



MODULES/UNITS IN YEAR 7

Autumn Term

The Medieval World

Why did William win the Battle of Hastings?
 Norman Rule – Consolidation, Castles and Consequences
 Medieval Life – Village, Town, Church
 Why did the friendship of Henry II and Becket turn fatal?

Spring Term

The Medieval World (continued)

Islamic Empires – Why did early Islam spread so fast? What does Europe owe the Islamic world?
 The Crusades – Why has Saladin been interpreted differently by historians?
 What gave a medieval monarch the 'Rex Factor'? (John I, Edward I, Eleanor of Aquitaine, Mansa Musa etc)
 Why did so many die during the Black Death?
 What was the impact of the Peasant's Revolt?

Summer Term

The Tudors

What were the Wars of the Roses, and how did the Tudors take the throne?
 Why did Henry VIII break from Rome?
 Tudor Religion Overview, from Edward VI to Elizabeth I – Change or Continuity

MODULES/UNITS IN YEAR 8

Autumn Term

The English Civil War and Oliver Cromwell

Why did the English execute their king in 1649?
 Why have opinions of Oliver Cromwell changed over time?

The Transatlantic Slave Trade

What was the slave trade – how did it begin?
 Why was the slave trade abolished in 1807? How did enslaved people play a role?

Spring Term

The British Empire

What were the origins of the British Empire? How did colonies attempt to resist British control?
 How should the British Empire be remembered?

Twentieth Century World – The First World War

How far did the assassination of Archduke Franz Ferdinand cause the outbreak of WWI?
 Why did stalemate develop on the Western Front? Life in the trenches – What was it really like?

Summer Term

Twentieth Century World – The Twentieth Century World

Haig – "Butcher or Hero"?
 Why did Germany lose the First World War?
 How did the impacts of the war help to improve rights for ordinary people, including women?

PROJECTS/SCHEME OF WORK/TOPICS

DURING

The Medieval World	AUTUMN YEAR 7
The Medieval World	SPRING YEAR 7
The Tudors	SUMMER YEAR 7
English Civil War, Oliver Cromwell, The Transatlantic Slave Trade	AUTUMN YEAR 8
The British Empire, The Twentieth Century World	SPRING YEAR 8
The Twentieth Century World	SUMMER YEAR 8

OTHER INFORMATION

At Key Stage 3, the History course offers a sweeping overview of British History from the Norman Conquest to the C20th. However, despite the broad chronological span, the department believes that depth is crucial to historical study and so from the very start of Year 7, schemes of work are based around detailed enquiry questions which allow students to gain real insight into complex events. In addition, despite the British focus, topics such as the rise of Islam, the Crusades, the Transatlantic Slave Trade, the British Empire and two World Wars allow an opportunity to place the UK in a wider global context. Our course is designed to include a range of diverse narratives and perspectives, and challenge preconceptions.

By studying History, students develop a number of analytical skills. These include explaining causation, interrogating evidence, evaluating significance and analyzing different interpretations. After all, History is not just the past, but the study of how the past has been viewed by different people at different times – in other words, how opinions about the past have been constructed.

Homework varies but will include independent research tasks, short comprehension exercises, creative pieces using art, technology etc. and longer assessments or essays requiring substantial extended writing.

The school does not use one single textbook – although those published in association with SHP (The School History Project) tend to be the best. Elsewhere, useful general websites which are very useful include:

<http://www.historylearningsite.co.uk/>
<https://www.bbc.co.uk/bitesize/subjects/zk26n39>

If you have any further questions, please contact Mrs Elizabeth Ellen (Subject Leader) via the main school office.