

History Curriculum Long Term Planning

		Term 1		Term 2	Term 3	
Year 7	Big Idea	Ancient Castleford – Why did an early settlement develop in Castleford?	Medieval & Renaissance Was Castleford important because of its fortresses and leaders	Industrial period Did Industry make Castleford an important town?	Modern Was Castleford important due to social change?	Now – Pupil presentations and interpretations Answering the Big Question.
	Key Knowledge and skills	-What are historical sources and how do we use them? -How do historians make inferences? -What are interpretations? -Why did people migrate to Castleford? -Who ruled ancient Castleford? -Assessing importance	-What is missing from the source? -What was Medieval Castleford like? -Who ruled Medieval Castleford?	-What industries took place in Castleford? -How did Industry change Castleford? -What was life like in Industrial Castleford?	-Research and interview skills. -What events changed modern Castleford? -How did Sport and Culture change modern Castleford? -What was lifelike in 20 th Century Castleford?	-How do Historians create interpretations? -How do we create a picture of the past? -Presentation and oracy skills.
	End Point	KAP: Quiz and interpretation ‘Was Castleford an important ancient town?’	KAP: Quiz and interpretation ‘Was Castleford an important Medieval town?’	KAP: Quiz and interpretation ‘Was Castleford an important Industrial town?’	KAP: Quiz and interpretation ‘Is modern Castleford an important town?’	Pupils create and display presentations showing their interpretations to the question ‘Is Castleford an important town?’

Year 8	Big Idea	What challenges did Monarchs face in the Tudor and Stuart period?	How did the Trans-Atlantic trade route help Britain expand the Empire?	How did Philanthropists try to change life for the poor in Yorkshire during the Industrial Revolution
	Key Knowledge and skills	Pupils will use the following skills: • Chronology • Change and continuity • Cause, course and consequence • Analysing different interpretations • Analysing sources of evidence. Pupils will learn the following knowledge: • Challenges that Elizabeth I faced both at home and abroad. • Understanding alternative interpretations about the failure of the Spanish Armada. • Who was to blame for the Gunpowder plot? • The causes and consequences of the English Civil War	Pupils will use the following skills: • Chronology • Evaluating evidence • Change and continuity • Analysing different interpretations • Short and long-term consequences Pupils will learn the following knowledge: • Factors that led to Britain gaining an Empire. • The Trans-Atlantic Trade route • Impact of the Slave trade both on Britain and the continent of Africa. • The capture/transportation/auction and life of a Slave. • Paths of Resistance and the Underground Railroad to freedom. • The many reasons for the Abolition of Slavery	Pupils will use the following skills: • Chronology • Change and continuity • Compare and contrast • Significance • Analyse sources of evidence Pupils will learn the following knowledge: • The key areas of change in Britain between 1750-1900. • Living and working conditions for people in Industrial Britain. • Understanding the significance of the work of Titus Salt and his factory at Saltaire on his workers and future attitudes towards the treatment of workers. • Understanding the significance and work of the Rowntree family.
	End Point	Pupils will have the knowledge and confidence to explain Why Mary Queen of Scots was a threat to Elizabeth I. Why historians give different reasons for the failure of the Armada. Review evidence and decide if the Catholics were framed for the Gunpowder plot. Judge	Pupils will have the knowledge and confidence to explain why Britain wanted an Empire. What the impact of the British Empire was on Britain and the continent of Africa. They will be able to describe the life of a Slave from capture to working on a	Pupils will have the knowledge and confidence to explain the significance and impact of philanthropists like Titus Salt and the Rowntree family on the lives of working class in Yorkshire and appreciate the key areas of political, economic and social change in Britain between 1750-1900.

		for themselves whether religion was the main cause of the English Civil War.	plantation, as well as the work of resistance movements, and abolitionists.		
Year 9	Big Idea	How has the nature of conflict changed over time?	How has the nature of conflict changed over time?	How have people struggled for equality through time?	How have people struggled for equality through time?
	Key Knowledge and skills	Pupils will use the following skills: - Chronology - Change and continuity - Cause, course and consequence - Analysing different interpretations - Analysing sources of evidence. Pupils will learn the following knowledge: - The Crusades (1099-1291) - The Conquest of the Aztecs (1519-21) - The Crimean War (1853-56)	Pupils will use the following skills: - Chronology - Change and continuity - Cause, course and consequence - Analysing different interpretations - Analysing sources of evidence. Pupils will learn the following knowledge: - The First World War (1914-1918) - The Second World War (1939-1945)	Pupils will use the following skills: - Chronology - Change and continuity - Cause, course and consequence - Analysing different interpretations - Analysing sources of evidence. - Significance Pupils will learn the following knowledge: - The treatment of Catholics during the Renaissance - The French Revolution - The Russian Revolution	Pupils will use the following skills: - Chronology - Change and continuity - Cause, course and consequence - Analysing different interpretations - Analysing sources of evidence. - Significance Pupils will learn the following knowledge: - The Holocaust - Migration to Britain post Second World War
	End Point	Pupils will be able to understand and analyse the causes conflicts, the similarities and differences in warfare and the differing consequences of conflict. Pupils will also gain proficiency in key	Pupils will be able to understand and analyse the causes conflicts, the similarities and differences in warfare and the differing consequences of conflict. Pupils will also gain	Pupils will be able to understand the difference between prejudice and equality and how people have strived to ensure we live in a fairer and equitable society. Pupils will also gain proficiency in key	Pupils will be able to understand the difference between prejudice and equality and how people have strived to ensure we live in a fairer and equitable society. Pupils will also gain proficiency in key

		historical skills, such as extended writing and enquiry skills	proficiency in key historical skills, such as extended writing and enquiry skills	historical skills, such as extended writing and enquiry skills	historical skills, such as extended writing and enquiry skills	historical skills, such as extended writing and enquiry skills	historical skills, such as extended writing and enquiry skills
Year 10	Big Idea	Early Elizabethan England 1558-88: What challenges did Elizabeth face at home and abroad 1558-88?	Early Elizabethan England 1558-88: How did society change during Elizabeth's reign 1558-88?	Medicine through time: How far have ideas about causes, treatments and prevention of diseases changed, prehistoric-1500?	Medicine through time: How far have ideas about causes, treatments and prevention of diseases changed, 1500-1900?	Medicine through time: How far have ideas about causes, treatments and prevention of diseases changed, 1900-present?	Medicine through time: How far have ideas about causes, treatments and prevention of diseases changed during WWI? Weimar and Nazi Germany: How did life change in Weimar Germany?
	Key Knowledge and skills	Pupils will use the following skills: • Chronology • Change and continuity • Similarities and difference • Cause and consequences • Turning points (significance) Pupils will learn key aspects: • social,	Pupils will use the following skills: • Chronology • Change and continuity • Similarities and difference • Cause and consequences • Turning points (significance)	Pupils will use the following skills: • Chronology • Evaluating evidence • Change and continuity • Similarities and difference • Cause and consequences • Turning points (significance)	Pupils will use the following skills: • Chronology • Evaluating evidence • Change and continuity • Similarities and difference • Cause and consequences	Pupils will use the following skills: • Chronology • Evaluating evidence • Change and continuity • Similarities and difference • Cause and consequences	The historic environment: • The British sector of the Western Front, 1914-18: injuries, treatment and the trenches • Knowledge, selection and

		• economic, • political, • religious • military Pupils will learn the following knowledge about: • Queen, government and religion, 1558–69 • Challenges to Elizabeth at home and abroad, 1569–88 • Elizabethan society in the Age of Exploration, 1558–88	Pupils will learn key aspects: • social, • economic, • political, • religious • military Pupils will learn the following knowledge about: • Queen, government and religion, 1558–69 • Challenges to Elizabeth at home and abroad, 1569–88 • Elizabethan society in the Age of Exploration, 1558–88	Pupils will learn key factors: • Individuals and institutions (Church and government) • Science and technology • Attitudes in society Pupils will learn the following knowledge about Medicine in medieval and Renaissance England: • Ideas about the cause of disease and illness • Approaches to prevention and treatment	• Turning points (significance) Pupils will learn key factors: • Individuals and institutions (Church and government) • Science and technology • Attitudes in society. Pupils will learn the following knowledge about Medicine in Industrial England: • Ideas about the cause of disease and illness • Approaches to prevention and treatment	• Turning points (significance) Pupils will learn key factors: • Individuals and institutions (Church and government) • Science and technology • Attitudes in society. Pupils will learn the following knowledge about Medicine in Modern England: • Ideas about the cause of disease and illness • Approaches to prevention and treatment	use of sources for historical enquiries Pupils will use the following skills: • Chronology • Change and continuity • Similarities and difference • Cause and consequences • Turning points (significance) Pupils will learn key aspects: • social, • economic, • political, • religious • military
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	End Point	In studying the content pupils should understand chronological overlap between key topics – this structure helps highlight the complexity and interplay of different aspects within society.	In studying the content pupils should understand chronological overlap between key topics – this structure helps highlight the complexity and interplay of different aspects within society.	In studying the content pupils should understand how key features in the development of medicine were linked with the key features of society in Britain in the periods studied.	In studying the content pupils should understand how key features in the development of medicine were linked with the key features of society in Britain in the periods studied.	In studying the content pupils should understand how key features in the development of medicine were linked with the key features of society in Britain in the periods studied.	In studying the content pupils should understand how key features in the development of medicine were linked with the key features of society in Britain in the periods studied.
Year 11	Big Idea	Weimar and Nazi Germany: How did Hitler rise to and consolidate power?	Weimar and Nazi Germany: How did the Nazis achieve Nazification in Germany? What was life like in Nazi Germany?	The American West, c1835–c1895: What factors encouraged migration west and what was the impact of early migration?	The American West, c1835–c1895: How did government policy help shape the West and lead to conflict?	Examination preparation	
	Key Knowledge and skills	Pupils will use the following skills: - Chronology - Change and continuity - Similarities and	Pupils will use the following skills: - Chronology - Change and continuity - Similarities and	Pupils will use the following skills: - Chronology - Change and continuity - Similarities and	Pupils will use the following skills: - Chronology - Change and continuity - Similarities and	There will be lots of opportunity to revisit past learning prior to the final exams. Additional resources will also be provided: topic revision booklets, with background information about the topic, resource lists and timelines	

		difference • Cause and consequence • Turning points (significance) Pupils will learn key aspects: • social, • economic, • political, • religious • military Pupils will learn the following knowledge about: Hitler's rise to power, 1919–33 Nazi control and dictatorship, 1933–39 Life in Nazi Germany, 1933–39	difference • Cause and consequence • Turning points (significance) Pupils will learn key aspects: • social, • economic, • political, • religious • military Pupils will learn the following knowledge about: Hitler's rise to power, 1919–33 Nazi control and dictatorship, 1933–39 Life in Nazi Germany, 1933–39	difference • Cause and consequence • Turning points (significance) Pupils will learn key aspects: • social, • economic, • political, • religious • military Pupils will learn the following knowledge about: The early settlement of the West, c1835–c1862 Development of the Plains, c1862–c1876 Later developments in the West, c1876–c1895	difference • Cause and consequence • Turning points (significance) Pupils will learn key aspects: • social, • economic, • political, • religious • military Pupils will learn the following knowledge about: The early settlement of the West, c1835–c1862 Development of the Plains, c1862–c1876 Later developments in the West, c1876–c1895	• guidance on revision approaches to support you in retaining the knowledge and skills required • guidance on applying source and interpretations skills. We will also provide a range of resources to help you prepare pupils for their assessments, including: • specimen papers to support formative assessments and mock exams • model answers and walking/talking mocks
	End Point	In studying the content pupils should understand chronological overlap between key topics – this structure helps highlight the	In studying the content pupils should understand chronological overlap between key topics – this structure helps	In studying the content pupils should understand chronological overlap between key topics – this structure helps highlight the	In studying the content pupils should understand chronological overlap between key topics – this structure helps	Our examination preparation will ensure you receive continuous help and guidance on how best to prepare for your final exams right up until the final exam.



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