

## Key Stage 3 History (2026-27)

	Topic	Prerequisites	Rationale	Next step	Assessment – End Points to be tested on KAPs.
<b>Year 7: Who made England?</b>	What was life like 1,500 years ago? (1 lesson)	Pupils will have studied Anglo-Saxons 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 life in early Anglo-Saxon period, including religion and trade.  Pupils will also be introduced to their History Toolkit.  <b>Concept – evidential enquiry, causation</b>	Pupils will continue to look at Anglo-Saxon England and its immediate aftermath until the end of this unit.  Religion in England will be revisited throughout Key Stage 3.  The History Toolkit will be revisited throughout Key Stage 3.	Know the basics of my History toolkit.  Make inferences about Anglo-Saxon England from the Sutton Hoo burial.
	What have the Vikings ever done for us? (1 lesson)	Pupils will have studied Vikings in primary school and will be familiar with some aspects of life in England at this time.	To understand the social, political and religious impact of the Vikings.  <b>Concept – consequence</b>	Topics such as women’s rights and enslavement will be revisited across Key Stage 3.	Identify long-term and short-term consequences of the Vikings on England
	Who was the greatest Anglo-Saxon monarch? (5 lesson inc. KAP)	Pupils have already been introduced to Anglo-Saxon England.	To understand the reigns of various Anglo-Saxon rulers.  To be introduced to the works of academic historians.  <b>Skills – 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, Emma of Normandy and theme of women in History will continue, for example with Eleanor of Aquitaine later in Year 7 and beyond.	Explain the achievements of various Anglo-Saxon monarchs.  Know why historians might disagree on who was the greatest Anglo-Saxon monarch.
	Why did William become king in 1066? (3 lessons)	Pupils will now all be familiar with Anglo-Saxon England having studied it for some weeks. Emma of Normandy has also provided context for key players in 1066.	To understand how and why Anglo-Saxon England gave way to Norman England.  <b>Skills – causation</b>	The importance of succession in monarchies will be revisited in the Medieval period and beyond (for example during the reign of Elizabeth I).  Pupils will revisit ideas of cause and consequence throughout KS3 and beyond.	Know why William of Normandy became King of England in 1066.
	How did William I control England? (1 lesson)	Pupils will now know that William became king in 1066 and will use their prior knowledge on Anglo-Saxon England.	To understand how far William the Conqueror changed England.  <b>Skills – change and continuity</b>	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.  Changes to the lives of people in England will be referred back to in when looking at Medieval England.	Know how William I ruled England.

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Year 7 Medieval World	Topic	Prerequisites	Rationale	Next step	<b>Assessment – End Points to be tested on KAPs.</b>
	<p>What were the Silk Roads? (1 lesson)</p>	<p>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.</p>	<p>The Silk Roads were integral to the Medieval World and will help pupils understand the comparative importance of Europe, Africa and Asia.</p> <p><b>Skills – interpretations, understanding diverse histories</b></p>	<p>The importance of the Silk Roads will be reiterated throughout this unit.</p> <p>The next unit on Medieval England will feature frequent references to the Silk Roads (e.g. trade and the Black Death).</p> <p>Later lessons in Year 8 and Year 9 will examine the changing relationships between Europe and other continents established in this lesson.</p>	<p>Know reasons why the Silk Roads were important.</p>
<p>What was the Medieval Middle East like? (2 lessons)</p>	<p>Pupils may have studied Islam in primary school and covered its origins.</p> <p>Pupils will also use their prior knowledge of Anglo-Saxon England for a comparative task.</p>	<p>This will be pupils first in-depth look at non-European history. It will underline to pupils the diversity of the Medieval World and challenge potential Eurocentric misconceptions about the Middle East. These lessons will also examine how different cultures interacted during the Medieval period. The legacies of the Crusades are still referred to in Western-Middle Eastern relations today.</p> <p><b>Skills – causation, similarity and difference, evidential enquiry</b></p>	<p>The importance of the Silk Roads will be reiterated throughout this unit.</p> <p>Working with factors around conquest will be returned to when looking at the Mongol Empire.</p> <p>The spread of Islam will be important when looking at the Crusades.</p> <p>The early history of Islam will provide background knowledge in PPE, including up to GCSE.</p> <p>The idea of European polities expanding beyond Europe and justification for this will be developed in Year 8 and Year 9.</p> <p>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.</p>	<p>Know features of life in Medieval Baghdad.</p> <p>Know examples of how Christians and Muslims interacted during the Crusades.</p>	

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<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>Skills – 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, and will revisit Chinese history in Year 9.</p>	<p>Know three features of Medieval Kaifeng and the Festival Scroll.</p>
<p>How do historians learn about the Khmer Empire?</p>	<p>Pupils will be familiar with the place of Southeast Asia from Year 7 Geography.</p> <p>Pupils have looked at life in Medieval cities in Baghdad and Kaifeng earlier in this unit.</p>	<p>These lessons will see pupils study the Khmer Empire, and understand how historians and archaeologists learn about its history.</p> <p><b>Skills – evidential enquiry</b></p>	<p>The history of Cambodia and Southeast Asia more broadly will be revisited in Year 9 History.</p>	<p>Know how historians study the Khmer Empire.</p>
<p>The Mongols – creators or destroyers? (5 lessons, including KAP)</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. Pupils will also look at the end of Mongol rule in China and the rise of the Ming.</p> <p>Pupils will also develop their confidence and skills with using historical sources.</p> <p><b>Skills – 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>Know how the Mongol Empire was able to expand and features of life in its empire.</p> <p>Know how the Hongwu emperor ruled China.</p>

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	<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>Pupils have studied early Christianity in Anglo-Saxon England.</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>Ethiopia was one of the first Christian kingdoms, sending out missions of discovery in the Later Medieval period.</p> <p>It will also challenge preconceptions that Medieval Africa lacking in civilisation or a backwater – showing the development of culture and connections in East and West Africa.</p> <p><b>Skills – 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>Ethiopian views of Europeans will put into context European views of other continents from the early modern period onwards.</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.</p>	<p>Know why Solomonic Ethiopia reached out to Europe.</p> <p>Know features of Mali under Mansa Musa and his successors and why Mali declined.</p>
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<b>Year 7 Power in Medieval England</b>	Topic	Prerequisites	Rationale	Next step	<b>Assessment – End Points to be tested on KAPs.</b>
	Who held power in Medieval Castle Donington? (2 lessons)	Pupils have already been introduced to concepts such as power, monarchy, and religion earlier in Year 7 History.	Pupils will study the daily life and power structures in Medieval Castle Donington as a window into the wider concept of power in Medieval England.  <b>Skills – evidential enquiry</b>	Pupils will go on to see how power was used and challenged in later Medieval England.  Pupils will revisit local History in Years 8 and 9.	Know how power was structured in Medieval Castle Donington.  Know the power of the Medieval Church.
	How did the Angevins wield power? (6 lessons)	Pupils have been introduced to the power structures in Medieval England, as well as the role of powerful women in pre-1066 England and wider Medieval world.	Pupils will study the monarchs of England from Henry I to John, examining how power was used and challenged in England. A particular focus will be the role of influential women, such as Matilda and Eleanor of Aquitaine.  <b>Skills – cause and consequence, interpretations, significance</b>	Pupils will revisit the power of monarchs being challenged in Year 8 History.  Pupils will revisit the role of women in History in Years 8 and 9.	Know why Matilda was chosen by Henry I to be queen and why she struggled to gain power.  Know why Eleanor of Aquitaine was significant.  Know why Thomas Becket was murdered.  Know interpretations of Richard I.  Know why John agreed Magna Carta.
	What impact did the Black Death have on England? (3 lessons)	Pupils have encountered the Silk Roads throughout Year 7.	Pupils will understand how Medieval people understood and responded to the Black Death, and its consequences for England.  <b>Skills – cause and consequence, evidential enquiry</b>	The demographic consequences of the Black Death will be revisited in Year 8 History.	Know what Medieval people believed caused the Black Death.  Know the consequences of the Black Death.  Know why the peasants revolted in 1381.
	What were the Wars of the Roses? (2 lessons)	Pupils have studied dynastic struggle and monarchical power throughout Year 7.	Pupils will finish Year 7 with a study of the latter part of the Wars of the Roses, focused on Henry VI and Richard III.  <b>Skills – interpretations</b>	The dynastic consequences of the Wars of the Roses – the rise of the Tudors – will be studied in Year 8 History.	Know interpretations of Henry VI.  Know interpretations of Richard III.

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<u>Year 8 New Worlds, Lost Worlds</u>	Topic	Prerequisites	Rationale	Next step	<b>Assessment – End Points to be tested on KAPs.</b>
	Why did the Aztec Empire collapse? (2 lessons)	<p>Pupils will be familiar with looking at non-European cultures in Year 7.</p> <p>Pupils could have studied pre-Conquest Mexico in primary school – but assume minimal knowledge.</p>	<p>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.</p> <p><b>Skills – causation</b></p>	<p>The growth of European power throughout the early modern period is a focus of this unit and beyond.</p> <p>The growth in power of the Spanish Empire will help provide context when study Elizabeth I at GCSE.</p> <p>The relationships between the colonised and colonisers will be frequently revisited throughout the remainder of KS3 as well as British North America in GCSE.</p>	<p>Know the basics of my History Toolkit.</p> <p>Know features of the Aztec Empire and why it collapsed.</p>
	How was 1492 a turning point? (2 lessons)	<p>Pupils have studied the Silk Roads in Year 7.</p> <p>Pupils have already studied the Spanish invasion of Mexico in Year 8.</p>	<p>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.</p> <p><b>Skills – consequence, similarity and difference</b></p>	<p>The growth of European power throughout the early modern period is a focus of this unit and beyond.</p> <p>The relationships between the colonised and colonisers will be frequently revisited throughout the remainder of KS3 as well as British North America in GCSE.</p>	<p>Know the impacts of the discoveries of 1492 for the ‘Old’ and ‘New’ Worlds.</p>
	How did the Reformation change England? (4 lessons including KAP)	<p>Pupils have already studied the Medieval Church and challenges to it in Year 7.</p> <p>Pupils have multiple occasions engaged with historians in Year 7.</p>	<p>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.</p> <p>Pupils will continue to develop their conceptual understanding of interpretations and narrative.</p> <p><b>Skills - causation, interpretations, change and continuity</b></p>	<p>The religious changes in England will be essential to pupils when they study the British Civil Wars and their aftermath later in this unit.</p> <p>The Elizabethan Settlement will be revisited in the GCSE Elizabethan unit.</p>	<p>Know why Martin Luther and Henry VIII broke with the Catholic Church.</p> <p>Evaluate two interpretations about the Henrician Reformation.</p> <p>Describe features of the Long Reformation in England.</p> <p>Know why Elizabethan England sought relations with the Muslim world.</p>

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<p>How did England become a 'land of war'? (6 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>Skills – 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>Know and explain the schools of thought on the origins of the Wars of the Three Kingdoms.</p>
<p>A world turned upside down? (6 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>Skills – 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>Know and explain how the Wars of the Three Kingdoms affected politics and religion in England.</p> <p>Know how siege warfare challenged English society.</p> <p>Know changes made to England after the Restoration.</p>

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	How British was British North America? (2 lessons)	Pupils have already studied earlier European expansion into the Americas in Year 8.	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?  <b>Skills – evidential enquiry, causation</b>	Pupils will study the American Revolution later in Year 8 – knowledge of how the Thirteen Colonies began will be essential.  Pupils will use the knowledge from these lessons to give context as they study British North America at GCSE.	Know why England/Britain tried to colonise North America and who lived there.
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<b>Year 8 – Revolution and Reform</b>	Topic	Prerequisites	Rationale	Next step	<b>Assessment – End Points to be tested on KAPs.</b>
	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 lessons will examine how the Glorious Revolution and whether its consequences were ‘glorious’ at all (and for who).  <b>Skills – 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, especially lessons on Ireland and Northern Ireland.	Know the causes and consequences of the Glorious Revolution.
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>Skills – 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.	Know three key thinkers of the Enlightenment and their ideas.  Know the causes and consequences of the American Revolution.  Know the causes and events of the French Revolution.  Know the causes of the Haitian Revolution and historians’ interpretations.	

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<p>Who abolished the slave trade? (5 lessons, including concepts lessons)</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>Skills – 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>Know examples of the power of West and Central African kingdoms in the early modern period.</p> <p>Describe the Triangle Trade and explain why enslavement was abolished.</p> <p>Know how far the end of enslavement brought freedom to Jamaica.</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, with a specific focus on the role of women.</p> <p>Pupils will also study local history through local archive material with a lesson on George Africanus.</p> <p><b>Skills – 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>Know the significance of Georgiana Cavendish, duchess of Devonshire.</p> <p>Know three consequences of the Industrial Revolution.</p> <p>Know how the Industrial Revolution affected the lives of women.</p> <p>Know the problems of nineteenth-century British politics in Nottingham.</p> <p>Know how women gained the vote.</p>

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	<p>The First World War: before and after (3 lessons)</p>	<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>Skills – 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 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>Explain the long-term causes of the First World War.</p> <p>Explain the short-term causes of the First World War.</p> <p>Compare the treaties of the Paris Peace Conference.</p>
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Year 9 – The World at War	Topic	Prerequisites	Rationale	Next step	<b>Assessment – End Points to be tested on KAPs.</b>
	What was the Russian Revolution? (3 lessons)	<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>Skills – 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. Communism will re-appear when learning about Mao’s China.</p> <p>The consequences of the Russian Revolution and fear of communism will provide essential context in GCSE Weimar and Nazi Germany.</p>	<p>Know the basics of my History Toolkit.</p> <p>Explain the causes of the Russian Revolution.</p> <p>Compare reactions to the Russian Revolution.</p>
	Hitler, Stalin and Mussolini: life under dictatorship (4 lessons)	<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>Skills – 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>Explain how Italy became fascist.</p> <p>Explain how Germany became fascist.</p> <p>Use sources to explain how Hitler controlled Germany.</p> <p>Use sources to explain how Stalin controlled the Soviet Union.</p>
	What were the turning points of the Second World War? (3 lessons)	<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>Skills – 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>Identify the turning points of the Second World War.</p>

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<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>Skills – 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>Explain why the Holocaust happened.</p> <p>Understand why historians study child survivors of the Holocaust.</p>
<p>When did the Cold War begin? (1 lesson)</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>Skills – 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>Explain why the Cold War started.</p>
<p>How did Mao rule China? (4 lessons)</p>	<p>Pupils have studied China in Year 7 History and PPE and Year 8 Geography and PPE.</p> <p>Pupils have studied communism earlier in Year 9.</p>	<p>The seizure of power in China by Mao Zedong and the Communist Party was one of the seismic events of the twentieth century, and still has political consequences today. Pupils will understand why and how Mao came to power, and how his rule affected people in China.</p> <p><b>Skills – causation, consequence, change and continuity</b></p>	<p>Life under dictatorship will be revisited in the Weimar and Nazi Germany unit in GCSE History.</p>	<p>Explain how China became communist.</p> <p>Evaluate communist rule in China.</p> <p>Evaluate the consequences of the Cultural Revolution in China.</p>

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	<p>How did the Cold War affect Southeast Asia? (3 lessons)</p>	<p>Pupils have encountered communism throughout Year 9 History and PPE.</p> <p>Pupils have studied Southeast Asia in Year 7 History and Geography.</p>	<p>These lessons will see pupils study the impact of the Cold War in Southeast Asia, specifically Vietnam and Cambodia. Pupils will understand the causes of consequences of American intervention and complete a case study on the Khmer Rouge.</p> <p><b>Skills – causation, consequence, evidential enquiry</b></p>	<p>International intervention will be evaluated as part of GCSE History.</p> <p>Pupils will study the origins of the Holocaust, another genocide, in GCSE History.</p>	<p>Explain the consequences of the American involvement in Vietnam.</p> <p>Explain the consequences of the American involvement in Cambodia.</p> <p>Explain an interpretation of the Khmer Rouge.</p>
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Year 9 - The Setting Sun: The End of Empire	Topic	Prerequisites	Rationale	Next step	<b>Assessment – End Points to be tested on KAPs.</b>
	<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>Skills – causation, interpretations</b></p>	<p>Pupils will continue to look at India before and after British rule throughout this unit.</p>	<p>Describe British rule in India in 1857.</p> <p>Evaluate interpretations of events in 1857.</p>
	<p>Why was Ireland split in two? (6 lessons).</p>	<p>Pupils have studied events in early modern Ireland in Year 8.</p> <p>Pupils learnt about the Reformation in Year 8.</p> <p>Pupils have touched on issues in Ireland in 1913 at the start of Year 9.</p>	<p>Pupils will revisit Ireland at various points throughout this unit. This starts with events from 1800 to 1913, including the Famine and Home Rule crisis. This is followed by looking at the impact of the First World War in Ireland, including the Easter Rising. Pupils finish by taking a deep dive into the Troubles – its causes, events, and end.</p> <p><b>Skills – cause and consequence, evidential enquiry, interpretations</b></p>	<p>Pupils will study Northern Irish politics, diversity, and cohesion in GCSE Citizenship.</p>	<p>Explain causes of the Great Irish Famine.</p> <p>Evaluate tensions caused by Irish Home Rule.</p> <p>Evaluate views of the Troubles and its causes.</p> <p>Explain the Northern Irish peace process.</p>
	<p>How did similar were the experiences of British Empire soldiers on the Western Front? (4 lessons)</p>	<p>Pupils have already looked at the British Caribbean in Year 8.</p> <p>Pupils have studied the role of women in Britain by 1914 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, as well as women on the Home Front.</p> <p><b>Skills – evidential enquiry, similarity and difference</b></p>	<p>The legacy of the First World War on independence movements in India and Ireland 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>Use sources to compare the experiences of people in the British Empire relating to the Western Front.</p> <p>Explain how women’s lives changed during the First World War.</p>

## Key Stage 3 History (2026-27)

	<p>Why was India split in two? (2 lessons)</p>	<p>Pupils have studied India and the concept of partition earlier in this unit.</p> <p>Pupils studied Indian politics and culture in Year 7 PPE.</p>	<p>Pupils will finish Year 9 History by examining the causes and consequences of Partition in India, which transformed South Asia.</p> <p><b>Skills – cause and consequence, interpretations.</b></p>	<p>Relations between communities will appear throughout GCSE History.</p>	<p>Evaluate interpretations of the Partition of India.</p>
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