

## History Curriculum Principles

Our unifying 'sentence' is: **"The History Department ensured that all students acquired the knowledge and habits of critical thought that allowed them to adapt and root their lives in face of the shifting sands of human experience."**

**By the end of their education, a student of History at Dixons Unity Academy will:**

- Know how an understanding of the past is developed from the available evidence and how that understanding contributes both to their personal development and to their deeper engagement with the world around them. Students will appreciate the importance of developing and extending a broad body of historical knowledge. Students will demonstrate awareness that academically rigorous History is rooted in evidence and will know how to use sources critically and constructively for a specific purpose. The students will appreciate why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them. Finally, students will know how to organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.
- Understand why the study of History is a valuable pursuit in itself; that it has immense cross-curricular importance; and that the academic skills it requires are eminently transferable.

**To achieve a true understanding of History, topics have been intelligently sequenced based on the following rationale:**

- Academic and popular history deals mainly with the substance of the past – content, arranged according to perspective and interpretation. The DTC History Department recognises that whilst AO progression would suggest a clear distinction between first (knowledge) and second (process) order concepts, the two are intrinsically linked, mutually reinforcing and consequently will be presented in conjunction. We place great emphasis on key concepts but never at the expense of substantive knowledge. To this end the pedagogy deployed is much informed both by M. Riley's 'enquiry question' and C. Counsell's 'hinterland' of knowledge.
- As a departmental philosophy we start with the understanding that the past and present are not the same and that people in the past were therefore different in their attitudes and beliefs in ways that were determined by the contexts in which they lived. By way of shorthand this is termed **'understanding of people in the past'**, a designation which includes concepts such as chronological understanding, empathy and diversity. This understanding is used to ask further questions centred on concepts of cause, consequence, change and continuity – we call this category of concepts **'describing and explaining the past'**. Finally, we explore how history is and has been constructed, which includes concepts of significance and interpretations, which is termed **'interpreting the past'**.
- Enquiry questions knit together longer sequences of lessons and as such lend structure and direction to a series of activities. Such enquiries provide the goal for a final, substantial and motivating activity through which students demonstrate understanding gleaned in the prior lessons.
- Within individual lessons there is recognition that the quality of historical thinking is profoundly influenced both by pupils' grasp of substantive knowledge and their use of second-order or procedural concepts that provide the foundation of History. Consequently, the importance of both is made explicit and consistently modelled so that students understand both what History is and how they can construct it for themselves. It is also by making these things explicit that students are able to understand how to get better at History as opposed to simply knowing more information.
- How the departmental philosophy, use of enquiry questions and individual lessons interact within the curriculum is well illustrated by the example of 'substantive concepts'. Substantive concepts are used to refer to the way people and societies work and include, for example, political concepts such as state, government and power and economic concepts such as trade, wealth and tax. These concepts can cause difficulty for pupils because they are abstract in nature and their meaning can shift over time. As such substantive concepts are continually revisited throughout the key stages and old learning interleaved with new in order to develop a coherent understanding of specialised terminology. 'Empire' is continually revisited: The Roman Empire (KS2); British Empire (KS3); The Third Reich (KS4). 'Revolution' is explored in various guises: Industrial Revolution (KS3 and KS4); Medical Revolution (KS4); American Revolution (KS4). This approach is consistently applied within the department in all areas be it substantive concepts, the development of C. Counsell's 'hinterland' of substantive knowledge or the employment of M. Riley's 'enquiry questions' to advance second order concepts.

**The History curriculum will address social disadvantage by addressing gaps in students' knowledge and skills":**

- No subject is better placed than History to academically advantage students otherwise impeded by social and personal circumstances. History can help in two key ways, though of course each is a composite of various elements. The basic distinction is between content and skills. In neither area is History the only contributor, but it is a major force in both. Whilst its content and skills are vital for all students, its importance in challenging disadvantage is worth stressing.
- Content is the most obvious characteristic of any subject. History, dealing as it does with the sum of human experience, involves familiarity with a body of information and ideas shared by educated citizens. In detail or in passing key personalities, events, concepts and controversies are visited and revisited both over time and space. The defining characteristics of democracy, for example, can be considered and argued about in a host of historical perspectives, including franchise



extension in Britain. The vocabulary of such a discussion – ballot, parliament, referendum, Act of Parliament, Council, Cabinet, Lords, consent and so forth is the common currency of involved citizens. In the same way, political and economic concepts such as socialism, fascism, capitalism, totalitarianism, nationalism, if not always well understood, routinely figure in debate. Specific events are also part of the shared understanding of educated individuals some are national – 1066 or Dunkirk, for example – some are more universal, such as Holocaust or 1917. In the same way, familiarity with key cultural, religious, scientific and political figures is assumed by educated people. Advantaged students start to acquire this cultural capital at home; for the disadvantaged, History offers a particularly rapid exposure to it. As a Department, we are sensitive both to the fact that individual students come to the subject with different frames of reference and bodies of knowledge and to the opportunities we have to widen students' horizons.

- Literacy is a key part of the Historian's armoury. Throughout our teaching we prioritise handling written sources at the most sophisticated level possible, guiding students in accordance with their individual needs. Oral and visual sources are also used extensively, and here too we help students to grasp and critique the ideas and information offered. In a world awash with ideas and information, both reliable and otherwise, our careful consideration of how sources can be judged and arguments challenged, or articulated and evidenced, is of vital importance. Of value for all students, but in particular for students with English as an EAL issue, is our development of vocabulary. This of course includes a body of specific terms – Industrial Revolution or Act of Parliament, for example – but also the nuances central to historical exposition and debate, such as rebellion/risings/mutiny/war of independence. The literacy and critical skills thus developed are regularly used and tested in written work, discussion and debate, with support and pursuit of growing confidence always to the fore. This last is a key part of our sensitivity in dealing with SEND students. History is an excellent field for exploring material likely to enthuse students and susceptible of being accessed in different ways and at different levels.
- Students are, of course, individuals. By helping them to access the range of human experience recorded in History everyone acquires better perspective both on their own needs and experiences and those of others. Empathy is a central requirement for any genuine understanding of the past and its value informs the present. On a broader scale, learning about the differences and similarities between cultures and societies enhances students' understanding of the present as well as the past.

**We fully believe that History can contribute to the personal development of students at Dixons Unity Academy:**

- History leads to great personal development as it changes the way students see the world by providing a wider frame of reference than the present – aiding both our students and their communities.
- At DTC students are prepared to flourish in a society that exhibits high levels of literacy, numeracy, scientific understanding and aesthetic appreciation. History is a component in what it takes to make such a society and as such the successful learning of History matters to society.
- The History Department supports this through the purposeful development of a body of substantive knowledge that provides students with not just an ordered understanding of the past but a usable past: one that equips them with the knowledge and understanding to place themselves in a context and to appreciate where they have come from and where they might be going.
- This knowledge is continually questioned, organised, analysed and interpreted in a multiplicity of arenas so that students develop micro- and macro-understandings of the human experience – not fragmented knowledge of individual narratives. In this way the study of History undertaken by students provides a forum for exploring issues of identity and inherited cultures, a means to understand the present, and a method of developing the knowledge and skills essential to the functioning of an educated citizen in a complex society. Furthermore, it liberates our students as individuals as they are provided with the intellectual weapons to guard against intolerance and create doubt in closed minds.
- The students' development of a detailed understanding of the identity of differing communities, cultures and nations, and knowledge of the past – however that past be constructed - provides our students with the tools to moderate their ever developing personal beliefs and philosophies via informed and responsible scepticism. Coming to grips with the way that rival arguments can be constructed in good faith and require careful and considered judgements encourages an attitude of mind is thus of inestimable value for individuals and for the societies of which they are a part

**Our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.**

**Opportunities are built in to make links to the world of work to enhance the careers, advice, and guidance that students are exposed to:**

- Throughout KS3 and KS4 students will encounter a wide-range range of both historic and current vocations.
- Links between historical knowledge and skills and specific professional expertise will be explicitly highlighted. Of particular relevance here are the promises of a career in law, politics, journalism, research, or the media.
- Guest speakers will be invited to speak to the students and model the value of a historical understanding.
- During KS4 students explicitly study the development of public health in Britain and the department will liaise closely with the Science department to promote STEM jobs.



**A true love of History involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:**

- Out of class resources are promoted in all lessons to extend students' knowledge and to encourage intrinsic curiosity.
- Authentic sources – both pictorial and written – are used at all opportunities to invite debate about artistic and linguistic evolution.
- Students are exposed to historiography and further reading is promoted.
- The ever-changing relationship between the present and the past is emphasised to show the continuing relevance of the discipline and its profound depths.

### Curriculum Overview

- All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this subject, at each key stage from Year 7 through to Year 11, to equip students with the cultural capital they need to succeed in life. Our powerful, knowledge-rich curriculum teaches both **substantive knowledge** (facts; knowing that something is the case; what we think about) and **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Cycle 1	Cycle 2	Cycle 3
YEAR 7	New learning	Medieval England: the Norman Conquest 1066-1087 <ul style="list-style-type: none"> <li>• Events of Norman Conquest</li> <li>• William's consolidation of power: the feudal system, castles, use of terror</li> </ul>	England as a part of Christendom, c.1066-c.1750 <ul style="list-style-type: none"> <li>• Christendom</li> <li>• The Black Death</li> <li>• The Reformation</li> </ul>	Depth judgments, c.1066-c.1750 <ul style="list-style-type: none"> <li>• Norman Conquest</li> <li>• The Black Death</li> <li>• The role of the Church</li> </ul> Introduction to African history <ul style="list-style-type: none"> <li>• Mali Empire</li> <li>• Kingdom of Benin</li> </ul>
	Revisited learning	Depth Judgements (Y7 C3)	Depth Judgements (Y7 C3)	Medieval England (Y7 C1) Christendom (Y7 C2)
	Additional information	Career: heritage management	Career: pathologist	Career: curator
YEAR 8	New learning	The development of the transatlantic slave trade Component description: <ul style="list-style-type: none"> <li>• The origins of the slave trade</li> <li>• colonisation</li> <li>• The triangular trade</li> </ul>	Life in Industrial Britain c.1750-c.1900 Component description: <ul style="list-style-type: none"> <li>• Living conditions in industrial towns</li> <li>• Working conditions in factories</li> <li>• The abolition of slavery in the British Empire</li> </ul>	Thematic judgements, c.1066-c.1900 <ul style="list-style-type: none"> <li>• Britain's relationship with slavery</li> <li>• Impact of disease on urban areas</li> </ul> Introduction to Modern European History <ul style="list-style-type: none"> <li>• WWI</li> </ul>
	Revisited learning	Introduction to African History (Y7 C3)	Transatlantic slave trade (Y8 C1)	Transatlantic slave trade (Y8 C1) Living conditions in 19 <sup>th</sup> century Britain (Y8 C2)
	Additional information	Career: Historian	Career: Urban planner	Career: Medicine
YEAR 9 CORE	New learning	20 <sup>th</sup> CENTURY CONFLICT AND ORDINARY LIFE: Why did civilians in the Second World War find themselves at greater risk of death than ever before?	20 <sup>th</sup> CENTURY ORDINARY LIFE: Movement and settlement: How do we tell the story of migration to Britain	20 <sup>th</sup> CENTURY POWER and ORDINARY LIFE: How have people campaigned for equal rights
	Revisited learning	Source evaluation	The Norman Conquest (Y7 C1) Transatlantic slave trade (Y8 C1)	Source evaluation
	Additional information	Hiroshima memorial Peace Park	Virtual tour Museum of London	Virtual visit Virtual tour of the US Civil Rights trail Robben Island Prison virtual tour
YEAR 9	New learning	Exam specification: OCR GCSE (9–1) History B (Schools History Project) (J411) Living under Nazi Rule, 1933-1945		OCR GCSE (9–1) History B (Schools History Project) (J411)



	Component description: <ul style="list-style-type: none"> <li>• Dictatorship and the establishment of dictatorial powers</li> <li>• Opposition to the NSDAP and Nazi attempts to control it, 1933-1939</li> <li>• The impact of NSDAP rule on German citizens, 1933-1939</li> <li>• Germany and total war</li> <li>• Life under Nazi occupation</li> </ul>		Migrants to Britain, c.1250 to present Component description: <ul style="list-style-type: none"> <li>• Migrants in Medieval Britain</li> <li>• Migrants in Early Modern Britain</li> </ul>
<b>Revisited learning</b>	Introduction to Modern European History (Y8 C3)		Medieval England (Y7 C1) England as a part of Christendom (Y7 C2) British Empire (Y9 core C2)
<b>Additional information</b>	Career: Public Relations	Career: Police	Career: Civil Service
<b>YEAR 10</b>	<b>New learning</b>	Exam specification: EDEXCEL GCSE (9-1) Period Study Option P3: The American West c1835-c1895: Part 1: The early settlement of the West c1835-c1862 Part 2: The development and settlement in the West c1862-c1876 Part 3: Changes in farming, The Cattle Industry and Settlement c1876-c1895 Medieval Depth Option B1: Anglo Saxon and Norman England, c1060-c1088 Part 1: Anglo-Saxon and Norman England c1060-1066	Part 2: Securing the kingdom 1066-1087 Part 3: Norman England 1066-1088
	<b>Revisited learning</b>	Transatlantic slave trade (Y8 C1)	Medieval England: the Norman Conquest (Y7 C1 + C2)
	<b>Additional information</b>	Career: law	Career: journalism
<b>YEAR 11</b>	<b>New learning</b>	Modern Depth Option 30: Russia and the Soviet Union 1917-1941 Part 1: The Revolutions of 1917 Part 2: The Bolsheviks in Power 1917-24 Part 3: Stalin's rise to power and dictatorship, 1924-41 Part 4: Economic and social changes, 1924-41	Revision and Exams
	<b>Revisited learning</b>	Source evaluation Evaluation of Interpretations	
	<b>Additional information</b>	Career: author	



• Y7 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Induction												
		<b>Booklet 1 - Medieval England: The Norman Conquest, 1066-1087</b>  <b>Enquiry 1: The Norman Conquest</b>  Norman Conquest (Content)  Norman Conquest (Application)	Battles of Fulford and Stamford Bridge (Content)  Battle of Fulford (Application)	Battle of Stamford Bridge (application)  The Battle of Hastings (Content)	Battle of Hastings (application)  DIRT	<b>Enquiry 2: Establishing Norman Control in England after 1066</b> Feudalism (knowledge)  Castles (knowledge)	Opposition and terror (knowledge)	DIRT	Control (extended application – plan)  Control (extended application – monitor)	Control (extended application – evaluate)	<b>Booklet 2 - England as part of Christendom: 1066-1750</b> <b>Enquiry 1: what was the role of the Church in medieval England?</b>  The medieval Church  The medieval Church	Monasteries	Monasteries  DIRT
Cycle 2							Assessment Weeks						
	<b>Enquiry 2: How did religion influence England's response to the Black Death?</b>  Urban settlements  LESS	Silk Road (Depth Reading – <i>National Geographic</i> )  The Black Death (Monday 2 <sup>nd</sup> – Bank Holiday)	The Black Death  The impact of the Black Death (depth reading) <i>BBC History Magazine</i>	The impact of the Black Death (depth reading) <i>BBC History Magazine</i>	<b>Booklet 3 - Mastery Booklet: Depth Judgments, 1066-1750</b>  Judgement question: William's luck (application)	Judgement question: William's luck (DIRT)  Judgement question: Castles and control	Revision	Assessment	Judgement question: Castles and control (application)  Judgement question: Castles and control (DIRT)	<b>Booklet 2 - England as part of Christendom: 1066-1750</b> <b>Enquiry 3: what was the significance of the English reformation?</b>  The European Reformation The European Reformation	The English Reformation – Henry VIII  The English Reformation - Henry VIII	The English Reformation - Henry VIII  Tudors: religion (depth reading) <i>English Heritage</i>	DIRT



Assessment Weeks												
<b>Booklet 3 - Mastery</b> <b>Booklet: Depth Judgments, 1066-1750</b>  Sources question: Bayeux Tapestry	Sources question: Domesday book	Judgement question: Black Death and Public Health	Judgement question: Black Death and Public Health (Application)	Judgement question: Power of the Church	Judgement question: Power of the Church (DIRT)	<b>Mughal Empire</b> The Mughal Empire The Taj Mahal	Assessment Prep	Assessment / revision	Assessment / revision	The East India Company  1857	<b>African Kingship</b>  African Kingship: Mali Empire  African Kingship: Mali Empire	African Kingship: Kingdom of Benin





• **Y8 Long Term Plan**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>Cycle 1</b>	<b>Induction</b>						<b>Assessment Weeks</b>						
		<b>Booklet 4 - The development of the Transatlantic slave trade</b>  West Africa before European Slavery (knowledge)	Voyages of discovery and the role of colonisation (knowledge)	The economics of the triangle trade (knowledge)	Transatlantic slavery (application)	Assessment Prep	Assessment / revision	Assessment / revision	The effects of Slavery in Africa (SMSC)	The effects of Slavery in Africa (SMSC)	DIRT	<b>Booklet 5 - Life in Industrial Britain, 1750-1900</b>  Living conditions in Industrial towns, 1750-1900	Living conditions in Industrial towns, 1750-1900
<b>Cycle 2</b>							<b>Assessment Weeks</b>						
	DIRT	<b>Booklet 6 - Mastery Booklet: Thematic history</b>  Impact of the Transatlantic slave trade in Britain (depth reading)	Abolition of slavery in Britain and the British Empire (knowledge)	Abolition of slavery in Britain and the British Empire (knowledge)	Abolition of slavery in Britain and the British Empire (application)	Abolition of slavery in Britain and the British Empire (application)	Norman Slavery (depth reading)	Write an organised summary analysing Britain's relationship with slavery c.1000-1900 (plan)	Write an organised summary analysing Britain's relationship with slavery c.1000-1900 (monitor)	Write an organised summary analysing Britain's relationship with slavery c.1000-1900 (evaluate)	<b>Booklet 5 - Life in Industrial Britain, 1750-1900</b>  Working conditions in factories, c. 1750-1900	Working conditions in factories, c. 1750-1900	Working conditions in factories, c. 1750-1900
<b>Cycle 3</b>									<b>Assessment Weeks</b>				
	DIRT	<b>Booklet 6 - Mastery Booklet: Thematic history</b>  Medieval urban areas (depth reading)	Medieval urban areas (depth reading)	Medieval urban areas (depth reading)	Write an organised summary analysing the impact of disease on urban areas c.1000-1900 (plan)	Write an organised summary analysing the impact of disease on urban areas c.1000-1900 (plan)	Write an organised summary analysing the impact of disease on urban areas c.1000-1900 (monitor)	Assessment Prep	Assessment / revision	Assessment / revision	<b>Introduction to Modern European History</b>  Causes of the First World War (knowledge)	Causes of the First World War (knowledge)	Causes of the First World War (application)



• **Y9 Non-Specialist History Long Term Plan**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>Cycle 1</b>	<b>Induction</b>												
	How did German bombing affect British civilians?	How did Allied bombing affect German civilians?	How did the atomic bomb affect Japanese civilians?	Was the bombing of civilians justified?	Stand up, speak out: is the bombing of civilians ever justified?	How has conflict continued to affect civilians since WWII?	ASSESS-MENT	<b>DIRT</b> What did Stalin believe in?	How did Stalin control the Soviet Union?	How did Stalin change life in the Soviet Union?	What did Hitler believe in?	How did Hitler control Germany?	How did Nazi rule change life in Germany?
<b>Cycle 2</b>							<b>Assessment Weeks</b>						
	What does 'typically British' mean?	How should the story of migration be told?	Migration stories.	Why is it difficult to summarise the stories of those who have migrated to Britain?	Why is it difficult to summarise the stories of those who have migrated to Britain?	Assessment Prep	Assessment / revision	Assessment / revision	Did the militant tactics of the Suffragettes help or hinder?	How did women finally win the right to vote?	Debate: would Sylvia Pankhurst be disappointed with the position of women today?	How typical were the experiences of Jesse Owens?	How did Black Americans campaign for equal rights in the 20 <sup>th</sup> Century?
<b>Cycle 3</b>									<b>Assessment Weeks</b>				
	How much had been achieved by the 1950s?	How much had been achieved by the 1960s?	How much had been achieved by the 1970s?	To what extent has life really improved for Black Americans?	How did Nelson Mandela go from prisoner to president?	How did Nelson Mandela go from prisoner to president?	Why did apartheid finally end?	Assessment Prep	Assessment / revision	Assessment / revision	What can Beveridge's Five Giants tell us about life in Britain before WWII?	How strong were the Five Giants in the 1930s?	Which invention has done most to improve ordinary life?





• Y9 GCSE HISTORY Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Induction												
		<p><b>Living under Nazi rule: 1933-1945</b> <b>Booklet 1 – Democracy to dictatorship (1933-1934)</b> <b>Enquiry 1: How powerful were the Nazi party in January 1933?</b></p> <p>The Nazi Party in January 1933</p> <p>NSDAP message to the German public in 1933</p>	<p>The Nazi appeal across the political spectrum</p> <p>Enquiry review/DIRT</p>	<p><b>Enquiry 2: How did the NSDAP establish a one-party state by July 1933?</b></p> <p>The Reichstag Fire</p> <p>The Reichstag Decree</p>	<p>The Enabling Act (23<sup>rd</sup> March 1933)</p> <p>Trade Unions and the Act to Ban New Parties (May-July 1933)</p>	<p><b>Enquiry 3: How did Hitler become Fuhrer in August 1934?</b></p> <p>Night of the Long Knives (30<sup>th</sup> June 1934)</p>	<p>The significance of the Night of the Long Knives</p> <p>Hitler becomes Fuhrer</p>	<p><b>LESSON 4 Living under Nazi rule: 1933-1945</b> <b>Booklet 2A – Control: Why was it so hard to oppose the NSDAP?</b></p> <p><b>Enquiry 1: How did the NSDAP use terror to control the German people?</b></p> <p>Terror</p>	<p>Himmler and the SS</p> <p>Heydrich and the NSDAP intelligence-gathering agencies</p>	<p>The judicial system</p> <p>Concentration camps</p>	<p><b>Living under Nazi rule: 1933-1945</b> <b>Booklet 2B – Control: Why was it so hard to oppose the NSDAP?</b></p> <p><b>Enquiry 2: How did the NSDAP use propaganda to control the German people?</b></p> <p>Propaganda Goebbels and Ministry of Public Enlightenment and Propaganda</p>	<p>Posters as propaganda in the Third Reich</p> <p>The press as Propaganda in the Third Reich</p>	<p>Radio and film as Propaganda in the Third Reich</p> <p>Nuremburg Rally as propaganda in the Third Reich</p>
Cycle 2							Assessment Weeks						
	<p>1936 Berlin Olympics as propaganda in the Third Reich</p> <p>Goebbels and Ministry of Public Enlightenment and Propaganda</p>	<p><b>Enquiry 3: To what extent was there meaningful pre-war opposition to the NSDAP from the people of Germany?</b></p> <p>Pre-war opposition to the NSDAP from the Left</p> <p>Pre-war opposition to the NSDAP</p>	<p>Pre-war opposition to the NSDAP from members of organised religion</p> <p>Pre-war opposition to the NSDAP from youth groups</p>	<p><b>Living under Nazi rule: 1933-1945</b> <b>Booklet 3 – Life in pre-war Germany</b> <b>Enquiry 1: How did the NSDAP impact the lives of workers?</b></p> <p>Impact of Nazi policy on workers</p> <p>DAF (German Labour Front)</p>	<p><b>Enquiry 2: How did the NSDAP impact the lives of women?</b></p> <p>Kinder, Kuche, Kirche</p> <p>Motherhood</p>	<p><b>Enquiry 3: How did the NSDAP impact the lives of young people?</b></p> <p>Controlling curriculum</p> <p>Controlling teachers and school</p>	<p>Assessment Prep</p>	<p>Youth organisations</p> <p><b>Enquiry 3: How did the NSDAP persecution of Jews develop, 1933-1939?</b></p> <p>Urbemensch</p>	<p>Untermenschen</p> <p>Persecution of Jewish people (1933-1939)</p>	<p>Anti-semitic society</p>	<p><b>Migrants to Britain</b> <b>Booklet 1 – c.1250-1750</b> <b>Enquiry 1: Late Medieval - What part did migrants play in English life?</b></p> <p>Features of medieval migration: overview and diversity of migrants</p> <p>Jewish communities</p>	<p>Diversity of migrant communities: migrants from the Low Countries</p> <p>Extended application 1/ DIRT</p>	<p>Attitudes towards migrants: official responses</p> <p>Attitudes towards migrants: unofficial responses</p>

	from organised religion (Mon									and their expulsion from England in 1290		
								Assessment Weeks				
Extended application 2	<b>Enquiry 2:</b> <b>How welcoming a place for migrants was England in the period c.1500-1750?</b>  Features of early modern migration: overview  The European Reformation: Walloons and Huguenots	The European Reformation: Palatines and Jews	The European Reformation: Walloons and Huguenots	Diversity of other European migrants: Hansa merchants and Gypsies  Migrants from the wider world: African	Extended application	Assessment Prep	Assessment / revision	Assessment / revision	Assessment / revision	<b>Enquiry 1:</b> <b>What was the experience of migrants to Britain c.1750-1900?</b>  Features of industrial migration: overview  Large-scale migration from Ireland and the growth of Irish communities	The diversity of European migrants: Italians	The diversity of European migrants: Germans

• **Y10 Long term Plan**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>Cycle 1</b>	<b>Induction</b>						<b>Assessment Weeks</b>						
	<b>American West</b>  <b>Early settlement of the West, 1835-62:</b>	The Great Plains and the Plains Indians.  Survival on the Great Plains.  US government policy towards Plains Indians.	Factors encouraging migration West  Manifest destiny and the Gold Rush of 1849	The Donner Party's migration, 1846-7  The Mormon migration, 1846-7. DIRT  The Mormons in the Salt Lake Valley	Early farmers on the Great Plains.  - The Fort Laramie Treaty of 1851.  The problem of lawlessness.	Early attempts to tackle lawlessness.  The significance of the American Civil War.	Assessment / revision	Assessment / revision	The importance of the Pacific Railroad Act, 1862.  Farming on the Great Plains	Problems of law and order in railroad towns  The growth of the cattle industry, 1861-1876. DIRT.	The growth of the cattle industry, 1861-1876. DIRT.  Cattle ranching on the Great Plains..	US government policy towards Plains Indians.  Chief Little Crow and his reservation war, 1862.	The Sand Creek Massacre, 1864.  Red Cloud's war, 1866-68.
<b>Cycle 2</b>													
	<b>Conflict and conquest 1876-95.</b>  Changes in farming  The decline of the cattle industry	The reasons for the Exoduster migration.  importance of the Oklahoma Land Rush	Reasons for lawlessness and Billy the Kid.  The shootout at the OK Corral	The Johnson County War, 1892.  The Battle of the Little Big Horn.	Ghost Dance and Wounded Knee. DIRT.  The extermination of the buffalo.	Life on the reservations.  The importance of the Dawes Act, 1887	<b>Anglo-Saxon England and the Norman Conquest, 1060-1066.</b>	The Anglo-Saxon social system.  The power of Anglo-Saxon monarchs.	Anglo-Saxon government.  The legal system and the economy.	The Anglo-Saxon Church.  The power of the House of Godwin.	The rising against Tostig in 1065.  The succession crisis of 1066.	The battles of September.  Hastings events and armies	The reasons for the Norman victory
<b>Cycle 3</b>									<b>Assessment Weeks</b>				
	<b>William in power - 1066-1087.</b>  The submission of the earls.  Rewarding followers  The Marcher earldoms.	Motte and bailey castles  Edwin and Morcar's Revolt, 1068.  The rebellions in the North, 1069.	The rebellion at Ely, 1070-1071  The Harrying of the North, 1069-1071.  Consequences of the Harrying	Changes to land ownership, 1066-1087.  Maintaining and promoting royal power.  The reasons for the Revolt of the Earls, 1075.	The defeat of the Revolt of the Earls  The feudal system and feudalism	The reasons for the feudal system.  The reasons for Lanfranc's reforms.	Consequences of Lanfranc's appointment, 1070  Everyday life in England after 1066  Changes to government (centralisation).	Assessment / revision	Assessment / revision	Assessment / revision	The 'forest' and the Forest laws.  The reasons for the Domesday Survey.	Norman aristocratic culture.  The career of Bishop Odo of Bayeux.  Robert's rebellion of 1077-1080.	William's death and the disputed succession.  The Big Story of England, 1060-1088.



- Y11 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Induction									Assessment Weeks			
	<b>The revolutions of 1917.</b>	Threats to the tsarist government in early 1917.  The growth of organised opposition to the tsarist government.	The impact of the First World War on Russia.  The February Revolution and the abdication of the Nicholas II	Interpretations of the February Revolution. DIRT.  The failures of the Provisional Government.	The significance of the Kornilov Revolt, August 1917.  Lenin's return to Russia and growing support for the Bolsheviks	The Bolshevik seizure of power, October 1917  Interpretations of the Bolshevik Revolution, October 1917. DIRT.	Early Bolshevik decrees of November to December  Political opponents: The Constituent Assembly.	The murder of the Romanovs.  The Treaty of Brest-Litovsk.  The reasons for and events of the Russian Civil War.	The reasons for the victory of the Reds.  Interpretations of the Russian Civil War. DIRT.	Assessment / revision	Assessment / revision	The Bolshevik dictatorship.  The Kronstadt Mutiny of 1921.  The power of the Communist Party and Politburo.	The failure of War Communism.  The introduction of the New Economic Policy in 1921.  Reactions to the NEP at the 10 <sup>th</sup> Party Congress of 1921.
Cycle 2									Assessment Weeks				
	Communist policies on women.  Communist policies on education and culture.	<b>Stalin, 1924-41.</b>  The rivals for power in the Politburo.  Stalin's victory in the power struggle.	The reasons for the purges of the 1930s.  The events and effects of the purges.	The 'Gulag' camp system.  Interpretation of the terror. DIRT.	State control of the media, education and religion.  The new Soviet Constitution, 1936. 'Cult of Stalin'.	<b>Economic and social changes, 1924-1941.</b>  Reasons for the collectivisation.  The main features of collectivisation.	Successes and failures of collectivisation.  Interpretations of collectivisation.	The reasons for rapid industrialisation.  The Five-Year-Plans.  The success and failures of the Five-Year-Plans.	Assessment / revision	Assessment / revision	Interpretations of the Five-Year-Plans.  Life in the Soviet Union (countryside and towns).	Changes in the position of women.  The persecution of ethnic minorities in the 1930s.	Revision
Cycle 3					<b>External exams</b>								
	Revision	Revision	Revision	Revision	Revision	Revision	Revision	Revision					