

Schemes of work

More detailed schemes of work are located in Elliot's office. Each unit of work has a separate folder with objectives and activities for each lesson as well as differentiated materials. Please see head the head of department for more details. An overview of the topics covered at KS 3 is below.

Unit	Year	Unit title	Key Ideas	Key Processes	National curriculum unit	Literacy opportunities	Numeracy opportunities
1	7	What is history?	1.1 a,b,c	2.1 a b 2.2 a b 2.3 a b		Writing in full sentences. Punctuation.	Timelines, chronology. Chart/graph interpretation
2	7	Were the Romans civilised?	1.2 a	2.1 a b 2.2 a b 2.3 a b	The study of an aspect or theme in British in British history that consolidates and extends pupil's chronological knowledge from before 1066	Question and answer sessions to develop oracy. Extended writing – essay.	AD – BCE work on negative/positive numbers.
3	7	How did Medieval life develop 1066-1509?	1.1 a, b,c	2.1 a b 2.2 a b 2.3 a b	The development of Church, state and society in Medieval Britain 1066-1509	Extended writing opportunities. Reinforce literacy basics.	Timelines, chronology. Chart/graph interpretation. Black death population h/w.
4	8	Why was slavery abolished?	1.2 a 1.2 1.4 a	2.1 a b 2.2 a b 2.3 a b	Ideas, political power, industry and empire: Britain 1745-1901	Increased extended writing opportunities.	Slavery population bar chart homework
5	8	What made the United Kingdom?	1.4a	2.1 a b 2.2 a b 2.3 a b	The development of Church, state and society in Britain 1509-1745	Extended writing opportunities.	Timelines, chronology. Chart/graph interpretation
6	8	How did industrialisation affect people's lives?	1.2 a	2.1 a b 2.2 a b 2.3 a b	Ideas, political power, industry and empire: Britain 1745-1901	Extended writing opportunities.	Population statistics homework.
7	8	What were the achievements of the Islamic state?	1.1a,b,c 1.2a 1.3a	2.1 a b 2.2 a b 2.3 a b	A study of a significant society or issue in world history and it's interconnections with other World developments	Extended writing opportunities.	Origins of our number system. Advantages over Roman numerals
8	8	Who was Jack the Ripper?	1.2 a 1.5 a 1.3	2.1 a b 2.2 a b 2.3 a b	A local history study	Extended writing opportunities.	Timelines, chronology. Chart/graph interpretation
9	9	Have black Americans achieved equality?	1.2 a 1.4a 1.5a	2.1 a b 2.2 a b 2.3 a b	A study of a significant society or issue in world history and it's interconnections with other World developments	Extended writing opportunities.	Timelines, chronology. Chart/graph interpretation
10	9	Was the British empire a positive or negative influence?	1.3 a 1.6a b c	2.1 a b 2.2 a b 2.3 a b	Ideas, political power, industry and empire: Britain 1745-1901	Extended writing opportunities.	Timelines, chronology.
11	9	Did British women achieve equality in the 20 th century?	1.1. a 1.4 a a	2.1 a b 2.2 a b 2.3 a b	Challenges for Britain, Europe and the wider world 1901 to the present day.	Extended writing opportunities.	Economy statistics work
12	9	Hot War, Cold War: why did the major conflicts of the 20 th century affect so many people?	1.1 a b c	2.1 a b 2.2 a b 2.3 a b	Challenges for Britain, Europe and the wider world 1901 to the present day.	Extended writing opportunities.	Timelines, chronology.

1. Key ideas

There are a number of key ideas that underpin the study of history. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

1.1 Chronological understanding

a Understanding and using appropriately dates, vocabulary and conventions that describe historical periods and the passing of time.

b Developing a sense of period through describing and analysing the relationships between the characteristic features of periods and societies.

c Building a chronological framework of periods and using this to place new knowledge in its historical context.

1.2 Cultural, ethnic and religious diversity

a Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world.

1.3 Change and continuity

a Identifying and explaining change and continuity within and across periods of history.

1.4 Cause and consequence

a Analysing and explaining the reasons for, and results of, historical events, situations and changes.

1.5 Significance

a Considering the significance of events, people and developments in their historical context and in the present day.

1.6 Interpretation

a Understanding how historians and others form interpretations.

b Understanding why historians and others have interpreted events, people and situations in different ways through a range of media.

c Evaluating a range of interpretations of the past to assess their validity.

2. Key processes

These are the essential skills and processes in history that pupils need to learn to make progress.

2.1 Historical enquiry

Pupils should be able to:

a identify and investigate, individually and as part of a team, specific historical questions or issues, making and testing hypotheses

b reflect critically on historical questions or issues.

2.2 Using evidence

Pupils should be able to:

a identify, select and use a range of historical sources, including textual, visual and oral sources, artefacts and the historic environment

b evaluate the sources used in order to reach reasoned conclusions.

2.3 Communicating about the past

Pupils should be able to:

a present and organise accounts and explanations about the past that are coherent, structured and substantiated, using chronological conventions and historical vocabulary

b communicate their knowledge and understanding of history in a variety of ways, using chronological conventions and historical vocabulary.

Key stage 3 assessment Schedule 2014-15

Unit	Year	Unit title	Approx Length of unit	Assessment Length and type	Timeframe for completion
1	7	What is history?	4 lessons – 4 weeks	Baseline assessment 50 mins	3/9/14-12/9/14
2	7	Were the Romans civilised?	14 lessons -14 weeks	Russia style – 50 mins MAIN	19/1/15-30/1/15
3	7	How did Medieval life develop 1066-1509?	18 lessons – 18 weeks	Russia style – 50 mins	29/6/15-10/7/15
4	8	Why was slavery abolished?	10 lessons – 5 weeks	Combined style 1 hour 15 mins MAIN	13/10/14-24/10/14
5	8	What made the United Kingdom?	16 lessons – 8 weeks	Russia style 50 mins	12/1/15 – 23/1/15
6	8	How did industrialisation affect people's lives?	8 lessons – 4 weeks	USA style – 50 mins	2/3/15-13/3/15
7	8	What were the achievements of the Islamic state?	16 lessons – 8 weeks	USA style – 50 mins	8/6/15-19/6/15
8	8	Who was Jack the Ripper?	8 lessons – 4 weeks	Germany style 40 mins	6/7/15-17/7/15
9	9	Have black Americans achieved equality?	10 lessons 5 weeks	USA style 1 hour 15 mins	13/10/14-24/10/14
10	9	Was the British empire a positive or negative influence?	12 lessons 6 weeks	Germany style 1 hour 15 mins MAIN	5/1/15-16/1/15
11	9	Did British women achieve equality in the 20 th century?	8 lessons 4 weeks	Russia/Germany style 50 minutes	23/2/15-6/3/15
12	9	Hot war,Cold war:why did the major conflicts of the 20 th century affect so many people?	10 lessons up to 1945 5 weeks 1945-2000 10 lessons 6-7 weeks	Russia/Germany style 50 minutes	5/5/15-15/5/15

All units end with a GCSE style assessment. These are mandatory assessments that must be completed and scores passed to HOD.

Two week timeframes have been given for when classroom assessments should be completed. Please inform HOD if you are unable to complete the assessment with your class within this timeframe.

Key stage 3 Assessment information

% Score	GCSE Grade	National Curriculum Level
90	A*	EP
80	A	8
70	B	7
60	C	6
50	D	5
40	E	4
30	F	3
20	G	2

This table is to be used in conjunction with the GCSE style assessment tasks being introduced at Key stage 3. To clarify a student scoring 54% on an assessment would be working at a GCSE grade of D which is equivalent to a National curriculum level 5. Within each grade 0-3 = c 4-6=b and 7-9 = a. Hence 54%=5b 68%=6a etc.