

## Curriculum Intent KS3 2025 2026

Across all units, students will explore the ways power, control, and identity have shaped the lives of individuals and communities across time. Key themes of **religion, politics, society, economics, morality, diversity, inclusivity, and community** form a golden thread throughout, helping students understand how the use and abuse of power has been challenged and changed over time.

### Year 7 Overarching Historical Theme: The Changing Nature of Power and Its Impact on Society

Both units explore how **power is gained, used, challenged, and transformed** over time — through the lens of both monarchy and gender. They encourage students to investigate the **dynamics of control, legitimacy, and resistance**, while considering how individuals and groups **challenge authority and redefine societal roles**.

In the unit **MONARCHY POWER & CONTROL** students examine how rulers exercised and justified their power, and how they were challenged by religion, politics, and social forces.

In, **GENDER CONFLICT & POWER** students analyse how women (often excluded from formal power) resisted or subverted traditional structures, revealing alternative forms of influence.

**Challenging the Status Quo:** Monarchs faced resistance from parliament, the church, or the public — shaping governance and national identity. Women and marginalised groups similarly confronted entrenched power, reshaping social norms and rights through activism, war, or cultural influence.

**Change and Continuity:** Both units examine long-term shifts in how power is distributed — whether through the decline of absolute monarchy or the evolving role of women in public life. Students evaluate what changed, what stayed the same, and why — helping them grasp broader patterns across time.

**Significance and Legacy:** Students assess rulers for their personal and political impact.

They do the same for influential women or movements, helping them form judgements about **historical significance** from different angles — not just top-down governance, but also bottom-up resistance.

### 1 MONARCHY POWER & CONTROL

Unit overview - By the end of this unit, students will have an understanding of the historical significance of a variety of monarchs. They will make substantiated judgements about the impact each monarch has had on the people by assessing how the diverse nature of power and control has been challenged and changed.

Students will learn about key individuals and the religious, political and social challenges they faced. Key themes will include personal and political criteria for determining the significance of rulers, the use and abuse of power by monarchs (including consultation, law and finance and taxation) and the challenges they faced from their subjects.

Students will develop a foundational understanding of cause and consequence, change and continuity studying the extent of change and mastering some key language for writing about change and continuity.

## 2. GENDER CONFLICT & POWER

Unit Overview: By the end of this unit, students will explore a thematic approach to consider the significance of from different times, places, and contexts, making substantiated judgements by assessing how their actions caused challenges in areas such as politics, gender equality, monarchy, mystery and adventure, warfare, innovation, and resistance.

Students will analyse the use and abuse of power, assess methods of protest and control, and consider change and continuity in attitudes toward gender and equality. The unit will connect ancient, early modern, and modern contexts, helping students understand that women's influence has shaped society across time — even when hidden or marginalised.

Students will continue to build on their understanding of change and continuity, developing more historical language and exploring significant gender and power shifts reflected broader social structures.

### Year 8 Overarching Historical Theme: How People and Institutions Shape History

Our Year 8 schemes encourage students to think critically about how power operates across time and who has the agency to challenge or transform it — whether monarchs or marginalised individuals. Both schemes explore **how power is exercised, challenged, and shifted** through conflict, persecution, and political change.

In **CONFLICT CHALLENGE & CHANGE** students study how **governments and ideologies (e.g., fascism, totalitarianism)** rose to power, controlled populations, and were eventually challenged.

In **COMMUNITY CHALLENGE & CHANGE**, the focus shifts to **marginalised communities** challenging power structures (e.g., Civil Rights Movements, Suffragettes, LGBTQ+ activism), revealing grassroots and cultural shifts in power.

Students assess how **power shifted from authoritarian regimes to international and community-led movements**—e.g., from Nazi Germany to post-war human rights frameworks and civil society activism.

## 3 CONFLICT CHALLENGE & CHANGE

Unit overview - By the end of this unit, students will have an understanding and knowledge of British, local and world history through investigations around the causes and consequences of political changes, conflicts and genocides of the 20th century. Students will consider the causes of WW1 and the consequences of Germany's defeat. They will pursue a chronological approach which considers the instability in Europe leading to Hitler's rise and the outbreak of WW2. They will build on prior learning and skills and continue to make

substantiated judgements on how and why diverse political ideologies grew and controlled people over time. This will link to future units for GCSE Germany. Key themes continue to run through the scheme as they consider the significance of key individuals and events during WW1 and WW2 that caused conflict and challenge. Students will consider the methods of controlling the people through experience of war and conflict.

used to discriminate against members of our community. This can be referenced in the work we do on inclusivity and diversity in our Academy and in the wider world. Individual case studies will enable students to reflect on the Rights and Respect agenda our Academy is promoting. This also links back to prior learning around the 1948 UN Convention for Human Rights. They will continue to master key language for historical writing. Key themes will also link back to prior learning as students consider the diverse personal, political, religious and moral criteria for determining the significance of key turning points in the 20th century and the use and abuse of people involved in conflicts.

Students will build on their prior emerging understanding of change and continuity over time. They will continue to assess the significance of studying the extent of change and continuity as they look at the 1948 UN Convention for Human Rights. The opportunity to consider the concept of genocide over time is explored as a case study with reference to the NC requirement around the Holocaust. They will begin to discern how and why contrasting arguments and interpretations of the past have been constructed. They will continue to master key language for historical writing.

#### **4 COMMUNITY CHALLENGE & CHANGE**

Unit overview - By the end of this unit, students will have an understanding and knowledge of a range of causes and consequences of the struggles of diverse, persecuted groups in society both nationally and in the wider world. They will pursue a thematic approach and consider those who have been persecuted for their political, racial, sexual and gender identities. They will build on prior learning and skills and continue to make substantiated judgements on how and why issues of intolerance and discrimination affected people over time. This will link to future units for GCSE Germany and the Nazi policies towards Jews and other minorities. Key themes continue to run through the scheme as they consider the significance of key individuals and events from issues of Suffrage, Civil Rights & racism, through to modern day homophobia which have caused conflict and challenge. As with the Conflict, Challenge and Change scheme, students will consider the methods of controlling the people through experience of injustice, conflict & persecution.

Key themes will also link back to prior learning as students consider personal, political, religious and moral criteria for determining the significance of key turning points in the quest for human rights which links back the work on the 1948 Declaration of Human Rights work and Genocide and the use and abuse of people involved in conflicts.

Students will build on their prior emerging understanding of change and continuity over time. They will continue to assess the significance of studying the extent of change and continuity as they look at the attitudes towards minority groups has shifted over time. They will be able to link their learning back to prior units as they explore the reasons why and methods use

#### **Year 9 Overarching Historical Theme: Power, Persecution, and the Fight for Human Rights**

The Year 9 history curriculum serves as the culmination of the Key Stage 3 journey and acts as a bridge into Key Stage 4. This unit supports the academy's overarching vision by embedding the golden thread of **POWER, CONTROL & INDENTITY**, with a clear focus on religion, politics, morality, diversity, and community. Students explore how individuals and groups have both exercised and resisted power—most significantly in contexts of genocide, persecution, and modern human rights struggles.

### Key Concepts and Disciplinary Focus

- **Cause and consequence** (e.g. roots of political instability and racism)
- **Continuity and change** (e.g. evolution of anti-Semitism, shifting attitudes toward minority groups)
- **Significance** (e.g. of events, individuals, and turning points)
- **Historical interpretations and evidence** (e.g. denial of genocide, role of journalism)

Students also extend their historical vocabulary and are increasingly confident in writing analytically about complex moral and political topics.

### Cross-Curricular and SMSC Links

- **PSHE/Citizenship**: Prejudice, rights, identity, activism
- **RE**: Religious persecution, interfaith understanding
- **English**: Oral testimony, journalism (e.g. Marie Colvin), ethical debate, Holocaust denial
- **SMSC**: Deep moral enquiry into human dignity, complicity, and memory.

## 5. POWER, CONTROL & INDENTITY

Unit overview - By the end of this unit, students will have a deepened understanding of the causes and consequences of conflict and genocide, persecution, and resistance in the 20th and 21st centuries. They will pursue a thematic and case study-based approach, examining the experiences of diverse groups targeted for their religious, ethnic, political, gender, or sexual identities. These include Jews in Nazi Germany, Kurds in Iraq, Tutsis in Rwanda, Armenians in the early 20th century Ottoman Empire, LGBTQ+ individuals in Uganda, and Hazaras in Afghanistan.

Students will build on prior learning and skills to continue making substantiated judgements about how and why intolerance, authoritarianism, and extremist ideologies take hold, and how communities have responded to persecution through resistance, resilience, and remembrance. This unit links directly to future GCSE learning on Nazi Germany, providing both context and conceptual grounding for deeper exploration at Key Stage 4. Key themes will continue to run through this scheme, including the use and abuse of power, the significance of ideology, and the control of people through propaganda, fear, violence, and law. Students will revisit and expand their understanding of political, religious, and moral turning points in history, critically assessing how human rights have been protected, denied, and fought for over time. This unit will also reinforce and extend understanding of the 1948 United Nations Declaration of Human Rights. Students will explore the historical significance of this document in relation to the Holocaust and its legacy, as well as its limitations when

applied to more recent genocides and modern-day discrimination. Students will continue to refine their ability to analyse change and continuity over time, particularly in relation to global attitudes toward minority groups and state responses to persecution. They will link back to prior knowledge developed in earlier schemes to examine the long-term patterns of oppression and the methods used to challenge injustice.

This unit plays a key role in promoting inclusivity and diversity within the curriculum. By studying the histories of marginalised and persecuted groups from different cultures and backgrounds, students develop a broader and more empathetic understanding of the world around them. They will explore how diversity has often been a target of oppression, but also a source of strength and identity in the face of adversity. These insights directly support the Academy's commitment to creating a respectful, inclusive, and informed school community. Individual case studies will enable students to reflect meaningfully on the Rights and Respect agenda promoted within our Academy, fostering critical awareness, empathy, and a strong sense of social justice. The study of journalism, including figures such as Marie Colvin, will help students explore how individuals shape public understanding and response to human suffering. Students will continue to develop mastery of historical language, disciplinary concepts, and evaluative writing in preparation for the demands of GCSE.

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