

Year	Topic/Project	Additional information	Getting the most marks	Additional resources
7	See Combined Humanities Overview	See Combined Humanities Overview	See Combined Humanities Overview	See Combined Humanities Overview
8	<p><b><u>Power and Protest:</u></b></p> <p>-How did the Normans take control of England?</p> <p>- Who had power: Church Vs. Monarchy?</p> <p>- Was the Tudor era a Golden age?</p>	<p>Alongside our classroom work pupils will be completing a series of Independent Learning Projects starting with 'Conquering Castles' in Term Two.</p> <p>We will be looking at the lead up to the Battle of Hastings, the four contenders for the throne and the aftermath of the battle. We shall then look at how William the Conqueror used methods such as the Harrying of the North, Castle building and the Doomsday Book to dominate England.</p> <p>The next unit will involve us looking at how England began to change during the Medieval era and the battle between the Monarchy and the Church for the hearts and minds of the people such as Henry II and Thomas Beckett and King John and the Magna Carta.</p> <p>In this unit we try to understand just why it is Henry VIII, Elizabeth I and Mary Queen of Scots are so well known. Events include: Henry's wives, the Spanish Armada, the conversion of England from Catholic to Protestant and the start of the British Empire. Following on from the Tudors, our study turns to the Stuarts and their importance. We look at</p>	<p><b>Demonstrating the Key Concepts of:</b></p> <ul style="list-style-type: none"> <li>-Chronological understanding</li> <li>-Cultural, ethnic and religious diversity</li> <li>-Change and continuity</li> <li>-Cause and consequence</li> <li>-Significance</li> <li>-Interpretation</li> </ul> <p><b>Demonstrating the Key Processes of:</b></p> <ul style="list-style-type: none"> <li>-Historical enquiry</li> <li>-Using evidence</li> <li>-Communicating about the past</li> </ul> <p>If pupils read around the topics covered, use historical language and demonstrate the historical key process and concepts mentioned above they can succeed.</p>	<p><b>Web pages:</b></p> <p><a href="http://www.johndclare.net/">http://www.johndclare.net/</a>  <a href="http://www.spartacus.schoolnet.co.uk/">http://www.spartacus.schoolnet.co.uk/</a>  <a href="http://www.historylearningsite.co.uk/">http://www.historylearningsite.co.uk/</a>  <a href="http://www.historyonthenet.com/">http://www.historyonthenet.com/</a>  <a href="http://www.learnhistory.org.uk/">http://www.learnhistory.org.uk/</a></p> <p><b>Textbooks:</b></p> <p>Textbooks are available to be borrowed and when resources allow will be issued to all pupils.</p>

	<p>- Why was the English Civil War so important?</p> <p>- How did people get the vote and the industrial revolution?</p> <p>- What made a successful leader in the 20<sup>th</sup> Century?</p>	<p>how the Civil War was a long time coming and had a huge and bloody impact on England's destiny. We judge the leaders from that time such as Cromwell and Charles I and develop vital skills in doing so.</p> <p>The Industrial Revolution arguably had one of the greatest impacts of any Historical event on the world. We explore the changes and developments in the quest for democracy whilst also reviewing how Britain changed.</p> <p>We look at the key figures of the Century and begin to judge their impact on the world and the reasoning behind that. A real focus on independent study is put into this module with key Historical skills promoted and developed.</p>		
<p>9</p>	<p><b><u>Conflict and Cooperation</u></b></p> <p>The Black Peoples of the Americas</p> <p>What caused World War One and what was it like in the trenches?</p>	<p>Alongside our classroom work pupils will be completing a series of Independent Learning Projects starting with 'Civil Rights Heroes' in Term Two.</p> <p>We shall explore the diverse black history experience taking in the African society before European involvement, the development of the slave trade, the US Civil War and the development of the Civil Rights movement.</p> <p>Our study then moves onto the causes and consequences of the First World War. We will look at the lives of ordinary soldiers whilst also reviewing the decisions made by those in power.</p>	<p><b>Demonstrating the Key Concepts of:</b></p> <ul style="list-style-type: none"> <li>-Chronological understanding</li> <li>-Cultural, ethnic and religious diversity</li> <li>-Change and continuity</li> <li>-Cause and consequence</li> <li>-Significance</li> <li>-Interpretation</li> </ul> <p><b>Demonstrating the Key Processes of:</b></p> <ul style="list-style-type: none"> <li>-Historical enquiry</li> <li>-Using evidence</li> <li>-Communicating about the</li> </ul>	<p><b>Web pages:</b></p> <p><a href="http://www.johndclare.net/">http://www.johndclare.net/</a>  <a href="http://www.spartacus.schoolnet.co.uk/">http://www.spartacus.schoolnet.co.uk/</a>  <a href="http://www.historylearningsite.co.uk/">http://www.historylearningsite.co.uk/</a>  <a href="http://www.historyonthenet.com/">http://www.historyonthenet.com/</a>  <a href="http://www.learnhistory.org.uk/">http://www.learnhistory.org.uk/</a></p> <p><b>Textbooks:</b></p> <p>Textbooks are available to be borrowed and when resources allow will be issued to all pupils.</p>

	<p>What was life on the Home Front during WW2 like?</p> <p>Why did the Holocaust happen?</p> <p>How do we promote peace?- UN, and League of Nations What is our History?- Lambeth Local History module</p>	<p>We explore what it was like to live in Britain during the war. How people's lives were affected and making use of our excellent resources and artefacts to bring the era to life.</p> <p>The Holocaust stands out as one of the most horrific acts in the History of mankind. We explore the prejudices and ignorance that lay behind it, the stories of people who suffered from it and how it all came about.</p> <p>We conclude our KS3 study by looking both at international history and relations to help us understand the world around us but also at our own local History to see how our area has been shaped by the events we have studied.</p>	<p>past</p> <p>If pupils read around the topics covered, use historical language and demonstrate the historical key process and concepts mentioned above they can succeed.</p>	
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