

## Compass School Southwark KS3 Plan – History

|        | Year 7  | Year 8   | Year 9  |
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| Term 1 | <p><b>Enquiry Question: Why do filmmakers and historians say different things?</b></p> <p>In this unit students will be learning some basic concepts of history and will apply them through an enquiry based on Alexander the Great. Students will be examining what are historical interpretations and why do they exist in the first place. This unit is linked to the Compass value of Aspiration.</p> | <p><b>Enquiry Question: How 'dark' was the African continent before the 19<sup>th</sup> century?</b></p> <p>In this unit students will be learning about Medieval African Kingdoms and Empires. Our learners will be engaging with primary sources to determine how advanced those civilisations were and how they were viewed by Europeans in the Middle Ages.</p> <p><b>Enquiry Question: How did the Industrial Revolution change the world?</b></p> <p>In this unit students will be learning about the changes brought about in Britain by the Revolution and how it affected society. Students will also be examining how it links to British Imperialism.</p> | <p><b>Enquiry Question: How 'dark' was the story of Africa before 1900?</b></p> <p>In this unit students will be learning about the European views of Africa in the late 19<sup>th</sup> and 20<sup>th</sup> century and why these historical interpretations came to exist. Students also will explore how interpretations are shaped by their historical context.</p> <p><b>Enquiry Question: How could there be so much learning at the end of the earth?</b></p> <p>The history of Timbuktu in West Africa. The focus is on how rich the history and civilization of an African city could be, despite its label as 'mysterious and dangerous' by the West. The spread and influence of Islam in Africa is a major feature of this enquiry.</p> |
| Term 2 | <p><b>Enquiry Question: What did the Romans ever do for us?</b></p> <p>In this unit students will be learning about the Roman Empire and how it changed Britain. Additionally, students will be examining whether the Roman Empire was beneficial or not for the peoples within its borders, as well as the concept of Imperialism itself. This unit is linked to the Compass value of Exploration.</p>   | <p><b>Enquiry Question: Why was the Reformation political and religious?</b></p> <p>In this unit students will be studying the English Reformation and the Tudors up until Queen Elizabeth I. They will determine whether the Reformation was a matter of politics or religion.</p> <p><b>Enquiry Question: How did Queen Elizabeth achieve a Golden Age?</b></p> <p>In this unit students will be learning about the Elizabethan era and why it was so successful as well as the role of the Spanish Armada in the Queen's reputation.</p>  | <p><b>Enquiry Question: How did the Wars of the Roses change English politics?</b></p> <p>In this unit students will be learning about the Wars of the Roses and dynastic policies that shaped the history of Britain. This unit is useful for the new GCSE curriculum.</p> <p><b>Enquiry Question: How did the Reformation in Europe change the religion and culture of Britain?</b></p> <p>In this unit students will be conducting a more in depth analysis of the Reformation in a wider European context. This unit also ties in to the new GCSE curriculum.</p>   |

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| <p><b>Term 3</b></p> | <p><b>Enquiry Question: Why did Willame the Bastard become William the Conqueror?</b></p> <p>In this unit students will be learning why William won the Battle of Hastings (causation) and how he was able to control and subdue England, therefore earning the title 'Conqueror'. This unit is linked to the Compass value of Aspiration.</p>   | <p><b>Enquiry Question: Why did Charlie and Ollie have beef?</b></p> <p>In this unit students will be learning about the causes of the Civil War and how it divided the British people.</p> <p><b>Enquiry Question: Why did it take two centuries to have Cromwell's statue at Parliament?</b></p> <p>In this unit students will be using their knowledge of the Civil war to study various historical interpretations of Oliver Cromwell and how the world around us shapes the way we view history.</p>  | <p><b>Enquiry Question: Why has Robert F. Williams ben forgotten?</b></p> <p>The history of the African-American Civil Rights Movement. Rather than pursue the history of this vital part of twentieth century American history through the traditional narrative of 'Martin Luther King and Malcolm X' Justice to History chose to enquire into the story of one neglected figure. It is an enquiry about historical interpretations as well as about the socio-political history of the postwar American South.</p> <p><b>Enquiry Question: Why did Britain have to pass a Race Relations Act in 1965?</b></p> <p>The Race Relations Act of 1965 and the story of post-war immigration from the Caribbean to Britain. There is a focus on the development of overt racism in Britain through the 1950s and the response of local activists and government to these issues, including the Bristol Bus Boycott and the Smethwick election of 1964.</p> |
| <p><b>Term 4</b></p> | <p><b>Enquiry Question: How did rats break Europe apart?</b></p> <p>In this unit students will be learning about the Black Death. They will be analysing sources to determine what caused the Black Death in the first place and what effects this had on society all around Europe. This unit is linked to the Compass value of Resilience.</p> | <p><b>Enquiry Question: How far was the British Empire 'a force for good'?</b></p> <p>In this enquiry students will be learning about the reasons the British Empire expanded and how it affected the peoples it governed.</p> <p><b>Enquiry Question: Why did the Somalis finally decide to unpack their suitcases in Britain?</b></p> <p>The history of people from Somalia in Britain, from their earliest arrival in the late 19th century to the present day. The enquiry explores key concepts of migration: assimilation and autonomy. The lessons draw on stories from the lives of Somalis who came to live in Cardiff in South Wales at different times.</p> | <p><b>Enquiry Question: Why do they speak Spanish in South America?</b></p> <p>The wider concept of this term is the 'long history' of the USA and focuses initially at the early Colonisation of America by the Spanish.</p> <p><b>Enquiry Question: What is the American Way?</b></p> <p>This enquiry looks at three core ideas in 'big pictures' of American history: liberty, progress and unity. Ideas of 'rugged individualism' and 'manifest destiny' are explored. The three key characters who form the shape of the enquiry are John Adams, Samuel Colt and Abraham Lincoln.</p>   |

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| <p><b>Term 5</b></p> | <p><b>Enquiry Question: How did one man steal the 'Crown's Jewel'?</b><br/>         In this unit students will be learning about Ghandi and how he was able to achieve independence from the British. Through this enquiry students will be exploring the concept of protest and civil rights. This unit is linked to the Compass value of Integrity</p> | <p><b>Enquiry Question: How did one bullet lead to millions of deaths?</b><br/>         An enquiry into the main causes of the Great war and why it was that everyone got drawn into a war that no one wanted to fight.<br/> <b>Enquiry Question: Compass Mythbusters; How can history change?</b><br/>         An enquiry into certain myths of the Great War such as the 'War Enthusiasm' and 'Lions Led by Donkeys'</p> | <p><b>Enquiry Question: How did we go from Peace to War?</b><br/>         In this unit the students will be learning about the interwar years and how the way WWI ended led to another World War.<br/> <b>Enquiry Question: How did Hitler rise to power?</b><br/>         In this enquiry students will be learning about how Hitler established his power and that why small factors have a big impact on in history</p>   |
| <p><b>Term 6</b></p> | <p><b>Enquiry Question: Where is the history?</b><br/>         In this unit students will be learning about the local history of Bermondsey and how history is all around us and affects our everyday lives. This unit is linked to the Compass value of Exploration</p>   | <p><b>Enquiry Question: How has warfare developed?</b><br/>         An extended enquiry into the changing nature of warfare from Ancient to modern History.</p>  | <p><b>Enquiry Question: How did the Allies win?</b><br/>         An enquiry into landmark victories of the Allies and what were the real causes of Hitler's defeat.<br/> <b>Enquiry Question: How should we remember the Holocaust?</b><br/>         An enquiry into this controversial topic that breaks stereotypes and by using primary evidence students will examine various unexplored aspects of the topic and appreciate the complexity and depth of one of the most significant events in History</p> |