History – Key Stage 3 Curriculum Overview 2022/23

	HT1	HT2	HT3	HT4	HT5	HT6
Year 7	**How has Holmfirth been affected by the past?** A local study of Holmfirth from the Medieval period to the 20th century. The unit introduces historical skills and scholarship which is embedded throughout Key Stage 3.	**Who should be King?** A study of England pre-1066, the succession crisis and resulting battles. Pupils study how and why William I became king of England, considering the legitimacy of his claim to the throne and the factors which led to his success.	**How successfully was Medieval England controlled?** A study of Medieval kingship. Pupils study a variety of kings, from William I to John and finally Richard II. They consider how successful each king was, and the reasons for their success/failure.	**What effect did the Black Death have on Britain?** A study of how the Black Death effected Britain and what happened when it arrived. Pupils will look at the consequences of the Black Death and decide how important the impact was.	**What mattered most to Henry VIII?** A study of Henry VII's reign, focusing on the issue of his divorce and the Reformation. Pupils study the motives for the divorce and the impact of religious changes, culminating with a study of the Pilgrimage of Grace.	**Was being female a problem for Elizabeth I?** A study of Elizabeth I's reign, using scholarship from a range of historians to assess how far being a woman impacted Elizabeth's perceived ability to rule. Pupils study some key events/issues during her reign, such as the marriage issue and the Spanish Armada.
Links	**Geography: Where do we live unit? Students complete a local skills unit looking at the area they live in.**	**English: Divine right of Kings links to Macbeth at GCSE.**	**English: Macbeth in Y10 HT4.**	**Science: Spread of disease and how to protect against them.**	**RE: Year 7 study different religions.**	**English: Links to Shakespeare, students study Romeo and Juliet in Year 7 and Macbeth and Othello and GCSE. Othello has links to how women often could not determine their own fate,**
Year 8	**How significant was the English Civil War?** A study of the causes and consequences of the British Empire. Pupils learn about why Britain wanted an Empire, why individuals migrated across the Empire, and the impact the Empire had on the colonies under British control. Pupils study a variety of historical interpretations and analyse them using the knowledge they have studied.		**How did the Mughal Empire change India?** A depth study of the motives, causes and impact of the Slave Trade. Pupils also study how and why Britain's involvement in the Slave Trade ended in the early 19th century.	**What were the consequences of the British Empire?** A study of the English Civil War, its causes, events and consequences. Pupils consider the relationship between King and Parliament, and how the way England was ruled changed under Cromwell.	**How did slaves free themselves?** Students will examine the conditions that slaves were keep in. They will examine the life of a slave and look at how they helped to free themselves from emancipation.	**How did the industrial revolution change England?** A study over the causes and consequences of the industrial revolution, one of the important events that continues to impact the world. We examine changes in agriculture, transport and industry

Links	**RE: In Year 7 pupils studied different religions and different forms of Christianity.**	**RE: AT GCSE Islam is studied in depth.**	**PE: Links to socio-economic impacts on people's health at GCSE. English: AT GCSE students look at the poetry of John Agard who challenges the Anglo perspective on history.**	**English: AT GCSE students look at the poetry of John Agard who challenges the Anglo perspective on history. Students also study nineteenth century literature in Year 10.**	**English: Students study Victorian literature in Year 10**
Year 9	**How did WWI change the world?** A study of the causes and impacts of the First World War. Pupils learn about the war and the short- and long-term impacts, including the Russian Revolution and attempts to prevent future conflicts through the League of Nations and appeasement. Pupils will produce extended writing in the form of essays considering the extent to which the war truly was a 'world war'.	**What impact did WWII have on Britain?** A study of key events that occurred in the war to allow pupils to see the big picture of conflict between 1939 and 1945. The main focus of this unit will be a depth study examining the British Homefront during WW2. The unit will focus on social history and allow students to build an understanding of how the war affected people in Britain and not just those in the military fighting on the front lines.	**What happened during the Holocaust?** A depth study of the Holocaust. Beginning with anti-Semitism throughout the past, pupils learn about origins of anti-Semitic beliefs and then apply this to the context of Europe and Germany in the 1930s and 40s. They also study how anti-Semitic persecution developed across the Third Reich under Nazi rule.	**Why was there a 'Cold War' post World War 2?** A depth study examining the division of Germany and the conflicting ideologies between the US and the Soviet Union and how this presented itself in events all around the world. The areas covered will be the origins of conflicting ideologies post WW2, the division of Germany, events of heightened international tensions, and what could be argued as the fall of Communism.	**How significant was the Civil Right's movement?** A study of the experiences of different groups throughout the 20th century. Pupils learn about the changing roles and expectations of women, experiences of people of colour and members of the LGBTQ+ community. Students learn about key events which impacted each group and the consequences of these.
Links	**Art: Students study the work of Otto Dix in HT2.** **English: Students study conflict poetry at GCSE.** **In Year 8 students study Animal farm. Many of the characters are similar to communist Russia.** **The Pig Napoleon – Stalin** **Mr Jones – Tsar** **There is a chapter about the Civil War** **Chapter 7 – refers to Stalin's purges** **End of the story is like WWII** **Students also study conflict writing in Y8 and they read 'An Inspector Calls' at the start of Year 10.**	**Science: AT GCSE they study WWII, in particular sonar, radar, nuclear weapons and the Battle of the Atlantic.** **English: First unit of Y10. Inspector Calls – is about rebuilding society post WWII. It was written by JB Priestly – the second most popular radio presenter during WWII after Churchill.** **RE: Nuclear weapons – sanctity of life RE at GCSE**	**RE: Study in Year 9 and at KS4.**	**English: Animal Farm**	**English: Students study Of Mice and Men in HT3 of Year 9.**