

Houses of History: Curriculum links

England

Citizenship: Key stage 3

Key concepts

- 1.1 Democracy and Justice
- 1.2 Rights and responsibilities

Range and content

- 1.3a Political, legal and human rights, and responsibilities of citizens

History: Key stage 3

Key concepts

1.1 Chronological understanding

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

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

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

Key processes

2.1 Historical enquiry

- 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

- 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

- 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

Breadth and content

British history

- a. The development of political power from the Middle Ages to the twentieth century, including changes in the relationship between rulers and ruled over time, the changing relationship between the crown and parliament, and the development of democracy
- b. The different histories and changing relationships through time of the peoples of England, Ireland, Scotland and Wales
- d. The way in which the lives, beliefs, ideas and attitudes of people in Britain have changed over time and the factors – such as technology, economic development, war, religion and culture – that have driven these changes

Scotland

Curriculum for Excellence: Social Studies (3rd and 4th levels)

People, past events and societies: Experiences and outcomes

- I can use my knowledge of a historical period to interpret the evidence and present an informed view (SOC3-01a)
- I have developed a sense of my heritage and identity as a British, European or global citizen and can present arguments about the importance of respecting the heritage and identity of others (SOC4-02a)

- By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and evaluate how groups or individuals addressed it (SOC4-04a)
- I can describe the main features of conflicting world belief systems in the past and can present informed views on the consequences of such conflict for societies then and since (SOC4-04b)
- I can make reasoned judgements about how the exercise of power affects the rights and responsibilities of citizens by comparing a more democratic and a less democratic society (SOC4-04c)
- Having critically analysed a significant historical event, I can assess the relative importance of factors contributing to the event (SOC4-06a)
- I can express an informed view about the changing nature of conflict over time, appreciate its impact and empathise with the experiences of those involved (SOC4-06b)
- I can assess the impact for those involved in a specific instance of the expansion of power and influence in the past (SOC4-06d)

Wales

History: Key stage 3

Skills

Chronological awareness

- 1. Use a range of chronological frameworks
- 2. Explain links between people, events and changes within and across the periods studied

Historical knowledge and understanding

- 2. Describe, analyse and explain patterns and relationships, eg the causes and consequences of the historical events, situations and changes studied
- 3. Evaluate the significance of the main events, people and changes studied

Historical enquiry

- 3. Independently use a range of historical sources in their historical context, including documents, artefacts, visual sources, buildings and sites, music and oral accounts, statistical and numerical data, interpretations and representations, and a variety of ICT sources
- 4. Select and summarise information accurately from sources
- 5. Record and evaluate the information acquired, reaching reasoned conclusions

Organisation and communication

- 1. Select, recall and organise historical information with increasing independence and accuracy
- 2. Begin to organise ideas and arguments to help them to understand the historical issues and developments studied
- 3. Use the necessary vocabulary to communicate findings, ideas and opinions with increasing independence in a variety of ways, including extended writing, graphs, charts, diagrams, visual and oral presentations and a range of ICT

Range

Explore and interpret the following historical contexts in chronological order:

- How the coming of the Normans affected Wales and Britain between 1000 and 1500
- The change and conflict in Wales and Britain between 1500 and 1760
- The changes that happened in Wales, Britain and the wider world between 1760 and 1914 and people's reactions to them
- How some twentieth century individuals and events have shaped our world today

Carry out:

- Investigations into historical issues on a range of scales, from the local to the international

Northern Ireland

History: Key stage 3

Environment and society

Knowledge, understanding and skills

- Investigate the past and its impact on our world today through understanding of: cause and effect; continuity and change; progression and regression
- Enquiry skills to undertake historical investigations
- Critical thinking skills to evaluate a range of evidence and appreciate different interpretations
- Chronological awareness and the ability to make connections between historical periods, events and turning points

Objectives

Developing pupils as individuals (objective 1)

- Explore how history has affected their personal identity, culture and lifestyle (personal understanding)
- Investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy (mutual understanding)
- Explore issues related to spiritual awareness (spiritual awareness)

Developing pupils as contributors to society (objective 2)

- Investigate critical issues in history or historical figures who have behaved ethically or unethically (ethical awareness)

Learning outcomes

- Research and manage information effectively to investigate historical issues, using mathematics and ICT where appropriate
- Show deeper historical understanding by thinking critically and flexibly, solving problems and making informed decisions, using mathematics and ICT where appropriate
- Demonstrate creativity and initiative when developing ideas and following them through