2023 Onwards Long Term Plan

Curriculum Plan - Overview

The history curriculum for year 7, 8 and 9 is taught broadly chronologically, with some thematic studies interspersed so that students develop their conceptual, chronological and thematic understanding of the past. The first topic starts in the year 800AD and we study major changes, causes, consequences and developments from this date to modern day. The topics studied will develop students’ understanding of the world in which we live in, linking to the British Values and local and world histories. The specific topics chosen will cover aspects of social, moral, spiritual and cultural education. These topics will also link to modern day examples e.g. Black Lives Matter and Coronavirus. The curriculum is spiral in nature due to the historical skills and thematic schemas of knowledge (e.g “power” or “democracy”) which are revisited throughout the topics, building on KS2 and progressing to KS4. The topics studied will develop students’ historian skills which will form a secure base for the topics and standards at GCSE level. Although, the skills are a basis for GCSE level these are assessed using Age Related Expectations which have been researched against key progression steps needed to be secure for GCSE study in History.

**Assessment Opportunities**

Each topic will feed into a thematic overarching question explored through the year which will be used as an end of year assessment to show students’ development of knowledge and wider schemas across the full academic year. Within each topic students will have a full summative assessment which is related to skills and knowledge needed to become a good historian. This summative assessment will include knowledge and skill focused questions, with feedback using the age-related expectations. Throughout the specific topics, students will be assessed using a variety of formative assessment techniques including; knowledge questions, planning for and undertaking practice questions, questioning and answering, plenaries and starters. All of these are used to assess student understanding and inform future planning. The blended learning tasks will support students’ learning in the lesson, using quizzes, keywords, and knowledge application activities. The aim is to become secure in the enquiry skills needed to become a “good historian” and be competent to undertake the level of enquiry presented in GCSE with confidence.

**Time:**

39 Weeks per year. **2 x 50 minute lessons per week (78 lessons)**

* Allow:  
  assessment, retrieval, feedback per topic – 10 lessons
* a trip/visit and consolidation: 3 lessons
* Contingency time 6 lessons

The national curriculum for history aims to ensure that all pupils:

 know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world

 know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

 gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’

 understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

 understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

**Key Concepts include:**  
**Society, Monarchy, Peasantry, Power, Government, Hierarchy, Economy, Migration, Religion, Protest, worldview, reform, Empire, revolution, democracy, conflict, ideology, racism, terrorism**

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| Weeks per Half term 2022-23 | **7 weeks (14 lessons)** | **7 weeks (14 lessons)** | **7 Weeks**  **(14 lessons)** | **5 Weeks**  **(10 lessons)** | **6 Weeks**  **(12 lessons)** | **7 Weeks**  **(14 lessons)** |
| 62 hours per year | **Term 1**  (Sept-Oct) | **Term 2**  (Nov-Dec) | **Term 3**  (Jan-Feb) | **Term 4**  (Feb-March) | **Term 5**  (April-May) | **Term 6**  (June-July) |
| **Y7 NC Focus** | the development of Church, state and society in Medieval Britain 1066-1509 | | | the development of Church, state and society in Britain 1509-1745 | | |
| **Transition from KS2 (Vikings)** | a local history study |  | | | |
| **Historical Concepts** | **Evidence chronology**  **Narrative (Cause)** | **Interpretation,**  **Similar and Different** | **Evidence chronology**  **Narrative (consequence)** | **Interpretation (Inference)** | **Change & Continuity**  **chronology**  **Evidence** | **Narrative (Cause)**  **Evidence** |
| **Year 7**  Who has control?  Monarchy, Church, Government or Society?  **Key Concepts:**  Society  Power  Hierarchy  Religion  Monarchy | VIKINGS / ANGLO SAXONS  How do artefacts help us understand the Anglo-Saxon period?  *(7 lessons)*  NORMAN  Why was England a  battlefield in 1066?  *(7 lessons)* | NORMAN  How did William secure control?  *(7 lessons)*  MEDIEVAL  What was life like for different groups in Medieval society?  *Castles, Welsh,*  *Religious houses*  *(7 lessons)*  Proposed visit - LOCAL HISTORY Welsh Borders and Castles | MEDIEVAL  What was life like for different groups in Medieval society?  *towns, villages Women /*  *(4 lessons)*  MEDIEVAL  To what extent does control shift in Medieval England? Church, State or people?  *Thomas Becket, Black Death, Peasants’ Revolt, Dangers of being a medieval monarch*  *(10 lessons)* | EARLY MODERN  Why did the Tudors keep changing the church?  *Henry, Edward, Mary and Elizabeth*  *(10+ lessons)* | CHANGE 1066-1558  How far did England change 1066-1558?  *(4 lessons)*  EARLY MODERN  What did James I believe about monarchy and magic?  *James 1, Gunpowder plot, Witchcraft, causes of civil war*  *(6 lessons)* | EARLY MODERN  Why did the English execute their king? Did Cromwell make a better leader?  *(7 lessons)*  What was life like in Restoration London?  *(5 lessons)* |

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| **Y8 NC Focus** | Theme in British history  Chronology from before 1066 | ideas, political power, industry and empire: Britain, 1745-1901 | | | challenges for Britain, Europe and the wider world 1901 to the present day | |
| **Historical Concepts** | **Change and Continuity**  **Chronology** | **Change and Continuity**  **Causation** | **Similar and Different**  **Causation** | **Interpretation**  **historical perspective** | **Change & Continuity**  **Chronology**  **Significance** | **Evidence (historic environment)** |
| **Year 8**  *How much would people agree that Britain deserves to be “Great Britain”?*  **Key concepts:**  Empire  Minority  Migration  Diversity  Revolution | THEMATIC  What makes England a popular destination for migration?  *(20th C migration /*  *decline of British Empire Y9)*  *(14 lessons)*  *(Will be delivered at a point during the year when new resources are available)* | EARLY MODERN  How did England become a “modern” nation?  Changes in power and politics in the 17th and 18th C.  *(7 lessons)*  INDUSTRIAL ERA  How did the Industrial Revolution cause Britain to be “great”?  *(7 lessons)* | INDUSTRIAL ERA  How did the Industrial Revolution impact society?  *(4 lessons)*  EARLY MODERN - INDUSTRIAL  How has Britain been involved in difficult histories?  *Slave Trade*  *(10 lessons)* | INDUSTRIAL  How should the British Empire be remembered?  *(10 lessons)* | CHANGE  How far do you agree that Britain had become a “great” nation by 1901?  *Protest, democracy, experiences of groups in society, trade,*  *Irish Great Hunger*  *(6 lessons)*  MODERN  How much did Liberal Reform change lives for vulnerable people?  *health, poverty, suffragettes*  *(6 lessons)* | MODERN  Why was World War 1 known as “The War to End all Wars” at the time?  *(12 lessons)*  *TRIP TO NORMANDY BEACHES (WWII)* |
| **Y9 NC Focus** | challenges for Britain, Europe and the wider world 1901 to the present day | | | | | |
| study of a significant society or issue in world history and its interconnections with other world developments **Transition to GCSE 42 lessons** | | | | | |
| **Historical Concepts** | **Causation** | **Interpretation**  **Significance** | **Causation** | **Narrative account – cause**  **Consequence**  **Significance** | | |
| **Year 9**  *How do ideologies affect the lives of ordinary people?*  **Key Concepts:**  Propaganda  Ideology  Persecution  Dictator  Government | MODERN  Why did Germany allow Hitler to take control?  *(inc ideologies and dictators,*  *Pre-War Jewish life)*  *14 lessons* | MODERN  How significant is Churchill’s contribution to the Allies’ victory over Hitler?  *(Inc overview of WWII – ref to Normandy beaches trip, Final Solution, Nuclear war, United Nations)*  *14+ lessons* | MODERN  What caused the British Empire’s decline?  *8 lessons* | **GCSE Content – SUPERPOWERS**  **OR**  **Notting Hill Historic Environment** | | |