



## Key Stage 3 - History

	Year 7	Year 8	Year 9
<b>Topic 1</b>	<b>What is History?</b>	<b>Renaissance</b>	<b>The end of the long 19th Century</b>
Topic and Content	How do we measure time? What makes something significant? How do we find out about the past?	What was the Renaissance? What caused it? How did new inventions change society? What new ideas emerged, and how are they still relevant to today?	What were the long term causes of WWI? What were the short term causes? What were the trigger causes? How are they linked, and how do we begin to make a judgement about which is the most significant? Why do Historians have different opinions about this?
Skills	Chronology, Significance, Using evidence	Change & continuity, Historical empathy, Using evidence, Historical interpretations	Causation, Using evidence, Historical interpretations, Historical empathy
Methods of Assessment	Timeline, source investigation and report	Essay, diary entry/vlog	Essays, simulation, short answer source-based questions

Topic 2	Medieval Europe	Slavery	First World War
Topic and Content	How was society organised? Who was in charge? What jobs did people do? Who had a claim to the English throne in 1066 and why? What happened at the Battle of Hastings? How did William the Conqueror consolidate his power? Was King John a good or bad king?	How as the Slave Trade organised? What was the Middle Passage? What were slaves used for and why? How did slaves' experiences differ? What were some of the 'benefits' of slavery? Who was opposed to slavery and what form did this opposition take? Why did slavery end?	Why did trench warfare develop? What new technologies caused stagnation on the Western Front? What were conditions like in the trenches? What did attacks look like? What technologies developed to combat trench warfare? What did other fronts around the world look like? Who is to blame for the high death toll? Why did the war come to an end?
Skills	Causation, Change & continuity, Using evidence	Significance, Using evidence, change & continuity	Using evidence, Historical interpretations, Significance
Methods of Assessment	Persuasive speech, Causation essay about 1066, source-based essay on King John	Essay, verbal debate, short answer source-based questions	Essay, verbal debate, short answer source-based questions

Topic 3	The Crusades	French Revolution	A shattered Europe 1918-1945
Topic and Content	What were the Crusades? Who went on them? Why did they go on them? What happened in the First Crusade? How did Crusaders view Muslims and vice versa? What did the Crusades do for us?	How was society organised in pre-revolutionary France? What were some of the long-term causes of the French revolution? What were some of the short term causes of the French revolution? What makes a 'trigger' cause? Was Louis XVI guilty of treason? Was society fairer after the revolution? Did Napoleon betray the Revolution?	What ideologies developed in the early 20th Century? What is authoritarianism? How did dictators come to power? Why did people find it appealing? Who resisted? What actions did dictators take that made war more likely? What caused the Second World War? Was the Second World War a fight between democracy and dictatorship? Did the Second World War end authoritarianism?
Skills	Using evidence, Historical interpretations, Causation, Historical empathy,	Causation, change & continuity, Using evidence	Using evidence, Significance, Historical interpretations
Methods of Assessment	6 mark questions about reasons why people went on Crusades, essay about different interpretations of Richard Lionheart and Saladin, Judgement essay about the significance of the Crusades, diary entry	Simulation of trial of Louis XVI, essay, Venn diagram	Essays, silent debate, short answer source-based questions
Topic 4	Medieval Japan	Empire	Genocide
Topic and Content	How was society organised? Who held the power? In what ways is this similar and different to Medieval Europe?	Why did the Haitian Revolution occur? How did this revolution relate to the French Revolution and slavery? How	What is genocide? What happened during the Holocaust? Why is it vital we remember? Have the international

	What are the similarities between knights and Samurai? Who were Ninjas and what did they do? What are the similarities between Buddhism & Shintoism? Who were the unifiers of Japan and how have they been remembered?	does empire relate to slavery and exploitation? How did Britain benefit from its relationship with its colonies? How did Britain exploit India? Is it right to call the events of 1857 a 'mutiny'? Why did tea lead to Britain selling drugs in China? Why did Europeans 'scramble' for Africa?	community done enough to ensure we never again see a genocide? What happened in Cambodia? What happened in Rwanda? What is happening in the world right now? What can we do?
Skills	Change & continuity, Historical interpretations, Significance	Causation, Historical interpretations, Using evidence, Significance	Historical empathy, Using evidence, Historical interpretations
Methods of Assessment	Venn diagram, essay, short answer source-based questions, film trailer	Essays, silent debate, short answer source-based questions	Essays, source-based questions

Topic 5	Mongolian Empire	Industrial Revolution	The Battle for Equality
Topic and Content	What was the Mongolian empire? Who were the Mongols? How was Mongol society organised? What jobs did the Mongols do? What was family life like? What did the Mongols do for fun? Were the Mongols scary? What was the Pax Mongolica? How did it revive the Silk Road? What kinds of things were shared via the Silk Road? How significant were the Mongols?	Why did industrialisation begin in Britain? Was Britain the first industrial revolution? To what extent did exploitation, slavery and empire allow Britain to industrialise? How did industrialisation impact people's lives? How was public health affected by industrialisation? What debt does Britain owe its empire?	What were women's rights at the turn of the 20th Century? What did women do to fight for equality? Have women been successful in achieving equality? What is the world like for women today? What were LGBTQ+ rights at the turn of the 20th Century? What did LGBTQ+ people do to fight for equality? Have LGBTQ+ people been successful in achieving equality? What is the world like for LGBTQ+ people today? What can we do to support the fight for people being treated equally?
Skills	Change & continuity, Using evidence,	Causation, Change & continuity, Using	Change & continuity, Causation, Using

	Historical interpretations, Historical empathy, Significance	evidence, Significance	evidence, Historical empathy
Methods of Assessment	Essay, podcast about Silk Road, short answer source-based questions	Essay, presentations to class	Essay, presentations to class