

## History Long-Term Plan

Year 7	Topic	Objective	Skills	Concepts
Autumn 1	<u>Introduction to History: The story of Britain up to 1066</u>	<ul style="list-style-type: none"> <li>To learn about the concepts of time and history</li> <li>To learn what Anglo-Saxon England was like.</li> <li>Study 1066 and consider who will be the next king.</li> <li>The Battle of Stamford Bridge and the weapons and battle tactics</li> <li>The Battle of Hastings</li> <li>Examine how King Harold died</li> </ul>	<ul style="list-style-type: none"> <li>Chronology, timelines</li> <li>Sources examination on achievements of Anglo-Saxons</li> <li>Cause &amp; consequence (influence of settlers and invaders, reasons why invaders wanted to invade)</li> <li>Analyse significance of potential kings</li> <li>Similarity and difference of Harold and Williams' armies</li> <li>Short narrative account, causation, why the battle of Hastings was won</li> </ul>	Chronology, timeline, evidence, century, earl, Witan, medieval, king
			<ul style="list-style-type: none"> <li></li> </ul>	
Autumn 2	<u>The Norman Conquest of 1066</u>	Learn about: <ul style="list-style-type: none"> <li>The conquest of England</li> <li>William the castle builder</li> <li>The Domesday Book</li> <li>The feudal system</li> <li>How life changed under the Normans</li> </ul>	<ul style="list-style-type: none"> <li>Source analysis, Williams' problems after victory</li> <li>Significance of the Domesday Book</li> <li>Change &amp; continuity, life in Norman, feudal England</li> <li>Compare interpretations of William</li> </ul>	Rebellions, siege, battle, defence, feudalism, hierarchy, conquest
Spring 1	<u>The Tudors</u>	Learn about: <ul style="list-style-type: none"> <li>King Henry VII</li> <li>Henry VIII's character</li> <li>Henry as a young man</li> <li>The issue with Henry VIII's first wife</li> <li>Henry VIII's other wives</li> </ul>	<ul style="list-style-type: none"> <li>Significance and consequences of Henry VIIIs actions</li> <li>Source analysis of Henry VIIIIs character</li> <li>Causes for fallout with Pope</li> </ul>	Tudor, monarch, tactics, Church, Pope, dissolution
Spring 2	<u>The Tudors</u>	Learn about: <ul style="list-style-type: none"> <li>Protestants' beliefs and issues with Catholics</li> <li>Who wanted to marry Henry and why</li> <li>King Edward VI, the boy king</li> <li>Queen Mary, did she deserve the name "Bloody Mary"?</li> </ul>	<ul style="list-style-type: none"> <li>Similarities, differences between Protestants and Catholics</li> <li>Analysis of Henry's marriages</li> <li>Source analysis on 'Bloody Mary'</li> <li>Inferences, portrayal of Mary I</li> </ul>	Heir, succession, throne, Protestant, Catholic, Pope, persecution, heresy

Summer 1	<u>Elizabeth I</u>	Learn about: <ul style="list-style-type: none"> <li>• Britain in 1558</li> <li>• Young Elizabeth</li> <li>• Queen Elizabeth's 'Middle Way' with religion</li> <li>• Mary Queen of Scots</li> <li>• Plots</li> </ul>	<ul style="list-style-type: none"> <li>• Change and continuity, compare Britain in 1558 and today</li> <li>• Analyse the sources of young Elizabeth and infer information about her</li> <li>• Study interpretation and decide if it is justified</li> <li>• Timeline of events in Mary's life</li> <li>• Sources study on the execution</li> </ul>	Catholic, Protestant, 'Middle Way', settlement, Parliament, rightful monarch, treason
Summer 2	<u>Elizabeth I</u>	Learn about: <ul style="list-style-type: none"> <li>• Why Spain wanted to invade England</li> <li>• The Spanish Armada</li> <li>• Britain's Empire begins</li> <li>• The portrayal of Elizabeth I</li> </ul>	<ul style="list-style-type: none"> <li>• Examine similarities and differences of the English and Spanish fleets</li> <li>• Explain consequences of failed Armada</li> <li>• Examine causes and consequences of the growth of the empire</li> <li>• Study sources and interpretations of what Elizabeth looked like</li> </ul>	Propaganda, empire, circumnavigate, piracy, colony, privateer

Year 8	Topic	Objective	Skills	Concepts
Autumn 1	<u>Britain and the Industrial Revolution</u>	Learn about: <ul style="list-style-type: none"> <li>• The manufacturing of products in Britain before the mid-1700s</li> <li>• How machinery changed the way goods were made in Britain</li> <li>• Steam power</li> <li>• How factories created towns</li> </ul>	<ul style="list-style-type: none"> <li>• Define the domestic system and factory system</li> <li>• Evaluate impact of steam power on factories and towns</li> <li>• Causation: explain why factory owners introduced steam power</li> </ul>	Domestic system, manpower, machinery, migrate, industry, manufacture, steam power
Autumn 2	<u>Britain and the Industrial Revolution</u>	Learn about: <ul style="list-style-type: none"> <li>• Working conditions in factories</li> <li>• Child labour</li> <li>• Improvement in working conditions in factories</li> <li>• Coal and the production of iron</li> </ul>	<ul style="list-style-type: none"> <li>• Show knowledge and understanding of factory life</li> <li>• Source analysis of factory conditions</li> <li>• Decide on the significance of coal industry for Britain's population</li> </ul>	Legal system, rights, labour, trade union, apprentice, pauper, production, resources, urbanization, sanitation

Spring 1	<u>Britain and the Industrial Revolution</u>	Learn about: <ul style="list-style-type: none"> <li>• Canals and railways</li> <li>• Achievements of inventors, scientists and designers</li> <li>• *Local History Study: Coal Mining and Wigan</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the changes in transport</li> <li>• Source analysis of significance of 18-19<sup>th</sup> century inventions</li> <li>• Causation: decide how far the empire was the main cause of the Industrial revolution</li> </ul>	Transport, industrial hubs, invention, industrial revolution
Spring 2	<u>Development of the British Empire</u>	Learn about: <ul style="list-style-type: none"> <li>• How and why Britain gained an empire</li> <li>• What India was like before the British took over and why Britain wanted it</li> <li>• The invasion of India and the Battle of Plassey</li> <li>• Indian uprising, mutiny or war of independence?</li> <li>• Viewpoints on the British takeover of India</li> </ul>	<ul style="list-style-type: none"> <li>• Show knowledge and understanding of ways used by Britain to gain an empire</li> <li>• Study sources to see India pre Britain</li> <li>• Narrative of the invasion of India</li> <li>• Examine changes post Battle of Plassey</li> <li>• Explain consequences of War of Independence</li> <li>• Interpretation analysis of differing views on the impact of British control of India</li> </ul>	Invasion, Empire, plunder, mutiny, uprising, colonisation, resources, Empress
Summer 1	<u>Britain's transatlantic slave trade</u>	Learn about: <ul style="list-style-type: none"> <li>• How the slave trade was organized</li> <li>• Britain's role in the slave trade</li> <li>• How Britain's cities were linked to the slave trade</li> <li>• Slave ships' conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Examine profitability of the slave trade</li> <li>• Narrative of what the triangular trade was</li> <li>• Interpretation analysis on Colston's statue</li> <li>• Examine ship conditions</li> <li>• Source analysis: are the sources useful to a historian studying slavery?</li> </ul>	Passage, slavery, triangular trade, profit, revolt
Summer 2	<u>Britain's transatlantic slave trade</u>	Learn about: <ul style="list-style-type: none"> <li>• How slaves were sold</li> <li>• Life on a plantation</li> <li>• Slave rebellion</li> <li>• The abolition of slavery</li> </ul>	<ul style="list-style-type: none"> <li>• Source analysis: describe the source (Plantation painting) and what can be inferred</li> <li>• Timeline of events in the slave trade</li> <li>• Compare sources and interpretations' validity of explaining the trade</li> <li>• Causation: why the trade was abolished</li> </ul>	Auction, exploitation, abolition, owner, anti-slavery

Year 9	Topic	Objective	Skills	Concepts
--------	-------	-----------	--------	----------

Autumn 1	<u>The First World War</u>	Learn about: <ul style="list-style-type: none"> <li>Reasons why the war broke out</li> <li>Joining up, propaganda</li> <li>Trench warfare and trench conditions</li> <li>The Battle of the Somme</li> <li>Weapons</li> <li>The peace settlement</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation analysis: assassination of Franz Ferdinand</li> <li>Causation: why so many joined up</li> <li>Source analysis: Battle Ypres painting</li> <li>Weapons knowledge and understanding</li> <li>Narrative soldier's letter from trenches</li> </ul>	Alliances, assassination, propaganda, ally, Pals Battalions, trench warfare, Western Front,
Autumn 2	<u>World War II</u>	Learn about: <ul style="list-style-type: none"> <li>Remembrance</li> <li>Reasons why World War 2 broke out</li> <li>The main events of World War 2</li> <li>The Blitz</li> <li>D-Day</li> <li>Evacuation</li> <li>The atom bomb</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation analysis: Hitler's role in outbreak of war</li> <li>Source analysis: portrayal of Dunkirk</li> <li>Timeline of main events</li> <li>Source analysis: purpose, description and usefulness of cartoon</li> <li>Causation: importance of USA joining the war</li> <li>Interpretation analysis: evacuees</li> </ul>	Invasion, appeasement, Nazis, Axis, Allies, Blitz, military, occupation, liberation, evacuation, nuclear weapons
Spring 1	<u>The Holocaust</u>	Learn about: <ul style="list-style-type: none"> <li>Rights &amp; loss of Jewish people's rights</li> <li>Ghettos</li> <li>Selection process at the camps</li> <li>Death camps</li> <li>Resistance</li> <li>Nuremberg trials</li> </ul>	<ul style="list-style-type: none"> <li>Source analysis of ghetto conditions</li> <li>Knowledge of the selection process</li> <li>Narrative of death camps</li> <li>Causation: ways Jews resisted</li> <li>Analyse sources on Nuremberg trials</li> </ul>	Religion, race, rights, racism, ghetto, persecution, Nazism, selection, death camps, displacement
Spring 2	<u>Medicine and War</u>	Learn about: <ul style="list-style-type: none"> <li>Marie Curie: X-Rays</li> <li>Vaccinations in World War 1</li> <li>Blood transfusions</li> <li>Plastic surgery</li> <li>Penicillin</li> <li>The NHS</li> <li>Diet, hygiene and poverty in WW2</li> </ul>	<ul style="list-style-type: none"> <li>Explain consequences of discovery of X-rays</li> <li>Significance of penicillin on medicine</li> <li>Interpretation analysis on poverty and diet WW2</li> <li>Narrative: medical developments made in the war</li> <li>Knowledge and understanding: describe the welfare state</li> </ul>	Innovation, medicine, antibiotic, immunity, surgery, research, blood transfusion, welfare state
Summer 1	<u>Civil Rights USA</u>	Learn about: <ul style="list-style-type: none"> <li>The Jim Crow Laws</li> <li>Education: Brown vs Topeka</li> </ul>	<ul style="list-style-type: none"> <li>Source interpretation analysis</li> <li>Knowledge &amp; understanding</li> <li>Timeline of Civil Rights events</li> </ul>	Slavery, racism, boycott, struggle, equality, civil

		<ul style="list-style-type: none"> <li>• Rosa Parks and the Montgomery bus boycott</li> <li>• Martin Luther King</li> <li>• Malcolm X</li> <li>• Voting Rights 1965</li> </ul>	<ul style="list-style-type: none"> <li>• Continuity and Change: what did the movement change and not change</li> </ul>	rights, segregation, movement
Summer 2	<u>Cold War</u>	<p>Learn about:</p> <ul style="list-style-type: none"> <li>• Reasons for the Cold War</li> <li>• The Berlin airlift</li> <li>• The Cuban Missile Crisis</li> <li>• USA and Vietnam: reasons for the war</li> <li>• USA and Vietnam: methods of warfare</li> <li>• Cold War rivalry: space, chess, Olympics</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding: post WW2 situation</li> <li>• Source analysis: Berlin situation</li> <li>• Knowledge &amp; understanding: Cuban Crisis</li> <li>• Consequence: USA trying to contain communism</li> <li>• Source interpretation analysis: examine space, chess and sport and Cold War</li> </ul>	Communism, Capitalism, nuclear weapons, rivalry, super powers, Domino Theory, space race

Year 10	Topic	Objective	Concepts	
Autumn 1	<u>USA 1929-2000</u>	<p>To learn about:</p> <p>Causes and effects of the Great Depression between 1929 and 1945.</p> <p>Hoover and Roosevelt.</p> <p>Affluence and prosperity.</p> <p>Civil Rights 1941 – 1970.</p>	Hooverville, Crash, depression, economy, hobo, rugged individualism, Fireside chats, suburbanisation, affluence, racism, boycott, struggle, equality, civil rights, segregation, movement,	
Autumn 2	<u>USA 1929-2000</u>	<p>To learn about:</p> <p>Political developments in the USA between 1960 and 2000: (the domestic policies of Kennedy; Nixon and Watergate; the Reagan Years; changes under Bush Senior and Clinton.)</p>	Presidency, racism, struggle, Senate, Supreme Court, Congress, domestic, scandal, illegal, national debt, Reaganomics, AIDS, social reform, impeachment, space race	
Spring 1	<u>USA 1929-2000</u>	<p>To learn about:</p> <p>Social change 1950-2000.</p> <p>Cold War rivalry</p> <p>The USA's role in the search for peace since 1970</p> <p>Gulf War</p>	Beatniks, teenagers, rebel, youth culture, hippies, affluence, suburbanisation, Red Army, USSR, superpowers, Iron Curtain, brinkmanship, Communism, capitalism, nuclear threat, Middle East, fundamentalist	

Spring 2	<a href="#"><u>Germany in transition</u></a>	To learn about: Impact of the First World War Recovery of Weimar. End of the Weimar Republic. Consolidation of power between 1933 and 1934.	Treaty, humiliation, reparation, territory, depression, freikorps, kaiser, republic, communist, socialist, nationalist, Weimar, sabotage, inflation, Fuhrer, Aryan	
Summer 1	<a href="#"><u>Germany in transition</u></a>	To learn about: Nazi economic, social and racial policy and the effects on life in Germany. Terror and persuasion. The methods that the Nazis used to control Germany. Hitler's foreign policy. The factors that led to the outbreak of war in 1939.	Annex, Kristallnacht, Hitler Youth, indoctrination, censor, propaganda, persecution, ghetto, Nazi, terror, alliance, pact, Right-wing, left-wing, appeasement	
Summer 2	<a href="#"><u>Elizabeth I</u></a>	To learn about: Accession to the throne Elizabethan government Lifestyles of rich and poor, legislation Popular entertainment in Elizabethan times	Royal Court, Privy Council, Coronation, poverty, entertainment, vagabond, settlement, Parliament, population, rightful monarch	

Year 11	Topic	Objective	Keywords
Autumn 1	<a href="#"><u>Elizabeth I</u></a>	To learn about: How Elizabeth dealt with the problem of religion The Catholic threat and plots The Spanish Armada The Puritan threat	Plots, Catholic, Protestant, espionage, Act of Settlement, Middle Way, armada, galleon, propaganda, exploration, circumnavigate, piracy, expedition, colony, privateer, Puritan,
Autumn 2	<a href="#"><u>Medicine through time</u></a>	To learn about: <u>Causes of illness and disease:</u> Medieval poverty, famine, warfare, hygiene, the Black Death and the Great Plague; industrialisation, cholera and typhoid in the nineteenth century; bacterial and viral diseases in the twentieth century. <u>Prevention of illness and disease:</u> Science and the prevention of disease: Jenner and vaccination; inoculation since 1800; the discovery of antibodies and developments in the field of bacteriology.	Medieval, four humours theory, Galen, Dark Ages, apothecary, herbal, astrology, barber-surgeons, Renaissance, industrialisation, vaccination, bacteriology, ligature, pandemic, poultice, sterile, bacteriology, germ theory

Spring 1	<u>Medicine through time</u>	<p>To learn about:</p> <p><u>Attempts to treat and cure illness and disease:</u> Traditional treatments: antiseptics, anaesthetics; twentieth century developments: Marie Curie, radiation; antibiotics; transplant surgery; cancer treatment and surgery; alternative treatments.</p> <p><u>Developments in patient care:</u> The church and monasteries; voluntary charities; endowed hospitals; Florence Nightingale and nursing; the Beveridge Report of 1944, provision under the NHS after 1946</p>	<p>Anaesthetics, antiseptics, Lister, Simpson, carbolic spray, chloroform, aseptic surgery, amputation, gangrene, World War, WHO, radiation, Barnard, transplant, cancer, screening techniques, Crimean War, Florence Nightingale, Mary Seacole. Nursing schools, NHS, Beveridge Report, nationalisation,</p>
Spring 2	<u>Medicine through time</u>	<p>To learn about:</p> <p><u>Developments in public health and welfare:</u> Public health and hygiene in medieval society, the sixteenth and seventeenth centuries; industrialisation and public health; Edwin Chadwick; efforts to improve housing and pollution in the twentieth century; twenty-first century government campaigns, fitness drives, healthy eating.</p>	<p>Hygiene, industrialisation, mortality, board of health, pollution, life expectancy, Bazalgette, sewerage systems, public Health, Chadwick, philanthropy, AIDS, obesity, prevention</p>
Summer 1		<p><u>Exam preparation.</u></p> <p><u>Revision</u></p>	