

History Long Term Plan 2020- 2021

Autumn 1	Year 7: Ancient World (16 lessons)	Year 8: Tudors (12 lessons)/ Industrial Revolution (14 lessons)	Year 9: WW2 (12 lessons)/ Russia (20 lessons)	Year 10: Western Front (15 lessons)	Year 11: Germany KT1 (14 lessons)
<p>1.9.20</p> <p>7.9.20</p> <p>14.9.20</p> <p>21.9.20</p> <p>28.9.20</p> <p>5.10.20</p> <p>12.10.20</p> <p>19.10.20</p>	<p>Introduction to History and Baseline Assessment: 2 lessons</p> <p>Ancient World w.c. 7th Sep</p> <p>Enquiry: “Was the Ancient World more advanced than we are today?”</p> <p>MAP: Enquiry question</p> <p>Skills: AO1, AO2</p> <p>National Curriculum: the study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066</p> <p>Intent: migration and settlement/role of the government, making connection between how or world has been influence by the ancient world</p> <p>Links to primary school curriculum:</p> <ul style="list-style-type: none"> Most primary schools look at the either the Egyptian’s, Greeks or Romans so students will have some prior knowledge, helping them to feel more comfortable with the subject. 	<p>Tudors w.c. 1st September</p> <p>1 lesson on expectations, reviewing lockdown learning</p> <p>Enquiry: - ‘Was Elizabeth’s gender the main problem she faced?’ (This was taken from the Y7 SOW as students missed this topic due to lockdown in March 2020)</p> <p>MAP: Enquiry Question</p> <p>Skills: AO1, AO2</p> <p>National Curriculum: the development of Church, state and society in Britain 1509-1745</p> <p>Intent: monarchy and government, significance of monarch’s problems</p> <p>Links to prior learning:</p> <ul style="list-style-type: none"> King John – decisions made by monarchs, comparisons between Henry VIII and King John as bad/good kings Crusades – importance and impact of religion <p>Links to the whole school curriculum:</p> <ul style="list-style-type: none"> English - Tudors <p>Industrial Revolution w.c. 19th October</p> <p>Enquiry: “What was the impact of the industrial revolution on people’s working lives?”</p> <p>Skills: AO1, AO2</p> <p>National Curriculum: ideas, political power, industry and empire: Britain, 1745-1901</p> <p>Intent: Power and the People/government, how was England transformed by the I.R</p> <p>Links to prior learning:</p> <ul style="list-style-type: none"> Changes in society – thinking about how people’s lives have changed e.g. working in the countryside, farming, communications. 	<p>1 lesson on expectations, reviewing lockdown learning. Some class teachers started teaching 1 week later due to how timetabling worked as students come back on staggered return plus, staff inset days.</p> <p>WW2 w.c. 7th Sep</p> <p>Enquiry: ‘Why did Germany lose the War?’</p> <p>MAP: w.c. 12th October Question - ‘Operation Barbarossa was the main reason why Germany lost the war. How far do you agree?’</p> <p>Skills: AO1, AO2</p> <p>National Curriculum: challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Intent: war and conflict, cause and consequences and assessing how significant events were in transforming the world</p> <p>Links to prior learning:</p> <ul style="list-style-type: none"> Causes of WW2 – linking to the end of WW1/inter war years. Considering the long term consequences of WW1. <p>Links to the whole school curriculum:</p> <ul style="list-style-type: none"> Students should have looked at Alan Turing in the Y7 SOW in Computer Studies. Links to the cracking of the enigma code. <p>Russia 1914 – 1991 w.c. 19th October</p> <p>Enquiry: “There was total change in Russia from 1914 – 1991. Do you agree?”</p> <p>Skills: AO1, AO2</p> <p>National Curriculum: at least one study of a significant society or issue in world history and its interconnections with other world developments</p> <p>Intent: war and conflict/power and the people, how revolution totally transformed a country and the consequences of this across the rest of the world</p> <p>Links to prior learning:</p> <ul style="list-style-type: none"> Relationship between Hitler and Stalin during WW2. Connections between Operation Barbarossa and Battle of Stalingrad Russia’s relationship with the allies during WW2. 	<p>1 lesson on expectations, reviewing lockdown learning. Some class teachers started teaching 1 week later due to how timetabling worked as students come back on staggered return plus, staff inset days</p> <p>Western Front w.c. 7th Sep</p> <p><i>Students started to study Western Front in March just before lockdown 2020. We therefore decided to go over the topic again, the earlier lessons we knew they had already covered we based largely on exam skills.</i></p> <p>Skills: AO1, AO3</p> <p>Evidence</p> <p>Links to prior learning:</p> <ul style="list-style-type: none"> WW1 studied in Year 8. Student should have knowledge of who was fighting in WW1, trench conditions etc. <p>Medicine Through Time – Medieval w.c. 19th Oct (9 lessons)</p> <p>What will students learn? Students will look at the causes, treatment and methods of prevention of disease in the period 1250 – 1500. They will also look in depth at the Black Death and the impact of this on Medicine. Students will assess the power of the Church and the lack of involvement from the Government during this time period.</p> <p>Skills: AO1, AO2</p> <p>Similarity and difference, change and continuity</p> <p>Links to prior learning:</p> <ul style="list-style-type: none"> The development of church and state, the importance of religion and why people so happily accepted ideas/teachings from the church when it came to their health. The role of monarchy and the government – students will be able to make connections to the role of monarch and the Pope/religion and how many areas of England were governed by local parishes rather than a formal government 	<p>1 lesson on expectations, reviewing lockdown learning. Some class teachers started teaching 1 week later due to how timetabling worked as students come back on staggered return plus, staff inset days</p> <p>Germany KT1 w.c. 7th September</p> <p>Skills: AO1, AO2, AO3, AO4</p> <p>What will students learn? Students will look at the impact of the First World War on Germany and consider how the challenges the new government faced following the loss of the war and the impact of the Treaty of Versailles. They will also assess how the government struggled to contain uprisings and invasions from France which later impacted on the economy.</p> <p>Links to prior learning:</p> <ul style="list-style-type: none"> WW1 and the inter war years studied in Y9. Treaty of Versailles WW2

			Links to the whole school curriculum:		
			<ul style="list-style-type: none"> Students will have focused on America in the 1930's through the book, Mice and Men in English. This will allow teachers to make connections between communist Russia and the 'American Dream' when trying to explain the fear of communism at this time. 		
Autumn 2	Year 7: Finish Ancient World / Norman Conquest (14 lessons)	Year 8: Industrial Revolution (12 lessons)	Year 9: Russia	Year 10: Medicine Through Time	Year 11:
2.11.20	Ancient World w.c. 2nd Nov	Industrial Revolution continued w.c. 2nd Nov	Russia 1914 – 1991 continued w.c. 2nd Nov	Medicine Through Time – Renaissance w.c. 16th Nov (10 lessons)	Revision for mock exams
9.11.20					
16.11.20					
23.11.20	Norman Conquest w.c. 9th Nov				
30.11.20					
7.12.20	Enquiry: "To what extent did the Normans change England?"	<i>Final week of term we had two members of the History department self-isolating from home and teaching on teams. In order to main order and structure with the SOW we planned additional lessons to support teaching, these lessons were based on the documentary, 'The Mill' where students completed a worksheet on the working/living conditions during the Industrial Revolution.</i>	<i>Final week of term we had two members of the History department self-isolating from home and teaching on teams. In order to main order and structure with the SOW we planned additional lessons to support teaching, these lessons were based on the Disney film 'Anastasia'. Students completed a worksheet which looked at how accurately the film portrayed events Russia at the time.</i>	What will students learn? Students will look at the causes, treatment and methods of prevention of disease in the period 1500 – 1700. They will also look in depth at the Great Plague and make comparisons to the Black Death. Students will assess the power of the Church declines in this period and how the enlightenment influenced changes in ideas within society.	Mock Exams: 9 th Nov – 7 th December (due to periods of self-isolation for numerous Y11 students)
14.12.20	MAP: Enquiry Question Skills: AO1, AO2 National Curriculum link: the development of Church, state and society in Medieval Britain 1066-1509 Intent: war and conflict/migrations and settlement, change and continuity Links to the whole school curriculum: <ul style="list-style-type: none">English – Feudal system			Links to prior learning: <ul style="list-style-type: none">Students will now be able to look in depth at the Renaissance era and how the new developments/empire influenced people's attitudes towards the church and state. Making connections with the Tudor period. <i>Final week of term we had two members of the History department self-isolating from home and teaching on teams. In order to main order and structure with the SOW we planned additional lessons to support teaching, these lessons were based on the documentary 'Filthy Cities'. Students completed a worksheet and watched the documentary which allowed them to experience a visual experience of what life was like in a medieval town and how this impacted on health and disease.</i>	Germany KT2 (11 lessons) w.c. 23rd Nov What will students learn? Students will develop an understanding of how Hitler became involved in politics and assess the success and failures of Hitler's actions in the NSDAP. They will then explain how the Nazi's gain more supporters following the year 1929. Links to prior learning: <ul style="list-style-type: none">WW2 – Students will be able to recall events such as the Wall Street Crash and the Great Depression. <i>w.c. 14th Dec we delivered lessons that focused on consolidating the SOW so far due to the whole of Y11 self-isolating and two members of the History team.</i>
Spring 1	Year 7: Finish Norman Conquest/ King John (6 lessons)	Year 8: Complete Industrial Revolution/Empire and Slavery (16 lessons)	Year 9: Russia	Year 10:	Year 11:
4.1.21		Industrial Revolution w.c. 4th Jan	Russia 1914 - 1991 w.c. 4th Jan	Medicine Through Time – Industrial w.c. 4th Jan (8 lessons)	Germany KT3 (9 lessons) w.c.16th Nov
11.1.21					
18.1.21	Norman Conquest w.c. 4th Jan	(added in 4 additional lessons due to lockdown and possibility of blended learning taking place for those first two weeks after Christmas – looking at protests and voting rights in the Industrial Revolution)	(added in 4 additional lessons due to lockdown and possibility of blended learning taking place for those first two weeks after Christmas – looking at the comparisons between Hitler and Stalin, making connections to prior learning in the WW2 topic.)	What will students learn? Students will look at the causes, treatment and methods of prevention of disease in the period 1700 – 1900. They will consider how the role of the government changed during this period as we see the working class gain more power and status due to the industrial revolution. They will also evaluate the impact of war on scientific discoveries.	What will students learn? Students will explore how Hitler became the Chancellor of Germany and how he and the Nazi Party manipulated events to work to their advantage. Students will also assess the impact of the terror state set up by Hitler, looking at the Gestapo, the SD and the SS. Additionally students will be able to explain the various ways Hitler removed any forms of opposition to the Nazi Party.
25.1.21	(added in 4 additional lessons due to lockdown and possibility of blended learning taking place for those first two weeks after Christmas – recapping Norman invasion)	Industrial Revolution MAP: w.c. 18 th Jan Enquiry Question	W.C 18 th Jan - 8 lessons left to complete		
1.2.21	King John w.c. 8th Feb	Empire & Slavery w.c. 25th Jan	Russia MAP: w.c. 8 th Feb	Links to prior learning: <ul style="list-style-type: none">Industrial Revolution – thinking about how social change influences political change and the role of the government	Links to prior learning: <ul style="list-style-type: none">Genocide – students will be aware of the terror state and the powers of being a dictator through their knowledge of Stalin and Hitler
8.2.21	Enquiry: "Was King John really a bad King?" – Do you agree with Bates interpretation of King John? 6 lessons Skills: AO1, AO4 National Curriculum link: the development of Church, state and society in Medieval Britain 1066-1509	Enquiry: "Should Britain feel proud or guilty of their empire?" Skills: AO1, A03			

	<p>Intent: monarchy/power and the people, assessing evidence and how this impact on historical interpretations of the past</p> <p>Links to the whole school curriculum:</p> <ul style="list-style-type: none"> In RE students are studying Christianity in the modern world during this term, so there will be connections between the importance of the Pope during King John's reign in comparison to now. Exploring why people make certain choices based on their religion. 	<p>National Curriculum: ideas, political power, industry and empire: Britain, 1745-1901</p> <p>Intent: migration and settlement/government, assessing sources and reaching judgements on Britain's influence on the world</p> <p>Links to prior learning:</p> <ul style="list-style-type: none"> Industrial Revolution – Britain's role in trading around the world, how slavery and empire fuelled the Industrial Revolution Ancient World – concept of slavery. Not something new, existed within the Roman Empire. Ancient World – Empire. Explaining and comparing the similarities and differences between Roman Empire and British Empire 		<ul style="list-style-type: none"> WW1 – the availability of medical equipment/developments before 1900 <p>Medicine Through Time – Modern w.c. 25th Jan (12 lessons)</p> <p>What will students learn? Students will look at the causes, treatment and methods of prevention of disease in the period 1900 – present. Student's will focus heavily on the role of the government in influencing change and the impact of science and technology on modern day medicine. They will also consider how war and conflict had a positive impact on the advancement of medicine.</p> <p>Links to whole school curriculum:</p> <ul style="list-style-type: none"> Need to meet with science/PE to discuss any potential cross overs 	<p>Germany KT4 (8 lessons) w.c. 18th Jan <i>CAN group is 1 week in front of JOR/SMR groups</i></p> <p>What will students learn? Students will assess how Hitler transformed Germany and how he controlled the people through the education system, youth groups and how he changed the role of women within society. Students will also be able to reach a judgement on the extent to which Hitler improved the living conditions in Germany and how the persecution of the Jews developed over time.</p> <p>Links to prior learning:</p> <ul style="list-style-type: none"> Genocide – students will have looked at the Holocaust in Year 9 and have knowledge of how the Holocaust progressed from restrictions on living to mass murder. <p>Germany Skills Focus (9 lessons) w.c. 8th Feb</p> <p>Skills: AO3, AO4</p> <p>What will students learn? Students will review and apply the knowledge they have learnt over the last 4 topics by focusing on exam skills. The 'how useful questions' and 'interpretation' questions are an area of weakness based on exam analysis and something that students generally struggle with. This unit will provide students with model answers, mark scheme and opportunities to practise their responses to these questions.</p> <p>Links to prior learning:</p> <ul style="list-style-type: none"> Students study the 'how useful' question in Medicine Through Time'
Spring 2	Year 7: King John / Medieval Life (14 lessons)	Year 8: Empire and Slavery (16 lessons)	Year 9: Genocide (14 lessons)	Year 10: Elizabethan England KT1 (12 lessons)	Year 11:
22.2.21					
1.3.21	King John w.c. 22nd Feb	Empire and Slavery w.c. 22nd Feb	Genocide w.c. 1st March	Medicine MAP: w.c. 1st March	Mock Exams on the return to work??
8.3.21					
15.3.21	Medieval Life w.c. 8th March	MAP: w.c. 15th March	Enquiry: Was the Holocaust an atrocity or a blueprint?	Elizabethan England KT1 w.c. 8th March	
22.3.21	<p>Enquiry: Did the Black Death have a long term positive impact on the people of England?</p> <p>Skills: AO1, AO2</p> <p>National Curriculum link: the development of Church, state and society in Medieval Britain 1066-1509</p> <p>Intent: power and the people, cause and consequence</p>		<p>Skills: AO1, AO2</p> <p>National Curriculum: challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Intent: war and conflict, assessing the impact of government actions on the world</p> <p>Links to prior learning:</p> <ul style="list-style-type: none"> WW2 – the role of dictators e.g. Stalin and Hitler and how they ruled their territory through fear and violence. <p>Links to the whole school curriculum:</p> <ul style="list-style-type: none"> Students will be studying this alongside the topic 'War, Peace and Genocide' in their RE lessons. 	<p>Skills: AO1, AO2</p> <p>What will students learn? Students will look at the Tudor family and how Elizabeth became the ruling monarch in England in 1558. They will look at the problem's Elizabeth inherited when she became Queen and the solutions she put in place to deal with these problems. They will assess how successfully Elizabeth addressed the problems.</p> <p>Links to prior learning:</p> <ul style="list-style-type: none"> Tudor England – the ruling monarchs and the changes/problems faced by these monarchs. <p>Links to the whole school curriculum:</p>	

Summer 1	Year 7: Medieval Life/Crusades (12 lessons)	Year 8: WW1 (14 lessons)	Year 9: Genocide/Ireland (18 lessons)	Year 10: Elizabethan England KT2 (11 lessons)	Year 11:
12.4.21 19.4.21 26.4.21 3.5.21 10.5.21 17.5.21 24.5.21	<p>Medieval Life w.c. 12th April</p> <p>Crusades w.c 10th May</p> <p>Enquiry: “How did religion contribute to the decisions made by medieval monarchs”</p> <p>12 lessons</p> <p>Skills: AO1, AO3</p> <p>SOW currently under development</p> <p>National Curriculum: the development of Church, state and society in Britain 1509-1745</p> <p>Intent: war and conflict</p> <p>Links to the whole school curriculum:</p> <ul style="list-style-type: none"> Students are introduced to Islam and Christianity during the Medieval era, this will help students to build on their knowledge when they study this in RE in the summer term. Students will also look at Holy War in Year 9 RE. 	<p>WW1</p> <p>Enquiry: Was the Battle of the Somme the worst battle in WW1?</p> <p>Skills: AO1, AO4</p> <p>National Curriculum: challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Intent: war and conflict, reaching a judgement on the impact of battles on soldiers, countries and Britain’s victory</p> <p>Links to the whole school curriculum:</p> <ul style="list-style-type: none"> In the autumn term students will have looked at war poets in English so they should be able to draw this knowledge to aid their understanding in soldier’s experiences during the war and build on this knowledge by assessing the types of weapons used and the injuries these caused. 	<p>Continue Genocide w.c. 12th April</p> <p>Ireland/Terrorism w.c. 26th April</p> <p>Enquiry: “How has extremism been used to demonstrate belief?”</p> <p>SOW currently under development</p> <p>Skills:</p> <p>National Curriculum: at least one study of a significant society or issue in world history and its interconnections with other world development/ ideas, political power, industry and empire: Britain, 1745-1901</p> <p>Intent: war and conflict/power and the people, students will be able to make connections to the world we live in today based upon events that have happened in the past</p> <p>Links to prior learning:</p> <ul style="list-style-type: none"> Slavery and Empire – how African American’s were treated during slavery and how those attitudes continued for over 100 years despite the abolish of slavery Industrial Revolution – women’s campaigns for the right to vote, students will be able to think back to men gaining to right to vote and how this influenced the actions of the government <p>Links to the whole school curriculum:</p> <ul style="list-style-type: none"> L3 RE is on terrorism – general. Same concept. 	<p>Elizabethan England KT1 continued w.c. 12th April</p> <p>Elizabethan England KT2 w.c. 19th April</p> <p>What will students learn? Students assess the challenges Elizabeth faced both at home and abroad. They will develop an understanding of Elizabeth’s relationship with her cousin Mary Queen of Scots and how Elizabeth struggled to come up with a solution for Mary. It is here where students will look more in depth at the relationship between monarch and the government. They will also consider the impact of factors such as new technology and how they contributing to a developing society.</p> <p>Links to prior learning:</p> <ul style="list-style-type: none"> Empire – how the Spanish Empire dominated the world at this moment in History. Conflict between countries was heavily influenced by trade and religion. Crusades – help’s students to understand why religion dominated society and politics. <p>Elizabethan England KT3 (15 lessons) w.c. 17th May</p> <p>What will students learn? Students will focus on the changes in Elizabethan society. They will explore how education was developed for men but not women during this period and how entertain became a key aspect of people’s lives. Within this, students will begin to explain how experiences differed based on social status and the attitudes taken by Elizabethan’s towards the poor.</p> <p>Links to prior learning:</p> <ul style="list-style-type: none"> Empire – students will be able to make comparisons between the British Victorian empire and Elizabeth’s attempts to colonise Virginia. Industrial Revolution – during this era we see a movement of people from the countryside to larger towns and cities, again, students will be able to make comparisons to the moving population and the problems this caused at the start of the industrial revolution Medieval Life – the importance of farming in maintaining society and structure 	<p>Exams</p>

