

KS3 2016-17	Autumn	Spring	Summer
Year 7	<p><u>the development of Church, state and society in Medieval Britain 1066-1509</u></p> <ol style="list-style-type: none"> <i>What was life like in Medieval Britain?</i> <i>Why was there a struggle for power from 1066-1314? (Should Ms Bruce be English?!)</i> <p>Wars of Independence Crusades Normans</p> <p>Cause and consequence; Cultural, ethnic and religious diversity; Chronology; <u>Using evidence</u> Local: Dudley Castle</p>	<p><u>the development of Church, state and society in Britain 1509-1745</u></p> <p>Tudors and Stuarts</p> <ol style="list-style-type: none"> Explain why religion changed during the Tudor and Stuart period? <p>This has a focus on changing life during this period</p> <p>Change and Continuity; Interpretations; Chronology; <u>Communicating about the past</u> Local: King Charles Walkway & Moseley Hall</p>	<p><u>the development of Church, state and society in Britain 1509-1745</u></p> <p>Glorious Rev to Union 1707 – happy marriage?</p> <ol style="list-style-type: none"> Why was the Union of 1707 significant? <p><u>ideas, political power, industry and empire: Britain, 1745-1901</u></p> <p>French Revolution</p> <ol style="list-style-type: none"> Impact of French Rev lesson on Napoleon <p>Significance Interpretations Communicating the past <u>Using evidence</u></p>
Year 8	<p><u>ideas, political power, industry and empire: Britain, 1745-1901</u></p> <p>Industrial Revolution <i>Explain why towns were so grubby during the Industrial revolution.</i></p> <p>Cause and consequence; Change and continuity Chronology <u>Using evidence</u> Local: Black Country legacy</p>	<p><u>ideas, political power, industry and empire: Britain, 1745-1901</u></p> <p>Slavery + Empire</p> <ol style="list-style-type: none"> How far are black Americans Free At Last? Should Britain be ashamed of the Empire? <p>nterpretation consequence Chronology Cultural, ethnic and religious diversity <u>Historical enquiry</u> Local: Plantation owner from Willenhall and local abolitionists</p>	<p><u>challenges for Britain, Europe and the wider world 1901 to the present day</u></p> <p><i>Why should it be compulsory for all students to learn about WW1?</i> <i>Focus on Russia: Explain the significance of the revolution.</i></p> <p>Significance; Interpretation Cause and consequence; Change and Continuity <u>Communicating about the past</u> Local: Servicemen & Conscientious objectors from Wolverhampton. Plus, any Marxist organisations supporting the revolution.</p>
Year 9	<p><u>challenges for Britain, Europe and the wider world 1901 to the present day</u></p>	<p><u>challenges for Britain, Europe and the wider world 1901 to the present day</u></p>	<p>Summer 1 – Civil Rights in the UK – women’s rights, minority rights and LGBT community.</p>

	<p>WW2</p> <p>Explain the key features of WW2 battles. To what extent did the Blitz Spirit exist?</p> <p>Significance; Interpretation; Change and Continuity; Chronology; Selection of evidence.</p> <p><u>Historical enquiry</u></p> <p>Local: Local records. Did the Nazis come to Wolverhampton?</p>	<p>Cold War</p> <p><i>Focus on Vietnam</i></p> <p><u>Communicating about the past</u></p> <p>Cause and consequence; Changing Society and Politics (swinging 60s)</p> <p><i>How 'Swinging' were the swinging sixties?</i></p> <p>Change and Continuity</p> <p><u>Using evidence</u> (source based)</p> <p>Local: Oral History about the sixties</p>	<p><u>Historical enquiry</u></p> <p><u>the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</u></p>
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