

Key Stage 3 LTP [History]

Overall Curriculum Goals

1. To open up new, national, international and local historical worlds to pupils, embracing political, social, cultural, religious, economic, scientific, artistic and military dimensions, so that pupils can understand how the past worked, how different or similar it was and why things have happened.
2. To enable pupils to develop an understanding of historical time and chronology and be able to place events in the big picture.
3. To furnish pupils' minds with historical vocabulary, concepts and expressions, which are revisited in different contexts, so that pupils articulate their thinking in history increasingly well and with increasing sophistication.
4. To enable pupils to understand that history is a construct of the past, and that people construct the past based on their own beliefs, views and contexts; that some events are viewed as more significant than others and views on significance can change.
5. To teach students how to construct structured, coherent, cogent historical narratives that weighs cause and consequence, makes connections, draws contrasts and provides reasoned perceptive analysis, disciplined by evidence.

To have a chronological understanding of the past which allows pupils from all backgrounds to access and develop an understanding of the world we live in today and how past events have been both interpreted and have shaped our lives and those around us through key themes and concepts

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Pre-1066: Were the Vikings raiders or traders?</p> <p>Concept focus:</p> <ul style="list-style-type: none"> • Were the Dark Ages really that 'Dark'? assessing the pre-1066 context including how the Saxons dealt with the Viking threat. • What impact did the Vikings have in England? Raiders / Traders interpretations <p>How did William the Conqueror consolidate his power over England?</p> <ul style="list-style-type: none"> • Why was 1066 a turning Point in English history? The succession crisis and the claimants to the throne in 1066. • Impact of Norman conquest / How did William consolidate his power over England? Harrying of the North, Castles, government action including Domesday book, Feudal system, law and order, medieval church. 	<p>Were challenges to the king's power successful in the Middle Ages?</p> <ul style="list-style-type: none"> • The role and influence of the Medieval Church on English society. The role of priests, monks, nuns and monasteries. • Challenges from the medieval church: Thomas Becket case study • Challenges from the nobility: the Magna Carta • Challenges from peasants: the impact of the Black Death, Peasants Revolt case study 	<p>Why did people go on Crusade?</p> <ul style="list-style-type: none"> • An introduction to the medieval world beyond England: Asian and African Empires in the Middle Ages, Silk Roads, Growth of Islam and the Golden Age, Mansa Musa • Why do historians disagree about why people joined the first Crusade? • Narrative of the events of first Crusade • How did the Islamic world react to the Crusades? The Muslim fightback [Zengi to Saladin] 	<p>Why did Henry VIII break with Rome?</p> <ul style="list-style-type: none"> • How did Henry Tudor [Henry VII] end the Middle Ages? • Who was Henry VIII? • The growing influence of Martin Luther / introduction to Protestantism • Why did Henry VIII 'break from Rome'? <p>What were the short- and long-term consequences of the Break with Rome?</p> <ul style="list-style-type: none"> • <u>Short term consequences of the Break with Rome</u> – Winners and Losers: Dissolution of the Monasteries / Pilgrimage of Grace Winners: Henry VIII and nobility Losers: Nuns, Poor, sick • <u>Long term consequences:</u> The Religious rollercoaster - Edward VI, Bloody Mary, Elizabeth I 	<p>Was Elizabeth's reign a 'Golden Age'?</p> <ul style="list-style-type: none"> • How did Elizabeth I overcome challenges to her throne? Gender, marriage, religion, Mary Queen of Scots • Why did England want an Empire? How connected was England to the wider world by 1603 [origins of Empire, trade, piracy, black Tudors]. • What was it like for the poor in Elizabethan times? 	<p>Why was Stuart England full of turmoil?</p> <ul style="list-style-type: none"> • Why were the Gunpowder Plotters hanged drawn and quartered? • Why did Civil War break out in 1642? • Impact of the Civil war- world turned upside down, Matthew Hopkins, politics, and the witch craze. • Did Charles I have to die? • Was Oliver Cromwell a hero or a villain? Moral laws / puritans / role in Ireland [interpretations] • Restoration and the scientific revolution: Medicine, the Royal Society, science

Key Vocabulary		Key Vocabulary		Key Vocabulary		Key Vocabulary		Key Vocabulary		Key Vocabulary	
Barbaric	Anglo-Saxon	Catholic	Monastery	Crusade	Byzantine Empire	Protestantism	Reformation	Dynasty	Execution	Turmoil	Civil war
Vikings	trade	Power	Nobility	Emperor	Pope	Martin Luther	Break with Rome	Protestant	succession	Treason	Warfare
Raiders	pillage	Hierarchy	Revolt	Holy Land	Chivalry	Annulment	Supremacy	Armada	legitimate	Parliament	Witch craze
Monarchy	government	Church	Magna Carta	Massacre	Anti-Semitism	Succession	Pope	supremacy	Middle-way	Lord Protector	Puritan
Danelaw	heir	Peasants	Barons	Crusade	Islam	Heir	Parliament	Heretic		Enlightenment	Revolution
Christianity	Medieval	Black Death	Parliament	Christianity	massacre	Rebellion	heresy			Restoration	Printing press
Claimant	Domesday	Anti-Semitism		Knights	Pilgrims	Dissolution					
Harrying	Feudal			Jihad							
Conquer	Rebellion			Holy land							
Tax	Consolidate										

1st order Concepts [highlighted ones play dominant role]

<p>Power/authority: power of a monarch; power of the Vikings (KS2 link) power of the monarch in medieval history</p> <p>Religion: establishment of Christianity in England</p> <p>Economy: introduction to education, trade and global links to England</p> <p>Diversity: Viking trade in the Middle East. Links to powerful Queens (Aethelflaed).</p>	<p>Religion: Christianity and the process of conversion/expansion</p> <p>Power/authority: Power of the monarch in medieval history</p> <p>Conflict: Comparison of warfare from early to Middle Ages</p> <p>Diversity: women of the Middle Ages</p>	<p>Religion: Religious conflict- Pagans VS Christians; Medieval Church</p> <p>Diversity: Middle East during Middle Ages</p> <p>Influence of women/Queenship.</p> <p>Conflict: Comparison of warfare between Europe and Middle East</p> <p>Power: Monarch VS Church and</p> <p>Society: Feudal System linked to why people went on Crusade</p> <p>Economy: Golden Islamic Age comparison to Medieval England</p>	<p>Religion: Papacy and pilgrimages. Features of the Catholic Church.</p> <p>Power / authority: shift of power in England transferred from Rome to England [monarchy]</p> <p>Conflict: Rebellion</p>	<p>Religion: Reformation and what religion had been like before</p> <p>Society: Tudor society</p> <p>Diversity: Women in power – Mary and Elizabeth / Black Tudors/links to the wider world.</p> <p>Power/authority: Power of the monarch</p> <p>Conflict: Rebellion / Mary Queen of Scots / Spanish Armada</p>	<p>Religion: Protestant Reformation; Gunpowder Plot / questioning religious teachings / method of control</p> <p>Society: Impact of tensions and instability on key groups in society i.e., women and the poor</p> <p>Conflict: English Civil War / types of warfare</p> <p>Science / Technology: How a lack of it led to witchcraft accusations but the development of it led to its decline</p> <p>Diversity: role of women/witchcraft</p>
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CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
<ul style="list-style-type: none"> ✓ Introduction to role of archaeology and historians ✓ Project management – Blue Coat History project ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Project management – medieval life project ✓ Oracy and debating 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating

Home learning	Home learning	Home learning	Home learning	Home learning	Home learning
The History of Blue Coat project – local history project.	Read, Write, Interpret, Explain	Read, Write, Interpret, Explain	Read, Write, Interpret, Explain	Read, Write, Interpret, Explain	Read, Write, Interpret, Explain
Read, Write, Interpret, Explain home learning					

Key Stage 3: Year 8

Overall Curriculum Goals					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>How and why did an Industrial Revolution take place? 5 lessons [4 weeks] <i>Bridging Early Modern to Industrial era</i></p> <ul style="list-style-type: none"> - 17th century England – closing the gap from Early Modern to Industrial – why was there an increase in witchcraft? - Context of the 18th century: Impact of the Enlightenment on Britain / introducing the Age of Industry, Science and Technology. - Why was there an Industrial Revolution? Transport, Empire and Technology <p>What was it like to live and work in Britain in the 18th and 19th centuries? [4 lessons – 2 weeks] Case study: Living in Manchester during the Industrial Revolution:</p> <ul style="list-style-type: none"> • Living and working conditions • Protests 	<p>What was the impact of the Industrial Revolution on Britain and the wider world? [7 lessons – 5 weeks]</p> <ul style="list-style-type: none"> - What was the British Empire? - India before British rule - Was British rule in India positive or negative? - The establishment of Slavery: The Triangle of Trade - Who /what was responsible for the abolition of slavery in the British Empire in 1833? 	<p>How and why did war break out in 1914? [8 lessons – 6 weeks]</p> <ul style="list-style-type: none"> - Europe in 1900 - A study of the MAIN causes of World War One [Militarism, Alliances, Imperialism, Nationalism, Spark] <p>M: naval race; growth of armies across Europe A: Formation of Alliances I: Moroccan Crisis; new German colonies; Africa N: German Nationalism, Serbian (Balkan) nationalism</p> <p>Spark of WW1: Assassination of Franz Ferdinand Schlieffen Plan and Britain's entry into the war.</p>	<p>What role did Britain play in World War One? [6 lessons – 4 weeks]</p> <ul style="list-style-type: none"> - Why did men join the armed forces? Includes local case study and focus on women's role in recruitment. - The nature of trench warfare and weaponry - What role did the British empire play in the war? - How did the war end? Russia out / USA in / impact of the British blockade on Germany / the armistice 	<p>Why did women gain the vote in 1918? [4 lessons]</p> <ul style="list-style-type: none"> - The Suffrage movement; suffragists and suffragettes - Women's role during World War One - How the vote came about in 1918 – Representation of the People Act 	<p>How did American become an important power in the 1920s?</p> <ul style="list-style-type: none"> - Origins of the USA – American Revolution, Founding Fathers, US Constitution. - Why was there an economic boom in the 1920s? <p>Did everyone in America prosper in the 1920s?</p> <ul style="list-style-type: none"> - What was the Roaring Twenties like? Including the loans to Europe - Who suffered in the 1920s (African Americans, Farmers, Women) Was Prohibition doomed to fail? - Great Depression - The New Deal – How did America recover from the Great Depression?
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Witchcraft Agriculture Revolution Infrastructure Cotton Economy Cholera Protest	Enlightenment Enclosures Industry Urbanisation Ventilation Public Health Vaccination	Empire trade Enslaved Exploitation Independence Abolition Imperialism Legacy	Triangle of Plantation Resistance Racism Colony Oppression	Alliances Militarism Schlieffen Plan Balkans Weltpolitik Treaty	Nationalism Imperialism Assassination Kaiser Naval race
Patriotism Conscription Pals Battalion Trench warfare Artillery Conscientious Objector Blockade Armistice	Recruitment Propaganda Western Front Front line Empire troops	Suffrage Protest Suffragettes Canaries Campaign Patriotism	Franchise Suffragists Militancy Propaganda Lobbying	Representation of the People Act	Prosperity mass production Assembly line Model T Jim Crow Laws Discrimination Segregation Stock market Unemployment Suffrage New Deal
					economic boom Roaring 20s Prohibition Laissez Faire Persecution Inequality Economic depression Dust Bowl Flappers Alphabet Agencies

Key Stage 3: Year 9

Overall Curriculum Goals					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Was Hitler entirely responsible for the outbreak of World War Two?</p> <ul style="list-style-type: none"> - Terms of the Treaty, German reaction to the Treaty - The League of Nations – Aims, strengths and weaknesses. - Rise of Fascism: Abyssinian Crisis - Hitler’s foreign policy actions (incl. Austria, Czechoslovakia, Poland) - Were the Allies justified in their policy of Appeasement? 	<p>How and why did the Holocaust happen?</p> <ul style="list-style-type: none"> - Increasing persecution in Nazi Germany across the 1930s - Escalation from 1939; Ghettos including resistance Deportation, the changing nature of camps. - Final Solution, Wannsee Conference, case study on Auschwitz - Responsibility and consequences including the Nuremburg Trials 	<p>What was the impact of Decolonisation on the wider world?</p> <p>Tension in the Middle East</p> <ul style="list-style-type: none"> - Why was the Middle East important to European powers at the start of the 20th century? - Why did the Arab Israeli war break out? <p>Partition of India</p> <ul style="list-style-type: none"> - The end of British rule - Partition - The impact of partition 	<p>How and why did British society change after World War Two?</p> <ul style="list-style-type: none"> - Windrush Generation and their impact - Tensions and Challenges faced by migrants 1950s and 1960s (Kelso Cochrane murder, Notting Hill Riot, Bristol Bus Boycott) - Enoch Powell and Rivers of Blood 1968 - Changing role and rights of migrants - Changing role and rights of women - LGBTQ+ developments 	<p>What led to progress in the civil rights of African Americans by the 1970s?</p> <ul style="list-style-type: none"> - Impact of the 13th amendment - Who was Jim Crow? - The Civil Rights Movement, 1955-1968 <p>Impact of WW2, Emmett Till, impact of the Brown ruling, 1954, Montgomery Bus Boycott 1955, Little Rock, 1957, Greensboro Sit-ins, 1960</p> <ul style="list-style-type: none"> - Who was MLK? Peaceful protest / The impact of the March on Washington, 1963 - Malcolm X –and the Black Power Movement 	<p>Why did America lose in Vietnam? [links to civil rights, post WW2 world]</p> <ul style="list-style-type: none"> - The origins of the Cold War Why did the USA get involved in Vietnam? - Gulf of Tonkin and American escalation - Who were the Viet Cong? - American tactics - Turning points (Tet, My Lai, Kent State. media) - Why did America lose in Vietnam?
<p>Key Vocabulary</p> <p>Treaty of Versailles Diktat Appeasement Armistice Fascism Appeasement Occupation Nationalism Rearmament Extremism Lebensraum</p>	<p>Key Vocabulary</p> <p>Antisemitism Aryan Boycott Gestapo Ghetto Kristallnacht Lebensraum Nuremberg Laws Wannsee Conference Concentration Camp</p>	<p>Key Vocabulary</p> <p>Arab-Israeli Conflict Palestine Holocaust Israelis Arabs Partition Balfour Ottoman Empire United Nations</p>	<p>Key Vocabulary</p> <p>Immigration migration Windrush Legacy Equality Democracy Citizen Commonwealth Discrimination multi-culturalism Legacy tolerance Persecution LGBTQ+ Diversity Liberation Abortion Decriminalisation</p>	<p>Key Vocabulary</p> <p>Segregation Minorities ‘Separate but equal’ civil rights Integration Separatism Civil Rights Movement protest Black Power Militant</p>	<p>Key Vocabulary</p> <p>Grand Alliance Communism Capitalism Soviet expansion Iron Curtain containment Aid Arms Nuclear Mutually Assured Destruction Escalation Communism Viet Cong Guerilla tactics Napalm Civilians Ho Chi Minh Trail Protest Vietnamisation</p>
1st order Concepts [highlighted ones play dominant role]					
<p>Society: Treaty of Versailles and the end of WW1. Role of Empires in the 19th and 20th centuries, impact of dictatorships on society</p>	<p>Religion: Religious persecution across minority groups as a method of control</p>	<p>Religion: Religious conflict between Arabs and Jews/Israelis</p>	<p>Society: impact of immigration on key groups in society, changing attitudes across society and its impact on British values and experiences</p>	<p>Society: Economy/society in the USA. Impact of individuals for change (e.g. suffrage movement- Citizenship); slavery in the</p>	<p>Conflict: How conflict emerged out of World War Two and how a ‘Cold War’ was different to a ‘hot war’. How the Cold War developed over time</p>

<p>Power and authority: Role of the Big Three in 1918/19, rise and impact of fascism and dictatorships in Italy and Germany, role and impact of the League of Nations, policy of appeasement 1930s</p> <p>Conflict: role of the Treaty of Versailles in causing conflict, impact of conflict in Manchuria and Abyssinia, role of Hitler in causing conflict, role of European leaders and the League of Nations in causing conflict</p>	<p>Power/authority: Role of those in power within the Nazi Party</p> <p>Society: role of eugenics / Aryan race across the Nazi regime, impact of persecution on key groups in society, roles of different groups in society</p> <p>Diversity: persecution of minority groups across time as well as in the 1930s/40s, impact of the Holocaust on groups across Europe, ways in which groups resisted the Nazi regime during the 1930s/40s. impact of the Holocaust on minorities</p>	<p>Diversity: impact of conflict on key groups</p> <p>Society: Empires within Europe; Ottoman Empire (WW1), British Empire, impact of actions on society in the Middle East, Role of trade and resources</p> <p>Conflict: role of alliances, causes of conflict, role of resources, role of key leaders in causing conflict in the Middle East</p> <p>Power/authority: Role of leaders (e.g. Presidents, monarchs etc) / changing position of countries like the Ottomans, the British, the USA in the wider world.</p> <p>Technology: Development of weaponry and modern warfare</p>	<p>Diversity: Immigration (push/pull factors). Impact of migration. Changing role of women, changing attitudes and development of the LGBTQ+ community.</p> <p>Power/authority: role of the government in driving policy, inactions and actions linked to immigration and racial hatred in Britain, increasing role of the government in light of changing attitudes.</p> <p>Local History: Migration to Oldham/Manchester and the developments as a result</p>	<p>European Empires, role of grassroots in bringing about change through protest</p> <p>Power/authority: Power of presidents/ process of American law-making / power of key groups in America and their role/impact</p> <p>Diversity: impact on federal and state policies on African Americans in both the N and S, including the struggle for Civil Rights. Role of individuals for change</p>	<p>included escalation of threat and de-escalation.</p> <p>How the role of the US escalated in the conflict in Vietnam. The nature of the conflict and warfare in Vietnam and its impact on those in power and civilians.</p> <p>Power/authority: Power of superpower leaders and how policy was shaped during the Cold War era.</p> <p>How the presidents shaped the conflict in Vietnam and dealt with the emerging issues.</p> <p>Society: Impact of the war on civilians in Vietnam and the impact on American citizens including the rise of the Anti-War protest movement.</p>
<p style="text-align: center;">CIAG</p> <ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating ✓ Roles within political systems 	<p style="text-align: center;">CIAG</p> <ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating ✓ Archivist 	<p style="text-align: center;">CIAG</p> <ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating ✓ International relations / politics 	<p style="text-align: center;">CIAG</p> <ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating ✓ Active citizens 	<p style="text-align: center;">CIAG</p> <ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating ✓ Active citizens 	<p style="text-align: center;">CIAG</p> <ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating ✓ Police ✓ Media
<p style="text-align: center;">Home learning</p> <p>Read, Write, Interpret, Explain home learning.</p>	<p style="text-align: center;">Home learning</p> <p>Read, Write, Interpret, Explain home learning.</p> <p>Holocaust internal visitor?</p>	<p style="text-align: center;">Home learning</p> <p>Read, Write, Interpret, Explain home learning.</p> <p>Wartime experience – external company??</p>	<p style="text-align: center;">Home learning</p> <p>Read, Write, Interpret, Explain home learning.</p>	<p style="text-align: center;">Home learning</p> <p>Read, Write, Interpret, Explain home learning.</p>	<p style="text-align: center;">Home learning</p> <p>Read, Write, Interpret, Explain home learning.</p>