**KS3 Curriculum 2024-2025: History**

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|  | **Year 7** | **Year 8** | **Year 9** |
|  | Knowledge and skills | Enrichment | Knowledge and skills | Enrichment | Knowledge and skills | Enrichment |
| Cycle 1 | **Migration through Time***How has migration shaped England today?** Roman England
* Jewish migration
* The impact of empire
* The impact of war

Including a local study of Cheltenham 1000-2000CE | Local History Project: voices of our communityCareers:Archaeologist, Museum Curator | **The Industrial Revolution***Did the Industrial Revolution change the world for the better?** The Agricultural Revolution
* Technological advancements
* Living and working conditions
* Attitudes to poverty
* The development of democracy
 | Extra challenge: using the archivesCareers:Law, Social Work | **World War One***How and why should World War One be remembered?** Causes of the war
* Recruitment and propaganda
* Trench warfare
* The Home Front
* Armistice
 | Poetry competitionBattlefields TripCareers:Military, Editing, Politics |
| **Assessment focus: change and continuity, narrative writing** | **Assessment Focus: evaluating interpretations, analysing consequences** | **Assessment Focus: change and continuity, analysing consequences** |
| Cycle 2 | **Medieval England***Who had power in Medieval England: the church or the state?** Thomas Beckett
* The Crusades
* The Magna Carta
* The Black Death
* The Peasants’ Revolt
 | Competition: Black Death Diorama Careers:Police Force | **The British Empire***How has the British Empire shaped the world we live in today?** How Britain built an empire
* The impact of the British Empire
* Resistance and revolt: the Indian Rebellion and the Mau Mau Uprising
* The decline of empire

Taught using case studies including India, Kenya, Australia and Ireland | Virtual tour of the British MuseumDebate: Repatriation of artefacts in the British MuseumCareers:Diplomacy | **Nazi Germany and the Holocaust***How do tyrants achieve and hold onto power?** The rise of Hitler
* Life in Nazi Germany
* World War Two
* The Holocaust
 | Interview with Ziggi Schipper, a Holocaust SurvivorHolocaust Remembrance Day AssemblyCareers: Military, Law |
| **Assessment Focus: analysing consequences, source analysis** | **Assessment Focus: change and continuity, narrative writing** | **Assessment Focus: source analysis, narrative writing** |
| Cycle 3 | **Early Modern England***How did the power of the church and the state change?** The Reformation
* The Religious Rollercoaster
* Elizabethan England
* The English Civil War
 | Trip: Tintern Abbey – cross-curricular with GeographyCareers:Historian, Politics | **The Transatlantic Slave Trade***What is the legacy of the Transatlantic Slave Trade in the modern world?** The Triangular Trade
* The Middle Passage
* Conditions for enslaved peoples
* Resistance and Rebellion
* Abolition
* The legacy of slavery
 | Trip to MShed museum in BristolCareers:Law, Civil Service, Politics  | **Changing 20th Century Society***What are the drivers for change?** Why did women get the vote?
* Why was the 1960s a more ‘permissive society’?
* How did workers achieve greater rights?
 | Debate: were the Suffragettes terrorists or freedom fighters?Careers:Charity, Politics, Law |
| **Assessment Focus: evaluating interpretations, analysing causation** | **Assessment Focus: source analysis, causation** | **Assessment Focus: interpretations, analysing causation** |