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|  | **LONG TERM CURRICULUM PLAN : KS3 & KS4** | **Subject: HISTORY** |

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| **Year** | **Autumn** | **Spring** | **Summer** |
| **Year 7** | **Skills in History (4)**How do I become an outstanding Historian? | **Concepts**Chronology Different types of Sources | **Depth Study of a Medieval Monarch (6)** Edward 1 Good or terrible king? | **Concepts**Monarchy “The United Kingdom” | **Medieval life (8)**Was the Medieval period more dangerous than modern Britain? | **Concepts**Similarity and differenceHierarchySociety |
|  | **Skills**Ordering eventsUsefulness of sourcesInference |  | **Skills**Using different sources InferenceMaking judgements |  | **Skills**Identify reasons/factors and the extent of similarityMaking judgements |
| **Sanitation through Time (8**)To what extent did sanitation improve through time? | **Concepts**Health and SanitationChange and continuitySimilarity and difference | **Medieval Crusades (6)**Fighting for God or wealth? | **Concepts**ConvictionWealthCrusade | **The War of the Roses (6)** A Civil War or family feud? | **Concepts**ConflictRivalryRoyalty |
|  | **Skills**Identifying change and continuityIdentify reasons/factors and the extent of change |  | **Skills**Using different sources InferenceMaking judgements |  | **Skills**Using different sources InferenceMaking judgements |
| **Norman Conquest (10)**How did the Normans secure control of England? | **Concepts**Monarchy Power, conflict and controlChange and continuity | **Medieval Society (8)**What mattered to Medieval people? | **Concepts**HierarchySociety Religion | **Local study: time (8**)How far has Newcastle changed over time? | **Concepts**Change and continuity Similarity and difference Significance |
|  | **Skills**Using different sourcesInferenceMaking judgements |  | **Skills**Using different sourcesInferenceMaking judgements |  | **Skills**Identifying change and continuityIdentify reasons/factors and the extent of change |
| **Medieval Monarchs (4)**How powerful were Medieval Monarchs? | **Concepts**MonarchyKingship |  |  |  |  |
|  | **Skills**InterpretationsMaking Judgements |  |  |  |  |

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|  | **LONG TERM CURRICULUM PLAN : KS3 & KS4** | **Subject: HISTORY** |

(Year 7)

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| **Cultural Developments** | Changing society and history of local areas.An understanding of conflict between religions.The development of castles in England, Wales and Scotland.The debate of different nations within the United Kingdom.Narrative By the end of year 7 pupils will be able to recall specific information. |
| **Narrative** | By the end of year 7 pupils will be able to recall specific information from the periods studied and be able to order them chronologically and make links between the different topics.Pupils will be able to identify that events have many causes and attempt to link these to gain a greater understanding of the period.Pupils will be able to identify change and continuity with the period and the reasons for this.Pupils will be able to make judgements and suggest what the past was like by using primary sources, secondary sources and interpretations from historians. This will allow pupils to start comparing and combining sources, as well as using their own knowledge to gain a greater understanding of the period. |

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|  | **LONG TERM CURRICULUM PLAN : KS3 & KS4** | **Subject: HISTORY** |

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| **Year** | **Autumn** | **Spring** | **Summer** |
| **Year 8** | **Renaissance and Reformation**A time of change? (8) | **Concepts**Classical and neo classical Belief and conflict | **The Indian Empire (8) (Pre British rule)**Who was the Greatest Mughal Emperor?? | **Concepts**PowerEmpire | **Early modern to Industrial (4)**Why was England the centre of the change? | **Concepts**WealthPowerIndustrialisationRural? |
|  | **Skills**InterpretationsMaking judgementsChange and continuity |  | **Skills**Use of resources and interpretationsOrder eventsKey knowledge to inform judgements |  | **Skills**Assess and evaluate reasons/factors and the extent of change Using sources and interpretations |
|  | **Henry VIII**What mattered to Henry VIII? (6) | **Concepts**MonarchyLineage | **Slavery through time (12)**How far has slavery changed in time? | **Concepts**SlaveryServitudeRacism | **The Industrial revolution?**How good, bad, or ugly was the Industrial Revolution in Britain? | **Concepts**WealthIndustrialisationHealth |
|  | **Skills**Identifying factors for changesInterpretationJudgement |  | **Skills**Identifying change and continuityAssess and evaluate reasons/factors and the extent of change |  | **Skills**Identify cause and consequenceAssess and evaluate different factorsInterpretation and judgement |
|  | **Elizabeth I (8)**To what extent was reign of Elizabeth glorious?? | **Concepts**MonarchyGolden Age Significance of events |  |  | **Colonisation and Empire (6)**How far can the British Empire be seen as a protector of others? | **Concepts**Empire Colonisation Protectorates Assimilation |
|  | **Skills**Identify cause and consequenceAssess and evaluate factorsInterpretation and judgement |  |  |  | **Skills**Identify cause and consequenceAssess and evaluate different factors Interpretation and judgement |

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|  | **LONG TERM CURRICULUM PLAN : KS3 & KS4** | **Subject: HISTORY** |

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| **Year** | **Autumn** | **Spring** | **Summer** |
| **Year 8** | **English Civil War (6)**Why did the country divide in two? | **Concepts**MonarchyRegicideCivil War |  |  |  |  |
|  | **Skills**Identify cause and consequenceAssess and evaluate factorsInterpretation and judgement |  |  |  |  |
| **Cultural Developments** | The differences between different types of denominations in Christianity.Greek and Roman styles of art and architectureRacism and equalityThe industrial heritage in Britain and local areaThe reasons for links between Britain and other parts of the world. |
| **Narrative** | By the end of year 8 pupils will be able to recall specific information from the periods studied and be able to order them chronologically and make links between the different topics studied over the two years.Pupils will be able to identify that events have many causes and attempt to link these to gain a greater understanding of the period, whilst also starting to judge the significance of different causes or factors in an event.Pupils will be able to identify change and continuity with the period and the reasons for this, whilst also considering “turning points” that led to a sequence of events and the rate of change at different points.Pupils will be able to make judgements and suggest what the past was like by using primary sources, secondary sources, and interpretations from historians, and beginning to explore the utility and reliability of the sources studied. This will allow pupils to develop further comparing and combining sources, as well as using their own knowledge to gain a greater understanding of the period. |

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|  | **LONG TERM CURRICULUM PLAN : KS3 & KS4** | **Subject: HISTORY** |

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| **Year** | **Autumn** | **Spring** | **Summer** |
| **Year 9** | **Britain and democracy (14)**How close did Britain come to achieving true democracy between the Great Reform Act and the Equal Franchise Act? | **Concepts**DemocracyParliamentProtest | **Germany and USA 1920’s post war comparison (6)**How different were post war experiences of the victors and losers in WW1? | **Concepts**Wealth and prosperity Boom Society | **The Holocaust (4)**What lessons can be learnt for today from the Holocaust? | **Concepts**GenocideBelief and hope |
|  | **Skills**Assess and evaluate factors for changeUse and evaluation of historical scholarship |  | **Skills**Similarity and differenceUsing sources and interpretations to assess change |  | **Skills**Interpretation and judgmentAssess and evaluate factors |
| **Causes of World War 1 (4)**How far did one bullet lead to war in Europe? | **Concepts**MilitarismEmpireNationalism | **Steps to World War 2 (6)** Why did WW1 lead to another global conflict in two decades? | **Concepts**NationalismFascismAppeasement | **The Cold War (8)**How close did the world come to World War 3 during the 1950’s to 1970’s? | **Concepts**Cold WarCommunismCapitalismStatus Quo |
|  | **Skills**Assess and evaluate factorsLong term, short term and turning points |  | **Skills**Assess and evaluate factorsLong term, short term and turning points |  | **Skills**Interpretation and judgementAssess and evaluate factors |
| **Medicine in World War 1 (4)**To what extent did war improve medicine? | **Concepts**ConflictImproving Health | **Britain at War (4)**To what extent was Winston Churchill responsible for Britain not being defeated in WW2? | **Concepts**Home frontNationalismLeadership | GCSE Transition Germany | **Concepts** |
|  | **Skills**Factors that led to changeEvaluating factorsJudgement |  | **Skills**Interpretation and judgement |  | **Skills** |

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|  | **LONG TERM CURRICULUM PLAN : KS3 & KS4** | **Subject: HISTORY** |

(Year 9)

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| **Cultural Developments** | The role of protest in democracy and the development of democracy as a pillar within Britain.Life in different parts of the world in the 20th century.The importance of USA and Soviet Union in becoming superpowers.The impact and reason for the Holocaust. |
| **Narrative** | By the end of year 9 pupils will be able to recall specific information from the periods studied and be able to order them chronologically and make links between the different topics studied over the three years.Pupils will be able to identify that events have many causes and attempt to link these to gain a greater understanding of the period, whilst also starting to judge the significance of different causes or factors in an event.Pupils will be able to identify rates of change and explain factors that led to this, as well as explaining reasons for continuity within the period and the reasons for this.Pupils will be able to make judgements and suggest what the past was like by using primary sources, secondary sources and interpretations from historians focusing on the utility and reliability of the sources in their analysis.This will allow pupils to develop further comparing and combining sources, as well as using their own knowledge to assess and evaluate the period studied. |

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|  | **LONG TERM CURRICULUM PLAN : KS3 & KS4** | **Subject: HISTORY** |

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| **Year** | **Autumn** | **Spring** | **Summer** |
| **Year 10** | **Medicine through time; Medieval and Renaissance (21)**1. Ideas about the cause of disease and illness.2. Approaches to prevention and treatment.3. Case study• AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.• AO2 Explain and analyse historical events and periods studied using second order 1 historical concepts.• AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. | **Medicine through time: Industrial and Modern****(21)**1. Ideas about the cause of disease and illness.2. Approaches to prevention and treatment.3. Case study• AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.• AO2 Explain and analyse historical events and periods studied using second order 1 historical concepts. AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. | **The Western Front (18)** 1. The British sector of the Western Front, 1914‑18: injuries, treatment and the trenches.2. Knowledge, selection and use of sources for historical enquiries.• AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.• AO2 Explain and analyse historical events and periods studied using second order 1 historical concepts.• AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. | **Elizabethan England Government and religion****(18)**1. The situation on Elizabeth’s accession.2. The ‘settlement’ of religion and Challenge to the religious settlement.3. The problem of Mary, Queen of Scots• AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.• AO2 Explain and analyse historical events and periods studied using second order 1 historical concepts. | **Elizabethan England Challenges Home and abroad (18)**1. Plots and revolts at home.2. Relations with Spain.3 Outbreak of war with Spain, 1585–88.4. The Armada.• AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.• AO2 Explain and analyse historical events and periods studied using second order 1 historical concepts. | **Elizabethan England Life (18)**1. Education and leisure 2. The problem of the poor.3. Exploration and voyages of discovery.4. Raleigh and Virginia.• AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.• AO2 Explain and analyse historical events and periods studied using second order 1 historical concepts. |

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| **Year** | **Autumn** | **Spring** | **Summer** |
| **Year 11** | **American West (21)****Early Settlement 1835‑1862**1. The Plains Indians: their beliefs and way of life.2. Migration and early settlement.3. Conflict and tension• AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.• AO2 Explain and analyse historical events and periods studied using second order 1 historical concepts. | **American West (21) Development of the Plains 1862 – 1876**1. The development of settlement in the West.2. Ranching and the cattle industry.3. Changes in the way of life of the Plains Indians.• AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.• AO2 Explain and analyse historical events and periods studied using second order 1 historical concepts. | **American West (18) Conflicts and Conquest 1876 – 1895**1. Changes in farming, the cattle industry and settlement.2. Conflict and tension.3. The Plains Indians: the destruction of their way of life.• AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.• AO2 Explain and analyse historical events and periods studied using second order 1 historical concepts. | **Revision** | **Revision** |  |

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