

Topic Sequencing and Rationale

Key Stage 3

	Year	What is taught? Overview of Topics	Why this? Why then?
KS3	7	Britain from the Iron Age to 1066 Medieval England The Crusades Sugar Trade Mughal Empire English Civil War	<p>This is the first unit work for students at Rossett School and because of the variety in the type, quantity and quality of history provision in primary school, it is important to establish a base that builds upon previous knowledge, where knowledge exists.</p> <p>This unit of work focusses on our theme of power, in addition to cause and consequence. Students will study various significant events from medieval history particularly – but not exclusively – those directly linked to the struggle for supremacy between the monarchy and the church.</p> <p>This unit is intentionally placed immediately after the unit on the struggle between the monarchy and the church for supremacy in England. Studying such a unit prior to this one will make it easier to understand why people were compelled to go on a crusade at the behest of the papacy, despite the astronomical cost and deadly risk.</p> <p>Students have studied two units specifically on Britain and one on the Crusades. This unit on the history of sugar, its relationship with the slave trade and also with Britain will draw together various threads. We will also be looking at over 1000 years of history so the language of change and related skills from the first unit will be practised again here.</p> <p>A study of the Mughal emperors is an attempt to alter the ‘white narrative’ that has percolated through much of history education through looking at the British Empire without a study of what came before. In this case, students will learn of a wealthy, advanced nation that was most likely wealthier and more prosperous than Britain – the very nation that came to dominate India. Later students will look at the unlikely story of how a company managed to gain a foothold in and eventually dominate India.</p>

			<p>Having studied units outside of Britain for the previous three units, students return to British – and particularly English – history. In the second unit of Year 7, students studied the relationship between the church and state; this unit on the English Civil War returns to that theme as well as introducing others.</p>
8		<p>First World War</p> <p>Road to 9/11</p> <p>Australia</p> <p>Migration to Britain</p> <p>The Rise of the Nazis, the Battle of Britain, Churchill, and the Home Front.</p>	<p>In this unit, students will look in depth at the causes that led to the outbreak of the First World War, as well as the scale of the war, the contributions of women and the empire and the experience of fighting on the Western Front.</p> <p>In the unit on the road to 9/11, students again consider causation. They will build on their ability to analyse factors and construct an extended essay as they assess the role and impact of Osama bin Laden. Students will be encouraged to make links with the language and history of the Middle East as learned in Year Seven within the Crusades and Sugar Through Time units of work.</p> <p>Within the Australian Unit students will develop their source analysis disciplinary knowledge; in particular they will look at inference, assessing the reliability of sources and cross-referencing the content of sources of evidence with their own knowledge. The so-called discovery of Australia by Captain Cook is first covered, then on to the conditions within Georgian London, the beginning of transportation and the reasons for it ending are all studied in this unit.</p> <p>In the Migration to Britain Through Time unit, students can draw upon various other units as we look at the impact of migrants to Britain from the Roman Empire to the present day. We focus particularly on the reasons for migration to Britain, the experience of migrants to Britain and the reaction of the British population to the migration.</p> <p>In this unit we look in depth at the reasons why Hitler and the Nazi Party were able to take control of a democracy and turn it into a dictatorship. Students will look at the various causes before forming their own ideas about the key reasons and constructing their last extended essay of the year. Thereafter students will look at the onset of the Second World War, including a study of the Battle of Britain and the Home Front to assess if there truly was a 'Blitz Spirit'.</p>

9		<p>Holocaust</p> <p>Liberalisation of British Society</p> <p>Early Modern England</p> <p>The Industrial Revolution</p> <p>The French Revolution and Protest</p>	<p>The Holocaust is the only episode from history that we have a legal and moral obligation to teach, we chose to teach this in Year 9 because it includes topics, themes and lessons that would better suit a more mature student. We have given it the position at the start of the year because we feel it is certainly one of the most important topics that we must teach. It follows on from the unit on the rise of the Nazis and the Second World War from the end of Year 8.</p> <p>A study of the horrors of the Holocaust and the Second World War are crucial to understanding the liberalisation of British Society in the post-war years, so we have included this next. A fundamental period in our nation story that helps us to understand the world we live in today with the decriminalisation of homosexuality, the ending of the death penalty and much more.</p> <p>In the Early Modern unit, we move away from the twentieth century to study the Renaissance, the Reformation in Europe and the Reformation in England itself. During this unit we look at some art history, to try to use subject knowledge to interpret the symbolism within Early Modern portraits. Students must evaluate the factors that weakened the power of the church to identify key factors.</p> <p>In the Industrial Revolution unit students look at the causes of the Industrial Revolution, the consequences of the Industrial Revolution and they study typical living and working conditions. We use this unit of work as an opportunity to put sources of evidence at the centre of our lessons so that students develop confidence in handling primary source material, extracting information from it and assessing the use of individual sources of evidence to historians.</p> <p>Within this unit, we look at the reasons that lay behind the French Revolution and other examples of protest, such as with the Chartists, the Peterloo Massacre, or more modern protests such as the campaign for nuclear disarmament to assess the similarities and differences through time.</p>
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	<p>The Making of a Superpower: USA 1920-1975</p>	<p>Crisis of identity, 1920–1945</p>	<p>We look in this unit at the emergence of the United States as an economic superpower that maintained isolation from Europe and the wider world in foreign policy. We look at the Republican dominance of the 1920s, including the impact of their policies on the US economy. We look at the reasons for the boom in the economy, as well as the long and short-term reasons for the Great Depression.</p> <p>In US society, students will look at the 'Jazz Age', the impact of Prohibition and the role of women in society. There will be a study of African Americans and other minorities, as well as the rise of the KKK. We evaluate the extent to which the United States remained a divided nation.</p> <p>Towards the end of this unit, we look in detail at the 1932 election and the reasons for the Democrat landslide victory. We look at the first Hundred Days of Roosevelt's time in office</p>

		<p>The Superpower, 1945–1975</p>	<p>By 1945 the United States emerged as the pre-eminent superpower in global politics, and we look at how the United States adapted to this role, with particular focus on relations with the Soviet Union as the US abandoned isolationism and the Monroe Doctrine.</p> <p>Politically we look at a period in which both Democrats and Republicans took turns in holding office. We compare policies, actions and the elements of change and continuity from administration to administration.</p> <p>In American society we investigate the spectre of McCarthyism and how this atmosphere at home affected politics at home and abroad. We consider the extent to which the United States had become more united, or if deep divisions still existed. We evaluate the position of women, minorities and in particular the position of African Americans in US society in an era of Civil Rights activism and success.</p>
		<p>Non-Examined Unit (Coursework)</p>	<p>Towards the end of Year 12 until the Christmas holidays in Year 13, students will devise their own lines of enquiry on a topic of their choosing and will construct their non-examined piece of work. This constitutes 20% of their course.</p> <p>Their focus question must be set within a period of roughly 100 years. There must be no overlap with other parts of the course, and we make recommendations of topics to study, but students are free to pursue their own areas of interest. Within their work, students must demonstrate mastery of all the key assessment objective key skills, from constructing an essay, to assessing sources of evidence and interpretations. Unlike the exams, students must research and select their own interpretations and sources that would be appropriate to their question before commencing with their evaluations.</p>