



Biddick
Academy

Key Stage 3 History Long Term Curriculum Plan 2021-2022

Key

Core Skills (steps within a unit)

Core Knowledge (Core Skills and Core Knowledge have been mapped into 'focuses' for delivery within units of work. *recapped knowledge is in italics*)

Key Assessment Task (6 formal assessments a year)

Big Questions

Disciplinary Literacy

Learning Locations (Themes and key concepts that are taught in each unit and where they link to other units across KS3/KS4)

Assessment Point (peer assessment every four lessons and key question every six)

KS3 History Long Term Plan 2021/2022

Year 7 (4 History lessons per fortnight)

39 teaching weeks

The units are taught in chronological order so that students can place their learning and the texts within a specific time frame.

Units of work	Core Knowledge and Skills	Learning Locations of Key Concepts	Disciplinary Literacy	Big Questions	Assessments
<p>Unit 1 (15 weeks) The Romans: An ancient world study Romulus and Remus Hannibal Growth of the Empire Gladiators The Bath House Emperors Pompei Boudica Roman Army</p>	<p>LO1 – knowledge and understanding Understanding the significance of the Roman Empire in British History Understanding why the Empire grew Threats to the Empire and how they were dealt with Political, economic, and social changes <i>Recap of knowledge of topics studied in KS3 to establish the baseline of knowledge of each class</i></p> <p>LO2 – Explanation and analysis Reasons for the growth of the Empire The role of entertainment and social aspects of Roman life Explanation of the political changes that occurred Evaluation of the role of the Army in the success of Rome</p> <p>LO3 – Sources Looking at primary sources and their utility Hannibal's campaign Gladiator descriptions The death of Caesar What happened to Pompeii? The organisation and tactics of the Roman army</p> <p>LO4 – interpretations Introduction to the concept of interpretations Hannibal – hero or fool? Julius Caesar – reputation?</p>	<p>Gender: Boudica Hidden History: The black emperor IOB: Julius Caesar Source Skills: Gladiators Political change: Emperors Social and economic: Bath houses – their importance to Roman society Power: The Empire Chronology: The Roman Empire - development Significance: Hannibal Cause and consequence: The growth of the Empire</p>	<p>Tier 2: Empire Roman Conquest Emperor Republic</p> <p>Tier 3: Causation Consequence Legionary Auxiliary Barbarian Plebian Legacy</p> <p>Reading High 5: The story of Hannibal The Bath house Death of Caesar Roman army</p>	<p>What is an Empire? How was Rome founded? Why did the Roman Empire grow? How did the Romans entertain themselves? How important was the bath house to Roman society? Why did Rome change from a Republic to an Empire? What were the consequences of the change from Republic to Empire? Who were the Roman Emperors? Who was the most significant of the Emperors? Who was Boudica and why was she important? How was the Roman army organised? Why did the Roman army win its battles?</p>	<p>Lessons 8,9 and 10 – preparation for assessment, assessment, and DIRT 20 recap questions 4 mark source question 8 mark extended writing question</p> <p>Lessons 20,21 and 22 – preparation for assessment, assessment and DIRT 10 recap questions 4 mark source question 12 mark extended writing question</p> <p>Peer assessment Why did the Empire grow? Roman Baths Role of the Emperors Pompei</p> <p>Key question Which of the Roman Emperors was the most significant? Explain your answer? (8 marks)</p>
<p>Unit 2 (12 weeks) Medieval England – a British period study England in the middle ages The Vikings Contenders for the throne in 1066 Battle of Stamford Bridge Battle of Hastings Feudalism Castles Death of William Rufus Thomas Beckett Magna Carta Black death Peasants revolt Princes in the tower</p>	<p>LO1 – knowledge and understanding <i>Life in England after the Romans from the previous unit</i> Life under the Vikings and their legacy Life in 1066 – political and social system The contenders for the throne in 1066 Which had the strongest claim? <i>The nature of warfare in Roman England in the previous unit</i> Why did William win the Battle of Hastings? How did William take control of England after the Battle of Hastings? Role of Castles Death of Rufus and its effects <i>Religion and its importance in Roman times from the previous unit</i> Role of religion in medieval England The conflict between Henry II and Thomas Beckett The importance of the Magna Carta The causes and effects of the Black Death Peasants revolt and Watt Tyler What happened to the princes in the Tower</p> <p>LO2 – Explanation and analysis Who had the strongest claim to the throne in 1066?</p>	<p>Gender: Role of women in medieval England Hidden History: Immigration in medieval Britain IOB: Why did William win the Battle of Hastings? Source Skills: Death of William Rufus Political change: Candidates for the throne in 1066 Social and economic: Peasants revolt Power: Beckett and the power of the church Chronology: Events of 1066 Significance: Magna Carta Cause and consequence: Black death</p>	<p>Tier 2: Continuity Change Battle Conquest Murder Control Constitution Disease Epidemic Revolt</p> <p>Tier 3: Contenders Vikings Anglo-Saxons Tactics Housecarls Cavalry Feudal system Magna Carta Regicide buboes</p>	<p>What was England like in 1066? Who were the Vikings and how did the change England? Why was there a succession crisis in 1066? Who were the three contenders for the throne in 1066 and what were there strengths and weaknesses? What were the important events of 1066? What happened at the Battle of Stamford Bridge? What were the consequences? Why did William win the Battle of Hastings? What were the consequences of the Battle of Hastings? How did William secure his control of England in the short term and long term?</p>	<p>Lessons 9 ,10 and 11 – preparation for assessment, assessment, and DIRT 10 recap questions 4 mark source question 8 mark extended writing question</p> <p>Lessons 20,21 and 22 – preparation for assessment, assessment, and DIRT 10 recap questions 4 mark source question 12 mark extended writing question</p> <p>Peer assessment Contender's for the Throne Feudalism Magna Carta Princes in the tower</p> <p>Key question Explain two reasons why William won the Battle of Hastings (8 marks)</p>

KS3 History Long Term Plan 2021/2022

	<p>Why did William win the Battle of Hastings? How did William establish control of England in the long and short term after Hastings? What do the Magna Carta and the story of Beckett tell us about the relationship between the King, the Church and the Barons? What were the effects of the Black Death? Did Richard III kill the Princes in the Tower?</p> <p>LO3 – Sources Looking at primary sources and their utility The Vikings and their effects Events of the battle of Hastings Castles Death of Rufus – why it happened Magna Carta and its terms Effects of the Black death Princes in the tower – what happened to them?</p> <p>LO4 – interpretations How do historians use interpretations? The best contender for the throne in 1066 Why William won the Battle of Hastings What happened to Thomas Beckett Long- and short-term effects of the Black Death The Peasants revolt</p>		<p>Reading High 5: Contenders for the throne Events of the Battle of Hastings Effects of Motte and Bailey Castles Story of Thomas Beckett Symptoms of the Black Death Peasants revolt events Sources on the Princes in the tower</p>	<p>What was the feudal system and how did it help William to control England? How did William use castles to control England? How did William Rufus die? Why was there tension between the church and the King? What happened to Thomas Beckett and why was it important? What was the Manga Carta and what was its significance? What were the causes, symptoms, and effects of the Black Death? How did people try and prevent and trat the Black Death? What were the causes and effects of the Peasants Revolt? Why is Richard III seen as being a villain? What happened during the Wars of the Roses? What happened to the Princes in the Tower?</p>	<p>Explain why were issue between the King and the Church in medieval England. (8 marks)</p> <p>Describe two effects of the black death (8 marks)</p>
<p>Unit 3 (13 weeks) Tudor England and Stuart Britain – a British period study Life in Tudor England Martin Luther The split with Rome Dissolution of the Monasteries Catholics and Protestants Tyndale and More Henry VIII and his wives Henry VIII – reputation Mary I Elizabeth I Mary Queen of Scots Spanish armada The early settlement of America Jamestown Blackbeard Gunpowder Plot Causes of the English Civil War English civil war</p>	<p>LO1 – knowledge and understanding <i>Life in medieval England from the previous unit – especially the role of religion</i> Life in Tudor England The role of religion and religious changes <i>Knowledge of Henry VIII from primary school</i> <i>Power of the King from the previous unit</i> Henry VIII and the reformation The dissolution of the monasteries The reputation of Henry VIII The actions and reputation of Bloody Mary Elizabeth I and the problems that she faced <i>Relations with European countries from the previous two units</i> Causes and effects of the Spanish Armada The legacy of Elizabeth The early settlement and colonisation of America Role of Pirates The causes and effects of the Gunpowder plot <i>The nature of war in medieval England from the last unit</i> Causes and effect of the English civil war The death of Charles I The role and reputation of Cromwell</p> <p>LO2 – Explanation and analysis The reasons for the English reformation Religious changes under the Tudors Reputation of Henry VIII – does he deserve a bad reputation Why was Elizabeth a successful Queen? Why did the Spanish Armada fail? The effects of the early colonisation of America Why did Parliament win the Civil War?</p>	<p>Gender: Does Bloody Mary deserve her nickname? Hidden History: Queen Anne and Sarah Churchill IOB: Gunpowder plot Source Skills: Tyndale and More Political change: The English civil war Social and economic: Life in Tudor England Power: Henry VIII Chronology: Spanish armada events Significance: Elizabeth I Cause and consequence: The break with Rome</p>	<p>Tier 2: Tudor Stuart Church Religion Catholic Protestant Christian Marriage Dynasty Reputation Invasion War Armada Parliament Piracy Civil War Republic</p> <p>Tier 3: Reformation Monasteries Dissolution Heresy High Treason Tactics Settlement Colonisation Transportation Execution Regicide</p>	<p>What was life like in England in 1500? Who was Martin Luther and what was his significance? What are Catholics and Protestants? Why did Henry VIII split with the Catholic Church? Why did Henry dissolve the monasteries? What were the effects of the break from Rome? What happened to Tyndale and More and what was the significance of their deaths? Why did Henry VIII marry six times? Does Henry VIII deserve his reputation? Does Mary I deserve her nickname? What problems did Elizabeth I face when she became Queen and how did she solve them? How did Elizabeth I deal with Marty Queen of Scots and what were the consequences of her actions? What were the causes of the war with Spain?</p>	<p>Lessons 11 ,12 and 13 – preparation for assessment, assessment, and DIRT 10 recap questions 4 mark source question 8 mark extended writing question</p> <p>Lessons 24, 25 and 26 – preparation for assessment, assessment, and DIRT 10 recap questions 4 mark source question 12 mark extended writing question</p> <p>Peer assessment The dissolution of the monasteries Mary I Spanish Armada Blackbeard Oliver Cromwell</p> <p>Key question Give two things you can infer from Source A about the Reformation. (4 marks)</p> <p>Study Interpretations 1 and 2. They give different views about the Reformation. (4 marks)</p>

KS3 History Long Term Plan 2021/2022

	<p>Why was Charles I executed? Why was the monarchy restored in 1660?</p> <p>LO3 – Sources Looking at primary sources and their utility Life in Tudor England Dissolution of the monasteries The reputation of Henry VIII Persecution of the Protestants under Mary Mary Queen of Scots The failure of the Armada Blackbeard Gunpowder plot Causes of the ECW Execution of Charles I</p> <p>LO4 – interpretations How do historians use interpretations? The reputation of Martin Luther Catholics and Protestants – differences The reputation of Mary I Causes of the Spanish Armada The role of Britain in the colonisation of America Cromwell and Charles I - reputations</p>		<p>Commonwealth</p> <p>Reading High 5: The story of Martin Luther The split with Rome Differences between Catholics and Protestants Mary I – personal life Events of the Spanish Armada Jamestown Blackbeard Story of the gunpowder plot Causes of the English Civil War</p>	<p>What happened and what were the consequences of the Spanish Armada? How was the early settlement of America achieved? What was the significance of Jamestown? Why was Blackbeard a significant figure in the history of piracy? What were the causes and consequences of the gunpowder plot? What were the causes of the English civil war? What were the events of the English Civil War? Why did Oliver Cromwell come to power and what was his significance? What were the consequences of the English civil war and the execution of Charles I?</p>	<p>Explain why Elizabeth executed Mary Queen of Scots. (8 marks)</p> <p>Explain two causes of the English Civil War. (8 marks)</p>
--	--	--	---	--	--

KS3 History Long Term Plan 2021/2022

Year 8 (4 history lessons per fortnight)

Units of work/Key texts	Core Knowledge and Skills	Learning Locations of Key Concepts	Disciplinary Literacy	Big Questions	Assessments
<p>Unit 1- Victorian Britain – a British period study (15 weeks) Agrarian revolution Industrial revolution Living conditions in industrial towns Health and disease Working conditions The Franchise Railways Great inventions Crime and punishment Tolpuddle Martyrs Jack the Ripper Life in a Victorian Prison</p>	<p>LO1 – knowledge and understanding <i>Life before 1750 – a recap of year seven</i> Changes in the countryside Changes in the towns Life in a factory Living conditions and disease <i>Recap of power and the political system before 1750</i> Political issues and the growth of democracy <i>Recap of law in order in medieval England from Y7</i> Law and order in Victorian Britain</p> <p>LO2 – Explanation and analysis Explanation for the changes during the industrial revolution Cholera – why? Influence of the railways Why the franchise changed Most important invention of the era The long and short term importance of the Tolpuddle Martyrs Why Jack the Ripper was never caught</p> <p>LO3 – Sources Looking at the utility and provenance of sources Conditions in the towns – working life and living conditions The impact of the railways Jack the ripper – what happened? Life in prison</p> <p>LO4 – interpretations Why do people have different interpretations? Life in a workhouse – was it as bad as we think? Causes of disease Tolpuddle Martyrs – influence Inventions</p>	<p>Gender:: Hidden History: Jack the ripper - his victims IOB: Justice in Victorian Britain Source Skills: Causes of the industrial revolution Political change: changes to the franchise Social and economic: industrial revolution Power: Role of the Queen Victoria and the crown Chronology: inventions and the life of Victoria Significance: Tolpuddle martyrs Cause and consequence: railways</p>	<p>Tier 2: Continuity Change Revolution Crime Punishment Transport</p> <p>Tier 3: Franchise Cholera Continuity Empire Martyr Evidence Sources Interpretation</p> <p>Reading High 5: Industrial revolution Life in a workhouse Cholera Railways – effects Tolpuddle martyrs story Jack the Ripper - victims</p>	<p>What was the agrarian revolution and why was it important? What were the causes and effects of the industrial revolution? Why did people move to the cities? Why was disease rampant in many cities? What was life like in the factories? Why did conditions change? Why did the government start to interfere in peoples lives? Why did the political system change and what were its effects? To what extent did the railways change Britain? How did the Victorian enforce law and order? What was life like in a Victorian Prison? Why was Jack the Ripper never caught?</p>	<p>Lessons 12, 13 and 14 – preparation for assessment, assessment, and DIRT 20 recap questions 8 mark source question 4 mark interpretation question</p> <p>Lessons 28,29 and 30 – preparation for assessment, assessment, and DIRT 10 recap questions 8 mark source question 12 mark extended writing question</p> <p>Peer assessment Industrial revolution Australia India The Franchise Railways Sickness Victorian Britain</p> <p>Key question Describe two consequences of the fact that Australia was used a British penal colony (8 marks)</p> <p>Who was the most significant inventor of the Victorian era? (8 marks)</p> <p>Describe two features of life in India under the British Empire (8 marks)</p>
<p>Unit 2: The Black peoples of America – a non-European social history study (12 weeks) Triangle of Trade Middle passage Slave auctions Life on a plantation Nat Turners rebellion Runaways Abolition The Ku Klux Klan Civil rights Black lives matter America in the 21st century</p>	<p>LO1 – knowledge and understanding <i>Knowledge of trade and life in Britain in the early modern era from the previous unit</i> What was slavery? The triangular slave trade The middle passage – conditions and experience Olaudah Equiano Life for slaves once they reached America – auctions and plantations Slave punishments and rebellions The underground railroad and Harriet Tubman The abolition of slavery in Britain and the USA The civil rights movement in the USA in the 1950s and 60s The role of Martin Luther Linda Brown and Little Rock Montgomery Bus Boycott, the sit ins and freedom rides The civil rights acts of 64 and 68</p>	<p>Gender:: Harriet Tubman Hidden History: The black slave traders IOB: Black lives matter Source Skills: The middle passage Political change: Abolition of slavery in Britain and the USA Social and economic: Economic reasoning of slavery Power: American civil war Chronology: The triangle of slavery Significance: Civil rights movement and the Black Panthers Cause and consequence: Nat Turners rebellion</p>	<p>Tier 2: Slavery Triangle Auction Plantation Rebellion Causes Effects Significance Racism Abolition Civil rights Protest</p> <p>Tier 3: Middle passage Bondage</p>	<p>What do we mean by slavery? What were the key features of the triangle of the slave trade? How were the three areas of the triangular slave trade affected? What was life like for slaves during the middle passage? How were the slaves auctioned? What was life like for both slaves and owners on a slave planation? What were the causes and effects of Nat Turners rebellion?</p>	<p>Lessons 10 ,11 and 12 – preparation for assessment, assessment, and DIRT 10 recap questions 8 mark source question 4 mark interpretation question</p> <p>Lessons 22, 23 and 24 – preparation for assessment, assessment and DIRT 10 recap questions 8 mark source question 12 mark extended writing question</p> <p>Peer assessment Slave auctions Runaways</p>

KS3 History Long Term Plan 2021/2022

	<p>The march on Washington The black panthers and black power The modern day – Black Lives Matter and the future</p> <p>LO2 – Explanation and analysis What role did slavery play in the growth of the British Empire? How did people make money out of slavery? Why did many slaves choose to escape? How successful were they? Why was slavery abolished in the British Empire? Why was slavery abolished in the USA? How successful was the civil rights movement? How successful was the black power movement and the Black Panthers? What is the legacy of slavery and the civil rights movement in the USA?</p> <p>LO3 – Sources Looking at the utility and provenance of sources The triangle of trade – what was it like? Slave auctions – experiences Life on a plantation and slave punishments Abraham Lincoln Martin Luther King Montgomery Bus Boycott Black Panthers and Black power</p> <p>LO4 – interpretations Why do people have different interpretations? The middle passage – opinions Nat Turners rebellion The role of the civil rights movement and the Black Panthers Has Black Lives Matter made things better?</p>		<p>Economic reasons Social effects Servitude Underground railroad Civil war Civil rights Gettysburg Address Nativism Ku Klux Klan Linda Brown Non violent protest Martin Luther King Black Power</p> <p>Reading High 5: Middle passage conditions Life on a plantation – conditions Nat Turner effects Harriet Tubman actions The decline of the KKK Linda Brown story Little Rock story Civil rights acts Black Panthers tactics</p>	<p>What were runaways and what happened to them? What was the underground railroad? Why was Harriet Tubman a significant figure in the underground railroad? Why was the slave trade abolished in the British Empire? Why was slavery abolished in the USA? To what extent was slavery abolished in the USA due to the civil war? What was the KKK and why was important in the 19th century? What was the civil rights movement and what tactics did they use? How successful was the civil rights movement in making changes to the education system? What was the significance of the Montgomery bus boycott? Why did the civil right movement achieve success in the 1960s? Did the Black Panthers achieve their aims? How equal is the USA? Has the Black Lives Matter movement made any progress?</p>	<p>KKK Martin Luther King</p> <p>Key question Give two things you can infer from the source about the Slave Auction. (4 marks)</p> <p>The underground railroad was totally ineffective. How far do you agree? (8marks)</p> <p>Martin Luther King was the most important factor in the success of the Civil Rights Movement. How far do you agree? (8 marks)</p>
<p>Unit 3- Britain at war – a European period study (13 weeks) Suffragettes Emily Davison Titanic Recruitment in WW1 Trench warfare Battle of the Somme Lions led by donkeys WW2 Dunkirk The Blitz Propaganda Evacuation Home front in WW2 D Day Bomber Harris</p>	<p>LO1 – knowledge and understanding <i>Role of women in Britain from units covered in Y7, Y8 and Y9</i> The tactics and successes of the suffragettes Role of Emily Davison Titanic – historical significance <i>Nature of warfare across time – medieval and early modern units in Y7</i> WW1 causes and recruitment Nature of trench warfare Causes and effects of the Battle of the Somme Douglas Haig Causes of WW2 Importance of the Dunkirk evacuation The home front – the blitz, evacuation, women during the war and the use of propaganda D Day – the beginning of the end? The role and reputation of Arthur Harris</p> <p>LO2 – Explanation and analysis The success of the suffragettes Class distinctions on the Titanic</p>	<p>Gender:: Women in WW1 and the suffragettes Hidden History: Alan Turing IOB: Lions led by donkeys / Bomber Harris Source Skills: The Blitz Political change: Suffragettes Social and economic: Titanic Power: Winston Churchill and his role in WW2 Chronology: WW2 events Significance: D Day Cause and consequence: Consequences of WW1 and WW2</p>	<p>Tier 2: Warfare Trenches Conflict Politics Feminism Social and economic Cause Effect Significance Home front Century</p> <p>Tier 3: Suffragettes Protest Cat and mouse Class system Trench warfare Stalemate Tactics</p>	<p>What was life like in Britain in 1900? What did the suffragettes want to achieve and what were the methods that they used? How successful were the suffragettes? How significant was Emily Davison? What are the main features of the story of the Titanic? What does the titanic tell us about attitudes to gender and class? Why did World War One Break out? Why did the government run recruitment campaigns in WW1 and how successful were they?</p>	<p>Lessons 11 ,12 and 13 – preparation for assessment, assessment, and DIRT 10 recap questions 8 mark source question 4 mark interpretation question</p> <p>Lessons 24, 25 and 26 – preparation for assessment, assessment, and DIRT 10 recap questions 8 mark source question 12 mark extended writing question</p> <p>Peer assessment Suffragettes Feature of trench warfare The blitz Importance of D Day</p>

KS3 History Long Term Plan 2021/2022

	<p>The success or failure of the Battle of the Somme The reputation of Haig Dunkirk – success or failure? Effects of the Blitz – social and military Importance of D Day The reputation of Bomber Harris</p> <p>LO3 – Sources Looking at the utility and provenance of sources The effects of the suffragettes Titanic – condition in third class Battle of the Somme The Blitz – conditions and effects D Day – experiences from both sides</p> <p>LO4 – interpretations Why do people have different interpretations? Emily Davison – tactics and legacy Reputation of Haig Dunkirk – success or failure? Experiences of evacuation Reputation of Bomber Harris</p>		<p>Reputation Appeasement Allies Axis Evacuation Propaganda Operation Overlord Blitz Genocide War criminal</p> <p>Reading High 5: The story of Emily Davison Titanic sinking Trench warfare effects Battle of the Somme events Reputation of Haig Causes of WW2 Blitz effects Evacuation experiences D Day events Bomber Harris background</p>	<p>What happened during the Battle of the Somme? Was the Battle of the Somme a success or a failure? Does Haig deserve his nickname of the “Butcher of the Somme”? Was it really lions led by donkeys? What were the causes and main events of WW2? Why was the significance of the evacuation from Dunkirk? What were the consequences of the Blitz? How did the government use propaganda during WW2 and how successful was it? Why were children evacuated during WW2 and how successful was the policy? What was life like on the home front in WW2? How did the lives of women change during WW2? What happened on D Day and why was it a significant event in the outcome of the war? Does Bomber Harris deserve his nickname? Why did the allies win the war? What were the consequences of WW2?</p>	<p>Key question Give two things you can infer from the source about recruitment at the beginning of WW1. (8 marks)</p> <p>Describe two effects of the Battle of the Somme. (8 marks)</p> <p>Describe two ways in which life on the home front in Britain changed during World War Two. (8 marks)</p>
--	--	--	--	--	--

KS3 History Long Term Plan 2021/2022

Year 9 (4 History lessons per fortnight)

Units of work/Key texts	Core Knowledge and Skills	Learning Locations of Key Concepts	Disciplinary Literacy	Big Questions	Assessments
<p>Unit 1 The holocaust – a focused European period study (14 weeks)</p> <p>Anti Semitism Adolf Hitler Persecution 1933 to 35 Nazi Education Kristallnacht Ghettos Warsaw Ghetto Anne Frank Auschwitz Final solution Life in the camps Who was to blame? Liberation Legacy</p>	<p>LO1 – knowledge and understanding <i>The impact of WW1 and WW2 – a recap from Y8</i> Anti-Semitism in Europe The life of Adolf Hitler Nazi persecution of the Jews The creation of the final solution Life in the death camps Anne Frank The legacy of the holocaust</p> <p>LO2 – Explanation and analysis Anti-Semitism – why? The role of Hitler The Nazification of the education system Nuremberg Laws vs Kristallnacht – significance Significance of the Warsaw Ghetto uprising Wansee conference – significance Blame for the holocaust The legacy of the holocaust – have we learned anything?</p> <p>LO3 – Sources Looking at the content, provenance, and context of the sources Pictures of Jewish life before WW2 Anti-Semitism in the education system Life in the ghettos – sources Arrival at Auschwitz Life in a death camp</p> <p>LO4 – interpretations Why people may have different opinions and their utility? Hitlers role in the holocaust The importance of Kristallnacht Anne Frank – significance The final solution – accident or design Legacy of the holocaust and its impact on the world</p>	<p>Gender: The story of Anne Frank Hidden History: Non Jewish victims of the Nazis IOB: Life in the camps Source Skills: life in the Warsaw Ghetto and reasons for the risings Political change: The Nazification of the education system Social and economic: The persecution of the Jews in the early years of the Nazis Power: The historical role of anti-Semitism Chronology: the Nazi persecution of the Jews in Germany Significance: Kristallnacht and the role of Hitler in the holocaust Cause and consequence: Kristallnacht and the final solution</p>	<p>Tier 2: Persecution Discrimination Jewish Prejudice Ghetto Legacy</p> <p>Tier 3: Holocaust Nazi Mein Kampf Auschwitz Concentration camp Pogrom Final solution Hitler Youth</p> <p>Reading High 5: The life of Adolf Hitler The Nuremberg Laws Kristallnacht The League of German Girls The diary of Anne Frank Arrival at Auschwitz</p>	<p>What is anti-Semitism and why was it prevenient across Europe? What was life like for Jewish people in Europe before WW2? Who was Adolf Hitler and why was he important? What did the Nazi Party believe in? Why did the Nazis target the education system? How successful were they in achieving their aims? Why did the Nazis use salami tactics in their treatment of the Jews? What was the significance of the Nuremberg Laws? What were the causes and consequences of Kristallnacht? Why did the Nazis use ghettos? What was the significance of the Warsaw Ghetto uprising? What do we mean by the final solution? What was life like in Auschwitz? Who was to blame for the holocaust? What have we learned from the holocaust? Have we learned anything from the holocaust?</p>	<p>Lessons 12, 13 and 14 – preparation for assessment, assessment, and DIRT 20 recap questions 8 mark source question 4 mark interpretation question 4 mark knowledge question</p> <p>Lessons 28,29 and 30 – preparation for assessment, assessment, and DIRT 10 recap questions 4 mark source question 16 mark extended writing question</p> <p>Peer assessment Hitler Nazi education The Warsaw Ghetto Anne Frank Arrival at Auschwitz Oskar Schindler Never again</p> <p>Key question What is the significance of the story of Anne Frank/ (8 marks)</p> <p>Suggest one reason why interpretations one and two give different views about punishments in Auschwitz (4 marks)</p> <p>Describe two consequences of the final solution (8 marks)</p>
<p>Unit 2 – The USA in the 1920s and 1930s – a non European period study (12 weeks)</p> <p>The USA in 1919 Government of the USA Isolationism Economic boom of the 20s Consumerism Flappers Movies and music Celebrities in the 1920s Problems for the poor Sacco and Vanzetti The KKK Prohibition</p>	<p>LO1 – knowledge and understanding <i>America at the end of WW1 from Y8</i> The organisation of the government in the USA Isolationism after WW1 – political and economic Causes and effects of the economic effects of the boom of the 1920s <i>Position of women from Y7 and Y8</i> Changes to the lives of women in the 1920s and the flappers <i>Entertainment and its role in society from Y7 and Y8</i> Role of Hollywood and entertainment Economic inequalities in society in the 1920s <i>Racism in the USA – Black people of America Y8</i> The role of discrimination against ethnic minorities and immigrants <i>Prohibition and smuggling from Y8</i></p>	<p>Gender:: Flappers Hidden History: The gay underground of the 1920s IOB: The roaring 20s Source Skills: Social changes of the 1920s Political change: New deal and the election of Roosevelt Social and economic: The economic boom of the 1920s Power: The USA at the end of WW1 Chronology: Presidents of the USA</p>	<p>Tier 2: Government Isolation Economy Boom Society Continuity Change Entertainment Gender equality Racism Discrimination Recession Prohibition Organised crime</p>	<p>Why had the USA become the most powerful country in the world by 1919? What was life like in the USA in 1919? How is the government of the USA organised? What are its strengths and weaknesses? What do we mean by isolationism and how did it effect the USA in the 1920s? Why did the USA have an economic boom in the 1920s?</p>	<p>Lessons 9, 10 and 11 – preparation for assessment, assessment, and DIRT 10 recap questions 4 mark source question 4 mark interpretation question 4 mark knowledge question</p> <p>Lessons 22, 23 and 24 – preparation for assessment, assessment, and DIRT 10 mark recap questions 4 mark source question 16 mark extended writing question</p>

KS3 History Long Term Plan 2021/2022

<p>Speakeasies and bootleggers Al Capone Wall Street Crash Effects of the great depression The New Deal</p>	<p>Causes and effects of prohibition Prohibition and organised crime Wall street Crash and its effects The effects of the great depression on society and politics The 1932 election and the role of Roosevelt The New Deal – success or failure</p> <p>LO2 – Explanation and analysis Why the economic boom of the 1920s occurred The importance of the social changes particularly to women Rise of the movies and entertainment Causes of the WSC and the depression The success or failure of the New Deal</p> <p>LO3 – Sources Looking at the content, provenance, and context of the sources Strengths and weaknesses of the US political system Reasons for the boom Not all winners Flappers – primary and secondary sources Racism in the 1920s and 30s Reasons for the depression New deal and role of Roosevelt</p> <p>LO4 – interpretations Looking at interpretations and their provenance and historical background Isolationism – good or bad? Mass production effects Movies and entertainment – effects on wider society Causes of the Wall Street Crash The election of 1932 and Roosevelt</p>	<p>Significance: Hollywood in the 1920s and 1930s Cause and consequence: The great depression</p>	<p>Recovery</p> <p>Tier 3: Federalism Senate House of Representatives President Democrat Republican Laisses faire Rugged individualism Consumerism Mass production Speculation Stock market Stock exchange Wall Street Crash Homelessness Unemployment Nativism Speakeasy Bootlegger Moonshine New Deal</p> <p>Reading High 5: The Government of the USA Economic and political isolationism Reasons for the boom Flappers – sources Hollywood in the 1920s Causes of prohibition Al Capone Effects of the Great Depression The New Deal</p>	<p>What were the social, political and economic effects of the boom? What do we mean by consumerism? How did life improve for women in the USA in the 1920s? What were the flappers? How did the entertainment industry change in the 1920s and 1930s? Which groups did not benefit from the economic boom? What does the story of Sacco and Vanzetti tell us about attitudes to immigrants in the 1920s? Why did the KKK grow in the 1920s? Why was prohibition introduced? What were the effects of prohibition? How did prohibition lead to a rise in organised crime? Why was prohibition abolished in 1933? What caused the Wall Street Crash? What were the effects of the Great Depression? Who was Franklin D Roosevelt? What was the New Deal and how effective was it?</p>	<p>Peer assessment Feature of the US political system Social effects of the roaring 20s KKK Effects of the depression</p> <p>Key question What were the economic effects of the great depression? (8 marks)</p> <p>What were the causes and effects of prohibition? (8 marks)</p> <p>How far did the USA recover from the great depression by 1939? (8 marks)</p>
<p>Unit 3- The history of North East England – a local history study (6 weeks) Shipyards Working down the pit Pit closures Miners strike Thatcherism</p>	<p>LO1 – knowledge and understanding <i>Recap of the industrial revolution from year eight</i> Life and work in the shipyards <i>Recap of conditions in the mines from year eight</i> <i>Recap of living conditions during the industrial revolution and life in Sunderland from Y8</i> Life and work in the mines and in mining communities The closure of the mines and its effects on the mining communities The causes, events and effects of the miners strike Arthur Scargill and Margaret Thatcher The legacy of Thatcherism</p> <p>LO2 – Explanation and analysis Reasons for the decline of the mining and shipbuilding industry – long and short term How did life change for ordinary people Tactics used by both sides in the miners strike – which were the most successful? What was the legacy of the miners strike and Thatcherism – short and long term?</p>	<p>Gender:: Women in the miners strike Hidden History: International support for the miners IOB: Life down a pit Source Skills: Life in the shipyards Political change: Thatcherism Social and economic: Reasons for the economic decline of the North East Power: Pit closures Chronology: Mining disasters in the north east of England Significance: Margaret Thatcher Cause and consequence: Miners strike and its consequences</p>	<p>Tier 2: North east Industry Social Economic Political Mining Shipbuilding Gender Strike</p> <p>Tier 3: Industry Working class Labour party Conservative Party Prime Minister Thatcherism Colliery Culture Thatcherism</p>	<p>What was life like in the north east of England in the 1950s? What was it like to work in a shipyard? Why did the shipping industry decline? What was it like to work in a pit and to live in a mining village? Why were the mines closed in the 1970s, 1980s and 1990s? What were the effects of the closures of the mines? What were the causes and effects of the miners strike? What is Thatcherism? How significant was Thatcher in changing the north east of England? What is her legacy?</p>	<p>Lessons 13 ,14 and 15 – preparation for assessment, assessment, and DIRT 10 recap questions 4 mark source question 4 mark interpretation question 4 mark knowledge question</p> <p>Peer assessment Feature of the 1950s and 60s Changes in the 1990s</p> <p>Key question How useful is source A for an enquiry into the miner strike? (8 marks)</p> <p>Explain why there was a debate over whether Margaret Thatcher should have a state funeral? (8 marks)</p>

KS3 History Long Term Plan 2021/2022

	<p>LO3 – Sources Looking at the content, provenance, and context of the sources Life in a pit village Work in a shipyard The miners strike – life for the families and strikers The Conservative government of 1979 to 1997</p> <p>LO4 – interpretations Utility of interpretations and the context they are from The decline of heavy industry in the north east – Consett steelworks The causes of the miners strike Scargill and Thatcher</p>		<p>National Union of Mineworkers Margaret Thatcher Arthur Scargill</p> <p>Reading High 5: The day the ship was launched Life in a mining village Life down the mine The miners strike – experiences The miners strike effects Margaret Thatcher - life</p>		
<p>Unit 4- Continuity and change in the last half of the 20th century – a comparative study (6 weeks) 1950s 1960s 1970s 1980s 1990s 2000s</p>	<p>LO1 – knowledge and understanding <i>Life during WW2 from Y8</i> Social, political and economic changes in the 1950s Social, political and economic changes in the 1960s Continuity and change 1950 to 1969 Social, political and economic changes in the 1970s Continuity and change 1950 to 1979 <i>Changes during the 80s and 90s and the decline of industry from the previous unit</i> Social, political and economic changes in the 1980s Continuity and change 1950 to 1989 Social, political and economic changes in the 1990s Continuity and change 1950 to 1999 <i>The role of the USA from unit two in year nine</i> Social, political and economic changes in the 2000s Continuity and change 1950 to 2010</p> <p>LO2 – Explanation and analysis Consequence and change across all of the era studied Why did these changes occur? What was the most significant factor in these changes? What was the most significant change and why? Why did some things stay the same across eras?</p> <p>LO3 – Sources Looking at the content, provenance, and context of the sources Source from all six eras and across all five factors which have influenced change – a mix of primary and secondary sources to draw supported conclusions Context of the sources – looking at the motivations behind the sources</p> <p>LO4 – interpretations Utility of interpretations and the context they are from Were the 1950s so good? Did the 1960s really swing – the role of women The role of the economy in shaping 1980s Britain Cool Britannia in the 1990s – was this really the case?</p>	<p>Gender:: Feminism in the 1960s Hidden History: Stonewall in the 1960s and 1980s IOB: 1950s – did we really have it so good? Source Skills: 1970s Political change: Thatcherism and New Labour Social and economic: 1980s Power: Abortion and the legalisation of homosexuality in the 1960s Chronology: Prime Ministers 1950 to 2020 Significance: Swinging 60s Cause and consequence: Technological change</p>	<p>Tier 2: Era Technology Work Culture Politics Entertainment Gradual Revolution</p> <p>Tier 3: Continuity Change Source Interpretation</p> <p>Reading High 5: McMillan – we have never had it so good Beatles lyrics The winter of discontent Yuppies Cool Britannia? The economic crash of 2008</p>	<p>What was life like in the 1950s? How did life change during the 1950s? How has technology changed over the years? How has work changed over the years? What have been the major political changes? What have been the major social changes? What have been the major political changes over the years? How has culture and entertainment changed over the years? Did we really have it so good in the 1950s? Did the 1960s really swing? How did Britain decline and bounce back during the 1960s and 1970s? How far has life changed between 1950 and 2010?</p>	<p>Lessons 9, 10 and 11 – preparation for assessment, assessment, and DIRT 10 recap questions 4 mark source question 16 mark extended writing question</p> <p>Peer assessment Life down the pit Thatcherism</p> <p>Key question What were the causes and effects of the miners strike? (8 marks)</p>