

# History Year 7 Curriculum Plan

## Resources for KS3 - [KS3 History - BBC Bitesize](#)

| Year 7 | Topic 1         |                                                                                                                                                                                         | Topic 2                                                                                                                                                                                                                                                                                       | Topic 3                                                                                                                                                                    | Topic 4                                                                                                                                                                                                                                                                                              | Topic 5                                                                                                                                                                                                                                                                                              | Topic 6                                                                                                                                                                                                                                                           |
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|        | PRIOR LEARNING  | <p><b>Ancient History - Does history belong in the past?</b></p> <p><b>Ancient Egypt</b></p> <p>This unit builds to establish firm foundations from key stage 2 in Ancient History.</p> | <p><b>Medieval – How did the ruling of England change in 1006?</b></p> <p>This unit builds to establish firm foundations from key stage 2 in the understanding of conquest, invasion and society changes.</p>                                                                                 | <p><b>How did the Tudors rule England?</b></p> <p>This unit builds to establish firm foundations from key stage 2 in Tudor England and societal and religious changes.</p> | <p><b>How does religion change over time?</b></p> <p>This unit builds to establish firm foundations from key stage 2 in conquest and invasion and the impact that has on the religion of a county.</p>                                                                                               | <p><b>The English go to war in 1642?</b></p> <p>This unit builds to establish firm foundations from key stage 2 in the concept of a civil war and revolution.</p>                                                                                                                                    | <p><b>Why did the French revolt?</b></p> <p>This unit builds to establish firm foundations from key stage 2 in the concept of a civil war and revolution.</p>                                                                                                     |
|        | KNOWING WHAT... | <p>To assess life and society in Ancient Egypt and to analyse what happened to Tutankhamun in his death.</p>                                                                            | <p>Changes made to British society and landscape</p> <p>Medieval culture and religion (God), buildings</p> <p>How life was for people living in villages and towns</p> <p>Crime and punishment</p> <p>The effect the Plague had on the country and what we know today regarding diseases.</p> | <p>Who the Tudors are</p> <p>How the each ruled England</p> <p>Why so many changes with religion took place</p> <p>The impact and consequence of their reigns</p>          | <p>To understand how wars are fought</p> <p>To understand the human and material cost of war</p> <p>To understand the political machinations which result in nations entering civil war</p> <p>To understand how war can shape the future in a country and change the political DNA of the state</p> | <p>To understand how wars are fought</p> <p>To understand the human and material cost of war</p> <p>To understand the political machinations which result in nations entering civil war</p> <p>To understand how war can shape the future in a country and change the political DNA of the state</p> | <p>How France was ruled</p> <p>The fights/revolutions that have taken place to enable society to be as it is now</p> <p>The divide between the rich and the poor (estate system)</p> <p>To compare the change a continuity of what has changed over the time.</p> |
|        | KNOWING HOW...  | <ul style="list-style-type: none"> <li>Chronology</li> <li>Written argument</li> <li>Judgement</li> <li>Source analysis</li> </ul>                                                      | <ul style="list-style-type: none"> <li>Chronology</li> <li>Cause and consequence</li> </ul>                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Historical scholarship</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>Significance</li> <li>Judgement</li> </ul>                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Explanation</li> </ul>                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Source analysis</li> <li>inferences</li> </ul>                                                                                                                                                                             |

|  | ASSESSMENT | Formal Knowledge Check including prior knowledge questions, topic related questions and a skills task (disciplinary knowledge) based on source analysis and inferences. | Formal Knowledge Check including prior knowledge questions, topic related questions and a skills task (disciplinary knowledge) based on chronology and the cause and consequence of events. | Formal Knowledge Check including prior knowledge questions, topic related questions and a skills task (disciplinary knowledge) based on historical scholarship and the analysis of interpretations and viewpoints. | Formal Knowledge Check including prior knowledge questions, topic related questions and a skills task (disciplinary knowledge) based on the significance of events and creating a judgement. | Formal Knowledge Check including prior knowledge questions, topic related questions and a skills task (disciplinary knowledge) based on explanations. | End of Year Exam: Formal Knowledge Check including prior knowledge questions, topic related questions and a skills task (disciplinary knowledge) based on source analysis and inferences. |
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## History Year 8 Curriculum Plan

| Year 8 | Topic 1        |                                                                                                                                                            | Topic 2                                                                                                                                                                                                                                                                                                                                                                                                                                          | Topic 3                                                                                                                                                                                                                                                                | Topic 4                                                                                                                                                                                                                                                                 | Topic 5                                                                                                                                                                                                                                                                                                                                                                                                              | Topic 6                                                                                                                                                                                                                                                                                                                                                                                                                |
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|        | PRIOR LEARNING | <b>How has history changed Lancashire?</b><br><br>This unit builds to establish firm foundations from key stage 2 in societal changes and where they live. | <b>How has parliament gained more power and our monarchy lost power?</b><br><br>This unit builds to establish firm foundations from key stage 2 with the concepts of power, monarchy, democracy and the ruling of a country.                                                                                                                                                                                                                     | <b>Who benefitted from the Industrial Revolution?</b><br><br>This unit builds to establish firm foundations from key stage 2 with the concept of revolution and change and Georgian and Victorian England. Pupils may have some prior knowledge on the British Empire. | <b>What is the impact of Britain on world history?</b><br><br>This unit builds to establish firm foundations from key stage 2 in understanding of migration and the movement of people to and from Britain. Pupils may have some prior knowledge on the British Empire. | <b>What impact has the Slave Trader had on the world?</b><br><br>This unit builds to establish firm foundations from key stage 2 with the concept of slavery or serfdom in Year 7. Pupils may have some prior knowledge on the British Empire.                                                                                                                                                                       | <b>To what extent did Black people achieve Civil Rights in the USA?</b><br><br>This unit builds to establish firm foundations from key stage 2 in the study of minorities and key people such as Rosa Parks.                                                                                                                                                                                                           |
|        |                | KNOWING WHAT...                                                                                                                                            | Where is Lancashire in Britain, and why we live here.<br>Key events that have happened in Lancashire with have affect the history and culture of people from Lancashire.<br>Place world events in the context of how that affected the people of Lancashire (Industrial Revolution, World War one and World War two).<br>To understand why Bamber Bridge, Preston and Lancashire are now different to the places they have been throughout time. | How France was ruled<br>How other countries around the world are ruled.<br>The fights/revolutions that have taken place to enable society to be as it is now.<br>To compare the change a continuity of what has changed over time.                                     | To know what Revolution is<br>To know the changes that take place to the landscape of Britain<br>To understand the change on society, from farming to industry.<br>To understand the changes that take place, especially poverty and child workers.                     | To know the history behind the creation of the United Kingdom and the British Empire/Commonwealth<br>To know the role of Britain in countries that were part of the British Empire<br>To know the legacy that the British Empire has had on Britain and those countries in the Empire, including the English language.<br>To know the impact of the positive cultural impact that many migrants have made to the UK. | To know what the Transatlantic Slave Trade was<br>To know the role Britain had in the Slave Trade, and the impact British history has had on Modern day America.<br>To understand the history of the people taken from Africa during the Slave trade and the importance of the African-American population.<br>To examine the reasons why the Slave Trade was abolished, slavery was abolished and the legacy of this. |

|  | KNOWING HOW... | <ul style="list-style-type: none"> <li>Chronology</li> <li>Source analysis</li> <li>Inferences</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>Chronology</li> <li>Cause and consequence</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>Historical scholarship</li> </ul>                                                                                                                                                  | <ul style="list-style-type: none"> <li>Significance Judgement</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li><b>Explanation</b></li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>Source analysis inferences</li> </ul>                                                                                                                     |
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|  | ASSESSMENT     | <b>Formal Knowledge Check</b> including prior knowledge questions, topic related questions and a skills task (disciplinary knowledge) based on source analysis and inferences. | <b>Formal Knowledge Check</b> including prior knowledge questions, topic related questions and a skills task (disciplinary knowledge) based on chronology and the cause and consequence of events. | <b>Formal Knowledge Check</b> including prior knowledge questions, topic related questions and a skills task (disciplinary knowledge) based on historical scholarship and the analysis of interpretations and viewpoints. | <b>Formal Knowledge Check</b> including prior knowledge questions, topic related questions and a skills task (disciplinary knowledge) based on the significance of events and creating a judgement. | <b>Formal Knowledge Check</b> including prior knowledge questions, topic related questions and a skills task (disciplinary knowledge) based on explanations. | <b>End of Year Exam: Formal Knowledge Check</b> including prior knowledge questions, topic related questions and a skills task (disciplinary knowledge) based on source analysis and inferences. |

## SUBJECT Year 9 Curriculum Plan

| Year 9 | Topic 1        |                                                                                                                                                         | Topic 2                                                                                                                                                                                | Topic 3                                                                                                                                                                                                                  | Topic 4                                                                                                                                                                                                           | Topic 5                                                                                                                                                                                     |  |
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|        | PRIOR LEARNING | <b>Why did the world go to war in 1914?</b><br><br>This unit builds to establish firm foundations from KS3 when looking at different wars and conflict. | <b>What was the Holocaust?</b><br><br>This unit builds to establish firm foundations from KS3 when looking at treatment of others and persecution and racism (Civil Rights/ Crusades). | <b>Why did the world go back to war in 1939?</b><br><br>The unit builds to establish firm foundation of war and conflict from further studied wars such as WW1, Battle of Hastings, War of the Roses, English Civil War. | <b>How did the post-war tensions of the USSR and USA affect Europe?</b><br><br>The unit builds to establish firm foundation of societal changes and earlier taught chronology of World War One and World War Two. | <b>20<sup>th</sup> century America; was it really the 'land of the free'?</b><br><br>The unit builds on understanding of World War One and the impact the war had on the rest of the world. |  |

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|  | KNOWING WHAT ... | Where Britain is in Europe<br>Why countries maintain strong militaries<br>Systems of governance of 20th century Europe<br>How Franz Ferdinand's assassination tipped the continent into war | How Jews had suffered persecution prior to Holocaust<br>How there was a gradual progression of hostility towards Jews in Nazi Germany<br>The mechanics of the Holocaust and how atrocities were committed<br>How Jews resisted events and eventually were liberated | To understand how wars are fought<br>To understand the human and material cost of war<br>To understand the political machinations which result in nations entering war<br>To understand the nature of the Second World War and how it impacted the future of the 20th century and even today | To understand what happened with the relationship of the Big Three and the Grand Alliance.<br>To understand the impact of the creation of the atomic bomb.<br>To understand the events of the Cold War.<br>To understand what happens to Germany and the USSR. | To understand how the USA emerged as a superpower at the end of World War One.<br>To analyse the 'Golden Age' and the Roaring 20s.<br>To analyse the impact of the negative impact of the 1920s for America and the rest of the world.<br>To understanding the consequences of the Wall Street Crash on the USA and the rest of the world. |                                                                                                                                                                                                  |
|  | KNOWING HOW ...  | <ul style="list-style-type: none"> <li>Chronology</li> <li>Source analysis</li> <li>Inferences</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>Chronology</li> <li>Cause and consequence</li> </ul>                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Historical scholarship</li> </ul>                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Significance</li> <li>Judgement</li> </ul>                                                                                                                                                                              | Explanation                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Source analysis inferences</li> </ul>                                                                                                                     |
|  | ASSESSMENT       | <b>Formal Knowledge Check</b> including prior knowledge questions, topic related questions and a skills task (disciplinary knowledge) based on source analysis and inferences.              | <b>Formal Knowledge Check</b> including prior knowledge questions, topic related questions and a skills task (disciplinary knowledge) based on chronology and the cause and consequence of events.                                                                  | <b>Formal Knowledge Check</b> including prior knowledge questions, topic related questions and a skills task (disciplinary knowledge) based on historical scholarship and the analysis of interpretations and viewpoints.                                                                    | <b>Formal Knowledge Check</b> including prior knowledge questions, topic related questions and a skills task (disciplinary knowledge) based on the significance of events and creating a judgement.                                                            | <b>Formal Knowledge Check</b> including prior knowledge questions, topic related questions and a skills task (disciplinary knowledge) based on explanations.                                                                                                                                                                               | <b>End of Year Exam: Formal Knowledge Check</b> including prior knowledge questions, topic related questions and a skills task (disciplinary knowledge) based on source analysis and inferences. |

## History Year 10 Curriculum Plan

[Medicine in Britain, c.1250 to the present day - GCSE History - BBC Bitesize](#)

[The Cold War - National 4 History - BBC Bitesize](#)

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|-----|---------|---------|---------|---------|---------|---------|
| Y e | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
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|  | <b>PRIOR LEARNING</b>   | <b>Option 11: Medicine in Britain c1250-present and the British sector of the Western Front, 1914-1918: injuries, treatment and the trenches</b><br>This unit builds to establish firm foundations from key stage 3 in terms of societal changes from the Medieval period to the Renaissance period (Tudors and Stuarts).                                                                                                       | <b>Option 11: Medicine in Britain c1250-present and the British sector of the Western Front, 1914-1918: injuries, treatment and the trenches</b><br>This unit builds to establish firm foundations from key stage 3 in terms of societal changes from the Industrial period to Modern Day Britain. Including previous study of the First World War.                                                                                                                                                                                                                            | <b>Option P4: Superpower relations and the Cold War, 1941-91</b><br><br>This unit builds to establish firm foundations from KS3, on the politics of the 20 <sup>th</sup> century, the consequences of World War Two and the Cold War.                                                                                                                 | <b>Option P4: Superpower relations and the Cold War, 1941-91</b><br><br>This unit builds to establish firm foundations from KS3, on the politics of the 20 <sup>th</sup> century, the consequences of World War Two and the Cold War.                                                                                                                 | <b>Option 33: The USA, 1954-75: conflict at home and abroad</b><br><br>This unit builds to establish firm foundations on persecution and racism and civil rights that has been looked at in Year 8. | <b>Option 33: The USA, 1954-75: conflict at home and abroad</b><br><br>This unit builds to establish firm foundations on persecution and racism and civil rights that has been looked at in Year 8. |
|  | <b>KNOWING WHAT ...</b> | <b>Medieval Medicine</b> <ul style="list-style-type: none"> <li>Ideas about causes of disease</li> <li>Ideas about diagnosis</li> <li>Ideas about treatments</li> <li>Care</li> <li>Case Study of the Black Death 1348-1349</li> </ul> <b>Renaissance Medicine</b> <ul style="list-style-type: none"> <li>Ideas about causes of disease</li> <li>Ideas about diagnosis</li> <li>Ideas about treatments</li> <li>Care</li> </ul> | <b>Industrial Medicine</b> <ul style="list-style-type: none"> <li>Ideas about causes Of disease</li> <li>Ideas about diagnosis</li> <li>Ideas about treatments</li> <li>Care</li> </ul> <b>Medicine on the Western Front</b> <ul style="list-style-type: none"> <li>Context of medicine in the war</li> <li>Battles</li> <li>Treatments and the RAMC</li> <li>Chain of Evacuation</li> </ul> <b>Medieval Medicine</b> <ul style="list-style-type: none"> <li>Ideas about cause disease</li> <li>Ideas about diagnosis</li> <li>Ideas about treatments</li> <li>Care</li> </ul> | Early tensions between the East and the West<br><br>The development of the Cold War<br><br>Intensifying of the Cold War (Warsaw pact, Hungary)<br><br>Cold War crises, 1958-70 (Berlin, Cuba, Czechoslovakia)<br><br>Attempts to reduce tensions between East and West<br><br>Afghanistan and the Second Cold War<br><br>Collapse of the Soviet Union | Early tensions between the East and the West<br><br>The development of the Cold War<br><br>Intensifying of the Cold War (Warsaw pact, Hungary)<br><br>Cold War crises, 1958-70 (Berlin, Cuba, Czechoslovakia)<br><br>Attempts to reduce tensions between East and West<br><br>Afghanistan and the Second Cold War<br><br>Collapse of the Soviet Union | The position of black Americans in the early 1950s<br><br>Progress in education<br><br>The Montgomery Bus Boycott and its impact, 1955-1960<br><br>Opposition to the civil rights movement          | Progress 1960-1952<br><br>Peaceful protests and their impact 1963—65<br><br>Malcolm X and Black Power 1963-70<br><br>The civil rights movement 1965-74                                              |

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|  | KNOWING HOW... | <ul style="list-style-type: none"> <li>Describe</li> <li>Source analysis</li> <li>Follow up a source</li> <li>Explain</li> <li>Argument</li> <li>Comparison</li> </ul> | <ul style="list-style-type: none"> <li>Describe</li> <li>Source analysis</li> <li>Follow up a source</li> <li>Explain</li> <li>Argument</li> <li>Comparison</li> </ul> | <ul style="list-style-type: none"> <li>Consequence</li> <li>Importance</li> <li>Narrative Account</li> </ul> | <ul style="list-style-type: none"> <li>Consequence</li> <li>Importance</li> <li>Narrative Account</li> </ul> | <ul style="list-style-type: none"> <li>Source analysis</li> <li>Explain</li> <li>Interpretations</li> <li>Argument</li> <li>Significance</li> </ul> | <ul style="list-style-type: none"> <li>Source analysis</li> <li>Explain</li> <li>Interpretations</li> <li>Argument</li> <li>Significance</li> </ul> |
|  | ASSESSMENT     | Knowledge test and GCSE based examination questions from Paper 1                                                                                                       | Knowledge test and GCSE based examination questions from Paper 1                                                                                                       | Knowledge test and GCSE based examination questions from Paper 2                                             | Knowledge test and GCSE based examination questions from Paper 2                                             | Knowledge test and GCSE based examination questions from Paper 3                                                                                    | Knowledge test and GCSE based examination questions from Paper 3                                                                                    |

## History Year 11 Curriculum Plan

[The USA, 1954-75 - GCSE History - BBC Bitesize](#)

[Elizabeth I - GCSE History - BBC Bitesize](#)

| Year 11        |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                          |         |         |
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|                | Topic 1                                                                                                                                                                                                                                                                                            | Topic 2                                                                                                                                                                                                                                                                                            | Topic 3                                                                                                                                                                                                                                                                                  | Topic 4                                                                                                                                                                                                                                                                                  | Topic 5 | Topic 6 |
| PRIOR LEARNING | <p><b>Option 33: The USA, 1954-75: conflict at home and abroad</b></p> <p>This unit builds to establish firm foundations from key stage 3 in political rivalry of the 20<sup>th</sup> century. This also builds on the context of the period studied for the Cold War as well as Civil Rights.</p> | <p><b>Option 33: The USA, 1954-75: conflict at home and abroad</b></p> <p>This unit builds to establish firm foundations from key stage 3 in political rivalry of the 20<sup>th</sup> century. This also builds on the context of the period studied for the Cold War as well as Civil Rights.</p> | <p><b>Option B4: Early Elizabethan England, 1558-88</b></p> <p>This unit builds to establish firm foundations from key stage 3 in the context of the Tudor period and societal changes under Elizabeth I. Pupils have also studied the religious changes and consequences in Year 7.</p> | <p><b>Option B4: Early Elizabethan England, 1558-88</b></p> <p>This unit builds to establish firm foundations from key stage 3 in the context of the Tudor period and societal changes under Elizabeth I. Pupils have also studied the religious changes and consequences in Year 7.</p> |         |         |

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|  | KNOWING WHAT... | <p>Reasons for US involvement in the conflict in Vietnam, 1954-63</p> <p>Escalation of the conflict under Johnson</p> <p>The nature of the conflict in Vietnam 1964-68</p> <p>Changes under Nixon 1969-73</p> | <p>Opposition to the war</p> <p>Support for the war</p> <p>The peace process and the end of the war</p> <p>Reasons for the failure of the USA in Vietnam</p>  | <p>The situation on Elizabeth's accession</p> <p>The 'settlement' of religion</p> <p>Challenges to the religious settlement</p> <p>The problem of Mary, Queen of Scots</p> <p>Plots and revolts at home</p> <p>Relations with Spain</p> | <p>The outbreak of war with Spain, 1585-1588</p> <p>The Armada</p> <p>Education and leisure</p> <p>The problem of the poor</p> <p>Exploration and voyages of discovery</p> <p>Raleigh and Virginia</p> |  |  |
|  | KNOWING HOW...  | <ul style="list-style-type: none"> <li>• Source analysis</li> <li>• Explain</li> <li>• Interpretations</li> <li>• Argument</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>• Source analysis</li> <li>• Explain</li> <li>• Interpretations</li> <li>• Argument</li> <li>• Significance</li> </ul> | <ul style="list-style-type: none"> <li>• Describe</li> <li>• Explain</li> <li>• Argument</li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li>• Describe</li> <li>• Explain</li> <li>• Argument</li> </ul>                                                                                                    |  |  |
|  | ASSESSMENT      | Knowledge test and GCSE based examination questions from Paper 3                                                                                                                                              | PPE 1 based on skills questions from Paper 1 and Paper 2.                                                                                                     | Knowledge test and GCSE based examination questions from Paper 2                                                                                                                                                                        | PPE 2 GCSE paper 1 and Cold War section of paper 2.                                                                                                                                                    |  |  |