



Humanities Stepping Stone Pathways KS3



History

Pathway Seven	Pathway Eight
Year Seven	Year Eight



Stepping Stone Assessment History - Pathway 7



I can explain significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

I can understand and use abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

I can understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make some connections, draw some contrasts, attempt frame historically-valid questions and begin to create my own structured accounts, including written narratives

I can explain how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

I am starting to discern how and why contrasting arguments and interpretations of the past have been constructed

I am starting to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and

I can explain the history of Britain as a coherent, chronological narrative

I am starting to gain historical perspective by placing my growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



Year 7

Orange - Aut 1
Green - Aut 2
Pink - Spr 1
Blue - Spr 2
Yellow - Sum 1
Purple - Sum 2

Name _____



Stepping Stone Assessment History - Pathway 8



I can analyse and make links between significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

I have an historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' and I can use them independently

I have a detailed understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, frame historically-valid questions and create my own structured accounts, including written narratives

I can analyse how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

I can discern how and why contrasting arguments and interpretations of the past have been constructed

I understand methods of historical enquiry, including how evidence is used rigorously to make historical claims,

I can explain the history of Britain as a detailed coherent, chronological narrative

I have historical perspective by placing my growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



Year 8

Orange - Aut 1
Green - Aut 2
Pink - Spr 1
Blue - Spr 2
Yellow - Sum 1
Purple - Sum 2

Name _____



Stepping Stone Assessment History - KS3 Objectives / Content



Hi3/1.3 - Pupil should be taught about ideas, political power, industry and empire: Britain, 1745-1901

Hi3/1.4 - Pupil should be taught about the challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust

Hi3/1.6 - Pupils should study an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066

Hi3/1.2 – Pupils should be taught about the development of Church, state and society in Britain 1509-1745

Hi3/1.7 - Pupils should carry out at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century]

Hi3/1.1 - Pupils should be taught about the development of Church, state and society in Medieval Britain 1066-1509

Hi3/1.5 - Local History
Pupils should be taught about an aspect of local History

Orange - Aut 1
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Blue - Spr 2
Yellow - Sum 1
Purple - Sum 2

Name _____