



Year 7 History - Curriculum Overview and KS3 Progress Descriptors

Aims and Rationale

The History department aims to explore many key events in British and world history in order to widen students' perspectives of society. Through the study of history we aim to develop, within each individual student, learning and thinking skills to equip them for a variety of academic and vocational challenges. Lessons are taught using a range of methods to appeal to varied student learning styles. Through group work, discussion and debate we aim to encourage positive participation.

History fires students' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps students develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past.

Curriculum Content

Year 7 - What is History? History introduction and skills. What was the impact of the Norman invasion of Britain in 1066? What was life like in the Middle Ages? Life at the time of the Tudors, identity in Tudor times: the Black Tudors. A non-European study of the Native American life and culture.

Year 8 - What was life like in Stuart England? English Civil War and Restoration. How did Britain build an empire around the world and what was life like in the empire? What was the Transatlantic Slave Trade and why was it abolished? The Industrial Revolution and its impact on life in Britain. Protest and reform: the changing place of women and the vote.

Year 9 - What caused war to break out in 1914? Trench warfare and trench life. What was the impact of WWI upon the world? Democracy and dictatorships - 1920s and 1930s, Hitler's Germany depth study. Why was the Holocaust such a significant event? - a study. Were the 1960s really swinging? What has been the impact of postwar immigration? Windrush generation. An introduction to GCSE History - International Relations 1945 - 72.

How we assess at Key Stage 3

At Hitchin Girls' School our curriculum is our progress model. Students benefit from a broad, diverse and challenging curriculum which increases in difficulty and challenge as students progress through the school. The expectation is that all students meet our curriculum at their relevant age range and as such meet the minimum of the secure descriptors below. Those working at an advancing level are working above, while those excelling are consistently working at a level far above their age range.

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	<i>Developing</i>	<i>Secure</i>	<i>Advancing</i>	<i>Excelling</i>
Knowledge and Understanding	<ul style="list-style-type: none"> I can show some knowledge and understanding of the periods studied. I can produce work that shows an awareness of structure. 	<ul style="list-style-type: none"> I can demonstrate that I am developing a secure knowledge and understanding of the periods studied. I can use key terms appropriately. I can produce work that is often structured well. 	<ul style="list-style-type: none"> I can demonstrate that I am approaching a confident knowledge and understanding of the periods studied. I can use historical terminology to support my work. I can consistently produce well-structured work. 	<ul style="list-style-type: none"> I can demonstrate extensive knowledge and understanding of the periods studied. I can use historical terminology appropriately and effectively. I produce well- structured work on a very consistent basis.
Cause and consequence	<ul style="list-style-type: none"> I can begin to describe the causes of a variety of events in the period studied. 	<ul style="list-style-type: none"> I can describe the causes and consequences of a variety of events in the period studied. I can make some links between causes and consequences. 	<ul style="list-style-type: none"> I can describe the causes and consequences of a variety of events in the period studied. I can make some links between causes and consequences, most of which I can explain. I can make a judgement as to which cause or consequence I think was the most important. 	<ul style="list-style-type: none"> I can describe the causes and consequences of a variety of events in the period studied. I can make detailed links between causes and consequences, which I can begin to explain. I can make a judgement as to which cause or consequence I think was the most important
Change, continuity and significance	<ul style="list-style-type: none"> I can identify some differences between different events in the period studied. 	<ul style="list-style-type: none"> I can identify some similarities and differences between different events in the period studied. 	<ul style="list-style-type: none"> I can identify several detailed similarities and differences between different events in the period studied. I can summarise the changes and continuities that have occurred in the period studied. I can make a basic judgement about whether or not events were significant. 	<ul style="list-style-type: none"> I can identify several detailed similarities and differences between different events in the period studied. I can summarise, and begin to explain, the changes and continuities that have occurred in the period studied. I can make a judgement about whether or not events were significant.



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interpretations	<ul style="list-style-type: none"> I can begin to recognise how the period studied has been interpreted by others. 	<ul style="list-style-type: none"> I can describe how the period studied has been interpreted by others. I can briefly explain why interpretations differ. I can say which of the interpretations I agree with. 	<ul style="list-style-type: none"> I can describe how the period studied has been interpreted by others. I can briefly explain why interpretations differ. I can evaluate these interpretations by saying which I agree with and which I disagree with. 	<ul style="list-style-type: none"> I can describe how the period studied has been interpreted by others. I can explain how and why interpretations differ. I can evaluate these interpretations by explaining which I agree with and which I disagree with.
Use of Sources	<ul style="list-style-type: none"> I can make some inferences from primary sources. 	<ul style="list-style-type: none"> I can make some inferences from primary sources. I can comment on the usefulness of the source by commenting on the source's nature and origin. 	<ul style="list-style-type: none"> I can make detailed inferences from primary sources. I can evaluate how useful the source is by commenting on the source's nature and origin. I can make a basic judgement about whether I find a source useful or limited. 	<ul style="list-style-type: none"> I can make detailed inferences from primary sources. I can evaluate the usefulness of the source by commenting on the source's nature, origin and purpose. I can comment on the validity of a source by beginning to say whether it agrees or disagrees with my own knowledge of a period. I can make a judgement about whether I find a source useful or limited.