions of the 18th Centuries?</p>	<ol style="list-style-type: none"> 1. What was the Enlightenment? 2. How Enlightened was the American Revolution? 3. Why were the French unhappy by 1789? 4. Did the Revolution eat its own children? 5. What were the consequences of the French Revolution? 6. What is the significance of the Haitian Revolution? 7. Assessment 	<p>Source utility, on French Revolution</p>
<p>7. Why was slavery abolished by 1833?</p>	<ol style="list-style-type: none"> 1. How did White abolitionists fight for freedom? 2. How did Black activism lead to emancipation? 3. How did the economy impact abolition? 4. Assessment 	<p>How far was abolition of the slave trade and then slavery in the British empire a result of white British Abolitionists?</p>
<p>8. Why were people willing to die for the vote, 1832- 1914?</p>	<ol style="list-style-type: none"> 1. In what position were men by the outbreak of WWI? 2. Did terrorism win women the vote? 3. How effective were non-violent methods? 4. How successful was terrorism? 5. Interpretation Assessment on Suffragettes. 	<p>Interpretation Activity</p>

Programme of study for Year 9 History

Autumn term	Spring term	Summer term
<p style="text-align: center;">Intro Theme Change between 1820 and 2020</p> <p style="text-align: center;">Theme 1 Why did the First World War break out in 1914? (4 weeks)</p> <p style="text-align: center;">Theme 2 Why did the First World War break out in 1914? (2 weeks)</p>	<p style="text-align: center;">Theme 3 How did the First World War shape the 20th Century? (2 weeks) <i>Theme 3 assessment</i></p> <p style="text-align: center;">Theme 4 How did Russia turn Communist by 1917? (4 weeks) <i>Theme 4 assessment</i></p>	<p style="text-align: center;"><i>Theme 5 assessment</i></p> <p style="text-align: center;">Theme 6 When was the turning point during the Second World War? (4 weeks) <i>Theme 6 assessment</i></p> <p style="text-align: center;">Theme 7 Holocaust (2 weeks)</p>
HALF TERM HOLIDAY		
<p style="text-align: center;">Why did the First World War break out in 1914? (2 weeks) <i>Theme 2 assessment</i></p> <p style="text-align: center;">Theme 3 How did the First World War shape the 20th Century? (4 weeks)</p>	<p style="text-align: center;">Theme 5 Why did WWI fail to be the war to end all wars? (5 weeks) <i>Theme 5 assessment</i></p> <p style="text-align: center;">Theme 6 When was the turning point during the Second World War? (1 week)</p>	<p style="text-align: center;">Theme 7 Holocaust (2 weeks)</p> <p style="text-align: center;">Theme 8 How did post WWII society develop? (4 weeks) <i>Theme 8 assessment</i></p>

Curriculum content for Year 9 History

Theme	Content	Assessment
1. Introduction: Change between 1820 and 2020	Examination of changing patterns of empire and control between 1820 and 2020.	None
2. Why did the First World War break out in 1914?	<ol style="list-style-type: none"> 1. Did militarism make WWI inevitable? <i>S – Cause and consequence</i> 2. How did alliances raise the stakes? <i>S – Cause and consequence plus significance</i> 3. What role did Nationalism and Imperialism play in the outbreak of WWI? <i>S – Cause and consequence plus significance</i> 4. To what extent was the assassination of Franz Ferdinand the star which broke the camel's back? <i>S – Cause and consequence plus significance</i> 	To what extent was Nationalism the main cause of WWI.
3. How did the First World War shape the 20th Century?	<ol style="list-style-type: none"> 1. Why did the First World War become a war of stalemate? <i>S – relative significance</i> 2. What was it like in the Trenches? <i>S -</i> 3. How did life on the home front change? <i>S – Change and continuity</i> 4. Was the army 'lions led by donkey's – Somme case study. <i>S – decision-making</i> 5. Why did the allies win the First World War? <i>S – relative significance</i> 6. Empire and War 7. Significance of the Battle of Amiens 1918? <i>S - significance</i> 8. How did the First World War shape the 20th C socially? <i>S – long and short term consequences</i> <p>SUPPLEMENTED BY TRIP TO BOVINGTON TANK MUSEUM AND TRENCH TRIP</p>	Essay: How 'Total' was the First World War?
4. How did Russia turn Communist by 1917?	<ol style="list-style-type: none"> 1. What problems did Russia face in 1904? 2. How did Nicholas survive the 1905 Revolution? 3. How did the First World War impact the position of the Tsar? <i>S - interpretations</i> 4. To what extent was the Provisional Government doomed from the beginning? <i>S - significance</i> 5. To what extent was the October Revolution a coup d'état? 6. Why was there a Civil War 1917-1922? 	Narrative: Either: Write an account of the Russian Revolutions of 1917 OR script for 3-minute YouTube video to explain the Russian Revolutions of 1917 OR produce a video itself.
5. Why did WWI fail to be the war to end all wars?	<ol style="list-style-type: none"> 1. Was the Treaty of Versailles a Treaty of Revenge? <i>S – Cause and consequence</i> 2. Why did the League of Nations fail to achieve its objectives? 3. Why did fascism emerge in Italy? 4. How did the Wall Street Crash impact Germany? <i>S – Cause and consequence</i> 5. Why did Hitler rise to power by 1933? <i>S – relative significance</i> 6. What was appeasement? 7. Debate on Munich. <i>S - interpretations</i> 	Interpretation exercise Appeasement.

<p>6. When was the turning point during the Second World War?</p>	<ol style="list-style-type: none"> 1. Why did the Nazis achieve success between 1939-1941? 2. Was Dunkirk a victory or a defeat? <i>S - interpretations</i> 3. What was the impact of the Battle of Britain on WWII? 4. Was the invasion of the USSR a turning point in WWII? 5. What was the significance of the War in the Pacific? <i>S – relative significance</i> 6. How was Germany defeated by 1945? <i>S – relative significance and interpretations</i> 7. How was Japan defeated by 1945? <i>S – relative significance and interpretations</i> 	<p><i>No specific assessment – teacher choice</i></p>
<p>7. Holocaust</p>	<ol style="list-style-type: none"> 1. How did antisemitism develop before 1918? 2. How did Anti- Semitism develop in Germany 1933-39 3. Did the War create the Holocaust 1939-42? <i>S – Change and continuity</i> 4. What was life like in the Camps? 5. How can we argue against Holocaust deniers? <i>S - interpretations</i> 	<p>No assessment given the nature of the topic.</p>
<p>8. How did post WWII society develop?</p>	<ol style="list-style-type: none"> 1. How was post war British society changing? <i>S – Change and continuity</i> 2. Had Britons never had it so good? 3. Was there a birth of the teenager? 4. How did women’s role change in the post war society? <i>S – Change and continuity</i> 5. How multicultural was Britain in the 20th Century. <i>S – Change and continuity</i> 6. How did the LGBTQ+ community fight for rights? <i>S – Change and continuity</i> 	<p>Source Utility: What can the voices of the 20th century tell us about the post war world? Short source questions.</p>