

Key Stage 3		Year 7	Year 8	Year 9
Learning Cycle 1	Term 1 - 2 (September - December)	How accurate was Simon Schama's interpretation of the Battle of Hastings? Pupils will learn about the Norman Conquest: Who should be king? How important was the Battle of Stamford Bridge? How did William use castles? How did the Feudal system function? Building on: History skills in KS1/2 Assessment options: Who should be King in 1066? Presentation Why did William win the Battle of Hastings?	Migration: From the Romans to the Windrush. Exploring reasons for different groups migration to Britain and the attitude shown towards them by the inhabitants of Britain. Including: Romans, Anglo-Saxon, Vikings and Normans. Building on: Norman Conquest (Y7) Black Death (Y7) Medieval Islamic World (Y7) The Reformation (Y7) African Kingdoms (Y7) Assessment options: Department designed Assessment on Causation.	Which historian do you most disagree with about the causes of the First World War? Making sophisticated judgements on historian's interpretations of the past. What caused the First World War? Building on: Year 7 History skills The British Empire (Y8) Assessment options: Retrieval starters Key Q: How far do you agree with Max Hasting's interpretation of the causes of WW1?
		What was it like to live in Medieval England 1066-1450? Case Study: The Black Death 1348-49: Pupils will learn about the importance of the Church which dominated medieval life, as seen during the Black Death of 1348. Building on: History skills in KS1/2 Assessment options: Who was to blame for the death of Thomas Becket? <u>Teacher Assessment Point 1</u>	Migration: From the Romans to the Windrush. Exploring reasons for different groups migration to Britain and the attitude shown towards them by the inhabitants of Britain. Including: French Huguenots and the Windrush generation. Building on: Norman Conquest (Y7) Black Death (Y7) Medieval Islamic World (Y7) The Reformation (Y7) African Kingdoms (Y7) Assessment options: <u>Teacher Assessment Point 1</u>	Who do we remember in World War One? Exploring the past through different narratives to widen pupils understanding of Britain's place in the world. Building on: Year 7 History skills The British Empire (Y8) Assessment options: Retrieval starters <u>Teacher Assessment Point 1</u>

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Learning Cycle 2	Term 3 - 4 (January -March)	Meanwhile elsewhere – How advanced was the Islamic World? An opportunity for pupils to compare and contrast medieval life in England with the society of medieval Baghdad. Building on: History skills in KS1/2 Medieval life in England Assessment options: How advanced was living in the Abbasid Caliphate?	What was the impact of transatlantic enslavement at the time? The Slave Trade in Africa and its impact The Middle Passage Plantation Life Abolition of the Slave Trade Building on: Year 7 History skills Migration to Britain (Y8) African Kingdoms (Y7) Assessment options: How different were the attitudes of the rulers and the ruled? (Letter)	What was it like to live in Nazi Germany? A study of Nazi Germany provides necessary context for learning about the Holocaust. Building on: Year 7 History skills Consequences of WW1 (Y9) Assessment options: Retrieval starters Key Q: Explain why the Nazis were able to create a police state in the years 1933-39?
		What caused the Reformation in England? Pupils will learn about the importance of the ‘Break with Rome’ and its impact on Britain. Building on: History skills in KS1/2 Assessment options: When was it most dangerous to speak your mind? Characters	We need to talk about the British Empire. Location and expansion of the British Empire. India Case study Was the Empire a force for good or evil? Building on: African Kingdoms (Y7) Transatlantic Slave Trade (Y8) Migration to Britain (Y8) Assessment: Was the Empire a force for good or evil? Extended answer	How and why was the Holocaust possible? This unit challenges and corrects some of the stereotypes and misconceptions pupils may have about the Holocaust. Building on: Year 7 History skills The First World War (Y9) Assessment options: Retrieval starters

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Learning Cycle 3	Term 5 - 6 (April - July)	How should we remember African Kingdoms? Pupils will learn about parts of Africa pre-transatlantic enslavement. Building on: History skills in KS1/2 Assessment options: Source interpretation skills. Were Historian's interpretations of African History accurate? <u>Teacher Assessment Point 2</u>	How and why has democracy in Britain changed 1819-1928? Exploring British values and understanding the importance of democracy and exercising one's right to vote. Topics include: Magna Carta, English Civil War, Glorious revolution, electoral reform in the 19th century, plus Suffragists and suffragettes. Building on: The Reformation (Y7) Migration to Britain (Y8) Assessment options: Retrieval starters <u>Teacher Assessment Point 2</u>	1960s: A decade of revolution? Exploring the many turning points of the 1960s, which have shaped British society today. Building on: Year 7 History skills Assessment options: Retrieval starters Key Q: Were the 1960s a decade of revolution? <u>Teacher Assessment Point 2</u>
		What was Medieval medicine like? Pupil's will learn about medical theories and treatments during the Middle Ages. Building on: Medieval Life & Black Death (Y7) Assessment options: Topic knowledge assessment	The Titanic Disaster: Why didn't everyone survive the sinking? What were facilities like onboard the Titanic? Building on: Democracy in Britain (Y8) Assessment: Why was the sinking of the Titanic such a memorable disaster? Essay	Britain: health and the people Part 4: Modern medicine: Penicillin WW2 Transplant surgery NHS Building on: Part 1: Medicine stands still (Y8) Part 2: Medicine – The beginnings of change (Y8) Assessment: Retrieval starters