

HISTORY

Supporting your child at home.



HIGHAM LANE
NORTH ACADEMY

HISTORY

At Key Stage 3 (ages 11–14), students study history to help them understand how the past has shaped the world they live in today. Through exploring events, societies, and individuals from different periods, they begin to develop a clear sense of chronology and how ideas, power, and change have developed over time.

History also helps students build important skills such as critical thinking, evidence evaluation, and the ability to form balanced arguments. By examining different interpretations of the past, they learn that history is not just a set of facts, but something that is studied, debated, and understood in different ways.

Overall, Key Stage 3 history supports students in becoming thoughtful, informed citizens who can better understand current issues by recognising their historical roots.

HISTORY

Within history, we have three key skills that we focus on during key stage three. They are source skills, interpretation skills and cause and consequence.

Source related skills focus on understanding:

- Whether it is a primary source or a secondary source
- What we can infer from the source (conclude based on the evidence)
- What we can see in the source
- What we know about the topic within the source
- Where the source comes from

Interpretation related skills focus on understanding:

- What the view point is from the interpretation
- When the interpretation was written
- Why the interpretation was written
- Whether the interpretation is accurate

Cause and Consequence skills focus on understanding:

- What events or triggers lead to an outcome
- What was the outcome
- Could these causes and consequences have been resolved sooner

UNIT ONE

Migration – Invaders (8 lessons)

- Who lived In Britain before settlement?
- Why do people migrate?
- Why did the Romans invade?
- What was life like in Roman Britain?
- Why did the Anglo-Saxons come to Britain?
- What was life like in Anglo-Saxon England?
- Who were the Vikings?
- Why did the Vikings settle in Britain?

To support your child's understanding of migration and history:

1. Build understanding through conversation: Discuss big questions like migration, linking to current stories or family history.
2. Support key vocabulary: Help them learn terms such as migration, invasion, and society through discussions or flashcards.
3. Use maps and timelines: Analyze maps of Britain and Europe to track historical movements and draw timelines for context.
4. Ask “why” questions: Encourage critical thinking by asking reasons behind events, like Roman invasions or Viking settlements.
5. Encourage evidence-based thinking: Reinforce historical inquiry by asking about the evidence for learned information.
6. Explore artefacts and stories: Examine images or visit museums to discuss what artefacts reveal about daily life in those eras.

UNIT TWO

A Struggle for Power (7 lessons)

- How were Anglo-Saxon kings selected?
- Who were the claimants to the throne?
- How does the Bayeux Tapestry depict a battle?
- How did the Normans rule?
- Were the Normans tyrants?
- How did the Normans change Britain?
- How has Nuneaton changed with time?

To help your child understand history:

1. Discuss the "battle for the crown" and the significance of leadership.
 - Explore how kings were chosen and why different claims to the throne exist, fostering concepts of succession and legitimacy.
2. Use storytelling for key historical events, like the Norman Conquest, by retelling stories or watching educational videos to enhance memory.
3. Explore the Bayeux Tapestry by examining its images and discussing its portrayal of history and potential biases.
4. Discuss concepts of "fairness" and "power" by asking critical questions about the Normans' rule and what defines a good leader.
5. Support learning of key vocabulary such as claimant, conquest, and tyrant through practice in conversation or quizzes.
6. Link historical events to modern Britain, highlighting their impact on language, laws, and land ownership.

UNIT THREE

A Threat to Sovereignty (10 lessons)

- How powerful was the Church?
- What threat did Lanfranc pose?
- Why did Henry II feel so guilty?
- How powerful were barons?
- What was the Magna Carta?
- Who won the barons war?
- How did parliament emerge?
- How did the Black Death affect the king?
- Why did the peasants revolt?

To help your child understand history, consider these strategies:

1. Discuss "power and control":

- Explore who should have power in a country and the consequences of disagreements about leadership.

2. Explore key events through storytelling:

- Retell stories of the Magna Carta, Barons' War, and Peasants' Revolt to illustrate dramatic historical moments.

3. Build understanding of key vocabulary:

- Teach important terms like sovereignty, parliament, barons, revolt, taxation, and rights, using quizzes or conversations.

4. Ask "cause and consequence" questions:

- Encourage explanation skills by discussing the reasons behind events like the Magna Carta or the peasants' revolt.

5. Look at historical sources together:

- Examine simplified versions of significant documents and illustrations, asking what they show and what might be missing.

UNIT FOUR

An Investigation Beyond (6 lessons)

- What were the Crusades?
- What happened during the Crusades?
- How powerful was the Islamic world during the Crusades?
- Why was the Islamic world advanced in learning and culture?
- Where was the Mali Empire and why was It powerful?
- Who was Mansa Musa and why is he significant?

To help your child grasp history, consider these strategies:

1. Encourage Global Curiosity: Discuss historical events in Africa and the Middle East alongside medieval Europe to highlight the global nature of history.
2. Support Key Stories: Explain narratives such as the Crusades, the rise of the Mali Empire, and Mansa Musa's life, framing them with clear beginnings, conflicts, and outcomes for easier recall.
3. Explore Maps: Use maps to identify locations in Europe, the Middle East during the Crusades, and the extent of the Mali Empire, enhancing geographical understanding.
4. Challenge Misconceptions: Discuss the advanced contributions of the Islamic world in science, medicine, and mathematics during this era to combat stereotypes.

UNIT FIVE

Is religion a dividing factor? (4 lessons)

- How do you interpret the Wars of the Roses?
- Who won the Battle of Bosworth?
- Why was Henry VIII so controversial?
- What was the Reformation?

To help your child learn history, consider these strategies:

- Explore cause and consequence: Encourage "why" questions about events like the Wars of the Roses and the Reformation to develop strong historical writing skills.
- Discuss leadership and controversy: Use Henry VIII as a case study to explore controversial decisions and differing historical judgments.
- Build vocabulary confidence: Incorporate key terms such as Reformation, Catholic, and monarch into discussions to enhance understanding.
- Use timelines for sequencing: Help your child arrange events like the Wars of the Roses and the Reformation in chronological order to illustrate connections over time.

UNIT SIX

The changing Influence of women (4 lessons)

- Was Mary I doomed from the start?
- Was Queen Elizabeth a successful monarch?
- How did witchcraft become such a concern?
- How was witchcraft used to control the growing influence of women?

To help your child learn history, consider these strategies:

1. Encourage discussion about leadership and gender

This unit explores how women's power and reputation have been judged over time. Parents can support learning by talking about:

- What makes a "successful" leader?
- Have attitudes toward women in power changed over time?
- Why might women leaders be judged differently from men?

2. Support understanding of key historical figures

Help your child explore:

- Mary I and the challenges of her reign
- Queen Elizabeth I and her long period of rule
- How both queens were viewed differently by historians

Discussing their strengths and difficulties helps students see that history is often debated.

3. Explore "success and failure" arguments

This unit includes evaluative questions like:

- Was Mary I doomed to fail?
- Was Elizabeth I successful?

You can support this by asking your child to give:

- At least one argument "for"
- At least one argument "against"

UNIT SEVEN

A bloody ending (8 lessons)

Why did James I attack religion?

What was the gunpowder plot?

What were the consequences of the gunpowder plot?

What is a civil war?

What were the causes of the civil war?

How did the civil war impact Nuneaton?

To help your child learn history, consider these strategies:

1. Help students understand conflict and belief

This unit focuses on religious tension, civil war, and political conflict. Parents can support learning by discussing:

- Why do people disagree about religion or power?
- How can beliefs lead to conflict?
- What makes conflicts escalate into war?

2. Talk through key stories and events

Support understanding of key historical narratives such as:

- The Gunpowder Plot (1605)
- The reign of James I and religious tension
- The English Civil War

Retelling these as stories helps students remember key details and causes.

3. Encourage “cause and consequence” thinking

This unit is ideal for explaining why events happened and what followed. You can ask:

- Why did the Gunpowder Plot happen?
- What were the consequences if it had succeeded?
- Why did civil war break out?
- How did these events change England?

HISTORY

Useful Resources

Websites

- CrashCourse Youtube - best for year eight to nine students. Covers themes such as empires, revolutions, and global history.
- Simple History Youtube - animated explanations of events such as World War I, World War II, and historical battles.
- Horrible Histories - providing funny songs and sketches that teach real historical facts, Excellent for British history topics like the Tudors, Romans, and Vikings.
- Oversimplified - Clear animated explanations of major events such as wars and revolutions.
- BBC Bitesize History - includes short explanations, quizzes, videos and interactive activities.
- The National Archives - Students can explore real historical documents. This includes activities and source analysis tasks.
- The British Museum - Interactive resources and artefacts from world history. Useful for topics like Roman Britain and ancient civilisations.

Reading Books

- Horrible Histories
- The Story of the World
- You wouldn't want to be

Podcasts

- History Extra Podcast

Write Like a Historian



Introductions and Conclusions

Intros: only needed for 16+ mark answers
 Concs: only needed for judgement questions

- Keep it brief
- 1-2 sentences only
- Sum up points and your judgement

Sentence Starters

START

- * I agree/disagree with the statement because...
- * Other historians may argue...
- * Therefore I argue...
- * One reason for...
- * Another way in which...
- * I agree/disagree with the interpretation because...
- * The source is somewhat/very useful because...
- * This meant that...
- * This led to...
- * Because of this...
- * As a result...
- * One consequence of...



Link Back to the Question

- ▷ Therefore, I argue that... because...
- ▷ So this led to... because...
- ▷ Consequently I agree/disagree with... because...
- ▷ Given the evidence, I argue that...
- ▷ Despite what some may argue, I argue that...
- ▷ Overall, I conclude that...

Connect Your Paragraphs

Adding a Point

- Firstly
- Secondly
- Additionally
- Moreover
- Furthermore
- Also
- Finally

Contradicting a Point

- On the other hand
- However
- Contrastingly
- Whereas
- Although
- Despite this
- Alternatively

Think Like a Historian



Change & Continuity

Change describes how things become different over time - continuity describes how things stay the time over time

Change could be sudden, or gradual, and the rate of change could be constant, or fluctuating. Historians should consider how change and continuity are influenced by historical context, e.g. time period, location, culture, events

Context & Argument

There is not one set narrative of history - historians often have conflicting opinions. Historians need to back up their arguments and interpretations with contextual evidence

Sources & Interpretations

Primary sources are the original documents that historians use to construct the past - interpretations are historians' constructions of the past. Historians should consider what sources' content can tell us about the past, and how its provenance and context might affect its accuracy and usefulness. Historians should also consider how provenance and context might influence historians' constructions of the past (interpretations)

Significance

Significance is the level of importance assigned to something - how impactful or influential was it?

Significance can vary in the short, medium or long terms, and vary for different people

Causes & Consequences

Causes are the reasons why an event happened - consequences are the results of that event. They can be short, medium or long term. Each cause and consequence can have a different level of importance and can be linked - historians need to explain these relationships



Read like an... HISTORIAN



Look for key historical vocabulary

Do you know what the terms mean? How can you improve your understanding?



Identify the provenance of a source

Ask yourself: when was the source made? Where was the source made? Who wrote the source? What type of source is it? What is the main point?



Identify the author's intention

What claims does the author make? What evidence does the author use? What language (words, phrases, images, symbols) does the author use and why? How does the document's language indicate the author's perspective?



Look for links with things you already know

Do you know what the terms mean? How can you improve your understanding?

"We are not makers of History. We are made by History"
 - Martin Luther King

