

# Humanities – History Steps

## Course Overview

History at Key Stage 3 looks at developing a range of key concepts, such as ‘chronological understanding’, ‘diversity’, ‘cause and consequence, and ‘significance’. There is also an emphasis on developing skills such as ‘enquiry’, ‘using evidence’, and ‘communicating about the past’. We want pupils to understand local, national and international history, and where Britain fits into the history of the wider world. These concepts and skills, and this understanding, are developed through the study of a number of phases and aspects of history. We look for pupils to develop their knowledge of history, and use of key terms and dates. We look for them to weigh up different causes or consequences, and consider significance. We look for pupils to understand how the past has been interpreted. We look for pupils to develop their ability to critically use sources. We look for them to develop their literacy skills

Key Stage 3 History looks at Britain and the wider world, and the relationship between the two.

- Within Year 7 the focus is on Medieval Britain, and on Native Americans.
- In Year 8 the emphasis is on Britain between 1485 and 1750.
- In Year 9 students investigate British history between the years 1750 and 1900 (with an investigation within this of the topic of slavery), and also study the Twentieth Century World.

Assessment is via regular checking of students’ books, as well as a number of more formally set tasks through the year. These develop a variety of skills, and investigate the topic currently being studied. In regular book-checking, and in assessments reference will be made to the School’s KS3 methods of assessment – with pupils being directed towards the best ways to make progress within the ‘Step’ they are working at. For example, Year 9 assessments focus on the Industrial Revolution, slave transport and World War One.

Visits throughout KS3 include Portchester Castle with Year 7, and Portsmouth Historic Dockyard with Year 8, both visits complementing the work done in class.

Seeking to develop independent enquirers

# History Steps

Step	Competency
1	<ul style="list-style-type: none"> <li>▪ I can identify features of past societies using some key dates and terms. I am starting to explain</li> <li>▪ I can identify causes and consequences of some changes</li> <li>▪ I can start to understand that there are different interpretations of the past</li> <li>▪ I can use sources to find out about the past</li> <li>▪ I am starting to write in a structured way</li> </ul>
2	<ul style="list-style-type: none"> <li>▪ I can describe features of past societies using key dates and terms with some confidence. I generally explain</li> <li>▪ I can make links between causes, consequences and events</li> <li>▪ I can begin to explain why events or people or changes have been interpreted in different ways</li> <li>▪ I can analyse sources to find out about the past</li> <li>▪ I can produce consistently well-structured work</li> </ul>
3	<ul style="list-style-type: none"> <li>▪ I can describe and explain in some detail. I explain well</li> <li>▪ I can analyse causes, consequences and events. I can organise these in different ways (e.g. short term and long term)</li> <li>▪ I can analyse the different reasons for different interpretations of the past</li> <li>▪ I can evaluate sources in finding out about the past</li> <li>▪ I can produce well structured, detailed work</li> </ul>
4	<ul style="list-style-type: none"> <li>▪ I have detailed knowledge across my work. I use a range of sophisticated terms. I generally explain very well</li> <li>▪ I can analyse causes, consequences and events. I can prioritise them</li> <li>▪ I am confident in analysing different interpretations of the past</li> <li>▪ I can make an independent judgement about source material</li> <li>▪ I can produce well-structured, detailed, analytical work</li> </ul>
5	<ul style="list-style-type: none"> <li>▪ I have very detailed knowledge across my work. I use a wide range of sophisticated key terms. I always explain very well</li> <li>▪ I can put causes, consequences and events into their wider historical context</li> <li>▪ I am starting to evaluate different historical interpretations of the past</li> <li>▪ I can critically use sources to form a well- developed judgement</li> <li>▪ I can consistently produce well-structured, detailed work that draws on a range of information</li> </ul>