**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 community  Careers:  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 archives  Careers:  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 competition  Battlefields Trip  Careers:  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 Museum  Debate: Repatriation of artefacts in the British Museum  Careers:  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 Survivor  Holocaust Remembrance Day Assembly  Careers: 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 Geography  Careers:  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 Bristol  Careers:  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** | |