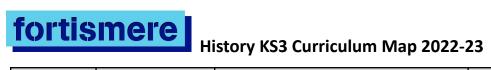


Yr7 (KS3)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	Was London all muck and misery between 1000 and 2000?	Knowledge: <i>Breadth Study</i> . The growth of London, experience of living in London in the Roman, Norman, early modern, Georgian, Victorian, and modern periods. Skills: Chronological understanding, explaining change and continuity, using sources (Personal History project)	Breadth study – Y8 Su2, Y9 Su2 Chronological Understanding –Y7 Su 2, Y8 Su 2, Y9 Su2 Change and continuity – Y7 Au 2, Y7 Sp 2, Y8 Aut 1, Y8 Su 2, Y9 Aut 2, Y9 Sp1, Y9 Sp2, Y9 Su2 Using sources – Y7 Su 2 (Interview an Adult project), Y8 Sp 1	- an understanding of their own identity and the world around them	Museum of London Horrible Histories History of London Historic sites in London
Autumn 2	Did the English suffer under Norman rule?	Knowledge: Conflict. The events of the Norman invasion of 1066, the positive and negative impact of Norman rule for the native English people. Skills: Explaining change and continuity.		 an understanding of the process of change the powerful knowledge needed to take an active part in 	British Museum 1066: The Battle for Middle Earth (Channel 4 documentary) Horrible Histories, Stormin' Normans
Spring 1	'We three kings': What made a good medieval king?	Knowledge: <i>Power and Protest</i> . Key features of medieval kingship, key features of the reigns of King Henry, King	Y8, Sp 1, Y8 Su 1, Y9 Aut 1, Y9 Su		British Library: Exploring the Magna Carta



		the church, the signing of the Magna	Assessing significance – Y7 Sp 2, Y8 Aut 1, Y8 Aut 2, Y8 Sp 2, Y9 Aut 2, Y9 Su 1	needed to take an active part in society - an understanding of	The Plantagenets (BBC documentary)
Spring 2	Who thrived in Medieval England?	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	- an understanding of the diversity of experience and views within societies throughout time, both in Britain and the wider world	
Summer 1	Why did Islam spread so far, so fast?	Mohammad, reactions to the Prophet Mohammad's new ideas, reasons for the	Ideas and Beliefs – Y8 Aut 1, Y9 Sp 1 Cause and consequence – Y8 Su1, Y9 Aut1, Y9 Sp2, Y9 Su1	- an understanding of the diversity of experience and views within societies throughout time, both in Britain	What did the Ancient World do For Us: The Islamic World (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	 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: Conflict. 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	- an understanding of the diversity of experience and views within societies	
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 Reniassance 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	- an understanding of the	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	needed to take an active part in	Timelines.TV – The Reformation http://timelines.tv/
Autumn 2	Was Britain out of control, 1500-1700?	Knowledge: Power and Protest. 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	 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 	
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 –	- an understanding of the diversity of experience and views within societies throughout time, both in Britain and the wider world	British Museum The History of the Ottoman and Turkish Empire (PBS documentary) The Ottomans (BBC documentary)



Spring 2	in Britain the most important reason for the abolition of slavery?	contributions of campaigners in Britain, of Africans and enslaved people around the	Social History – Y1-0 Aut 1-2, Y10 Sp 1-2, Su 1-2 Assessing significance – Y9 Aut 2, Y9 Su 1, Y10 U1, Y10 U2	 the powerful knowledge needed to take an active part in society an understanding of 	London Museum of the Docklands Black Cultural Archives BBC Bitesize: Slavery https://www.bbc.co.uk/ bitesize/topics/z2qj6sg
Summer 1	French revolting in the 18 th century?	events, and outcomes of the French Revolution. Through the American Revolution investigation homework, causes, events, and outcomes of the	Power and protest – Y9 Aut 1, Y9 Su 1, Y10 Aut 1-2 Cause and consequence – Y9 Aut1, Y9 Sp2, Y9 Su1, Y10 U1, Y10 U2	 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 	Horrible Histories France The French Revolution (History Channel documentary) BBC Bitesize: The French Revolution (Popular Revolutions Over Time) https://www.bbc.co.uk/ bitesize/guides/zpwp34j /revision/5



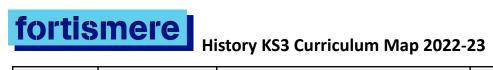
					Hamilton (stage show or soundtrack)
Summer 2	Why do people live longer today than ever before?	ideas about the causes of disease and developments in methods of treating disease from the Egyptians to the present day. Skills: Chronological understanding,	Breadth study – Y9 Su2, Y10 U2 Chronological Understanding –Y9 Su2 Change and continuity – Y9 Aut 2, Y9 Sp1, Y9 Sp2, Y9 Su2, Y10 U1, Y10 U2, Y10 HSS	 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 	Wellcome Collection Science Museum Surgery Museum BBC Bitesize: Medicine through Time https://www.bbc.co.uk/ bitesize/topics/zttypbk
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?	features and consequences of the industrial revolution, causes of British imperial expansion worldwide between the years 1750 to 1900.	Power and protest –Y9 Su 1, Y10 U1, Y11 U3 Cause and consequence – Y9 Sp2, Y9 Su1, Y10 U1, Y10 U2, Y11 U3, Y11U4	 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 	London Museum of the Docklands Jeremy Paxton's Empire (documentary) BBC Bitesize: British Empire
Autumn 2	Why was the 'Great War' great?	Knowledge: <i>Conflict</i> . Causes of the First World War, key features of the First World War, including methods of recruitment,	•	Students gain:	Imperial War Museum



		features of trench warfare, involvement of Empire soldiers, and impact on women and the home front.	Change and continuity – Y9 Sp1, Y9 Sp2, Y9 Su2, Y10 U1, Y10 U2, Y10 HSS, Y11 U3, Y11 U4 Assessing significance – Y9 Su 1, Y10 U1, Y10 U2, Y11 U4	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	https://www.bbc.co.uk/ bitesize/topics/z4crd2p The Making of Modern Britain (BBC
Spring 1	· ·	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	Ideas and Beliefs – Y10 U2, Y11 U4 Change and continuity – Y9 Sp2, Y9 Su2, Y10 U1, Y10 U2, Y10 HSS, Y11 U3, Y11 U4	 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 	bitesize/topics/zk94jxs Holocaust Memorial Day Trust



Spring 2	Why is there conflict in the Middle East?	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. Skills: Explaining cause and consequence,	Conflict –Y10 U1, Y11 U4 Cause and consequence – Y9 Su1, Y10 U1, Y10 U2, Y11 U3, Y11U4 Change and continuity – Su2, Y10 U1, Y10 U2, Y10 HSS, Y11 U3, Y11 U4	 an understanding of and respect for the complexity of people's lives the powerful knowledge needed to take an active part in 	https://www.bbc.co.uk/
Summer 1	Was Apartheid defeated by peaceful protest?	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.	Power and protest –Y10 Aut 1-2 Y11 Aut 1-2 Cause and consequence – Y10 U1, Y10 U2, Y11 U3, Y11U4 Assessing significance – Y10 U1, Y10 U2, Y11 U4	 an understanding of their own identity and the world around them an understanding of the diversity of experience and 	, ,
Summer 2	Who built Britain?	the population of Britain from	Breadth study – Y10 U2 Chronological Understanding –Y10 U2	- an understanding of their own identity and the world around	Museum of London BBC Bitesize: Migration to Britain, c. 1000-2010



	Change and continuity – Y10 U1, Y10 U2, Y10 HSS, Y11 U3, Y11 U4	process of change	
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