

Long Term Plan – History (2024-25)

| <p>Overall vision: We want to enable students to empathise with a wide range of human experiences to build a common sense of the world they occupy. We want students to understand and appreciate the complexity of history and value the diversity of a wide range of human experiences from around the world. We want students to understand the human journey (political, social, economic), so that students feel enabled to become agents of change in their own lives.</p> | | | | | | | <p>Year End Points</p> |
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| HT1 | HT2 | HT3 | HT4 | HT5 | HT6 | | |
| <p>Year 7</p> | <p>Why did people want to migrate to Britain before 1066? Introduction to History/ Roman Invasion/ Anglo-Saxon Migration and The Vikings</p> | <p>How did the Norman Conquest change England? The Norman Invasion/ Norman Conquest</p> | <p>What shaped and changed people's lives? Medieval Lives/ Islamic Worlds/ The First Crusade</p> | <p>How did the power of Medieval Monarchs change? Medieval Monarchs/ Medieval Women</p> | <p>How did a medieval peasant survive? Black Death/ Peasants Revolt</p> | <p>How important was the reformation? Renaissance/ The Tudors/ Elizabeth/ The Americas</p> | <ul style="list-style-type: none"> Students will know a breadth study of history from 43-1066 on the history of pre-Norman migration to understand the dynamic landscape of Britain due to the Romans, Anglo-Saxons and Vikings. They will also be able to apply second order concepts when examining these migrant groups, such as the cause of their migration due to push and pull factors and the change that occurred Learners will also examine the significance of the Norman Conquest and the changes brought about by William I and his heirs. They will know how common features of the Medieval period, such as the feudal system and castles, were introduced to the British Isles. Students will be introduced to the second order of significant when analysing significant causes of William's victory at Hastings Students will utilise HT3, HT4 and HT5 in our depth study of the Medieval period by analysing ideas linked to religion and beliefs (pilgrimage, crusade, the Islamic world, assumed causes of the Black Death), political ideas (various monarchs such as Richard I and Edward I, the Magna Carta), social ideas (the role of women in the Medieval world, the Peasants Revolt) and economic ideas (the importance of the silk road). Students will examine interpretations in order to understand how history can be recorded in a biased fashion and how to properly assess provenance. Students will conclude Year 7 by studying up to and including the early 17th Century. They will gain knowledge on the changes in Europe (Renaissance) and England (Reformation), the individuals responsible for these changes (e.g. Tudor monarchs), and the impact Britain will begin to have on the wider world with the early colonisation of the Americas (with colonisation and empire being studied in greater depth in Y8) |
| <p>Year 8</p> | <p>Was the world turned upside-down in the Early Modern Period?? The Stuarts and English Civil War/ Britain at the end of the 18th Century</p> | <p>How did sugar, slavery and steam make Britain wealthy? Sugar and Slavery/ The Industrial Revolution</p> | <p>Why was everyone revolting in the last 250 years? American Revolution/ French Revolution / Electoral Reform/ Suffragism</p> | <p>How did Britain gain an Empire? Mughal Empire/ British Empire</p> | <p>How did the Americans conquer the West? Wild West/ US Expansion/ Indian Wars</p> | <p>How and why did the world break out in a global conflict in 1914? Causes of World War One/ The First World War</p> | <ul style="list-style-type: none"> Students will know the changes that occurred from the end of the Tudor period up until the early Georgian period. Their first topic will help them to understand key individuals who changed British history such as James I, Charles I, Oliver Cromwell and William III. Key events will be examined in order to frame the 1600s and early 1700s such as the English Civil War, the Interregnum and the Battle of the Boyne. Students will know the changing relationship between king and parliament and the growing powers that parliament will assume during this time period. Learners will also know the economic history of Britain. The "Sugar, Slavery and Steam" unit focuses on the enquiry question of how Britain acquired wealth. This acquisition of wealth will be taught to students through the growth of the sugar trade in the early modern period, the transatlantic slave trade through the early modern and industrial period, and the impact of the industrial revolution. Students will know how Britain's wealth allowed it to become a world power during this time period which will help them to understand HT4 and HT6 this year where Britain is involved in major global events. Students will know about examples of social reform and revolutions in local and world history. Chronologically they will be taught about the American Revolution, the French Revolution, the Chartists and the Peterloo Massacre, and the fight for Women's rights in the late 19th and early 20th Century. Learners will be able to compare and contrast these movements and utilise the second order concept of cause and consequence to examine how the future changed as a result of these revolutions and political groups. Students will know about the British Empire with a depth study looking at British rule in India. For this students will first examine the Mughal Empire so they have a chronological understanding of India's history from the Mughals to the East India Company and finally to the British Raj. Episodes of learning will teach the story of India and will also be framed around presenting the British Empire from multiple |

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| | | | | | | | <p>points of view (e.g. a force of industrialisation for bringing railways to India, a civilising force for removing the practice of sati, an oppressive force for mistreatment of Hindu and Muslim sepoy soldiers). Students will be able to write about contrasting arguments on British rule in India.</p> <ul style="list-style-type: none"> Students will know a breadth study of the USA in the century after the American War of Independence. Students will know the challenges that came with being an independent country, the trials and tribulations of the Wild West (including myth busting Wild West ideas often brought about through contemporary media), the key events of the expansion of the USA and finally the key conflicts of the 1800s by examining the American Civil War and the Indian Wars. Students will conclude Year 8 by knowing about the causes and developments of the First World War. The second order concept of cause will be examined by studying long-term causes (e.g. militarism, imperialism) and short-term causes (e.g. the assassination of Franz Ferdinand, the “blank cheque”) and students can demonstrate their understanding of significance by evaluating the most important cause. Learners will also examine changes in the war including the development of trench warfare, the use of new technology such as tanks, and the effect the First World War had on Britain. |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 9</p> | <p>How did the peace treaty impact Germany? Treaty of Versailles/ Weimar and Nazi Germany</p> | <p>What events caused the Second World War and how did the war develop? Causes of the Second World War/ World War Two/ High Peak in World War Two</p> | <p>What were the consequences of the Second World War? The Holocaust/ Britain Post-war/Early Cold War</p> | <p>How did oppressed people obtain rights and freedoms? US Civil Rights/British Civil Rights/Feminism</p> | <p>How did the US become involved in Vietnam? Vietnam/ Middle of the Cold War</p> | <p>Who changed Britain over the last 70 years? Late Cold War/British Politics/ 20th + 21st Century Terrorism</p> | <ul style="list-style-type: none"> Students will know the changes that occurred from the end of the First World War up until the rise of the Nazis in 1930s Germany. Their first topic will help them to understand key individuals who changed German history such as the peacemakers Woodrow Wilson and David Lloyd George, the statesmen Friedrich Ebert and Gustav Stresemann, and the dictators Benito Mussolini and Adolf Hitler. Key events will be examined in order to frame this twenty year study such as the signing of the Treaty of Versailles, hyperinflation, the Great Depression, the Enabling Act and the Night of the Long Knives. Students will know the changing political nature of Germany as it transitioned from a dictatorship under the Kaiser to a democracy under the Weimar government and back to a dictatorship under Adolf Hitler. Students will know about the causes and developments of the Second World War. The second order concept of cause will be examined by studying long-term causes (e.g. Axis dictators, the Great Depression) and short-term causes (e.g. the policy of appeasement, the Nazi-Soviet Pact) a. Learners will also examine turning points in the war including Dunkirk, Pearl Harbor, Stalingrad, D-Day and the dropping of the atomic bomb. Learners will know the effect the Second World War had on Britain with a High Peak focus. Students can demonstrate their understanding of significance by evaluating the greatest turning point in the Second World War which had the most significant consequences. Learners will know about changes that occur simultaneously and just after HT1 and HT2 topics. Students will primarily focus on the Holocaust as they examine how Jewish peoples lives changed from 1933 to 1945. Students will understand Kristallnacht, the Wannsee Conference and the implementation of the Final Solution. Other targeted groups in German occupied territories will also be examined such as the LGBTQ+ community and the persecution of disabled people. Students will also begin to learn about Britain’s changing sociopolitical landscape with the development of the Welfare State and post-war anxieties about communism Students will know what civil rights are and the story of persecuted black people first in the USA and then the UK. American Civil Rights will focus on key individuals and cases such as Rosa Parks, Emmett Till, Martin Luther King Jr and Malcolm X. British Civil Rights will focus on the development of the Notting Hill Carnival, the Bristol Bus Boycott and the Macpherson report after Stephen Lawrence’s murder. Students will be able to make comparisons between the civil rights events on both sides of the Atlantic. Students will also return to the topic of women’s rights to examine how they progressed beyond the 1918 right to vote. Students will know about the causes, developments and consequences of the Vietnam War. Students will know how the war is a flashpoint of the Cold War between the two superpowers of the world. Students will examine interpretations and sources from the war. Students will know that the war became unpopular as technology developed and a televised war damaged morale at home. Students will examine the responses to the Vietnam War such as the hippy movement. |

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| | | | | | | | <ul style="list-style-type: none"> Students will conclude their learning in Y9 by examining modern history up until the present day. The end of the Cold War will be examined to conclude the Cold War story which had originated in HT3. British individuals who caused change such as Margaret Thatcher and Tony Blair will be examined. Key events linked to terrorism from the late 20th and early 21st Century such as the Troubles and 9/11 will be examined to conclude learning. |
| Year 10 | People's Health | People's Health | Nazi Germany | Nazi Germany | Nazi Germany | Making of America | <ul style="list-style-type: none"> Students will know the changing world of public health in Britain with a breadth study that spans from 1250 to the present day. Students will know about living conditions in each time period with a focus on problems specific to that time period (e.g. cholera in the Industrial period, obesity in the modern period). Students will examine at least one example of a public health epidemic for each time period (e.g. the Black Death in the Medieval period, the Great Plague and the Gin Craze in the Early Modern Period). Students will know about the responses to public health and epidemics and evaluate their success (e.g. Dr John Baker investigating cholera in Leeds in 1832, the introduction of Plague Orders by Queen Elizabeth I in 1578) Students will know how to develop extended answers linked to the Paper 1 topic of Public Health. Students will know how to utilise second order concepts within extended answers and how to reach a clinching argument in history by presenting a historical argument in favour of one factor or case over another Students will know about the depth study of Life under Nazi Rule. This topic from 1933-45 will examine the rise and fall of the Nazis and the changes that they force Germany and conquered territories to undergo. Students will know key events linked to Nazi rule, such as the Nuremberg Laws, Kristallnacht, the invasion of Poland and the invasion of the Soviet Union. Students will know how ordinary people responded to the changes made by the Nazis with a range of compliance and support (e.g. Hitler Youth, Coco Chanel) to opposition and defiance (e.g. French Resistance, White Rose group) Students will know how to develop extended answers linked to the Paper 3 topic of Living Under Nazi Rule. This topic is linked to source analysis and interpretation skills which students will know how to answer by examining content and provenance before comparing it to their own contextual knowledge. Students will begin their Making of America topic and will know about American history from 1789 up until roughly the 1861 (the American Civil War, chapter 3 of their learning). Students will know the consequences of the American War of Independence and the development of the United States of America with some westwards expansion. |
| Year 11 | Making of America | Quarry Bank Mill | Elizabethan England | Elizabethan England | Revision | | <ul style="list-style-type: none"> Students will know about the remainder of their Making of America topic by examining changes during and beyond the American Civil War. They will examine how life changes for Black Americans and for Native Americans. They will contextualise this in key events such as the 13th Amendment and the Sioux Wars. Students will know about the USA's changing socio-economic and political landscape during the conclusion of the 19th Century as Americans put their belief of manifest destiny into practice. Students will know how to develop extended answers linked to the Paper 3 topic of Making of America. This topic is linked to essay skills with a focus on linking contextual knowledge to second order concepts. As a result, students will know how to complete a full History Paper 3. Students will examine our chosen site study of Quarry Bank Mill. They will examine the geographical location of Quarry Bank Mill, the Greg Family and the factors that led to them changing the site, activities undertaken by those linked to Quarry Bank Mill and its importance. Students will know about the challenges and benefits of Quarry Bank Mill and a study of this chosen site As a result students will know how to develop extended answers linked to Paper 2. Quarry Bank Mill is the only topic in History Paper 2. Students will know about Elizabethan England from 1580-1603 in the latter half of Elizabeth's reign. Students will know about political changes and how Elizabeth |



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| | | | | | | | <p>exercised her power through patronage, progresses and propaganda. Students will understand the religious changes and Elizabeth's "middle way" and compromise to ensure she handled the religious turmoil of 16th Century England in the best possible way. Students will know social history and how lives and culture developed under Elizabeth's reign. Students will finally examine the wider impact of the Elizabethan world with the establishment of colonies such as Roanoke and the growth of England's trade.</p> <ul style="list-style-type: none">• Students will know how to develop extended answers linked to the Paper 1 topic of The Elizabethans. As a result students will know how to work on all three History papers• Students will study revision techniques for one final period. They have studied this throughout their time at New Mills School in History but they will have an explicit period of time prior to their GCSEs beginning in order to cover content. |
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