





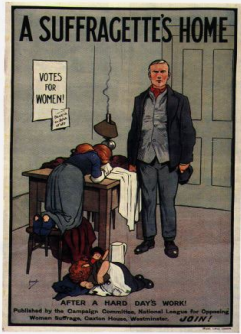

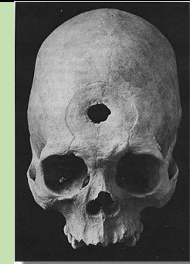








Key Stage 3 History at St. Benedict's Catholic High School

	Term 1 (Autumn)		Term 2 (Spring)	Term 3 (Summer)	
Year 7	<b>What is History</b> 	<b>Muck and Misery in the Middle Ages</b> 	<b>Rulers and Ruled 1066-1500</b> 	<b>Rulers and Ruled 1500-1750</b> 	
Year 8	<b>Muck and Misery 1750-1900</b> 		<b>Slavery and Empire</b> 	<b>20<sup>th</sup> century overview</b> 	<b>World War One</b> 
Year 9	<b>Nazi Germany and the Holocaust</b>		<b>World War Two</b>	<b>The world after 1945</b>	<b>Health and the People: Ancient Medicine</b>



In Year 7, you will learn about...		
Term	Topic title	Brief description
Autumn 1	<b>What is History</b> 	<p>Year 7 students will spend the first half-term assessing the History skills acquired in Primary School and then taking them further. Students will develop their understanding of chronology and all aspects of how we divide time. They will also re-visit the idea of Primary and Secondary sources before applying their source evaluation skills to issues of reliability and utility, as well as making inferences and reaching a valid conclusion based on a thorough analysis of the available evidence.</p>
Autumn 2	<b>Muck and Misery in the Middle Ages</b> 	<p>Students will investigate the lives of ordinary people during the Middle Ages including life as a peasant, whether that be a freeman or a villein. They will also learn about life in a medieval town, developing an appreciation that life was not the same for everybody. The 1348 Black Death is a key event that affected the lives of medieval people and will be examined. A comparison with medieval life in the Middle East will also form part of this unit, again to allow students to develop an appreciation for diversity. Just before Christmas, students will find out about medieval Christmas traditions as well!</p>



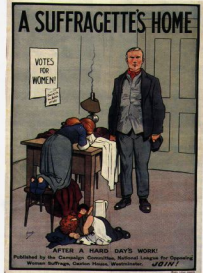


<p><b>Spring 1 &amp; 2</b></p>	<p><b>Rulers and Ruled 1066-1500</b></p> 	<p>Students will investigate the power and control exercised by those people in charge from the 11<sup>th</sup> century criteria for kingship, through an examination of the 1066 Succession Crisis, to how medieval battles were won. The primary focus for this unit is based on how the Normans took control of England after 1066. Students will also investigate the power of the medieval Church when they examine the death of Archbishop Thomas Becket and how power was challenged during the Middle Ages with the signing of the Magna Carta.</p>
<p><b>Summer 1 &amp; 2</b></p>	<p><b>Rulers and Ruled 1500-1750</b></p> 	<p>Students will continue to study the way in which England has been ruled with a different context of the early modern period. Students will examine how the Tudors increased the control of the Crown through the Break with Rome and their varied religious policies, including an analysis of "Bloody Mary". Tudor propaganda is analysed through a study of Elizabethan portraiture. Students will go on to study how the Stuarts were challenged, whether that be with the Gunpowder Plot or through the outbreak of the English Civil War. Students will study how the English king, Charles I, was eventually beheaded by his own subjects.</p>


<p><b>In Year 8, you will learn about...</b></p>		
<p><b>Term</b></p>	<p><b>Topic title</b></p>	<p><b>Brief description</b></p>
<p><b>Autumn 1 &amp; 2</b></p>	<p><b>Muck and Misery 1750-1900</b></p>	<p>Students will begin this unit with an overview of the changes that occurred between 1750 and 1900 in terms of the lives of ordinary people. They will then investigate key changes in more detail such as the urbanisation of the Industrial Revolution, living and working conditions in towns and cities and</p>








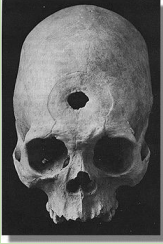
		<p>what life was like for the poorest in society who ended up in the workhouse. Students will also examine the influence of reformers, such as Robert Owen and Titus Salt, who attempted to improve the lives of ordinary people. Students will be able to study the development of Whitehaven and make connections with the national changes that occurred at this time. Just before Christmas, students will investigate the importance of Victorian Christmas traditions to the way we celebrate today!</p>
Spring 1 & 2	<p>Slavery and Empire</p> 	<p>Students will begin this unit by investigating the spread and impact of the British Empire, with an analysis of its legacy today. Students will then go on to study the African Slave Trade, finding out about the trade triangle, life on plantations and how the slaves tried to resist this system. Students will also learn about how abolition was achieved, developing an understanding of the role of different people such as William Wilberforce, Olaudah Equiano and ordinary working-class people.</p>
Summer 1	<p>20<sup>th</sup> century overview</p> 	<p>Students will begin their study of Modern History with an overview of significant people and events from 1900. They will also examine life for people at the start of the 20<sup>th</sup> century, using conditions on the Titanic as a case study. Students will learn about the issue of female suffrage through an investigation into the Suffragists and Suffragettes, before reaching a conclusion about the death of Emily Davison in 1913.</p>
Summer 2	<p>World War One</p>	<p>Students begin their study of World War One through an investigation into Europe in 1914 before delving into the causes of the conflict in greater detail. The reasons for joining up will be examined as well as conditions in the trenches for soldiers fighting at the front. The contribution of</p>



		<p>soldiers from around the world will be recognised as well as the role of women.</p>
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In Year 9, you will learn about...		
Term	Topic title	Brief description
Autumn 1 & 2	<p>Nazi Germany and the Holocaust</p> 	<p>Students begin this topic of a re-cap of World War One before studying the implications of the Treaty of Versailles. The first part of this unit focuses on the factors behind Hitler's rise to power and how he took control of Germany using fear and propaganda. Students will then investigate the Holocaust through personal testimonies, and they will understand the persecution of various social and ethnic groups throughout the 1930s, culminating in the Final Solution where 11 million people were killed. This understanding of genocide and racism is brought close to home when the students learn about the Windermere Children. We interrupt this topic in November to deliver lessons on Remembrance as the students have studied World War One and can contextualise this event.</p>
Spring 1 & 2	<p>World War Two</p> 	<p>Students develop an understanding of Hitler's foreign policy aims at the start of this unit in order to understand his later actions and how such actions, along with other issues such as the weaknesses of the League of Nations, helped to cause World War Two in 1939. The students will investigate an overview of the events of the conflict before delving deeper into issues such as the Dunkirk evacuations and the Battle of Britain, including the</p>



		contributions of people beyond Britain. The students also investigate the Home Front where they look at the impact of the war on women and children. The end of the conflict is examined when the students investigate the atomic bomb.
Summer 1	<p>The world after 1945</p> 	The students spend a few weeks investigating a variety of topics ranging from the establishment of the United Nations, the Civil Rights movement and migration.
Summer 2	<p>Health and the People: Ancient Medicine</p> 	This unit serves two purposes: firstly, KS3 students are required to study a pre-1066 topic and secondly, this unit acts as a bridge for those students who have opted for GCSE History where their first topic is Medicine from 1000AD. In this unit, students will study pre-historic, Egyptian, Greek and Roman medicine in order to investigate the beliefs that people had about disease and how they treated illness. They will also examine anatomical knowledge and surgical practises before finding out about the quality of public health.