**The History Curriculum – Black History Month**

As we are currently in the midst of Black History Month in the United Kingdom, we thought it was an opportunity to write to parents about our History curriculum and how we aim to make it inclusive to all our students, no matter where in the world their ancestors originated from. In History we aim to make every month Black History Month because, so far as we are concerned, Black History or indeed the History of any minority should be woven into our curriculum throughout – not just in one month. Below are some extracts from our KS3 curriculum.

**Year 7**

Amongst other examples, students in Year Seven will look at the history of the Middle East and the impact that the Crusaders had on that region of the world. They will also look at one thousand years of the history of sugar; studying the movement of sugar which came as the Islamic world spread through north Africa and southern Europe, the origins of the Portuguese sugar plantations, the relationship between Britain and the slave trade, the human impact of slavery and also how it ended, which includes the work of Olaudah Equiano. Students will also look at the power of the Mughal Emperors before the subsequent incursions onto the Indian subcontinent by the British East India company.

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| **Subject and Year Group**  | **Autumn** **Year 7** | **Autumn 2****Year 7** | **Spring 1****Year 7** | **Spring 2****Year 7** | **Summer 1****Year 7** | **Summer 2****Year 7** |
| **Topic/Unit to be studied** | Britain from the Iron Age to 1066 | Medieval England – The struggle for power; church, king and the people. | The Crusades(Including a personal study) | Sugar, Empire and Slavery Through Time | The Mughal Empire, the East India Company and the British Empire. | The English Civil War |

**Year 8**

Within the First World War topic, students will look at the contribution of the British Empire to the war effort. In the second topic students will look at the relationship between the West and the Middle East, focussing on sensitive topics such as the reasons for the rise of Islamic fundamentalism with groups such as al-Qaeda. We return to the impact that the British empire had on the world with a study of Australia which includes the damaging impact that the British had on the lives of the aborigines. With the unit on migration, we begin with looking at the ‘Ivory Bangle Lady’ – a Black woman living in apparent luxury in Roman Britain – and go on to look at the reaction to migrants, the experience of migrants and the positive contributions of migrants from the year 400AD to the present day.

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| **Subject and Year Group**  | **Autumn** **Year 8** | **Autumn 2****Year 8** | **Spring 1****Year 8** | **Spring 2****Year 8** | **Summer 1****Year 8** | **Summer 2****Year 8** |
| **Topic/Unit to be studied** | The First World War | Tension in the Middle East and 9/11 | Australia, the British Empire and Colonisation. | Migration to Britain Through Time – What impact did it have on Britain? What challenges did migrants face? | The Rise of the Nazis | The Second World War including a case study of Churchill |

**Year Nine**

In Year Nine we start by looking at Jewish history, not just the Holocaust itself but the lives of Jewish people across Europe before the horrors of the period 1933-45, in addition to examples of antisemitism that predated the Nazis. During our look at the liberalisation of British Society during the 1960s we will look at a number of aspects of society, including a look at racism and the fight for equality. The study of Early Modern England requires a look at the religious intolerance across Europe during that period.

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| **Subject and Year Group**  | **Autumn** **Year 9** | **Autumn 2****Year 9** | **Spring 1****Year 9** | **Spring 2****Year 9** | **Summer 1****Year 9** | **Summer 2****Year 9** |
| **Topic/Unit to be studied** | The Holocaust | The Liberalisation of British Society including the Struggle for Equal Rights | This year students will study the unit on Migration to Britain from Year 8 as they did not get the opportunity to study this unit when they were in Year 8. | Early Modern England | The Industrial Revolution | The French Revolution and Protest |

**GCSE**

Our GCSE topics are led by the exam board and they also include the opportunity to study a diverse history. For example, we study the United States of America from 1954-75 with half of that course being focussed on the Civil Rights Movement and we link to the situation in Britain at the same time where appropriate; for example, we talk of the Bristol Bus Boycott when teaching of the Montgomery Bus Boycott. We also look at attitudes towards minority groups when we study the Crime and Punishment Through Time module.