



Year 7

	Key enquiries	Second Order Concepts studied	Intent – Why this, why now?
Autumn Michaelmas Advent	Local and world history: How the medieval world has shaped the modern world we live in through religion, authority, architecture, culture, language and society. St Bede and local history study How should Saint Bede be remembered? What is History? How do we study history? How has St. Bede's changed from 1960 to present?	Significance Change and continuity Historical enquiry	<ul style="list-style-type: none"> Understanding the significance of our namesake and analysing the local environment. Understanding what history is; analysing the significance of St Bede, analysing changes, investigating sources and asking questions about the history of our school. Cross-curricular links with Theology
	The Norman Conquest Who should be king? Why did Harold have such a nightmare year? Why did William win the Battle of Hastings? How did William control England? How much of Anglo-Saxon England survived the Norman Conquest?	Causation Change and continuity	<ul style="list-style-type: none"> Understanding the influences on medieval and modern Britain Key changes to law, culture, language, environment and social structure The last invasion of Britain and the impact of this Exploring why this significant event happened and the consequences of it
Spring Epiphany Lent	The Silk Roads & Crusades What was life like on the Silk Roads? Why did people join the first crusade? Why was crusading so challenging?	Causation Diversity	<ul style="list-style-type: none"> Impact on modern-day conflicts Understanding the exchange of knowledge, ideas, cultures and beliefs which had an impact on the history of civilisations. Learning about Islam and Christianity in a historical context. Exploring the diversity of the Silk Roads
	Medieval Monarchs How successful were Medieval Monarchs? Who was Becket and why did he clash with the king? Why did the barons rebel? How should we remember King John? - 'King John was a tyrant not a king.' How far do you agree with this statement?	Causation Interpretation	<ul style="list-style-type: none"> Understanding the concept of monarchy & power The beginnings of democracy and parliament Exploring different interpretations of monarchs impacts and achievements Exploring the changing relationship between church, monarch and state
Summer Easter	Medieval Society - The Black Death & the Peasants' Revolt	Diversity and historical narratives	Historical fiction topic – Black Death



<p>Trinity</p>	<p>Who or what was important in Medieval England? What difference did the Black Death make in Walsham?</p> <p>How significant was the Black Death 1348 in comparison to the Peasants' Revolt of 1381?</p> <p>Cambridge Historical Enquiry</p> <p>Local study: How has Cambridge changed over time? What can surviving sites tell us about Cambridge?</p>	<p>Significance Historical Enquiry and evidence</p>	<ul style="list-style-type: none"> • Social history of ordinary people • Microstudy of how significant events impact ordinary lives. • Understanding the local environment • Investigating physical features • Challenges and benefits of studying a historical site
	<p>The English Reformation and the Renaissance</p> <p>What changed, 1450-1550?</p> <p>What kind of change was the English Renaissance and Reformation?</p> <p>The Aztec Empire</p> <p>Who or what can tell us about the Aztecs?</p>	<p>Change and continuity Evidence Interpretations</p>	<ul style="list-style-type: none"> • The beginning of modern Britain • Significant scientific and technological changes in the wider world. • Cross-curricular links with Theology • Assessing how life changed in the Early Modern period in England and across the world. • Understanding the Aztecs through sources • Introducing Empire and colonisation • Analysing sources and interpretations to challenge interpretations of empire



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Autumn Michaelmas Advent	Exploring Empires – what is an empire? What should you know about empire? How should we talk about empire? The Mughal Empire Who was the greatest Mughal Emperor? Why is the Koh-i-Noor so controversial? Who should have the Koh-i-Noor Diamond?	Significance Interpretation	<ul style="list-style-type: none"> • Exploring how radical ideas, empire and freedom influenced Britain and its connected world 1500-2000. • Wider world study • Comparing different ideas about power and leadership • Providing context for the British colonisation of India and the process of decolonisation • Analysing sources and interpretations to challenge interpretations of empire
	Exploring Empires - Who should be commemorated outside Parliament in London? How should we remember? The Wars of the Three Kingdoms –The English Civil War Why did war break out? Why did the NMA win the war? Cromwell – Interpretations – how should we remember Cromwell?	Causation Interpretation	<ul style="list-style-type: none"> • Building on prior learning about monarchy and parliament. • A turning point in British history • The only time the country has been a republic. Altered the relationship between monarch and Parliament, stirring questions of power and democracy that led to the long, slow rise of Parliament as the main instrument of power. • Analysing interpretations of Cromwell and his rule.
Spring Epiphany Lent	African Kingdoms pre-1700 How can we learn about African history before written sources? Did the Obas of Benin in the 1500s rule like the Mansas of Mali in the 1300s?	Evidence	<ul style="list-style-type: none"> • Wider world study • To celebrate diverse cultures and make comparisons • To analyse evidence before written sources
	Exploring Revolution – what is a revolution? How does revolution change the lives of ordinary people? How does revolution link to the study of Empire? The Industrial Revolution How revolutionary was the Industrial Revolution for ordinary people? The African Diaspora Experiences of African people in Britain, America and countries in Africa; including rebellions The Transatlantic Slave Trade Why was slavery abolished?	Evidence Diversity and change/continuity Causation	<ul style="list-style-type: none"> • Analyse the meaning and influence of revolution on a society • Compare how life changed for ordinary people in Britain during this significant time. Links to the changing role of women. • Focus on the contribution of African Americans to society and the importance of equal rights • Focus on language to challenge biases and how to address the legacies of injustice and racism • Understanding the movements of and the history of the descendants of the native West and Central Africans who were enslaved and shipped to the Americas via the Atlantic slave trade 16th-19th centuries • Focus on experiences, rebellions, the slave trade and abolition



History Curriculum Long Term Plan

St Bede's Inter-Church School

<p>Summer Easter Trinity</p>	<p>World War One</p> <p>Why did WWI begin?</p> <p>Historical Enquiry (WWI and WWII)</p> <p>World War Two</p> <p>How fair was the Treaty of Versailles?</p> <p>What can we learn from Hollywood's presentation of the events of WWII?</p>	<p>Causation Historical enquiry and evidence Interpretations</p>	<ul style="list-style-type: none">• Major world event exploring why it happened and the consequences• Links previous learning of empire & the Industrial Revolution• Conflict arising from opposing power ideologies, which shaped our world• Understanding democracy and dictatorship• Understanding varying interpretations of significant events
	<p>The Holocaust</p> <p>What stories lie behind photographs?</p> <p>Equal rights for women</p> <p>How did women's roles change in society?</p> <p>How should we talk about the Empire?</p>	<p>Evidence Change and continuity</p>	<ul style="list-style-type: none">• Explain how genocide happened and how behaviour of the Nazi party and ordinary people impacted Jewish people and other people• Importance of tolerance and respecting others in modern society• Understanding how women achieved the vote and how their roles changed in society• Understanding the current debates about decolonisation of the British Empire and reflecting on the language we should use to talk about Empire• Links to modern women's rights



Year 9

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Autumn Michaelmas Advent	Migration to Britain, 1066-present How welcome were migrants to Britain 1066-present?	Change and continuity Interpretations	<ul style="list-style-type: none"> • Thematic study focused on knowledge of the wider changes in Britain and the world • Celebrate and create curiosity about people's experiences and attitudes in the past and to deepen understanding of the long history of Britain as a diverse society • For some at St Bede's, connecting history to their own lives and experiences • Encourage tolerance and respect for other cultures • Engage with contemporary debates about immigration in Britain • A broad overview which allows students to reach their own evidence-based conclusions. • Students should be able to understand, when reading primary source material, the motivations and aims of the writers, and place them in their proper historical context, rather than applying 21st century value judgements to people in the past.
	From Autocracy to Communism: Autocracy, the Russian Revolution and Dictatorship 1905-1953 What really happened during the Russian Revolution in 1917? Who was telling the truth about the storming of the Winter Palace? How effective was Stalin at controlling the truth?	Causation Interpretations	<ul style="list-style-type: none"> • Understand a political change in the 20th Century, including the differences between Capitalism and Communism • Developing understanding of revolution • Consider the experiences and perspectives of individuals and groups during a time of upheaval. • Understanding the rise of the Soviet Union and shifting superpower relations, with the decline of Empires. • Wider world depth study • Understand the role of a dictator and how Stalin controlled Russia
Spring Epiphany Lent	The Cold War 1941-1995 When was the Cold War at its hottest? Emerging super-power rivalry 1945–1949; actions of the USSR in Eastern Europe 1945–1948 and response of USA and its allies. Cold War confrontations: Berlin Wall 1961 and the Cuban Missile Crisis 1962; Cold War conflicts: Vietnam War, the Soviet war in Afghanistan.	Change and continuity Significance	<ul style="list-style-type: none"> • Wider world study • Understanding the role of the superpowers and the changing geo-political issues • Understanding the changing international order after 1945 and its consequences (nationalism, internationalism, economic forces, ideologies) • Links to current political tensions and changing interpretations of the responsibility for Cold War tensions



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	American Civil Rights Movement Who transformed the American Civil Rights movement?	Diversity Significance Change and continuity	<ul style="list-style-type: none"> Understand why and how prejudice and discrimination happened, including racism, in the past and modern society. Focus on the struggle and ingenuity of citizens in the United States to gain equality before the law. Understanding the factors which encouraged and discouraged change during this period Focus on significant individuals and events that influenced change Prior learning for Making of America GCSE unit.
Summer Easter Trinity	GCSE The People's Health, 1250-present Teacher's Guide: https://www.ocr.org.uk/Images/307868-the-people-s-health-c.1250-present-teachers-guide.pdf	Change and continuity Causation Diversity Significance	The unit is divided into four chronological periods. The study is organised around three issues: the impact of living conditions on people's health, the response to epidemics, and attempts to improve public health. Students also cover an overview of the chronological period. Health is a fundamental aspect of human history and has an immediate connection with students' own lives. As a thematic study, it creates curiosity about people's experiences and attitudes in the past. The People's Health, c.1250 to present will help students to make sense of contemporary debates about our environment, the way we respond to disease and the role of government in protecting our health. This unit will help students to develop a richer understanding of the experiences and attitudes of people in the past. Students will trace changes and continuities over time, and understand these in the context of the characteristic features of different periods.
	The People's Health, 1250-present		



Year 10

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Autumn Michaelmas Advent	The Norman Conquest 1065-1087 Teacher's Guide: https://www.ocr.org.uk/Images/335133-the-norman-conquest-1065-1087-teachers-guide.pdf	Interpretations Evidence Historical Enquiry Change and continuity Causation Diversity Significance	Students have an opportunity to build on their prior learning at Key Stage 3 and so develop a much deeper understanding of this crucial turning point in English history. Students will look at the main features of late Anglo-Saxon and early Norman England and look at the interplay of political, military, religious, economic, social and cultural forces. Students will have the opportunity to look at a wide range of interpretations – history books, films, novels and illustrations as they study the myth of 'the Norman yoke'. Students will examine local case studies for example local Domesday Book entries, a local Norman castle and rebellions.
	The Norman Conquest 1065-1087		
Spring Epiphany Lent	Living Under Nazi Rule 1933-45 Teacher's Guide: https://www.ocr.org.uk/Images/311760-life-in-nazi-germany-1933-1945-teachers-guide.pdf	Interpretations Evidence Diversity Causation Change and continuity Significance	This course charts the policies and impact of the Third Reich. Students have an opportunity to build on their prior learning at Key Stage 3 and so develop a much deeper understanding of this crucial depth study of world history. This unit focuses on the impact of the Nazi regime on the German people. Students will be taught the impact changes had over the 12 years and the experience of the people is not stationary during this time. Simplistically there are two clear phases: pre-war and post-war. Students will look at the diversity of people in Nazi Germany and opposition to the regime. Students will examine individual and group stories. Students examine how the Holocaust happened and why the Holocaust started.
	Living Under Nazi Rule 1933-45		
Summer Easter Trinity	History Around Us Site Study: The Tower of London	Historical Enquiry Evidence Interpretations Change and continuity Diversity	In this unit of work students will examine and analyse a historical site: The Tower of London. Students will build on the skills they developed at Key Stage 3 of historical enquiry: observation, recording, questioning, collating, relating visual and written evidence, relating new and specific evidence to recalled general knowledge. Students will focus on key people and specific parts of the Tower of London to understand how the stones can tell the stories of the people that were connected to the Tower.
	History Around Us Site Study		



Year 11			
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Autumn Michaelmas Advent	History Around Us Site Study		
	The Making of America 1789-1900 Teacher's guide: https://www.ocr.org.uk/Images/300044-the-making-of-america-1789-1900-teachers-guide.pdf	Change and continuity Diversity Causation	The Making of America unit is a fascinating way to study the construction of American identity and the battles over what this was to mean. The period study approach allows students to develop a sense of the unfolding narrative of American history and to see how big issues such as race relations play out over time. America was not always the economic powerhouse it is today, but the story of its meteoric rise has its roots in the late 1700s. Equally, the American nation did not always stretch from coast to coast in the continent of North America, but the story of how that expansion began also has its history in the eighteenth century. Students will study many of the historic issues with race relations which have their origins in the America of the eighteenth and nineteenth centuries.
Spring Epiphany Lent	The Making of America 1789-1900		
	The Making of America 1789-1900 Revision		
Summer Easter Trinity	Revision		Students follow a revision programme alongside the teaching of the GCSE course as part of their homework and in class knowledge retrieval practice. Students are supported with their revision using resources on Office 365 Teams, such as knowledge organisers, revision activities, revision guides, exam questions, quizzes and model answers.

Information about the disciplinary concepts for history can be found here: <https://www.history.org.uk/secondary/categories/pp-disciplinary-concepts>