



Founded in 1888

Queen Elizabeth's Girls' School

Educating Women of the Future

History Key Stage 3 Curriculum

	Topic/Big Question	Focus
Year 7	What skills do I need as a historian?	In this introductory unit to what is history students will develop key historical skills such as timelines, placing historical events in chronological order, using and evaluating evidence of evidence and beginning to consider key historical concepts such as causation and interpretation.
	Why were the Romans significant?	The topic considers the impact of the Romans and their civilization on both the wider world as well as on Britain. Focus points include the legend of Romulus & Remus, the Roman Army, Roman government, Roman Roads, Roman Britain, Roman Civilisation, the Decline and Legacy of Rome
	How did invaders change Britain before 1066?	The Anglo Saxons and the Vikings are examined in this short unit of work. Their culture and impact on Britain before 1066 is evaluated alongside the extent of change which their invasions brought about to Ancient Britain.
	Why was 1066 such an important year?	In this first unit on the Middle Ages a number of key questions and concepts will be considered such as the nature of England in 1066 and why there were a number of claimants to the throne in 1066. The students will examine who should be King in 1066? The Battle of Hastings will also be examined in full detail with the students reinforcing their understanding of causation by considering the key reasons for William of Normandy's victory.
	How far did the Norman Conquest transform Mediaeval Britain?	In this second unit on the Middle Ages the impact of the Norman Conquest and the establishment of Norman Britain, including the development of the Feudal System and Castles, will be looked at. Other key considerations include the Domesday book as well as a wider consideration of how the Normans firstly took control and then how they maintained control.
	What was life like in the Middle Ages?	In this final unit on the Middle Ages, year 7 students examine the nature of Mediaeval society including the hierarchy of Mediaeval Villages as well as the impact of key events such as the Black Death and the Peasants' Revolt. The importance of the Medieval Church as well as the Murder of Thomas Becket, the Archbishop of Canterbury, on the orders of his former best friend and King Henry II are also looked at.

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Year 8	What was society like in Tudor times?	In the first part of our study of the Making of the UK c1485-1745 unit we look at what life and society was like in Tudor times. This includes an in depth exploration of the lives of Tudor people both rich and poor as well as an analysis of Tudor hierarchy and position of women within Tudor society. Students also undertake a case study on Tudor beggars and treatment of the poor in Tudor times.
	Why did Henry VIII break with Rome?	In the second part of our study of the Making of the UK c1485-1745 unit we consider the impact of the Reformation on Tudor England. Specifically we look at the Reformation's role alongside other factors such as his wish for a male heir and to divorce Catherine of Aragon in Henry VIII's decision to break with Rome. Other aspects of this unit include examining the rules of both Henry VII and Henry VIII including his wives and the dissolution of the monasteries as well as the exact nature of the Reformation in Europe.
	What were the secrets of Elizabeth I's success?	In this next part of our study of the Making of the UK c1485-1745 unit we examine the Tudors who came after Henry VIII; Edward VI, Lady Jane Grey, Mary I and Elizabeth I evaluating their relative successes and failures. We undertake a specific case study on the rule of Elizabeth I evaluating both how she was the most successful of the Tudor monarchs and what the main reasons for her success.
	What led to the English Civil War breaking out in 1642?	In the penultimate part of our study of the Making of the UK c1485-1745 we examine the rule of the Stuarts following the death of Elizabeth I in 1603. There is study of the following areas: the rule of James I, the Gunpowder plot and the rule of Charles I. There is particular focus on the causes of the English Civil War both in the long-term as well as in the shorter term.
	How far was Oliver a hero or villain?	In the final part of our study of the Making of the UK c1485-1745 we examine who won The English Civil War and why as well as the rule of Oliver Cromwell. Interpretations of Cromwell are examined to help students reach a reasoned judgement of the extent to which he was a hero or villain.
	How was slavery abolished?	In the first part of our study of the Black Peoples of the Americas unit students examine slavery and its abolition.
	How far was Civil Rights achieved?	In the final part of our study Black Peoples of the Americas unit students examine the development of the Civil Rights movements from the 1800s to recent times. There is particular focus on key Civil Rights leaders such as Martin Luther King and Malcolm X and an examination of key questions such as how far Civil Rights were attained and the key drivers in achieving improved Civil Rights in the 1950s and 1960s.
	How far did the Industrial Revolution transform Britain?	In our final year 8 unit we examine the Industrial Revolution and how far it led to Britain and British society being transformed. There is particular focus on the experience of child workers in factories during this period.

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Year 9	Would the First World War have happened without the assassination of Franz Ferdinand?	In the first unit of work on World War I we examine in detail the causes weighing up the significance of long-term causes such as militarism and nationalism weighing these up against shorter-term causes. We also consider the trigger cause - the assassination of Franz Ferdinand, evaluating whether the war was inevitable due to longer-term factors and would have broken out regardless of the assassination sooner or later. There is also examination of the different countries' war plans with particular focus on the Schlieffen Plan and its failure and how this led to trench warfare.
	What type of war was World War one?	In this second unit of work on World War I we look more fully at the nature of World War One and its impact. Key features examined include conscription, recruitment, a detailed evaluation of the exact nature of trench warfare, which links to the enrichment opportunity here the trench enquiry which year 9 students will undertake. In this unit of work there is also consideration of the Battle of the Somme and interpretations of the leadership of Field Marshal Haig. We also look at the end of WW1 and why the Kaiser's Germany was ultimately defeated and the extent this could be considered an allied victory or a German defeat. Finally there is consideration of the Treaty of Versailles and its impact both in the short-term and in the longer-term, with links to the future rise of the Nazis.
	What were the significant events of the early 20th Century?	A study of significant events in the early 20th Century is undertaken as well as an evaluation of how we can measure significance in terms of historical events or developments. Key topics include the Russian revolution, Stalinism, Mussolini and Italy and the Great Depression.
	What led to the rise of the Nazis in Germany?	This unit of work develops out of the previous one with clear links to significant events such as the Great Depression and the Treaty of Versailles. A causation study of the Rise of Adolf Hitler is undertaken and followed by other key topics within the Nazi Germany study such as control in Nazi Germany - coercion and consent as well as an examination of life in Nazi Germany. We also look at World War II; its causes and key events.
	Why should we never forget the Holocaust?	A study of the Holocaust is undertaken using materials and resources developed from the Holocaust Education Trust. Topics include defining the Holocaust, pre-war Jewish life, Nazi persecution, ghettos, the Final Solution, Jewish resistance, liberation remembrance and justice after the Holocaust.