

Introduction

Key Stage 3 History is a hybrid curriculum. The knowledge taught in this subject, is drawn from various curriculums, and topics are selected to provide learners with an understanding of Global & Asian History. The skills taught in this subject, are drawn from the British National Curriculum, which mirror the skills required for learners who continue the subject at IGCSE Level.

Grading Breakdown	
Classwork	15%
Assessment	50%
Participation	5%
Project work	15%
Homework	5%

Year 7

Term 1	Topic: History Skills	Scope: Students are introduced to the key skills of identifying types of sources, analysing sources, inference, certainty, importance, chronology, bias, and anachronisms. This learning is applied through a historical investigation into the 'Mystery of the Skeletons'.
	Topic: Islamic Empires	Scope: The enquiry question for this topic is 'What were the greatest achievements in the Golden Age of the Islamic Empires?' Students will practice using the skill of discussing significance when studying Islamic contributions in the areas of Trade & Travel, Conflict, Medicine, Maths, Art & Architecture. This topic is supported by an educational visit to the Islamic Arts Museum in Kuala Lumpur.
Term 2	Topic: The Tollund Man	Scope: The enquiry question for this topic is 'How certain can we be about the Tollund Man?' Students will complete a historical investigation into the Tollund Man, and during this topic they will be able to consolidate & apply the skills of selecting, applying, & analysing evidence, making inferences, and discussing certainty.
Term 3	Topic: Disease	Scope: Students will examine the case study of the causes & impact of the Black Death pandemic, and cross-compare similarities & differences with the Covid-19 pandemic. In addition to this, students will finish the year completing a thematic study, which examines how and why sanitation in Britain changed over six different time periods.

How students are assessed

Students are assessed in many ways during their study of History at Key Stage 3. These include knowledge retrieval, historical investigations into enquiry questions, assessing significance & importance, display work, questions & essays modelled on IGCSE criteria, source analysis, digital content creation, individual projects, and group presentations. These are marked & graded according to the British National Curriculum levels.

Year 8

Term 1	Topic: Sugar, Slavery, & Empire	Scope: Students will complete a thematic study which will examine how the sugar trade changed, and the impact this had, across six different historical periods. Students complete source analysis in each lesson, to develop their understanding of the different historical periods.
	Topic: The British Empire in India & Malaya	Scope: Students will gain an overview of Malayan history from the Srivjayan period up to the colonial periods. They will then conduct two case studies: The impact of British Colonialism in India, critically evaluating the role of the East India Company, the British Raj, and the role of Gandhi; and the impact of British Colonialism in Malaya, critically evaluating the political, economic, religious, military, and social impact during this period.
Term 2	Topic: The Industrial Revolution	Scope: Students will examine the changes & impact of the Industrial Revolution in the areas of: Agriculture, Manufacturing, Transport, and Housing. They will then apply the skill of discussing significance when carrying out an enquiry into 'What was the greatest invention during the Industrial Revolution?'
Term 3	Topic: 20th Century China	Scope: Students will examine ten historical aspects of contemporary Chinese history ranging from 1911-1989, leading to students answering the question: 'Who was more critical to the formation of modern China: Mao Zedong or Deng Xiaoping?'

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Year 9

Term 1	Topic: The Causes of World War One	Scope: Students will examine the five main causes of World War One, and they will learn & practice the skills of: causation, importance, using a line of reasoning, and concluding effectively, when answering the key question: 'What was the most important cause of World War One?'
	Topic: The Breakdown of International Peace - IGCSE Taster Topic	Scope: Students will examine the growth of dictatorships in Germany, Russia, Italy, and Japan; and contrast them with the responses by the UK and League of Nations, to understand why international peace had collapsed by 1939. This topic will conclude with a source analysis investigation as to whether the evacuation of Dunkirk can be seen as a victory or a disaster.
Term 2	Topic: The impact of World War Two on Malaya & the formation of Malaysia.	Scope: Students will examine the fall of Singapore, life during the Japanese occupation during World War two in Malaya, the subsequent Malayan Emergency in the context of the Cold War, followed by the formation of Malaysia during Merdeka. Students will be able to write a narrative account of Malayan / Malaysian History from 1939-1961.
Term 3	Topic: Genocide	Scope: Students will examine case studies of the genocides in Nanjing, and in Germany during the Holocaust. They will then explore contemporary genocides in Rwanda, Bosnia, Sudan, and Syria, and formulate an evidence-based judgment on how effective the United Nations has been in preventing & intervening in them.

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