

History

Curriculum principles

- By the end of their all-through education, a student of history at Dixons Trinity Chapeltown will:
- know how an understanding of the past is developed from the available evidence and how that understanding contributes both to their personal development and to their deeper engagement with the world around them.
- know how to organise and communicate their historical knowledge in different ways and reach substantiated conclusions.
- understand the value of a rigorous historical education.

Our unifying ‘sentence’ is: “The History Department ensured that all students acquired the knowledge and habits of critical thought that allowed them to adapt and root their lives in face of the shifting sands of human experience.”

In order to achieve a true understanding of history, topics have been intelligently sequenced based on the following rationale:

- academic and popular history deals mainly with the substance of the past – content, arranged according to perspective and interpretation. The History Department places great emphasis on both substantive knowledge and key concepts. Students will neither receive lessons that focus exclusively on knowledge retention nor on the deployment of ‘skills’. To this end the pedagogy deployed is much informed both by M. Riley’s ‘enquiry question’ and C. Counsell’s ‘hinterland’ of knowledge.
- as a departmental philosophy, we start with the understanding that the past and present are not the same and that people in the past were therefore different in their attitudes and beliefs in ways that were determined by the contexts in which they lived. This is termed ‘understanding of people in the past’, a designation which includes concepts such as chronological understanding, empathy and diversity. This understanding is used to ask further questions centred on concepts of cause, consequence, change and continuity – we call this category of concepts ‘describing and explaining the past’. Finally, we explore how history is and has been constructed, which includes concepts of significance and interpretations, which is termed ‘interpreting the past’.
- enquiry questions knit together longer sequences of lessons and, as such, lend structure and direction to a series of activities. Such enquiries provide the goal for a final, substantial and motivating activity through which students demonstrate understanding gleaned in the prior lessons.
- within individual lessons there is recognition that the quality of historical thinking is profoundly influenced both by pupils’ grasp of substantive knowledge and their use of second-order or procedural concepts that provide the foundation of history. Consequently, the importance of both is made explicit and consistently modelled so that students understand both what history is and how they can construct it for themselves. It is also by making these things explicit that students are able to understand how to get better at history as opposed to simply knowing more information.
- abstract concepts are continually revisited throughout the key stages and old learning interleaved with new in order to develop a coherent understanding of specialised terminology.

The history curriculum will address social disadvantage by addressing gaps in students’ knowledge and skills:

- history deals with the sum of human experience and requires familiarity with a body of information and ideas shared by educated citizens. In detail, or in passing, events, concepts and controversies are visited and revisited both over time and space. In the same way, familiarity with key cultural, religious, scientific and political figures is assumed by educated people. Advantaged students start to acquire this cultural capital at home; for the disadvantaged, history offers a particularly rapid exposure to it. As a Department, we are sensitive both to the fact that individual students come to the subject with different frames of reference and bodies of knowledge and to the opportunities we have to widen students’ horizons.
- literacy is a key part of the historian’s armoury. Throughout our teaching we prioritise handling text at the most sophisticated level possible, guiding students in accordance with their individual needs. Oral and visual sources are also used extensively, and here too we help students to grasp and critique the ideas and information offered. History is an excellent field for exploring material likely to enthuse students and can be accessed in different ways and at different levels.
- students are, of course, individuals. By helping them to access the range of human experience recorded in history everyone acquires better perspective both on their own needs and experiences and those of others. Empathy is a central requirement for any genuine understanding of the past and its value informs the present. On a broader scale, learning about the differences and similarities between cultures and societies enhances students’ understanding of the present as well as the past.

We fully believe history can contribute to the personal development of students at DTC:

- history leads to great personal development as it changes the way students see the world by providing a wider frame of reference than the present – aiding both our students and their communities
- at Dixons Trinity Chapeltown, students are prepared to flourish in a society that exhibits high levels of literacy, numeracy, scientific understanding and aesthetic appreciation. History is a component in what it takes to make such a society and as such the successful learning of history matters to society.
- knowledge is continually questioned, organised, analysed and interpreted so that our students are provided with the intellectual weapons to guard against intolerance and closed thinking.
- the students' development of a detailed understanding of the identity of differing communities, cultures and nations, and knowledge of the past – however that past be constructed – provides our students with the tools to moderate their ever developing personal beliefs and philosophies via informed and responsible scepticism. Coming to grips with the way that rival arguments can be constructed in good faith and require careful and considered judgements encourages an attitude of mind is thus of inestimable value for individuals and for the societies of which they are a part.

At KS2, KS3 and KS4, our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- throughout all key stages, students will encounter a wide-range range of both historic and current vocations.
- each topic taught in the Secondary Phase has a 'careers spotlight', where students will explore a profession linked to that particular unit of work.
- links between historical knowledge and skills and specific professional expertise will be explicitly highlighted. Of particular relevance here, are the promises of a career in law, politics, journalism, research, or the media.
- guest speakers will be invited to speak to the students and model the value of a historical understanding.

A true love of history involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- out of class resources are promoted in all lessons to extend students' knowledge and to encourage intrinsic curiosity.
- authentic sources – both pictorial and written – are used at all opportunities to invite debate about artistic and linguistic evolution.
- students are exposed to historiography and further reading is promoted.
- the ever-changing relationship between the present and the past is emphasised to show the continuing relevance of the discipline and its profound depths.



Curriculum overview

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
EYFS	Know and remember	Similarities and differences between themselves and others	Sources of evidence e.g. black and white videos and photos	Understand the past through settings, characters and events encountered in books read in class; development of themselves and others over time
	Do	Use the language of time, talk about past and present events in their own lives and in the lives of family members; ask questions; pay attention to details; make links; compare objects, events and people; represent their experiences in play; think critically		
YEAR 1	Knowledge introduced	Schools now and in the past <ul style="list-style-type: none"> Our school in the past, present and future Victorian schools Significant individual in own locality: Norma Hutchinson <ul style="list-style-type: none"> Life and legacy Expedition to Armley Mills Museum	Modern monarchs <ul style="list-style-type: none"> Elizabeth II Line of succession Expedition to Temple Newsham Stately Home	Toys now and in the past <ul style="list-style-type: none"> Thematic study of toys in history Roman artefacts Saxon artefacts Victorian artefacts Expedition to Abbey House Victorian Museum
	Vertical and horizontal interleaving	Geography - Our local area (Y1 C1)	Geography – London is the capital city of England (Y1 C1) Geography – Landmarks in London (Y2 C1)	Victorian schools (Y1 C1)
YEAR 2	Knowledge introduced	Great Fire of London <ul style="list-style-type: none"> The causes of the Great Fire of London Impact of the Great Fire of London Significant individual: Samuel Pepys <ul style="list-style-type: none"> Use of his diary as a first-hand account 	Dinosaurs and reactions to their discovery <ul style="list-style-type: none"> Key individuals in the discovery of dinosaurs Archaeology skills – hunting for evidence Significant individual: Mary Anning <ul style="list-style-type: none"> Life and legacy 	Significant explorers <ul style="list-style-type: none"> Discovery of the Americas, and Antarctic including civilization pre discovery Key individuals in the voyages of discovery Stories about voyages of discovery Significant individuals in the past: Christopher Columbus; Ernest Shackleton; Amelia Earhart; Ibn Battuta <ul style="list-style-type: none"> Life and legacy
	Vertical and horizontal interleaving	Modern monarchs (add Charles II to monarch timeline) (Y1 C2) Geography – London is the capital city of England (Y1 C1) Geography – Landmarks in London (Y2 C1) Science – Flammable materials (Y2 C1)	Link Dinosaurs and Mary Anning (Palaeontology) and Archaeology to Pepys (Y2 C1) as part of ideas about types of evidence. Bird, lizard, carnivore, herbivore (Science Y1 C2)	Norma Hutchinson (Y1 C1) Bartolomeu Dias and the European discovery of South Africa as context for Nelson Mandela (Y1 C2)
YEAR 3	Knowledge introduced	Achievements of earlier civilizations in Britain <ul style="list-style-type: none"> Ice Age Stone Age Bronze Age Iron Age 	The Shang Dynasty <ul style="list-style-type: none"> Important people Archaeology skills 	Ancient Greece <ul style="list-style-type: none"> Olympic Games Greek Gods and Myths Government Golden Age Philosophy
	Vertical and horizontal interleaving	Evidence from palaeontology (dinosaurs) and archaeology (Y2 C2) and technology (e.g. metals) in Roman and Saxon artefacts (Y1 C3)	Archaeology (Y2 C2). Evidence for aspects of life and worship. Fu Hao as female head of the army, women as leaders / influencers (Y1 C1 and C2; Y2 C2)	Archaeology (Y2 C2) and bronze age (Y3 C1). Government and religion: the Shang dynasty (Y3 C2), Victoria (Y1 C2). Expanding types of evidence e.g. written (Y2 C1)



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 4	Knowledge introduced	Roman Britain <ul style="list-style-type: none"> Invasion: Claudius, Hadrian Resistance: Boudicca, Tacitus Romanisation of Britain including culture, beliefs and religion 	Anglo Saxons and Scots <ul style="list-style-type: none"> Anglo Saxon Gods King Aethelbert, King Offa and King Arthur Anglo Saxon Invasions, settlements and kingdoms, place names and village life Anglo Saxon Art and Culture Bede and St Augustine 	Vikings <ul style="list-style-type: none"> Viking raids and invasion Resistance by Alfred the Great and Athlestan Further Viking invasions and Danegeld Anglo Saxon Laws and justice Norse Gods William the Conqueror
	Vertical and horizontal interleaving	Earlier civilisations (Y3 C1) Roman artefacts (Y1 C3) Roman religion / Greek links ((Y3 C3)	Countries in the UK (Y1 C1) Anglo Saxon toys (Y1 C3) Written sources (Y2 C1)	Saxon artefacts (Y1 C3) Written sources (Y2 C1) Explorers (Y2 C3)
YEAR 5	Knowledge introduced	Benin Kingdom <ul style="list-style-type: none"> Benin before European empires. Colonisation Obas 	Medieval monarchs <ul style="list-style-type: none"> House of Normandy House of Blois House of Anjou House of Plantagenet House of Lancaster House of York House of Tudor 	Middle East <ul style="list-style-type: none"> Ancient History and the Middle East Peace settlements at the end of WWI Israel and Palestine
	Vertical and horizontal interleaving	Geography – Africa (Y1 C2) Explorers (Y2 C3)	Modern monarchs (Y1 C2) William the Conqueror (Y4 C3)	Archaeology (Y2 C2) Religion, including comparative issues (Y3 C2 and C3; Y4 C1, C2, C3; Y5 C1)
YEAR 6	Knowledge introduced	Industrial Revolution <ul style="list-style-type: none"> Living conditions in industrial towns Working conditions in factories Inventions Legal Acts Local history study: Armley Mills	Civil Rights <ul style="list-style-type: none"> Legal documents and decisions Key figures in the fight for civil rights e.g. Rosa Parks, Martin Luther King Jnr, Lyndon B Johnson, John F Kennedy 	Twentieth Century Conflict focus on WW1 <ul style="list-style-type: none"> Timeline 1914 – 1918 Important people e.g. David Lloyd George, Woodrow Wilson The Allied Powers and The Central Powers Remembrance
	Vertical and horizontal interleaving	Victorians (Y1 C1,3) English – Street child (Y5)	Nelson Mandela and the South African parallel (Y1 C2) Discovery of America (Y2 C3)	Middle East, Peace Settlements (Y5 C3)
YEAR 7	Knowledge introduced	Conquest and transformation: Norman England 1066-1087 <ul style="list-style-type: none"> Events of Norman Conquest: The Battle of Hastings William’s consolidation of power: the feudal system, castles, use of terror 	Medieval Life in Britain <ul style="list-style-type: none"> Christendom Living conditions Social change 	Early Modern Europe <ul style="list-style-type: none"> Renaissance European Reformation English Reformation English Civil Wars
	CEIAG	Career: heritage management	Career: pathologist	Career: curator
	Vertical and horizontal interleaving	Saxons (Y4 C3) William the Conqueror (Y4 C3) Monarchs (Y1 C2, Y5 C2)	Medieval monarchs (Y5 C2) Religion as explanatory issue in medicine, including comparisons (Y3 C2 and C3; Y4 C1, C2, C3; Y5 C1, C3)	Monarchs (Y1 C2, Y2 C1, Y5 C2, Y7 C1) Voyages of Discovery (Y2 C3) Religion, including comparisons (Y3 C2 and C3; Y4 C1, C2, C3; Y5 C1, C3)
YEAR 8	Knowledge introduced	The roots, rise and abolition of the Transatlantic Slave Trade Component description: <ul style="list-style-type: none"> The origins of the transatlantic slave trade The role of capitalism in the transatlantic slave trade 	Industry, Reform and Empire Component description: <ul style="list-style-type: none"> Living conditions in industrial towns Working conditions in factories 	The Great War <ul style="list-style-type: none"> Experiences on the fighting fronts Experiences on the home front



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 8	Knowledge introduced	<ul style="list-style-type: none"> The abolition of slavery in the British Empire 	<ul style="list-style-type: none"> The British Empire in the 19th century 	<ul style="list-style-type: none"> The consequences of the war
	CEIAG	Career: civil service	Career: urban planner	Career: armed forces; medicine
	Knowledge revisited	Norma Hutchinson and Jamaica (Y1 C1) Victorians (Y1 C1, C3) Industrial Revolution; Armley Mills local study (Both Y6 C1)	Norma Hutchinson and Jamaica (Y1 C1) Discovery of the Americas (Y2 C3) Benin – Africa and Europe (Y5 C1) Civil Rights (Y6 C2) Empire (Y8 C1)	Middle East (Y5 C3) Conflict (Y6 C3) Empire (Y8 C1)
YEAR 9 CORE	Knowledge introduced	WWII Enquiry A: Did the Second World War create a more equal society? Component description: <ul style="list-style-type: none"> The civilian experience of WWII The impact of war on society Enquiry B: What stories lie behind photographs of the Holocaust? Component description: <ul style="list-style-type: none"> Persecution (1933-39) Ghettos (1939-43) Mass murder (1941-45) 	Britain: thematic study Enquiry: What has been the impact of migration on Britain, c.400 to present? Component description: <ul style="list-style-type: none"> Migrants in Medieval Britain Migrants in Early Modern Britain Migrants in Industrial Britain Migrants in Modern Britain 	Our Planet, Our Future Enquiry: Is it too late to save our planet? Component description: <ul style="list-style-type: none"> Resource crisis e.g. Middle East; Russia Overpopulation e.g. China Waste management e.g. plastics Desertification e.g. Africa Biodiversity threats
	CEIAG	Career: public relations	Career: police	Career: historical conservationist
	Knowledge revisited	Photographs as evidence (EYFS C2) Civil Rights (Y6 C2) Twentieth Century Conflict (Y6 C3) The Great War (Y8 C3) Applying numerical, statistical, graphical and cartographical skills in context.	Roman Britain (Y4 C1) Anglo Saxons and Scots (Y4 C2) Migration (Geography Y4 C2) Industrial Revolution (Y6 C1) Medieval Life in Britain (Y7 C2) Urbanisation (Geography Y7 C3) Industry, Reform and Empire (Y8 C1) The Great War (Y8 C3) Development (Y8 C3) Applying numerical, statistical, graphical and cartographical skills in context.	Our local area (Y1 C1) The Shang Dynasty (Y3 C2) Benin Kingdom (Y5 C1) Middle East (Y5 C3) Industrial Revolution (Y6 C1) Industry, Reform and Empire (Y8 C1) Britain: thematic study (Y9 C2) Geographical place knowledge, under the sea, weather and climate, natural resources, biomes, sustainability, slum settlements, population, globalisation, climate change, tropical rainforest, urbanisation, hazards, cold environments, global development. Applying numerical, statistical, graphical and cartographical skills in context.
YEAR 9 GCSE	Knowledge introduced	Exam specification: OCR GCSE (9–1) History B (Schools History Project) (J411) Living under Nazi Rule, 1933-1945 Component description: <ul style="list-style-type: none"> Dictatorship and the establishment of dictatorial powers Opposition to the NSDAP and Nazi attempts to control it, 1933-1939 The impact of NSDAP rule on German citizens, 1933-1939 Germany and total war Life under Nazi occupation 		OCR GCSE (9–1) History B (Schools History Project) (J411) Weeks 1-6 Living under Nazi Rule, 1933-1945 Weeks 7-12 Migrants to Britain, c.1250 to present Component description: <ul style="list-style-type: none"> Migrants in Medieval Britain Migrants in Early Modern Britain Migrants in Industrial Britain Migrants in Modern Britain
	CEIAG	Public Relations	Police	Historical conservationist
	Knowledge revisited	Civil Rights (Y6 C2) Photographs as evidence (EYFS C2) The Great War (Y8 C3)		Roman Britain (Y4 C1) Anglo Saxons and Scots (Y4 C2) Migration (Geography Y4 C2) Medieval Life in Britain (Y7 C2) Industrial Revolution (Y6 C1) Industry, Reform and Empire (Y8 C1) The Great War (Y8 C3) Britain: thematic study (Y9 core C2)



Knowledge, skills and understanding to be gained at each stage*				
	Cycle 1	Cycle 2	Cycle 3	
YEAR 10	Exam specification: OCR GCSE (9–1) History B (Schools History Project) (J411) Migrants to Britain, c.1250 to present (continued)	Exam specification: OCR GCSE (9–1) History B (Schools History Project) (J411) Migrants to Britain, c.1250 to present (continued) History around us Component description: <ul style="list-style-type: none"> • Study the physical remains of a local site of historical significance • Find a connection with people’s lives in the past • Cultivate an interest in the historic environment to continue into adult life • The Making of America, 1789–1900 • Component description: <ul style="list-style-type: none"> • America’s expansion (1789-1838) • The West (1839-1860) • Civil War and Reconstruction (1861-1877) • Settlement and conflict on the Plains (1861-1877) American cultures (1877-1900) 	Exam specification: OCR GCSE (9–1) History B (Schools History Project) (J411) The Making of America, 1789–1900 (continued)	
	CEIAG	Career: law	Career: national and local government	Career: media and journalism
	Knowledge revisited	Roman Britain (Y4 C1) Anglo Saxons and Scots (Y4 C2) Migration (Geography Y4 C2) Medieval Life in Britain (Y7 C2) Industrial Revolution (Y6 C1) Industry, Reform and Empire (Y8 C1) The Great War (Y8 C3) Britain: thematic study (Y9 core C2)	Significant explorers (Y2 C3) Industrial Revolution (Y6 C1) Civil Rights (Y6 C2) Industry, Reform and Empire (Y8 C1) The roots, rise and abolition of the Transatlantic Slave Trade (Y8 C2)	Significant explorers (Y2 C3) Industrial Revolution (Y6 C1) Civil Rights (Y6 C2) Industry, Reform and Empire (Y8 C1) The roots, rise and abolition of the Transatlantic Slave Trade (Y8 C2)
YEAR 11	Knowledge introduced	Exam specification: OCR GCSE (9–1) History B (Schools History Project) (J411) Weeks 1-7 The Making of America, 1789–1900 (continued) Weeks 8-13 The Elizabethans, 1580–1603 Component description: <ul style="list-style-type: none"> • The power of the queen • The nature and extent of a Catholic threat • The nature and dynamics of Elizabethan society • Popular culture The nature and significance of England’s connections with the wider world	Exam specification: OCR GCSE (9–1) History B (Schools History Project) (J411) Weeks 1-7 The Elizabethans, 1580–1603 (continued) Weeks 8 onwards Revision	
	CEIAG	Career: author		
	Knowledge revisited	Significant explorers (Y2 C3) Industrial Revolution (Y6 C1) Civil Rights (Y6 C2) Industry, Reform and Empire (Y8 C1) The roots, rise and abolition of the Transatlantic Slave Trade (Y8 C2) The impact of religion on the English monarchy (Y7 C3)	Significant explorers (Y2 C3) The impact of religion on the English monarchy (Y7 C3)	



*A powerful, knowledge-rich curriculum teaches both **substantive knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.



Year 7 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13	Y8 Oxford Expedition		
	Induction Y7 25/08 All 26/08	N/A	N/A	Norman England 1066-1087 Claimants to the throne	Norman England 1066-1087 Harold's problems Enquiry 1 – Review/baseline	Norman England 1066-1087 Battle of Hastings DIRT	Norman England 1066-1087 Battle of Hastings DIRT	Norman England 1066-1087 Battle of Hastings DIRT	Reinduction Norman England 1066-1087 Social structure and administration	Norman England 1066-1087 DIRT	Norman England 1066-1087 Harrying of the North Domesday Book	Norman England 1066-1087 DIRT	Norman England 1066-1087 Clifford's Tower
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5	Y7 Ullswater Expedition		
	Life in medieval England Role of the Church	Life in medieval England Norman Church DIRT	Reinduction Life in medieval England Literacy Monasteries	Life in medieval England Doom Paintings DIRT	Life in medieval England Rural life Urban life	Life in medieval England DIRT	Cycle 2 assessment	DIRT	Reinduction Life in medieval England Normans and Slavery King John (1199-1216)	Life in medieval England The Black Death Peasants' Revolt	Life in medieval England DIRT	Life in medieval England DIRT	Life in medieval England DIRT
Cycle 3		W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 1/05				Term 6 Assessment	Assessment	Data Input 2	Y9 DofE Expedition		Data Day 15/07
	Early Modern Europe The Renaissance The Printing Press	Reinduction Early Modern Europe The Voyages of Discovery The Columbian Exchange	Early Modern Europe DIRT	Early Modern Europe European Reformation	Early Modern Europe DIRT	Early Modern Europe Religion in Tudor England Dissolution of the Monasteries	Early Modern Europe DIRT	Reinduction				Early Modern Europe Charles I and Parliament The Outbreak of War	Early Modern Europe Fighting the English Civil War Trial and Execution

Year 8 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13	Y8 Oxford Expedition		
	Induction Y7 25/08 All 26/08	N/A	N/A	Transatlantic Slave Trade Colonisation	Transatlantic Slave Trade Sugar trade	Transatlantic Slave Trade DIR	Transatlantic Slave Trade DIRT	Transatlantic Slave Trade Triangular trade	Reinduction Transatlantic Slave Trade How Britain profited	Transatlantic Slave Trade DIRT	Transatlantic Slave Trade DIRT	Transatlantic Slave Trade Abolition	Transatlantic Slave Trade Slave rebellions
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5	Y7 Ullswater Expedition		
	Transatlantic Slave Trade DIRT	Transatlantic Slave Trade DIRT	Reinduction The Industrial Revolution Causes	The Industrial Revolution mechanisation	The Industrial Revolution role of the Transatlantic Slave Trade	The Industrial Revolution DIRT	Cycle 2 assessment	DIRT	Reinduction The Industrial Revolution DIRT	The Industrial Revolution urbanisation	The Industrial Revolution water quality	The Industrial Revolution DIRT	The Industrial Revolution DIRT
Cycle 3		W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 1/05				Term 6 Assessment	Assessment	Data Input 2	Y9 DofE Expedition		Data Day 15/07
	The Industrial Revolution Working conditions	Reinduction The Industrial Revolution Factory reform	The Industrial Revolution DIRT	The Industrial Revolution DIRT	Impact of World War I upon Britain Depth reading (research)	Impact of World War I upon Britain Depth reading (summation)	Impact of World War I upon Britain Depth reading (redraft)	Reinduction			Impact of World War I upon Britain DIRT	Impact of World War I upon Britain DIRT	End of Year Celebration

Year 9 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
Cycle 1	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13	Y8 Oxford Expedition		
	Induction Y7 25/08 All 26/08	N/A	N/A	Nazi Rule Nazi Party in January 1933	Nazi Rule Nazi Party in January 1933	Nazi Rule DIRT	Nazi Rule Nazi power, January - July 1933	Nazi Rule Nazi power, January - July 1933	Reinduction Nazi Rule Nazi power, January - July 1933	Nazi Rule DIRT Extended Homework 2	Nazi Rule Nazi power, July 1933 - August 1934	Nazi Rule Nazi power, July 1933 - August 1934	Nazi Rule Nazi power, July 1933 - August 1934
	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
Cycle 2			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5	Y7 Ullswater Expedition		
	Nazi Rule Nazi terror, 1933-39	Nazi Rule Nazi terror, 1933-39 Extended Homework 3	Reinduction Nazi Rule Nazi terror, 1933-39	Nazi Rule DIRT	Nazi Rule Nazi terror, 1933-39 Extended Homework 4	Nazi Rule DIRT	Cycle 2 assessment	DIRT	Reinduction Nazi Rule Nazi propaganda, 1933-39	Nazi Rule Nazi propaganda, 1933-39 Extended Homework 5	Nazi Rule Nazi propaganda, 1933-39	Nazi Rule DIRT	Nazi Rule Domestic opposition, 1933-39
	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07	
Cycle 3		Term 5		School closed 1/05				Term 6 Assessment	Assessment	Data Input 2	Y9 DofE Expedition		Data Day 15/07
	Nazi Rule Domestic opposition, 1933-39	Reinduction Nazi Rule Domestic opposition, 1933-39	Nazi Rule Policies towards the young	Nazi Rule Policies towards the young	Nazi Rule Policies towards the young Extended Homework 6	Nazi Rule Policies towards the young	Nazi Rule Policies towards the Jewish people, 1933- 1939	Reinduction			Nazi Rule Policies towards the Jewish people, 1933- 1939	Nazi Rule Policies towards the Jewish people, 1933- 1939 Extended Homework 7	End of Year Celebration