



5-YEAR CURRICULUM PLAN



Curriculum at a Glance

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none">• Transition Unit• Anglo Saxons• Normans• 14th and 15th Century• Tudor• English Civil War	<ul style="list-style-type: none">• Industrial Revolution• Industrial Revolution• Empire• British Raj• Chartists• Right Vote	<ul style="list-style-type: none">• WW1• Commonwealth and War• Rise of the Nazis• WW2• Resistance in Europe• Holocaust	<ul style="list-style-type: none">• USA - The Civil Rights Movement• USA - Protest, progress and radicalism• USE - the Vietnam War• USA - Reactions to, and the end of, US involvement in Vietnam• Paper 2 – Elizabeth Challenges abroad and home• Paper 2 – Elizabeth Relations with Spain. Key themes of military and religion	<ul style="list-style-type: none">• Paper 1 - Medicine• Paper 2 – Superpower Relations 1941-58• Paper 2 – Superpower Relations 1958-70

History 3 Year Curriculum Plan (Current Yr7-9)

Focus / Term	Half Term One	Half Term Two	Half Term Three	Half Term Four	Half Term Five	Half Term Six
<p>Year 7 Topic Covered and End Points</p> <p>Developments during the medieval to early modern periods.</p> <p>(People & Places)</p>	<p>What is my history? (Transitional Unit)</p> <p>End Point</p> <ul style="list-style-type: none"> To have a good base knowledge of local history To connect with their own family history. To understand how Crewe & Nantwich have changed over time, <p>Local trip opportunity – Crewe Heritage Centre</p>	<p>What was life like during the Anglo-Saxon era?</p> <p>End Point</p> <ul style="list-style-type: none"> Understand the reasoning behind the Angles and Saxons migrating Recognise key figures of the time, such as Aethelflaed Develop a knowledge of the key features of Anglo-Saxon life. 	<p>How did William I change Britain?</p> <p>End Point</p> <ul style="list-style-type: none"> To explore and analyse the events surrounding the Battle of Hastings, 1066 To give key examples in which William kept his power and control To understand how life changed under William. 	<p>How stable was society in the 14th & 15th Centuries?</p> <p>End Point</p> <ul style="list-style-type: none"> To understand the influence of key individuals, such as Mansa Musa To have a knowledge of the key features and impacts of The Black Death To analyse the causes of the War of the Roses. <p>Cross-curricular with Personalised Learning on 100 Years War.</p>	<p>How did the Tudor dynasty reform religion?</p> <p>End Point</p> <ul style="list-style-type: none"> To understand the reasons behind the religious reformation To identify the monarchs and their place on the “religious rollercoaster” To understand the power shift between the church and state during the Tudor period. 	<p>What was the impact of the English Renaissance?</p> <p>End Point</p> <ul style="list-style-type: none"> To identify key features of the English Renaissance To understand the causes of the English Civil War. To be able to identify the reasons for the Restoration. <p>Local trip opportunity – The Battle of Nantwich</p>
NC	A local history study	British history that consolidates & extends chronological knowledge pre-1066.	The Development of Church, state & society in Medieval Britain, 1066-1509	The Development of Church, state & society in Medieval Britain, 1066-1509	The development of the Church, state, and society in Britain 1509-1745	The development of the Church, state, and society in Britain 1509-1745
Higher-Order Historical Skill Focus	Change & Continuity.	Significance	Similarity & difference	Cause & Consequence	Change & Continuity	Cause & Consequence
Tier 3 Words	Change, continuity, era, century, chronology, context, genealogy, period.	Archaeology, Angles, Saxons, Danelaw, Mercia, Chronicle, wattle & daub.	Contender, claimant, Pope, fyrd, housecarls, cavalry, archers, Bayeux Tapestry, villeins, freemen, Domesday book, motte-and-bailey, feudalism	Keita, mansas, griots, pilgrimage, nomads, plague, bubonic, pneumonic, miasma, flagellants, Yorkist, Lancastrian, Court of Star Chamber.	Reformation, heir, annulment, papal dispensation, parliament, clergy, dissolution, monasteries, catholic, puritan,	Taxation, Covenanters, impeachment, Parliamentarians (Roundheads), Royalists (Cavaliers), New Model Army, Lord Protector, Interregnum, restoration
Long Term Retrieval	Local Trip opportunity. Foundational knowledge from Primary School. Development of historical writing.	Building on knowledge of ancient empires taught at KS2. Local history study.	Interleaves HT2 content – focus on life in Medieval Britain. Differences in leadership.	Influence of leaders, historic events, contenders, and claimants from HT3	The influence of the Church, actions of a leader.	Parliament & government, historical skills and reasoning, political wars.
Assessment Details	Written family project assessment	Skills question on archaeological findings. Previous learning question on chronology,	Skills question focusing on leadership. Previous learning on life in Anglo-Saxon era.	Skills question focusing on Black Death. Previous learning question on battle of Hastings.	Skills questions focusing on change in religion. Previous learning question on Mansa Musa.	End of year Assessment which contains questions from every topic studied in Y7. Source analysis question on Civil War.

Misconceptions	Students may need support in understanding key skills of chronology and context.	Archaeology is a different way of studying history. There needs to be a clarity that Anglo-Saxons were not Vikings.	William was not unequivocally named Edward's heir. William was a foreigner who did not treat people well. Castles were not only built to protect England's borders.	The Black Death was spread from fleas, not rats. Mansa Musa was the richest man to ever live, when inflation is taken into account. Henry VII's claim to the throne was not very strong. He was also a foreigner (Welsh).	That there was one set religion. Just because the religion changed, does not mean people were convinced to change, too. Henry VIII was not a committed Protestant; it is thought he died a Catholic.	There was one Civil War. It was 3 separate wars in total.
Year 8 Topic Covered and End Points Developments during the Victorian Age: Imperialism & liberation	How did the rise of industry impact Britain? End Point •To understand the various ways industry benefitted Britain • To understand key figures in the industrial revolution such as Isambard Kingdom Brunel & Richard Arkwright. •To recognise how the industrial revolution is still seen in today's society. Cross-curricular with Personalised Learning. Encouragement of STEM tasks. Project on William Stanier	What were people's lives like during the Industrial Revolution? End Point • To understand the development of cities dependent on trade, such as Manchester. • To know the working conditions that people experienced e.g children in the mills. • The understand what the Factory Act of 1833 achieved for workers.	How was the Empire used to exploit people? End Point • To understand the key features of the transatlantic Slave Trade. • To assess the conditions that slaves were kept in and the dangers they faced. • Give key figures and events in the abolition of slavery Trip opportunity – Liverpool; slavery museum, old docks and town hall.	What was the British Raj and how did it end? End Point •To understand how the Raj changed lives at home and abroad (GCSE interleaving skill) • To know why people supported and opposed the Raj. •To understand the process of decolonising and Indian independence.	Who were the Chartists and why did they want political reform? End Point • To know what the aims of the Chartist movement was. • To understand the need for political reform in Victorian England. • To make a judgement of whether the Chartists were successful or not. Guest opportunity – Crewe & Nantwich MP to talk about voting rights and it's importance.	Why did Women want the right to vote? End Point •To understand the treatment of women during the 19 th Century • To recognise key figures of the suffragette and suffragist movements. •To know how women succeeded with the right to vote through different actions.
NC	Ideas , political power, industry , and Empire: Britain, 1745-1901	Ideas , political power, industry , and Empire: Britain, 1745-1901	Ideas , political power , industry , and Empire : Britain, 1745-1901	Ideas , political power , industry , and Empire : Britain, 1745-1901	Ideas , political power , industry , and Empire: Britain, 1745-1901	Ideas , political power , industry , and Empire: Britain, 1745-1901
Higher-Order Historical Skill Focus	Significance	Similarity & difference	Interpretations	Cause & consequence	Change & Continuity	Cause & Consequence
Tier 3 Vocab	Domestic system, factory system, Turnpike trusts, locomotives, infrastructure, spinning Jenny, Cottage industry, textiles.	Parliamentary act, census, sanitation, cholera, public health, slums	Forced migration, middle passage, colonies, enslavement, indigenous, African dysphoria, privateers, plantations, chattel slavery, abolition, quakers, emancipation, flogging, lynching, Underground Railroad.	East India Company, merchants, profit, Chennai, trading posts, Mughal, puppet ruler, sepoy, famine, rebellion, appeals, press, petitions, boycotting, massacre, civil disobedience, dominion status, riots, Viceroy.	Chartist(ism), People's Charter, suffrage, Poor Laws, workhouses, trade unionism, pressure groups, ballot, ratepayer, demonstrations, Winter of Discontent, electoral system, voting rights, conservatives, political reform, Whigs, corruption,	Suffragettes WSPU, Suffragists NUWSS, domestic service, amendment, militancy, discrimination, gender politics, hunger strike, martyrs, Epsom Derby, WW1, Land Army, munitionettes, WA, Black Friday, C. Mouse.

					enfranchisement, member of parliament (MP)	
Long Term Retrieval	Links to Y7 content on trade, The impact of the English Renaissance on scientific thought.	Strong links to Paper 1 at GCSE: Links to previous studies of everyday life used in Y7 Anglo-Saxon, Norman & Tudor periods.	Direct link to Mansa Musa and the Kingdom of Mali and the use of salvery in African society prior to TAST. Industrial Revolution, looking at the lives of people abroad.	Strong links to Paper 3 at GCSE. Industrial Revolution knowledge. Transferrable content from Norman Conquest in Y7. Industrial Revolution, the concept of Empire and Imperialism.	The voice of the people, links to the Restoration in Y7 content. Different people in society, richer helping the poorer links to feudalism. HT2 content interleaves.	Strong links to Paper 2 at GCSE Equal representation, interleaves HT5 with socio-political reforms. Women in society, the role of Queen Victoria, Mary I & Elizabeth I and their representation.
Assessment details	Skills based question on key individuals and their achievements. Previous Learning, a selection of questions from Y7 unit for retrieval.	Previous learning, feudal system and features of AS&N society. Skills based question, the differences in the landscape of British Society.	Skills based question on interpretation of the Slave Trade (Equiano?). Previous learning, Mansa Musa & society on the continent.	Skills based question on support and opposition to The Raj. Previous learning linked to instability in the 14th & 15th Centuries.	Skills based question on changes in society that needed political reform. Previous learning linked to Tudor Reformation and its social impact.	End of year assessment including questions on all content covered. Previous learning, the development of people and their power.
Misconceptions	The Industrial Revolution was purely about science.	Lives were good and people were treated well because of the money from trade.	Slavery was a new thing. African leaders were resistant to selling their people.	The Raj only supported the British. Britain willingly gave India its independence.	The movement was well supported and organised. The Chartists were always successful.	They only engaged in militant protest.
Year 9 Topic Covered and End Points Developments during the modern era (warfare & Society)	Why is WWI called "The Great War"? End Point <ul style="list-style-type: none"> To know the causes of the First World War. To know key features of Trench Warfare. To understand the role of the South African Labour Corps and their treatment. Local Trip Opportunity: The Imperial War Museum, Salford.	What was life like in the Commonwealth during WW1? End Point <ul style="list-style-type: none"> To understand key parts of life during the war, such as rationing. To know the use of propaganda for incentives such as conscription. To recognise the role of the Colonies in the war effort. 	How did interwar Germany allow the rise of the Nazis? End Point <ul style="list-style-type: none"> To know key features of Weimar Germany. To understand how Hitler's policies and reforms were appealing to the masses To recognise key features of the Treaty of Versailles and the German views on these. International Trip opportunity: Berlin & Poland.	How did WW2 show a new way to fight wars? End Point <ul style="list-style-type: none"> To know key battles in WW2, such as D-Day Landings. To understand how the term "Blitz spirit" became ingrained in British Society. To recognise the importance of Nagasaki & Hiroshima and the emergence of Nuclear Warfare. 	How important were the Resistant movements of Eastern Europe? End Point <ul style="list-style-type: none"> To know the reasons for resistance. To understand the events of the Slovak National Uprising. To recognise the courage and determination of the Polish Resistance Movement. 	Why can the events of the Holocaust never be repeated? End Point <ul style="list-style-type: none"> To know the key events that led to the Holocaust. To understand the camp system used for "The Final Solution of the Jewish Problem" To recognise the impact of the Holocaust using source analysis & interpretations.
NC	Challenges for Britain, Europe & The Wider World 1901- present day	Challenges for Britain, Europe & The Wider World 1901- present day	Challenges for Britain, Europe & The Wider World 1901- present day	Challenges for Britain, Europe & The Wider World 1901- present day	Challenges for Britain, Europe & The Wider World 1901- present day	Compulsory NC Unit
Higher-Order Historical Skill focus	Cause & Consequence	Change & continuity	Significance	Similarity & difference	Significance & Causation	Evidence & Interpretations
Tier 3 Vocab	Triple Alliance, Triple Entente, Trench warfare, trench fever, trench foot, no man's land.	Defence of the Realm, conscription, warfare, rationing, Royal Ordnance Factories, Indian	Democratic, reparations, hyperinflation, League of Nations, Reichstag, Wall Street Crash, censorship,	Blitzkrieg, appeasement, Sudetenland, Czechoslovakia, Phoney War, Luftwaffe, air raids,	Partisans, sabotage, insurgency, uprising, militia, Hlinka Guard, dissent, Dukla Pass, SOE, OSS,	Persecution, prejudice, Roma, Sinti, superiority, ghettos

	assassination, arms race, Kaiser, annexation, South African Labour Corps, Racism, Segregation, Christmas truce, armistice.	Expeditionary Forces, Commonwealth. Conscientious objectors	rearmament, autarky, lebensraum, putsch, nationalist, socialist, communist, chancellor, dictatorship, fuhrer.	Operation Barbarossa, Enigma Code, VE Day, atomic bombs, Cold War, USSR.	Banska Bystrica, Polish Home Army, Underground state, intelligence, exile, Peasants' Battalion, anti-tank rifles, guerrilla warfare, Panzer, Operation N, Gestapo, V-2 Rocket, Gulag.	concentration camps, civil service, Wannsee Conference, Extermination Camps, gas chambers, genocide, liberation,
Long Term Retrieval	The formation of alliances, how wars were fought (Y7) civil unrest and political reforms from HT5&6 in Y8.	Role of the Empire in wartime (Y8), the development of warfare through history (Y7)	The significance of key individuals during times of crisis (Y8) Social reform and political ideologies (Y8) Power and Control (Y7)	Strong links to GCSE Paper 2 period study: Technological advancements in war (Y8 & HT1) the continuation and change in warfare tactics (Y7 & HT1&2)	The resistance of the people (Y7 Tudors), Equal representation (Y8) and the strength of an alliance (HT1&HT4)	Exploitation and prejudice treatment of individuals (Y8) Revolution and Resistance (Y7, Y8 & HT2&5)
Assessment Details	Skills question on the causes of WW1. Previous Learning linked to Y7 War of the Roses content.	Skills question on how life changed/continued during WW1. Previous learning linked to Industrial Revolution -workers rights.	Skills question on the significance of Hitler's Lebensraum. Previous learning linked to Mansa Musa or the Raj?	Skills question on the differences between the warfare used at the beginning of the war compared to the end. Previous learning linked to Battle of Hastings content.	Skills question on the significance of resistance in Eastern Europe. Previous learning linked to chartist and suffragette content.	End of year assessment questions on all content covered. Previous learning link to transatlantic slave trade content.
Misconceptions	WW1 was only fought in the trenches. Other fighting occurred.	The Empire did not play a part in the war. Everyone wanted to fight.	Hitler's policies were always surrounded by his hatred for the Jewish people. Every choice he made was bad.	There was no retaliation from Britain for the Blitz (bombing of Dresden). Germany were never close to winning the war.	France was the only resistance in Nazi-occupied Europe.	Only Jews were killed during the Holocaust. People could pretend that they weren't an enemy of the Reich.



Focus / Term	Half Term One	Half Term Two	Half Term Three	Half Term Four	Half Term Five	Half Term Six
Year 10 Topic Covered and End Points	<p>Paper 3 – USA Key topic 1: The development of the civil rights movement, 1954–60</p> <p><u>The Position of black Americans in the early 1950s.</u></p> <p><u>Progress in Education.</u></p> <p><u>The Montgomery Bus Boycott and its impact, 1955–60</u></p> <p><u>Progress, 1960–62</u></p> <p><u>Peaceful protests and their impact, 1963–65</u></p>	<p>Paper 3 – USA Key topic 2: Protest, progress and radicalism, 1960–75</p> <p><u>Malcolm X and Black Power, 1963–70</u></p> <p><u>The civil rights movement, 1965–75</u></p> <p><u>Reasons for US involvement in the conflict in Vietnam, 1954–63</u></p>	<p>Paper 3 – USA Key topic 3: US involvement in the Vietnam War, 1954–75</p> <p><u>Reasons for US involvement in the conflict in Vietnam, 1954–63</u></p> <p><u>Escalation of the conflict under Johnson</u></p> <p><u>The nature of the conflict in Vietnam, 1964–68</u></p> <p><u>Opposition to the war</u></p>	<p>Paper 3 – USA Key topic 4: Reactions to, and the end of, US involvement in Vietnam, 1964–75</p> <p><u>Support for the war</u></p> <p><u>Reasons for the failure of the USA in Vietnam</u></p>	<p>Paper 2 – Elizabeth</p> <p>Challenges abroad and home</p>	<p>Paper 2 – Elizabeth</p> <p>Relations with Spain</p> <p>Key themes of military and religion</p>
Exam Focus	<p>Paper 3 – USA Key topic 1: The development of the civil rights movement, 1954–60</p>	<p>Paper 3 – USA Key topic 2: Protest, progress and radicalism, 1960–75</p>	<p>Paper 3 – USA Key topic 3: US involvement in the Vietnam War, 1954–75</p>	<p>Paper 3 – USA Key topic 4: Reactions to, and the end of, US involvement in Vietnam, 1964–75</p>	<p>Paper 2 - Elizabeth</p>	<p>Paper 2 – Elizabeth</p>
Tier 3 Words	Protest, boycott, segregation, KKK, presidency	Conflict, just war, propaganda,	Escalation, Tokin, Ho Chi Min, Accords	Vietcong, Tett offensive	Succession, resistance, Revolt, international, persecution	Feudal, aristocracy, Armada, power, conspiracy, patriarchy
Assessment Details	Assessment on Paper 3 USA	Assessment on Paper 3	Assessment on Paper 3 (Source and Skill based)	Assessment on Paper 3 (Source and Skill based)	Paper 2 – Exam question based on Elizabeth	Paper 3 and Paper 2
Year 11 Topic Covered and End Points	<p>Paper 1 – Medicine</p> <p>Medieval Renaissance 18th & 19th centuries 20th century</p>	<p>Paper 1 – Medicine</p> <p>20th century</p> <p>Paper 1 – Historic Environment the British Sector of the Western Front, 1914-18: injuries, treatment and the trenches.</p>	<p>Paper 2 – Superpower Relations 1941-58</p> <p>Early tension between East and West Significance of Cominform, Comecon & NATO</p>	<p>Paper 2 – Superpower Relations 1958-70</p> <p>The consequences of the Cuban Missile Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the</p>	<p>Revision</p> <p><u>Exams</u></p>	<p>Exams</p>

				Nuclear Non-Proliferation Treaty (1968).		
Exam Focus	Paper 1 - Medicine	Paper 1 - Medicine	Paper 2 - Superpower	Paper 2 - Superpower		
Tier 3 Vocab	Hippocrates, Prevention, Communications, Black death	Apothecaries, Physicians	NATO, Comecon, Gorillas	Treaty, Nuclear, Proliferation		
Assessment details	Mock on Paper 3 and 2	Source based questions	Mock on Paper 1,2 and 3	Paper 2 16 mark question		

