

History years 7 to 9 overviews

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History Year 7

Year 7: Term 1- Early Migrants

Key content

What can evidence tell us about early migrants to Britain?

Why did the Romans build baths in Bath?

Amesbury Archer

Roman Baths

Source Work

Previously studied

- Roman Invasion
- Stone Age

Future links

Migration unit at KS4

Assessment

- Mini- assessment, mid-term. 1 or 2 paragraph response with judgement.
- Final extended writing. 2 paragraph response with judgement- marking will focus on evidence, explanation and judgement.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Chronology and anachronism within unit

Key vocabulary

Hypothesis, Evidence, Artefact, Source, Enquiry, Inference, Chronology

Literacy skills development

- Mini-assessment an final assessment will focus on extended writing.
- Core vocabulary will be taught in lesson and knowledge organisers will revisit these key words.
- Writing will be supported through oracy and Read Like a Champion and textual analysis throughout the scheme of work.

How this supports students

- Knowledge acquisition in relation to core concepts in next unit- sequenced through the year overview.
- First lessons to support students in the second order conceptual background and the wider knowledge of the period of study.

History Year 7

Year 7: Term 2- Anglo-Saxons and Vikings

Key content

How 'dark' were the Dark Ages?

Anglo-Saxons

Vikings

Interpretations

Previously studied

Amesbury Archer and Romans unit

Future links

Migration unit in GCSE

Assessment

- Mini- assessment, mid-term. 1 or 2 paragraph response with judgement.
- Final extended writing. 2 paragraph response with judgement- marking will focus on evidence, explanation and judgement.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Chronological Confusions and Anachronisms

Key vocabulary

Architecture, Interpretation, Dark Age, Anglo-Saxon, Monastery, Viking, Literature

Literacy skills development

- Mini-assessment an final assessment will focus on extended writing.
- Core vocabulary will be taught in lesson and knowledge organisers will revisit these key words.
- Writing will be supported through oracy and Read Like a Champion and textual analysis throughout the scheme of work.

How this supports students

- Knowledge acquisition in relation to core concepts in next unit- sequenced through the year overview.
- First lessons to support students in the second order conceptual background and the wider knowledge of the period of study.

History Year 7

Year 7: Term 3- Normans

Key content

Was brutality the key to Norman success?
Normans in England, Sicily and Holy Land
The Crusades
Causation

Previously studied

Migrants unit

Future links

Migration Unit at GCSE

Assessment

- Mini- assessment, mid-term. 1 or 2 paragraph response with judgement.
- Final extended writing. 2 paragraph response with judgement- marking will focus on evidence, explanation and judgement.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Chronology and anachronisms

Key vocabulary

Norman, Soldier, Feudal, Peasant, Conquest, Domesday, Culture, Society, Government, Monarch(y)

Literacy skills development

- Mini-assessment an final assessment will focus on extended writing.
- Core vocabulary will be taught in lesson and knowledge organisers will revisit these key words.
- Writing will be supported through oracy and Read Like a Champion and textual analysis throughout the scheme of work.

How this supports students

- Knowledge acquisition in relation to core concepts in next unit- sequenced through the year overview.
- First lessons to support students in the second order conceptual background and the wider knowledge of the period of study.

History Year 7

Year 7: Term 4 - People's Voice

Key content

To what extent had people found their voice by 1381?

Medieval Politics and Society

Significant Women of the Medieval Era

Change and Continuity

Previously studied

- Normans Unit, including Feudal System

Future links

Year 7 Peasants' Revolt Unit

Campaign for Suffrage, Civil Rights and Northern Ireland in Year 9

Assessment

- Mini- assessment, mid-term. 1 or 2 paragraph response with judgement.
- Final extended writing. 2 paragraph response with judgement- marking will focus on evidence, explanation and judgement.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Chronology and Anachronisms

Key vocabulary

Monarchy, Democracy, Kingship, Government, Peasant, Freeman, Villein, Civil Rights, Serfdom

Literacy skills development

- Mini-assessment and final assessment will focus on extended writing.
- Core vocabulary will be taught in lesson and knowledge organisers will revisit these key words.
- Writing will be supported through oracy and Read Like a Champion and textual analysis throughout the scheme of work.

How this supports students

- Knowledge acquisition in relation to core concepts in next unit- sequenced through the year overview.
- First lessons to support students in the second order conceptual background and the wider knowledge of the period of study.

History Year 7

Year 7: Term 5 - Peasants' Revolt

Key content

What were the consequences of the Peasants' Revolt?

Peasants Revolt

Consequence

Previously studied

People's voice

Future links

Women's Suffrage, Civil Rights and Northern Ireland in Year 9

Assessment

- Mini- assessment, mid-term. 1 or 2 paragraph response with judgement.
- Final extended writing. 2 paragraph response with judgement- marking will focus on evidence, explanation and judgement.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Chronology and Anachronisms

Key vocabulary

Monarchy, Democracy, Kingship, Government, Peasant, Freeman, Villein, Civil Rights, Serfdom

Literacy skills development

- Mini-assessment an final assessment will focus on extended writing.
- Core vocabulary will be taught in lesson and knowledge organisers will revisit these key words.
- Writing will be supported through oracy and Read Like a Champion and textual analysis throughout the scheme of work.

How this supports students

- Knowledge acquisition in relation to core concepts in next unit- sequenced through the year overview.
- First lessons to support students in the second order conceptual background and the wider knowledge of the period of study.

History Year 7

Year 7: Term 6 - Medicine Through Time

Key content

How did medicine change in the years c.1350 to present/

Medicine History

Change and Continuity

Research skills

Previously studied.

Aspects of Medieval History

Future links

Stand-alone unit with focus on research skills, which will be developed in Y8 Empire unit

Assessment

- Mini- assessment, mid-term. 1 or 2 paragraph response with judgement.
- Final extended writing. 2 paragraph response with judgement- marking will focus on evidence, explanation and judgement.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Chronological benchmarking key and possible time era anachronisms

Key vocabulary

Vaccine, Disease, Plague, Black Death, Bacteria, Smallpox, Humour, Miasma

Literacy skills development

- Mini-assessment an final assessment will focus on extended writing.
- Core vocabulary will be taught in lesson and knowledge organisers will revisit these key words.
- Writing will be supported through oracy and Read Like a Champion and textual analysis throughout the scheme of work.

How this supports students

- Knowledge acquisition in relation to core concepts in next unit- sequenced through the year overview.
- First lessons to support students in the second order conceptual background and the wider knowledge of the period of study.

History Year 8

Year 8: Term 1 - Superpower Spain

Key content

Why was Spain a C15th Superpower...when Tudor England wasn't?

Spanish Reconquista

Conquest of the Americas and the Columbian Exchange

Tudor England wider context

Causation

Previously studied

Medieval England and aspects of 1400 life and government

Future links

Tudor unit in Term 2 and GCSE Henry VIII unit

Assessment

- Mini- assessment, mid-term. 1 or 2 paragraph response with judgement.
- Final extended writing. 2 paragraph response with judgement- marking will focus on evidence, explanation and judgement.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Chronological misconceptions and anachronism to be addressed during specific lessons.

Key vocabulary

Reconquista, Columbian Exchange, Conquistador, Inquisition, Pope, Catholic(ism)

Literacy skills development

- Mini-assessment an final assessment will focus on extended writing.
- Core vocabulary will be taught in lesson and knowledge organisers will revisit these key words.
- Writing will be supported through oracy and Read Like a Champion and textual analysis throughout the scheme of work.

How this supports students

- Knowledge acquisition in relation to core concepts in next unit- sequenced through the year overview.
- First lessons to support students in the second order conceptual background and the wider knowledge of the period of study.

History Year 8

Year 8: Term 2 - Tudor Transformation

Key content

To what extent was England transformed by the Tudors?

Catholic and Protestant Reformation

Reign of the Tudors

Tudor Society

Tudor Government

Change and Continuity

Previously studied

Context of England under the Tudors from previous unit

Future links

Year 8 Term 3 on the changes to government under the Stuarts

Henry VIII unit at GCSE

Assessment

- Mini- assessment, mid-term. 1 or 2 paragraph response with judgement.
- Final extended writing. 2 paragraph response with judgement- marking will focus on evidence, explanation and judgement.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Chronological misconceptions and anachronism to be addressed during specific lessons.

Church language concepts between Catholic and Protestant

Key vocabulary

Catholic(ism), Protestant(ism), Reformation, Transubstantiation, Mass, Saint, Renaissance, Society, Government, Grammar, Literature, Culture, Dynasty

Literacy skills development

- Mini-assessment an final assessment will focus on extended writing.
- Core vocabulary will be taught in lesson and knowledge organisers will revisit these key words.
- Writing will be supported through oracy and Read Like a Champion and textual analysis throughout the scheme of work.

How this supports students

- Knowledge acquisition in relation to core concepts in next unit- sequenced through the year overview.
- First lessons to support students in the second order conceptual background and the wider knowledge of the period of study.

History Year 8

Year 8: Term 3 - King, Parliament and Protector

Key content

How did Cromwell's failure save the monarchy?
The English Civil War
The Republic of Oliver Cromwell
The Restoration
Constitutional Monarchy
Interpretations

Previously studied

Medieval Concepts of Government and Kingship in Year 7 and Unit 2 previous

Future links

American and French Revolutions

Assessment

- Mini- assessment, mid-term. 1 or 2 paragraph response with judgement.
- Final extended writing. 2 paragraph response with judgement- marking will focus on evidence, explanation and judgement.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Chronological misconceptions and anachronism to be addressed during specific lessons.

Key vocabulary

Parliament, Restoration, Republic, Protector, Revolution, Civil War, Cavalier, Roundhead, Protestant, Catholic, Puritan

Literacy skills development

- Mini-assessment and final assessment will focus on extended writing.
- Core vocabulary will be taught in lesson and knowledge organisers will revisit these key words.
- Writing will be supported through oracy and Read Like a Champion and textual analysis throughout the scheme of work.

How this supports students

- Knowledge acquisition in relation to core concepts in next unit- sequenced through the year overview.
- First lessons to support students in the second order conceptual background and the wider knowledge of the period of study.

History Year 8

Year 8: Term 4 – The Impact of the Slave Trade

Key content

What impact did the slave trade have on three Atlantic towns?

The nature of slavery

The impact of slavery on Bath/ Bristol, Oguua, Bridgetown

Sources and Evidence

Previously studied

Tudors and Cromwell- start of Empire

Future links

British Empire Unit in Term 6

Assessment

- Mini- assessment, mid-term. 1 or 2 paragraph response with judgement.
- Final extended writing. 2 paragraph response with judgement- marking will focus on evidence, explanation and judgement.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Chronological misconceptions and anachronism to be addressed during specific lessons.

Key vocabulary

Slavery, Trans-Atlantic, Plantation, Emancipation, Commerce

Literacy skills development

- Mini-assessment an final assessment will focus on extended writing.
- Core vocabulary will be taught in lesson and knowledge organisers will revisit these key words.
- Writing will be supported through oracy and Read Like a Champion and textual analysis throughout the scheme of work.

How this supports students

- Knowledge acquisition in relation to core concepts in next unit- sequenced through the year overview.
- First lessons to support students in the second order conceptual background and the wider knowledge of the period of study.

History Year 8

Year 8: Term 5 - American and French Revolutions

Key content

Why were there revolutions in the C18th?

American Revolution

French Revolution

The ideas of the Enlightenment

Causation

Previously studied

Revolution in England/ The Civil War

Future links

Emancipation of Women in Britain in Y9

British Empire Unit Next Term

Assessment

- Mini- assessment, mid-term. 1 or 2 paragraph response with judgement.
- Final extended writing. 2 paragraph response with judgement- marking will focus on evidence, explanation and judgement.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Chronological misconceptions and anachronism to be addressed during specific lessons.

Key vocabulary

Revolution, Colonies, Colonist, Enlightenment, Three Estates, Monarchy, Parliament, Dictator, Megalomaniacal

Literacy skills development

- Mini-assessment an final assessment will focus on extended writing.
- Core vocabulary will be taught in lesson and knowledge organisers will revisit these key words.
- Writing will be supported through oracy and Read Like a Champion and textual analysis throughout the scheme of work.

How this supports students

- Knowledge acquisition in relation to core concepts in next unit- sequenced through the year overview.
- First lessons to support students in the second order conceptual background and the wider knowledge of the period of study.

History Year 8

Year 8: Term 6 - The British Empire

Key content

“An inglorious Empire.” Is this an accurate view of the British Empire?
The British Empire- aspects of, from various perspectives and locations
Interpretations

Previously studied

Slavery unit

Future links

World War One, Migration Unit at GCSE

Assessment

- Mini- assessment, mid-term. 1 or 2 paragraph response with judgement.
- Final extended writing. 2 paragraph response with judgement- marking will focus on evidence, explanation and judgement.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Chronological misconceptions and anachronism to be addressed during specific lessons.

Key vocabulary

Empire, Colony, Colonies, Government, Imperial, Democracy, Parliament, Commerce

Literacy skills development

- Mini-assessment an final assessment will focus on extended writing.
- Core vocabulary will be taught in lesson and knowledge organisers will revisit these key words.
- Writing will be supported through oracy and Read Like a Champion and textual analysis throughout the scheme of work.

How this supports students

- Knowledge acquisition in relation to core concepts in next unit- sequenced through the year overview.
- First lessons to support students in the second order conceptual background and the wider knowledge of the period of study.

History Year 9

Year 9: Term 1 - Votes for Women

Key content

How successful was militancy in aiding women's rights?

The suffragette and suffragist campaigns

Impact of the war

Impact of hunger strikes

Sources and Evidence

Previously studied

American and French Revolutions

Political Revolution in England in the 1600s

Future links

American Civil Rights Movement

Assessment

- Mini- assessment, mid-term. 1 or 2 paragraph response with judgement.
- Final extended writing. 2 paragraph response with judgement- marking will focus on evidence, explanation and judgement.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Chronological misconceptions and anachronism to be addressed during specific lessons.

Key vocabulary

Suffrage, Franchise, Militant, Democracy, Suffragist, Suffragette

Literacy skills development

- Mini-assessment an final assessment will focus on extended writing.
- Core vocabulary will be taught in lesson and knowledge organisers will revisit these key words.
- Writing will be supported through oracy and Read Like a Champion and textual analysis throughout the scheme of work.

How this supports students

- Knowledge acquisition in relation to core concepts in next unit- sequenced through the year overview.
- First lessons to support students in the second order conceptual background and the wider knowledge of the period of study.

History

Year 9: Term 2 - First World War

Key content

Why did the First World War start in the summer of 1914?

How have interpretations of Haig been hijacked?

First World War, reasons for its outbreak

The nature of the fighting on the Western Front

The Battle of the Somme

The actions and role of Sir Douglas Haig

Interpretations

Previously studied

Aspect of impact of WW1 with Votes for Women

British Empire in Y8

Future links

Russian Revolution

Assessment

- Mini- assessment, mid-term. 1 or 2 paragraph response with judgement.
- Final extended writing. 2 paragraph response with judgement- marking will focus on evidence, explanation and judgement.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Chronological misconceptions and anachronism to be addressed during specific lessons.

Key vocabulary

Empire, Imperialism, Nationalism, Assassination, Alliance, Triple Entente, Tripe Alliance, Colonialism, Stalemate, Attrition

Literacy skills development

- Mini-assessment an final assessment will focus on extended writing.
- Core vocabulary will be taught in lesson and knowledge organisers will revisit these key words.
- Writing will be supported through oracy and Read Like a Champion and textual analysis throughout the scheme of work.

How this supports students

- Knowledge acquisition in relation to core concepts in next unit- sequenced through the year overview.
- First lessons to support students in the second order conceptual background and the wider knowledge of the period of study.

History

Year 9: Term 3 - The Russian Revolution

Key content

How was Marx's idea of Communism ever achieved in Russia?

The rule of the Tsar

The Revolutions of February and October 1917

Lenin in Government

Stalin in Government

Change and Continuity

Previously studied

The First World War

American and French Revolutions

Ideas of Kingship

Future links

The Second World War

Cold War Unit at GCSE

Assessment

- Mini- assessment, mid-term. 1 or 2 paragraph response with judgement.
- Final extended writing. 2 paragraph response with judgement- marking will focus on evidence, explanation and judgement.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Chronological misconceptions and anachronism to be addressed during specific lessons.

Key vocabulary

Autocracy, Tsar, Duma, Revolution, Communism, Worker, Peasant, Middle Class, Bolshevik, Civil War, Collective, Secret Police

Literacy skills development

- Mini-assessment an final assessment will focus on extended writing.
- Core vocabulary will be taught in lesson and knowledge organisers will revisit these key words.
- Writing will be supported through oracy and Read Like a Champion and textual analysis throughout the scheme of work.

How this supports students

- Knowledge acquisition in relation to core concepts in next unit- sequenced through the year overview.
- First lessons to support students in the second order conceptual background and the wider knowledge of the period of study.

History

Year 9: Term 4 - The American Civil Rights Movement

Key content

Why was there progress in the Civil Rights Movement?
Situation in America under Segregation
The campaigns to challenge segregation
The Civil Rights Progress

Previously studied

Slavery
American Revolution
Votes for Women

Future links

Northern Ireland unit

Assessment

- Mini- assessment, mid-term. 1 or 2 paragraph response with judgement.
- Final extended writing. 2 paragraph response with judgement- marking will focus on evidence, explanation and judgement.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Chronological misconceptions and anachronism to be addressed during specific lessons.

Key vocabulary

Segregation, Disenfranchisement, Franchise, Militant

Literacy skills development

- Mini-assessment an final assessment will focus on extended writing.
- Core vocabulary will be taught in lesson and knowledge organisers will revisit these key words.
- Writing will be supported through oracy and Read Like a Champion and textual analysis throughout the scheme of work.

How this supports students

- Knowledge acquisition in relation to core concepts in next unit- sequenced through the year overview.
- First lessons to support students in the second order conceptual background and the wider knowledge of the period of study.

History

Year 9: Term 5 - The Troubles in Northern Ireland

Key content

What can sources reveal about the Troubles in Northern Ireland?

The history of The Troubles

The 1960s Civil Rights Movement

Bloody Sunday

The Good Friday Agreement

Sources and Evidence

Previously studied

The British Empire

Cromwell

Votes for Women

American Civil Rights

The Tudor Reformation

Future links

Migration Course at GCSE

Assessment

- Mini- assessment, mid-term. 1 or 2 paragraph response with judgement.
- Final extended writing. 2 paragraph response with judgement- marking will focus on evidence, explanation and judgement.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Chronological misconceptions and anachronism to be addressed during specific lessons.

Key vocabulary

Segregation, Catholic, Protestant, Pope, Nationalist, Republican, Democratic, Militant, Civil Rights, Gerrymandering

Literacy skills development

- Mini-assessment an final assessment will focus on extended writing.
- Core vocabulary will be taught in lesson and knowledge organisers will revisit these key words.
- Writing will be supported through oracy and Read Like a Champion and textual analysis throughout the scheme of work.

How this supports students

- Knowledge acquisition in relation to core concepts in next unit- sequenced through the year overview.
- First lessons to support students in the second order conceptual background and the wider knowledge of the period of study.

History

Year 9: Term 6 - The Second World War and the Holocaust

Key content

Was every Jew a victim and every victim a Jew?
The events of the Second World War
The nature of Nazi anti-Semitism
The Holocaust
Twentieth Century Genocides
Consequence

Previously studied

Civil Rights units

Future links

Migration Unit at GCSE
Independent research skills

Assessment

- Mini- assessment, mid-term. 1 or 2 paragraph response with judgement.
- Final extended writing. 2 paragraph response with judgement- marking will focus on evidence, explanation and judgement.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Chronological misconceptions and anachronism to be addressed during specific lessons.

Key vocabulary

Genocide, Holocaust, Persecution, Discrimination, Prejudice, Anti-Semitism, Propaganda

Literacy skills development

- Mini-assessment an final assessment will focus on extended writing.
- Core vocabulary will be taught in lesson and knowledge organisers will revisit these key words.
- Writing will be supported through oracy and Read Like a Champion and textual analysis throughout the scheme of work.

How this supports students

- Knowledge acquisition in relation to core concepts in next unit- sequenced through the year overview.
- First lessons to support students in the second order conceptual background and the wider knowledge of the period of study.