

Overview of KS3 Curriculum Topics: History

Term	Year 7	Year 8	Year 9
1	<p>The Norman Conquest <i>In this unit students will learn the history of the Norman invasion – the last invasion of the British Isles. They will understand the ways in which William I kept control of his new kingdom and evaluate the extent to which he changed life in England. Students will look at aspects of life including power, religion, social organisation, castles and language, comparing these to before the arrival of the Normans to evaluate change and continuity.</i> Whole School Assessment 1/3</p>	<p>Henry VIII and the Reformation <i>Students will study the causes of the Reformation and the establishment of the Church of England through the story of Henry VIII and his desire for a male heir to the throne. Students will investigate the European Reformation and the succession crisis in England, as well as the role of key individuals including Martin Luther, Cardinal Wolsey, Pope Clement VII, Anne Boleyn and Charles V of Spain. Students will focus on the concept of causation, use of evidence – including Henry VIII’s love letters to Anne Boleyn – and link factors by their relative importance.</i> Whole School Assessment 1/3</p>	<p>Imperialism and Rebellion <i>This unit will look at how various factors caused a number of rebellions in different regions of the world over the course of the 18th-20th centuries. Students will examine case studies such as the Sepoy Rebellion, Scramble for Africa and Balfour Declaration in order to gain an understanding of why colonial groups rebelled against their imperial governments. While the lessons will primarily look at the cases surrounding the British Empire they will also introduce students to tensions within the German, Portuguese and Belgian empires as well.</i></p>
2	<p>Religion in the Middle Ages <i>Religion was fundamental to life in the Middle Ages and in this unit pupils will learn the role of the Catholic Church in everyday life, the extent to which the Church controlled society, and popular beliefs about religion, focusing on the concept of significance to assess how significant religion really was.</i></p>	<p>The Civil War <i>Students will learn about the foundation of medieval kingship – Divine Right – and how this and other mistakes led to the breakdown of relations between Charles and Parliament between 1640 and 1642. Conceptual themes will be introduced including religion, economy, politics, and long/short term causes of the Civil War and the execution of Charles I.</i></p>	<p>Whole School Assessment 1/3</p>
3	<p>Challenges to Medieval Kings <i>Students will investigate the key dynastic challenges of the period in order to understand the complexities of rule and politics in the Middle Ages. Students will learn about key individuals and the religious, political and social challenges they faced, including the Magna Carta and the Peasants’ Revolt. Key themes will include personal and political criteria for determining success for medieval rulers, the use and abuse of power by monarchs (including consultation, law and finance and taxation).</i> Whole School Assessment 2/3</p>	<p>North America and Independence <i>In this unit the concept of empire will be introduced as we look at Britain’s early empire before the declaration of American independence in 1776. Students will study the events leading to the declaration and the American War of Independence, alongside British policy and the role of trade.</i> Whole School Assessment 2/3</p>	<p>World War One <i>Students will begin to explore the concept of causation in relation to inevitability and determinism – was World War One unavoidable? Students will investigate the long and short term factors leading to the first major modern warfare event.</i> Whole School Assessment 2/3</p>
4	<p>Europe and the Islamic World <i>This unit focuses on the relationship between Europe and the East, learning about the spread of Islam and its impact in Arabia leading to the Ottoman Empire. Students will study the impact of the clash between Christendom and Islam in the Crusades, connecting their learning to the</i></p>	<p>Changing Societies <i>In this unit pupils will do a local study investigating how Vauxhall changed in the years 1600-1800 as a case study for understanding the changing nature of society in the early modern period. Change and continuity will be studied through society, beliefs (including witchcraft and magic),</i></p>	<p>Causes of World War Two <i>Focusing on causation and the significance of the individual, students will investigate how far World War Two was ‘Hitler’s War’. Students will evaluate the success of the peace negotiations after the First World War and the rise of Hitler and other fascist/nationalist political groups.</i></p>

5	<p><i>long-term consequences and contemporary tensions between East and West. Concepts of consequence and significance will run throughout.</i></p>	<p><i>science, fashion and immigration. The significance of this period for the future of London will be touched on in relation to students' own experiences.</i></p>	<p>Persecution – The Holocaust <i>Students will investigate the events surrounding and leading up to the Holocaust. As well as investigating anti-Semitism over time and the persecution of the Jews in the 20th century, however, students will also investigate other examples of large-scale/genocidal persecution in the 20th or 21st centuries and compare them in relation to, for example, causes, methods, and extent, to reach a judgement about the extent to which the Holocaust was unique. There will be discussion of the extent and importance of genocide as an official policy of government.</i></p>
6	<p>The Renaissance <i>Students will learn what is meant by 'the Renaissance', as well as its causes and significance. Students will investigate the progress and effect of the Renaissance on art, architecture, medicine, science and religion.</i></p> <p>Whole School Assessment 3/3</p>	<p>The Slave Trade <i>Students will investigate the reasons for and nature of the Atlantic slave trade, as well as the impact of popular protest, rebellion and economics in ending the slave trade. This will, however, be contrasted with different interpretations of black history to explore the concept of interpretations and the need to re-evaluate the presentation of black history in the classroom</i></p> <p>Whole School Assessment 3/3</p>	<p>Equality <i>Students will start thinking about the GCSE topic of Civil Rights in America through the lens of equality across a number of issues, judging why certain changes were significant, how significant they were and make similar comparisons between a number of changes. Students will look at issues of race, sex, sexuality and religion.</i></p> <p>Whole School Assessment 3/3</p>

Subject Leader: Olivia Walker, Craig Ferguson & Regine May	Date updated: 29/11/2016
--	--------------------------