

3. FIVE YEAR CURRICULUM PLAN

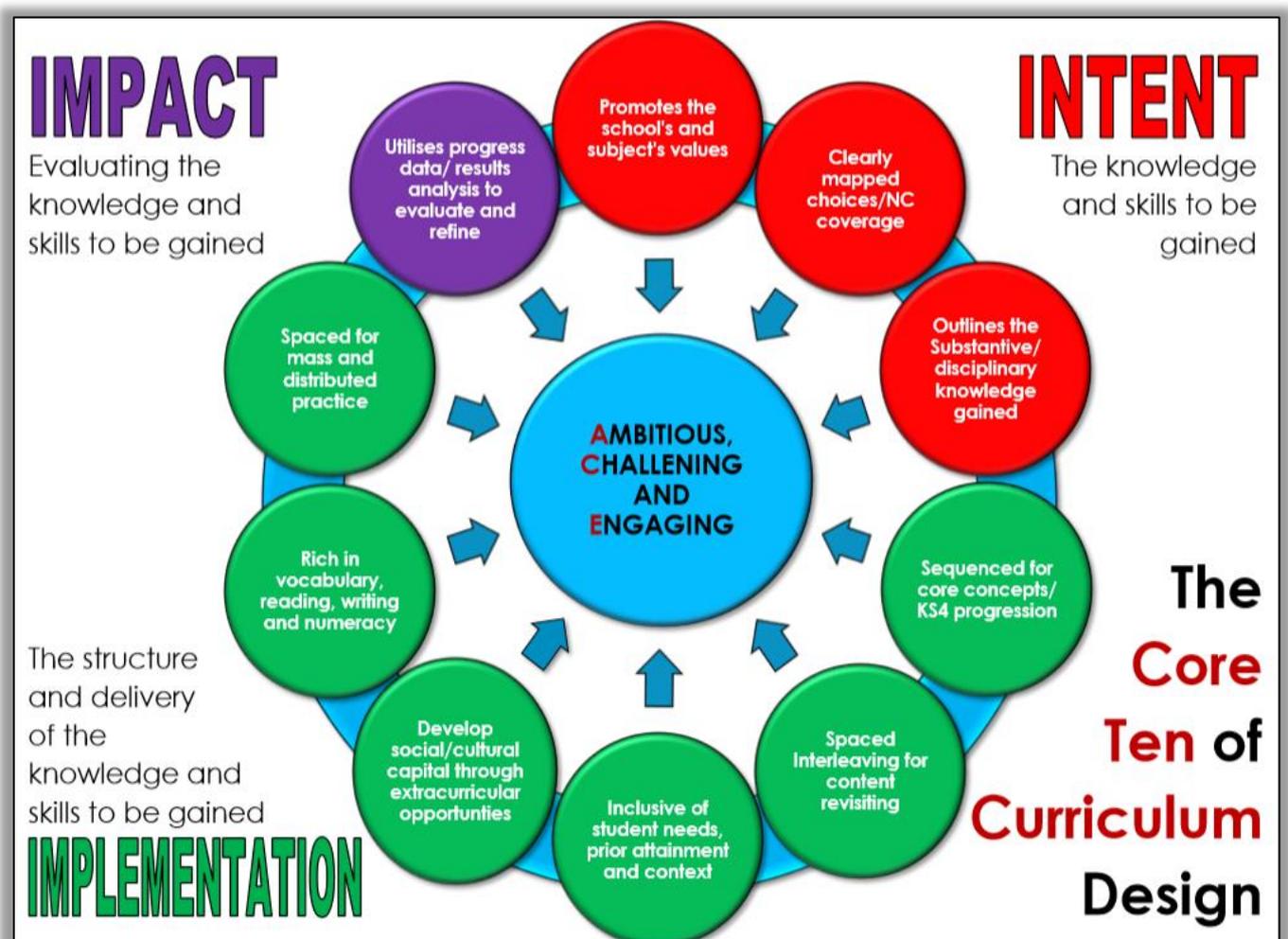
Key Stage 3 and 4

Subject: History

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Document(s) which inform this Five Year Curriculum Plan are:

1. Curriculum Intent Overview Plan (KS3 & KS4)
2. Curriculum Implementation Overview (KS3 & KS4)

KS3 – Year 7 Year Plan

Intent

Aims:	<ul style="list-style-type: none">• Students will have an understanding of chronology so that they know how one event or time period links to others. This will help students to build wider historical understanding and help them to see how events of the past link to those in the present. This will also benefit an understanding of change over time and cause and consequence, as students will see the chain of events that lead to and lead from whatever is being studied.• Students will have an understanding of reach and significance to show that what happens in one place can affect another. This will help students to consider why certain historical events might be more important than others and the reasons why we might consider that to be the case. These kinds of judgements help students understand the work of the historian in prioritising areas of study, and will help students understand how to weigh up varied causes and consequences of any particular event.• Students will have the skills required to study History for themselves. This will enable students to continue their studies and emphasises that our role is to teach them how to think, not what to think. This will also give students the tools and the 'powerful' knowledge to enable them to access higher education and potential careers in History, if they so choose.• Students will have a developed sense of curiosity about the past. Although we cannot make all students interested in all parts of History, the aim is to encourage students to see that History is a wide-ranging and complex discipline with many avenues to explore. This, and the delivery of tools to study it, will allow students to learn for themselves, developing them into resilient and independent individuals who can continue to progress even after they leave the classroom.
Academy values:	<ul style="list-style-type: none">• Ambitious: This PoS covers a wide range of topics and domains of knowledge (see below). The idea is to push students out of their comfort zone on some of the topics they learn about and encourage them to see History as a wide ranging, interconnected story rather than simple

snapshots of particular key events or individuals.

- **Brave:** Students will study challenging content with difficult ethical and moral dilemmas to deal with, such as Slavery, Civil Rights and Empire.
- **Kind:** Empathy is a big part of much of what is being studied. We address this by understanding the varied lives of people throughout the world and throughout history, whilst also understanding the common things that link us all together.

Units of Study:

Unit/Topic 1	Content:	Saxons/Mercia	NC Content:	Local History Pre-1066 History
	Key Concepts:	Chronological understanding Diversity and Empathy Cause and Consequence Reach and Significance Interpretations	Powerful Knowledge:	Tamworth as the centre of the Saxon kingdom of Mercia, the origin of the Saxons as immigrants from Germany.
Unit/Topic 2	Content:	Norman Conquest	NC Content:	1066-1509
	Key Concepts:	Chronological understanding Diversity and Empathy Cause and Consequence Reach and Significance Interpretations	Powerful Knowledge:	William's claim to the throne as a Norman and the potential promise from Harold Godwinson, the Feudal System as a social hierarchy that gave everyone a place and a role.
Unit/Topic 3	Content:	Medieval Life	NC Content:	1066-1509
	Key Concepts:	Chronological understanding Diversity and Empathy Cause and Consequence Reach and Significance	Powerful Knowledge:	The features of everyday life such as the idea that life for most was 'nasty, brutish and short', the impact of the Black Death as a

		Interpretations		major killer but also as a driver of social change and progress.
Unit/Topic 4	Content:	Crusades	NC Content:	1066-1509
	Key Concepts:	Chronological understanding Diversity and Empathy Cause and Consequence Reach and Significance Interpretations	Powerful Knowledge:	The foundation of argument over the Middle East based on the beliefs of the Abrahamic religions.
Unit/Topic 5	Content:	Mongol Conquests	NC Content:	World History
	Key Concepts:	Chronological understanding Diversity and Empathy Cause and Consequence Reach and Significance Interpretations	Powerful Knowledge:	The Mongolian Empire as being the 2nd largest empire in History, Mongolia's complex relationship with Genghis Khan as both a nation builder and proud Mongolian but also a murderous conqueror.

Implementation

Progression from KS2:	In previous experience, students come in to year 7 with very varied levels of expertise and understanding because they get very different levels of teaching in History at KS2. We choose to start with a baseline topic that they will all have some awareness of (as residents of the area) but that they may or may not have actually studied before. This gives us a chance to assess their prior knowledge and skills as well as to teach them all something that will be new to them, yet still familiar enough to engage with.
Progression to Year 8:	Chronological understanding up to about 1500, having a rough idea of some key elements of the period 1000-1500. Skills relating to chronological understanding; being able to place things in time compared to one another and explain the links between key topic areas. Knowing how to use a framework like NPOC (Nature, Purpose, Origin, Content/Context) to evaluate bias and reliability of sources.
Spaced Interleaving:	See Intent document for full rationale. Topics are planned in broadly chronological fashion so that there are clear and straightforward links between each one. However, they are also distinct areas of time based around a concept, time period, group of people etc. in order to provide clear distinction between each topic area.

Student Needs:	SEND:	Amended resources where appropriate, such as sources broken down into simpler language or with glossary/help boxes to help scaffold understanding. Regular checks for understanding and recaps to help build confidence and knowledge.	Context	Starts from local history with an easy 'way in' to the discipline, before expanding to wider context. Regular links to things students will at least have some awareness of, such as key individuals or specific events. These will be used as building blocks for sticking new information and knowledge to.
	LPA:	See SEND section. Also, no topic begins with any expectation of knowledge that won't be recapped as part of the unit of work.	HPA:	Every task comes with an extension to extend knowledge/understanding or skills. Every lesson comes with an overall 'challenge' question to further push progress.
Extracurricular:	<p>Potential visit to Tamworth Castle.</p> <p>References to local sites and names and the role of Tamworth.</p> <p>Possibility of a competition around which claimant to the throne should be chosen ('I'm a claimant get me out of here!'). Asking students to submit an argument on behalf of one of the individuals.</p> <p>Read diaries and other ways of passing on details about life, such as chronicles, tapestries and physical objects.</p> <p>This could all be used to produce our own diary entries. Virtual visit to Jerusalem, as the major sites are on Google Maps and can be explored and discussed. (e.g. Church of the Holy Sepulchre, Dome of the Rock, Western Wall).</p> <p>Looking at maps of the time to see Jerusalem at the centre of the world, and images that the different sides had of one another.</p> <p>Romesh Ranganathan did a travel show episode in Mongolia, where a modern Mongolian discussed the impact of Genghis Khan on modern Mongolian identity.</p> <p>Facts and figures will be very important here, as well as the use of maps and contemporary sources.</p>			
Literacy/Numeracy:	Vocab (tier 2/3):	Tier 2: Sources, Castle, Tapestry, Revolt, Chronicle, Crusade, Siege,	Reading:	Looking at Anglo-Saxon chronicles. Accounts of certain events such

		<p>Pilgrimage, Conquests, genocide.</p> <p>Tier 3: Anglo-Saxons, Fyrd, Witan, Housecarl, Genghis Khan, Khanate, Black Death, Peasants' Revolt, Full Indulgence Claimaint, Norman, Viking, Feudal.</p>		<p>as the Harrying of the North and the writings of Orderic Vitalis. Using diaries and chronicles around events like the Black Death and Peasants' Revolt. Accounts from both Christian and Muslim sources on the experience of the Crusades. Reading the various calls to crusade to understand motivations. Reading the writings of Marco Polo to see his take on (albeit later) Mongol customs and life. Using contemporary sources from China and Europe to see different views of the conquests.</p>
	Writing:	<p>Writing a diary of the average daily life of a Saxon peasant. Explaining which 'candidate' students believe should be the king in 1066, explaining why William won the battle of Hastings. Writing a diary of someone experiencing the Black Death, utilising information learned from sources. Writing about the cause and consequence of the crusades and the over-</p>	Numeracy:	<p>Key dates of certain key events, such as the Saxons arriving in England and the Vikings invading. Statistics from battles such as the number of soldiers at Hastings, numbers killed in the Harrying of the North. Statistics about events like the Peasants' Revolt and the Black Death. Key dates of these events and the amount of time in between different events of the time period. Key dates of the major crusades and the events within them (such as the taking of Jerusalem on the</p>

		<p>riding chronology of the time period.</p> <p>Developing the idea of 'consequential' and 'important' by looking at key conquests/battles (such as China) to consider what different they made.</p>		<p>First Crusade).</p> <p>Major statistics for the numbers involved in the battles and the crusades themselves overall.</p> <p>Dates of the major episodes of the Mongol Conquests and the key events of Genghis Khan's life.</p> <p>Statistics on the numbers of people affected and killed by the Mongol Conquests.</p>
Practice:	Mass:	<ul style="list-style-type: none"> • Recap of prior knowledge: Baseline terms and content such as 'chronology' and 'bias'. • Knowledge and understanding: Questions on Anglo-Saxon life, religion and the chronology of the Saxon period. • Source skills: Discussing the usefulness and content of an Anglo-Saxon chronicle alongside a picture of a Saxon treasure hoard that was found. • Extended writing: 'The Anglo-Saxons were good for England'. How far do you agree? 	Distributed:	<ul style="list-style-type: none"> • Knowledge: DNA activities recapping prior learning. • Source skills: Using chronicles to consider issues of bias and reliability. Using physical objects (e.g. Saxon hoards, helmets etc.) to consider what artefacts can teach us. • Extended writing: Writing a diary of the average daily life of a Saxon peasant. • Knowledge: DNA activities recapping prior learning. • Source skills: Using the Bayeux Tapestry and The Domesday Book as sources of information, especially considering how informative they are, the idea of propaganda, and issues of bias and reliability. • Extended writing: Explaining

- **Recap of prior knowledge:** Some baseline terms, some elements about the Anglo-Saxons.
- **Knowledge and understanding:** Questions on how William won the Battle of Hastings, his efforts to keep control of England (e.g. Feudal System, Castles).
- **Source skills:** Using two different accounts of the battle of Hastings, one written and one from the Bayeux Tapestry, to consider bias and different methods of gathering information from sources.
- **Extended writing:** 'William should not be called 'the Conqueror' because he was the rightful king of England'. How far do you agree?
- **Recap of prior knowledge:** Focused mostly on the Norman

which 'candidate' students believe should be the king in 1066, explaining why William won the battle of Hastings.

- **Knowledge:** DNA activities recapping prior learning.
- **Source skills:** Looking at contextual accounts of the Black Death to ascertain what ideas and beliefs at the time were. Using chronicles of the Peasants' Revolt to consider bias.
- **Extended writing:** Writing a diary of someone experiencing the Black Death, utilising information learned from sources.
- **Knowledge:** DNA activities recapping prior learning.
- **Source skills:** Pictures from churches and other Medieval sources showing the Europeans ideas about Jerusalem and Muslims, considering ideas like bias and propaganda.
- **Extended writing:** Writing about the cause and consequence of the crusades and the over-riding chronology of the time

Conquest, with some reference to the Saxons topic as well.

- **Knowledge and understanding:**
Questions on day to day life, the Black Death and the Peasants' Revolt.
- **Source skills:** Using two different Medieval Chronicles and weighing up which one is a more useful source based on content and reliability.
- **Extended writing:** 'The Black Death was an overall positive thing because of the major changes it caused' How far do you agree?
- **Recap of prior knowledge:** Elements of the Medieval Life, Norman Conquest and Saxon topics.
- **Knowledge and understanding:**
Questions on why the Crusades took place, battles and events of

period.

- **Knowledge:** DNA activities recapping prior learning.
- **Source skills:** Comparing accounts from different people and places conquered by the Mongols (e.g., China, Eastern Europe etc.) to weigh up usefulness and information content.
- **Extended writing:** Developing the idea of 'consequential' and 'important' by looking at key conquests/battles (such as China) to consider what different they made.

the Crusades and the long term consequences.

- **Source skills:** Comparing how the East and West saw each other at the time through contextual images and explaining what can be learned from them.
- **Extended writing:** 'What do you think was the main cause of the Crusades?'
- **Recap of prior knowledge:** Recapping parts of all the topics from year 7. This section will be extended as a kind of 'end of year assessment'.
- **Knowledge and understanding:** Questions on Genghis Khan, his descendants, the extent of the Mongol Empire and how it later fell.
- **Source skills:** Looking at an image of Genghis Khan from the time

compared to a modern statue to consider which provides a 'better' image (for a historian) of him.

- **Extended writing:** 'Genghis Khan is the most consequential person who has ever lived'. How far do you agree?

KS3 – Year 8 Year Plan

Intent

Aims:

- **Students will have an understanding of chronology so that they know how one event or time period links to others.** This will help students to build wider historical understanding and help them to see how events of the past link to those in the present. This will also benefit an understanding of change over time and cause and consequence, as students will see the chain of events that lead to and lead from whatever is being studied.
- **Students will have an understanding of reach and significance to show that what happens in one place can affect another.** This will help students to consider why certain historical events might be more important than others and the reasons why we might consider that to be the case. These kinds of judgements help students understand the work of the historian in prioritising areas of study, and will help students understand how to weigh up varied causes and consequences of any particular event.
- **Students will have the skills required to study History for themselves.** This will enable students to continue their studies and emphasises that our role is to teach them how to think, not what to think. This will also give students the tools and the 'powerful' knowledge to enable them to access

	<p>higher education and potential careers in History, if they so choose.</p> <ul style="list-style-type: none"> • Students will have a developed sense of curiosity about the past. Although we cannot make all students interested in all parts of History, the aim is to encourage students to see that History is a wide-ranging and complex discipline with many avenues to explore. This, and the delivery of tools to study it, will allow students to learn for themselves, developing them into resilient and independent individuals who can continue to progress even after they leave the classroom. 			
Academy values:	<ul style="list-style-type: none"> • Ambitious: This PoS covers a wide range of topics and domains of knowledge (see below). The idea is to push students out of their comfort zone on some of the topics they learn about and encourage them to see History as a wide ranging, interconnected story rather than simple snapshots of particular key events or individuals. • Brave: Students will study challenging content with difficult ethical and moral dilemmas to deal with, such as Slavery, Civil Rights and Empire. • Kind: Empathy is a big part of much of what is being studied. We address this by understanding the varied lives of people throughout the world and throughout history, whilst also understanding the common things that link us all together. 			
Units of Study:				
Unit/Topic 1	Content:	Qin Shi Huangdi	NC Content:	World History
	Key Concepts:	Chronological understanding Diversity and Empathy Change and Continuity Reach and Significance Interpretations	Powerful Knowledge:	Qin Shi Huangdi as the creator of a unified China and much of thing things that people will know China for, such as the Great Wall and the Terracotta Army.
Unit/Topic 2	Content:	Tudors	NC Content:	1509-1745
	Key Concepts:	Chronological understanding	Powerful Knowledge:	Challenging of stereotypes about Tudors, such as that Henry

		Diversity and Empathy Change and Continuity Reach and Significance Interpretations		VIII was athletic and handsome as a young man, that Mary I didn't execute as many people as her father or sister did during their reigns.
Unit/Topic 3	Content:	Explorers/Colonialism	NC Content:	1509-1745
	Key Concepts:	Chronological understanding Diversity and Empathy Change and Continuity Reach and Significance Interpretations	Powerful Knowledge:	The journeys of Columbus, Cook, Drake and what they discovered. The problems of discovery such as conquest and exploitation, e.g. slavery of native Americans in the Caribbean by Columbus.
Unit/Topic 4	Content:	Slavery	NC Content:	1745-1901
	Key Concepts:	Chronological understanding Diversity and Empathy Change and Continuity Reach and Significance Interpretations	Powerful Knowledge:	Africa as a diverse, wealthy and civilised place before the arrival of Europeans, the role that slaves and ex-slaves played in their own emancipation, such as Olaudah Equiano and Toussaint L'ouverture.
Unit/Topic 5	Content:	Empire	NC Content:	1745-1901
	Key Concepts:	Chronological understanding Diversity and Empathy Change and Continuity Reach and Significance Interpretations	Powerful Knowledge:	The size and scope of Britain's empire as spanning about 1/5 of the global population and 1/4 of the land mass. The legacy of the empire as a foundation for cities, transport etc. but also for exploitation and problematic systems such as Apartheid in South Africa and severe poverty in India.

Implementation

<p>Progression from Year 7:</p>	<p>Chronological understanding up to about 1500, having a rough idea of some key elements of the period 1000-1500. Skills relating to chronological understanding; being able to place things in time compared to one another and explain the links between key topic areas. Knowing how to use a framework like NPOC (Nature, Purpose, Origin, Content/Context) to evaluate bias and reliability of sources.</p>			
<p>Progression to Year 9:</p>	<p>Chronological understanding up to about 1900, having a rough idea of some key elements of the period 1000-1900. Skills relating to chronological understanding; being able to place things in time compared to one another and explain the links between key topic areas. Being able to evaluate and explain the impact of certain events or ideas for both the present and the future. Understanding and being able to explain a diversity of opinions about morally complex questions, such as the legacy of the British Empire or the slave trade. Learning that although much has changed since these times, much of the systemic problems that exist in modern societies can trace their roots back to things like slavery. In other words, knowing how History still affects current affairs.</p>			
<p>Spaced Interleaving:</p>	<p>See Intent document for full rationale. Topics are planned in broadly chronological fashion so that there are clear and straightforward links between each one. However, they are also distinct areas of time based around a concept, time period, group of people etc. in order to provide clear distinction between each topic area.</p>			
<p>Student Needs:</p>	<p>SEND:</p>	<p>Amended resources where appropriate, such as sources broken down into simpler language or with glossary/help boxes to help scaffold understanding. Regular checks for understanding and recaps to help build confidence and knowledge.</p>	<p>Context</p>	<p>Starts from local history with an easy 'way in' to the discipline, before expanding to wider context. Regular links to things students will at least have some awareness of, such as key individuals or specific events. These will be used as building blocks for sticking new information and knowledge to.</p>
	<p>LPA:</p>	<p>See SEND section. Also, no topic begins with any expectation of knowledge that won't be recapped</p>	<p>HPA:</p>	<p>Every task comes with an extension to extend knowledge/understanding or skills. Every lesson comes with an overall</p>

		as part of the unit of work.		'challenge' question to further push progress.
Extracurricular:	<p>Look at objects (Wall, Terracotta Army etc.) Virtual visits to the Great Wall and the Terracotta Army. Potential visit to Hampton Court Palace, or to Stratford. Case studies of individuals, especially addressing some of the stereotypes of the time (e.g. looking more at Henry VIII's wives). Diaries and sources would be very important here, especially looking at both sides and hearing the native perspective of meetings and encounters between explorers and them. Potential visit to Liverpool International Slavery Museum. The use of diaries, especially the stories of slaves themselves (e.g. Olaudah Equiano) will be vitally important. Empire plates. Studying the Crystal Palace exhibition of 1851 would also provide a great snapshot.</p>			
Literacy/Numeracy:	Vocab (tier 2/3):	Tier 2: Emperor, Empire, Catholic, Protestant, Explorer, Colony, Natives, Slavery, Exhibition.	Reading:	<p>Writings about the laws of the time and the construction projects of Qin Shi Huangdi. Reading about certain events such as Henry VIII's character and Mary, Queen of Scots alleged involvement in the Babington Plot. Reading diaries of explorer and equivalent from native peoples that they met. Looking at the work of abolitionists and especially ex-slaves such as Olaudah Equiano. Reading newspaper stories about the Crystal Palace exhibition. Using a variety of written sources about different aspects and areas of the British Empire.</p>
		Tier 3: Great Wall, Terracotta Army, Reformation, Colonialism, Emancipation.		<p>Writing:</p>

		<p>ruler Qin was based on different parts of evidence, such as his laws, his constructions and so on. Writing judgements on certain questions, such as whether Mary I deserves her nickname 'Bloody Mary' and whether Elizabeth's decision not to marry was correct. Dealing with moral and ethical questions relating to the exploration voyages, such as the views taken about natives and their treatment. Writing empathetically about experiences of slaves, such as the Atlantic passage and the slave auction. Evaluating motivations and moral questions about the legacy of the Empire, such as developments that were built, systematic problems like apartheid and racism and more.</p>		<p>reunification of China. Key dates of the rule of different Tudor monarchs and the lengths of their reigns. Statistics from certain events, such as the Battle of Bosworth and the Spanish Armada. Dates of the major journeys of different explorers, as well as the length of time involved in each case. Numbers of people being moved to different parts of the world as part of the slave trade, especially emphasising things like life expectancy (including on sugar plantations in South and Central America). Dates of milestones in the British Empire, such as when different territories were added.</p>
Practice:	Mass:	<ul style="list-style-type: none"> • Recap of prior knowledge: Recapping key elements of year 7 content, especially from 	Distributed:	<ul style="list-style-type: none"> • Knowledge: DNA activities recapping prior learning. • Source skills: Developing skills of inference by looking at

the Norman Conquest and Mongol Conquest topics.

- **Knowledge and understanding:** Questions on how Qin united China, the construction and laws he enacted across China and the successes and failures of his reign.
- **Source skills:** Using images of the Great Wall and the Terracotta Army to make inferences about Ancient China.
- **Extended writing:** 'What kind of emperor do you think Qin Shi Huangdi was? Why do you think that?'
- **Recap of prior knowledge:** Recapping prior knowledge; some on Saxons, some on Crusades and some on Qin Shi Huangdi.
- **Knowledge and understanding:** Questions on Henry VIII

images of different artefacts from Ancient China. Also using accounts of life at the time to make comparisons between China and Britain.

- **Extended writing:** Considering what kind of ruler Qin was based on different parts of evidence, such as his laws, his constructions and so on.
- **Knowledge:** DNA activities recapping prior learning.
- **Source skills:** Using portraits of Henry VIII to see what we can learn and consider propaganda. Use portraits of Elizabeth I later for the same reasons and for comparison. Using written sources relating to Mary, Queen of Scots to weigh up reliability and usefulness.
- **Extended writing:** Writing judgements on certain questions, such as whether Mary I deserves her nickname 'Bloody Mary' and whether Elizabeth's decision not to marry was correct.
- **Knowledge:** DNA activities recapping prior learning.
- **Source skills:** Using written

and the break from Rome, Mary I's reputation and Elizabeth I's reign such as her religious settlement and her decision not to marry.

- **Source skills:** Using two different accounts of Henry VIII (one an official portrait, the other an unofficial engraving) to make judgements relating to bias and reliability of sources.
- **Extended writing:** 'Elizabeth I made the right decision by choosing not to get married.' How far do you agree?
- **Recap of prior knowledge:** Focusing on Tudors, Mongol Conquests and the Saxons.
- **Knowledge and understanding:** Questions on the journeys of Columbus

accounts of different voyages to consider what it would have been like at the time.

- **Extended writing:** Dealing with moral and ethical questions relating to the exploration voyages, such as the views taken about natives and their treatment.
- **Knowledge:** DNA activities recapping prior learning.
- **Source skills:** Reading accounts from slaves and ex-slaves to get an informed perspective on what it was like at the time. Also looking at abolitionist materials such as pamphlets and pictures to explain their usefulness as historical sources.
- **Extended writing:** Writing empathetically about experiences of slaves, such as the Atlantic passage and the slave auction.
- **Knowledge:** DNA activities recapping prior learning.
- **Source skills:** Comparing the accounts of different people (i.e. different parts of the Empire) as well as different 'sides' (i.e. from the British and

and Drake and the legacy of explorers in the Pacific and the Caribbean.

- **Source skills:** Looking at images of statues of Columbus and others to determine whether they're informative as historical sources or not.
- **Extended writing:** 'Christopher Columbus doesn't deserve statues and commemoration in the way that he gets.' How far do you agree?
- **Recap of prior knowledge:** Focusing on recap of Qin Shi Huangdi, Crusades and Medieval Life.
- **Knowledge and understanding:** Questions on life in Africa before slavery, the Atlantic crossing, the slave auction and the ending of slavery.
- **Source skills:** Comparing accounts of slavery from an ex-slave

from others) to consider bias, usefulness and content.

- **Extended writing:** Evaluating motivations and moral questions about the legacy of the Empire, such as developments that were built, systematic problems like apartheid and racism and more.

like Olaudah Equiano to those of a slave owner to identify differences and reasons for them.

- **Extended writing:** 'The main reason for the ending of slavery was the work of ex-slaves such as Olaudah Equiano.' How far do you agree?
- **Recap of prior knowledge:** Recapping parts of all the topics from year 8 and some small elements from year 7.
- **Knowledge and understanding:** Questions on the origins of the British Empire, its scope and scale, benefits and problems it created.
- **Source skills:** Using different images to reflect on the legacy of empire, one broadly 'positive' (an empire plate) and another broadly negative (apartheid South

Africa).

- **Extended writing:** 'What do you think the legacy of the British Empire is? Make sure to address both sides of the argument.'

KS3 – Year 9 Year Plan

Intent

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Units of Study:				
Unit/Topic 1	Content:	World War One	NC Content:	1901-present
	Key Concepts:	Chronological understanding Diversity and Empathy Change and Continuity Cause and Consequence Reach and Significance Interpretations	Powerful Knowledge:	How WWI was caused by a combination of factors with blame on many sides, such as the build-up of militarism and imperialism in the late 1800s and early 1900s. How PTSD existed but went regularly undiagnosed and how soldiers with it were poorly treated as a result
Unit/Topic 2	Content:	World War Two	NC Content:	1901-present
	Key Concepts:	Chronological understanding	Powerful Knowledge:	How the resolution of WWI

		Diversity and Empathy Change and Continuity Cause and Consequence Reach and Significance Interpretations		directly helped to cause WW2, how the question of whether to use the atomic bombs was challenged because of the high potential cost of ending the war by 'conventional' means versus the enormous destructive power that was unleashed.
Unit/Topic 3	Content:	Holocaust	NC Content:	1901-present
	Key Concepts:	Chronological understanding Diversity and Empathy Change and Continuity Cause and Consequence Reach and Significance Interpretations	Powerful Knowledge:	How Jews in Europe had faced persecution through much of History, but that they were also individuals who lived integrated, normal lives in Europe prior to the rise of the Nazis and the Holocaust. That Holocaust denial exists and must be tackled with facts and evidence based on knowledge and understanding.
Unit/Topic 4	Content:	Civil Rights	NC Content:	1901-present
	Key Concepts:	Chronological understanding Diversity and Empathy Change and Continuity Cause and Consequence Reach and Significance Interpretations	Powerful Knowledge:	That both peaceful and violent protests have their place in historical campaigns for equality, such as the comparisons between MLK and Malcolm X or between Fawcett and Pankhurst. That Nelson Mandela started out on one path and transitioned to peaceful protest. The work still to be done on equality.
Unit/Topic 5	Content:	History of Ideas	NC Content:	Pre-1066
	Key Concepts:	Chronological understanding Diversity and Empathy	Powerful Knowledge:	The origins of public healthcare and education and their value in

		Change and Continuity Cause and Consequence Reach and Significance Interpretations		the makeup of British values.
Implementation				
Progression from Year 8	<p>Chronological understanding up to about 1900, having a rough idea of some key elements of the period 1000-1900. Skills relating to chronological understanding; being able to place things in time compared to one another and explain the links between key topic areas.</p> <p>Being able to evaluate and explain the impact of certain events or ideas for both the present and the future. Understanding and being able to explain a diversity of opinions about morally complex questions, such as the legacy of the British Empire or the slave trade.</p> <p>Learning that although much has changed since these times, much of the systemic problems that exist in modern societies can trace their roots back to things like slavery. In other words, knowing how History still affects current affairs.</p>			
Progression to Year 10:	<p>Chronological understanding up to the present, having a rough idea of some key elements of the period 1000-present. Skills relating to chronological understanding; being able to place things in time compared to one another and explain the links between key topic areas.</p> <p>Skills relating to reach and significance; being able to evaluate and explain the impact of certain events or ideas for both the present and the future, such as the way the world changed after WWII to today.</p> <p>Skills relating to cause and consequence; understanding how one event relates to another, what made historical events happen and what changed as a result.</p> <p>Having an understanding that more than one perspective on an event is possible, but equally that finding perspectives based on properly-sourced and reliable evidence is extremely important.</p> <p>Fostering a general curiosity about the past and the skills related to its study, so that even those not pursuing GCSE History can learn and benefit in future.</p>			
Spaced Interleaving:	<p>See Intent document for full rationale.</p> <p>Topics are planned in broadly chronological fashion so that there are clear and straightforward links between each one. However, they are also distinct areas of time based around a concept, time period, group of people etc. in order to provide clear distinction between each topic area.</p>			
Student Needs:	SEND:	Amended resources where appropriate, such as sources broken down into	Context	Starts from local history with an easy 'way in' to the discipline, before expanding to wider

		<p>simpler language or with glossary/help boxes to help scaffold understanding. Regular checks for understanding and recaps to help build confidence and knowledge.</p>		<p>context. Regular links to things students will at least have some awareness of, such as key individuals or specific events. These will be used as building blocks for sticking new information and knowledge to.</p>
	LPA:	<p>See SEND section. Also, no topic begins with any expectation of knowledge that won't be recapped as part of the unit of work.</p>	HPA:	<p>Every task comes with an extension to extend knowledge/understanding or skills. Every lesson comes with an overall 'challenge' question to further push progress.</p>
Extracurricular:	<p>Potential France/Belgium Battlefields trip. Make use of the 'They shall not grow old film'. Use diaries and contextual sources. Potential Imperial War Museum (London, or Duxford) visit. Potential Beth Shalom visit. Hear survivor talks, either live (if possible) or via recordings and the internet. Engage with Holocaust Education Trust resources, especially regarding pre-war Jewish life. Case studies of key individuals such as MLK and Malcolm X. Key speeches (e.g. 'I have a dream') to provide context and additional understanding. Snapshots of certain historical points, such as Athenian democracy.</p>			
Literacy/Numeracy:	Vocab (tier 2/3):	<p>Tier 2: Neutral, Trench, Alliance, Civil Rights, Segregation, Democracy, Education.</p> <p>Tier 3: Nazi, USSR, Concentration camps, Death camps, Work camps, Kristallnacht, Einsatzgruppen.</p>	Reading:	<p>Reading trench diaries and war poetry as well as using newspapers from the time to gauge public opinion. Diaries and extracts from various speeches, such as Chamberlain on the declaration of war, Churchill at key points (e.g. the Battle of Britain) and Truman/Oppenheimer on the use</p>

				<p>of the atomic bomb. Survivor testimonies such as Simon Wiesenthal. Writings of victims such as Anne Frank. Extracts from speeches by key figures such as Martin Luther King and Malcolm X. Using contemporary newspapers to see the range of responses to campaigners. Utilising a huge range of sources across different topics, such as extracts from Darwin (on evolution) or Cleisthenes (on democracy).</p>
	Writing:	<p>Explaining the consequences of the war for individuals (through things like PTSD) and nations (through the peace treaties). Arguing moral issues such as the use of the atomic bombs on Japan. Considering how perpetrators of the Holocaust should be dealt with through specific cases (e.g. Adolf Eichmann) and the Nuremburg Trials in general.</p>	Numeracy:	<p>Statistics from the war itself, as well as from specific battles such as the Somme and Ypres. Statistics and facts from major events such as the attack at Pearl Harbour, the dropping of the atomic bombs and more. Data about the overall effect of the persecution of minorities, such as how many people went to different camps. Dates of how laws were brought into effect that introduced and expanded on the persecution of minorities. Key dates of certain events, such</p>

		<p>Weighing up how much impact different individuals had on the campaign, such as Rosa Parks, MLK and Malcolm X.</p> <p>Considering issues of 'importance' and 'impact' by looking at how different changes over time affected life.</p>		<p>as the Montgomery Bus Boycott and the March on Washington. Timelines and dates of when different key developments took place throughout history.</p>
Practice:	Mass:	<ul style="list-style-type: none"> • Recap of prior knowledge: Primarily focusing on Slavery, Mongol Conquests and the Norman Conquest. • Knowledge and understanding: Questions on the causes of the war, key events like the Somme and the Treaty of Versailles. • Source skills: Using different accounts of what happened at Jutland to determine what the 'real' story was. • Extended writing: 'The Treaty of Versailles was a good peace treaty for dealing with the 	Distributed:	<ul style="list-style-type: none"> • Knowledge: DNA activities recapping prior learning. • Source skills: Reading accounts of soldiers in the trenches to understand what the experience of the war was like • Extended writing: Explaining the consequences of the war for individuals (through things like PTSD) and nations (through the peace treaties). • Knowledge: DNA activities recapping prior learning. • Source skills: Looking at propaganda posters to consider how they get their message across and how useful they are as historical sources. • Extended writing: Arguing moral issues such as the use of

problems of WWI.' How far do you agree?

- **Recap of prior knowledge:** Focusing on Empire, the Saxons, and WWI
- **Knowledge and understanding:** Questions on the causes of the war, the key characters (Hitler, Stalin, Churchill and Roosevelt) and key events like Dunkirk and Pearl Harbour.
- **Source skills:** Evaluating the usefulness of sources on Pearl Harbour; some from US personnel there at the time and others from Japanese personnel not on-site.
- **Extended writing:** 'Appeasement was the right thing to do in the circumstances of the early 20th century' How far do you agree?
- **Recap of prior knowledge:** Looking at

the atomic bombs on Japan.

- **Knowledge:** DNA activities recapping prior learning.
- **Source skills:** Looking at images of pre-war Jewish life to understand why Nazi propaganda was incorrect. Subsequently Looking at Nazi propaganda to show their perceptions of Jewish people and explain why these were factually and morally wrong.
- **Extended writing:** Considering how perpetrators of the Holocaust should be dealt with through specific cases (e.g. Adolf Eichmann) and the Nuremberg Trials in general.
- **Knowledge:** DNA activities recapping prior learning.
- **Source skills:** Looking at newspaper articles at the time to see how different stories were covered, including the bias and racism shown by some sources. Also investigating issues of reliability based on where sources originate from, such as certain websites on MLK that are actually run by white

WW2, the Tudors and Medieval Life.

- **Knowledge and understanding:** Questions on pre-war Jewish life, ways that the Nazis persecuted minorities and ways that people resisted and fought back.
- **Source skills:** Using different images of pre-war Jewish life to see what can be learned from them and what things are still missing from these kinds of sources.
- **Extended writing:** Explaining an opinion of a rescuer or survivor, telling their story and explaining what kind of praise they might deserve. sections and content:
- **Recap of prior knowledge:** Recap of the Holocaust, Explorers/Colonialism and the Crusades topics.

supremacists trying to discredit him.

- **Extended writing:** Weighing up how much impact different individuals had on the campaign, such as Rosa Parks, MLK and Malcolm X.
- **Knowledge:** DNA activities recapping prior learning.
- **Source skills:** Using contextual sources to understand more about the object of study, such as evolution, democracy or education.
- **Extended writing:** Considering issues of 'importance' and 'impact' by looking at how different changes over time affected life.

- **Knowledge and understanding:**
Questions on key individuals such as MLK and Malcolm X, key events such as the Montgomery Bus Boycott and arguments given in support of the Civil Rights movement.
- **Source skills:** Evaluating different newspaper accounts of the 'I Have a Dream' speech to see what can be learned about the event and the context around it.
- **Extended writing:**
'Malcolm X did more to further the cause of Civil Rights than other leaders.' How far do you agree?
- **Recap of prior knowledge:** Elements of year 7, year 8 and year 9 key content.
- **Knowledge and understanding:**
Questions on key ideas throughout History, such

as education, healthcare and the internet.

- **Source skills:** Using two different sources on evolution to evaluate how useful the sources are for learning about the topic.
- **Extended writing:** 'What do you think was the most important idea in History? Why is it so important? What difference did it make?'

KS4 – Year 10 Year Plan

Intent

Aims:

- **Students will have an understanding of chronology so that they know how one event or time period links to others.** This will help students to build wider historical understanding and help them to see how events of the past link to those in the present. This will also benefit an understanding of change over time and cause and consequence, as students will see the chain of events that lead to and lead from whatever is being studied.
- **Students will have all the knowledge they need to succeed in the GCSE exam.** We will make sure we have covered the entirety of the course content in sufficient depth and built links between different areas so that students have an in-depth knowledge of the programme of study.
- **Students will have the skills they need to address the GCSE questions appropriately.** Without this, the knowledge alone will not be enough to be successful on the GCSE.
- **Students will have the skills required to study History for themselves.** This will enable students to

	<p>continue their studies and emphasises that our role is to teach them how to think, not what to think. This will also give students the tools and the 'powerful' knowledge to enable them to access higher education and potential careers in History, if they so choose. With this being a GCSE, it is vital that students do some study and revision for themselves.</p> <ul style="list-style-type: none"> • Students will have a developed sense of curiosity about the past. Although we cannot make all students interested in all parts of History, the aim is to encourage students to see that History is a wide-ranging and complex discipline with many avenues to explore. This, and the delivery of tools to study it, will allow students to learn for themselves, developing them into resilient and independent individuals who can continue to progress even after they leave the classroom. 			
Academy values:	<ul style="list-style-type: none"> • Ambitious: By necessity, the course covers a huge range of historical content. The Crime and Punishment module is one of great breadth, studying from the year 1000 to the present and requiring students to make comparisons between different time periods and contexts. The other modules all look in much greater depth and detail at specific areas of focus. This requires students to learn a lot of facts and details about these areas of content • Brave: As above, we are covering a great deal of content which will require students to challenge what they know about History and some of their preconceptions. Students will also have to be willing to engage with areas of content they won't have studied before. There's also a need for students to be brave about the study of GCSE History in general. Many students initially find the subject challenging because of the depth and breadth of knowledge required. They are more than capable of achieving success but have to trust themselves that they can do so. • Kind: When studying past events and individuals, it's important to recognise that they're not 'dumb' or 'stupid' just because they knew less or did things differently than we do today. It's important for students to suspend these kinds of judgements and to study the past with objectivity. 			
Units of Study:				
Unit/Topic 1	Content:	Crime and Punishment in Britain,	Spec Content:	Paper 1: Thematic Study and

		<p>c1000-present.</p> <p>c1000-c1500, Crime and punishment in medieval England/ c1500-c1700, Crime and punishment in early modern England.</p>		<p>historic environment</p>
	<p>Key Concepts:</p>	<ul style="list-style-type: none"> • Change: Understanding how things change over time and how to make comparisons to judge improvement, progress and more. For example, seeing the slow, steady change in law enforcement and judging how far these things improved the situation. • Continuity: Learning how some things are comparable and similar over time, whether literally continuing something or a concept or idea being related to something previous. For example, the way that law enforcement throughout the Saxon, Norman and Tudor period • Causation: Being able to understand and explain how and why things happen, and the relative weight of those different causes. For example, explaining why prison reform took place in Britain thanks to the work of people like John Howard and Elizabeth Fry. • Consequence: Explaining the effects of different things, and comparing the relative weight of 	<p>Powerful Knowledge:</p>	<p>To know how crime was dealt with in Medieval England, and the factors that impacted crime and punishment, including:</p> <ul style="list-style-type: none"> - Anglo-Saxon laws like Hue and Cry and Wergild. - Norman laws like the Forest laws and Murdrum. - Church influence through Sanctuary and Benefit of Clergy. - Definitions of treason and heresy. - Town constables and night watchmen. - The Bloody Code - The Gunpowder Plot. - Matthew Hopkins (the Witchfinder General).

		<p>those effects to gauge which made more difference. For example, looking at the effects of hyperinflation in inter-war Germany to ascertain what the biggest consequences were for people and the government.</p> <ul style="list-style-type: none"> • Significance: Learning about the impact of different events in terms of how much difference they made and how wide-ranging the consequences are. For example, considering how significant the cases of Ruth Ellis and Derek Bentley were in the ending of the death penalty. • Similarity and difference: Making comparisons within and across time periods and between pieces of evidence about those time periods. For example, weighing up different accounts of life in Whitechapel in the 1800s to judge where they agree and disagree on the circumstances. 		
Unit/Topic 2	Content:	<p>Crime and Punishment in Britain, c1000-present.</p> <p>c1700-c1900, Crime and punishment in eighteenth- and nineteenth-century Britain/ c1900-present, Crime and punishment in modern Britain/ Whitechapel c1870-c1900, crime,</p>	Spec Content:	Paper 1: Thematic Study and historic environment

	Key Concepts:	<p>policing and the inner city.</p> <ul style="list-style-type: none"> • Change: Understanding how things change over time and how to make comparisons to judge improvement, progress and more. For example, seeing the slow, steady change in law enforcement and judging how far these things improved the situation. • Continuity: Learning how some things are comparable and similar over time, whether literally continuing something or a concept or idea being related to something previous. For example, the way that law enforcement throughout the Saxon, Norman and Tudor period • Causation: Being able to understand and explain how and why things happen, and the relative weight of those different causes. For example, explaining why prison reform took place in Britain thanks to the work of people like John Howard and Elizabeth Fry. • Consequence: Explaining the effects of different things, and comparing the relative weight of those effects to gauge which made more difference. For example, looking at the effects of hyperinflation in inter-war Germany to ascertain what the biggest 	Powerful Knowledge:	<p>To know how Medieval laws developed into the modern systems we have today, including:</p> <ul style="list-style-type: none"> - The Tolpuddle Martyrs. - The Bow Street Runners. - Prison reform and the work of John Howard and Elizabeth Fry. - Pentonville Prison and the separate system. - Robert Peel and the introduction of the Metropolitan Police Force. - New definitions of crime such as drug and driving offences. - Ending of the death penalty, including the cases of Derek Bentley and Ruth Ellis. - The problems of Whitechapel. - Workhouses in Whitechapel. - The crimes of Jack the Ripper.
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		<p>consequences were for people and the government.</p> <ul style="list-style-type: none"> • Significance: Learning about the impact of different events in terms of how much difference they made and how wide-ranging the consequences are. For example, considering how significant the cases of Ruth Ellis and Derek Bentley were in the ending of the death penalty. • Similarity and difference: Making comparisons within and across time periods and between pieces of evidence about those time periods. For example, weighing up different accounts of life in Whitechapel in the 1800s to judge where they agree and disagree on the circumstances. 		
Unit/Topic 3	Content:	<p>The reigns of King Richard I and King John, 1189-1216.</p> <p>Life and government in England, 1189-1216/ Involvements overseas, 1189-1204</p>	Spec Content:	Paper 2: Period study and British depth study
	Key Concepts:	<ul style="list-style-type: none"> • Change: Understanding how things change over time and how to make comparisons to judge improvement, progress and more. For example, seeing the slow, steady change in law enforcement and judging how far these things 	Powerful Knowledge:	<p>To know the ways that England was governed in the 12th century and the characters of the kings at the time, including:</p> <ul style="list-style-type: none"> - The Feudal system. - Richard I's character; his

		<p>improved the situation.</p> <ul style="list-style-type: none"> • Continuity: Learning how some things are comparable and similar over time, whether literally continuing something or a concept or idea being related to something previous. For example, the way that law enforcement throughout the Saxon, Norman and Tudor period • Causation: Being able to understand and explain how and why things happen, and the relative weight of those different causes. For example, explaining why prison reform took place in Britain thanks to the work of people like John Howard and Elizabeth Fry. • Consequence: Explaining the effects of different things, and comparing the relative weight of those effects to gauge which made more difference. For example, looking at the effects of hyperinflation in inter-war Germany to ascertain what the biggest consequences were for people and the government. • Significance: Learning about the impact of different events in terms of how much difference they made and how wide-ranging the consequences are. For example, considering how significant the 		<p>arrogance, bravery and being his mother's favourite.</p> <ul style="list-style-type: none"> - John's character; his greed and being his father's favourite. - Governance of the kingdom, including the chancellor and royal revenues. - Richard's arguments with Philip II of France. - The Third Crusade. - Richard's capture on return from the crusade. - The burden of Richard's ransom. - Fighting in Normandy, including the construction and importance of Chateau Gaillard.
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		<p>cases of Ruth Ellis and Derek Bentley were in the ending of the death penalty.</p> <ul style="list-style-type: none"> • Similarity and difference: Making comparisons within and across time periods and between pieces of evidence about those time periods. For example, weighing up different accounts of life in Whitechapel in the 1800s to judge where they agree and disagree on the circumstances. 		
Unit/Topic 4	Content:	<p>The reigns of King Richard I and King John, 1189-1216.</p> <p>Involvements overseas, 1189-1204/ King John's downfall, 1205-16</p>	Spec Content:	Paper 2: Period study and British depth study
	Key Concepts:	<ul style="list-style-type: none"> • Change: Understanding how things change over time and how to make comparisons to judge improvement, progress and more. For example, seeing the slow, steady change in law enforcement and judging how far these things improved the situation. • Continuity: Learning how some things are comparable and similar over time, whether literally continuing something or a concept or idea being related to something previous. For example, the way that law enforcement throughout the Saxon, Norman and Tudor period 	Powerful Knowledge:	<p>To know how England changed into the 13th century and evaluate whether John's reputation is deserved, including:</p> <ul style="list-style-type: none"> - Fighting in Normandy, including the construction and importance of Chateau Gaillard. - The loss of Normandy and its impact. - The causes of John's argument with the Pope. - The impact of the Interdict and John's excommunication. - The resolution of John's argument with the Pope.

		<ul style="list-style-type: none"> • Causation: Being able to understand and explain how and why things happen, and the relative weight of those different causes. For example, explaining why prison reform took place in Britain thanks to the work of people like John Howard and Elizabeth Fry. • Consequence: Explaining the effects of different things, and comparing the relative weight of those effects to gauge which made more difference. For example, looking at the effects of hyperinflation in inter-war Germany to ascertain what the biggest consequences were for people and the government. • Significance: Learning about the impact of different events in terms of how much difference they made and how wide-ranging the consequences are. For example, considering how significant the cases of Ruth Ellis and Derek Bentley were in the ending of the death penalty. • Similarity and difference: Making comparisons within and across time periods and between pieces of evidence about those time periods. For example, weighing up different accounts of life in Whitechapel in 		<ul style="list-style-type: none"> - The plot of 1212. - The rebellion of 1215. - The Magna Carta. - John's death and the role of William Marshal. - The condition of England by 1216.
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		the 1800s to judge where they agree and disagree on the circumstances.		
Unit/Topic 5	Content:	Weimar and Nazi Germany, 1918-39. The Weimar Republic, 1918-29/ Hitler's rise to power, 1919-33.	Spec Content:	Paper 3: Modern depth study
	Key Concepts:	<ul style="list-style-type: none"> • Change: Understanding how things change over time and how to make comparisons to judge improvement, progress and more. For example, seeing the slow, steady change in law enforcement and judging how far these things improved the situation. • Continuity: Learning how some things are comparable and similar over time, whether literally continuing something or a concept or idea being related to something previous. For example, the way that law enforcement throughout the Saxon, Norman and Tudor period • Causation: Being able to understand and explain how and why things happen, and the relative weight of those different causes. For example, explaining why prison reform took place in Britain thanks to the work of people like John Howard and Elizabeth Fry. • Consequence: Explaining the effects of different things, and 	Powerful Knowledge:	<p>To know how Germany dealt with and recovered from WWI and the changes that took place in developing democracy there, including:</p> <ul style="list-style-type: none"> - The foundation of the Weimar Republic. - The strengths and weaknesses of the Weimar constitution. - The Spartacist Rising and the Kapp Putsch. - The problems of 1923; Hyperinflation, the Ruhr Occupation. - The work of Gustav Stresemann, including the Dawes and Young Plans. - The early history of the Nazi party including the 25 point programme. - The Munich Putsch. - The Wall Street Crash of 1929 and its impact on support for the Nazis. - How Hitler became the

		<p>comparing the relative weight of those effects to gauge which made more difference. For example, looking at the effects of hyperinflation in inter-war Germany to ascertain what the biggest consequences were for people and the government.</p> <ul style="list-style-type: none"> • Significance: Learning about the impact of different events in terms of how much difference they made and how wide-ranging the consequences are. For example, considering how significant the cases of Ruth Ellis and Derek Bentley were in the ending of the death penalty. • Similarity and difference: Making comparisons within and across time periods and between pieces of evidence about those time periods. For example, weighing up different accounts of life in Whitechapel in the 1800s to judge where they agree and disagree on the circumstances. 		Chancellor.
Unit/Topic 6	Content:	<p>Weimar and Nazi Germany, 1918-39.</p> <p>Nazi control and dictatorship, 1933-39/ Life in Nazi Germany, 1933-39.</p>	Spec Content:	Paper 3: Modern depth study
	Key Concepts:	<ul style="list-style-type: none"> • Change: Understanding how things change over time and how to make comparisons to judge 	Powerful Knowledge:	To know how the Nazis seized and secured power in Germany and controlled German society,

improvement, progress and more. For example, seeing the slow, steady change in law enforcement and judging how far these things improved the situation.

- **Continuity:** Learning how some things are comparable and similar over time, whether literally continuing something or a concept or idea being related to something previous. For example, the way that law enforcement throughout the Saxon, Norman and Tudor period
- **Causation:** Being able to understand and explain how and why things happen, and the relative weight of those different causes. For example, explaining why prison reform took place in Britain thanks to the work of people like John Howard and Elizabeth Fry.
- **Consequence:** Explaining the effects of different things, and comparing the relative weight of those effects to gauge which made more difference. For example, looking at the effects of hyperinflation in inter-war Germany to ascertain what the biggest consequences were for people and the government.
- **Significance:** Learning about the impact of different events in terms

including:

- The Reichstag Fire.
- The Enabling Act.
- The Night of the Long Knives.
- The Nazi police state.
- Nazi propaganda methods and impact.
- Opposition to the Nazis.
- Nazi policies towards women and the family.
- Nazi policies towards the young.
- Nazi policies to reduce unemployment and employment policies.
- Nazi religious policies and persecution of minorities.

		<p>of how much difference they made and how wide-ranging the consequences are. For example, considering how significant the cases of Ruth Ellis and Derek Bentley were in the ending of the death penalty.</p> <ul style="list-style-type: none"> • Similarity and difference: Making comparisons within and across time periods and between pieces of evidence about those time periods. For example, weighing up different accounts of life in Whitechapel in the 1800s to judge where they agree and disagree on the circumstances. 		
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Implementation

Progression from Year 9:	<p>A basic chronological understanding from roughly 1000-present, including certain key time periods such as the Saxons, the Normans and more.</p> <p>Having a framework for source analysis and being able to use it consistently, such as NPOC (Nature, Purpose, Origin, Content/Context).</p> <p>Being able to draw comparisons between peoples and events across time periods to analyse similarities and differences as well as change and continuity over time.</p>
Progression to Year 11:	<p>A solid understanding of the topics covered in year 10, both in terms of content and the exam requirements related to it.</p> <p>A basic framework for approaching exam questions on the content covered, such as using PEE paragraphs on 'explain' questions, utilising NPOC (or similar) on source questions, using the words of the question on any question, addressing both sides on 'how far' essay questions and so on.</p> <p>Revision techniques to enable them to consistently prepare for recap quizzes and be able to work on content revision at home.</p>
Spaced Interleaving:	Topics are arranged in broadly chronological order, but there are clear conceptual breaks between the

	<p>topics themselves, as well as changes to the exam questions we prepare for depending on which topic it is.</p> <p>At the end of each 'sub-topic', there will be a summary/short assessment in order to give clear breaks between each topic area.</p>			
Student Needs:	SEND:	<p>Amended resources where appropriate, such as sources broken down into simpler language or with glossary/help boxes to help scaffold understanding. Regular checks for understanding and recaps to help build confidence and knowledge. This is particularly through a recap quiz at the start of every lesson. Students receive advance notice of what the topics for the recap quizzes will be to enable them to prepare.</p>	Context	<p>Taking opportunities to make reference to things students will have greater awareness and understanding of in order to make learning and knowledge 'sticky'. For example, starting the Anglo-Saxon law enforcement section of Crime and Punishment by talking about Tamworth's links to the Anglo-Saxons to give students a frame of reference.</p>
	LPA:	See SEND section.	HPA:	<p>Every task comes with an extension to extend knowledge/understanding or skills. Every lesson comes with an overall 'challenge' question to further push progress.</p>
Extracurricular:	<p>Crime and Punishment in Britain, c1000-present: Looking at sources from the time, such as images of different methods of punishment or accounts from inside prisons. Using objects to add to understanding of the time periods studied, such as images of Saxon and Norman towns (or rather, what remains of them). Crime and Punishment in Britain, c1000-present: Utilising sources on Whitechapel to see and hear what life was like at the time based on what ordinary</p>			

	<p>people and the newspapers were saying at the time.</p> <p>The reigns of King Richard I and King John, 1189-1216: Looking at alternative views of the Crusades to see how different people experienced them. Using Google Maps to explore the key sites (as students will have done in year 7) again to establish why people felt that Jerusalem was so important.</p> <p>The reigns of King Richard I and King John, 1189-1216: Making use of well-known depictions of John, such as Disney's Robin Hood, to consider judgements on John and whether they are accurate or fair.</p> <p>Weimar and Nazi Germany, 1918-39: Looking at a variety of sources (film, newspaper, writings etc.) to see different opinions on the end of the war and subsequent events in Germany. Coming to an understanding that what we saw in Britain was not necessarily what many Germans saw or felt due to government propaganda.</p> <p>Weimar and Nazi Germany, 1918-39: Using accounts from different people (e.g. William Shirer, a US journalist inside Germany) or travellers through Germany at the time (See 'Travellers in the Third Reich' by Julia Boyd) to see a variety of views and opinions about Nazi policies rather than relying solely on Nazi propaganda.</p>			
Literacy/Numeracy:	Vocab (tier 2/3):	<p>Tier 2: Sources, Law enforcement, Volunteers. Heresy, Treason, Smuggling, Jail, Prison, Constable, Witch, Martyr, Reform, Quaker, Metropolitan, Offence. Parliament, Rebellion, Arrogance, Crusade, Ransom, Revenues, Coronation, Republic, Constitution, Rising/revolt, President, Chancellor.</p> <p>Tier 3: Anglo-Saxon, Norman, Corporal punishment, Feudal, Hue</p>	Reading:	<p>Using sources from the time periods being studied, such as Anglo-Saxon or Norman chronicles and accounts from people living at the time.</p> <p>Reading newspapers and diaries from Whitechapel to gain greater understanding of the circumstances of life in the area.</p> <p>Reading diaries and chronicles from the time to understand the motivations and feelings of people, such as why Richard went on the Crusade or what happened at Richard's coronation and in the riot/pogrom that followed.</p>

		and Cry, Wergild, Tithing, Murdrum, Witchfinder General, Capital punishment, Separate System, Pentonville Prison, Bow Street Runners, Metropolitan Police Force, Primogeniture, Homage, Vassal, Chancellor, Demesne ('Domain'), Feudal Incidents, Scutage, Interdict, Excommunication, Magna Carta, Regent, Protector, Weimar Republic, Putsch, Hyperinflation, Young Plan, Dawes Plan, 25 point programme, Nazi (National Socialist), Wall Street Crash, Fuhrer, The Enabling Act, The Night of the Long Knives, Volksgemeinschaft, Untermensch/Ubermensch.		<p>Reading the Magna Carta and breaking down its key clauses to understand what John was made to agree to and why.</p> <p>Using accounts from specific events, especially those like hyperinflation, to see directly how people were affected at the time.</p> <p>Using the work of foreign and German writers to see a diversity of opinions at the time (such as Shirer and Boyd mentioned above).</p> <p>Using these sources to analyse Nazi propaganda to see how and where it is misleading.</p>
	Writing:	<p>Mid-length answers/writing: Regular practice of using PEE paragraphs to explain elements of the content, such as what Norman laws were or how they were an improvement to previous law enforcement.</p>	Numeracy:	<p>Key dates of events and times periods, such as when the Saxon period ends and the Norman begins, when certain laws and changes were enacted (e.g. the Bloody Code) and so on.</p> <p>Dates of key events such as the introduction of the Metropolitan Police Force or the ending of the</p>

		<p>Extended writing: Making judgements and dealing with the nuance of 'how far', such as talking about whether the Bloody Code was successful and similar.</p> <p>Mid-length answers/writing: Regular practice of using PEE paragraphs to explain elements of the content, such as how the separate system inside Pentonville Prison worked and in what ways it was an improvement over earlier systems.</p> <p>Extended writing: Making judgements and dealing with the nuance of 'how far', such as talking about what the main reason for ending the death penalty in England was.</p> <p>Mid-length answers/writing: Regular use of PEE paragraphs to write answers on a variety of topics, such as why people went on Crusade, how Richard secured his</p>		<p>death penalty.</p> <p>Using data and statistics to see how use of different punishments (hanging, prison, transportation etc.) changed over time. Also looking at ratios of police to citizens in Whitechapel in the 1800s.</p> <p>Key dates of events like Richard's coronation, the Third Crusade and more.</p> <p>Looking at different methods of gathering income and how much different sources contributed to national finances in percentage terms.</p> <p>Milestone dates such as the signing of the Magna Carta and John's death.</p> <p>Key dates of events such as the Spartacist Rising or the Kapp Putsch.</p> <p>Details and statistics of the Dawes Plan and the Young Plan to help gauge the difference they made and the impact of reparations.</p> <p>Dates of key events such as Hitler's creating of the role of Fuhrer or the Night of the Long Knives.</p> <p>Data and statistics such as how many people were in different religious groups in Germany (in order to see the impact of Nazi</p>
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		<p>power and so on.</p> <p>Extended writing: Essay writing on key topics that involve giving both sides before reaching a conclusion, such as the main reasons for the failure to take Jerusalem on the Third Crusade.</p> <p>Mid-length answers/writing: Regular use of PEE paragraphs to write answers on a variety of topics, such as why there was unhappiness with John or why he argued with the Pope.</p> <p>Extended writing: Essay writing on key topic that involve giving both sides before reaching a conclusion, such as whether John fully deserves his poor reputation and the state of England by the end of his reign in 1216.</p> <p>Mid-length answers/writing: Using PEE paragraphs to explain understanding of content,</p>		<p>religious policy), how many joined youth groups (to see how effective Nazi propaganda was) and so on.</p>
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such as the crises of 1923 and why they made things difficult for the Weimar Republic.

Extended writing: Essay writing, but focusing on bringing in evidence from sources to create arguments, such as whether we agree with a sources viewpoint on key events like how the government dealt with the Spartacist Rising and the Kapp Putsch.

Mid-length

answers/writing: Using PEE paragraphs to explain understanding of content, such as how the Nazis kept control or different aspects of their policies.

Extended writing: Essay writing, but focusing on bringing in evidence from sources to create arguments, such as whether we agree with a sources viewpoint on key events like how successful Nazi policies to reduce unemployment were.

<p>Practice:</p>	<p>Mass:</p>	<ul style="list-style-type: none"> • Knowledge: Short answer questions assessing knowledge. For example, How Anglo-Saxon law enforcement worked, by asking for two specific examples. • Mid-length answers/writing: Explanation questions focused on saying how or why something had happened, such as 'Explain how Henry II developed law enforcement during his reign'. • Extended writing: Addressing statements on a particular historical issue and considering 'how far' students agree with the statement. For example, 'Deterrent was the main purpose of punishment up until 1900'. How far do you agree? • Knowledge: Short 	<p>Distributed:</p>	<ul style="list-style-type: none"> • Knowledge: DNA activities recapping prior learning. Homework is to prepare for recap quizzes that are at the start of every lesson. • Mid-length answers/writing: Regular practice of using PEE paragraphs to explain elements of the content, such as what Norman laws were or how they were an improvement to previous law enforcement. • Extended writing: Making judgements and dealing with the nuance of 'how far', such as talking about whether the Bloody Code was successful and similar. • Knowledge: DNA activities recapping prior learning. Homework is to prepare for recap quizzes that are at the start of every lesson. • Source skills: Working with sources on Whitechapel on a regular basis, especially with a framework (like NPOC) to assess reliability and bias. Applying this to questions about how useful sources are
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answer questions assessing knowledge. For example, asking about the prison reforms of John Howard and Elizabeth Fry.

- **Source skills:** Questions on source usefulness, bias and reliability. Particularly assessing how multiple source compare to one another in terms of reliability and usefulness. These relate to conditions in Whitechapel, such as how useful the given sources are for finding out about the causes of crime in the area at the time.
- **Mid-length answers/writing:** Explanation questions focused on saying how or why something had happened. For example, 'Explain why prison reform took place during the 18 and 1900s.'

about the area and the issues such as immigration, poverty and crime there.

- **Mid-length answers/writing:** Regular practice of using PEE paragraphs to explain elements of the content, such as how the separate system inside Pentonville Prison worked and in what ways it was an improvement over earlier systems.
- **Extended writing:** Making judgements and dealing with the nuance of 'how far', such as talking about what the main reason for ending the death penalty in England was.
- **Knowledge:** DNA activities recapping prior learning. Homework is to prepare for recap quizzes that are at the start of every lesson.
- **Mid-length answers/writing:** Regular use of PEE paragraphs to write answers on a variety of topics, such as why people went on Crusade, how Richard secured his power and so on.
- **Extended writing:** Essay writing on key topics that involve giving both sides before

- **Extended writing:** Addressing statements on a particular historical issue and considering 'how far' students agree with the statement. For example 'Pentonville Prison was a turning point in the use of prisons between 1000-present.' How far do you agree?
- **Knowledge:** Short answer questions assessing knowledge. For example, asking about conditions in medieval towns or life for Jews in England at the time.
- **Mid-length answers/writing:** Explanation questions focused on 'how' or 'why', such as why Richard failed to capture Jerusalem.
- **Extended writing:** Essay writing based on 'how far' questions, such as 'The main reason

reaching a conclusion, such as the main reasons for the failure to take Jerusalem on the Third Crusade.

- **Knowledge:** DNA activities recapping prior learning. Homework is to prepare for recap quizzes that are at the start of every lesson.
- **Mid-length answers/writing:** Regular use of PEE paragraphs to write answers on a variety of topics, such as why there was unhappiness with John or why he argued with the Pope.
- **Extended writing:** Essay writing on key topic that involve giving both sides before reaching a conclusion, such as whether John fully deserves his poor reputation and the state of England by the end of his reign in 1216.
- **Knowledge:** DNA activities recapping prior learning. Homework is to prepare for recap quizzes that are at the start of every lesson.
- **Source skills:** Working on what 'interpretations' are (sources with a viewpoint) and how to

people joined the Third Crusade was to gain financially'. How far do you agree?

- **Knowledge:** Short answer questions assessing knowledge. For example, reasons why there was unhappiness at how John ruled England.
- **Mid-length answers/writing:** Explanation questions focused on 'how' or 'why', such as how the Interdict impacted the people of England.
- **Extended writing:** Essay writing based on 'how far' questions, such as 'King John's death in October 1216 was the main reason why Prince Louise of France never became king of England'. How far do you agree?
- **Source skills:** Looking at making inferences and talking about usefulness

judge usefulness, reliability, and how to make inferences from them on topics such as life in Weimar Germany.

- **Mid-length answers/writing:** Using PEE paragraphs to explain understanding of content, such as the crises of 1923 and why they made things difficult for the Weimar Republic.
- **Extended writing:** Essay writing, but focusing on bringing in evidence from sources to create arguments, such as whether we agree with a sources viewpoint on key events like how the government dealt with the Spartacist Rising and the Kapp Putsch.
- **Knowledge:** DNA activities recapping prior learning. Homework is to prepare for recap quizzes that are at the start of every lesson.
- **Source skills:** Working on what 'interpretations' are (sources with a viewpoint) and how to judge usefulness, reliability, and how to make inferences from

and reliability. For example, making inferences about the problems caused for ordinary people by hyperinflation.

- **Mid-length answers/writing:** Explanation questions focused on knowledge and understanding, such as on Nazi policy and aims.
- **Extended writing:** Essay writing based on 'how far' questions, with the added stipulation of agreeing or disagreeing with what one of the interpretations in the paper says.
- **Source skills:** Looking at making inferences and talking about usefulness and reliability. For example, different accounts of how the Nazis rose to power.
- **Mid-length answers/writing:** Explanation questions focused on knowledge

them on topics such as Nazi ideas and policy.

- **Mid-length answers/writing:** Using PEE paragraphs to explain understanding of content, such as how the Nazis kept control or different aspects of their policies.
- **Extended writing:** Essay writing, but focusing on bringing in evidence from sources to create arguments, such as whether we agree with a sources viewpoint on key events like how successful Nazi policies to reduce unemployment were.

and understanding, such as how the Nazis retained power through propaganda.

- **Extended writing:** Essay writing based on 'how far' questions, with the added stipulation of agreeing or disagreeing with what one of the interpretations in the paper says.

KS4 – Year 11 Year Plan

Intent

Aims:

- **Students will have an understanding of chronology so that they know how one event or time period links to others.** This will help students to build wider historical understanding and help them to see how events of the past link to those in the present. This will also benefit an understanding of change over time and cause and consequence, as students will see the chain of events that lead to and lead from whatever is being studied.
- **Students will have all the knowledge they need to succeed in the GCSE exam.** We will make sure we have covered the entirety of the course content in sufficient depth and built links between different areas so that students have an in-depth knowledge of the programme of study.
- **Students will have the skills they need to address the GCSE questions appropriately.** Without this, the knowledge alone will not be enough to be successful on the GCSE.
- **Students will have the skills required to study History for themselves.** This will enable students to continue their studies and emphasises that our role is to teach them how to think, not what to think. This will also give students the tools and the 'powerful' knowledge to enable them to access

	<p>higher education and potential careers in History, if they so choose. With this being a GCSE, it is vital that students do some study and revision for themselves.</p> <ul style="list-style-type: none"> • Students will have a developed sense of curiosity about the past. Although we cannot make all students interested in all parts of History, the aim is to encourage students to see that History is a wide-ranging and complex discipline with many avenues to explore. This, and the delivery of tools to study it, will allow students to learn for themselves, developing them into resilient and independent individuals who can continue to progress even after they leave the classroom. 			
Academy values:	<ul style="list-style-type: none"> • Ambitious: By necessity, the course covers a huge range of historical content. The Crime and Punishment module is one of great breadth, studying from the year 1000 to the present and requiring students to make comparisons between different time periods and contexts. The other modules all look in much greater depth and detail at specific areas of focus. This requires students to learn a lot of facts and details about these areas of content • Brave: As above, we are covering a great deal of content which will require students to challenge what they know about History and some of their preconceptions. Students will also have to be willing to engage with areas of content they won't have studied before. There's also a need for students to be brave about the study of GCSE History in general. Many students initially find the subject challenging because of the depth and breadth of knowledge required. They are more than capable of achieving success but have to trust themselves that they can do so. • Kind: When studying past events and individuals, it's important to recognise that they're not 'dumb' or 'stupid' just because they knew less or did things differently than we do today. It's important for students to suspend these kinds of judgements and to study the past with objectivity. 			
Units of Study:				
Unit/Topic 1	Content:	Superpower relations and the Cold War, 1941-91.	Spec Content:	Paper 2: Period study and British depth study

		The origins of the Cold War, 1941-58/ Cold War crises, 1958-70.		
	Key Concepts:	<ul style="list-style-type: none"> • Change: Understanding how things change over time and how to make comparisons to judge improvement, progress and more. For example, seeing how the wartime allies went from working together to being suspicious and distrusting of each other during the beginning of the Cold War. • Continuity: Learning how some things are comparable and similar over time, whether literally continuing something or a concept or idea being related to something previous. For example, seeing how throughout the Cold War the rivalry between the two sides remains, and underlying ideas such as MAD and the Arms Race are omnipresent. • Causation: Being able to understand and explain how and why things happen, and the relative weight of those different causes. For example, explaining why the wartime alliance broke down at the beginning of th Cold War. • Consequence: Explaining the effects of different things, and 	Powerful Knowledge:	<p>To know how the wartime alliance broke down and how rivalry between the superpowers developed, including:</p> <ul style="list-style-type: none"> - The conferences at Tehran, Yalta and Potsdam. - The ideologies of Capitalism and Communism. - The creation of satellite states in Eastern Europe. - The Truman Doctrine and Marshall Plan. - Cominform, Comecon and Nato. - The division of Berlin and the Berlin Crisis. - The arms race. - The Warsaw Pact. - The Hungarian Uprising. - The Cuban Revolution and the Cuban Missile Crisis. - The Prague Spring.

		<p>comparing the relative weight of those effects to gauge which made more difference. For example, looking at the impact of the creation of NATO and the Warsaw Pact.</p> <ul style="list-style-type: none"> ● Significance: Learning about the impact of different events in terms of how much difference they made and how wide-ranging the consequences are. For example, considering how significant the events of the Cuban Missile Crisis were in the period of détente that followed afterwards. ● Similarity and difference: Making comparisons within and across time periods and between pieces of evidence about those time periods. For example, comparing the attitudes and stance of different leaders at the outset of the Cold War; how Truman was anti-Communist whereas Attlee was a bit more willing to work with the USSR. 		
Unit/Topic 2	Content:	<p>Superpower relations and the Cold War, 1941-91.</p> <p>Cold War crises, 1958-70/ The end of the Cold War, 1970-91.</p>	Spec Content:	Paper 2: Period study and British depth study
	Key Concepts:	<ul style="list-style-type: none"> ● Change: Understanding how things 	Powerful Knowledge:	To know key elements in the

change over time and how to make comparisons to judge improvement, progress and more. For example, seeing how the wartime allies went from working together to being suspicious and distrusting of each other during the beginning of the Cold War.

- **Continuity:** Learning how some things are comparable and similar over time, whether literally continuing something or a concept or idea being related to something previous. For example, seeing how throughout the Cold War the rivalry between the two sides remains, and underlying ideas such as MAD and the Arms Race are omnipresent.
- **Causation:** Being able to understand and explain how and why things happen, and the relative weight of those different causes. For example, explaining why the wartime alliance broke down at the beginning of the Cold War.
- **Consequence:** Explaining the effects of different things, and comparing the relative weight of those effects to gauge which made more difference. For example, looking at the impact of the

Cold War, including how it deescalated and eventually ended, including:

- The Berlin Wall.
- The thaw of the 1960s and the agreements made as a result.
- Détente in the 1970s, including SALT 1, Helsinki and SALT 2.
- Reagan's policy of 'rollback'.
- Gorbachev's policies of Glasnost and Perestroika.
- The end of the Cold War and the collapse of the USSR.

		<p>creation of NATO and the Warsaw Pact.</p> <ul style="list-style-type: none"> • Significance: Learning about the impact of different events in terms of how much difference they made and how wide-ranging the consequences are. For example, considering how significant the events of the Cuban Missile Crisis were in the period of détente that followed afterwards. • Similarity and difference: Making comparisons within and across time periods and between pieces of evidence about those time periods. For example, comparing the attitudes and stance of different leaders at the outset of the Cold War; how Truman was anti-Communist whereas Attlee was a bit more willing to work with the USSR. 		
Unit/Topic 3	Content:	Revision and exam skills.	Spec Content:	Prepare for examinations
	Key Concepts:	-	Powerful Knowledge:	Revision of all content to prepare for examinations.
Unit/Topic 4	Content:	Revision and exam skills.	Spec Content:	Prepare for examinations
	Key Concepts:	-	Powerful Knowledge:	Revision of all content to prepare for examinations.
Implementation				
Progression from Year 10:	A solid understanding of the topics covered in year 10, both in terms of content and the exam requirements related to it.			

	<p>A basic framework for approaching exam questions on the content covered, such as using PEE paragraphs on 'explain' questions, utilising NPOC (or similar) on source questions, using the words of the question on any question, addressing both sides on 'how far' essay questions and so on.</p> <p>Revision techniques to enable them to consistently prepare for recap quizzes and be able to work on content revision at home.</p>			
<p>Progression to Post-16:</p>	<p>A good understanding of the content covered at GCSE, including key individuals and events across these topics.</p> <p>A framework for analysing evidence and sources to weigh up content, bias, reliability and usefulness. Using this framework to understand that even bad sources can be useful in limited ways.</p> <p>Understanding of revision techniques to enable independent study in the future.</p> <p>Knowledge of how to present an argument and give evidence for a point of view by considering different sides before reaching a conclusion.</p> <p>Fostering a general curiosity about the past and the skills related to its study, so that even those not pursuing further study of History can learn and benefit in future.</p>			
<p>Spaced Interleaving:</p>	<p>Topics are arranged in broadly chronological order, but there are clear conceptual breaks between the topics themselves, as well as changes to the exam questions we prepare for depending on which topic it is.</p> <p>At the end of each 'sub-topic', there will be a summary/short assessment in order to give clear breaks between each topic area.</p>			
<p>Student Needs:</p>	<p>SEND:</p>	<p>Amended resources where appropriate, such as sources broken down into simpler language or with glossary/help boxes to help scaffold understanding. Regular checks for understanding and recaps to help build confidence and knowledge. This is particularly through a recap quiz at the start of</p>	<p>Context</p>	<p>Taking opportunities to make reference to things students will have greater awareness and understanding of in order to make learning and knowledge 'sticky'. For example, referring to more well-known events such as the fall of the Berlin Wall that students may well at least have heard of.</p>

		every lesson. Students receive advance notice of what the topics for the recap quizzes will be to enable them to prepare.		
	LPA:	See SEND section.	HPA:	Every task comes with an extension to extend knowledge/understanding or skills. Every lesson comes with an overall 'challenge' question to further push progress.
Extracurricular:	<p>Superpower relations and the Cold War, 1941-91: Using propoganda from the time, both written and visual, in order to see how the two sides viewed each other and how that contributed to the tension of the time.</p> <p>Superpower relations and the Cold War, 1941-91: Using sources and propoganda to see how the viewpoints of both sides changed, such as how at times it was very critical but during détente it wasn't as critical and damaging. Also using propoganda to see how neither side was a monolith, for example how the USSR was heavily critical of Tito in Yugoslavia or of demands for change in Hungary and Czechoslovakia.</p> <p>Revision and exam skills: Accessing a variety of revision resources and techniques to empower students to study independently. For example, introducing them to things like Crash Course (Youtube) and similar educational content.</p> <p>Revision and exam skills: Accessing a variety of revision resources and techniques to empower students to study independently. For example, introducing them to things like Crash Course (Youtube) and similar educational content.</p>			
Literacy/Numeracy:	Vocab (tier 2/3):	<p>Tier 2: Conference, Doctrine, Crisis, Airlift. Pact, Treaty, Thaw, Détente.</p> <p>Tier 3: Tehran, Yalta, Potsdam, Capitalism, Communism, Mutually Assured Destruction,</p>	Reading:	<p>Reading notes and sources from key events to improve understanding. For example, looking at the advice given to Kennedy by different figures over what action to take during the Cuban Missile Crisis.</p> <p>Reading the terms of specific</p>

		Comintern, Cominform, Comecon, NATO, Satellite States, Strategic Arms Limitation Talks, ICBMs, Glasnost, Perestroika.		agreements, like the Nuclear Non-Proliferation Treaty or the Helsinki Accords.
	Writing:	<p>Working on the issue of cause and consequence, such as establishing the causes of major events like the Cuban Missile Crisis or the consequences of other events like the post-war conferences.</p> <p>Working on the issue of 'importance' by weighing up different factors and considering what difference they made, such as the importance of key events during the period of détente in the 1970s (SALT 1 or the failure of SALT 2).</p> <p>Regular practice of different exam questions in a cycle of four lessons.</p> <p>One focused on revising content, then on the skills for the particular question, then doing the question(s), then assessing, marking and improving answers.</p>	Numeracy:	<p>Key dates such as the dates of the wartime conferences and the formation of NATO or the Warsaw Pact.</p> <p>Also looking at statistics from within these events, such as agreements made at Tehran, Yalta and Potsdam on the division of Germany.</p> <p>Dates of key events such as the invasion of Afghanistan and the SALT 1 talks.</p> <p>Also looking at facts and statistics from events, such as defence spending under Reagan and the impact this had on escalating the end of the Cold War.</p>

<p>Practice:</p>	<p>Mass:</p>	<ul style="list-style-type: none"> • Mid-length answers/writing: Three types of questions. One, focusing on the explanation consequences of events, such as the consequences of the creation of NATO. Second, questions that focus on 'narrative account', or looking at both the causes, events and consequences of different elements of the topic. For example, writing a narrative account of the Berlin blockade and airlift. Third, questions that deal with the issue of 'importance' of certain events, such as the importance of the Truman Doctrine for the escalation of Cold War tension. • Mid-length answers/writing: Three types of questions. One, focusing on the 	<p>Distributed:</p>	<ul style="list-style-type: none"> • Knowledge: DNA activities recapping prior learning. Homework is to prepare for recap quizzes that are at the start of every lesson. • Mid-length answers/writing: Working on the issue of cause and consequence, such as establishing the causes of major events like the Cuban Missile Crisis or the consequences of other events like the post-war conferences. • Knowledge: DNA activities recapping prior learning. Homework is to prepare for recap quizzes that are at the start of every lesson. • Mid-length answers/writing: Working on the issue of 'importance' by weighing up different factors and considering what difference they made, such as the importance of key events during the period of détente in the 1970s (SALT 1 or the failure of SALT 2).
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		<p>explanation consequences of events, such as the consequences of the creation of the Berlin Wall.</p> <p>Second, questions that focus on 'narrative account', or looking at both the causes, events and consequences of different elements of the topic. For example, writing a narrative account of the USSR's invasion of Afghanistan in 1979.</p> <p>Third, questions that deal with the issue of 'importance' of certain events, such as the importance of Reagan's policy of 'rollback' for escalating the end of the Cold War.'</p>		
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5 Year Curriculum Week Plan

KS3 - Year 7

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Saxons/Mercia						
Autumn Term 2	Saxons/Mercia	Norman Conquest					
Spring Term 1	Norman Conquest	Medieval Life					
Spring Term 2	Medieval Life	Medieval Life	Medieval Life	Crusades	Crusades	Crusades	Crusades
Summer Term 1	Crusades	Crusades	Crusades	Crusades	Crusades	Mongol Conquests	Mongol Conquests
Summer Term 2	Mongol Conquests						

KS3 - Year 8

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Qin Shi Huangdi	Tudors					
Autumn Term 2	Tudors						
Spring Term 1	Explorers/Colonialism						
Spring Term 2	Explorers/Colonialism	Explorers/Colonialism	Slavery	Slavery	Slavery	Slavery	Slavery

Summer Term 2	Weimar and Nazi Germany						
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KS4 - Year 11

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Superpower Relations						
Autumn Term 2	Superpower Relations						
Spring Term 1	Exam practice and revision						
Spring Term 2	Exam practice and revision						
Summer Term 1	Exam practice and revision						
Summer Term 2							

How does the Five Year Curriculum Plan meet the ACE curriculum design?	
Ambitious	<p>KS3: These choices ensured a broad range across the required time periods. There are opportunities for revisiting topics or concepts in increasing depth and challenge across year groups, such as revisiting colonialism when covering Empire.</p> <p>KS4: The course content is covered at a high pace, with the aim to give maximum time to develop deeper understanding and exam skills later in the course.</p>
Challenging	<p>KS3: As above, there are multiple opportunities to revisit ideas in increasing complexity as the program of study continues. The final 'History of Ideas' topic allows for something of an overview of the whole time period studied, helping tie it all together and see History as more than just a collection of events scattered throughout time.</p> <p>KS4: As above, the course content is covered at a high pace, which can prove challenging. There is also lots of content to cover and homework tasks are structured around recall and developing complexity in understanding.</p>
Engaging	<p>KS3: Topics have been selected to provide a range of things to learn about, such as the character studies of Tudor monarchs versus more of a moral/ethical discussion when learning about slavery. This means that the focus changes depending on what topic we are studying and what it allows us to address and learn about.</p> <p>KS4: The content has been spaced out to make it easier to understand and build a developing idea of chronology. There are also a variety of in-depth case studies that build the interest for students, such as into the crimes of Jack the Ripper or into the character of Richard I as king.</p>
What are the current strengths of the Five Year Curriculum Plan?	
<ul style="list-style-type: none"> • Very detailed setting out the intent and implementation of the curriculum. • Clear rationale behind the sequencing of the KS3 and KS4 curriculum. • Thought has been given to supporting LPA students and extending the learning of HPA students. 	
What specific actions have to be taken in response to the above? Please consider:	
<ul style="list-style-type: none"> • Unit sequence changes; 	

- Content changes at KS3 and KS4;
- Modifications to ensure an ACE curriculum design;
- CPD for teachers in your subject area;
- Additional research you have to consider as part of this review.

- CPD to support staff in delivery of the content, especially at KS4 in making this applicable to current course requirements.
- Additional research: Improving delivery to mixed-ability groups, especially at KS4. The challenge is in presenting content at the right level so that HPA students get the depth they need while others are still able to access the content and understand what they need to.