



KS3 History

	Content
Year 7 HT 1	<p>What makes a good historian?:</p> <p>Students will practise the skills they need to be effective historians through an investigation of the Tollund Man and how he died. They will examine evidence and draw conclusions. We will compare the mysterious bog bodies of Tollund Man, Lindow Man and Huldremose Woman to gain an insight into Iron Age attitudes to death and the afterlife. We will also discuss what makes a historical event significant by watching and analysing the Hovis advert from 2000 and the Sainsbury's Christmas advert about the Western Front. We will ask questions about how the events have been represented and why these particular historical events were chosen.</p>
Year 7 HT 2	<p>How did the Romans change Britain?:</p> <p>Students will gain an overview of what it was like to live in Celtic Britain in order to be able to compare this to life in Roman Britain. Students will explore the reasons for the Roman invasion of Britain from a national point of view and then will focus on our local history of Roman Colchester. We will examine the evidence we can still see today that shows us the legacy of the Romans in Colchester, including the Fenwick Hoard. This allows us to discuss the role of archaeology in the study of the past. Students will assess representations of Boudica and will use the writing of the Roman historian Tacitus and modern representations in film to decide what we really know about Boudica and what she might have been like. Students will also learn about the fall of the Roman Empire and the rise of the Byzantine Empire in the East.</p>
Year 7 HT 3	<p>Did the Anglo-Saxons suffer under Norman rule?:</p> <p>We turn our attention to the groups who migrated to Britain prior to the invasion by the Normans in 1066. Here we will investigate Anglo-Saxon Britain and the Viking invasions and examine a case study of women's history with a focus on Aethelflaed, Queen of the Mercians. We begin with the 'Big Story' of the Middle Ages to help students place their knowledge into a bigger time frame. We then focus on the Norman conquest: how and why the Normans were successful in their invasion of England and how they conquered Britain. Students will learn about Medieval monarchs and identify some of the significant figures of the Middle Ages.</p>
Year 7 HT 4	<p>What were medieval and early modern people worried about?:</p> <p>Students will make links between European and Muslim worlds as they explore religion in the Middle Ages. They will study the significance of Jerusalem and the impact of Crusades. They will explore the different people and what it was like to live in villages and towns. We will also explore people's beliefs about the Black Death and how life changed as a result. Students will investigate crime and punishment in the Middle Ages and then the Early Modern Witchcraft Craze. They will use documents from the period to explore real women accused of witchcraft, their trials and the impact of the craze on the people. We will also look at how East Anglia was a hotspot for trials.</p>
Year 7 HT 5	<p>How was royal power challenged between 1200-1700?:</p> <p>Students will study the changes to the lives of ordinary people brought about by the Renaissance and the Reformation. We will study the Wars of the Roses and the start of the reign of the Tudors. They will explore the development of the relationship between Church and State and how royal power changed over time. They will be introduced to the concept of propaganda by examining the portraits of Elizabeth I, including the famous Armada portrait. We then look at the 'Big Picture' of the Early Modern period and how our town was involved in the British Civil Wars through an investigation of the Siege of Colchester.</p>
Year 7 HT 6	<p>How did the Qing Dynasty grow and deal with outside interference?:</p> <p>Students will develop a wider context of what was happening across other continents during the same time period covered in the previous half terms. This allows students to experience the diversity of histories that run parallel to our own and see the bigger picture of History through time. They will explore Qing Dynasty expansion and culture and the impact and significance of the Opium Wars.</p>
Year 8 HT 1	<p>Is Britain an island of migrants?:</p> <p>Students will start this year by investigating the diverse groups that have migrated to Britain since the Middle Ages. Students will look at the personal stories of people who migrated to Britain and their various reasons why, from John Blanke, Black Tudor musician, to Michael Marks of Marks and Spencer, from the Huguenot French Protestant refugees to the Windrush Generation. We study how British society responded to the different migrant groups and the wonderful contribution so many individuals made to Britain.</p>



KS3 History

	Content
Year 8 HT 2	<p>What was the impact of Empire and Enslavement?:</p> <p>We examine how and why the British Empire grew and how it has been interpreted and represented by others. Students will explore Britain's influence on places that became part of the Empire as it grew. They will learn how and why Australia became a British colony and what the consequences were for its indigenous people. Students will gain an overview of the History of African civilisations and cultures, and the origins of the transatlantic slave trade and its impact on enslaved Africans. They will read about real life experiences of enslaved peoples and how different groups of the abolition movement with emphasis on resistance. We will also investigate the American Civil War and America after slavery. We finish the unit by investigating milestones in Black History.</p>
Year 8 HT 3	<p>How far did revolutions lead to reform?:</p> <p>Students begin by gaining an overview of the key developments and individuals before learning about how the Industrial Revolution changed Britain. They will explore how working lives changed as a result of industrialisation, and what living conditions were like for the majority of the people, including the impact of poverty. They will also investigate the methods used by working people campaigning for changes to the political system, and how the government responded, focusing on a case of the Suffragettes. Our final enquiry will be crime and punishment in the nineteenth century.</p>
Year 8 HT 4	<p>How did the fight for equality continue into the 20th century?:</p> <p>Students will investigate how and why positive change towards equal rights has happened as the result of years of struggle by campaigners as well as wider changes taking place in British society. They will examine the struggle for equal rights of four groups: women, people from black and minority ethnic communities, gay people and disabled people. There will also be a case study of Bristol and the Bus Boycott, Notting Hill Carnival and the perception of protests, including the civil rights movement in Northern Ireland. Students will draw parallels to the experience of groups in other places such as the civil rights movement in the USA.</p>
Year 8 HT 5	<p>Why did the world go to war in 1914?:</p> <p>Students will gain an overview of the "Big Story" of the twentieth century. They will investigate the causes and key features of the First World War and methods of warfare with a focus on trench life. There will be a case study of The Battle of the Somme and an exploration of the impact of the First World War. on the people who fought, the use of government propaganda and the contribution of Commonwealth troops.</p>
Year 8 HT 6	<p>How has war changed medicine?:</p> <p>Students will investigate the sixteenth century physician Paré and how he developed ligatures as a response to injuries on the battlefield. They will study how Nightingale and Seacole have been represented after their efforts in the Crimean War. They will learn how plastic surgery developed, and how the government responded to the Spanish Flu Pandemic, both as a result of the First World War. They will finally discover how penicillin was developed through the contribution of Fleming, Florey and Chain and the necessity of effective infection control for the D Day Landings during the Second World War.</p>
Year 9 HT 1	<p>How did the world respond to fascism before and during the Second World War?:</p> <p>Students will study the rise of fascism in Europe. They will use contemporary sources of evidence and modern interpretations to examine what fascism means and which countries supported fascist leaders. This will help to prepare those students who will study Living Under Nazi Rule in depth at GCSE. Students will investigate modern scholarship and contemporary sources that highlight fascism was not only present on mainland Europe, but also in Britain and the USA.</p>
Year 9 HT 2	<p>How has understanding of the Second World War changed over time?:</p> <p>Students gain an overview of the Second World War and global conflict. They study examples of wartime propaganda during the Blitz and decide if the Bombing of Dresden was actually a warcrime if we judge by today's standards. They investigate the role of espionage in the Second World War and use cyphers to break codes when learning about the Enigma machine. They will also learn about the war of ideologies that ultimately led to the Cold War.</p>



KS3 History

	Content
Year 9 HT 3	How did the Holocaust change the world? Students will explore what life was like for the Jewish communities of Europe before and during the rise of the Nazis. They will examine stories of individuals and groups, using contemporary accounts, to develop their understanding of what happened to Jews during the atrocities of the Holocaust. They will learn about how Jewish communities resisted the Nazis and about the individuals who stood with them against the prejudice and hatred they experienced. Students will gain an understanding of Britain's role in these events and will ask the question "Could more have been done?" through a historical enquiry examining sources of evidence.
Year 9 HT 4	How did conflict change after the Second World War?: Students will examine the twentieth century through an exploration of key events from this century. Contemporary sources and modern interpretations will be used to explore post-Second World War Europe and the wider world on the eve of the Cold War. They will learn about the people who ruled and the people affected by the Cold War up to the fall of the Berlin Wall. More recent events will be used to form enquiries around the context and people behind events like 9/11 so that they can place modern day situations in a broader historical context.
Year 9 HT 5	Who made history?: Students will explore a range of significant individuals who made history. There will be an examination of British and international people who have made change happen, shown powerful leadership or who are infamous in world developments. They will study individuals such as Napoleon and will gain an insight into a variety of histories they might not have studied previously.
Year 9 HT 6	How did the situation in Germany in the Inter-War years lead to the rise of the Nazis?: Students will be given the opportunity to explore what life was like in Europe between the First and Second World Wars. They will learn how the Nazi Party rose to power and will explore the volatile situation in Germany after the First World War and the reaction of Germany to the Treaty of Versailles.