

History

Curriculum principles

By the end of their all-through education, a student of History at Dixons Trinity Chapeltown will:

- Know how historians investigate and organise their understanding the past having studied a wide range of British, European and world studies.
- Understand that History is fundamentally the study of people, their motives, actions and responses, and is therefore essential for enabling students to position themselves in society through an appreciation of their identity, their choices and their role as a citizen.

Our uniting 'sentence' is "The History Department inspired students to take a keen interest in, and question, both the past and the present".

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

- At KS2 and KS3, enquiries are organised chronologically in order that students can chart the development of key concepts such as 'power', 'social hierarchy' and 'trade'. From this, students can build their own schema, including more specific concepts, for example, 'democracy'.
- Studies are organised around engaging 'enquiry questions', the likes of which historians investigate themselves. These develop both students' substantive knowledge of key events and developments in the past and also their understanding of how historians study and make sense of the past through investigating causes and consequences, change and continuity, diversity and significance ('second order concepts').
- Lessons begin with the principle that knowledge underpins historical skill and that the basis of sound historical writing is a sound grasp of narrative. This substantive knowledge is then used to inform students' thinking and understanding of second order concepts. 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.
- Challenging 'first order' concepts used by historians (for example, 'empire') are continually revisited throughout the key stages and old learning interleaved with new in order to develop a coherent and sophisticated understanding of specialised terminology.

The History curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- The narrative sweep that lies at the heart of the curriculum reflects recent developments in academic history and how professional historians in the UK have become increasingly interested in the global context and perspectives that challenge Anglo-centrism and histories 'written by the winners'. However, care has been taken to ensure that global contexts are rooted in the connections with Britain. Aspects of British history have been selected to ensure that students have the best possible understanding of British politics, society and culture. In this way, social disadvantage is challenged by providing students with a range of perspectives that will enable them to engage critically with the world in which they live.
- Content has been carefully selected so that students can consider their own experiences and cultures and understand those of others. 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.
- History is primarily a literary subject. The Department embraces the challenging nature of the subject whilst providing carefully planned opportunities for students to access text, and both written and visual sources at a high level. Students are given the opportunity to construct sophisticated analyses, but are also given support structures in accordance with their individual needs.
- The 'History Around Us' study is a key part of the GCSE course. Fountains Abbey and Studley Royal has been selected for this site study as it is a World Heritage Site and one which opens students' minds and imaginations to very different ways of seeing the world.

We fully believe History can contribute to the personal development of students at Dixons Trinity Chapeltown

- Our History curriculum endeavours to support students on the road to becoming true humanitarians - people who understand and appreciate difference and the causes of conflict and reform in society. It also embraces British values, considering the development of Britain into a multi-ethnic democracy. It traces the roots of racism and other forms of prejudice and considers the consequences of mistreatment of groups and individuals in society.
- We do not promote the view that the study of History by default fosters greater tolerance. We encourage students to ask questions and we actively engage in controversial issues, but we insist that, as good historians, students understand that they must support arguments with evidence which remains subject to scrutiny and interpretation. We remind students that all historical judgements, and similarly judgements about historical issues, are provisional and dependent on the selection of supporting evidence. Respectful debate is encouraged, as befits a healthy democracy.



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 of both historic and contemporary vocations.
- We show that History not only has a methodology which is highly transferable to a wide range of professions and business situations, but is also the study of human behaviour and interaction in real situations. We show students that History is an academic subject highly regarded by employers in a vast range of careers, and in particular in law, politics, journalism, research and the media.

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:

- Students are exposed to historiography and further reading is promoted through an in-class library of academic works linked to the curriculum
- Aspects of both the KS3 and GCSE course are given significant emphasis where the specification content overlaps with pertinent cultural, social and political dimensions

Further Information

- All through curriculum overview
- Long term plans
- Knowledge organiser



History

Curriculum overview

All children are entitled to a curriculum and to the powerful knowledge which 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	Development of themselves and others over time	Sources of evidence e.g. black and white videos and photos
	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		
	Skills and Concepts			
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 	Modern monarchs <ul style="list-style-type: none"> Line of succession The role of a monarch A coronation Buckingham Palace Significant individuals: <ul style="list-style-type: none"> Elizabeth II Charles III Yaa Asantewaa 	Toys now and in the past <ul style="list-style-type: none"> Thematic study of toys in history Roman artefacts Saxon artefacts Victorian artefacts Introduction of sources Expedition to Abbey House Victorian Museum
	Vertical and horizontal interleaving	Our local area (Y1 C1)	Capital Cities (Y1 C1) London Landmarks (Y2 C1)	Victorian schools (Y1 C1) Anglo Saxon Toys (Y4 C2)
	Historical Concepts	First order concepts: N/A Second order concepts: Similarity and Difference, Change and Continuity	First order concepts: Monarch, Hierarchy, Succession, Conflict Second order concepts: Change and Continuity, Significance	First order concepts: Artefacts Second order concepts: Change and continuity
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 Long term impact Archaeology skills 	Significant explorers through time <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, Ibn Battuta <ul style="list-style-type: none"> Life and legacy
	Vertical and horizontal interleaving	Modern monarchs (Y1 C2) Capital cities (Y1 C1)	Palaeontology as part of ideas about types of evidence (Y2 C1)	Norma Hutchinson and Jamaica (Y1 C1)



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
		London landmarks (Y2 C1) Flammable materials (Y2 C1)	Bird, lizard, carnivore, herbivore (Y1 C2) Fossils, rocks and soils (Y3 C1) Ancient Civilisations (Y3 C1)	Bartolomeu Dias and the European discovery of South Africa as context for Nelson Mandela (Y1 C2) Middle East history (Y5 C3)
	Historical Concepts	First order concepts: Living Conditions, Writers Second order concepts: Significance, Cause and Consequence, Chronology	First order concepts: Archaeology, Palaeontology Second order concepts: Significance	First order concepts: Discovery, Expansion, Empire Second order concepts: Significance, Impact
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"> Location and development Key figures Technologies Archaeology skills Class System Religious Beliefs 	Ancient Greece <ul style="list-style-type: none"> Overview to Greek culture Long-term impact Olympic Games Greek Gods and Myths Government Golden Age Philosophy
	Vertical and horizontal interleaving	Palaeontology and archaeology (Y2 C2) Metals in Roman and Saxon artefacts (Y1 C3) Chronology (Y4 C1, Y4 C2) Anglo Saxon Agriculture (Y4 C2) Culture of people (Y4 C1, Y4 C2)	Bronze Age (Y3 C1) Archaeology (Y2 C2) Polytheism (Y4 C1, Y4 C3)	Chronology (Y4 C2, Y4 C3) Polytheism (Y3 C2, Y4 C1, Y4 C3) Archaeology (Y2 C2) Bronze Age (Y3 C1) The Shang Dynasty (Y3 C2)
	Historical Concepts	First order concepts: Agriculture, Evolution, Culture, Warfare, Technology Second order concepts: Change and Continuity	First order concepts: Technology, Culture, Hierarchy, Religion Second order concepts: Significance, Similarity and Difference	First order concepts: Culture, Technology Second order concepts: Impact, Significance, Similarity and Difference
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 Anglo Saxon Invasions, settlements and kingdoms, place names and village life Anglo Saxon Culture King Aethelbert, King Offa and King Arthur Bede and St Augustine - Chroniclers 	Vikings <ul style="list-style-type: none"> Viking raids and invasion Resistance by Alfred the Great and his fight with Guthrum Further Viking invasions and Danegeld Norse Gods
	Vertical and horizontal interleaving	Earlier civilisations (Y3 C1) Roman artefacts (Y1 C3) Roman religion / Greek links (Y3 C3) Roman invasion of Britain (Y7 C1)	Countries in the UK (Y1 C1) Anglo Saxon toys (Y1 C3) Written sources (Y2 C1) Coinage (Y4 C1) Vikings (Y4 C3) Anglo-Saxon invasion (Y7 C1)	Saxon artefacts (Y1 C3) Written sources (Y2 C1) Explorers (Y2 C3) Chronology (Y4 C2) Polytheism (Y4 C1)



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
	Historical Concepts	<p>First order concepts: Empire, Religion, Conflict, Resistance</p> <p>Second order concepts: Change and Continuity, Cause and Consequence, Significance</p>	<p>First order concepts: Religion, Control, Conflict, Culture</p> <p>Second order concepts: Significance, Change and Continuity, Cause and Consequence</p>	<p>First order concepts: Conflict, Religion, Culture, Resistance</p> <p>Second order concepts: Cause and Consequence, Significance, Diversity</p>
YEAR 5	Knowledge introduced	<p>Benin Kingdom</p> <ul style="list-style-type: none"> Benin before European empires. Colonisation Obas 	<p>Medieval monarchs</p> <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 	<p>Middle East</p> <ul style="list-style-type: none"> Ancient History and the Middle East Ancient city of Baghdad Israel and Palestine
	Vertical and horizontal interleaving	<p>Geography – Africa (Y1 C2)</p> <p>Explorers (Y2 C3)</p>	<p>Modern monarchs (Y1 C2)</p> <p>William the Conqueror (Y4 C3)</p>	<p>Archaeology (Y2 C2)</p> <p>Religion, including comparative issues (Y3 C2 and C3; Y4 C1, C2, C3; Y5 C1)</p>
	Historical Concepts			<p>First order concepts: Trade, Conflict, Religion, Empire</p> <p>Second order concepts: Change and Continuity, Similarity and Difference, Diversity, Significance</p>
YEAR 6	Knowledge introduced	<p>Industrial Revolution</p> <ul style="list-style-type: none"> Living conditions in industrial towns Working conditions in factories Inventions Legal Acts <p>Local history study: Armley Mills</p>	<p>Civil Rights</p> <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 	<p>World Conflict, 1900-1950</p> <ul style="list-style-type: none"> Timeline 1914 – 1918 Timeline 1939-1945 Important figures e.g. David Lloyd George, Woodrow Wilson, Neville Chamberlain, Adolf Hitler, Winston Churchill
	Vertical and horizontal interleaving	<p>Victorians (Y1 C1,3)</p> <p>English – Street child (Y5)</p>	<p>Nelson Mandela and the South African parallel (Y1 C2)</p> <p>Discovery of America (Y2 C3)</p>	<p>Middle East, Peace Settlements (Y5 C3)</p>
	Historical Concepts			
YEAR 7	Knowledge introduced	<p>Power in the Medieval World</p> <p>Enquiries:</p> <ul style="list-style-type: none"> Who had shaped Britain by 1000AD? How did William I conquer England? How did Genghis Khan grow the Mongol Empire? 	<p>Changing lives and minds in medieval and early modern England</p> <p>Enquiries:</p> <ul style="list-style-type: none"> What mattered to later medieval people? What should people understand about the Black Death? 	<p>Voices from the Past</p> <p>Enquiries:</p> <ul style="list-style-type: none"> How significant was the presence of Black people in Tudor England? How do historians know about the Kingdom of Benin?



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
		<ul style="list-style-type: none"> How powerful was Mansa Musa? 	<ul style="list-style-type: none"> What was revolutionary about the period 1500-1750? 	
	Vertical and horizontal interleaving	Early Civilisations (Y3 C1) Romans, Saxons and Vikings (Y4) Monarchs (Y1 C2) (Y5 C2)	Medieval monarchs (Y5 C2) Changing society (Y6 C1)	Monarchs (Y1 C2) (Y2 C1) (Y5 C2) (Y7 C1) Benin Kingdom (Y5 C1) Religion (Y3 C2) (Y4 C1) (C2, C3) (Y5 C1)
YEAR 8	Knowledge introduced	The Impact of Trade and Industry Enquiries: <ul style="list-style-type: none"> What was the impact of the Industrial Revolution on people's lives? How successful were the abolitionists of the slave trade? 	Changing lives in the age of Empire Enquiries: <ul style="list-style-type: none"> How did people respond to the British Empire? How did people in Britain campaign for the right to vote? Why did the world go to war between 1914-1918? How did views of WW1 change from 1914-1918? 	Rights and ideologies in the modern world Enquiries: <ul style="list-style-type: none"> Why was Communism so important in the 20th century? What helped the struggle for equal rights in Britain after 1960?
	Vertical and horizontal interleaving	Norma Hutchinson and Jamaica (Y1 C1) Victorians (Y1 C1) (Y1 C3) Industrial Revolution and Armley Mills local study (Y6 C1) Civil Rights (Y6 C2)	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) Civil Rights (Y6 C2)
GCSE YEAR 9	Knowledge introduced	Introduction <ul style="list-style-type: none"> What can photographs tell us about the Holocaust? Living under Nazi Rule, 1933-1945 Component description: <ul style="list-style-type: none"> Dictatorship and the establishment of dictatorial powers Opposition to the Nazis and Nazi attempts to control it, 1933-1939 The impact of Nazi rule on German citizens, 1933-1939 	Week 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 to Britain, c.1250 to present Component description: <ul style="list-style-type: none"> Migrants in Industrial Britain Migrants from 1900 to present
	Vertical and horizontal interleaving	English – Boy in the Striped Pyjamas (Y6 C1) Civil Rights (Y6 C2) Photographs as evidence (EYFS C3) 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)



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
GCSE YEAR 10	Knowledge introduced	<p>The Elizabethans, 1580–1603</p> <p>Component description:</p> <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 	<p>Week 1-6</p> <ul style="list-style-type: none"> Continue The Elizabethans, 1580-1603 for weeks 1-6. <p>Week 7-12</p> <p>History Around Us</p> <p>Component description:</p> <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 	<p>History Around Us</p> <p>Component description:</p> <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 <p>Living under Nazi Rule, 1933-1945</p> <ul style="list-style-type: none"> The impact of war on the German people The Nazi occupation of Europe
	Vertical and horizontal interleaving	<p>Tudor England (Y7 C2)</p> <p>Religion (Y7 C1) (Y7 C2) (Y7 C3) (Y3 C2) (Y4 C1) (C2, C3) (Y5 C1)</p> <p>Significant explorers (Y2 C3)</p>	<p>Significant explorers (Y2 C3)</p> <p>Industrial Revolution (Y6 C1)</p> <p>Civil Rights (Y6 C2)</p> <p>Industry, Reform and Empire (Y8 C1)</p> <p>Religion (Y10 C1) (Y10 C3) (Y7 C1) (Y7 C2) (Y7 C3) (Y3 C2) (Y4 C1) (C2, C3) (Y5 C1)</p> <p>Medieval society (Y7 C1) (Y7 C2) (Y5 C2)</p>	<p>Religion (Y10 C1) (Y10 C3) (Y7 C1) (Y7 C2) (Y7 C3) (Y3 C2) (Y4 C1) (C2, C3) (Y5 C1)</p> <p>Medieval society (Y7 C1) (Y7 C2) (Y5 C2)</p>
GCSE YEAR 11	Knowledge introduced	<p>The Making of America, 1789–1900</p> <p>Component description:</p> <ul style="list-style-type: none"> How and why the USA expanded from 1789 to 1838 Movement West from 1839-1860 Civil War and the Reconstruction Era Settlement and conflict on the Plains from 1861-1877 Changes to the all aspects of American Culture from 1877-1900 	<p>Week 1-7</p> <p>The Making of America, 1789–1900</p> <p>Component description:</p> <ul style="list-style-type: none"> How and why the USA expanded from 1789 to 1838 Movement West from 1839-1860 Civil War and the Reconstruction Era Settlement and conflict on the Plains from 1861-1877 Changes to the all aspects of American Culture from 1877-1900 	
	Vertical and horizontal interleaving	<p>Industrial Revolution (Y6 C1) (Y8 C2)</p> <p>Civil Rights (Y6 C2)</p> <p>Industry, Reform and Empire (Y8 C1) (Y8 C2)</p>	<p>Civil Rights (Y6 C2)</p> <p>Industrial Revolution (Y6 C1) (Y8 C2)</p> <p>Industry, Reform and Empire (Y8 C1) (Y8 C2)</p>	



*A powerful, knowledge-rich curriculum teaches both **declarative 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.

History LTP 2023-24

Year 7

	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 28.8	4.9	11.9	18.9	25.9	2.10	9.10	Expedition - HT 16.10	Reinduction 6.11	DD & PD 13.11	20.11	27.11	4.12
	x Who are the British People?	Who were the Anglo-Saxons?	Who were the Vikings?	Why was there a Battle of Hastings in 1066?	How did William gain control of England 1066-1071?	How did William keep control of England 1071-1086?	How did William conquer England 1066-1086?	How did Sunjata Keita establish the Kingdom of Mali?	REVIEW: Why was the Kingdom of Mali so significant?	Who was Genghis Khan?	How did the Mongols control their empire?	Power review	
	What impact did the Romans have on the British People?	Who had shaped Britain by 1000AD?	REVIEW Who had shaped Britain by 1000 CE?	Why did William win the Battle of Hastings in 1066?	Why did William build castles across England?	How can we find out what William was really like?	How do historians know about the Kingdom of Mali?	How did Mansa Musa earn his place on the Catalan Atlas?	How did Temujin become 'Universal ruler'?	How did the Mongol Empire grow to be so vast?	What did the Pax Mongolica mean for the world?		
Cycle 2	Reinduction 11.12	Assessment Weeks 18.12	Assessment Weeks 8.1	Assessment Weeks 15.1	Assessment Weeks 22.1	Assessment Weeks 29.1	Reinduction 5.2	DD & PD 19.2	DD & PD 26.2	4.3	11.3	18.3	
	What mattered to later medieval people?	What mattered to later medieval people?	What mattered to later medieval people?	What should people understand about the Black Death?	What should people understand about the Black Death?	What should people understand about the Black Death?	Cycle 2 Assessments	What was revolutionary about the period 1500-1700?	What was revolutionary about the period 1500-1700?	What was revolutionary about the period 1500-1700?	What was revolutionary about the period 1500-1700?	What was revolutionary about the period 1500-1700?	
	What mattered to later medieval people?	What mattered to later medieval people?	What mattered to later medieval people?	What should people understand about the Black Death?	What should people understand about the Black Death?	What should people understand about the Black Death?	Revision	DIRT	What was revolutionary about the period 1500-1700?	What was revolutionary about the period 1500-1700?	What was revolutionary about the period 1500-1700?	What was revolutionary about the period 1500-1700?	
Cycle 3	Reinduction 15.4	22.4	29.4	6.5	13.5	20.5	Reinduction 3.6	10.6	17.6	24.6	1.7	8.7	15.7
	How significant was presence of Black people in Tudor England?	How significant was presence of Black people in Tudor England?	How do historians know about the kingdom of Benin?		How do historians know about the kingdom of Benin?		Revision	Cycle 3 Assessments	DIRT	How did Europeans develop the sugar trade, 1000-1500?	What was the human cost of sugar?	Writing a historical narrative of the sugar trade	Review
	How significant was presence of Black people in Tudor England?	How significant was presence of Black people in Tudor England?	How do historians know about the kingdom of Benin?	How do historians know about the kingdom of Benin?	How do historians know about the kingdom of Benin?		Revision	Cycle 3 Assessments	How did sugar begin to spread around the world?	How did sugar create so much wealth for Britain, 1600-1800?	How did sugar become available to everyone, 1800-present day?		DIRT



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Year 8

	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					Assessment Weeks			Reinduction	DD & PD			
	28.8	4.9	11.9	18.9	25.9	2.10		9.10	16.10	6.11	13.11	20.11	27.11
	x	What was the Industrial Revolution?	What was the impact of the IR on the working lives of men and women?	What was the impact of the IR on the working lives children?	'Disastrous and terrible' or 'The Dawn of New Liberty'?	Revision	Assessment	'Disastrous and terrible' or 'The Dawn of New Liberty'?	One-off lesson – What was the transatlantic slave trade?	DIRT	What were the aims of the abolition movements?	Was slavery already coming to an end before the 1883 Act?	Did the 1833 Act end British Slavery?
Cycle 2		Reinduction						Reinduction		DD & PD	Expedition		
	11.12	18.12	8.1	15.1	22.1	29.1	5.2	19.2	26.2	4.3	11.3	18.3	11.12
	How far did Indian indentured labour differ from slavery?	Did Britain stop profiting from slavery in 1833?	Did Britain support abolition in 1833?	How should the Slave Trade be remembered?	How did people respond to the British Empire? 1	How did people respond to the British Empire? 2	How did people respond to the British Empire? 3	How did people respond to the British Empire? 4	How did people respond to the British Empire? 5	How did people respond to the British Empire? 6	How did people respond to the British Empire? 7	How did people in Britain campaign for the right to vote in the c19th?	Was voting reformed in the 19th century?
Cycle 3	Reinduction						Reinduction						Data Day
	15.4	22.4	29.4	6.5	13.5	20.5	3.6	10.6	17.6	24.6	1.7	8.7	15.7
	Why were women willing to fight for suffrage?	How did different suffrage societies campaign for the vote?	Who were the suffragettes?	How do historians present the campaign for female suffrage?	How did views of WWI change from 1914 to 1918?	How did views of WWI change from 1914 to 1918?	How did views of WWI change from 1914 to 1918?	Revision	Assessment	DIRT	How did views of WWI change from 1914 to 1918?	How did views of WWI change from 1914 to 1918?	



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Year 9

	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								Reinduction	DD & PD			
	28.8	4.9	11.9	18.9	25.9	2.10	9.10	16.10	6.11	13.11	20.11	27.11	4.12
	x	What do photographs reveal about life for European Jews before 1933?	What do photographs reveal about persecution of Jews before 1938?	What do photographs reveal about resistance to the Holocaust in Europe?	How useful are photographs for historians researching experiences of the Holocaust?	Did Hitler and the Nazi Party really have power in January 1933?	How did Hitler end democracy in Germany?	How did the Nazis remove all potential opponents?	What were the consequences of the Night of Long Knives?	How did the Nazis control Germany?	How did Himmler's network of terror operate?	Why was there little effective opposition to the Nazis?	Did life improve for German workers under Nazi rule?
		What was the Holocaust?	What do photographs reveal about <i>Kristallnacht</i> ?	What do photographs reveal about the 'final solution'?	Who were the Nazis and what were their ideas?	How did Hitler and the Nazi Party benefit from the Reichstag Fire?	How did the Nazis 'bring Germany into line'?	How did Hitler achieve total power in 1934?	Review: What was the most important event in gaining power?	What was the Gestapo and how powerful was it?	How did Goebbels use propaganda to keep control?	How far were youth groups a threat to the Nazis?	How did the Nazis change the lives of women?
Cycle 2	11.12	Reinduction				Assessment Weeks		Reinduction		DD & PD			
		18.12	8.1	15.1	22.1	29.1		5.2	19.2	26.2	4.3	11.3	18.3
	How successful were the Nazis in achieving their aims for women?	Why was the Hitler Youth so important in Nazi Germany?	How was Kristallnacht a turning point in the persecution of the Jews?	Medieval England: an overview	Why were there so many migrants in England?	Who were the other migrants to England during the period 1250 – 1500?	Assessments	What was the unofficial response to medieval migrants?	Medieval review	Why were the Huguenots officially welcomed?	Why were Jews invited to return to England?	What experiences did the Roma Gypsies have in England?	How were Indians in England viewed?
	How was education used to control young people?	Nazi racial policy: How did persecution of the Jews increase?	Review: Did the Nazis improve life for the German people?	What was the experience of Jewish communities living in medieval England?	The Low Countries: A case study of medieval migrants	Revision	What was the official response to medieval migrants?	DIRT	Changing times, 1500-1750: an overview	Why were the Palatines only in England for one year?	How far were the Hansa Merchants accepted in England?	Why did views of Africans in England change?	Early modern review
Cycle 3	Reinduction					Reinduction							Data Day
	15.4	22.4	29.4	6.5	13.5	20.5	3.6	10.6	17.6	24.6	1.7	8.7	15.7
	Industry and Empire, 1750-1900: an overview	Why did Italian migrants face challenges?	Why were reactions to Jewish migrants so mixed?	Why did some Asian migrants have successful lives whilst others struggled?	Industrial review	Revision	Assessments	Assessments	Assessments	Assessments	How did the events of the c20th and c21st affect migration to Britain?	Why did Belgian and German migrants have such differing experiences?	x
	Why did so many people migrate from Ireland?	Why were German migrants so successful?	What was the experience of African migrants in Britain?	Why did Chinese communities become established?	Revision	Revision	Assessments	Assessments	Assessments	Assessments	How far did the 1905 Aliens Act cause a change in migration policy?	How were refugees and 'enemy aliens' treated during the era of the Second World War?	



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Year 10

	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	28.8	4.9	11.9	18.9	25.9	2.10	9.10	16.10	6.11	13.11	20.11	27.11	4.12
	Induction					Assessment Weeks			Reinduction	DD & PD			
	x	Elizabethans 1580-1603: Elizabeth and her court	Elizabeth and her parliament	Review: Elizabethans technique	Mary Queen of Scots and plots against Elizabeth	Catholic Threat Review	Assessment	Family life in Elizabethan England	The decline in popular culture	Theatre in Elizabethan England	What did early explorers achieve in the Americas?	Interpretations of Elizabethan exploration	Migrants to Britain: Industry and Empire, 1750-1900:an overview
		The privy council and privy chambers	Elizabeth and local government	Enforcement of the Religious Settlement	The war with Spain and the Spanish Armada	Revision	Lives of the rich and the middling sort	Poverty in Elizabethan England	Persecution of witches in Elizabethan England	Interpretations of popular culture	What did later explorers achieve in the Americas?	Explorers Review	Why did so many people migrate from Ireland?
	Earl of Essex rebellion	Elizabeth, propaganda and censorship	Catholic links abroad and the spy network	Interpretations of the Spanish Armada	Revision	Lives of the labouring poor	Popular culture in Elizabethan England	Persecution of witches in Elizabethan England	Popular Culture Review	What did explorers achieve in the East?	Elizabethans Review	Why did so many people migrate from Ireland?	
Cycle 2	11.12	18.12	8.1	15.1	22.1	29.1	5.2	19.2	26.2	4.3	11.3	18.3	25.3
	Reinduction							Reinduction		DD & PD			
	Why did Italian migrants face challenges?	What was the experience of African migrants in Britain?	Migrants 1750-1900 Review	How did the events of the c20th and c21st affect migration to Britain?	How were refugees and 'enemy aliens' treated during the era of the Second World War?	What was the response to Commonwealth migration in the 1960s and 1970s?	Migrants c20th review	History Around Us: What can we learn about medieval religion from buildings?	Why was Fountains Abbey founded?	How did Fountains Abbey expand up to 1300?	How and why did the abbey change, 1300-1500?	Review: writing about changes at the abbey	Explaining turning points in History
	Why were German migrants so successful?	Why did some Asian migrants have successful lives whilst others struggled?	Migrants 1750-1900 Review	How far did the 1905 Aliens Act cause a change in migration policy?	How far were Commonwealth migrants welcomed following WWII?	What was the response to economic migrants from the European Union?	Migrants review	Why were monks and monasteries an important part of medieval communities?	What can the physical remains at Fountains Abbey tell us about daily life?	Why had Fountains Abbey changed by 1300?	How far had the abbey recovered by the early c16th?	What was the Dissolution?	Did Fountains Abbey have any purpose in the c18th?
Why were reactions to Jewish migrants so mixed?	Why did Chinese communities become established?	Migrants 1750-1900 Review	Why did Belgian and German migrants have such differing experiences?	What was the response to Commonwealth migration in the 1960s and 1970s?	How have refugees and asylum seekers been treated since the 1990s?	Migrants review	What do we know about the daily life of monks in Cistercian monasteries?	How to produce great 'Site Study' writing	Why had Fountains Abbey changed by 1300 (part two)?	Was Fountains Abbey a typical monastery?	How was the abbey used after the Dissolution?	How and why did the abbey change in the late c18th?	
Cycle 3	15.4	22.4	29.4	6.5	13.5	20.5	3.6	10.6	17.6	24.6	1.7	8.7	15.7
	Reinduction						Reinduction						Data Day
	How far have the abbey's uses changed in the last 200 years?	Why is reconstructing the abbey's past challenging?	History Around Us Review	History Around Us Review	Revision	Revision	Assessments	Assessments	Assessments	Assessments	Living Under Nazi Rule Unit 4	Living Under Nazi Rule Unit 4	x
	How much change in use has there been throughout the history of the abbey?	Why has the abbey been important, both locally and nationally?	History Around Us Review	History Around Us Review	Revision	Revision					Living Under Nazi Rule Unit 4	Living Under Nazi Rule Unit 4	Living Under Nazi Rule Unit 4
Why has archaeology been so important in understanding the site?	Conclusions: what makes Fountains Abbey a site worth investigating?	History Around Us Review	History Around Us Review	Revision	Revision					Living Under Nazi Rule Unit 4	Living Under Nazi Rule Unit 4		



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Year 11

	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	28.8	4.9	11.9	18.9	25.9	2.10	9.10	16.10	6.11	13.11	20.11	27.11	4.12
	Induction								Reinduction	DD & PD / Mock Exams			
	x	Making of America: The geography of America and its people	Why did tensions over slavery grow?	How did the Lakota adapt to life on the Plains?	What was the impact of the California gold rush?	Why did divisions between North and South increase?	What was the African American experience of the Civil War?	Unit 3 1861-65 Review	How did Homesteaders survive on the Plains?	Revision	Revision	Why did war erupt on the Plains?	DIRT
		How and why did the USA expand?	How did US policy towards the Indians in the East become more aggressive?	What was the impact of migrants to the Far West?	What was the impact of the Pike's Peak gold rush?	Why did Civil War break out in 1861?	How did Reconstruction change lives after the war?	Why was the railroad so important?	How did Homesteaders survive on the Plains?	Revision	Revision	Why was the Black Hills War a turning point?	DIRT
	Why did slavery in the South expand?	Unit 1 1789-1838 Review	How did the Mormons view the West?	Unit 2 1838-1861 Review	What was the African American experience of the Civil War?	How was Reconstruction reversed?	How did the Cattle industry transform the Plains?	Revision – Migrants and Elizabethans	Revision	Revision	Unit 4 1861-77 Review	DIRT	
Cycle 2	11.12	18.12	8.1	15.1	22.1	29.1	5.2	19.2	26.2	4.3	11.3	18.3	25.3
	Reinduction							Mock exams		DD & PD			
	How was the Indian way of life destroyed?	What was the impact of big business, cities and migration?	History Around Us: Review: Fountains Abbey pre-Dissolution	Explaining turning points in History	Why has archaeology been so important in understanding the site?	Impact of war on women and families	Revision	Revision	Revision	Impact of Total War 1944-45	Evolution of the Holocaust	Nazi occupation of Europe review	Revision
	How did the lives of African Americans change?	Unit 5 1877-1900 Review	What was the Dissolution?	How and why did the abbey change in the late c18th?	Why has the abbey been important, both locally and nationally?	Wartime opposition	Revision	Revision	Revision	Impact of War Review	Auschwitz	Living under Nazi Rule Review	Revision
What was the impact of big business, cities and migration?	DIRT	How was the abbey used after the Dissolution?	How far have the abbey's uses changed in the last 200 years?	Living under Nazi Rule: Impact of war 1939-42	Impact of Total War 1943	Revision	Revision	Revision	Nazi occupation of Europe: West and East	Responses to Nazi Rule	Revision	Revision	
Cycle 3	15.4	22.4	29.4	6.5	13.5	20.5	3.6	10.6	17.6	24.6	1.7	8.7	15.7
	Reinduction							GCSE Exams				Data Day	
	Revision	Revision	Revision	Revision	Revision	Revision	Exams	Exams	Exams	Exams			
	Revision	Revision	Revision	Revision	Revision	Revision	Exams	Exams	Exams	Exams			
Revision	Revision	Revision	Revision	Revision	Revision	Exams	Exams	Exams	Exams				



