



## Long Term Plan - History

**Vision:** The Radclyffe School history department vision is that students become well-rounded historians, who can use a wide-ranging, word rich vocabulary, as well as become competent in historical second order concepts (Disciplinary knowledge). Furthermore, students receive a well-rounded curriculum, covering a range of historical time periods. The Radclyffe History Department strive to create independent and thoughtful thinkers who can contextualise significant events in history and relate this to their own experience.

**Rationale:** All KS3 content is sequenced broadly chronologically within each year group to ensure the development of this vital second order concept. Furthermore, the sequencing has been selected to consider the complexity and sensitivity of each topic. For example, the concepts and knowledge studied within Year 7 has a more fundamental approach, setting the building blocks for the rest of KS3. This is due to Year 7 being more comfortable with studying ideas they are familiar with such as trade, kingship and power. In contrast, the Holocaust and Civil Rights focus more on challenging second order concepts such as interpretations. The material studied in these units is more thought provoking and requires more debate around causes and consequences. All units at KS3 contain an historical enquiry question, students to use a range of historical sources and historical texts to enable them to develop the fundamental skills of being a historian. All units also explicitly teach historical vocabulary. The main theme throughout the sequencing is that the content becomes more complex as students progress through the school and students are able to revisit first order concepts and appreciate the links between historical events/ periods. For example, in Year 8, the Industrial Revolution and slavery are interlinked as the Trans-Atlantic slave trade had a significant impact on Britain's and development during the Industrial Revolution.

**Year 7: The changing nature of Britain: Society, religion and power.**

**Year 8: Britain and the wider world.**

**Year 9: Persecution, protest and a developing modern world.**

	HT1	HT2	HT3	HT4	HT5	HT6	Threshold Concepts (further detailed in MTP)
Year 7	How did the Silk Roads connect the world?	How did William the Conqueror establish control in England?	How was power strengthened in Medieval England	How was Medieval England different for rich and poor?	How did the Tudor Dynasty change England at home and abroad?	How did the Stuart Monarchy change life in England?	<ul style="list-style-type: none"> <li>How the Silk Roads impacted on the world.</li> <li>The ways in a monarch established power and control and their influence.</li> <li>How power in England changed after 1066 and the early beginnings of Parliament.</li> <li>The role of the Church and the influence that the church had on society.</li> <li>The impact of English society as a result of disease and widening links with the world beyond.</li> <li>The changing relationship between Parliament and monarchy.</li> </ul>
Year 8	How did the people in India rebel against British rule?	How should the Slave Trade be remembered?	What impact did the Industrial Revolution have on working class people's lives?	How did living in Whitechapel impact on working class women?	How did the First World War affect Britain?	How did movements in the Twentieth Century fight to change peoples rights?	<ul style="list-style-type: none"> <li>The role of the Raj in the British Empire and how India rebelled against British rule.</li> <li>Understanding causes of discontent in India leading to rebellion, causes of the Industrial Revolution and the causes of the outbreak of the First World War.</li> <li>Understanding the impact of events such as the Slave Trade, the Industrial Revolution and war on society.</li> <li>Students should understand interpretations, for example the different opinions of General Haig in the First World War.</li> </ul>



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<b>Year 9</b>	What was the most significant turning point on the Second World War?	How did the Nazis treatment of the Jews change from 1933-1939?	How much did the lives of Black Americans change in the USA?	How did the world change after WW2: Migration to Britain	How did the world change after WW2: The Middle East	How did the world change after WW2: The Cold War	<ul style="list-style-type: none"> <li>Understanding the causes of events such as the Second World War and the Holocaust.</li> <li>Understanding the significance of events during the Second World War and their impact on the course of the war.</li> <li>Reaching judgements based on ongoing enquiry and analysis/comparison.</li> <li>Understanding the impact of emancipation on Black Americans and the role of protest in the Civil Rights Movement.</li> <li>Understanding the changing attitudes towards groups of people in the Twentieth Century.</li> <li>Understanding the reasons for migration and the impact both on migrants and society.</li> </ul>
<b>Year 10</b>	<b>Paper 1:</b> Medicine through time c1250-present day and Western Front  This section of the unit will focus on the Western Front.  Key skills and concepts studied: AO1, AO2, AO3	<b>Paper 1:</b> Medicine through time c1250-present day and Western Front  Key skills and concepts studied: AO1, AO2, AO3	<b>Paper 1:</b> Medicine through time c1250-present day and Western Front  Key skills and concepts studied: AO1, AO2, AO3	<b>Paper 2 Section A:</b> Early Elizabethan England 1558-1588  Key skills and concepts studied: AO1, AO2	<b>Paper 2 Section A:</b> Early Elizabethan England 1558-1588  Key skills and concepts studied: AO1, AO2	<b>Paper 3:</b> Weimar and Nazi Germany, 1918–39  Key skills and concepts studied: AO1, AO2, AO3, AO4	The majority of this year focuses on AO1 and AO2. Students should have a firm grasp of the main  AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  AO2: Explain and analyse historical events and periods studied using second-order historical concepts.  During the Western front section students should be familiar with AO3 (Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.) Students should be able to analyse sources for their usefulness and province as well as identify how sources can be used to develop wider enquiries.
<b>Year 11</b>	<b>Paper 3:</b> Weimar and Nazi Germany, 1918–39  Key skills and concepts studied: AO1, AO2, AO3, AO4	<b>Paper 3:</b> Weimar and Nazi Germany, 1918–39  Key skills and concepts studied: AO1, AO2, AO3, AO4	<b>Paper 2 section A:</b> The Cold War  Key skills and concepts studied: AO1, AO2	<b>Paper 2 section A:</b> The Cold War  Key skills and concepts studied: AO1, AO2			Students will continued to develop there AO1, AO2 and AO3 skills.  <ul style="list-style-type: none"> <li>Students will begin to focus on the development of AO4 (Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied</li> </ul>



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### Curriculum Intent

Year 7	Year 8	Year 9	Year 10	Year 11
<p>By the end of year 7 students are able to apply key history skills such as cause and consequence, significance and change and continuity to content that they have studied. They will also have a chronological understanding of Britain from 1060 up until 1688. Students will have also studied earlier time periods, through their study of the Silk Roads.</p> <p>Students need to know about the importance of power, monarchy and religion played in society. This theme runs throughout the year 7 curriculum.</p>	<p>By the end of Year 8 students are able to confidently explain key causes and consequences and develop ideas on why events are significant. This will expand on year 7 and students will be able to discuss long and short-term consequences as well as the extent of the significance.</p> <p>The intent for the year 8 curriculum is for students to understand how the key units interconnect. For example, students should know that the Industrial Revolution was possible because of the expansion of the British Empire and that the British Empire expanded in order to fulfil the desire to make Britain a powerful industrial nation. The same concept applies to the notion of Empires being built by powerful nations to fuel exploration and the need for raw materials which led to conflict in Europe in 1914.</p>	<p>By the end of Year 9 students are able to confidently apply a range of historical second order concepts. Furthermore, students will have a clear understanding of how the world has developed during the course of the 20<sup>th</sup> century. Students will be able to use and compare different interpretations of events, as well as use historical sources to support their ideas.</p>	<p>By the end of 10 students are able to demonstrate change and continuity between different time periods and show how and why medicine progressed or regressed, and at what speed. Students will be able to apply knowledge from papers 1 and 2, through detailed explanation and analysis.</p>	<p>By the end of Year 11 students are able to analyse sources using both their provenance and content and compare different interpretations of events. Students will also be able to match interpretations to historical sources and explain why they link together.</p>