

KS3 History - Progression in Second Order Concepts

Second Order Concept	Year 7	Year 8	Year 9
<p>Causation</p>	<ul style="list-style-type: none"> • Identifying and explaining causes – Explaining the cause of events and understanding that events can have multiple causes. • Topic 2 – Norman England – To explain the different causes of Why there was a fight over the English throne (succession crisis, oath of loyalty etc) and William winning the Battle of Hastings (tactics, luck, army.) • Topic 3 – Students spend time explaining the different reasons that people went on Crusade. 	<ul style="list-style-type: none"> • Ranking causes – Able to compare the causes of events and come to a justified evaluation/judgement of which cause is most important. • E.g. The Reformation and Henry VIII – Students will study Henry’s break from Rome and justify the main cause of his break from Rome in an extended piece of writing at the end of the topic. • The differing types of causes – Identification of long term, short term, and trigger cause of events. • Year 8 Topic 3 – Students are able to explain the long term, short term and trigger causes of the English Civil War, and also evaluate the main cause of the English Civil War e.g. The Divine Right of Kings (long-term), the John Pym and the Grand Remonstrance (short-term), and the trigger (Charles coming to Parliament to arrest 5 MPs.) 	<ul style="list-style-type: none"> • Linkage between causes – Able to explain the relationship between causes and the interplay between differing causes, how different causes of events link with each other. • Topic 1 Causes of WW1 – Students examine the long term and trigger causes of WW1, in an extended piece of writing students are able to judge the main cause of WW1 but also examine how the causes link together e.g. why the assassination of Franz Ferdinand brought the alliances into play. • Topic 2 – Suffrage – Students are able to explain the link between different causes of women’s suffrage. E.g. The Suffrage Movement laid the groundwork for women’s suffrage but the war then helped women to prove that they were able to do the roles that men

KS3 History - Progression in Second Order Concepts

			<p>could do and they were capable of casting a vote.</p>
<p>Change and Continuity</p>	<ul style="list-style-type: none"> • Identifying Change and Continuity – that change is differences between two periods of time i.e., what has changed between two periods, and conversely, what has stayed the same. • Topic 2 Norman England – Students study life in Anglo-Saxon England and then compare it to life in Norman England to identify what has changed and what has stayed the same. E.g. Slavery existed in Anglo-Saxon England then in Norman England was abolished. 	<ul style="list-style-type: none"> • Interweaving change and continuity – That change, and continuity, can be present at the same time. Whilst some things may change, other things may remain stable. • The process of change – To understand that change is a flow over a longer period time in terms of pace of change, the extent of change or turning points in history. Change is not always just a single event with a short-term impact. • Topic 2 Year 8 – Religious Rollercoaster – Student examine different Tudor monarchs and they examine the amount of change under their rule, but also the extent of change, pace of change and impact of change. E.g. Under Mary the extent of change was huge, and the pace was very fast, the impact was huge at the time but long term its significance was short-lived. 	<ul style="list-style-type: none"> • Complexity of change – Change is not a single process of continuous improvement as time progresses, that the past is formed of multiple lines of development and change, and continuity can move backwards and forwards as time moves on. Also evaluating whether change means progress and if so, for whom • Topic 5 Year 9 – Civil Rights Movement (Britain and USA) . -Students begin by recapping the experiences of black people during the slave trade and the abolition of the slave, before students then consider the changes and the continuity of the black experience throughout the 20-th and 21st century to consider that their experience has not just progressed during that time, that many aspects of continuity of experience

KS3 History - Progression in Second Order Concepts

			remain e.g., racist attitudes etc.
Significance	<ul style="list-style-type: none"> To identify the significance of different people, places or events based on what they reveal about the wider world. E.g. Topic 1 Worldviews Unit – Each lesson focuses on students identifying what medieval Constantinople/Baghdad reveals about the medieval world e.g. religion, maths, science e.g. understanding significance. Topic 3 religion in Middle Ages – Focus on the role of the medieval church in ordinary lives and why it was so significant to people’s lives, and what it reveals about the medieval world. 	<ul style="list-style-type: none"> To use criteria for measuring significance to evaluate the significance of an historical person, place, or event. Students will evaluate the significance of the Commonwealth and the Restoration using criteria given to the students (the 5 R's). e.g. the Restoration is significant as it resulted in change as it has fully changed the relationship between king and parliament that has lasted to this day (gradual decline of the king) 	<ul style="list-style-type: none"> To evaluate the change in significance of historical people, places or events over time, understanding that significance is not fixed and can change. Topic 3 – WW2 – when students complete the WW2 lessons, they will evaluate how significant major battles in WW2 were at the time they happened but also how the significance has changed over time.
Historical Evidence/Sources	<ul style="list-style-type: none"> To understand the relationship between sources and evidence – historians use sources to investigate time periods. To be able to ask questions of collections of sources to build up a picture of the past. Topic2 – Anglo-Saxon and Norman England – students spend 3 lessons using historical sources in order to build up evidence of how William gain control of England following the Battle of Hastings. 	<ul style="list-style-type: none"> Students begin to understand that historians begin to construct different opinions/claims about the past because not all sources provide the same evidence. Year 8 Slave Trade – Students will learn about specific collections of sources to build up a picture of live for slaves as part of the Transatlantic Slave Trade, using a variety of 	<ul style="list-style-type: none"> Students understand that all sources are useful for creating constructs of the past, but some are more useful based on the question asked. Sources themselves are not inherently useful or not useful, it is dependent on the question/claim being asked of the source. Topic 4 Year 9 – Students are given a number of

KS3 History - Progression in Second Order Concepts

		<p>source material, some of which confirm/support opinion, others that counter opinion.</p>	<p>sources about the Holocaust and are asked to judge the utility of sources based on their ability to provide information to answer specific questions of the past.</p> <ul style="list-style-type: none"> • Topic 1 Year 9 – Students are given sources about life on the Western Front and are asked to judge the utility of sources based on their ability to provide information to answer specific questions of the past.
<p>Historical Interpretations.</p>	<ul style="list-style-type: none"> • Students understand that an interpretation is a construct of the past, based on a historian’s build-up of evidence based on source materials. • Students can describe the relationship between sources and interpretations. • Students can identify differences in interpretations. • Topic 5 Challenges to Medieval Monarchs – Students are given an interpretation at the end of each lesson and must identify the argument in each interpretation and how interpretations of the past differ. 	<ul style="list-style-type: none"> • Students develop a more sophisticated understanding that an interpretation is a construct of the past, based on a historian’s build-up of evidence based on source materials. • Students can describe the relationship between sources and interpretations. • Students can explain why interpretations of the past may differ – based on the evidence used, the political background of the writer, the weight given to different arguments etc. 	<ul style="list-style-type: none"> • Students develop a more sophisticated understanding that an interpretation is a construct of the past, based on a historian’s build-up of evidence based on source materials. • Students can describe the relationship between sources and interpretations • Students begin to understand that interpretations about the past can change over the years., due to a change in

KS3 History - Progression in Second Order Concepts



		<ul style="list-style-type: none"> Year 8 Slave Trade – students are given interpretations about the reason for abolition, and are asked to identify the difference in interpretations, but also why they are different, and which interpretation is the ‘right answer’ based on the source material/evidence found. 	<p>political belief at the time interpretations are written, or the uncovering of new historical evidence.</p> <ul style="list-style-type: none"> Topic 3 Year 9 – Students will look at the interpretations of totalitarianism in the early 20th century and how and why these interpretations have changed throughout subsequent years based on change in political leaning and new evidence.
<p>Similarity and Difference/Diversity</p>	<ul style="list-style-type: none"> Students can identify similarities and differences within a period. i.e., that not all people living in the past had the same experiences as each other. Topic 2 – Lesson 1 – What was life in Anglo-Saxon England like – students can identify that the social classes in Anglo-Saxon England led to similarity and difference – the poor farmed for a living, but earls and the Witan were landowners who dominated society. 	<ul style="list-style-type: none"> Students can explain the extent of similarity or difference in the same time period. Topic 2 – What does it mean to be Tudor? - students can explain that class and race affected similarity and difference during Tudor England, that there were other people who were not white and rich who lived in Tudor England. 	<ul style="list-style-type: none"> Students can evaluate the most important factors historians consider in judging the factors for similarity and difference between people in the same period. WW1 – Not all soldiers were white British, and that the concepts of race and religious injustice led to a lack of equality for African and Asian soldiers during WW1 in terms of their lived experience and the commemoration of those soldiers.