



The Brades Lodge

Long Term Planning for: History

	Autumn			Spring			Summer		
Year 7	Unit 1 What's it all about Baseline assessment			Unit 2 How did Medieval Monarchs keep control? Offsite visit – Warwick castle			Unit 5 Elizabeth 1: How did she tackle the problems of her reign?		
	Timelines, Chronology & units of time, Types of history, Historical evidence, Primary & Secondary sources, fact & opinion, Anachronisms, Bias and propaganda.			Monarch succession, invasion and alliances, Key individuals, Feudal system and the Domesday book, The Bayeux Tapestry and Motte and Bailey castles.			War of the Roses, The Tudor family tree, Henry VIII's rule, The Reformation, Elizabeth I's upbringing, appearance, marital and heir concerns. Mary Queen of Scots and the Spanish Armada.		
	Intent To understand a range of historical concepts that aid the study of history.	Implementation Students will have access to individual, paired and group tasks. Differentiated written tasks. Opportunities to handle a variety of primary and secondary sources as well as video clips & news reports	Impact Students will be able to organise events chronologically. Draw conclusions about events or key individuals using a variety of sources. Recognise bias in sources and reflect upon the reliability. Use a variety of concepts to make balanced judgements.	Intent To explore the challenges faced by medieval monarchs.	Implementation Students will have access to individual, paired and group tasks. Differentiated written tasks. Opportunities to view archived items using ICT/Internet research and recreate own versions. Offsite trip to Warwick castle.	Impact Students will have knowledge of how the medieval monarchy progressed, recognise leadership methods, successes and failures, explain how monarchs kept control & explain the power and role of the church.	Intent To identify the key issues facing Elizabeth I & investigate how she dealt with issues in England and Europe.	Implementation Students will have access to individual, paired and group tasks. Differentiated written tasks. Source tasks; looking at paintings, speeches, letters as well as opportunities for internet & text book research.	Impact Students will have knowledge of the main challenges faced by Elizabeth I. they will recognise the significance of religion during this time and make educated judgements on how she dealt with her problems.



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Year 8	Unit 8 The Civil wars: Was England 'turned upside down' in the seventeenth century			Unit 15 Black peoples of America: From slavery to equality?			Unit 11 Industrial changes: Action and Reaction		
	Background of Charles I, causes of the Civil war, Roundheads V's the Cavaliers, Charles I death, Oliver Cromwell's reign & the return of the monarch; Charles II			The Triangle trade, middle passage, slave sales, life on plantations, Emancipation, Key individuals, segregation and modern day slavery.			Rural and urban change, Inventions, city growth, slum housing, child labour, how is the Black Country linked to industrialisation, schooling & transport.		
	Intent Students to explore a country at war with itself and the impact upon the monarchy and country	Implementation Students will have access to individual, paired and group tasks. Differentiated written tasks. Source tasks; looking at, speeches, weapons & battle plans. As well as opportunities for internet & text book research.	Impact Students will have knowledge of the causes of the civil war and be able to explain the impact these battles had on all classes of society. They will understand the roles of parliament, monarchy and key individuals during a period of non-royal ruler ship.	Intent To investigate the treatment and lives of black people within the American society.	Implementation Students will have access to individual, paired and group tasks. Differentiated written tasks. Opportunities to view archived items using ICT/Internet research. Source tasks investigating various artefacts. Offsite trip to Slavery Museum.	Impact Students will describe how and why the slave trade developed, understand slave treatments, be able to assess the problems black peoples faced after emancipation and explain the problems of segregation.	Intent Students to explore industrial changes during the 18 th & 19 th century and explore the impact on the local area.	Implementation Students will have access to individual, paired and group tasks. Differentiated written tasks. Opportunities to view archived items using ICT/Internet research. Source tasks investigating various artefacts. Map work. Offsite trip to BCLM	Impact Students will explain how the IR began and the changes to urban living.; housing, population, transport. They will recognise significant inventions and inventors of the time. Students will be able to explain how the Black Country is linked to the IR



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Year 9	WW1 and Trench Warfare			Unit 19 How and why did the Holocaust happen? Offsite visit – Imperial war museum			WW2 & The Home Front Offsite visit – Coventry Cathedral		
	Offsite visit – Staffordshire trenches			Offsite visit – Imperial war museum			Offsite visit – Coventry Cathedral		
	Assassination of Franz Ferdinand, MAIN causes, theatres of war, Schlieffen plan, trench warfare, weapons, medical ailments, Treaty of Versailles.			Recap of the Treaty of Versailles, Life after WW1, The rise of Hitler (childhood to Fuhrer), Life under Nazi rule, Jewish Persecution – The Nuremberg laws, Ghettos & Concentration Camps (Genocide/Final solution)			The outbreak of war, the Battle of Britain, D-Day, Dunkirk, Evacuation, the Blitz, air raids shelters rationing, Winston Churchill		
	<p>Intent</p> <p>To explore the rising tensions and subsequent outbreak of war in Europe and later world</p>	<p>Implementation</p> <p>Students will have access to individual, paired and group tasks. Differentiated written tasks. Opportunities to view archived items using ICT/Internet research. Source tasks investigating various artefacts. Visits to Smethwick archives. Map work</p>	<p>Impact</p> <p>Students will be able to explain reasons for the outbreak of war, they will describe war plans and comment on effectiveness. In addition, they will be have researched and analysed trench warfare.</p>	<p>Intent</p> <p>To study the rise of Hitler and investigate his implementation of the holocaust.</p>	<p>Implementation</p> <p>Students will have access to individual, paired and group tasks. Differentiated written tasks. Opportunities to view archived items using ICT/Internet research. Source tasks investigating various artefacts. Map work. Offsite trip to Imperial war museum</p>	<p>Impact</p> <p>Students will be have an increased knowledge of Hitler's persecution of Jews & the holocaust They will have followed the story of Anne Frank and have a clear understanding of ghettos and concentration camps.</p>	<p>Intent</p> <p>To study the causes of WWII and investigate the impacts on Britain.</p>	<p>Implementation</p> <p>Students will have access to individual, paired and group tasks. Differentiated written tasks. Opportunities to view archived items using ICT/Internet research. Source tasks investigating various artefacts. Visits to Smethwick archives. Map work Trip to Coventry Cathedral.</p>	<p>Impact</p> <p>Students will be have knowledge of events leading to and the outbreak of WWII, they will be able to describe main battles and reflect upon how children were evacuated, why food was evacuated and how people protected themselves, homes and cities</p>