

History- Long term plans

Year 7

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	Enquiry 1 - What is History? (6 lessons) Enquiry 2 - Who were the Romans? (8 lessons)	Did the Norman invasion change England for the better or worse? (12 lessons) including formal assessment.	Why were the Silk Roads significant? (5 lessons) Why was the Black Death so significant? (8 lessons) including self-assessment and end of topic formal assessment	The Tudors (10 lessons)	Why did so many people believe in witchcraft in 16th and 17th century England? (8 lessons)	
Learning objectives	<ul style="list-style-type: none"> To understand the importance of chronology. To identify the difference between primary and secondary sources To begin to understand how an historian works. To examine how useful myths and legends are to historians. 	<ul style="list-style-type: none"> To explain the key features of Anglo-Saxon life. To analyse the reasons why there was a dispute over who should be King in 1066. To evaluate the impact of William's success in 1066 To examine the key features and significance of the Feudal System. 	<ul style="list-style-type: none"> To explain what the Silk Roads were and how it functioned. To evaluate how important the Silk Roads were in the medieval period. To explain what the Black Death was and where it came from. To evaluate the impact of the Black Death on European society. 	<ul style="list-style-type: none"> To describe and explain the religious problems in England during the Tudor period. To explain what Tudor society was like. To analyse Tudor attitudes towards the poor. 	<ul style="list-style-type: none"> To explain why there was such a strong belief in witchcraft in the 16th and 17th century. To explain how 'witches' were identified and punished. To evaluate the significance of the belief in witchcraft in the period. 	
Key ideas/ Themes:	chronology, historical sources	conquest, feudal system, control	culture, progress, epidemic,	intolerance, poverty	accusation, confession, murder.	
Prerequisite knowledge:						
Outcomes (Stickable- output that the student produces to demonstrate their knowledge)	<ul style="list-style-type: none"> Analysis of historical sources Extended writing Utility of sources Live marking Formative and summative assessment. 	<ul style="list-style-type: none"> Analysis of historical sources Extended writing Utility of sources Interpretations of individuals and events Live marking Formative and summative assessment. 	<ul style="list-style-type: none"> Analysis of historical sources Extended writing Utility of sources Interpretations of individuals and events Live marking Formative and summative assessment. 	<ul style="list-style-type: none"> Analysis of historical sources Extended writing Utility of sources Live marking Formative and summative assessment. 	<ul style="list-style-type: none"> Analysis of historical sources Extended writing Utility of sources Interpretations of individuals and events Live marking Formative and summative assessment. 	

History- Long term plans

Year 8

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	<p>The Transatlantic Slave Trade (14 lessons).</p> <p>A formal assessment will be taken by students at the end of the topic)</p> <p><u>Part 1</u>- Transatlantic slave trade, its impact and its legacy. <u>Part 2</u>- Analysis of why the slave trade was introduced and the horrific consequences for millions of African people forced into enslavement.</p>	<p>The Transatlantic Slave Trade (10 lessons).</p> <p><u>Part 3</u> - Examine the limitations of historical sources from this period. Experiences of ex-slaves such as Olaudah Equiano are considered and the significant role they played in the abolitionist movement in Britain in the 18th century.</p> <p>The Industrial Revolution- (4 lessons)</p> <p><u>Part 1</u>- Britain 1750-1900. Economic and social impact of the Industrial Revolution on Britain</p>	<p>The Industrial Revolution (12 lessons)</p> <p>A formal assessment will be taken by students at the end of the topic)</p> <p><u>Part 2</u>- The transition from agriculture to mass industry in the towns and cities. What it was like to live and work during this time period.</p>	<p>The Industrial Revolution (10 lessons)</p> <p><u>Part 3</u>- The public health crisis caused by the growth of towns. Governments transition from their laissez faire attitude to improve conditions for working people.</p>	<p>Migration to Britain (12 lessons)</p> <p>A formal assessment will be taken by students at the end of the topic)</p> <p><u>Part 1</u>- Migration to Britain from the Romans to the 19th century.</p>	<p>Migration to Britain (14 lessons)</p> <p><u>Part 2</u>- Key push and pull factors. <u>Part 3</u>- Impact and the reactions to migration, both negative and positive.</p>
Learning objectives	<ul style="list-style-type: none"> To define what the Transatlantic Slave Trade was and identify when and where it happened. To explain the conditions and experiences of enslaved people during the Middle Passage. To use sources to describe the emotional and physical impact of the journey. To explore how enslaved people resisted oppression in different ways. To assess how reliable sources are in representing enslaved people's experiences. 	<ul style="list-style-type: none"> To explain Britain's economic role in the slave trade and how it benefitted. To explain the reasons why the slave trade was abolished. To analyse and evaluate different historical sources and interpretations. To explain cause, consequence, and change over time using historical evidence. To develop historical empathy and critical thinking through writing and discussion. 	<ul style="list-style-type: none"> To define the term "Industrial Revolution" and identify when and where it took place To describe the main sectors affected (e.g., textiles, transport, agriculture). To assess how these factors contributed to change over time. To describe the conditions experienced by workers, including children. To evaluate different historical sources for bias, reliability, and usefulness. To explore the living conditions in rapidly growing industrial cities. 	<ul style="list-style-type: none"> To examine resistance to change To investigate key laws and reforms To assess the short-term and long-term impacts of the Industrial Revolution on different groups. To construct a balanced historical argument using evidence. To develop the ability to explain cause, consequence, change and continuity. To evaluate historical interpretations and use evidence effectively. 	<ul style="list-style-type: none"> Understand what is meant by "migration" and why it is historically significant. Describe early migrations to Britain and their motivations. Explain the impact of Romanisation and settlement by Anglo-Saxons and Vikings. Explore the experiences of Jewish communities and foreign merchants in Medieval England. Understand reasons for welcome and persecution Identify key migrant groups (e.g., Huguenots) 	<ul style="list-style-type: none"> Examine the experiences of Irish migrants during and after the Great Famine. Understand how Britain's empire created patterns of migration (e.g., India, Caribbean, Africa). Explore the experiences of the Windrush Generation and post-war migration. Explore how migration has shaped modern British identity. Assess social, cultural, and economic contributions made by migrants.
Key ideas/ Themes:	Power, exploration, human rights	Inequality, identity, resistance	Technological innovations, urbanisation, working conditions	Reform, continuity and change	Identity, inclusion, racism	Prejudice, tolerance, power
Prerequisite knowledge:	<ul style="list-style-type: none"> Understanding of historical time periods Basic knowledge of the idea of an empire and Britain's global expansion. Familiarity with world geography (e.g., location of Britain, West Africa, the Caribbean, North America). Ability to engage respectfully with difficult or upsetting content. 	<ul style="list-style-type: none"> Basic ability to read and interpret historical sources (written, visual, and artefactual). Introduction to key concepts such as cause and consequence, change and continuity, and significance. Awareness that history involves interpreting the past through different viewpoints. 	<ul style="list-style-type: none"> Understanding of where the Industrial Revolution fits in British and world history (c.1750–1900). Basic knowledge of life before industrialisation Some understanding that inventions and discoveries can transform society. Knowledge of basic UK geography — key cities (e.g., Manchester, Birmingham, London). Understanding that people's lives are shaped by work, health, and environment. 	<ul style="list-style-type: none"> Ability to describe and begin to analyse written, visual, and physical sources. Some experience with identifying reasons why events happen. Awareness that sources reflect particular viewpoints and are not always neutral. 	<ul style="list-style-type: none"> Understand that history covers different periods and that people have moved to and from Britain across centuries. Ability to locate Britain on a map, as well as key regions such as Europe, Africa, the Caribbean, and Asia. Know what "migration," "immigration," and "emigration" mean. Some understanding of diversity and how different communities can live together or face challenges. 	<ul style="list-style-type: none"> Experience interpreting simple historical sources like pictures, maps, or short texts. Basic understanding of cause and consequence (e.g., why people move). Awareness of change and continuity over time.



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<p>Outcomes (Stickable- output that the student produces to demonstrate their knowledge)</p>	<ul style="list-style-type: none"> • Chronological understanding and links between events. • Historical empathy and knowledge of conditions. • Interpret and evaluate sources critically. • Extended writing tasks- exam practice 	<ul style="list-style-type: none"> • Chronological understanding and links between events. • Historical empathy and knowledge of conditions. • Interpret and evaluate sources critically. • Extended writing tasks- exam practice 	<ul style="list-style-type: none"> • Understanding of social and environmental impacts. • Historical empathy and social context. • Awareness of technological change and consequences. • Builds source analysis and critical thinking skills. • Understanding of cause-effect and historical progress. 	<ul style="list-style-type: none"> • Understanding of social and environmental impacts. • Historical empathy and social context. • Awareness of technological change and consequences. • Builds source analysis and critical thinking skills. • Understanding of cause-effect and historical progress. 	<ul style="list-style-type: none"> • Shows understanding of push/pull factors, context, and impact. • Demonstrates grasp of causation and comparison. • Builds chronological understanding and patterns of continuity/change. • Shows critical thinking and use of evidence. • Highlights cause and consequence and encourages evaluation. 	<ul style="list-style-type: none"> • Shows understanding of push/pull factors, context, and impact. • Demonstrates grasp of causation and comparison. • Builds chronological understanding and patterns of continuity/change. • Shows critical thinking and use of evidence. • Highlights cause and consequence and encourages evaluation.
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Year 9

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	The First World War 1914-1918 (10 lessons) including formal assessment. Life in Nazi Germany 1933-39 (4 lessons - 10 lessons in total including formal assessment))	Life in Nazi Germany 1933-39 (6 lessons) Why was the Holocaust so significant? (7 lessons)	What was life like for British people during the Second World War, 1939-45? (12 lessons in total)	What was life like for British people during the Second World War, 1939-45? - formal mid-term assessment. Did British peoples lives improve in the years 1948-1980? (8 lessons - 12 lessons in total)	Did British peoples lives improve in the years 1948-1980? (4 lessons) To what extent did the dropping of the atomic bomb in 1945 change the world? (3 lessons) Why did the USA and the Soviet Union become enemies after the Second World War? (5 lessons)	Why was there so much unrest in Britain in the 1970s and 1980s? (10 lessons) End of year assessment
Learning objectives	<ul style="list-style-type: none"> To understand the long and short-term causes of WWI. To analyse the impact of trench life and trench warfare. To explain the reasons behind conscientious objection. 	<ul style="list-style-type: none"> To evaluate the impact of Nazism on the lives of ordinary Germans. To analyse the impact of Nazism on women and children. To explore Nazi attitudes to race and minority groups in Germany To analyse and evaluate the significance of the Holocaust. 	<ul style="list-style-type: none"> To evaluate the impact of evacuation on British society To determine whether the 'Blitz Spirit' was exaggerated. To examine the significance of the Beveridge Report in improving the lives of British people. 	<ul style="list-style-type: none"> To evaluate the extent of improvement in women's lives in the period. To explain the key reasons for the increase in immigration after WWII. To examine the impact of immigration on British society. 	<ul style="list-style-type: none"> To analyse the impact of the 'swinging sixties' on attitudes in society. To explore the growth in youth culture and its impact. To explain why the USA dropped two atomic bombs on Japan in 1945. To identify the reasons why the USA and the Soviet Union became enemies after 1945. 	<ul style="list-style-type: none"> To explain the impact of industrial action on British society in the 70s and 80s. To evaluate the significance of the Miners Strike 1984/85 To analyse the reasons for the riots in British cities in the 1980s. To examine the significance of the Scarman Report and its impact.
Key ideas/ Themes:	Imperialism, alliances, trench warfare.	Nazism, oppression, repression	propaganda, morale, liberalism	Immigration, racism, violence	liberation, youth culture, feminism	strikes, community, unemployment
Prerequisite knowledge:						
Outcomes (Stickable-output that the student produces to demonstrate their knowledge)	<ul style="list-style-type: none"> Analysis of historical sources Extended writing Utility of sources Live marking Formative and summative assessment. 	<ul style="list-style-type: none"> Analysis of historical sources Extended writing Utility of sources Analysis of interpretations Live marking Formative and summative assessment. 	<ul style="list-style-type: none"> Analysis of historical sources Extended writing Utility of sources Analysis of interpretations Live marking Formative assessment. 	<ul style="list-style-type: none"> Analysis of historical sources Extended writing Utility of sources Analysis of interpretations Live marking Formative and summative assessment. 	<ul style="list-style-type: none"> Analysis of historical sources Extended writing Utility of sources Analysis of interpretations Live marking Formative assessment. 	<ul style="list-style-type: none"> Analysis of historical sources Extended writing Utility of sources Analysis of interpretations Live marking Formative and summative assessment.

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Year 10

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	<p>Paper 1 AQA GCSE History: America Opportunity and Inequality: 1920-73 (39 lessons in total). A formal assessment will be taken by students at the end of each topic)</p> <p>Part 1: American people and the Boom (14 lessons) <i>and</i> Part 2: Bust - Americans' experiences of the Depression and the New Deal (14 lessons in total) HT1 (4 lessons)</p>	<p>Paper 1 AQA GCSE History: America Opportunity and Inequality: 1920-73</p> <p>Part 2: Bust - Americans' experiences of the Depression and the New Deal (10 lessons) <i>and</i> Part 3: Post War America (11 lessons)</p>	<p>Paper 1 AQA GCSE History: Conflict and Tension between East and West 1945-1972 (35 lessons in total)</p> <p>Part 1: The origins of the Cold War (15 lessons)</p>	<p>Paper 1 AQA GCSE History: Conflict and Tension between East and West 1945-1972</p> <p>Part 2: The development of the Cold War (10 lessons) <i>and</i> Part 3: Transformation of the Cold War (10 lessons)</p>	<p>Paper 2 AQA GCSE History: Elizabethan England c1563-1603 (lessons in total)</p> <p>Part 1: Elizabeth's court and Parliament (8 lessons) <i>and</i> Part 2: Life in Elizabethan England (10 lessons)</p>	<p>Paper 2 AQA GCSE History: Elizabethan England c1563-1603</p> <p>Part 3: Troubles at home and abroad (15 lessons)</p>
Learning objectives	<ul style="list-style-type: none"> To understand the economic boom and economic collapse in the USA in the 1920s. To explore how the USA dealt with issues such as immigration and prohibition. To understand the cultural developments in the USA in the 1920s. To analyse the reasons for segregation of African-Americans in the 1920s. 	<ul style="list-style-type: none"> To explain the impact of the Wall Street Crash on the USA in 1929. To analyse the impact of the Great Depression in the 1930s. To evaluate the impact and effectiveness of Roosevelt's New Deal. To explain the impact of America's involvement in WWII and the prosperity it created. To analyse the racial tension and civil rights movement in the USA in the 1950s and 1960s. To evaluate the impact of the feminist movement. 	<ul style="list-style-type: none"> Explain the differences between capitalism and communism Explain why tension increased between the East and West after 1945. What was the significance of the Truman Doctrine? Why was Berlin so significant? Examine conflict outside of Europe - China, Korea, Vietnam. 	<ul style="list-style-type: none"> To evaluate the impact of the Arms Race. To analyse problems with Communism in Eastern Europe - Hungary 1956. Explain why Berlin became a symbol of the Cold War. Explain why the Cuban Missile Crisis was so significant. Evaluate the effectiveness of detente and its weaknesses. 	<ul style="list-style-type: none"> To assess the difficulties Elizabeth I faced as a female ruler. To explain the importance of marriage in the Tudor period. To analyse the significance of rebellions against Elizabeth. Evaluate the importance of wealth, fashion and entertainment. Understand the reasons for a growth in poverty Analyse the significance of Francis Drake. 	<ul style="list-style-type: none"> To evaluate the significance of Mary, Queen of Scots and her threat to Elizabeth. To understand the conflict and tension between England and Spain The importance of the navy to England's development as a nation. To assess and evaluate the significance of the Spanish Armada.
Key ideas/ Themes:	Capitalism, racism, segregation	Poverty, sexism, equality	Communism, democracy, tension	Brinkmanship, revolution, morality	Rebellion, class structure, wealth and power	Rivalry, privateering, betrayal
Prerequisite knowledge:						
Outcomes (Stickable-output that the student produces to demonstrate their knowledge)	<ul style="list-style-type: none"> Analysis of historical interpretations - differences and comparisons. Extended writing tasks - exam practice. Live marking. Formative and summative assessment. 	<ul style="list-style-type: none"> Analysis of historical interpretations - differences and comparisons. Extended writing tasks - exam practice. Live marking. Formative and summative assessment. 	<ul style="list-style-type: none"> Historical source analysis and evaluation. Determining the utility of sources for an enquiry. Extended writing tasks - exam practice. Live marking. Formative and summative assessment. 	<ul style="list-style-type: none"> Historical source analysis and evaluation. Determining the utility of sources for an enquiry. Extended writing tasks - exam practice. Live marking. Formative and summative assessment. 	<ul style="list-style-type: none"> Analysis of Historical interpretations Extended writing Live marking. Formative and summative assessment. 	<ul style="list-style-type: none"> Analysis of Historical interpretations Extended writing Live marking. Formative and summative assessment.



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Year 11

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	<p><u>Paper 3</u> Edexcel GCSE History: Modern Depth Study. Weimar and Nazi Germany 1918-39. (36 Lessons in total) Formal assessment will be taken at the end of each topic.</p> <p>Part 2: Hitler's rise to power 1919-33 (12 lessons) and Part 3: Nazi control and dictatorship, 1933-39. (15 lessons)</p>	<p><u>Paper 3</u> Edexcel GCSE History: Modern Depth Study. Weimar and Nazi Germany 1918-39. (36 Lessons in total) Formal assessment will be taken at the end of each topic.</p> <p>Part 4: Life in Nazi Germany 1933-39 (12 lessons)</p> <p><u>Paper 2</u> Edexcel GCSE History: Superpower Relations and the Cold War, 1941-91. (28 lessons in total)</p> <p>Part 1- The Origins of the Cold War, 1941-58. (13 lessons.)</p>	<p><u>Paper 2</u> Edexcel GCSE History: Superpower Relations and the Cold War, 1941-91.</p> <p>Part 2- Cold War Crises, 1958-70. 10 lessons.</p> <p>Part 3- The End of the Cold War 1970-91 8 lessons.</p>	Revision and exam preparation.		
Learning objectives	<ul style="list-style-type: none"> To understand how Hitler transformed the Nazi Party. To understand why the electorate supported Hitler following the Wall Street Crash. To recognise how Germany became a Dictatorship 	<ul style="list-style-type: none"> To understand how Nazi rule affected freedoms and liberties. To recognise the forms and effectiveness of resistance to the Nazis. To understand International Relations as World War Two drew to a close 	<ul style="list-style-type: none"> To understand how relations between the Superpowers were affected by events in Berlin, Cuba and Czechoslovakia. To recognise the start of Arms Control measures. To recognise the significance of SALT, Regan and Star Wars in the ending of the Cold War. 			
Key ideas/ Themes:	Democracy. Economics. Freedom.	Liberty. Power. Totalitarianism. Capitalism. Communism.	Conflict. MAD. Detente. Freedom. Democracy.			
Prerequisite knowledge:	Impact of World War. How Democracy works.					
Outcomes (Stickable-output that the student produces to demonstrate their knowledge)	<ul style="list-style-type: none"> Historical source analysis and evaluation. Determining the utility of sources for an enquiry. Extended writing tasks - exam practice. Understanding historical interpretations. Formative and summative assessment. 	<ul style="list-style-type: none"> Analysis of Historical interpretations Extended writing Exam practice Understanding historical interpretations. Formative and summative assessment. 	<ul style="list-style-type: none"> Analysis of Historical events. Enhanced Chronological understanding. Exam practice Extended writing with a focus on relative importance 	<ul style="list-style-type: none"> Revision techniques Exam practice. 		



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