

## 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'.
- Mastery questions knit together longer sequences of lessons and, as such, lend structure and direction to a series of activities. Such questions 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 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 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	<b>Know and remember</b>	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
	<b>Do</b>	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	<b>Knowledge introduced</b>	<b>Schools now and in the past</b> <ul style="list-style-type: none"> <li>Our school in the past, present and future</li> <li>Victorian schools</li> </ul> <b>Significant individual in own locality: Norma Hutchinson</b> <ul style="list-style-type: none"> <li>Life and legacy</li> </ul> <b>Expedition to Armley Mills Museum</b>	<b>Modern monarchs</b> <ul style="list-style-type: none"> <li>Elizabeth II</li> <li>Line of succession</li> </ul> <b>Expedition to Temple Newsam Stately Home</b>	<b>Toys now and in the past</b> <ul style="list-style-type: none"> <li>Thematic study of toys in history</li> <li>Roman artefacts</li> <li>Saxon artefacts</li> <li>Victorian artefacts</li> </ul> <b>Expedition to Abbey House Victorian Museum</b>
	<b>Vertical and horizontal interleaving</b>	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	<b>Knowledge introduced</b>	<b>Great Fire of London</b> <ul style="list-style-type: none"> <li>The causes of the Great Fire of London</li> <li>Impact of the Great Fire of London</li> </ul> <b>Significant individual: Samuel Pepys</b> <ul style="list-style-type: none"> <li>Use of his diary as a first-hand account</li> </ul>	<b>Dinosaurs and reactions to their discovery</b> <ul style="list-style-type: none"> <li>Key individuals in the discovery of dinosaurs</li> <li>Archaeology skills – hunting for evidence</li> </ul> <b>Significant individual: Mary Anning</b> <ul style="list-style-type: none"> <li>Life and legacy</li> </ul>	<b>Significant explorers</b> <ul style="list-style-type: none"> <li>Discovery of the Americas, and Antarctic including civilization pre discovery</li> <li>Key individuals in the voyages of discovery</li> <li>Stories about voyages of discovery</li> </ul> <b>Significant individuals in the past: Christopher Columbus; Ernest Shackleton; Amelia Earhart; Ibn Battuta</b> <ul style="list-style-type: none"> <li>Life and legacy</li> </ul>
	<b>Vertical and horizontal interleaving</b>	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	<b>Knowledge introduced</b>	<b>Achievements of earlier civilizations in Britain</b> <ul style="list-style-type: none"> <li>Ice Age</li> <li>Stone Age</li> <li>Bronze Age</li> <li>Iron Age</li> </ul>	<b>The Shang Dynasty</b> <ul style="list-style-type: none"> <li>Important people</li> <li>Archaeology skills</li> </ul>	<b>Ancient Greece</b> <ul style="list-style-type: none"> <li>Olympic Games</li> <li>Greek Gods and Myths</li> <li>Government</li> <li>Golden Age</li> <li>Philosophy</li> </ul>
	<b>Vertical and horizontal interleaving</b>	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	<b>Roman Britain</b> <ul style="list-style-type: none"> <li>Invasion: Claudius, Hadrian</li> <li>Resistance: Boudicca</li> <li>Romanisation of Britain including culture, beliefs and religion</li> </ul>	<b>Anglo Saxons and Scots</b> <ul style="list-style-type: none"> <li>King Aethelbert, King Offa and Alfred the Great</li> <li>Anglo Saxon Invasions, settlements and kingdoms, place names and village life</li> <li>Anglo Saxon Art and Culture</li> <li>Bede and St Augustine</li> </ul>	<b>Vikings</b> <ul style="list-style-type: none"> <li>Viking raids and invasion</li> <li>Resistance by Alfred the Great and Athlestan</li> <li>Further Viking invasions and Danegeld</li> <li>Anglo Saxon Laws and justice</li> <li>Norse Gods</li> <li>William the Conqueror</li> </ul>
	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	<b>Benin Kingdom</b> <ul style="list-style-type: none"> <li>Benin before European empires.</li> <li>Colonisation</li> <li>Obas</li> </ul>	<b>Medieval monarchs</b> <ul style="list-style-type: none"> <li>House of Normandy</li> <li>House of Blois / Anjou</li> <li>House of Plantagenet</li> <li>House of Lancaster</li> <li>House of York / Tudor</li> </ul>	<b>Middle East</b> <ul style="list-style-type: none"> <li>Ancient History and the Middle East</li> <li>Peace settlements at the end of WWI</li> <li>Israel and Palestine</li> </ul>
	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	<b>Industrial Revolution</b> <ul style="list-style-type: none"> <li>Living conditions in industrial towns</li> <li>Working conditions in factories</li> <li>Inventions</li> <li>Legal Acts</li> </ul> <b>Local history study: Armley Mills</b>	<b>Civil Rights</b> <ul style="list-style-type: none"> <li>Legal documents and decisions</li> <li>Key figures in the fight for civil rights e.g. Rosa Parks, Martin Luther King Jnr, Lyndon B Johnson, John F Kennedy</li> </ul>	<b>Twentieth Century Conflict focus on WW1</b> <ul style="list-style-type: none"> <li>Timeline 1914 – 1918</li> <li>Important people e.g. David Lloyd George, Woodrow Wilson</li> <li>The Allied Powers and The Central Powers</li> </ul>
	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	<b>Medieval England: the Norman Conquest 1066-1087</b> <ul style="list-style-type: none"> <li>Events of Norman Conquest</li> <li>William’s consolidation of power: the feudal system, castles, use of terror</li> </ul>	<b>England as a part of Christendom, c.1066-c.1750</b> <ul style="list-style-type: none"> <li>Christendom</li> <li>The Black Death</li> <li>The Reformation</li> </ul>	<b>Depth judgments, c.1066-c.1750</b> <ul style="list-style-type: none"> <li>Norman Conquest</li> <li>The Black Death</li> <li>The role of the Church</li> </ul> <b>Introduction to African history</b> <ul style="list-style-type: none"> <li>Mali Empire</li> <li>Kingdom of Benin</li> </ul>
	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) Depth Judgements (Y7 C3)	Medieval monarchs (Y5 C2) Religion as explanatory issue in medicine, including comparisons (Y3 C2 and C3; Y4 C1, C2, C3; Y5 C1, C3) Depth Judgements (Y7 C3)	Monarchs (Y1 C2, Y2 C1, Y5 C2, Y7 C1) Religion, including comparisons (Y3 C2 and C3; Y4 C1, C2, C3; Y5 C1, C3) Benin (Y5 C1) Medieval England (Y7 C1) Christendom (Y7 C2)
YEAR 8	Knowledge introduced	<b>The development of the transatlantic slave trade</b> Component description: <ul style="list-style-type: none"> <li>The origins of the slave trade</li> <li>colonisation</li> <li>The triangular trade</li> </ul>	<b>Life in Industrial Britain c.1750-c.1900</b> Component description: <ul style="list-style-type: none"> <li>Living conditions in industrial towns</li> <li>Working conditions in factories</li> <li>The abolition of slavery in the British Empire</li> </ul>	<b>Thematic judgements, c.1066-c.1900</b> <ul style="list-style-type: none"> <li>Britain’s relationship with slavery</li> <li>Impact of disease on urban areas</li> </ul> <b>Introduction to Modern European History</b> <ul style="list-style-type: none"> <li>WWI</li> </ul>



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 8	Knowledge introduced			
	CEIAG	Career: Historian	Career: urban planner	Career: medicine
	Knowledge revisited	Norma Hutchinson and Jamaica (Y1 C1) Victorians (Y1 C1, C3) Voyages of Discovery (Y2 C3) Benin (Y5 C1) Introduction to African History (Y7 C3)	Norma Hutchinson and Jamaica (Y1 C1) Discovery of the Americas (Y2 C3) Industrial Revolution; Armley Mills local study (Both Y6 C1) Civil Rights (Y6 C2) Transatlantic slave trade (Y8 C1)	Y7 C1 – Y8 C2 inclusive Twentieth Century Conflict (Y6 C3)
YEAR 9 CORE	Knowledge introduced	<b>War and Society: The impact of WWII on Britain and the wider world</b> <ul style="list-style-type: none"> <li>• Origins and legacy of WWII</li> <li>• Introduction to the Holocaust</li> </ul>	<b>The British Empire</b> <ul style="list-style-type: none"> <li>• America</li> <li>• India</li> <li>• Indian Rebellion</li> <li>• The Scramble for Africa</li> <li>• Ruling the Empire</li> </ul>	<b>Our Planet, Our Future</b> <b>Enquiry: Is it too late to save our planet?</b> <ul style="list-style-type: none"> <li>• Are wildfires increasing?</li> <li>• Can coral reefs be rescued?</li> <li>• Should we protect Antarctica?</li> <li>• Can we manage our natural resources sustainably?</li> </ul>
	CEIAG	Career: academia	Career: travel consultant	Career: Conservationist
	Knowledge revisited	Photographs as evidence (EYFS C2) Civil Rights (Y6 C2) Twentieth Century Conflict (Y6 C3) Introduction to Modern European History (Y8 C3)  Applying numerical, statistical, graphical and cartographical skills in context.	Significant explorers (Y2 C3) Migration (Geography Y4 C2) Industrial Revolution (Y6 C1) Medieval Life in Britain (Y7 C2) Urbanisation (Geography Y7 C3) Transatlantic slave trade (Y8 C1) Industrial Britain (Y8 C2) 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) Industrial Britain (Y8 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) <b>Living under Nazi Rule, 1933-1945</b> Component description: <ul style="list-style-type: none"> <li>• Dictatorship and the establishment of dictatorial powers</li> <li>• Opposition to the NSDAP and Nazi attempts to control it, 1933-1939</li> <li>• The impact of NSDAP rule on German citizens, 1933-1939</li> <li>• Germany and total war</li> <li>• Life under Nazi occupation</li> </ul>		OCR GCSE (9–1) History B (Schools History Project) (J411) <b>Migrants to Britain, c.1250 to present</b> Component description: <ul style="list-style-type: none"> <li>• Migrants in Medieval Britain</li> <li>• Migrants in Early Modern Britain</li> </ul>
	CEIAG	Career: Public Relations	Career: Police	Career: Civil Service
	Knowledge revisited	Civil Rights (Y6 C2) Photographs as evidence (EYFS C2) Introduction to Modern European History (Y8 C3)		Roman Britain (Y4 C1) Anglo-Saxons and Scots (Y4 C2) Migration (Geography Y4 C2) Medieval England (Y7 C1) England as a part of Christendom (Y7 C2) British Empire (Y9 core C2)



Knowledge, skills and understanding to be gained at each stage*				
	Cycle 1	Cycle 2	Cycle 3	
YEAR 10	<p>Exam specification: OCR GCSE (9–1) History B (Schools History Project) (J411) <b>Migrants to Britain, c.1250 to present</b> (continued)</p> <ul style="list-style-type: none"> <li>Migrants in Industrial Britain</li> <li>Migrants in Modern Britain</li> </ul>	<p>Exam specification: OCR GCSE (9–1) History B (Schools History Project) (J411) <b>History around us</b> <b>Component description:</b></p> <ul style="list-style-type: none"> <li>Study the physical remains of a local site of historical significance (Fountains Abbey)</li> <li>Find a connection with people’s lives in the past (Fountains Abbey)</li> <li>Cultivate an interest in the historic environment to continue into adult life</li> </ul> <p><b>The Making of America, 1789–1900</b> <b>Component description:</b></p> <ul style="list-style-type: none"> <li>America’s expansion (1789-1838)</li> <li>The West (1839-1860)</li> </ul>	<p>Exam specification: OCR GCSE (9–1) History B (Schools History Project) (J411) <b>The Making of America, 1789–1900</b> (continued)</p> <ul style="list-style-type: none"> <li>Civil War and Reconstruction (1861-1877)</li> <li>Settlement and conflict on the Plains (1861-1877)</li> <li>American cultures (1877-1900)</li> </ul>	
	<b>CEIAG</b>	Career: law	Career: National Trust	Career: journalism
	<b>Knowledge revisited</b>	Migration (Geography Y4 C2) Industrial Revolution (Y6 C1) Twentieth Century Conflict (Y6 C3) Transatlantic slave trade (Y8 C1) Industrial Britain (Y8 C2) Introduction to Modern European History (Y8 C3) British Empire (Y9 core C2)	Significant explorers (Y2 C3) Vikings (Y4 C3) Civil Rights (Y6 C2) Medieval England (Y7 C1) England as a part of Christendom (Y7 C2) Transatlantic slave trade (Y8 C1) British Empire (Y9 core C2)	Significant explorers (Y2 C3) Civil Rights (Y6 C2) Transatlantic slave trade (Y8 C1) British Empire (Y9 core C2)
YEAR 11	<p>Exam specification: OCR GCSE (9–1) History B (Schools History Project) (J411) <b>Weeks 1-7</b> <b>The Making of America, 1789–1900</b> (continued) <b>Weeks 8-13</b> <b>The Elizabethans, 1580–1603</b> <b>Component description:</b></p> <ul style="list-style-type: none"> <li>The power of the queen</li> <li>The nature and extent of a Catholic threat</li> <li>The nature and dynamics of Elizabethan society</li> <li>Popular culture</li> <li>The nature and significance of England’s connections with the wider world</li> </ul>	<p>Exam specification: OCR GCSE (9–1) History B (Schools History Project) (J411) <b>Weeks 1-7</b> <b>The Elizabethans, 1580–1603</b> (continued) <b>Weeks 8 onwards</b> <b>Revision</b></p>		
	<b>CEIAG</b>	Career: author		
	<b>Knowledge revisited</b>	Significant explorers (Y2 C3) Civil Rights (Y6 C2) England as a part of Christendom (Y7 C2) Transatlantic slave trade (Y8 C1) British Empire (Y9 core C2)	Significant explorers (Y2 C3) England as a part of Christendom (Y7 C2) British Empire (Y9 core C2)	

\*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 1 History and Geography

### Long Term Plan 2021/2022

	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 30/08	W/C 6/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 4/10	W/C 11/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
	Term 1	Baseline	Baseline					Assessment Term 2		Data/Planning day 12/13	Parent Consultation Day		
	<b>Induction</b>	<b>Geography</b> My Local Area L1	<b>Geography</b> Local Area Walk	<b>Geography</b> Physical and human features	<b>Geography</b> Countries in UK	<b>Geography</b> Capital Cities in UK	<b>Geography</b> Flags	<b>History</b> Past Present Future	<b>Reinduction History</b> Victorian School Artefacts	<b>Data and Planning Day</b>	<b>History</b> Victorian School Rules	<b>History</b> Role Play Victorian Schools	<b>Geography</b> Make a card to send home in the post
Cycle 2	W/C 13/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 31/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03	W/C 28/03
		Term 3					Assessment	Assessment	Term 4 Data Input 1 World Book Day	Data/Planning Day 4/5		Music For Youth expedition Parent Consultation Day	
	<b>Pantomime</b>	<b>Geography</b> Africa Locate Africa and Indian Ocean	<b>Geography</b> Africa Landmarks in the UK and Africa	<b>Geography</b> Africa Physical and human features in Africa	<b>Geography</b> Africa Tropical grassland	<b>Geography</b> Africa Desert biome	<b>History</b> Royal Family	<b>History</b> Queen Elizabeth timeline	<b>Reinduction</b> World Book Day	<b>Data and Planning Day</b>	<b>History</b> Coronation	<b>History</b> Royal Family succession	<b>History</b> Buckingham Palace  Banquet in school
Cycle 3	W/C 18/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07	W/C 18/07
	Bank Holiday 18/04	Term 5		Bank Holiday 2/05		Lower Peak Sports Day	Term 6	Assessment	Assessment	Data Input 2		Base Camp Sports Day	Data Day 15/07
	Bank holiday	<b>Reinduction Geography</b> Southern and Indian Ocean	<b>Geography</b> Marine Animals	<b>Geography</b> Threats to oceans	<b>Geography</b> Protecting our oceans	<b>Geography</b> Oceans – Reduce Reuse Recycle	<b>Reinduction History</b> Describe modern toys	<b>History</b> Introduce Victorian Toys	<b>History</b> Explore old fashioned Toys	<b>History</b> Toys from different periods	<b>Transition Week</b>	<b>History</b> Toys modern	<b>End of Year Celebration</b>



## Year 2 Geography and History

### Long Term Plan 2021/2022

	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 30/08	W/C 6/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 4/10	W/C 11/10	W/C 18/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11
	Term 1	Baseline	Baseline					Assessment	Term 2	Data/Planning day 12/13			
	<b>Induction</b>	<b>Geography</b> World Mapping continents	<b>Geography</b> World Mapping oceans	<b>Geography</b> World Mapping Careers in mapping	<b>Geography</b> World Mapping Polar biome	<b>Geography</b> World Mapping Rainforest biome	<b>History</b> The Great Fire of London Life in 1666	<b>History</b> The Great Fire of London Using primary sources	<b>Reinduction</b> <b>History</b> The Great Fire of London How the fire started and spread	<b>Data day</b>	<b>History</b> The Great Fire of London Ordering the key events.	<b>History</b> The Great Fire of London Ordering the key events.	<b>History</b> The Great Fire of London How life changed after the fire.
Cycle 2	W/C 06/12	W/C 13/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 31/01	W/C 07/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03	W/C 28/03
		KS1 Pantomime	Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5 World Book Day		KS1 Music For Youth expedition	
	<b>History</b> Dinosaurs	<b>History</b> Dinosaurs	<b>Reinduction</b> <b>History</b> Dinosaurs	<b>History</b> Dinosaurs	<b>History</b> Dinosaurs	<b>History</b> Dinosaurs	<b>Geography</b> My local area	<b>Geography</b> My local area	<b>Reinduction</b> <b>Geography</b> My local area	<b>Data day</b> <b>Geography</b> My local area	<b>Geography</b> My local area	<b>Music for</b> <b>Youth trip</b>	<b>Geography</b> My local area
Cycle 3	W/C 04/04	W/C 18/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
		Term 5		School closed 3/05				Term 6 Assessment	Assessment	Data Input 2			Data Day 15/07
	<b>History</b> Explorers	<b>Reinduction</b> <b>History</b> Explorers	<b>History</b> Explorers		<b>History</b> Explorers	<b>History</b> Explorers	<b>History</b> Explorers	<b>Reinduction</b> <b>Geography</b> China Location and culture	<b>Geography</b> China Physical features	<b>Geography</b> China Human features	<b>Geography</b> China Environmental issues and trade	<b>Geography</b> China Farming and food	<b>End of Year Celebration</b> <b>Data day</b>





## Year 3 History

### Long Term Plan 2021/2022

	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 30/08	W/C 6/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 4/10	W/C 11/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
	Term 1	Baseline	Baseline					Term 2		Data/Planning day 12/13		Parent Consultation Day	
	<b>Induction</b>	<b>Prehistoric Britain</b> Age of the Earth and Ice Age L1	<b>Prehistoric Britain</b> How did humans evolve? L2	<b>Prehistoric Britain</b> Prehistoric animals L3	<b>Prehistoric Britain</b> Stone Age experience Skelton Grange Y3 Tuesday 28 <sup>th</sup> Stone Age Y3 Wed 29 <sup>th</sup> Stone Age	<b>Prehistoric Britain</b> Different periods within Stone Age L4	<b>Prehistoric Britain</b> What was life like in a stone age settlement? L5	<b>Prehistoric Britain</b> How did the Bronze Age change how people lived? L6	<b>Prehistoric Britain</b> Who were the Celts and what was life like for them? L7	<b>Prehistoric Britain</b> Experience in school ? (make own clay tools? Watch someone make a knife out of metal?)	<b>Prehistoric Britain</b> Plan writing: What do we know about the British Prehistoric Period?	<b>Prehistoric Britain</b> Big writing: What do we know about the British Prehistoric Period?	<b>Prehistoric Britain</b> Redraft writing: What do we know about the British Prehistoric Period?
Cycle 2	W/C 13/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 31/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03	W/C 28/03
		Term 3					Assessment	Assessment	Term 4 Data Input 1 World Book Day	Data/Planning Day 4/5		Music For Youth expedition Parent Consultation Day	
	<b>Pantomime</b>	<b>Shang Dynasty</b> How Do We Know about the Shang Dynasty?	<b>Reinduction Shang Dynasty</b> How did the Shang Dynasty begin?	<b>Shang Dynasty</b> Life in the Shang Dynasty	<b>Shang Dynasty</b> Ancient Chinese Beliefs	<b>Shang Dynasty</b> Shang Dynasty Experience 4Schools 2hr virtual experience?	<b>Shang Dynasty</b> Shang Dynasty Experience 4Schools 2hr virtual experience?	<b>Shang Dynasty</b> How do we know so much about the Shang Dynasty?	<b>Reinduction Shang Dynasty</b> How do we know so much about the Shang Dynasty?	<b>Data and Planning Day</b>	<b>Shang Dynasty</b> Plan Writing	<b>Shang Dynasty</b> Writing Essay	<b>Shang Dynasty</b> Re-Draft essay
Cycle 3	W/C 18/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07	W/C 18/07
	Term 5 Bank Holiday 18/04			Bank Holiday 2/05		Lower Peak Sports Day	Term 6	Assessment	Assessment	Data Input 2		Base Camp Sports Day	Data Day 15/07
	<b>Greeks</b> Modern Greece	<b>Reinduction Greeks</b> Ancient Greece Organization	<b>Greeks</b> How ancient Greece impacts modern world	<b>Greeks</b> Greek Philosophers	<b>Greeks</b> Greek Gods	<b>Greeks</b> Greek Gods Writing	<b>Reinduction Greeks</b> Ancient Olympics	<b>Greeks</b> Modern Olympics	<b>Greeks</b> Plan Essay	<b>Greeks</b> Write Essay	<b>Transition Week</b> Additional lesson if needed	<b>Greeks</b> Redraft essay	<b>End of Year Celebration</b>



## Year 4 History

### Long Term Plan 2021/2022

	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 30/08	W/C 6/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 4/10	W/C 11/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
	Term 1	Baseline	Baseline					Term 2		Data/Planning day 12/13		Parent Consultation Day	
	<b>Induction</b>	<b>Roman Britain</b> How Rome began L1	<b>Roman Britain</b> Roman Battle Education Group Wednesday 15 <sup>th</sup> September	<b>Roman Britain</b> Roman Invasion of Britain L2	<b>Roman Britain</b> Boudicca L3	<b>Roman Britain</b> Romanisation of Britain (vocabulary and roads) L4	<b>Roman Britain</b> Romanization of Britain (cities and towns) L5	<b>Roman Britain</b> Romanisation of Britain (coins) L6	<b>Roman Britain</b> Romanisation of Britain (beliefs) L7	Data and Planning Day	<b>Roman Britain</b> Collapse of Roman Empire L8	<b>Roman Britain</b> Plan and write essay How the Romans Changed Britain	<b>Roman Britain</b> Finish writing essay How the Romans Changed Britain
Cycle 2	W/C 13/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 31/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03	W/C 28/03
		Term 3					Assessment	Assessment	Term 4 Data Input 1 World Book Day	Data/Planning Day 4/5		Music For Youth expedition Parent Consultation Day	
	<b>Pantomime</b>	<b>Anglo Saxons</b> Chronology	<b>Reinduction</b> <b>Anglo Saxons</b> How do we know about Anglo Saxons and Scots?	<b>Anglo Saxons</b> Anglo Saxon Invasion	<b>Anglo Saxons</b> Anglo Saxon way of life	<b>Anglo Saxons</b> Food and knitting	<b>Anglo Saxons</b> Anglo Saxon Gods	<b>Reinduction</b> <b>Anglo Saxons</b> Paganism and Christianity	<b>Data and Planning</b>	<b>Anglo Saxons</b> Viking Raids and Alfred the Great	<b>Anglo Saxons</b> Anglo Saxon art	<b>Assessment</b>	
Cycle 3	W/C 18/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07	W/C 18/07
	Term 5 Bank Holiday 18/04			Bank Holiday 2/05		Lower Peak Sports Day	Term 6	Assessment	Assessment	Data Input 2		Base Camp Sports Day	Data Day 15/07
	<b>Vikings</b> Why did the Vikings invade Britain?	<b>Reinduction</b> <b>Vikings</b> What happened at Lindisfarne in 793?	<b>Vikings</b> Why did Alfred sign a treaty with Gurthum?	<b>Vikings</b> Were the Vikings the first Europeans to discover the Americas?	<b>Vikings</b> Who were the Norse Gods?	<b>Vikings</b> Did King Cnut try to stop the tide from coming in?	<b>Reinduction</b> <b>Vikings</b> How did the Vikings Change Britain?	<b>Vikings</b> Plan essay	<b>Vikings</b> Write essay	<b>Vikings</b> Redraft essay	<b>Transition Week</b> Additional lesson if needed	<b>Vikings</b> stretch	<b>End of Year Celebration</b>



## 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	Induction									Planning days	Y8 expedition		
			Norman England 1066-1087 Introduction	Norman England 1066-1087 Battles of Fulford and Stamford Bridge	Norman England 1066-1087 Battles of Fulford and Stamford Bridge	Norman England 1066-1087 Battle of Hastings	Norman England 1066-1087 Feudalism and Castles	Norman England 1066-1087 Harrying of the North	Norman England 1066-1087 Extended application	Norman England 1066-1087 DIRT	England as a part of Christendom Role of the Church	England as a part of Christendom Monasteries	England as a part of Christendom DIRT
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	England as a part of Christendom Urban life	England as a part of Christendom (wider context) Silk Road	England as a part of Christendom The Black Death	England as a part of Christendom Impact of the Black Death	Depth judgments, c.1066-c.1750 Battle of Hastings	Depth judgments, c.1066-c.1750 Norman control	Depth judgments, c.1066-c.1750 DIRT	Cycle 2 assessment	DIRT	England as a part of Christendom European Reformation	England as a part of Christendom English Reformation (Henry VIII)	England as a part of Christendom English Reformation (Henry VIII's children)	England as a part of Christendom DIRT
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Depth judgments, c.1066-c.1750 Bayeux Tapestry	Depth judgments, c.1066-c.1750 Domesday Book	Depth judgments, c.1066-c.1750 Black Death	Depth judgments, c.1066-c.1750 DIRT	Depth judgments, c.1066-c.1750 The Church: c.500 – c.1750	Depth judgments, c.1066-c.1750 DIRT	Revision	Revision	Cycle 3 assessment	DIRT	African Kingship Mali Empire	African Kingship Kingdom of Benin	Dream Team



## 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	Induction									Planning days	Y8 expedition		
			<b>Transatlantic Slave Trade</b> Africa before European slavery	<b>Transatlantic Slave Trade</b> Colonisation of the Americas	<b>Transatlantic Slave Trade</b> Triangular trade	<b>Transatlantic Slave Trade</b> application	<b>Transatlantic Slave Trade</b> DIRT	<b>Transatlantic Slave Trade</b> Effects of slavery in Africa	<b>Transatlantic Slave Trade</b> Effects of slavery in Africa	<b>Transatlantic Slave Trade</b> DIRT	<b>The Industrial Revolution</b> Living conditions	<b>The Industrial Revolution</b> Living conditions	DIRT
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	<b>Thematic judgements, c.1066-c.1900</b> Impact of Slave Trade in Britain	<b>Thematic judgements, c.1066-c.1900</b> Abolition of slavery in Britain and British Empire	<b>Thematic judgements, c.1066-c.1900</b> Abolition of slavery in Britain and British Empire	<b>Thematic judgements, c.1066-c.1900</b> Norman slavery	<b>Thematic judgements, c.1066-c.1900</b> Britain's relationship with slavery, c.1000-c.1900	<b>Thematic judgements, c.1066-c.1900</b> Britain's relationship with slavery, c.1000-c.1900	<b>Thematic judgements, c.1066-c.1900</b> DIRT	<b>Cycle 2 assessment</b>	DIRT	<b>The Industrial Revolution</b> Working conditions	<b>The Industrial Revolution</b> Working conditions	<b>The Industrial Revolution</b> Working conditions	<b>The Industrial Revolution</b> DIRT
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	<b>The Industrial Revolution</b> DIRT	<b>Thematic judgements, c.1066-c.1900</b> Medieval urban areas	<b>Thematic judgements, c.1066-c.1900</b> Industrial urban areas	<b>Thematic judgements, c.1066-c.1900</b> Impact of disease on urban areas, c.1250-c.1900	<b>Thematic judgements, c.1066-c.1900</b> Impact of disease on urban areas, c.1250-c.1900	<b>Thematic judgements, c.1066-c.1900</b> Impact of disease on urban areas, c.1250-c.1900	Revision	Revision	<b>Cycle 3 assessment</b>	DIRT	<b>Introduction to Modern European History</b> WW1	<b>Introduction to Modern European History</b> WW1	Dream Team

## 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
Cycle 1	Induction									Planning days	Y8 expedition		
				<b>Nazi Rule</b> Nazi Party in January 1933	<b>Nazi Rule</b> Nazi Party in January 1933 <b>Extended Homework 1</b>	<b>Nazi Rule</b> <b>DIRT</b>	<b>Nazi Rule</b> Nazi power, January - July 1933	<b>Nazi Rule</b> Nazi power, January - July 1933	<b>Nazi Rule</b> Nazi power, January - July 1933	<b>Nazi Rule</b> DIRT <b>Extended Homework 2</b>	<b>Nazi Rule</b> Nazi power, July 1933 - August 1934	<b>Nazi Rule</b> Nazi power, July 1933 - August 1934	<b>Nazi Rule</b> Nazi power, July 1933 - August 1934
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	<b>Nazi Rule</b> Nazi terror, 1933-39	<b>Nazi Rule</b> Nazi terror, 1933-39 <b>Extended Homework 3</b>	<b>Nazi Rule</b> Nazi terror, 1933-39	<b>Nazi Rule</b> <b>DIRT</b>	<b>Nazi Rule</b> Nazi terror, 1933-39 <b>Extended Homework 4</b>	<b>Nazi Rule</b> <b>DIRT</b>	Cycle 2 assessment	DIRT	<b>Nazi Rule</b> Nazi propaganda, 1933-39	<b>Nazi Rule</b> Nazi propaganda, 1933-39 <b>Extended Homework 5</b>	<b>Nazi Rule</b> Nazi propaganda, 1933-39	<b>Nazi Rule</b> <b>DIRT</b>	<b>Nazi Rule</b> Domestic opposition, 1933-39
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	<b>Nazi Rule</b> Domestic opposition, 1933-39	<b>Nazi Rule</b> Domestic opposition, 1933-39	<b>Nazi Rule</b> Policies towards the young	<b>Nazi Rule</b> Policies towards the young	<b>Nazi Rule</b> Policies towards the young <b>Extended Homework 6</b>	<b>Nazi Rule</b> Policies towards the young	<b>Nazi Rule</b> Policies towards the Jewish people, 1933-1939	<b>Nazi Rule</b> Cycle 3 assessment	<b>DIRT</b>	<b>Nazi Rule</b> Policies towards the Jewish people, 1933-1939	<b>Nazi Rule</b> Policies towards the Jewish people, 1933-1939 <b>Extended Homework 7</b>		



## Year 10 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	Induction									Planning days	Y8 expedition		
			Medieval migration overview and diversity of migrants	Medieval migration Jewish and Flemish migrants	Medieval migration Official and unofficial attitudes	Early Modern migration overview and diversity of migrants	Early Modern migration European migrants	Early Modern migration African and Indian migrants	Migration c.1250 – c.1750 DIRT	Nazi Rule Review	Nazi Rule War economy	Nazi Rule Total War	Nazi Rule Opposition
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	Industrial migration overview and diversity of migrants	Industrial migration European migrants	Industrial migration Non-European migrants	Modern migration overview and diversity of migrants	Modern migration Impact of war	Modern migration Impact of Commonwealth	Cycle 2 assessment	DIRT	DIRT	Nazi Rule Review	Nazi Rule Occupation	Nazi Rule Holocaust	Nazi Rule Responses to Nazi Rule
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	History Around Us Fountains Abbey	History Around Us Fountains Abbey	History Around Us Fountains Abbey	History Around Us Fountains Abbey	History Around Us Fountains Abbey	The Making of America, 1789–1900 America's expansion 1789–1838	The Making of America, 1789–1900 America's expansion 1789–1838	The Making of America, 1789–1900 America's expansion 1789–1838	Cycle 3 assessment	DIRT	The Making of America, 1789–1900 The West, 1839-60	The Making of America, 1789–1900 The West, 1839-60	

