

Lipson Co-operative Academy: History Department

Years 7-11: Long Term Plan



YEAR 7 LONG TERM PLAN

	1	2	3	4	5
To pic	1.1 England: Invasion and conquest	1.2 The Normans	2.1 The Tudors: Religious Continuity and Change	2.2-3.1 Slavery 1590-1865	3.2 The British Empire
Time	7 WEEKS	7 WEEKS	7 WEEKS	14 WEEKS	7 WEEKS
Key questions	<p>Why did the Romans, Vikings and Saxons invade England?</p> <p>What were the short and long-term impacts of these successive invasions?</p>	<p>January 1066: who should be king?</p> <p>Why did William win the Battle of Hastings?</p> <p>How was William able to take control of England after 1066?</p> <p>What was the impact of the Norman conquest on England?</p>	<p>Who were the Tudors and where did they come from?</p>	<p>How did sugar spread to Europe and the Caribbean?</p> <p>What was the human cost of sugar?</p> <p>How did sugar reach the masses?</p> <p>How and why was slavery abolished?</p> <p>How far is there a sugar crisis today?</p>	<p>What do we mean by the British Empire and why was it created?</p> <p>What was the impact of Empire on India and areas of Africa?</p> <p><u>Case study on Australia:</u> How and did the British colonise Australia?</p> <p>What impact did colonisation have on the Aborigines?</p> <p>How and why did Australia become a convict colony?</p>

Assessment	Baseline account: a narrative description on an aspect of the Roman conquest of England. To compare the impact of the Romans and Viking invasions on Britain.	Explain why William won the battle of Hastings in 1066. To compare the impact of the Norman conquest to the conquest of Britain by the Anglo-Saxons.		How useful are sources A and B for an investigation into the conditions of the slaves?	Why did the British want to create an empire?
Assessment objective	AO1; AO2	AO1; AO2	AO1; AO2; AO4	AO1; AO2; AO3	AO1; AO2; AO4
Historical Writing skills	Extended writing task – structured in paragraphs using PEE structure. Focus on writing in an appropriate academic style.	Extended writing task – structured in paragraphs using PEE structure. Focus on structuring a two-sided answer with a justified conclusion; and on which interpretation is the more convincing. Focus on writing in an appropriate academic style.	Extended writing task – structured in paragraphs using PEE structure. Focus on structuring a two-sided answer with a justified conclusion. Focus on writing in an appropriate academic style.	Extended writing task – structured in paragraphs using PEE structure. Focus on writing in an appropriate academic style.	Extended writing task – structured in paragraphs using PEE structure. Focus on structuring a two-sided answer with a justified conclusion. Inclusion of quotes from a range of sources to back up judgements made.
Key historical terminology	Celts, “Doggerland”, Roman Empire, Hadrian’s wall, Anglo-Saxons, Vikings, invasion, conquest, impact, similarity, difference, primary source, evidence, interpretation, contemporary	Succession crisis, witan, Edward the Confessor, candidates, Harold Godwinson, Harald Hardrada, William Duke of Normandy, Battles of Gate Fulford, Stamford Bridge and Hastings, knights, archers, shield wall, mercenaries, housecarls, fyrd. Control, motte and bailey castles, Anglo-Saxon revolts, Harrying of the north, repression, feudal system, Domesday book, forfeiture.	Reformation, dissolution, Renaissance, Catholic, Protestant, counter- reformation, Roanoke, Tudor. Henry VIII,	Triangular slave trade, middle passage, slave auctions, plantations, overseer, passive resistance, runaways, the Underground Railroad, abolitionists. Key individuals: Includes - Olaudah Equiano, Harriet Tubman, William Wilberforce, Thomas Clarkson.	Empire, colony, imperialism, economic, political, social, East India Company, Captain Cook, Aborigine, penal colony, settlement the scramble for Africa

Ca re ers Lin k	<p>Historical knowledge and understanding helps in a wide-range of career options e.g. roles in education, academia and journalism. In-depth knowledge is important for work as an archaeologist, archivist or museum curator. Anthropologists have to understand the world from different perspectives; also vital in careers in healthcare, social care and charity jobs.</p> <p>Historical skills are also very valued. An understanding of different interpretations aids jobs in politics and the ability to analyse and evaluate evidence is important for e.g. a policy officer. In addition, the ability to form clear arguments and to put these forward, in both oral and written form.</p> <p>History A' Level is a facilitating subject for the Russell Group universities. Whilst History provides a wide-range of transferable skills, key careers opportunities are in education, law, libraries and museums, politics, publishing and media, business, government and charities.</p>				
PS HE	The impact of invasion, migration and settlement on the development of England.	The impact of the Norman invasion on the development of England.	What happens when there is a lack of religious freedom.	Key issues of racism, discrimination and persecution. Concepts of passive-resistance, campaigners and the role and importance of parliament. Key values include inclusivity, tolerance and equality.	Provides some of the background to the Black Lives Matter recent events e.g. the removal of the Colson statue in Bristol in June 2020.
Ho m ew or k	A combination of research tasks and reading comprehension tasks based on historical fiction and non-fiction texts.	A combination of research tasks and reading comprehension tasks based on historical fiction and non-fiction texts.	A combination of research tasks and reading comprehension tasks based on historical fiction and non-fiction texts.	A combination of research tasks and reading comprehension tasks based on historical fiction and non-fiction texts.	A combination of research tasks and reading comprehension tasks based on historical fiction and non-fiction texts.

YEAR 8 LONG TERM PLAN



	1	2	3	4	5
Topics	1.1 Industrial Revolution: The Machines are Coming	1.2 -2.1 World War One 1914- 18	2.2 How did rights in England develop over time?	3.1 Women's suffrage movement: origins, methods and consequences.	3.2 Plymouth: a local study
Time	7 WEEKS	14 weeks	6 WEEKS	7 WEEKS	7 WEEKS

K e y q u e s t i o n s	<p>How did Britain change in the years 1750-1900?</p> <p>What was the impact of industrialisation on the lives of ordinary British people?</p>	<p>How and why has warfare changed and developed since the late Medieval period?</p> <p>CASE STUDY: What was the impact of industrialisation on fighting in the First World War?</p> <p>How far did "Total War" change public attitudes in World War Two?</p>	<p>What was the impact of the feudal system on the rights of the people of England?</p> <p>Why was King John forced to accept Magna Carta?</p> <p>Why was Charles I executed in 1649?</p> <p>What really happened at Peterloo?</p> <p>To what extent had the rights of the people been achieved by 1900?</p>	<p>Why were the lives of women c1900 so awful?</p> <p>What was the relative importance of the Suffragist and Suffragette movements on the establishment of women's emancipation?</p> <p>What was the impact of the First World War?</p>	<p>Who was Sir Francis Drake?</p> <p>Why was the Spanish Armada defeated in 1588?</p> <p>What was the impact of the English Civil War on Plymouth?</p> <p>What has been the impact of Devonport dockyard on Plymouth?</p> <p>How did the First World War impact on Devon?</p> <p>What were the effects of the blitz on Plymouth?</p>
Ass ess me nt	<p>To assess and evaluate a range of sources and to employ them, in order to explain why the government should improve the working conditions of child workers.</p>	<p>Explain why the First World War lasted so long.</p>	<p>To produce a narrative account which explains why rights for men improved in the years 1066-1900.</p>	<p>Study Interpretations A and B. They offer different reasons to explain why women gained the right to vote in 1918. Which do you think is the more convincing?</p>	<p>An independent investigation based upon a question framed by each student themselves on an aspect of local history.</p>
Ass sme nt objec tive	AO1; AO2; AO3; AO4	AO1; AO2	AO1; AO2	AO1; AO2; AO4	AO1; AO2; AO3; AO4

Hi st ori cal W riti ng ski lls	<p>Extended writing task – structured in paragraphs using PEE structure. Focus on writing in an appropriate academic style.</p>	<p>Extended writing task – structured in paragraphs using PEE structure. Focus on structuring a two-sided answer with a justified conclusion; and on which interpretation is the more convincing. Focus on writing in an appropriate academic style.</p>	<p>Extended writing task – structured in paragraphs using PEE structure. Focus on structuring a two-sided answer with a justified conclusion. Focus on writing in an appropriate academic style.</p>	<p>Extended writing task – structured in paragraphs using PEE structure. Focus on writing in an appropriate academic style.</p>	<p>Extended writing task – structured in paragraphs using PEE structure. Focus on structuring a two-sided answer with a justified conclusion. Inclusion of quotes from a range of sources to back up judgements made.</p>
Ke y hi st or ic al te r mi no lo gy	<p>Primary, secondary, reliable. Rural, urban, population, cotton mills, overseer, pauper apprentices, laissez-faire, public health, cholera, Public Health Act of 1875. Key individual including: Robert Blincoe, Edwin Chadwick, John Snow.</p>	<p>Stalemate, war of attrition, the Western Front, machine guns, heavy artillery, shell shock, trench foot, chain of evacuation, Casualty Clearing Stations, Regimental Aid Post, blood banks, Thomas splint, x-rays The Battle of the Somme, Sir Douglas Haig, armistice.</p> <p>Medieval, Feudalism, King John, Magna Carta, parliament, roundheads, monarchy, cavaliers, Peterloo massacre, Henry Hunt, Chartists, universal suffrage, trade unions.</p>	<p>Medieval, Feudalism, King John, Magna Carta, parliament, roundheads, monarchy, cavaliers, Peterloo massacre, Henry Hunt, Chartists, universal suffrage, trade unions.</p>	<p>Suffragette, Suffragist, Women’s land army, munition factories, DORA. Key individuals including: Henry Hunt, Emmeline Pankhurst, Millicent Fawcett, Emily Davison, David Lloyd George.</p>	<p>Pilgrim Fathers, Pilgrims, Native Americans, Thanks’ Giving Day, Spanish Armada, Elizabeth I, Sir Francis Drake, The English civil war, Royalist, Parliamentarian, Cavalier, roundhead, The Royal Navy, Devonport naval base, Plymouth blitz, Luftwaffe.x</p>

Car eer s Lin k	<p>Historical knowledge and understanding helps in a wide-range of career options e.g. roles in education, academia and journalism. In-depth knowledge is important for work as an archaeologist, archivist or museum curator. Anthropologists have to understand the world from different perspectives; also vital in careers in healthcare, social care and charity jobs.</p> <p>Historical skills are also very valued. An understanding of different interpretations aids jobs in politics and the ability to analyse and evaluate evidence is important for e.g. a policy officer. In addition, the ability to form clear arguments and to put these forward in both oral and written form.</p> <p>History A' Level is a facilitating subject for the Russell Group universities. Whilst History provides a wide-range of transferable skills, key careers opportunities are in education, law, libraries and museums, politics, publishing and media, business, government and charities.</p>				
PS HE	A focus on the role of the government in the improvement of working conditions and public health.	Clear links to modern British values through an investigation into race within the UK and the world-wide BLM movement.	Clear links to British values and the development of democracy with references to Magna Carta, the development of parliament and the move towards universal male suffrage.	A focus on the development of women's rights and suffrage; clear links to concepts of discrimination, feminism and the first moves towards female equality.	An understanding of the development of Plymouth which can foster an understanding of community.
H o m e w o r k	A combination of research tasks and reading comprehension tasks based on historical fiction and non-fiction texts.	A combination of research tasks and reading comprehension tasks based on historical fiction and non-fiction texts.	A combination of research tasks and reading comprehension tasks based on historical fiction and non-fiction texts.	A combination of research tasks and reading comprehension tasks based on historical fiction and non-fiction texts.	A combination of research tasks and reading comprehension tasks based on historical fiction and non-fiction texts.

YEAR 9 LONG TERM PLAN

	1	2	3	4	5	6
T o p i c	1.1 Civil Rights: USA 1890-1970	1.2 Civil rights in the UK and worldwide	2.1 The era of the Second World War	2.2 The Holocaust	3.1 The Nuclear Age	3.2 The Nuclear Age Part 2: Vietnam
	6 weeks	4 weeks	8 weeks	6 weeks	8 weeks	6 weeks

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- What was the position of black Americans in 1865?
- What were the Jim Crow laws?
- What was the impact of Emmett Till?
- What was the impact of Rosa Parks?
- How were the campaigns of Martin Luther King and Malcolm X different?
- Assess the impact of change from 1865 – present.

- Who were the Windrush generation?
- What was the Bristol Bus Boycott?
- What is the significance of the murder of Stephen Laurence?
- What is BLM?

- What were the causes?
- What was the significance of Dunkirk and the Battle of Britain?
- Assess the role of Winston Churchill.
- What was D-Day?
- Why were the Allies ultimately victorious?

- What were the origins of anti-Semitism?
- What were the Nazi policies of the 1930s?
- What was the significance of Kristallnacht?
- What was life like in the ghettos?
- Why were concentrations camps built by the Nazis?
- What was the Final Solution?

- What was the impact of Pearl Harbor?
- Why did the USA use two atomic bombs on Japan?
- What is meant by communism v capitalism?
- Why was the Berlin Wall built in 1961?
- Why did the Cuban Missile Crisis endanger the world?
- What was détente?

- A case study:
The Vietnam War
- Causes?
- Events?
- Consequences?
- Opposition?

S k i l l s		AO1; AO2.	AO1; AO2	AO1; AO2		
	AO1&AO2	AO1&2	AO1&2	AO1&2	AO1&AO2	AO1&2
H i s t o r i c a l w r i t i n g		<p>Extended writing task – structured in paragraphs using PEE structure.</p> <p>Focus on writing in an appropriate academic style.</p>	<p>Extended writing task – structured in paragraphs using PEE structure.</p> <p>Focus on writing in an appropriate academic style</p>	<p>Extended writing task – structured in paragraphs using PEE structure.</p> <p>Focus on writing in an appropriate academic style.</p>		<p>Extended writing task – structured in paragraphs using PEE structure.</p> <p>Focus on writing in an appropriate academic style.</p>

<p>K e y h i s t o r i c a l t e r m i n o l o g y</p>	<p>Civil war, 1865, Jim Crow Laws, World War Two, NAACP, Emmitt Till, Rosa Parks, Montgomery bus boycott, supreme court, MIA, Martin Luther King, passive resistance, Martin Luther King, Malcolm X, Black Power.</p>	<p>Empire, colony, Caribbean, Windrush, Jamaica, Stephen Laurence, MET, BLM</p>	<p>Appeasement, League of Nations, Munich conference, Poland, Blitzkrieg, Dunkirk, Battle of Britain, Winston Churchill, Allies, D-Day, zero hour.</p>	<p>1933, Nazis, Adolf Hitler, Nuremberg Laws, Kristallnacht, ghettos, Einsatzgruppen, SS, dictatorship, death camp, concentration camp, final solution, genocide, Nuremberg trials.</p>	<p>Capitalism, communism, democracy, dictatorship, Cold War, hot war, War, Cuban crisis, Bay of Pigs, détente.</p>	<p>Vietnam, Ho Chi Minh, Saigon, guerrilla tactics, Vietcong, LBJ, Mohammed Ali.</p>
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P S H E	Links to the key concepts of discrimination and racism; the part played by popular protest, the importance of democracy and free voting and the role of the government. In addition, there is an assessment of the role of the supreme court in upholding the rule of law.	Clear links to modern British values through an investigation into race within the UK and the world-wide BLM movement.		Looks at the very difficult issue of discrimination leading to eventual genocide. A clear focus on issues of racism, religious persecution and state-organised mass murder; students asked to reflect in final assessment task.	Considers different political ideologies – democracy, dictatorship, communism, capitalism. Looks at the moral issues involved in the use of atomic bombs in 1945.	Clear links to the political concepts of communism, capitalism, reasons for military action; the growth of opposition – reasons and methods used.
H o m e w o r k	A combination of research tasks and reading comprehension tasks based on historical fiction and non-fiction texts.	A combination of research tasks and reading comprehension tasks based on historical fiction and non-fiction texts.	A combination of research tasks and reading comprehension tasks based on historical fiction and non-fiction texts.	A combination of research tasks and reading comprehension tasks based on historical fiction and non-fiction texts.	A combination of research tasks and reading comprehension tasks based on historical fiction and non-fiction texts.	A combination of research tasks and reading comprehension tasks based on historical fiction and non-fiction texts.

YEAR 10 LONG TERM PLAN



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T o p i c	<p>Superpower relations and the Cold War, 1941-91</p> <p><u>Topic 1:</u> Origins of the Cold War 1941-58</p>	<p>Superpower relations and the Cold War, 1941-91</p> <p><u>Topic 2:</u> Cold War Crises 1958-70</p> <p><u>Topic 3:</u> The end of the Cold War 1970-91</p>	<p>Paper 1: Crime and punishment through time 1000-present</p> <p><u>Topic 1:</u> 1000-1500 Crime, punishment and law enforcement in medieval England.</p> <p><u>Topic 2:</u> 1500-1700 Crime, punishment and law enforcement in early modern England.</p>	<p>Paper 1: Crime and punishment through time 1000-present</p> <p><u>Topic 3:</u> 1700-1900 Crime, punishment and law enforcement in the 18th and 19th centuries.</p> <p><u>Topic 4:</u> 1900- Present Crime, punishment and law enforcement in recent times.</p>	<p>Paper 1: Crime and punishment through time 1000-present</p> <p><u>Topic 5:</u> Whitechapel 1870-1900 Crime, policing and the inner city.</p>	<p>Anglo-Saxon and Norman England</p> <p><u>Topic 1:</u> Anglo-Saxon England and the Norman conquest</p>
	4 weeks	10 weeks	6 weeks	6 weeks	8 WEEKS	7 WEEKS

<p style="text-align: center;">K e y q u e s t i o n s</p> <p style="text-align: center;">q u e s t i o n s</p>	<ul style="list-style-type: none"> • What were the ideological differences between East and West? • Why were the wartime conferences significant? • What was the impact of the Truman Doctrine and Marshall Plan? • Why did Stalin blockade Berlin? • What was the significance of the arms race? • What was the impact of the Hungarian Uprising 1956? 	<ul style="list-style-type: none"> • What was the impact of the Berlin Wall? • What was the impact of the Bay of Pigs incident? • What were the consequences of the Cuban Missile Crisis? • What was the impact of the Prague Spring? • What was the policy of Détente? • What were the SALT1 and SALT2 agreements? • Why did the USSR invade Afghanistan? • What was Gorbachev's 'new thinking'? • What was the significance of the fall of the Berlin Wall? 	<ul style="list-style-type: none"> • What crimes were there in Medieval England? • How was the law enforced in medieval England? • How were criminals punished in medieval England? • How did crimes, law enforcement and punishments change over this period? • What influence did the church have? • What crimes were there in Early Modern England? • How was the law enforced in Early Modern England? • How were criminals punished in Early Modern England? • How did crimes, law enforcement and punishments change over this period? • Who were the Gunpowder plotters? • How were 	<ul style="list-style-type: none"> • How did crimes change in the period? • How did law enforcement develop? • What changes were made to prisons? • Why was the police force introduced? • What reforms did Robert Peel introduce? • How did crime change in the modern period? • Why was the death penalty abolished? • How did prisons change? • Why did people refuse to fight in WWI and WWII? • What was the impact of the Derek Bentley case? 	<ul style="list-style-type: none"> • How was England policed? • What was life like in Whitechapel? • Why were there tensions in Whitechapel? • How exactly was Whitechapel policed? • Who was Jack the Ripper? • What obstacles were there to police success? • How did policing improve? 	<ul style="list-style-type: none"> • An introduction to England in 1066 examining how Anglo-Saxon England had been established. • What did Anglo-Saxon England look like? • Why did the death of Edward the Confessor lead to a succession crisis? • Who were the Godwin family and what problems did Harold I face? <p style="text-align: center;">Why did William win the Battle of Hastings?</p>
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			witches persecuted?			
	AO1; AO2	AO1; AO2.	AO1; AO2; AO3	AO1; AO2; AO3;	AO1; AO2; AO3; AO4	AO1; AO2;
A s s e s s m e n t	Write a narrative account which analyses the Soviet takeover of Eastern Europe.	Explain the importance of the Bay of Pigs invasion for relations between the USA and USSR.	Explain why trial by ordeal was used 1000-1500.	Formal assessment. Knowledge based questions and 12 mark choice of 2 (punishments 1000-1500 or Crime 1000-1500).	TBD	TBD
H i s t o r i c a l w r i t i n g	Extended writing task – structured in paragraphs using PEE structure. Focus on writing in an appropriate academic style.	Extended writing task – structured in paragraphs using PEE structure. Focus on writing in an appropriate academic style.	Extended writing task – structured in paragraphs using PEE structure. Focus on writing in an appropriate academic style	Extended writing task – structured in paragraphs using PEE structure. Focus on writing in an appropriate academic style.	Extended writing task – structured in paragraphs using PEE structure. Focus on writing in an appropriate academic style.	Extended writing task – structured in paragraphs using PEE structure. Focus on writing in an appropriate academic style.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key historical terminology</p>	<p>Capitalism, communism, democracy, dictatorship, Cold War, hot war, War, ideology, Satellite state, veto, doctrine</p>	<p>Cuban crisis, Bay of Pigs, détente, deterrent, ultimatum, socialism, escalation, brinkmanship, hawks, sanctions, ratification</p>	<p>King's peace, treason, deterrent, oath, maiming, theft, petty theft, ordeal, retribution, capital punishment, corporal punishment, peasant, poaching, branding, clergy, heresy, secular, sanctuary, enclosed, vagrant, taxes, puritan, transportation, smuggling.</p>	<p>Martyr, union, inhumane, convict, reform, separate system, penal, hate crime, homophobia, racial crime, fraud, abolished, liberal, propaganda, pardon,</p>	<p>Provenance, nature, origin, purpose, sanitation, memoir, anti-Semitic, prostitute, brothel, gin, opium, lunatic, dissecting</p>	<p>Control, motte and bailey castles, Anglo-Saxon revolts, Revolts of Edwin and Morcar, Edgar the Eathling, Hereward the Wake and Ely, Harrying of the north, repression, Marcher earldoms, tenants-in-chief, feudal system, Lanfranc, Stigand.</p>
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Key content

<p><u>Early tensions between East and West</u></p> <ul style="list-style-type: none"> • Reasons for early tensions. • The 'Big Three' leaders. • The Tehran, Yalta and Potsdam Conferences. • Impact of the Atom bomb. • Creation of satellite states. • The Truman Doctrine and Marshall Plan. • The creation of Comecon and Cominform. • The Berlin Crisis and blockade. • Creation of NATO and the Warsaw Pact. • Arms race. • The Hungarian Uprising. 	<p><u>Cold War Crises 1958-70</u></p> <ul style="list-style-type: none"> • Khrushchev's Berlin Ultimatum. • Summit meetings 1959-61. • The Berlin Wall. • Cuban Revolution. • Bay of Pigs incident. • The Cuban Missile Crisis. • The Prague Spring. • Brezhnev Doctrine. • Détente. • SALT 1. • Helsinki Accords. • SALT 2. • Soviet invasion of Afghanistan. • Regan and the 'Second Cold War'. • 'Star Wars'. • Gorbachev's new thinking. • End of the Soviet hold in Eastern Europe. • The fall of the Berlin Wall. • The end of the Warsaw Pact. 	<p>1000-1500 Crime, punishment and law enforcement in medieval England.</p> <ul style="list-style-type: none"> • Anglo Saxon crime. • Anglo Saxon law enforcement. • Anglo Saxon punishments. • Impact of the Norman Invasion. • Crime in Norman England. • Enforcement in Norman England. • Punishments in Norman England. • Crime, enforcement and punishment in the later Middle Ages. • Case study: the influence of the church. <p>1500-1700 Crime, punishment and law enforcement in medieval England.</p> <ul style="list-style-type: none"> • New crimes in the Early Modern period. • Law enforcement in the Early Modern period. • Punishments in the Early Modern period. • Case study: The Gunpowder plot. 	<p>1700-1900 Crime, punishment and law enforcement in the 18th and 19th centuries.</p> <ul style="list-style-type: none"> • Changing/continuity in definitions of crime 1700-1900. • The decline of the death penalty. • The end of transportation. • End of public executions. • Prison reforms. • The development of the police force. • Case study: The separate system at Pentonville Prison. • Case study: The reforms of Robert Peel. <p>1900- Present Crime, punishment and law enforcement in recent times.</p> <ul style="list-style-type: none"> • New crimes (homophobic crimes, race crime, driving offences etc) • Developments in policing. • Abolition of the death penalty. • Changes in the prison system. • Case Study: Conscientious objectors in WWI and WWII. • Case study: the Derek Bentley case and the abolition of capital punishment. 	<p>Whitechapel 1870-1900 Crime, policing and the inner city.</p> <ul style="list-style-type: none"> • Policing in the period. • The local context of Whitechapel. • Workhouses and orphanages • Growth of socialism and anarchism. • The Jack Ripper murders. • Investigation of the murders. • Improvements in policing. • Improvements in the environment. 	<p><u>Establishing control</u></p> <ul style="list-style-type: none"> • The submission of the earls, 1066. • Rewarding followers and establishing control on the borderlands through the use of earls. The Marcher earldoms. • Reasons for the building of castles; their key features and importance. <p><u>The causes and outcomes of Anglo-Saxon resistance, 1068-71</u></p> <ul style="list-style-type: none"> • The revolt of Earls Edwin and Morcar in 1068. • Edgar the Aethling and the rebellions in the North, 1069. • Hereward the Wake and rebellion at Ely, 1070-71. <p><u>The legacy of resistance to 1087</u></p> <ul style="list-style-type: none"> • The reasons for and features of Harrying of the North, 1069-70. Its immediate and long-term impact, 1069-87. • Changes in landownership from Anglo-Saxon to Norman, 1066-87. • How William I maintained royal power.
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			<ul style="list-style-type: none"> • Case study: Witchcraft. 			<p><u>Revolt of the Earls, 1075</u></p> <ul style="list-style-type: none"> • Reasons for and features of the revolt.
C a r e e r s L i n k	<p>Historical knowledge and understanding helps in a wide-range of career options e.g. roles in education, academia and journalism. In-depth knowledge is important for work as an archaeologist, archivist or museum curator. Anthropologists have to understand the world from different perspectives; also vital in careers in healthcare, social care and charity jobs.</p> <p>Historical skills are also very valued. An understanding of different interpretations aids jobs in politics and the ability to analyse and evaluate evidence is important for e.g. a policy officer. In addition, the ability to form clear arguments and to put these forward in both oral and written form.</p> <p>History A' Level is a facilitating subject for the Russell Group universities. Whilst History provides a wide-range of transferable skills, key careers opportunities are in education, law, libraries and museums, politics, publishing and media, business, government and charities.</p>					
P S H E	<p>Clear links to political understanding through the introductory unit which deals with the concepts of democracy, and the creation of a constitution and a republic.</p>	<p>Clear links to today's political situation regarding NATO and, Russia and Ukraine.</p> <p>Elements of human rights addressed.</p>	<p>Links to modern tactics of policing and ideas about causes of crime.</p>	<p>Links to hate crime and homophobic bullying.</p>	<p>Links to slum housing and the social issues that deprivation causes.</p>	<p>Helps students to understand the creation of England and the importance of invasion, settlement and migration.</p>

H o m e w o r k	Homework based of revisiting learning from previous lessons and answering knowledge-based questions.	Homework based of revisiting learning from previous lessons and answering knowledge-based questions.	Homework based of revisiting learning from previous lessons and answering knowledge-based questions.	Homework based of revisiting learning from previous lessons and answering knowledge-based questions.	Homework based of revisiting learning from previous lessons and answering knowledge-based questions.	Homework based of revisiting learning from previous lessons and answering knowledge-based questions.
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YEAR 11 LONG TERM PLAN



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Topic	Anglo-Saxon and Norman England <u>Topic 2 & 3</u> : Norman consolidation of power and Norman England	An introduction to Germany Weimar and Nazi Germany, 1918-1939 <u>Topic 1</u> : 1918–29	Germany 1918-1939 <u>Topic 2</u> : Nazi control and dictatorship, 1933-1939	Germany 1918-1939 <u>Topic 4</u> : Life in Nazi Germany, 1933-39	Revision	Revision and Examinations
	5 WEEKS	9 WEEKS	6 WEEKS	6 WEEKS		

K e y q u e s t i o n s	<ul style="list-style-type: none"> • How was William I able to establish his authority over England? • How and why was England “Normanised”? • What were the circumstances of the death of William and who succeeded him as king of England? • How did William I change England into a feudal society? • What was the importance of changes to the church? • To what extent did Norman England transform society and the economy? <p>What changes were made to the structure and the beliefs of the English aristocracy?</p>	<ul style="list-style-type: none"> • How and why was modern Germany established after the Franco-Prussian war on 1870? • What is meant by the Second Reich? • How was Germany affected by the First World War? • What were the problems of the Weimar Republic in the early years? • Why was 1923 a “Year of crisis”? • What was the impact of the Munich Putsch on Hitler and the Nazis? • Should the years 1924-1929 be referred to as the Golden Years? 	<ul style="list-style-type: none"> • What was the impact of the Wall Street Crash on Germany? • Why were Weimar governments unable to tackle Germany’s problems? • What were the reasons for the growing popularity of Hitler and the Nazi party? • How did Hitler consolidate power? How did the Nazi create a police state? • What was the importance of terror, propaganda, and persuasion? 	<ul style="list-style-type: none"> • How did Nazi economic and social policies impact on Germany? • What was the impact on the youth and women? • What were the Nazi race policies introduced in Germany in the 1930s? • 		
Ass ess me nt	<p>How was William able to maintain his power as king?</p>	<p>Explain why most German people opposed the Treaty of Versailles</p>	<p>Explain why Hitler came to power in Germany in 1933.</p>	<p>A full Germany practice paper, focusing on all AO1, AO2, AO3 & AO4</p>		
Ass ess ment obj e ctive	<p>AO1; AO2;</p>	<p>AO1; AO2; AO3; AO4</p>	<p>AO1; AO2; AO3; AO4</p>	<p>AO1; AO2; AO3; AO4</p>		

<p>K e y h i s t o r i c a l t e r m i n o l o g y</p>	<p>Feudal system, Domesday book, forfeiture, hierarchy, homage, knight service, labour service, regents, sheriff, demesne, Bishop Odo, Robert & William Rufus</p>	<p>First Reich, Second Reich, states, German confederation, 1870 Franco-Prussian war, German empire, emperor, Otto von Bismarck, Kaiser, SPD, democracy, "sham democracy", imperial, Ludendorff offensive, revolution. Armistice, abdication of Kaiser Wilhelm II, Spartacist revolt, Kapp Putsch, Weimar constitution, proportional representation, article 48, democracy, Treaty of Versailles, Ruhr Invasion 1923, hyperinflation, Stresemann, Rentenmark, Dawes Plan 1924, Locarno Pact, 1925, League of Nations 1926, Young Plan 1929</p>	<p>The Reichstag Fire, Marius van der Lubbe, article 48, Law for Protection of People and State, the March election, the Enabling Act, Gleichschaltung, The Night of the Long Knives, the death of Hindenburg, Fuhrer and army oath of allegiance. Police state, concentration camps, SS, SD, gestapo, court system, Concordat, Goebbels, propaganda, censorship, Berlin Olympics, 1936, Paster Nieomuller, Swing Group, Edelweiss Pirates</p>	<p>Marriage Law, policy of Lebensborn, Hitler Youth, League of German Maidens, curriculum, rearmament, invisible unemployment, deficit spending, mefo bills, Schacht, the German Labour Front, Strength through Joy, the Beauty of Labour, the "outsiders", persecution, discrimination, Nuremberg Laws, Kristallnacht</p>		
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K e y c o n t e n t	<p><u>The feudal system and the Church</u></p> <ul style="list-style-type: none"> • The feudal hierarchy. The role and importance of tenants-in-chief and knights. The nature of feudalism (landholding, homage, knight service, labour service); forfeiture. • The Church in England: its role in society and relationship to government, including the roles of Stigand and Lanfranc. The Normanisation and reform of the Church in the reign of William I. • The extent of change to Anglo-Saxon society and economy. <p><u>Norman government</u></p> <ul style="list-style-type: none"> • Changes to government after the Conquest. Centralised power and the limited use of earls under William I. The role of regents. • The office of sheriff and the demesne. Introduction and significance of the 'forest'. • Domesday Book and its significance for Norman government and finance. <p><u>The Norman aristocracy</u></p> <ul style="list-style-type: none"> • The culture and language of the Norman aristocracy. • The career and significance of Bishop Odo. <p><u>William I and his sons</u></p> <ul style="list-style-type: none"> • Character and personality of William I and his relations with Robert. Robert and revolt in Normandy, 1077–80. • William's death and the disputed succession. William Rufus and the defeat of Robert and Odo. 	<p>See key questions and key terminology above.</p> <p><u>The Weimar – early problems</u></p> <ul style="list-style-type: none"> • The impact of defeat and the creation of democracy • The Treaty of Versailles • The crisis year of 1923 <p><u>Stresemann and the Golden Years</u></p> <ul style="list-style-type: none"> • Actions to create a better economic, political and international situation • The changing lives of women 	<p><u>The Creation of dictatorship</u></p> <ul style="list-style-type: none"> • The Reichstag Fire • The Enabling Act and the banning of other political parties and TUs • The Night of the Long Knives • Death of Hindenburg and Fuhrer <p><u>The Police State</u></p> <ul style="list-style-type: none"> • SS, SD, gestapo, court system and concentration camps <p><u>Propaganda and censorship</u></p> <ul style="list-style-type: none"> • Goebbels and the ministry of propaganda • Nazi control of culture and the arts <p><u>Opposition, resistance and conformity</u></p> <ul style="list-style-type: none"> • The extent of support for the Nazi regime • Opposition from the churches • Opposition from the young 	<p><u>Life in Nazi Germany</u></p> <ul style="list-style-type: none"> • Nazi policies towards women • Nazi policies towards the young • Employment and living standards <p>The persecution of minorities</p>		
	Car eer s Lin k	<p>Historical knowledge and understanding helps in a wide-range of career options e.g. roles in education, academia and journalism. In-depth knowledge is important for work as an archaeologist, archivist or museum curator. Anthropologists have to understand the world from different perspectives; also vital in careers in healthcare, social care and charity jobs.</p> <p>Historical skills are also very valued. An understanding of different interpretations aids jobs in politics and the ability to analyse and evaluate evidence is important for e.g. a policy officer. In addition, the ability to form clear arguments and to put these forward in both oral and written form.</p> <p>History A' Level is a facilitating subject for the Russell Group universities. Whilst History provides a wide-range of transferable skills, key careers opportunities are in education, law, libraries and museums, politics, publishing and media, business, government and charities.</p>				

PS HE	Helps students to understand the creation of England and the importance of invasion, settlement and migration.	A very political introduction to Germany unit where we deal with the political spectrum (right and left-wing ideologies), and the concept of proportional representation.	Very political – dealing with the removal of a democratic constitution, replaced with a dictatorship and a police state.	Clear links to the concepts of discrimination, racism and persecution.		
H o m e w o r k	Homework based of revisiting learning from previous lessons and answering knowledge-based questions.	Homework based of revisiting learning from previous lessons and answering knowledge-based questions.	Homework based of revisiting learning from previous lessons and answering knowledge-based questions.	Homework based of revisiting learning from previous lessons and answering knowledge-based questions.	Homework based of revisiting learning from previous lessons and answering knowledge-based questions.	Homework based of revisiting learning from previous lessons and answering knowledge-based questions.