

## Key Stage 3 Overview – History

|               | <b>Unit 1 - The Normans &amp; The Middle Ages</b>  | <b>Unit 2: Who were the Normans?</b>   | <b>Unit 3 – The Norman World</b>  | <b>Unit 4 – England before the Normans</b>   | <b>Unit 5 – Who wants to be King?</b>   | <b>Unit 6 – The Battle of Stamford Bridge</b>  |
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| <b>Year 8</b> | <p>With emphasis on <u>communication</u>, <u>numeracy</u>, <u>historical enquiry</u>, and <u>ICT</u>.</p> <p><b>Pupils will:</b> learn the definition of the Middle Ages; learn timeline of key dates/ events/ people; understand the term ‘chronological’.</p>  | <p>Using <u>good communication</u>, <u>map work</u>, <u>information management</u>, <u>historical enquiry</u> and <u>working with others</u>.</p> <p><b>Pupils will:</b> receive an introduction to William of Normandy and the Norman World; learn about the origins of the Normans - Who were they? Where did they come from? What were they like?</p>   | <p>Focusing on <u>good communication</u>, <u>numeracy</u>, <u>chronological awareness</u>, <u>information management</u>, <u>making decisions</u> and <u>working with others</u>.</p> <p><b>Pupils will:</b> discuss and construct a timeline which shows the order in which England, Ireland, Normandy, Sicily and Wales were conquered by the Normans; learn about the Norman expansion in Western Europe 911-1311 AD.</p>  | <p>With emphasis on communication, literacy, working with others, managing information and historical understanding.</p> <p><b>Pupils will:</b> learn about England before the Normans i.e. How was England governed by 1066?; identify Alfred the Great, Ethelred, Canute, Edward the Confessor; appreciate why Edward’s death was significant.</p>   | <p>With attention to <u>critical thinking</u>, <u>presenting balanced arguments</u>, <u>historical understanding</u>, <u>managing information</u>, <u>creativity</u>, <u>evaluating sources</u> and <u>decision making</u>.</p> <p><b>Pupils will:</b> learn about England after the death of Edward the Confessor – particularly the claimants to the throne; examine the reasons why each claimant thought he should be King and construct arguments for and against each claimant.</p> | <p>With emphasis on <u>listening</u>, <u>historical understanding/analysis</u>, <u>information management</u>, <u>map work</u>, <u>working with others</u>, and <u>interpretation and evaluation of sources</u>.</p> <p><b>Pupils will:</b> learn about the Battle of Stamford Bridge and its role in the conflict over throne of England in 1066; list 5 key facts about the battle – discuss with class; write a detailed paragraph on the Battle of Stamford Bridge – Who was involved? Why? When? What happened? Significance for Harold Godwin?</p> |
|               | <b>Unit 7 – The Battle of Hastings</b>   | <b>Unit 8 – The Normans conquer England</b>  | <b>Unit 9 – The Bayeux Tapestry</b>   | <b>Unit 10 The Domesday Book</b>   | <b>Unit 11 The Norman Conquest. The feudal system. Castles.</b>   |  |
| <b>Year 8</b> | <p>Focusing on <u>good communication</u>, <u>historical understanding</u>, <u>listening</u>, <u>managing information</u>, <u>working with others</u> and <u>extraction of key facts</u>.</p> <p><b>Pupils will:</b> explore the Battle of Hastings and why William won; investigate the death of Harold Godwin – how did he die? What happened to his body? Compare accounts of Harold’s death through class discussion; create a newspaper front page and write a structured essay on the Battle of Hastings.</p> | <p>With attention to <u>communication</u>, <u>historical understanding</u>, <u>listening</u>, <u>managing information</u>, <u>working with others</u> and <u>extraction of key facts</u>.</p> <p><b>Pupils will:</b> learn about how William became King and secured control of England after the Battle of Hastings; complete a detailed timeline to show rebellions against William 1068-1071; discuss 5 key facts on Hereward the Wake’s rebellion.</p> | <p>With emphasis on <u>communication</u>, <u>historical analysis</u>, <u>managing information</u>, <u>working with others</u>, <u>listening</u> and <u>understanding a historical representation</u>.</p> <p><b>Pupils will:</b> learn about the Bayeux Tapestry (i) as an important primary source (ii) as a piece of propaganda; create a spider diagram of key facts about the Bayeux Tapestry, discuss propaganda and write a short essay on the Bayeux Tapestry.</p> | <p>Using <u>good communication</u>, <u>ICT</u>, <u>literacy</u>, <u>listening</u>, <u>being creative</u>, <u>managing information</u> and <u>working with others</u>.</p> <p><b>Pupils will:</b> participate in a teacher led discussion regarding key pieces of information collected in the Domesday Book.</p>   | <p>Focusing on <u>communication</u>, <u>ICT</u>, <u>literacy</u>, <u>listening</u>, <u>being creative</u>, <u>managing information</u> and <u>working with others</u>.</p> <p><b>Pupils will:</b> learn how the Normans maintained control of England – the feudal system and castle buildings; explore the purpose of the feudal system; investigate why Normans built castles, how castle buildings changed; study examples of Norman Castles in Ireland e.g. Carrickfergus Castle.</p> |  |
|               | <b>Unit 12 - The Black Death</b>   | <b>Unit 13 – The Peasants’ Revolt</b>  | <b>Unit 14 – The Norman Legacy</b>  | <b>Unit 15 – The Reformation &amp; Martin Luther</b>   | <b>Unit 16 – International Rivalry</b>  |  |
| <b>Year 8</b> | <p>Using <u>good communication</u>, <u>efficient information management</u> and <u>creativity</u>.</p> <p><b>Pupils will:</b> learn what caused the Black Death and what people at the time thought caused the Black Death.</p>  | <p>With attention to <u>communication</u>, <u>ICT</u>, <u>thinking</u> and <u>creativity</u>.</p> <p><b>Pupils will:</b> review the feudal system; record a timeline of events; understand what the ruling class thought about the Peasants; appreciate why the Peasants questioned the authority of the ruling class; study the causes of the conflict, the course of the conflict and the results of the conflict, learn about Richard II.</p>           | <p>With emphasis on <u>oral and written communication</u>, <u>being creative</u>, <u>working with others</u> and <u>managing information</u>.</p> <p><b>Pupils will:</b> discuss the Normans’ legacy in Ireland from two points of view; evaluate what the Normans did not influence.</p>   | <p>Focusing on <u>religious studies</u>, <u>listening skills</u>, <u>managing information</u>, <u>working with others</u>, <u>thinking</u> and <u>decision making</u>.</p> <p><b>Pupils will:</b> recognise the problems of the Catholic Church in the early 16<sup>th</sup> Century; understand the life of Martin Luther; assess the historical importance of Martin Luther; discuss how Martin Luther’s beliefs and actions led to international rivalries in 16<sup>th</sup> Century Europe.</p> | <p>With emphasis on <u>oral and written communication</u>, <u>thinking</u> and <u>decision making</u>, <u>listening</u> and <u>managing information</u>.</p> <p><b>Pupils will:</b> understand what makes a country powerful, learn which country was more powerful in the mid C16<sup>th</sup> – Spain, France, or the Holy Roman Empire and why; discover which were the most powerful states in mid C16<sup>th</sup> Europe and why; learn about the concept of dynasties.</p>         |  |

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|               | <b>Unit 17 – Mary, Queen of Scots</b>  |   |  | <b>Unit 18 – Anglo-Spanish Rivalry 1560 - 1600</b>  |  |
| <b>Year 8</b> | <p>Focusing on <u>listening, thinking, discussion / communication</u> and <u>being creative</u>.</p> <p><b>Pupils will:</b> learn about the birth and early life of Mary, Queen of Scots to 1561; examine her genealogy, relationship to the Tudors and the circumstances of her birth; evaluate the impact of the Reformation in Scotland and the views of John Knox; understand the difficulties facing Mary as Queen in Scotland; demonstrate an understanding of the source material; learn about Mary’s 7 year reign as Queen in Scotland and her escape to England; recognise that Mary’s arrival in England presented Elizabeth with major problems; investigate the plots against Elizabeth involving Mary, Queen of Scots; review the life of Mary, Queen of Scots to the late 1580’s; examine the circumstances and consequences of Mary’s execution; recognise that Mary was an important figure in British History; show a detailed understanding of the life and historical significance of Mary, Queen of Scots.</p> |   |  | <p>With attention to <u>economic and religious rivalry, listening, managing information, thinking, decision making</u>.</p> <p><b>Pupils will:</b> understand the origins of the rivalry in the mid C16th; learn about the Anglo-Spanish rivalry in the Netherlands in the second half of C16th; understand the personal rivalries at this time involving Elizabeth I, Phillip II, the Pope and Mary, Queen of Scots; appreciate the usefulness of primary sources in helping to explain historical problems; understand why the Armada was sent and the problems it encountered even before it set sail; chart the route of Armada; examine the type of sea-battle each side preferred and the Spanish tactics for an invasion of England; recognise what happened to the Armada and the reasons for its failure; learn about Spanish wrecks off the Irish coast, particularly the Girona.</p> |  |
|               | <b>Unit 1 – Colonies</b>   | <b>Unit 2 – Ireland before the Plantation</b>   | <b>Unit 3 – The Nine Years’ War</b>  | <b>Unit 4 – The Ulster Plantation: Introduction</b>   | <b>Unit 5 – The 1641 rebellion and Oliver Cromwell in Ireland</b>  |
| <b>Year 9</b> | <p>Focusing on <u>communication, historical understanding, listening, managing information</u> and <u>extracting key facts</u>.</p> <p><b>Pupils will:</b> learn the definition of a colony and why colonies were established; explore the reasons why the monarchies of Portugal, Spain and England supported voyages of exploration; identify reasons for competition between colonies i.e. trade, power, wealth, religion; timeline important voyages – Columbus, Cortes, Pizarro, Diaz, Da Gama; study the ‘push and pull’ factors which encourages people to move in the C15th and C16th e.g. money, power, increase in population, jobs, land; learn the nature of goods the Europeans traded with colonies in Africa, Asia and Americas.</p>  | <p>Using <u>good communication, historical understanding, listening, managing information, extraction of key facts</u> and <u>decision making skills</u>.</p> <p><b>Pupils will:</b> understand why settlers came to Ireland in C16th and C17th; ask why English control of Ireland was considered necessary; learn how England decided to extend its control.</p>  | <p>With emphasis on <u>cultural awareness, communication, historical understanding, listening, managing information</u> and <u>extracting key facts</u>.</p> <p><b>Pupils will:</b> learn about the cause, course and consequences of the Nine Years’ War; discover why the Flight of the Earls is considered to be such a significant event in Irish history.</p> | <p>With emphasis on <u>communication, historical understanding, listening, managing information, extracting key facts</u> and <u>working with others</u>.</p> <p><b>Pupils will:</b> examine why England decided to plant Ulster; learn timeline of events 1588 -1607; evaluate what the English government expected to achieve in Ulster; carry out a SWOT analysis i.e. strengths of crown in Ireland, weaknesses, opportunities and threats faced; evaluate what type of person moved to Ulster; learn how land was distributed during the Ulster Plantation and what kind of settlers came to Ireland; examine the distribution of settlers in Ulster with a focus on Derry and Limavady; discover how Ulster developed differently from the rest of Ireland.</p>   | <p>With attention to <u>managing information, thinking, justifying opinions, being creative</u> and <u>seeking out questions</u>.</p> <p><b>Pupils will:</b> learn what Cromwell was like, how he is remembered today and who disliked Cromwell in England; understand why Cromwell became the Lord Protector of England; appreciate why there were religious and political problems between Parliament and the Monarch; examine why Cromwell came to Ireland and what he did in Ireland i.e. The Ulster Rebellion, bringing Ireland under control, economics and redistribution of land; investigate the siege of Drogheda – was Cromwell a war criminal; discuss how and why land ownership in Ireland changed under Cromwell and examine the reactions to these changes.</p>  |
| <b>Year 9</b> | <b>Unit 6 – The Williamite Wars</b>  | <b>Unit 7 – The British Empire: The Big Picture</b>   |  | <b>Unit 8 – How did the British take control of India?</b>  | <b>Unit 9 – What do we think of Wolfe and Clive?</b>   |
|               | <p>Focusing on <u>managing information, making connections, working with others, being creative, fact and opinion</u> and <u>sequencing</u>.</p> <p><b>Pupils will:</b> understand why James I and William came to Ireland and their respective strengths and weaknesses; learn why the siege of Derry took place; examine the Jacobite strategy; discuss the following issues – why did the people of Derry defy the King, how did the siege begin and also develop, what were conditions like in the City, how did the siege end, and why the people of Derry put up with conditions under the siege; understand the causes of the Battle of Boyne, the main turning points in the battle and what happened after the battle; connect the Battle of Boyne with Treaty of Limerick; explore the consequences for Ireland of the Jacobite defeat; discuss the Penal Laws of 1691.</p>  | <p>With emphasis on <u>thinking, listening, geography, discussing, assessing</u> and <u>researching</u>.</p> <p><b>Pupils will:</b> acquire an overview of 500 years of British Empire; appreciate the use of maps and illustrations; learn about the development of the British Empire chronologically; first contacts and people on the move; the C19th, understand the break-up of the British Empire in C20th; appreciate the historical and contemporary impact of the British Empire.</p> |  | <p>Focusing on <u>listening, reading, chronology</u> and <u>drawing, oral discussion</u> and <u>thinking</u>.</p> <p><b>Pupils will:</b> learn about the early years of the East India Company; understand the history and activities of the East India Company c1600 – c1750; play the East India Trading Company game to gain an understanding of what was traded and the problems involved in such trades; listen to and assess each other’s reports to EIC; reach conclusions about the success of EIC over a 200 year period.</p>  | <p>With emphasis on <u>reading, thinking</u> and <u>discussion</u>.</p> <p><b>Pupils will:</b> learn about the early history of English and French exploration of North America; learn about the life and career of James Wolfe; discuss the location and strategic importance of Quebec in the 7 Years’ War; learn about the difficulties of mounting a successful attack on Quebec; examine the nature of warfare at this time; learn how Wolfe defeated the French at Quebec in September 1759; understand the consequences of Wolfe’s victory in 1759; learn about the life and career of Robert Clive; investigate the Black Hole of Calcutta and the Battle of Plassey, 1757; appreciate paintings as sources of information and propaganda; assess the consequences and aftermath of Clives’ victory at Plassey to 1774; assess the respective importance of Wolfe and Clive.</p> |

### Key Stage 3 Overview - History

|                | Unit 10 Britain's Slave Trade  | Unit 11 Africa: The Benin Head  | Unit 12 Images of Empire   | Unit 13 The Good, the Bad, & the Ugly   |
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| <b>Year 9</b>  | <p>With emphasis on <u>observation, communication, thinking, writing, reading and discussing.</u></p> <p><b>Pupils will:</b> learn about the key features of the Slave Trade by the early C19th; study the journey of a slave ship; discuss the conditions on board slave ships; investigate life on the sugar plantations; discuss bias in sources and sources of propaganda; assess the usefulness of primary sources; study more about life on the sugar plantations, in particular the cruelty, punishments, human misery and suffering.</p>   | <b>Under review</b>   | <b>Under review</b>  | <b>Under review</b>   |
|                | Unit 1 – World War One: Causes   | Unit 2 – Why did men volunteer?   | Unit 3 – Propaganda and Censorship   | Unit 4 – Major military events of the war.  |
| <b>Year 10</b> | <p>Focusing on <u>communication, maths, interpreting statistics, reading, thinking, problem-solving and discussion.</u></p> <p><b>Pupils will:</b> learn about the origins of war; long term causes – economic rivalry between Britain and Germany, colonial rivalry between them, the Arms Race, the two Alliances; assess the short-term causes of war in relation to: Sarajevo, the German decision to go to war, and Britain's declaration of war on Germany; outline the steps to war; summarise the causes of war; evaluate the importance of the long-term and short-term causes.</p> | <p>With attention to <u>reading, thinking, working with others, managing information, problem-solving, being creative and communication.</u></p> <p><b>Pupils will:</b> understand the reactions to the outbreak of war in Britain; discuss and list a range of reasons for men enlisting; read a chapter and write a paragraph about the importance of Pal's Battalions; assess the usefulness of the sources in this chapter; read chapter about conscription and reasons why some men were unwilling to fight – highlighting Pacifists, Socialists &amp; Absolutists; learn how to interpret and use a range of sources in this chapter; think and discuss the moral implications of enlistment.</p> | <p>Focusing on <u>thinking, working with others, being creative, decision-making, problem-solving and communication.</u></p> <p><b>Pupils will:</b> learn definition of propaganda; examine how propaganda was used by the British government during WWI; explore the Bryce Commission; learn the definition of Censorship and its role in wartime; investigate the role played by Church of England Bishops in WWI; understand how to use and interpret sources on this topic and draw conclusions.</p> | <p>With emphasis on <u>historical understanding, reading, thinking, working with others, managing information and communication.</u></p> <p><b>Pupils will:</b> study the main events of WWI 1914-1918; study the significance of the Battle of Marne, Battle of Ypres and Battle of Tannenberg; understand the main events of 1915 and 1916; discover the key events of 1917 – the entry of USA and Bolshevik Revolution; study the final months of war and Germany's surrender; discuss the Schlieffen Plan – objectives and its failure; understand the Gallipoli campaign of 1915; investigate the system of trench warfare; explore the Battle of the Somme and the role of 36<sup>th</sup> Ulster Division in the battle.</p> |
|                | Unit 5 – Why did Germany lose the War  | Unit 6 – The Home Front   | Unit 7 – Women and the Home Front  | Unit 8 – Women and the military front   |
| <b>Year 10</b> | <p>With attention to <u>communication, critical writing and analysis, managing information, working with others and problem-solving.</u></p> <p><b>Pupils will:</b> study the end of the Great War, specifically – the failure of the German Offensive of 1918; success of the Allied counter-offensive, collapse of German morale.</p>  | <p>With emphasis on <u>watching, thinking, problem-solving and communication.</u></p> <p><b>Pupils will:</b> study in more detail the reactions to the outbreak of war in Britain: the impact of enlistment upon families, total war, the changing role of women in wartime and propaganda; research the life of Edward Thomas or Vera Brittain.</p>  | <p>Focussing on <u>reading, thinking, problem-solving, managing information, writing and communication.</u></p> <p><b>Pupils will:</b> study how women served on the home front during WWI; examine the main changes affecting middle class women by 1928; discuss who was behind the campaign for women to be more involved in the war effort, the numbers involved, types of jobs and wage levels.</p>   | <p>With emphasis on <u>good communication, thinking, problem-solving, reading and discussion.</u></p> <p><b>Pupils will:</b> learn more about the women's services, read The Women's Land Army (WLA) – why was the WLA set up, how keen were women to join, what were the results; utilise the sources provided to reinforce their understanding of women and the military front; examine evidence that women were victims of double standards about female behaviour; discuss whether the First World War was a decisive step towards equality for women.</p>  |



