

<b>Curriculum Long Term Planning Overview</b>	<b>Key Stage 3</b>	<b>Subject Area: History</b>
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Year	Study Modules	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Year 7</b>		<b>Romans</b>	<b>Vikings and Saxons</b>	<b>The Middle Ages and Medieval Period into the Tudors</b>			
	<b>Study Modules</b>	Why is history important? What have the Romans ever done for us? Who were the Romans? How did Rome take over Italy? How did Rome become a republic? What happened in Pompeii and why is it important? Was the life of a gladiator positive or negative?	Who were the Vikings and the Saxons? What was life like for different groups in Saxon England? Why were the Vikings such feared warriors? How did the Vikings and Saxons develop into the Normans?	How 'dark' were the 'Dark Ages'? How easy was England to invade? Who should be king of England? Case study on the Battle of Hastings. Why did William win and Harold lose? What problems did William face? How did William keep control?	Complete the End of the Normans and then How are interpretations created? King John Why were heaven and hell so important to people? Was the Black Disaster as disaster? Was the Peasants Revolt a failure?	Complete: How are interpretations created? King John Why were heaven and hell so important to people? Was the Black Disaster as disaster? Was the Peasants Revolt a failure? Begin Summer 2 topics after Peasants revolt	What were the Wars of the Roses? Why did they happen? Who were the key players in the WOTR? Was Richard III really a cruel ruler? What happened to the Princes in the Tower? Case study on the Battle of Bosworth and the start of the rise of the Tudors.

	<b>Assessment</b>	<p>What can you infer from the source about the Romans?</p> <p>Why did the Roman Empire fall? Newspaper article.</p>	<p>1. Were the Anglo-Saxon punishments too harsh?</p> <p>2. How were the Vikings able to invade England?</p> <p>3. Why is it important to study the Vikings and Saxons?</p>	<p>Why did William win the Battle of Hastings? (essay – causation) OR</p> <p>Explain how useful a source is as evidence of how William gained and kept control of England OR</p> <p>End of Unit test-half short answer half GCSE style</p>	<p>1. Is Disney’s interpretation of King John accurate? (lesson 3)</p> <p>2. Was a field near London, 803 years ago, really the place where democracy was born? (lesson 6)</p>	<p>1. 3 step assessment on Explain the consequences of the Black death (lesson 9A)</p> <p>2. Self marked SMHW quiz on BD and PR</p>	<p>Mini Assessment on WOTR during term then EOY assessment focussing on all skills across the year</p>
	<b>Builds Upon</b>	<p>KS2 National Curriculum covering Romans and their impact on Britain. The taught skills within the module focusing on Inference skills and wider writing</p>	<p>KS2 National Curriculum covering Anglo Saxons and Vikings and their impact on Britain Inference skills. Taught skills within unit focussing on structure, PEE paragraphs, in depth writing</p>	<p>The National curriculum guidance on: The development of Church, state and society in Medieval Britain 1066-1509</p> <p>Continuation of written style and skills within History. Comparison between time periods e.g. Sift from Saxons to Vikings to Normans</p>	<p>The National curriculum guidance on: The development of Church, state and society in Medieval Britain 1066-1509</p> <p>Building upon change and continuity skills as well as significance skills from Normans into medieval period</p>	<p>The National curriculum guidance on: The development of Church, state and society in Medieval Britain 1066-1509</p> <p>Assessment skills from previous modules, Modern links to the recent pandemics and the impacts on society as well as interpretation skills</p>	<p>The National curriculum guidance on: The development of Church, state and society in Medieval Britain 1066-1509</p> <p>Impacts on society of change in monarchy and the legacy of the Peasants Revolt.</p> <p>WOTR follows chronologically from the y7 curriculum (whole year is</p>

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Year	Study Modules	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 8	Study Modules	Reformation and Rebellion			The Imperialistic Empire and its downfall, political and social changes		
		<p>What was Tudor society like? Henry VIII – why did he break with Rome in 1534? How far did religion change under Edward VI and Mary I? What problems did Elizabeth face as Queen? How did Elizabeth solve the religious problems? Why was the Spanish Armada defeated?</p>	<p>What are the different interpretations of why the Spanish Armada was defeated? How successful was James in solving his problems? Charles I – why did the English Civil War start in 1642? Oliver Cromwell – hero or villain?</p>	<p>Why did people believe in witches? Who was Matthew Hopkins? Was witch hunting women hunting? Why was Britain able to gain an Empire? What was the Triangle Trade? How successful was slave resistance? Were the actions of the slaves the key reason the slave trade was abolished?</p>	<p>What is decolonisation and how is it linked to the slave trade? Why is it important today? A series of case studies across the World looking at the role of the Empire and the resultant issues in African, Asian, European and Oceanic countries. What changes and impacts did decolonization have on other aspects of society? What social changes? How does it link to bigger issues e.g. World war</p>	<p>Completion of decolonisation. How did Britain change between 1750 and 1900? What were working class living conditions like during the Industrial Revolution? What were the problems with public health during the Industrial Revolution? What were working conditions like in factories during the Industrial Revolution?</p>	<p>Why are there disagreements about the role of women in securing the vote? What was life like for women in the 1900s? Who are the suffragists and suffragettes? A case study of Emily Davison-martyr or criminal? Why did women win the vote in 1918?</p>

	<b>Assessment</b>	Explain why Henry VIII broke with Rome.	Identify the main differences between two interpretations of the reasons for the Spanish Armada's defeat. Suggest two reasons why they are different	'Was Witch hunting just women hunting?'  Describe causes question on the origins of slavery  16m How far do you agree abolition question (media as a focus)	Explain how the 'Raj' impacted Britain and India  OR  How useful is source A for an enquiry into the importance of the ANC in the ending of apartheid? (half an 8m)	Explain how the housing could have led to disease spreading in the Industrial Revolution Explain one consequence of John Snow's findings about the cause of cholera What can you learn from source A about the spread of cholera in the 1800s?	Explain why women were given the vote in 1918 (cause and consequence, importance, change and continuity, significance)
	<b>Builds Upon</b>	The National curriculum guidance on: The development of Church, state and society in Medieval Britain 1509-1745. Chronological follow on from WOTR with a focus on comparison skills across factors that caused key change over time building upon our change and	The National curriculum guidance on: The development of Church, state and society in Medieval Britain 1509-1745. Builds upon our interpretation work in Y7 as well as considering how historical approaches differ dependent on authorship. Questioning of sources and	The National curriculum guidance on: The development of Church, state and society in Medieval Britain 1509-1745 Modern context of societal beliefs surrounding these issues of race and sexism, prior understanding from the early KS2 and KS3 topics.	The National curriculum guidance on: The development of Church, state and society in Medieval Britain 1745-1901 Builds upon prior module focusing on decolonising the curriculum inline with Df E guidance and training. Specific builds upon prior knowledge of our own cohort with	The National curriculum guidance on: The development of Church, state and society in Medieval Britain 1745-1901 Chronological development of curriculum, building upon change and continuity skills of Y7, significance skills of Y7 and 8 and comparison of these aspects.	The National curriculum guidance on challenges for Britain, Europe and the wider world 1901 to the present day Modern issues and the role of the previous 2 topics looking at attitudes and change (skills prevalent at y10/11 for C+P paper 1)

		continuity skills	source analysis skills over time		specific case studies utilised to focus on groups within our school itself		
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Year	Study Modules	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 9	<b>Black Peoples of America – The Fight for Equality</b>		<b>Revolutions</b>	<b>Russian Revolution and The rise of fascism</b>	<b>World War 2 and the Holocaust</b>	<b>Complete Spring 1 and World War One</b>	<b>GCSE History Weimar and Nazi Germany 1918 to 1939</b>
	<b>Study Modules</b>	Was slavery the most important reason why the American Civil War occurred? To what extent can a historical movie be made useful to a historian researching the role of Black Americans in the American Civil War? How far did the position of Black Americans improve after emancipation? Why was Emmett	Was the late seventeenth century in Britain radical? Was 1789 the year France became free? What caused the American war of Independence? What was wrong with the British political system in the 1820s? How did Chartism change English democracy? Why were the Tolpuddle Martyrs punished so harshly?	What was Russia like under the Tsars? The development of revolution and key revolutionary figures e.g. Rasputin. The impact of WW1 and the slide into rebellion and overthrow. Why did communism rise in the East? How did Lenin seize power? The rise of extremism across Eastern and western Europe.	'America's entry into the WW2 brought it to an end'. How far do you agree with this view? Was the rise of the Dictators the reason why WWII broke out? What were the turning points of the Second World War? Was it necessary to drop the atomic bombs? Why and how should we remember the Holocaust?	Was Europe poised for war pre-1914? Why do historians disagree so much about the causes of the First World War? Why did we end up in Trenches? What was life like in the trenches? What was the outcome of WW1 for Europe: Politically, socially, economically and militarily?	How did WWI affect Germany? How did Germany react to the Treaty of Versailles? Why did the Weimar Republic face political problems? Why did the Weimar Republic face so many economic problems in 1923? To what extent did Stresemann help the

		<p>Till's murder significant? To what extent was the Civil Rights movement of the 1940s to 1970s successful and how did it change interpretations of Malcom X? To what extent have Black Americans gained equality today?</p>	<p>Explain why there was a social revolution in England after WW2. Explain why China turned red in 1949. Was the Arab Spring of 2011 successful?</p>	<p>How similar are communism and fascism?</p>			<p>Weimar Republic recover? How did the Nazi Party grow 1919 to 1923? What did the Nazi Party believe? What were the successes and failures of the Munich Putsch?</p>
	<b>Assessment</b>	<p>Explanation of the causes of the American Civil War (essay) (causation)</p> <p>Interpretations of Malcom X and his impact on the Civil Rights Movement</p>	<p>1. What can you infer from the following image about Marie Antoinette's social status? (GCSE Style 4-mark question) 2. What can you infer from the source about who was responsible for the riots at Peterloo? (GCSE style 4-mark question) 3. Explain why a Welfare State was created in England</p>	<p>Explain how accurate is source A (palmer raids source)in explaining what happened during the first Red Scare? (8 Marks)</p> <p>8m Exam style question. Explain why Russia suffered defeats during WW1</p> <p>4m Inference question on Lenin Essay style Q-</p>	<p>What can you infer about the role of women during WWII? 2. Explain the experience of evacuees during Operation Pied Piper 3. "Churchill was completely a villain; his atrocities cannot outweigh winning WWII" How far do you agree with this question?</p>	<p>Source analysis (half question) on recruitment and propaganda 2. Inference worksheet and recruitment poster HW</p>	<p><b>IF started- 4m inference and 12m Explain practice in preparation for y10. (unlikely to begin based on timelines in school year 22/23)</b></p>

			<p>in the years 1945-51? (GCSE style 12 mark question)</p> <p>4. What is the difference between interpretations 1 and 2 on the impact of the Arab Spring of 2011? (GCSE style 4 mark question)</p> <p>5. Explain why interpretations 1 and 2 are different in their analysis of the impact of the Arab Spring? (GCSE style 4 mark question)</p> <p>6. How far do you agree with interpretation one about the impact of the Arab Spring of 2011? (GCSE style 16 mark question)</p>	<p>Was the rise of the Dictators the main reason why the Second World War started?</p>	<p>Design your own Holocaust Memorial (for displays or marked)</p> <p>4. 4m describe ghettos exam style question</p>		
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	<p align="center"><b>Builds Upon</b></p>	<p>The National curriculum guidance on: ideas, political power, industry and empire: Britain, 1745-1901</p> <p>Builds upon empire understanding module as well as slavery and decolonisation concepts in Y8. Development of skills of causation, importance and significance form previous modules</p>	<p>The National curriculum guidance on challenges for Britain, Europe and the wider world 1901 to the present day.</p> <p>Interpretations skills developed from previous years and modules, inference skills form Y7 and 8.</p> <p>Revolutions building towards case study being taught in later terms and also to prepare skills for KS4 case study analysis and source work</p>	<p>The National curriculum guidance on: At least one study of a significant society or issue in world history and its interconnections with other world developments.</p> <p>Revolutions module of previous half term, change and continuity, significance skills, new concepts linked to long term impacts e.g. Extremist ideology, communism, fascism etc.</p>	<p>The only Statutory Teaching Requirement within KS3 National Curriculum</p> <p>Worldwide concepts of tolerance, acceptance, racism, morality, anti-Semitism. The students must be taught this and it is chronologically included in the curriculum to make sense and also when students are at their oldest and most able to comprehend in KS3. Skills are continual, features, source material, looking at evidence critically</p>	<p>The National curriculum guidance on challenges for Britain, Europe and the wider world 1901 to the present day. Builds upon causation, MAIN factors, social, political, economic aspects of comparison. Introduces the ideas of levels of blame across reasons, rankings and ideals of intertwined factors</p>	<p>The National curriculum guidance on challenges for Britain, Europe and the wider world 1901 to the present day. Preparation of contextual knowledge for OFQUAL GCSE modules of Weimar and Nazi Germany, pre-teaching context to allow students to access content following GSCE choices. Skills of structure, specific exam focus questions e.g. usefulness of sources as mentioned in prior modules like Russia Rev.</p>
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<b>Curriculum Long Term Planning Overview</b>	<b>Key Stage 4</b>	<b>Subject Area: History</b>	<b>Academic Year: 2022-23</b>
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Year	Study Modules	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	<b>Unit 3 – Germany 1918 to 1939 (New GCSE)</b>	<b>Unit 2 – Elizabethan England 1558 – 1588</b>				<b>Unit 2 – Cold War</b>	
<b>Year 10</b>	<b>Study Modules</b>	<p>How were the Nazis reborn after the MBHP? How far did Germany society change? Why and how did the Great Depression affect Germany? Why did support for Nazis grow? How did Hitler become Chancellor of Germany? How did the Nazis create a dictatorship?</p>	<p>How significant is the Night of the Long Knives? How did the Nazi Police State control ordinary Germans? How did the Nazis deal with religion? How successfully did the Nazis control people's heart and minds? To what extent was there support for the Nazi regime? How did women's lives change under the Nazis? How did the Nazis control the youth? Were improved wages the main effect of the Nazi economic policy? Why did Nazis persecute fellow Germans?</p>	<p>What was Elizabethan England like? Why was religion important in Elizabethan England? Why might some people have questioned Elizabeth's legitimacy? How difficult were the challenges which faced Elizabeth in 1588?</p>	<p>To what extent did Elizabeth 'settle' the religious problems in 1559? When was Elizabeth's crown most in danger from internal threats? Why was Mary, Queen of Scots, a problem? Why did relations with Spain deteriorate and why did war break out?</p>	<p>Why and how did the English defeat the Spanish Armada? How were people educated? How did they relax? How did Elizabethans deal with the poor? How significant were the voyages of discovery? Why did Virginia fail?</p>	<p>Crime and Punishment What was it like living in the Middle Ages? Was Anglo-Saxon justice violent and superstitious? How far did Medieval Kings change justice during the Middle Ages? Did the Church help or hinder justice? Which social change affected crime and punishment between 1500 and 1750? Case study – The Gunpowder Plot and use of Capital Punishment</p>

	<b>Assessment</b>	Written exam questions 1, 2 and 3a (inferences, explain why and usefulness)	Exam questions	Mock exam paper on Germany questions, 1, 3b, 3c and 3d	Exam questions	Full German and Elizabethan	Exam questions
	<b>Builds Upon</b>	<b>Skills developed through Y7/8/9 in inferring, source analysis, explanation. PEE structure from Y7, Inferencing from Y7, Interpretations from y7.8, Source usefulness from Y9 (Russian Rev)</b>	Knowledge builds upon Y9 courses of Study from WW1 and the rise of extremism unit focussing on fascism	<b>Knowledge builds upon KS3 Y7 Summer/Y8 Autumn on the Tudors. Exam skills build upon PEE structure across Y7/8/9</b>	How far do you agree questions build upon 3 step assessments in Y7 and 8. Skills of exam style and structure move across from WNG Y10 topic into EE	<b>Builds upon KS4 content and interpretation skills on Spanish Armada</b>	

Year	Study Modules	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
		<b>Unit 1 – Crime and Punishment Through Time, C1000 to Present</b>		<b>Unit 2 – Cold War</b>			
<b>Year 11</b>	<b>Study Modules</b>	<p>Were vagabonds really a threat to respectable society? Case study – Matthew Hopkins, Witch Finder General</p> <p>How effective was Law Enforcement, 1500 to 1750? How can we explain the Bloody Cade? Public Perception of Crime Change and continuity 1750 to 1900</p> <p>Why did the definition of crime change? What was the role of the authorities in law enforcement (Bow Street Runners and the MET)</p> <p>Reformers and the prison system</p> <p>Why was Pentonville Prison built? Case study – the role of Sir Robert Peel</p>	<p>Crime and Punishment – 1750 to the present law enforcement today</p> <p>How and why have prisons changed in the 20<sup>th</sup> century? Case study – Conscientious Objectors and the abolition of the death penalty</p> <p>What was Whitechapel like in the late 19<sup>th</sup> century? Why were there so many social issues in Whitechapel</p> <p>How was policing organised in Whitechapel? Why was it so difficult to police Whitechapel? How effective was policing in attempting to catch Jack the Ripper?</p>	<p>What is a Superpower? Why did the Grand Alliance collapse? Why did the Cold War begin? How did the USA try to halt the spread of Communism? Why would the division of Germany cause problems? What were the key features of the Hungarian uprising? Why was the Berlin Wall built? What were the consequences of the Berlin Wall being built? Why did the Cuban Missile Crisis 1962 happen? What happened during the Cuban Missile Crisis? What were the consequences of Cuba?</p>	<p>What was the Prague Spring? Czechoslovakia – what was the international reaction? What were the causes and results Effects of détente from 1969 – 1979? How successful was détente and why did it break down? The Evil Empire, Regan and the Second Cold War – what was the impact of Gorbachev’s New Thinking? What was the significance of the fall of the Berlin Wall? Why and how did the USSR collapse?</p>		

	<b>Assessment</b>	Exam questions	PPE on Paper 1 – Crime and punishment	Exam questions	PPE Paper 1 and 2 – Crime and Punishment case study and Cold war	<b>Formal GCSE exam units 1, 2 and 3</b>	
	<b>Builds Upon</b>	<b>Skills developed through Y7/8/9 in inferencing, source analysis, explanation. PEE structure from Y7, Inferencing from Y7, Interpretations from y7.8, Source usefulness from Y9 (Russian Rev)</b>	Exam structure similarities across the 3 modules- 8m usefulness, 12m explain, 4 mark inferences Knowledge builds upon vagabonds and Tudors in y7, witchcraft in y9, Saxon punishments in y7	<b>Knowledge builds upon RR module of Y9, WW2 module of Y9 to give contextual knowledge. It also builds upon WNG module Y10</b>	Skills builds upon Explanation questions across the topics and papers of KS4 and skills built at KS3		

Curriculum Long Term Planning Overview		Key Stage 5		Subject Area: History			
Year	Study Modules	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 12	<b>Study Modules Russia 1917 – 1991 From Lenin to Yeltsin</b>	Establishing Communist Party control 1917 – 1924  Stalin in power 1928 – 1953  Reform, stability and stagnation 1953 – 1985	Towards a command economy 1917 – 1928  Industry and agriculture in the Stalin era  Changing priorities for industry and agriculture 1953 – 1985	Media, propaganda and religion  The role of the secret police  The state and cultural change – social security	Khrushchev, Brezhnev and the promotion of a stable society 1953 – 1985  Education and young people Women and the family  What were the four factors which led to the collapse of the USSR?	How far can Gorbachev and Yeltsin be seen as responsible for the collapse of the USSR in 1991?  Unit 3 – British experience of warfare How did the British defeat the French on the sea? The impact on the British economy, industry, commerce and agriculture of the length of the conflict	How did the British defeat the French on land?
	<b>Assessment</b>	Part A – A level style questions	Exam style questions	PPE Part A and B	Part C – extract based questions on historical interpretations	Exam style questions	PPE A level unit exams in Unit 1 and 2
	<b>Study Modules Mao's China 1949 – 1976</b>	<b>Topic 1 – Establishing Communist rule in China 1949</b> , including the reunification campaigns, Korean War and Hundred Flowers campaign	<b>Topic 2 – Agricultural and industrial change in China</b> Under Mao Five Year Plans, famine and international reputation	<b>Topic 3 – Cultural Revolution</b> Main events and personalities	<b>Topic 4 – Social and cultural change in China</b> Role of women Development of education Destruction of religion Improvements in health care	<b>Coursework taught unit –</b> Historiographical skills and overview of the lead up to WWI	<b>Coursework</b> Causes of WWI Independent research and reading

	<b>Assessment</b>	Essay on consolidation of power 1949 – 1957	Source question related to 5 Year Plans	Both essay and source question – full exam paper	Source question on religious developments	Breadth essay on strand from the China topic	Essay and source question – full exam
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Year	Study Modules	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Year 13</b>	<b>Study Modules British Experience of Warfare</b>	The Crimean War 1854 – 1856  The Second Boer War 1899 – 1902	The Second Boer War 1899 – 1902  Trench warfare on the Western Front 1914 – 1918	The war in the air 1914 – 1918	Changes in organising the military  Changes in the roles of the people	Revision	
	<b>Assessment</b>	Part B – A level style questions	Exam style questions	PPE Part A and B questions	Part C – exam style questions  Exam questions on the two themes covering at least 100 years. Focus on the process and nature of change  Formal PPEs	Formal (External) A exams in Unit 1, 2 and 3	

	<b>Study Modules Coursework</b>	Coursework – Independent research and reading Students given individual appointment times to review progress	Coursework – Start drafting essay – 3000 to 4000 words	Coursework – Continue writing coursework	Coursework – Final deadline at start of this half term	China revision	
	<b>Assessment</b>	<b>Common Assessment Point</b> <b>FORMAL PPEs</b> <b>8<sup>th</sup> October – 19<sup>th</sup> October</b>		<b>Common Assessment Point</b> <b>FORMAL PPEs</b> <b>7<sup>th</sup> January – 18<sup>th</sup> January</b>		<b>Common Assessment Point</b> <b>FORMAL PPEs</b> <b>Week beginning 23<sup>rd</sup> April</b>	