

## Key Stage 3

### England

#### Citizenship

- Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens.
- Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments.
- Students should understand the precious liberties enjoyed by the citizens of the United Kingdom.
- Students should understand the roles played by public institutions and voluntary groups in society.

#### History

- Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods.
- They should pursue historically valid enquiries, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.
- The lessons fit into the content area of the First and Second World Wars. It could also relate to work around social, cultural and technological change in post-war British society, by feeding in to understanding of the changing relationships of Empire and Commonwealth.

### Northern Ireland

#### Environment and Society

Pupils should have opportunities to investigate the past and its impact on our world today through an understanding of:

- Different perspectives and interpretations.
- Cause and effect.
- Continuity and change.

And by developing:

- The enquiry skills to undertake historical investigations.
- Critical thinking skills to evaluate a range of evidence and appreciate different interpretations.
- Creative thinking skills in their approach to solving problems and making decisions.
- Chronological awareness and the ability to make connections between historical periods, events and turning points.
- An ability to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses.

Through a broad and balanced range of:

- Historical periods.
- Irish, British, European and global contexts.
- Significant political, social, economic, cultural and religious development.

Citizenship is integrated within this area.

## Scotland

### Social Studies

Children and young people as they participate in experiences and outcomes in social studies will:

- Develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world.
- Broaden their understanding of the world by learning about human activities and achievements in the past and present.
- Develop their understanding of their own values, beliefs and cultures and those of others.
- Develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking.
- Explore and evaluate different types of sources and evidence.

Children and young people as they learn within the social studies will develop a range of skills including:

- Observing, describing and recording.
- Comparing and contrasting to draw valid conclusions.
- Exploring and evaluating different types of sources and evidence.
- Development of curiosity and problem-solving skills and capacity to take initiatives.
- Interacting with others and developing an awareness of self and others.
- Developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources.
- Discussion and informed debate.
- Developing reasoned and justified points of view.

# Wales

## History

- Recognise the characteristic features of the periods, situations and societies studied and the diversity of experience within each one.
- Describe, analyse and explain patterns and relationships, e.g. the causes and consequences of the historical events, situations and changes studied.
- Consider differing views and representations of some historical events, people and changes, and understand how and why they have been interpreted in these ways.
- Investigate how some twentieth-century individuals and events have shaped our world today.

Pupils should be given opportunities to:

- Ask and answer significant questions.
- Identify strategies for historical enquiry.
- 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.
- Select and summarise information accurately from sources.
- Record and evaluate the information acquired, reaching reasoned conclusion.
- Select, recall and organise historical information with increasing independence and accuracy.
- Begin to organise ideas and arguments to help them to understand the historical issues and developments studied.
- Use the necessary vocabulary to communicate findings, ideas and opinions.

## Personal and Social Education

Developing thinking Learners should be given opportunities to:

- Use some prior knowledge to explain links between cause and effect.
- Identify and assess bias and reliability.
- Consider others' views to inform opinions and make informed decisions and choices effectively.