

	By the end of KS3 History pupils will know: • The development of Church, state and society in Medieval Britain 1066-1509 (The Norman Conquest, the struggle between Church and crown, Magna Carta, the Black Death, the Peasants’ Revolt) (acquire) • The development of Church, state and society in Britain 1509-1745 (The Break with Rome, the English Civil War, Republic and Restoration, the Glorious Revolution) (acquire) • Ideas, political power, industry and empire: Britain, 1745-1901 (The transatlantic slave trade, Britain in the Industrial Revolution, the fight for franchise and Reform Acts, the British Empire- New Zealand, Australia, India, Scramble for Africa, Hong Kong) (acquire) • Challenges for Britain, Europe and the wider world 1901 to the present day (Women’s suffrage, WW1 and peace settlement, the inter-war years: the Great Depression and the rise of dictators, the Second World War and the wartime leadership of Winston Churchill, the Holocaust, the creation of the Welfare State, the partition of India, the Windrush generation in Britain) (acquire) • A local history study - Manchester during the Industrial Revolution (acquire) • The study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066 (Roman invasion of England and Boudicca, Anglo Saxon England) (acquire) • At least one study of a significant society or issue in world history and its interconnections with other world developments (Similarities and developments in the Medieval world- the silk road, Baghdad, China and India, Problems in Weimar Germany and the rise of Hitler, The Cold War and conflict in Berlin, Cuba and Vietnam, Partition of India) (acquire) History Concepts: Power, Ideology, Conflict, Change Protest, Interpretation ELT Connected Concepts: Cause and effect, Power, Influence, Significance, Appreciation and Structures.					
	Causation (apply)	Significance (apply)	Source Analysis (apply)	Interpretation (apply)	Conceptual Progression (Power, Ideology, Conflict, Change, Protest, Interpretation)	Personal Development (acquire) Rights, Democracy and Responsibility
Y9 Greater Depth	Can explain relevant causes fully Can use well selected, accurate historical evidence	Can explain more than one reason for the significance of an event/ topic using well selected and accurate historical evidence to assess the impact/ scale/ scope fully	Can use sources to answer more complex questions about the past and show discrimination in their selection of evidence. Can make a valid, supported inference Can use the provenance and their own contextual knowledge to interpret the message and purpose of a source	Can analyse the given interpretation and compare and contrast a few aspects of the given interpretation with aspects of other historians’ interpretations to produce an analysis of how the interpretations differ. Can analyse why the given interpretation and other interpretations differ explained in terms of when the interpretations were created and their place within the wider historical debate	Y9 GD: Students can identify the six key History concepts and demonstrate secure understanding by applying relevant and well selected knowledge from across the KS3 curriculum successfully via concept mapping, low stakes retrieval, TIF and discussion tasks. Students make successful and well reasoned links between the six key concepts using subject specific advanced vocabulary. Written responses make developed links to concepts where necessary.	Y9: Can explain different types of government in the 20th century and evaluate the impact of ideologies such as communism and fascism on the rights of citizens
Y9 Expected Y8 Greater Depth	Can explain relevant causes fully using accurate historical evidence to support	Can explain relevant reasons why an event/ topic is significant Can use accurate historical evidence to explain the consequences/ impact of the enquiry.	Can use sources to retrieve information pertinent to the enquiry Can interpret the message and purpose of a source using provenance/ their own contextual knowledge	Can identify why the given interpretation and the other interpretation(s) differ, explained in terms of when the interpretations were created and their place within the wider historical debate. or: Can analyse the given interpretation and compare and contrast a few aspects of the given interpretation with aspects of at least one other interpretation studied, to show how the interpretations differ.	Y8 GD: Students can identify the six key History concepts and demonstrate secure understanding by applying relevant and well selected knowledge from across the Y7 and 8 curriculum successfully via concept mapping, low stakes retrieval, TIF and discussion tasks. Students make successful and well reasoned links between the six key concepts. Written responses make thoughtful links to concepts where necessary. Y9 Ex: Students can identify the six key History concepts and demonstrate secure understanding by applying relevant knowledge from across the Y9 curriculum successfully via concept mapping, low stakes retrieval, TIF and discussion tasks. Students can make links to their Y7 and 8 conceptual knowledge. Students make clear links between the six key concepts.	Y9: Can identify different types of government in the 20th century and describe how and why Mussolini and Stalin ruled as they did. Can explain the threat to democracy in 1930s Germany and in Europe and Asia post WW2

					Written responses make clear links to concepts where necessary.	
Y8 Expected Y7 Greater Depth	Can evidence at least one relevant cause and explain why it is relevant Can use appropriate historical evidence	Can identify a relevant consequence/ reason for significance Can start to explain the impact/ scale of this using accurate historical knowledge	Can use sources to retrieve information relevant to the enquiry Can begin to interpret the message of a source using provenance/their contextual knowledge	Can use knowledge and understanding of the time in which it was created, to analyse the given interpretation. Can explain how two or more interpretations of an event differ	Y7 GD: Students can identify the six key History concepts and demonstrate secure understanding by applying relevant and well selected knowledge from across the Y7 curriculum successfully via concept mapping, low stakes retrieval, TIF and discussion tasks. Students make successful links between the six key concepts. Written responses reference concepts independently. Y8 Ex: Students can identify the six key History concepts and demonstrate secure understanding by applying relevant knowledge from across the Y8 curriculum successfully via concept mapping, low stakes retrieval, TIF and discussion tasks. Students can make links to their Y7 conceptual knowledge. Students make clear links between the six key concepts. Written responses reference concepts independently.	Y8: Can describe the increasing role of Parliament in the 17th, 18th and 19th century Can explain the causes and events of the fight for male and female suffrage in the 19th and 20th century and the emergence of reform acts, trade unions and the Labour Party Can identify the responsibilities of the government during WW1 and how they ruled.
Y7 Expected	Can identify relevant causes (at least two) Can support these with appropriate historical evidence	Can identify at least one relevant consequence/ reason for significance Can evidence with appropriate historical evidence	Can use sources to retrieve information relevant to the enquiry . Can use content to identify the message of the source	Can identify similarities and differences in two or more interpretations of an event	Students can identify the six key History concepts and demonstrate secure understanding by applying relevant knowledge from across the Y7 curriculum successfully via concept mapping, low stakes retrieval, TIF and discussion tasks. Students start to make some links between the six key concepts. Written responses start to reference concepts.	Y7: Can understand the role of the Senate in Ancient Rome Can identify basic rights of different citizens in the Roman Republic Can describe the roles and responsibilities of the monarch in Anglo Saxon and Medieval England Can identify why the Magna Carta was a significant turning point for representation in Britain