

Yr7 (KS3)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	Was London all muck and misery between 1000 and 2000?	<p>Knowledge: <i>Breadth Study</i>. The growth of London, experience of living in London in the Roman, Norman, early modern, Georgian, Victorian, and modern periods.</p> <p>Skills: Chronological understanding, explaining change and continuity, using sources (Personal History project)</p>	<p>Breadth study – Y8 Su2, Y9 Su2</p> <p>Chronological Understanding –Y7 Su 2, Y8 Su 2, Y9 Su2</p> <p>Change and continuity – Y7 Au 2, Y7 Sp 2, Y8 Aut 1, Y8 Su 2, Y9 Aut 2, Y9 Sp1, Y9 Sp2, Y9 Su2</p> <p>Using sources – Y7 Su 2 (Interview an Adult project), Y8 Sp 1</p>	<p>Students gain:</p> <ul style="list-style-type: none"> - an understanding of their own identity and the world around them - an understanding of the process of change - key skills which support them to be successful academically and in their lives in the modern world 	<p>Museum of London</p> <p>Horrible Histories <i>History of London</i></p> <p>Historic sites in London</p>
Autumn 2	Did the English suffer under Norman rule?	<p>Knowledge: <i>Conflict</i>. The events of the Norman invasion of 1066, the positive and negative impact of Norman rule for the native English people.</p> <p>Skills: Explaining change and continuity.</p>	<p>Conflict – Y7 Su 2, Y9 Aut 2, Y9 Sp 2</p> <p>Change and continuity – Y7 Sp 2, Y8 Aut 1, Y8 Su 2, Y9 Aut 2, Y9 Sp1, Y9 Sp2, Y9 Su2</p>	<p>Students gain:</p> <ul style="list-style-type: none"> - an understanding of the process of change - the powerful knowledge needed to take an active part in society - key skills which support them to be successful academically and in their lives in the modern world 	<p>British Museum</p> <p><i>1066: The Battle for Middle Earth</i> (Channel 4 documentary)</p> <p>Horrible Histories, <i>Stormin' Normans</i></p>
Spring 1	'We three kings': What made a good medieval king?	<p>Knowledge: <i>Power and Protest</i>. Key features of medieval kingship, key features of the reigns of King Henry, King</p>	<p>Power and protest – Y8 Aut 2, Y8, Sp 1, Y8 Su 1, Y9 Aut 1, Y9 Su 1</p>	<p>Students gain:</p>	<p>British Library: Exploring the Magna Carta</p>

		Richard, and King John, the changing relationship between the monarch and the church, the signing of the Magna Carta. Skills: Assessing significance.	Assessing significance – Y7 Sp 2, Y8 Aut 1, Y8 Aut 2, Y8 Sp 2, Y9 Aut 2, Y9 Su 1	<ul style="list-style-type: none"> - the powerful knowledge needed to take an active part in society - an understanding of contributions of ordinary and extraordinary people in exciting times - key skills which support them to be successful academically and in their lives in the modern world 	www.bl-uk.uk/magna-carta <i>The Plantagenets</i> (BBC documentary)
Spring 2	Who thrived in Medieval England?	Knowledge: <i>Social History</i> . Social hierarchy of medieval England, types of people living in medieval England, impact of the Black Death on medieval society. Skills: Explaining change and continuity, assessing significance.	Social History – Y8 Sp 2 Change and continuity – Y8 Aut 1, Y8 Su 2, Y9 Aut 2, Y9 Sp1, Y9 Sp2, Y9 Su2 Assessing significance – Y8 Aut 1, Y8 Aut 2, Y8 Sp 2, Y9 Aut 2, Y9 Su 1	Students gain: <ul style="list-style-type: none"> - an understanding of the diversity of experience and views within societies throughout time, both in Britain and the wider world - key skills which support them to be successful academically and in their lives in the modern world 	<i>Filthy Cities: London</i> (BBC documentary)
Summer 1	Why did Islam spread so far, so fast?	Knowledge: <i>Ideas and Beliefs</i> . Life in Arabic middle east prior to the Prophet Mohammad, reactions to the Prophet Mohammad's new ideas, reasons for the rapid spread of the new religion throughout northern Africa, the Middle East, and parts of Asia in the century	Ideas and Beliefs – Y8 Aut 1, Y9 Sp 1 Cause and consequence – Y8 Su1, Y9 Aut1, Y9 Sp2, Y9 Su1	Students gain: <ul style="list-style-type: none"> - an understanding of the diversity of experience and views within societies throughout time, both in Britain and the wider world 	<i>What did the Ancient World do For Us: The Islamic World</i> (BBC documentary) BBC Bitesize: the Medieval Islamic World

		following the Prophet Mohammad's death. Skills: Explaining cause and consequence	Middle eastern history – Y7 Su 2, Y8 Sp1, Y9 Sp2	<ul style="list-style-type: none"> - the powerful knowledge needed to take an active part in society - key skills which support them to be successful academically and in their lives in the modern world 	https://www.bbc.co.uk/bitesize/guides/zx9xsbk/revision/1
Summer 2	What should we know about the Crusades?	Knowledge: <i>Conflict</i> . Key events of the Crusades, how interpretations of the Crusades have changed over time. Skills: Understanding interpretations, chronological understanding.	Conflict – Y9 Aut 2, Y9 Sp 2 Interpretations – Chronological understanding –Y8 Su 2, Y9 Su2	Students gain: <ul style="list-style-type: none"> - an understanding of the diversity of experience and views within societies throughout time, both in Britain and the wider world - the powerful knowledge needed to take an active part in society - key skills which support them to be successful academically and in their lives in the modern world 	BBC Bitesize: The Crusades https://www.bbc.co.uk/bitesize/guides/zjbj6sg/revision/1
Yr8 (KS3)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	Was the Renaissance an era of new ideas?	Knowledge: <i>Ideas and Beliefs</i> . Key developments in science, art, architecture, and religion in Europe during the Renaissance and the Reformation.	Ideas and Beliefs – Y9 Sp 1 Change and continuity – Y8 Aut 2, Y8 Su 2, Y9 Aut 2, Y9 Sp1, Y9	Students gain: <ul style="list-style-type: none"> - an understanding of the process of change 	National Gallery Science Museum

		Skills: Explaining change and continuity, assessing significance.	Sp2, Y9 Su2, Y10 U1, Y10 U2, Y10 HSS Assessing significance – Y8 Aut 2, Y8 Sp 2, Y9 Aut 2, Y9 Su 1, Y10 U1, Y10 U2	- the powerful knowledge needed to take an active part in society - key skills which support them to be successful academically and in their lives in the modern world	Timelines.TV – The Reformation http://timelines.tv/
Autumn 2	Was Britain out of control, 1500-1700?	Knowledge: <i>Power and Protest</i> . Key problems facing and events during the reigns of Elizabeth I and Charles I, focusing on religious, political, foreign, and economic challenges faced by each monarch. Skills: Explaining change and continuity, assessing significance.	Power and protest – Y8, Sp 1, Y8 Su 1, Y9 Aut 1, Y9 Su 1 Change and continuity – Y8 Su 2, Y9 Aut 2, Y9 Sp1, Y9 Sp2, Y9 Su2, Y10 U1, Y10 U2, Y10 HSS Assessing significance – Y8 Sp 2, Y9 Aut 2, Y9 Su 1, Y10 U1, Y10 U2	Students gain: - an understanding of the process of change - an understanding of contributions of ordinary and extraordinary people in exciting times - key skills which support them to be successful academically and in their lives in the modern world	National Portrait Gallery Hatfield House BBC Bitesize: Elizabeth I https://www.bbc.co.uk/bitesize/topics/zbvycdm BBC Bitesize: Charles I https://www.bbc.co.uk/bitesize/topics/z4rg87h
Spring 1	How did the Ottomans show their power?	Knowledge: <i>Power and Protest</i> . Who the Ottomans were, how they used military, political, social, and religious means to show their power. Skills: Using sources.	Power and protest – Y8 Su 1, Y9 Aut 1, Y9 Su 1 Using sources –	Students gain: - an understanding of the diversity of experience and views within societies throughout time, both in Britain and the wider world - the powerful knowledge needed to take an active part in society	British Museum <i>The History of the Ottoman and Turkish Empire</i> (PBS documentary) <i>The Ottomans</i> (BBC documentary)

				<ul style="list-style-type: none"> - key skills which support them to be successful academically and in their lives in the modern world 	
Spring 2	Were campaigners in Britain the most important reason for the abolition of slavery?	<p>Knowledge: <i>Social History</i>. Key features of the transatlantic slave trade, the contributions of campaigners in Britain, of Africans and enslaved people around the world, and economic factors in bringing about the abolition of slavery.</p> <p>Skills: Assessing significance.</p>	<p>Social History – Y1-0 Aut 1-2, Y10 Sp 1-2, Su 1-2</p> <p>Assessing significance – Y9 Aut 2, Y9 Su 1, Y10 U1, Y10 U2</p>	<p>Students gain:</p> <ul style="list-style-type: none"> - the powerful knowledge needed to take an active part in society - an understanding of contributions of ordinary and extraordinary people in exciting times - key skills which support them to be successful academically and in their lives in the modern world 	<p>London Museum of the Docklands</p> <p>Black Cultural Archives</p> <p>BBC Bitesize: Slavery https://www.bbc.co.uk/bitesize/topics/z2qj6sg</p>
Summer 1	Why were the French revolting in the 18 th century?	<p>Knowledge: <i>Power and Protest</i>. Causes, events, and outcomes of the French Revolution. Through the American Revolution investigation homework, causes, events, and outcomes of the American revolution.</p> <p>Skills: Explaining cause and consequence.</p>	<p>Power and protest – Y9 Aut 1, Y9 Su 1, Y10 Aut 1-2</p> <p>Cause and consequence – Y9 Aut1, Y9 Sp2, Y9 Su1, Y10 U1, Y10 U2</p>	<p>Students gain:</p> <ul style="list-style-type: none"> - an understanding of and respect for the complexity of people’s lives - an understanding of the process of change - key skills which support them to be successful academically and in their lives in the modern world 	<p>Horrible Histories <i>France</i></p> <p><i>The French Revolution</i> (History Channel documentary)</p> <p>BBC Bitesize: <i>The French Revolution (Popular Revolutions Over Time)</i> https://www.bbc.co.uk/bitesize/guides/zpwp34j/revision/5</p>

					<i>Hamilton</i> (stage show or soundtrack)
Summer 2	Why do people live longer today than ever before?	<p>Knowledge: <i>Breadth Study</i>. Changing ideas about the causes of disease and developments in methods of treating disease from the Egyptians to the present day.</p> <p>Skills: Chronological understanding, explaining change and continuity.</p>	<p>Breadth study – Y9 Su2, Y10 U2</p> <p>Chronological Understanding –Y9 Su2</p> <p>Change and continuity – Y9 Aut 2, Y9 Sp1, Y9 Sp2, Y9 Su2, Y10 U1, Y10 U2, Y10 HSS</p>	<p>Students gain:</p> <ul style="list-style-type: none"> - an understanding of their own identity and the world around them - an understanding of the process of change - key skills which support them to be successful academically and in their lives in the modern world 	<p>Wellcome Collection</p> <p>Science Museum</p> <p>Surgery Museum</p> <p>BBC Bitesize: Medicine through Time https://www.bbc.co.uk/bitesize/topics/ztypbk</p>
Yr9 (KS3)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	Why did Britain take over the world?	<p>Knowledge: <i>Power and Protest</i>. Key features and consequences of the industrial revolution, causes of British imperial expansion worldwide between the years 1750 to 1900.</p> <p>Skills: Explaining cause and consequence.</p>	<p>Power and protest –Y9 Su 1, Y10 U1, Y11 U3</p> <p>Cause and consequence – Y9 Sp2, Y9 Su1, Y10 U1, Y10 U2, Y11 U3, Y11U4</p>	<p>Students gain:</p> <ul style="list-style-type: none"> - an understanding of their own identity and the world around them - the powerful knowledge needed to take an active part in society - key skills which support them to be successful academically and in their lives in the modern world 	<p>London Museum of the Docklands</p> <p>Jeremy Paxton’s <i>Empire</i> (documentary)</p> <p>BBC Bitesize: British Empire https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/1</p>
Autumn 2	Why was the ‘Great War’ great?	<p>Knowledge: <i>Conflict</i>. Causes of the First World War, key features of the First World War, including methods of recruitment,</p>	<p>Conflict – Y9 Sp 2, Y10 U1, Y11 U2</p>	<p>Students gain:</p>	<p>Imperial War Museum</p>

		<p>developments of weapons technology, features of trench warfare, involvement of Empire soldiers, and impact on women and the home front.</p> <p>Skills: Explaining change and continuity, assessing significance.</p>	<p>Change and continuity – Y9 Sp1, Y9 Sp2, Y9 Su2, Y10 U1, Y10 U2, Y10 HSS, Y11 U3, Y11 U4</p> <p>Assessing significance – Y9 Su 1, Y10 U1, Y10 U2, Y11 U4</p>	<ul style="list-style-type: none"> - the powerful knowledge needed to take an active part in society - an understanding of contributions of ordinary and extraordinary people in exciting times - key skills which support them to be successful academically and in their lives in the modern world 	<p>BBC Bitesize: World War I https://www.bbc.co.uk/bitesize/topics/z4crd2p</p> <p><i>The Making of Modern Britain</i> (BBC documentary)</p> <p><i>They Shall Not Grow Old</i> (film)</p> <p><i>War Horse</i> (film)</p>
Spring 1	<p>How did the persecution of the Jews lead to the Holocaust?</p>	<p>Knowledge: <i>Ideas and Beliefs</i>. Key events in the escalation of the persecution of Jews under Nazi rule to the Holocaust during the Second World War, key events of the Second World War (WWII homework project)</p> <p>Skills: Explaining change and continuity.</p>	<p>Ideas and Beliefs – Y10 U2, Y11 U4</p> <p>Change and continuity – Y9 Sp2, Y9 Su2, Y10 U1, Y10 U2, Y10 HSS, Y11 U3, Y11 U4</p>	<p>Students gain:</p> <ul style="list-style-type: none"> - an understanding of the process of change - an understanding of the diversity of experience and views within societies throughout time, both in Britain and the wider world - the powerful knowledge needed to take an active part in society - key skills which support them to be successful academically and in their lives in the modern world 	<p>Imperial War Museum</p> <p><i>The Book Thief</i> by M Zusak</p> <p>BBC Bitesize: World War II https://www.bbc.co.uk/bitesize/topics/zk94jxs</p> <p>Holocaust Memorial Day Trust https://www.hmd.org.uk/</p> <p><i>Maus</i> (comic book)</p>

Spring 2	Why is there conflict in the Middle East?	<p>Knowledge: <i>Conflict</i>. Key features of the competing claims to Israel/Palestine, causes and key events of the four Arab-Israeli wars, consequences of the conflict in terms of international terrorism and refugees.</p> <p>Skills: Explaining cause and consequence, explaining change and continuity.</p>	<p>Conflict –Y10 U1, Y11 U4</p> <p>Cause and consequence – Y9 Su1, Y10 U1, Y10 U2, Y11 U3, Y11U4</p> <p>Change and continuity – Su2, Y10 U1, Y10 U2, Y10 HSS, Y11 U3, Y11 U4</p>	<p>Students gain:</p> <ul style="list-style-type: none"> - an understanding of and respect for the complexity of people’s lives - the powerful knowledge needed to take an active part in society - key skills which support them to be successful academically and in their lives in the modern world 	<p>Imperial War Museum</p> <p><i>The Birth of Israel</i> (BBC Documentary)</p> <p>BBC Bitesize: The Middle East https://www.bbc.co.uk/bitesize/topics/zb3v4wx</p>
Summer 1	Was Apartheid defeated by peaceful protest?	<p>Knowledge: <i>Power and Protest</i>. Key features of the system of Apartheid in South Africa, peaceful vs violent means used by South Africans and people outside of South Africa to oppose the system of Apartheid.</p> <p>Skills: Explaining cause and consequence, assessing significance.</p>	<p>Power and protest –Y10 Aut 1-2, Y11 Aut 1-2</p> <p>Cause and consequence – Y10 U1, Y10 U2, Y11 U3, Y11U4</p> <p>Assessing significance – Y10 U1, Y10 U2, Y11 U4</p>	<p>Students gain:</p> <ul style="list-style-type: none"> - an understanding of their own identity and the world around them - an understanding of the diversity of experience and views within societies throughout time, both in Britain and the wider world - key skills which support them to be successful academically and in their lives in the modern world 	<p>History.com https://www.history.com/topics/africa/apartheid</p> <p>Oliver Tambo memorial statue</p> <p><i>Mandela</i> (film)</p> <p><i>Goodbye Bafana</i> (film)</p>
Summer 2	Who built Britain?	<p>Knowledge: <i>Breadth study</i>. Changes in the population of Britain from 1000-present years, waves of migration</p>	<p>Breadth study – Y10 U2</p> <p>Chronological Understanding –Y10 U2</p>	<p>Students gain:</p> <ul style="list-style-type: none"> - an understanding of their own identity and the world around them 	<p>Museum of London</p> <p>BBC Bitesize: Migration to Britain, c. 1000-2010</p>

		<p>into Britain, experience of immigrants in Britain.</p> <p>Skills: Chronological understanding, explaining change and continuity.</p>	<p>Change and continuity – Y10 U1, Y10 U2, Y10 HSS, Y11 U3, Y11 U4</p>	<ul style="list-style-type: none"> - an understanding of the process of change - an understanding of the diversity of experience and views within societies throughout time, both in Britain and the wider world - key skills which support them to be successful academically and in their lives in the modern world 	<p>https://www.bbc.co.uk/bitesize/guides/zt8qrdm/revision/1</p>
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