

Long Term Plan Year 7 History

Year 7 Intent / End Point: In Year 7 our aim is to deliver a **broad, ambitious** and **balanced** history curriculum, which allows students to develop a sound **chronological** understanding of life in **Britain** and the **wider world** since the Iron Age and up until the Early Modern Period. Students will be exposed to **current historical debates** and encouraged to focus on the key skills of **description, explanation and evaluation**. Students will also foster important **British values**, such as **tolerance and respect**, but will be able to make **links** between different periods of history and world events.

	HT1	HT2	HT3	HT4	HT5	HT6
Unit Title	How British is Britain? Invaders and Settlers	Did the Norman Conquest change Britain?	Why did the Middle Ages Matter?	How did religious changes affect people's lives from 1500 onwards?	Were Tudor Monarchs more significant than the Stuarts?	Were Tudor Monarchs more significant than the Stuarts?
Key Questions	Q1: What was life like in the Iron Age? Q2: How did the Roman Invasion affect Britain? Q3: Were the Dark Ages that dark? Q4: Who were the Vikings? Q5: How British were the British by 1051? Q6: How had Britain changed from the Iron Age up until 1066?	Q1: Who were the contenders for the throne in 1066? Q2: Who became King after Edward the Confessors death and how did the other contenders react? Q3: Who won the Battle of Stamford Bridge? Q4: Why did William win the Battle of Hastings? Q5: How did William control England after 1066? E.g. Feudal System, Domesday Book and Motte and Bailey Castles	Q1: How did Castles develop during the Middle Ages? Q2: Why did Thomas Becket fall out with Henry II? Q3: Was King John really a bad king? Q4: Why is the Magna Carta so important? Q5: What was the Black Death? Q6: Why did the Peasants Revolt in 1381?	Q1: What started the Reformation? Q2: Why did Henry VIII break away from Rome? Q3: Why was there a religious Helter Skelter? Q4: How did the Church change from Edward VI to Mary I ?	Q1: What were Elizabeth I's main problems? Q2: Why did Elizabeth I decide to Kill Mary, Queen of Scots? Q3: Why did Philip II of Spain decide to send an Armada to attack Elizabeth? Q4: Why did England defeat the Armada?	Q5: Who was James I? Q6: Why did the Catholics want to kill James I? Q7: Why did Charles I have problems with Parliament? Q8: Who were the two armies that fought in the Civil War? Q9: Why did Parliament win the Civil War? Q10: The trial of Charles I (why was the king executed?) Q11: What was life like under Cromwell?
Skills	<ul style="list-style-type: none"> Describing events Explaining significance Similarity and Difference Continuity and Change 	<ul style="list-style-type: none"> Describing events Explaining significance Similarity and Difference Continuity and Change Evaluation 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Similarity and Difference Continuity and Change Evaluation 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Similarity and Difference Continuity and Change Evaluation 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Similarity and Difference Continuity and Change Evaluation 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Similarity and Difference Continuity and Change Evaluation
Middle Stake Testing	1-Explain what life was like during Iron Age Britain. 2-Write a spy report to William, Duke of Normandy about what England and Britain was like pre-1066	1-Explain who the contenders for the throne were in 1066? 2-Why did William win the Battle of Hastings?	1-Was King John a good or a bad king? 2- What was the Black Death?	1-Explain why Henry VIII broke away from Rome? 2-How did the church change from Edward VI to Mary I?	1-Why did Elizabeth I decide to kill, Mary, Queen of Scots? 2-Why was the Spanish Armada defeated?	1-Explain the importance of the English Civil War 2-Was Cromwell a Hero or a villain?
High Stake Testing	<u>Assessment 1 – Norman Conquest and why the Middle Ages mattered (HT3)</u>			<u>Assessment 2 – Religious changes under the Tudors and Significance of Tudor and Stuart Monarchs (HT6)</u>		
Skills development	Students will build on their knowledge of History from KS2 and gain a broad but solid background of the changes that have taken place from the Iron Age to the early Modern era. Students will have the opportunity to interrogate historical sources and debates, developing their skills of analysis and evaluation. They will also develop concepts, such as causation and consequence along with change and similarity.					

Long Term Plan Year 8 History

Year 8 Intent / End Point: The Year 8 curriculum again takes a **chronological** approach, giving students a **sequential understanding** of the past. The curriculum allows students to **explore different peoples' perspectives** on key issues and events from the past, and think **critically** about the world in which they live. The curriculum also allows for students to make **links** to other **societies, cultures and world events**, along with developing the key historical skills of **analysis, evaluation, change and consequence and similarity and difference**.

	HT1	HT2	HT3	HT4	HT5	HT6
<u>Unit Title</u>	Why was the Industrial Revolution so important to GB?	How democratic was GB in 1850 and should we be proud of the British Empire?	Should we be proud of the British Empire (Legacy of Slavery)	Did Black lives always matter?	How Great was the Great War?	How Great was the Great War?
Key Questions	Q1: What was the domestic System? Q2: What was the factory System? Q3: Why were conditions so bad in factories? Q4: Who were the Great Inventors? Q5: What was like to live in the towns and cities of Industrial Britain? Q6: How did the Industrial revolution help to lead to parliamentary change?	Q1: Who were the Suffragettes? Q2: Why were the Suffragettes important?? Q3: How did the Industrial Revolution help to Develop the British Empire? Q4: Why is the British Empire important? Q5: Was the British Empire a force for good?	Q1: What is slavery? Q2: How did slavery change after 1440? Q3: What was the triangular trade" Q4: What was the middle passage? Q5: What happened when the slaves Arrived in the Americas? Q6: What was life like on a plantation? Q7: How did slaves resist?	Q1: Why was slavery abolished? Q2: Why was there a war over slavery in the USA? Q3: Who were the KKK?? Q4: What were the Jim Crows Laws? Q5: What started the civil rights movement? Rosa Parkes and MLK Q6: What was Black Power? Q7: Do Black Lives matter in 2021? How far have things changed?	Q1: What were the MAIN long-term reasons why WWI broke out? Q2: Why was Franz-Ferdinand assassinated? Q3: What was the Schlieffen Plan and how did contribute to WWI? Q4: What was Life in the Trenches like? Q5: What was recruitment like in WWI? Q6: What new weapons were created to try and break the deadlock of trench warfare?	Q7: What was propaganda and how was censorship used in the war? Q8: How did women contribute during WWI? Q9: Why was the Battle of the Somme a disaster for the British? Q10: Why did Germany lose WWI? Q11: How did the Treaty of Versailles try to secure peace after 1918?
Skills	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Similarity and Difference Continuity and Change Evaluation (Balanced responses) 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Evaluation 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Similarity and Difference Continuity and Change Evaluation 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Supported judgements Evaluation 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Supported judgements Evaluation (Balanced essay responses)
Middle Stake Testing	1-Explain why conditions in factories were so bad during the industrial revolution 2-How important were the 'Great Inventors'?	1- 'The suffragettes did more harm than good for the cause of women's suffrage'. How far do you agree? 2-How did the Amritsar Massacre help the cause of Indian Independence?	1-Explain the significance of the Triangular Trade 2-What was Life like on a Plantation?	1-Why was slavery abolished in the British Empire? 2-How have things changed for Black people today?	1-Write an account of the assassination of Franz-Ferdinand and why his death led to war 2-Why were conditions in the trenches so bad?	1-Why was the 1 st July, 1916 a disaster for the British Army? 2-Why did Germany lose WWI?
High Stake Testing	<u>Assessment 1 – Industrial Revolution, Slavery and the Black Peoples' of the Americas (HT3)</u>			<u>Assessment 2 – How Great was the Great War with links to the previous topics (HT6)</u>		
Skills development	Students will build on their knowledge from Year 7, developing their skills of analysis and evaluation. They will also be introduced to key topics that are still relevant and controversial today. Students will be able to interrogate key historical debates, and arrive at well supported judgements. Finally, students will be able to understand and assess how things have changed over time and what is still similar today.					

Long Term Plan Year 9 History

Year 9 Intent / End Point: The Year 9 curriculum builds on previous work and delivers the content in a **chronological order**. Key ideas are promoted, such as **democracy, tolerance and respect and liberty**. Students will be encouraged to **interrogate** key historical debates and continue to develop key skills needed to create a springboard into GCSE History. For example, **causation, continuity and change, consequence and significance**.

	HT1	HT2	HT3	HT4	HT5	HT6
Unit Title	How did Hitler become leader of Germany and set up a dictatorship and what was life like under the Nazis?	How did WWII start?	How did WWII end?	The Holocaust: How should it be remembered?	How and with what consequences did the USA become a world power during the 20th century?	What challenges are there to the USA's position in the world?
Key Questions	Q1: Why was Germany upset with the ToFV? Q2: Who were the Nazis? Q3: Why did the Nazis become popular in Germany? Q4: Why was the Reichstag Fire Important? Q5: How did the Nazis consolidate their power? E.g. Impact of the Enabling Act, Banning of Trade Unions etc. Q6: What was the Night of the Long Knives? Q7: How did the Nazis use propaganda to gain support? Q8: What was life like for ordinary Germans under the Nazis? E.g Women, Children etc	Q1: What were the Nazis Foreign Policy Aims? Q2: What were the steps to war? Q3: Why was appeasement a disaster? Q4: Why was Blitzkrieg so effective? Q5: Was Dunkirk a miracle or a disaster? Q6: Why did Britain win the Battle of Britain? Q7: What was life like on the Home Front?	Q1. Why was D-Day important? Q3. Why did the Germans surrender at Stalingrad? Q4. Why did the Germans fight until the bitter end? Q5: Why was the Atomic Bomb dropped on Japan?	Q1: What is anti-Semitism? Q2: What were Nazi views on race? Q3: How did the Nazis discriminate against the Jews from 1933-1939? Q4: What was Kristallnacht? Q5: How did life change for Jews during the WWII? Q6: Structuralists Vs. Intentionalists: Where do you stand? Q7: How should the Holocaust be remembered?	Q1. What is a Cold War? Q2. Who were the Superpowers after WWII and what did they believe and want? Q3. What was the Berlin Airlift? Q4. Why was the Berlin Wall built? Q5. What was the Cuban Missile Crisis?	Q1. Who assassinated JFK? Q2. Why did the USA fail in Vietnam? Q3. What helped to end the Cold War? Q4. What is terrorism? Q5. How has terrorism developed at the end of 20 th century? Q6. Why did 9/11 happen?
Skills	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Similarity and Difference Continuity and Change Supporting Judgements Evaluation (Balanced responses) 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Supporting Judgements 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Supporting Judgements Evaluation (Balanced responses) 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Supporting Judgements Evaluation (Balanced responses) 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Supporting Judgements Evaluation (Balanced responses) 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Similarity and Difference Continuity and Change Supporting Judgements Evaluation
Middle Stake Testing	1-Explain the importance of the Enabling Act 2-Why did Hitler decide to eliminate the leaders of the SA?	1. Was Appeasement the main reason why WWII started? 2-Was Dunkirk a miracle or a disaster?	1. Why did the USA drop the atomic bomb on Japan? 2. Why was D-Day important?	1-Did Hitler always plan on committing genocide against the Jews? 2-How should the Holocaust be commemorated?	1 – How did a Cold War develop between the USA and the USSR? 2 – How close did the world come to WWII because of the Cuban Missile Crisis?	1.. Who do you think assassinated JFK? 2. <i>What has been the impact of terrorism over the past 20 years?</i>
High Stake Testing	<u>Assessment 1 – Problems with the Weimar Republic and Nazis Germany (HT3)</u>			<u>Assessment 2 – Nazi Germany and the Holocaust (HT6)</u>		
Skills development	Students will build on their knowledge from previous years, the focus for Year 9 will be predominately modern/twentieth century world history. Students will continue to develop their skills of analysis and evaluation. Moreover, they will develop their skills of empathy, particularly through their study of the Holocaust. In addition, the key skills of supporting key judgements will be explicit, helping students taking GCSE History in Year 10 to have a clear springboard, helping them to achieve their potential.					

Long Term Plan Year 10 History

Year 10 Intent / End Point: The Year 10 curriculum is designed to **extend and build** on the knowledge students have gained at KS3. Further developing their skills of **analysis** and **evaluation**, helping them to produce **sophisticated** and **complex** responses to **challenging**, yet engaging topics.

	HT1	HT2	HT3	HT4	HT5	HT6
Unit Title: AQA GCSE	Conflict and Tension: Origins of WWI, 1897-1918	Conflict and Tension: Origins of WWI, 1897-1918	Elizabethan England, c1568-1603	Elizabethan England, c1568-1603	Elizabethan England, c1568-1603	Power and the People, c1170-Present Day
Key Questions	Q1: What was the Triple Alliance? Q2: What was the Triple Entente? Q3: Why was there naval rivalry between GB and Germany? Q4: Why was there an arms race between the Great Powers? Q5: What were the Moroccan Crises of 1905 and 1911? Q6: What was the Bosnian Crisis and how did it lead to the assassination of Franz Ferdinand Q7: Why did the Schlieffen Plan and the miracle of the Marne?	Q8: Was Germany responsible for starting WWI? Q9: What were conditions like in the trenches? Q10: What new technologies and weapons were created to break the stalemate of WWI? Q11: What were the key battles on the Western Front? Q12: Why was the Gallipoli Campaign a disaster? Q13: What happened at sea during WWI? Q14: Why did the USA join WWI? Q15: Why was the Spring Offensive a disaster for the Germans? Q16: Why did Germany lose the war? Q17: How important were Foch and Haig in the final victory?	Q1: Elizabeth I and her court: Who had power? Q2: Relations with parliament: What were the problems faced as a female ruler? Q3: Marriage and succession: Why did she not get married? Q4: Why did the Earl of Essex rebel? Q5: What was Elizabeth's religious settlement? Q6: How did Elizabeth deal with threats and rebellions? E.g. Northern Rebellion, Throckmorton, Jesuits etc.	Q7: Why was Mary, Queen of Scots a threat to Elizabeth? Q8: Why were the Puritans a threat to Elizabeth? Q9: How did Elizabeth Deal with the Puritans? Q10: Was Elizabethan England a Golden Age? Q11: What was the Great Chain of Being? Q12: What were the improvements in Architecture, Theatre, fashions and Music Q13: What was Gloriana?	Q14: why was poverty so bad in Elizabethan England? Q15: How did attitudes towards the poor begin to change? Q16: How was foreign exploration possible? Q17: Who were the most important explorers of the age? Q18: Why were the voyages of exploration important? Q19: Environmental Historical Study Question (Decided by Exam Board)	Q1: What was society like in Medieval Britain? Q2: What was great about the Great Charter? Q3: What was the significance of the Magna Carta? Q4: Simon de Montfort: Sinner, saint or champion of democracy? Q5: Why did the peasants revolt? Q5: What can the Paston's tell us about power and the people in the Medieval Period?
Skills	<ul style="list-style-type: none"> Source analysis Source Comparison and Utility Explain the importance Cause and Consequence Supported judgements and Evaluation (Balanced essay responses) 	<ul style="list-style-type: none"> Source analysis Source Comparison and Utility Explain the importance Cause and Consequence Supported judgements and Evaluation (Balanced essay responses) 	<ul style="list-style-type: none"> Interpretative analysis Explain the important/significance Cause and consequence Supported judgements and evaluation (Balanced essay responses) 	<ul style="list-style-type: none"> Interpretative analysis Explain the important/significance Cause and consequence Supported judgements and evaluation (Balanced essay responses) 	<ul style="list-style-type: none"> Interpretative analysis Explain the important/significance Cause and consequence Supported judgements and evaluation (Balanced essay responses) 	<ul style="list-style-type: none"> Source Utility Explaining significance Supported Judgements Comparison: Similarity and difference
Middle Stake Testing	1- Write an account of the Moroccan Crises and why they contributed to the start of WWI 2-Write an account of the Bosnian Crisis	1-How useful are Sources A and B about the Battle of the Somme? 2-'The USA joining war was the main reason why Germany lost WWI'. How far do you agree?	1-How convincing is Interpretation A about the Earl of Essex? 2- Write an account of how Elizabeth dealt with threats to her throne	1-Explain the importance of the Puritans 2-Write an account of how government policies towards the poor changed in Elizabethan England	1-Explain what was important about the Elizabethan voyages of discovery 2-Historic Environment Question: How far do you agree?	1-Explain the significance of the Magna Carta 2- Was Simon de Montfort a champion of democracy?
High Stake Testing	Assessment 1 – Conflict and Tension (HT2)		Assessment 2– Conflict and Tension and Elizabethan England (HT3)		Assessment 3 – Conflict and Tension and Elizabethan England (HT6)	
Skills development	Students will build on their knowledge and skills from KS3. Students will develop the essential skill of being able to give a supported judgement, backed up by convincing and relevant evidence. Students will also be able to experience a historic environment study site, allowing them to analyse primary sources from the Elizabethan Period, helping them to evaluate critical information from the period in order to produce a multi-causal response.					

Long Term Plan Year 11 History

Year 11 Intent / End Point: In Year 11 the curriculum is designed for students to develop confidence and **consolidate** their historical knowledge in readiness for their GCSE exam. Furthermore, students are provided with numerous opportunities to develop their **critical exam skills**, such as **causation, supported judgements, significance, consequence and similarity and change**. It is also hoped that students will have developed an **enquiring** and **critical outlook** on the world, with skills that can be **applied** in their **future endeavours**.

	HT1	HT2	HT3	HT4	HT5	HT6
Unit Title AQA GCSE	Power and the People, c1170-Present	Power and the People, c1170-Present	Germany: Democracy to Dictatorship, 1890-1945	Germany: Democracy to Dictatorship, 1890-1945 (Revision)	Revision and Exams	
Key Questions	Q1: The Pilgrimage of Grace: The most serious rebellion yet? Q2: The English Revolution: Was it a world turned upside down? Q3: Cromwell: Hero or Villain? Q4: The American Revolution: Was it a good thing for Britain? Q5: How effective were the Chartists?	Q6: Why were some campaign groups more successful than others? Q7: Who were the early trade unions? Q8. Women’s Rights: Equal at last? Q9: Who runs the country: Government or Unions? Q10: How have the rights of ethnic minorities changed since 1945? Q11: What do the experiences of those on the Windrush tell us about people and power in the 20 th century?	Q1: What difficulties did Kaiser Wilhelm have ruling Germany? Q2: What was the Impact of WWI on Germany? Q3: Why was the Weimar Republic hated by the German people? Q4: How did the Great Depression help the Nazis come to power? Q5: How did the Nazis set up a dictatorship? Q6: How did the Nazis deal with unemployment? How did Nazi policies affect women and children?	Q7: How did the Nazis control religion and the Church? Q8: How did the Nazis control the state? Q9: What opposition was there to the Nazis? Q10: How was Germany affected by WWII? Q11 What were Nazis ideas about Race?? Q12: What was Kristallnacht? Q13: What was the final solution and was it planned from the start?	Course Revision and Preparation for Exams: Paper 1 – Germany and the Origins of WW! Paper 2 – Elizabethan England and Power and the People	
Skills	<ul style="list-style-type: none"> Source Utility Explaining significance Supported Judgements Comparison: Similarity and difference 	<ul style="list-style-type: none"> Source Utility Explaining significance Supported Judgements Comparison: Similarity and difference Evaluation: Balanced essay responses 	<ul style="list-style-type: none"> Describe events/problems Source and interpretive analysis Cause and consequence Supported Judgments Evaluation: Balanced essay responses 	<ul style="list-style-type: none"> Describe events/problems Source and interpretive analysis Cause and consequence Supported Judgments Evaluation: Balanced essay responses 		
Middle Stake Testing	1-Explain the significance of the Chartists? 2-Compare Magna Carta with the English Civil War. In what ways are they similar?	1-Has the economy been the main factor in causing protest in Britain since Medieval times? 2- Explain the significance of the Suffragettes Movement?	1-Describe two problems that the Weimar Republic had between 1919 and 1924. 2-In what ways did Nazi policies affect the lives of children?	1-Which of the following was the more important reason why Hitler became leader of Germany in 1933? Popularity of the Nazis Weakness of the Weimar Republic 2- In what ways were the lives of Jewish people affected by Nazi policies between 1933-1939?		
High Stake Testing	Practice Exam 1		Practice Exam 2		Final GCSE Exam	
Skills development	Students will build on their knowledge from Year 10, and develop the critical AO2 skills required to achieve highly on both exam papers e.g. similarity/difference, historical significance, evaluation and source analysis, ability to produce supported judgments etc. They will also develop a key understanding of how to revise effectively and have the chance to see clearly modelled responses, which will assist them during the final part of their History course. Moreover, the skills and knowledge obtained will allow students to make a more confident approach to Advanced level, should they wish to study History at this level.					