

### Ks3 Curriculum 2023-2024: History

	Year 7		Year 8		Year 9	
	Knowledge and skills	Enrichment	Knowledge and skills	Enrichment	Knowledge and skills	Enrichment
Cycle 1	<b>Migration through Time</b> <i>How has migration shaped England today?</i> <ul style="list-style-type: none"> <li>Roman England</li> <li>Jewish migration</li> <li>The impact of empire</li> <li>The impact of war</li> </ul> Including a local study of Cheltenham 1000-2000CE	Local History Project: voices of our community  Careers: Archaeologist, Museum Curator	<b>The Industrial Revolution</b> <i>Did the Industrial Revolution change the world for the better?</i> <ul style="list-style-type: none"> <li>The Agricultural Revolution</li> <li>Technological advancements</li> <li>Living and working conditions</li> <li>Attitudes to poverty</li> <li>The development of democracy</li> </ul>	Extra challenge: using the archives  Careers: Law, Social Work	<b>World War One</b> <i>How and why should World War One be remembered?</i> <ul style="list-style-type: none"> <li>Causes of the war</li> <li>Recruitment and propaganda</li> <li>Trench warfare</li> <li>The Home Front</li> <li>Armistice</li> </ul>	Poetry competition  Battlefields Trip  Careers: Military, Editing, Politics
	<b>Assessment focus: change and continuity, narrative writing</b>		<b>Assessment Focus: evaluating interpretations, analysing consequences</b>		<b>Assessment Focus: change and continuity, analysing consequences</b>	
Cycle 2	<b>Medieval England</b> <i>Who had power in Medieval England: the church or the state?</i> <ul style="list-style-type: none"> <li>Thomas Beckett</li> <li>The Crusades</li> <li>The Magna Carta</li> <li>The Black Death</li> <li>The Peasants' Revolt</li> </ul>	Competition: Black Death Diorama  Careers: Police Force	<b>The British Empire</b> <i>How has the British Empire shaped the world we live in today?</i> <ul style="list-style-type: none"> <li>How Britain built an empire</li> <li>The impact of the British Empire</li> <li>Resistance and revolt: the Indian Rebellion and the Mau Mau Uprising</li> <li>The decline of empire</li> </ul> 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	<b>Nazi Germany and the Holocaust</b> <i>How do tyrants achieve and hold onto power?</i> <ul style="list-style-type: none"> <li>The rise of Hitler</li> <li>Life in Nazi Germany</li> <li>World War Two</li> <li>The Holocaust</li> </ul>	Interview with Ziggi Schipper, a Holocaust Survivor  Holocaust Remembrance Day Assembly  Careers: Military, Law
	<b>Assessment Focus: analysing consequences, source analysis</b>		<b>Assessment Focus: change and continuity, narrative writing</b>		<b>Assessment Focus: source analysis, narrative writing</b>	
Cycle 3	<b>Early Modern England</b> <i>How did the power of the church and the state change?</i> <ul style="list-style-type: none"> <li>The Reformation</li> <li>The Religious Rollercoaster</li> <li>Elizabethan England</li> <li>The English Civil War</li> </ul>	Trip: Tintern Abbey – cross-curricular with Geography  Careers: Historian, Politics	<b>The Transatlantic Slave Trade</b> <i>What is the legacy of the Transatlantic Slave Trade in the modern world?</i> <ul style="list-style-type: none"> <li>The Triangular Trade</li> <li>The Middle Passage</li> <li>Conditions for enslaved peoples</li> <li>Resistance and Rebellion</li> <li>Abolition</li> <li>The legacy of slavery</li> </ul>	Trip to MShed museum in Bristol  Careers: Law, Civil Service, Politics	<b>Changing 20<sup>th</sup> Century Society</b> <i>What are the drivers for change?</i> <ul style="list-style-type: none"> <li>Why did women get the vote?</li> <li>Why was the 1960s a more 'permissive society'?</li> <li>The impact of terrorism on law and society</li> </ul>	Debate: were the Suffragettes terrorists or freedom fighters?  Careers: Charity, Politics, Law
	<b>Assessment Focus: evaluating interpretations, analysing causation</b>		<b>Assessment Focus: source analysis, causation</b>		<b>Assessment Focus: interpretations, analysing causation</b>	