

## Key Stage 3 History

	Topic	Prerequisites	Rationale	Next step	End goals – Overall Year 7 – writing in a descriptive way	Assessment
<b>Year 7 What is History? BQ: How did History develop?</b> <b>(12 lessons)</b>	What is History? (1 lesson)	Pupils will have experienced different depths of History teaching at primary school – none needed before this lesson.	To introduce pupils to how History has developed as a discipline and the purposes of History beyond academia.  <b>Concept – explaining reasoning</b>	Pupils will continue to build skills as historians throughout KS3 and beyond.  Historians introduced in this lesson will be studied in further depth later on (such as Tacitus later in Year 7).	To know two reasons why History is important	<b>Secure</b> – see left  <b>Stretch</b> – what things could affect an historian’s view of the past
	Where did History begin? (1 lesson)	Pupils will have studied Ancient Rome in primary school so will be familiar with aspects of life in the Roman Empire.	To learn about life in the Roman Empire.  To understand different historians have different purposes (Tacitus and Suetonius).  <b>Concept – interpretations</b>	The importance of Rome will be needed to understand the Medieval Church and beyond.  Knowledge of life in the Roman Empire will help in RE when pupils study the life of Jesus.	To know the difference between Tacitus and Suetonius.	<b>Secure</b> – see left  <b>Stretch</b> – issues with historians have when using Tacitus and Suetonius.
	How did the Vikings and Anglo-Saxons affect England? (3 lessons)	Pupils will have studied Anglo-Saxons and Vikings in primary school and will be familiar with some aspects of life in England at this time.	To understand the beginnings of modern England.  To understand the social, political and religious impact of the Anglo-Saxons and Vikings.  <b>Concept – interpretations, significance, categorising information</b>	Pupils will continue to look at Anglo-Saxon England and its immediate aftermath until the end of this unit.  Topics such as women’s rights and enslavement will be revisited across Key Stage 3.  Religion in England will be revisited at the end of Year 7 and during Year 8.	To be able to describe Anglo-Saxon life.  To identify three long-term and three short-term impacts of the Vikings on England.	<b>Secure</b> – see left  <b>Stretch</b> – the strengths and weaknesses of using William of Malmesbury as a source.
	Who was the greatest Anglo-Saxon monarch? (3 lessons including KAP1)	Pupils have already been introduced to Anglo-Saxon England and developed their abilities in interpretations.	To understand the reigns of various Anglo-Saxon rulers.  To be introduced to the works of academic historians.  <b>Concept – interpretations, evaluating evidence</b>	Alfred and his reputation is a theme that will be carried forward with later figures such as Kublai Khan and the Festival Scroll.  Aethelflaed and theme of women in History will continue, for example with Eleanor of Aquitaine later in Year 7.	To explain the achievements of various Anglo-Saxon monarchs.  To know why historians might disagree on who was the greatest Anglo-Saxon monarch.	<b>Secure</b> – see left  <b>Stretch</b> – to be able to justify an opinion on whether Alfred was the greatest Anglo-Saxon monarch.

## Key Stage 3 History

<p>Why did William become king in 1066? (2 lessons)</p>	<p>Pupils will now all be familiar with Anglo-Saxon England having studied it for some weeks.</p>	<p>To understand how and why Anglo-Saxon England gave way to Norman England.</p> <p><b>Concept – causation</b></p>	<p>The importance of succession in monarchies will be revisited in the Medieval period and beyond (for example during the reign of Elizabeth I).</p> <p>Pupils will revisit ideas of cause and consequence throughout KS3 and beyond.</p>	<p>To know why William of Normandy became King of England in 1066.</p>	<p><b>Secure</b> – see left</p> <p><b>Stretch</b> – the strengths and weaknesses of each of the contenders.</p>
<p>How much did England change after the Conquest? (1 lesson)</p>	<p>Pupils will now know that William became king in 1066 and will use their prior knowledge on Anglo-Saxon England.</p>	<p>To understand how far William the Conqueror changed England.</p> <p><b>Concept – change and continuity</b></p>	<p>The changes made by William were long-lasting and influenced the rest of the Medieval period – it is essential for later study of the Angevins, for example.</p> <p>Changes to the lives of people in England will be referred back to in when looking at Medieval England.</p>	<p>To know how William I ruled England.</p>	<p><b>Secure</b> – see left</p> <p><b>Stretch</b> – comparing Norman England to Anglo-Saxon England.</p>

## Key Stage 3 History

Year 7 Medieval World BQ: Where is the centre of the Medieval world? (14 lessons)	Topic	Prerequisites	Rationale	Next step	End goals – Overall Year 7 – writing in a descriptive way	Assessment
	What were the Silk Roads? (1 lesson)	Pupils may be familiar with the Silk Roads and Medieval Afro-Eurasia, however this cannot be assumed. This lesson will start from a position of zero prior knowledge.	The Silk Roads were integral to the Medieval World and will help pupils understand the comparative importance of Europe, Africa and Asia.  <b>Concept – interpretations, understanding diverse histories</b>	The importance of the Silk Roads will be reiterated throughout this unit.  The next unit on Medieval England will feature frequent references to the Silk Roads (e.g. trade and the Black Death).  Later lessons in Year 8 and Year 9 will examine the changing relationships between Europe and other continents established in this lesson.	To know reasons the Silk Roads were important.	<b>Secure</b> – see left  <b>Stretch</b> – evaluate why uses of the Silk Road might be more important than others.
	What was the Islamic Golden Age? (2 lessons)	Pupils may have studied Islam in primary school and covered its origins.  Pupils will also use their prior knowledge of Anglo-Saxon England for a comparative task.	This will be pupils first in-depth look at non-European history. It will underline to pupils the impact of the Arab conquests and challenge potential Eurocentric misconceptions about the Middle East.  <b>Concept – causation, similarity and difference</b>	The importance of the Silk Roads will be reiterated throughout this unit.  Working with factors around conquest will be returned to when looking at the Mongol Empire.  The spread of Islam will be important when looking at the Crusades.  The early history of Islam will provide background knowledge in RE, including up to GCSE.	To know why the Arab Empire expanded and features of Medieval Baghdad.	<b>Secure</b> – see left  <b>Stretch</b> – compare life in Medieval Baghdad to Anglo-Saxon England.
	How did the Crusades affect the Holy Land? (2 lessons)	Pupils have already studied the rise of Islam and the role of Christianity in Medieval England/wider Europe.	These lessons will examine how different cultures interacted during the Medieval period. The legacies of the Crusades are still referred to in Western-Middle Eastern relations today.  <b>Concept – causation, evidential enquiry</b>	The idea of European politics expanding beyond Europe and justification for this will be developed in Year 8 and Year 9.  The relationships between different religions and cultures will feature throughout this unit, as well in Medieval England (Christians and Jews), in Year 8 (the Reformation, British North America and Spanish Mexico) and beyond.	To know reasons why people went on Crusade and examples of how Muslims and Christians interacted.	<b>Secure</b> – see left  <b>Stretch</b> – to be able to identify why different reasons for crusading/example of relationships are more or less significant.

## Key Stage 3 History

<p>Was Kaifeng the greatest medieval city? (1 lesson)</p>	<p>Pupils may have studied Medieval China in primary school.</p> <p>Pupils have already looked at an example of Medieval city (Baghdad).</p>	<p>This lesson will introduce pupils to the role China played in the Silk Road.</p> <p>It will also introduce the concept of an 'idealised' source, which will develop their ability to evaluate sources and interpretations.</p> <p><b>Concept – evidential enquiry</b></p>	<p>The role China plays in the Silk Roads will be referenced when looking at Medieval England.</p> <p>The issues of how rulers present themselves will be revisited later on – such as during the lesson on Kublai Khan.</p> <p>Pupils will continue to study China in Year 8 Geography.</p>	<p>To know three features of Medieval Kaifeng and the Festival Scroll.</p>	<p><b>Secure</b> – see left</p> <p><b>Stretch</b> – to be able to identify strengths and weaknesses with the Festival Scroll as a source.</p>
<p>The Mongols – creators or destroyers? (5 lessons, including KAP2)</p>	<p>Pupils will by now be familiar with the Silk Roads and connections across Eurasia.</p> <p>Pupils have in this unit looked at Medieval Baghdad and Kaifeng.</p> <p>Pupils will already be familiar with the expansion of a Medieval empire (Arab Empire)</p>	<p>The Mongol Empire was the largest contiguous empire in history. In these lessons pupils will understand the origins of the Mongol Empire, how it expanded and life under it.</p> <p>Pupils will also develop their confidence with using historical sources.</p> <p><b>Concept – narrative account, consequence, evidential enquiry</b></p>	<p>The tactics of the Mongols will provide context when looking at the Black Death in Medieval England.</p> <p>How people lived under empires is a theme that will be revisited in Year 8 and Year 9.</p> <p>Pupils will study the geography of the Eurasian steppe in Year 8.</p>	<p>To know how the Mongol Empire was able to expand and features of life in the empire.</p> <p>To know how the Hongwu Emperor ruled China.</p>	<p><b>Secure</b> – see left</p> <p><b>Stretch</b> – give reasons why different sources are more useful for studying the Mongol Empire than others.</p>

## Key Stage 3 History

	<p>How successful were late Medieval African kingdoms? (3 lessons)</p>	<p>Pupils have already studied the origins of Islam and might be familiar with its practices from RE lessons at primary or in college.</p>	<p>Mansa Musa of the Malian Empire was arguably the richest person ever, and his empire was well-run and relatively developed. These lessons will see pupils study Mansa Musa and evaluate the reasons that Mali declined so sharply after his reign.</p> <p>It will also challenge preconceptions that Medieval Africa lacking in civilisation or a backwater – showing the development of Malian cities and its connections with the Silk Roads and how Ethiopia reached out to Europe in the Medieval period.</p> <p><b>Concept – evidential enquiry, cause and consequence</b></p>	<p>An understanding of Medieval West Africa will be essential to pupils when they study enslavement in Year 8.</p> <p>Pupils will also be introduced to the first example of European colonial expansion – a thread which will be continued in Year 8 and 9. They will also be introduced to the concept of voyages of discovery when looking at Ethiopia.</p>	<p>To know why Solomonic Ethiopia reached out to Europe.</p> <p>To know features of Mali under Mansa Musa and why the Malian Empire declined.</p>	<p><b>Secure</b> – see left</p> <p><b>Stretch</b> – give reasons why Mansa Musa might be responsible for the eventual collapse of the Malian Empire.</p>
--	--	--	--	--	---	--

## Key Stage 3 History

<u>Year 7 Medieval England BQ: How do historians see Medieval England?</u> <u>(11 lessons)</u>	Topic	Prerequisites	Rationale	Next step	End goals – Overall Year 7 – writing in a descriptive way	Assessment
	Which sources reveal the most about Medieval life? (2 lessons)	Pupils have worked extensively with sources in the previous unit.  Pupils have looked at life in Anglo-Saxon England.  Pupils have looked at life across the Medieval World.	In order to understand the radical changes every day that took place after the Medieval period, pupils must be familiar with how people lived in Medieval England.  This will also provide context for later lessons looking at the Black Death and Medieval politics.  <b>Concept – evidential enquiry</b>	Pupils will refer back to their knowledge of Medieval life throughout this unit.  Pupils will also call back to this lesson in Year 8 as they look at changes in the early modern period and Industrial Revolution.	To know three factors that affect a source's utility.	<b>Secure</b> – see left  <b>Stretch</b> – to identify factors which could affect a source's validity.
	How far did the Black Death change England? (2 lessons)	Pupils have studied life in Medieval England.  Pupils have studied the interconnectedness of the Medieval World.  Pupils have already worked with interpretations in What is History?	The Black Death transformed the Medieval World through the millions that it killed. In these lessons pupils will be introduced to the events of the plague and how people reacted. They will then focus on the short- and long-term impacts (such as religion and demography).  Pupils also revisit working with interpretations.  <b>Concept – evidential enquiry, interpretations</b>	The long-term impacts of the Black Death will provide context to events studied in Year 8 such as the Reformation.  Interpretations will continue to be looked at across KS3 and KS4 (for example the causes of the British Civil Wars in Year 8).  Pupils will study diseases and their causes in Science.	To know one short-term and one long-term consequence of the Black Death in England.	<b>Secure</b> – see left  <b>Stretch</b> – to identify reasons why historians might write in different ways.

## Key Stage 3 History

<p>What can the Angevins tell us about power in England? (5 lessons, including KAP3)</p>	<p>Pupils have already looked at the role and importance of the Church in Anglo-Saxon and Norman England.</p> <p>Pupils have looked at Aethelflaed as an example of a Medieval queen.</p> <p>Pupils have looked at the Norman Conquest to understand the Anglo-French royal connection.</p>	<p>The Angevin period across High and Late Medieval England saw some of most consequential events and figures: the death of Thomas Becket, Eleanor of Aquitaine's queenship, Magna Carta and the creation of Parliament. Themes such as the role of the Church, the role of women and the growth of Parliament will be essential for later study of History.</p> <p><b>Concept – causation, significance</b></p>	<p>The conflicts between church and state will be central to looking at the Reformation in Year 8.</p> <p>The growth in the power of Parliament will be a key theme throughout both Year 8 units (the civil wars, Glorious Revolution, electoral reform).</p> <p>The role of women in history will be a frequent topic across KS3 and KS4, such as looking at the leadership of Elizabeth I at GCSE.</p>	<p>To know two reasons why Eleanor of Aquitaine was significant</p> <p>To know why Thomas Becket was killed.</p> <p>To know two reasons why Magna Carta is significant.</p> <p>To know why Parliament was created.</p>	<p><b>Secure</b> – see left</p> <p><b>Stretch</b> – to be able to give reasons why Medieval history is important today.</p>
<p>Richard III: Hero or Villain? (2 lessons)</p>	<p>Pupils have already extensively looked at kingship in Year 7.</p> <p>Pupils will be familiar of issues with succession after looking at 1066.</p>	<p>The Wars of the Roses saw the end of the Medieval period in England – and one of the key figures in the conflict, Richard III, has local ties to Leicestershire. These lessons will see pupils zooming in on local history and understanding how Richard III has been seen in history.</p> <p><b>Concept – interpretations, significance</b></p>	<p>Local history will be revisited later in Year 8 with a case study of George Africanus.</p> <p>How the Tudor dynasty started will be essential to pupils in Year 8 as they study various Tudor monarchs.</p>	<p>To know two reasons why people fought Richard III.</p>	<p><b>Secure</b> – see left</p> <p><b>Stretch</b> – to know two reasons people could see Richard III as a hero or villain.</p>

## Key Stage 3 History

<b>Year 8 New Worlds, Lost Worlds BQ: How did the early modern period change Britain? (22 lessons)</b>	Topic	Prerequisites	Rationale	Next step	<b>End goals – Overall Year8 – writing in an analytic way</b>	Assessment
	Why did the Aztec Empire collapse? (2 lessons)	Pupils will be familiar with looking at non-European cultures in Year 7.  Pupils could have studied pre-Conquest Mexico in primary school – but assume minimal knowledge.	The rapid conquest of Mexico by the Spanish ushered in centuries of European domination of the Americas. These lessons will understand how that happened, as well as introducing the Aztec Empire and emphasising the agency of the indigenous peoples of Mexico.  <b>Concept – causation</b>	The growth of European power throughout the early modern period is a focus of this unit and beyond.  The growth in power of the Spanish Empire will help provide context when study Elizabeth I at GCSE.  The relationships between the colonised and colonisers will be frequently revisited throughout the remainder of KS3 as well as British North America in GCSE.	To know three features of the Aztec Empire and reasons why it collapsed.	<b>Secure</b> – see left  <b>Stretch</b> – to be able to identify what makes some factors more significant than others.
	How was 1492 a turning point? (2 lessons)	Pupils have studied the Silk Roads in Year 7.  Pupils have already studied the Spanish invasion of Mexico in Year 8.	The ‘discovery’ of the Americas by Columbus in 1492 set off a chain of events that led a swift in power to Europe and the decline of Eurasian-based Silk Roads.  <b>Concept – consequence, similarity and difference</b>	The growth of European power throughout the early modern period is a focus of this unit and beyond.  The relationships between the colonised and colonisers will be frequently revisited throughout the remainder of KS3 as well as British North America in GCSE.	To know the impact of the discoveries of 1492 for the ‘Old’ and ‘New’ Worlds.	<b>Secure</b> – see left.  <b>Stretch</b> – to give reasons as to what makes a moment a ‘turning point’.
	How did the Reformation change England? (5 lessons, including KAP1)	Pupils have already studied the Medieval Church and challenges to it in Year 7.  Pupils have multiple occasions engaged with historians in Year 7.	The Reformation transformed England and Europe as a whole. These lessons will see pupils examine Luther’s initial protests against the Catholic Church, as well as the reforms of Henry VIII, Edward VI, Mary I and Elizabeth I.  Pupils will continue to develop their use of interpretations.  <b>Concept - causation, interpretations, change and continuity</b>	The religious changes in England will be essential to pupils when they study the British Civil Wars and their aftermath later in this unit.  The Elizabethan Settlement will be revisited in the GCSE Elizabethan unit.	To know why Martin Luther and Henry VIII broke with the Catholic Church.  To be able to evaluate two interpretations about the Henrician Reformation.  To describe two features of the Long Reformation in England.	<b>Secure</b> – see left  <b>Stretch</b> – to be able to identify factors which affect an interpretation’s validity

## Key Stage 3 History

<p>How did England become a 'land of war'? (5 lessons)</p>	<p>Pupils have looked at internal conflict within England during Year 7 (1066, King John, the Wars of the Roses).</p> <p>Pupils have looked at the growing power of Parliament during the Medieval England unit.</p> <p>Pupils looked at the changes during the Reformation in the previous lessons.</p>	<p>England was a remarkably peaceful country between 1485 and 1642 (by contemporary European standards). These lessons will examine the reasons that England slid into the most damaging and proportionally-deadly war in its history.</p> <p>The focus of these lessons will be on causation and interpretations, introducing 'schools of thought' around historical events.</p> <p><b>Concept – causation, interpretations</b></p>	<p>The aftermath of the civil wars will be covered in the next few lessons in Year 8.</p> <p>The long-term issues of the role of the monarch will provide context to later lessons in Year 8 on the Glorious Revolution.</p> <p>Factors that lead to conflict will be examined in Year 9 (e.g. the origins of the Indian Mutiny and First World War).</p>	<p>To know and explain the three schools of thought on the origins of the Wars of the Three Kingdoms (long-term, British problem, 'whoops apocalypse').</p>	<p><b>Secure</b> – see left</p> <p><b>Stretch</b> – to be able to link the outbreak of the civil wars to the Reformation and preceding events in England.</p>
<p>A world turned upside down? (4 lessons)</p>	<p>Pupils have already looked at the aftermath of a damaging event (the Black Death) in Year 7.</p> <p>Pupils have looked at the origins of the civil wars earlier in Year 8.</p>	<p>Rather than focus purely on the military events of the wars, these lessons will examine the social, political and religious impacts of the war and assess England was indeed 'a land turned upside down'.</p> <p>Pupils will also look at the extent to which the Restoration was a 'reset'.</p> <p>There will be a focus on evidential enquiry and understanding academic writing throughout these lessons.</p> <p><b>Concept – evidential enquiry, change and continuity</b></p>	<p>The legacies of the civil wars are essential to understanding events taught later in Year 8 – such as the Glorious Revolution and path to universal suffrage.</p> <p>Pupils will use their prior knowledge the social impact of the civil wars when looking at witchcraft in GCSE Crime and Punishment.</p>	<p>To know and explain how the Wars of the Three Kingdoms affected England's politics and religion.</p> <p>To know how siege warfare affected English society.</p> <p>To know three changes made to England after the Restoration.</p>	<p><b>Secure</b> – see left</p> <p><b>Stretch</b> –</p>
<p>How British was British North America? (3 lessons, including KAP2)</p>	<p>Pupils have already studied earlier European expansion into the Americas in Year 8.</p>	<p>These lessons will cover both the stop-start nature of early English colonisation of North America, as well as those who lived there. Was British North America really that 'British' at all?</p> <p><b>Concept – evidential enquiry, causation</b></p>	<p>Pupils will study the American Revolution later in Year 8 – knowledge of how the Thirteen Colonies began will be essential.</p> <p>Pupils will use the knowledge from these lessons to give context as they study British North America at GCSE.</p>	<p>To know why England/Britain tried to colonise North America and who lived there.</p>	<p><b>Secure</b> – see left</p> <p><b>Stretch</b> – to be able to explain what made some colonies more successful than others.</p>

## Key Stage 3 History

<b>Year 8 – Revolution and Reform BQ: Is revolution or better reform more effective in enacting change? (18 lessons)</b>	Topic	Prerequisites	Rationale	Next step	<b>End goals – Overall Year8 – writing in an analytic way</b>	Assessment
	How glorious was the Glorious Revolution? (2 lessons)	Pupils will already be familiar with the politics and religion of seventeenth-century England from earlier in Year 8.	1688 was the last successful foreign invasion of England. These lesson will examine how the Glorious Revolution and whether its consequences were ‘glorious’ at all (and for who).  <b>Concept – causation, interpretations</b>	The political settlement reached in 1688-89 will provide vital context when looking at nineteenth- and twentieth-century British politics in Year 8 and Year 9.	To know the causes and consequences of the Glorious Revolution.	<b>Secure</b> – see left  <b>Stretch</b> – to know why different people might interpret the Glorious Revolution in different ways.
	Did revolutions need the Enlightenment? (5 lessons)	Pupils will be familiar with the concept of ideas spreading across the world from Year 7.  Pupils have already looked at the Glorious Revolution and its causes in Year 8.  Pupils will be familiar with racial tension in colonies from earlier in Year 8.	The American, French and Haitian revolutions transformed the world and have left long-lasting legacies. They can all be linked to the ideas of the Enlightenment. These lessons will assess how much these revolutions owe themselves to the Enlightenment.  <b>Concept – causation, change and continuity</b>	The ideas of the Enlightenment will be revisited throughout Year 8 and Year 9.  The events of revolution will provide vital context when looking at nineteenth-century British politics in Year 8.  The Haitian Revolution will provide context both to studying the abolition of enslavement in Year 8 as well as the end of empire in Year 9.  The American Revolution will be studied as part of British North America at GCSE.	To know three key thinkers of the Enlightenment and their ideas.  To know the causes and consequences of the American Revolution.  To know the causes and events of the French Revolution.  To know the causes of the Haitian Revolution and historians’ interpretations of it.	<b>Secure</b> – see left  <b>Stretch</b> – to be able to identify similarities and differences between revolutions

## Key Stage 3 History

<p>Who abolished the slave trade? (5 lessons, including KAP3)</p>	<p>Pupils have looked at Medieval West Africa as well as the theme of enslavement in Year 7.</p> <p>Pupils will have familiar with life on plantations due to learning about the Haitian Revolution in Year 8.</p>	<p>These lesson take the long view when looking at Britain’s involvement in enslavement and abolition. Pupils will understand the various influences that led to abolition of the Triangle Trade, looking at both British abolitionists as well as black voices.</p> <p>Pupils will understand the extent to which the end of the slave trade and enslavement actually brought change, studying the Bussa’s Rebellion of 1816 and the Morant Bay Rebellion of 1865.</p> <p><b>Concept – interpretations, change and continuity</b></p>	<p>The experiences of people from the Caribbean will be revisited in Year 9 when looking at the Caribbean experience of the Western Front.</p> <p>The importance of enslavement to the eighteenth-century British Empire will be revisited during GCSE when studying British North America.</p>	<p>To describe the Triangle Trade and why enslavement was abolished.</p> <p>To know how far the end of enslavement brought freedom to Jamaica.</p>	<p><b>Secure</b> – see left</p> <p><b>Stretch</b> – to be able to identify reasons why there were similarities in the experiences of people in Jamaica before and after abolition</p>
<p>How did Britain become a democracy? (6 lessons)</p>	<p>In Year 7 pupils looked both at the growth of Parliament and the political role of women.</p> <p>Pupils will already be familiar with discussions of democracy in the 1640s and the political settlement of 1688 in Year 8.</p> <p>Pupils will have context of what is happening outside of Britain from looking at the American and French Revolutions in Year 8.</p>	<p>These lessons will cover the years c. 1820 to 1920, with the changes of the Industrial Revolution and the growth of the franchise. Pupils will understand the gradual changes that occurred throughout that period in the growth of the franchise and democracy.</p> <p>Pupils will also study local history through local archive material with a lesson on George Africanus.</p> <p><b>Concept – evidential enquiry, change and continuity, causation</b></p>	<p>Ideas of democracy and how countries should be governed with be revisited in Year 9 when looking at the early twentieth century.</p> <p>The position of ethnic minorities in British society will covered in more depth during Year 9 when pupils look at the end of empire.</p>	<p>To know three consequences of the Industrial Revolution.</p> <p>To know the problems of politics in early nineteenth-century Nottingham.</p> <p>To know how women gained the vote.</p>	<p><b>Secure</b> – see left</p> <p><b>Stretch</b> – to be able to describe links between the Industrial Revolution and political changes.</p>

## Key Stage 3 History

<b>Year 9 – The World at War BQ: How did people deal with conflict in the early twentieth century? (20 lessons)</b>	Topic	Prerequisites	Rationale	Next step	<b>End goals – Overall Year 9 – writing in an evaluative way</b>	Assessment
	The First World War: before and after (4 lessons)	<p>Pupils will already be familiar with the major events of the nineteenth century from Year 8.</p> <p>Pupils have looked at the causes of wars in Year 8.</p> <p>Pupils have may looked at the First World War in primary school.</p>	<p>In these lessons pupils will understand how the First World War began and changed Europe.</p> <p><b>Concept – cause and consequence, interpretations</b></p>	<p>The long-term consequences of the First World War will be essential contextual knowledge for the rest of this unit (e.g. the rise of Hitler).</p> <p>The impact of the First World War on Hungary will be revisited later in this unit.</p> <p>Pupils will study the Western Front in detail later in Year 9.</p> <p>During GCSE Crime and Punishment pupils will look at conscientious objectors in the First World War – understanding how the war started will give useful context.</p> <p>The impact of the First World War and Treaty of Versailles is a key event in GCSE Weimar and Nazi Germany.</p>	<p>To know the major issues in the world in 1913.</p> <p>To explain the short- and long-term causes of the First World War</p> <p>To compare the treaties of the Paris Peace Conference</p>	<p><b>Secure</b> – see left.</p> <p><b>Stretch</b> – to be able to explain how the Paris Peace Conference caused future problems.</p>
	What was the Russian Revolution? (4 lessons, including KAP1)	<p>Pupils have looked at revolutions and counter-revolutions in Year 8.</p> <p>Pupils will be familiar with the impact and aftermath of the First World War from earlier in Year 9.</p>	<p>The Russian Revolution saw the establishment of the first communist state in the world, and its rulers and relations with other countries would shape the twentieth century. In this lesson pupils will learn about the origins and events of the Russian Revolution.</p> <p><b>Concept – cause and consequence</b></p>	<p>Pupils will require knowledge of the Russian Revolution to understand the rule of Stalin later in Year 9.</p> <p>The role of the Soviet Union in the Second World War and Cold War will be studied later in this unit.</p> <p>The consequences of the Russian Revolution and fear of communism will provide essential context in GCSE Weimar and Nazi Germany.</p>	<p>To explain the causes of the Russian Revolution.</p> <p>To compare reactions to the Russian Revolution.</p>	<p><b>Secure</b> – see left</p> <p><b>Stretch</b> – to be able to link causes and consequences of the Russian Revolution</p>

## Key Stage 3 History

<p>Hitler, Stalin and Mussolini: life under dictatorship (4 lessons)</p>	<p>Pupils have looked at everyday life in different cultures and politics across Year 7 and Year 8.</p> <p>Pupils have looked at the aftermath of the First World War and the Russian Revolution in Year 9.</p>	<p>The development of totalitarian regimes in the interwar period was one of its hallmarks, as well as helping to explain the path to the Second World War. In these lessons pupils will understand how Hitler and Mussolini came to power, as well as the methods of control used by Hitler and Stalin.</p> <p><b>Concept – evidential enquiry</b></p>	<p>Knowledge of Hitler, Stalin and Mussolini will help pupils understand the Second World War and origins of the Cold War.</p> <p>Life in Nazi Germany will be revisited at GCSE in the Weimar and Nazi Germany unit.</p>	<p>To explain how Italy became fascist.</p> <p>To explain how Germany became fascist.</p> <p>To use sources to explain how Hitler controlled Germany.</p> <p>To use sources to explain how Stalin controlled the Soviet Union.</p>	<p><b>Secure</b> – see left.</p> <p><b>Stretch</b> – to identify similarities and differences between Hitler, Mussolini and Stalin.</p>
<p>What were the turning points of the Second World War? (3 lessons)</p>	<p>Pupils have looked at historical turning points in Year 8.</p> <p>Pupils have already looked at the events of the interwar years in Year 9.</p>	<p>In these lessons pupils will study three of the most important events of the Second World War (the Battle of Britain, Stalingrad, atomic bombings) and explain their importance to the eventual Allied victory.</p> <p><b>Concept – causation, significance</b></p>	<p>The events of the Second World War and role of nuclear weapons will be revisited when looking at the Cold War in Year 9.</p>	<p>To identify the turning points of the Second World War.</p>	<p><b>Secure</b> – see left.</p> <p><b>Stretch</b> – to be able to link each event to the Allied victory.</p>
<p>What was the Holocaust? (3 lessons)</p>	<p>Pupils have encountered historical examples of anti-Semitism in Year 7.</p> <p>Pupils will be familiar with ideas around racism from Year 8.</p> <p>Pupils have looked at the Treaty of Trianon and its impact on Hungary in Year 9.</p> <p>Pupils have already looked at Nazi Germany and the Second World War in Year 9.</p>	<p>In this lesson pupils will understand why the Holocaust stands out as one of the darkest moments of human history. Pupils will examine its origins, and case studies of Hungary’s Jews in 1944 and the aftermath of the Holocaust for Jewish children.</p> <p><b>Concept – evidential enquiry, cause and consequence</b></p>	<p>Anti-Semitism in Nazi Germany will be revisited in the GCSE Weimar and Nazi Germany unit.</p>	<p>To explain why the Holocaust happened.</p> <p>To understand why historians study child survivors of the Holocaust.</p>	<p><b>Secure</b> – see left</p> <p><b>Stretch</b> – to be able to explain the centrality of anti-Semitism to Nazism.</p>

## Key Stage 3 History

	<p>When did the Cold War begin? (2 lessons, including KAP2)</p>	<p>Pupils have already looked at the Russian Revolution, life under Stalin and the events of the Second World War in Year 9.</p>	<p>The Cold War and tensions between east and west still resonate today. In these lessons pupils will assess the main causes of the Cold War and establish at what point between 1943 and 1956 relations became irreparable.</p> <p><b>Concept – cause and consequence, evidential enquiry</b></p>	<p>The impact of the Cold War will be referred to when looking at the end of empire later in Year 9.</p>	<p>I explain why the Cold War started.</p>	<p><b>Secure</b> – see left.</p> <p><b>Stretch</b> – to be able to use their historical knowledge to evaluate sources.</p>
--	---	--	--	--	--	--

# Key Stage 3 History

Year 9 - The Setting Sun: The End of Empire BQ: When did the British Empire end? (13 lessons)	Topic	Prerequisites	Rationale	Next step	End goals Overall Year 9 – writing in an evaluative way	Assessment
	<p>What should we call the events in England in 1857? (3 lessons)</p>	<p>Pupils have already looked at the origins of the British Empire and life in it in Year 8.</p>	<p>The events of 1857 in India shaped the next century of British rule in its largest colony – should it be seen as a simple mutiny or the start of India’s independence movement?</p> <p><b>Concept – causation, interpretations</b></p>	<p>Pupils will continue to look at India before and after British rule throughout this unit.</p>	<p>To describe British rule in India in 1857.</p> <p>To evaluate interpretations of events in India in 1857.</p>	<p><b>Secure</b> – see left.</p> <p><b>Stretch</b> – be able to explain why historians might disagree about the events of 1857.</p>
	<p>Why was Ireland split in two? (5 lessons, including KAP3)</p>	<p>Pupils have already looked at pockets of Irish history in Years 8 and 9.</p>	<p>The UK’s relationship with Ireland is still pertinent and complex. These lessons will introduce pupils to tensions on the island of Ireland and how they were resolved.</p> <p><b>Concept – similarity and difference, cause and consequence</b></p>	<p>Pupils will revisit ideas about the British Empire losing territory in the British North America unit at GCSE.</p>	<p>To explain the causes of the Great Irish Famine.</p> <p>To evaluate the tensions caused by Irish Home Rule.</p> <p>To evaluate the successes and failures of Irish partition.</p>	<p><b>Secure</b> – see left</p> <p><b>Stretch</b> – compare the experiences of Ireland and India.</p>
	<p>How did similar were the experiences of British Empire soldiers on the Western Front? (3 lessons)</p>	<p>Pupils have already looked at the British Caribbean in Year 8.</p> <p>Pupils have covered the causes of the First World War earlier in Year 9.</p> <p>Pupils have just learnt about British rule in India in the nineteenth century.</p>	<p>The diversity of the Western Front of the First World War is often overlooked. In this lesson pupils will compare the experiences of soldiers from Britain, India and the Caribbean.</p> <p><b>Concept – evidential enquiry, similarity and difference</b></p>	<p>The legacy of the First World War on independence movements in India will be covered later in this unit.</p> <p>The experiences of the Western Front will provide context for the Weimar and Nazi Germany unit at GCSE.</p>	<p>To use sources to compare the experiences of British Empire soldiers on the Western Front.</p>	<p><b>Secure</b> – see left</p> <p><b>Stretch</b> – to be able to explain similarities and differences between the experience of British Empire soldiers.</p>

## Key Stage 3 History

	Why was India split in two? (1 lesson)	Pupils have covered the British Empire extensively in Year 8 and Year 9.	India was the 'jewel in the crown' of the British Empire. Pupils will examine why it was partitioned and the legacies of this today.  <b>Concept – cause and consequence, significance</b>	Pupils will revisit ideas about the British Empire losing territory in the British North America unit at GCSE.	I can evaluate interpretations of the partition of India.	<b>Secure</b> – see left  <b>Stretch</b> – to be able to explain why historians might disagree over when the British Empire ended.
--	--	--	--	--	---	--