

		Cycle A LTP for KS3 history		
		Y7&Y8		
		LA	HA	Curriculum offer for the core of learners
Autumn 1	Key area of understanding	<p>Pre 1066 Romans, Anglo-Saxon, Viking invasion of the British Isles</p> <p>National Curriculum coverage - The study of an aspect or theme in British History that consolidates and extends pupils' chronological knowledge from before 1066</p>	<p>Pre 1066 Romans, Anglo-Saxon, Viking invasion of the British Isles</p> <p>National Curriculum coverage - The study of an aspect or theme in British History that consolidates and extends pupils' chronological knowledge from before 1066</p>	<p>Britain in the early 20th Century</p> <p>National Curriculum coverage – Challenges for Britain, Europe and the wider world context 1901-present</p>
	Knowledge & skills development	<ul style="list-style-type: none"> Understanding what chronology means and when the three invasions of the British Isles pre 1066 happened Identifying what an invasion is and the changes in to Britain after the Roman invasion Identifying the changes in Britain due to the Anglo-Saxon invasion Identifying the changes in Britain due to the Viking invasion Use of sources both primary and secondary sources – mainly artefacts and archaeology due to time period 	<ul style="list-style-type: none"> Building a timeline of the chronology of the three invasions of the British Isles pre 1066 and the change and continuity over time Identifying the changes the Roman invasion brought to Britain and describing the consequences of the Roman invasion Identifying further changes to Britain brought by the Anglo-Saxons and describing their consequences Identifying and describing the changes and consequences for Britain due to the Viking invasion Use of sources both primary and secondary sources – mainly artefacts and archaeology due to time period 	<ul style="list-style-type: none"> Identifying social classes and their differences Identify causes of poverty and describing consequences Describing life for children covering education and class differences Identify the significance of changes for women Describing the consequences of the social divide the night the Titanic sank Primary and secondary sources used over course of topic to support contextual knowledge - link to how useful sources are
Spring 1	Key area of understanding	<p>Medieval England 1066 - 1500</p> <p>National Curriculum coverage - Development of Church, state and society in Medieval Britain, 1066-1509</p>	<p>Medieval England 1066-1500</p> <p>National Curriculum coverage - Development of Church, state and society in Medieval Britain, 1066-1509</p>	<p>The First World War, 1914-1918</p> <p>National Curriculum coverage - Challenges for Britain, Europe and the wider world context 1901-present At least one study of a significant society or issue in world history and its interconnections with other developments</p>
	Knowledge & skills development	<ul style="list-style-type: none"> Understanding who the Normans were and where they came from Identify parts of the Norman invasion of 1066 Recognise aspects of Medieval life Identify the religion at the time and pick out key aspects of it Start to describe how castles changed throughout the Medieval period Understand what the Black Death (1338) was and identify what the consequences were Use of primary and secondary uses to support with contextual knowledge - links to how useful sources 	<ul style="list-style-type: none"> Identify who the Normans were Describing the Norman invasion of 1066 Describe aspects of Medieval life Identifying/describing the significance of religion in Medieval England Analysing the change and continuity of castles through the Medieval period Describing the causes and consequences of the Black Death, 1338 Use of primary and secondary uses to support with contextual knowledge - links to how useful sources are 	<ul style="list-style-type: none"> Identify the M.A.I.N causes of WW1 Describing life in the Trenches and its impact on soldiers Identifying the significance of Key battles – such as the Somme and their consequences Describing life on the Home front and what changed in Britain Identifying/describing the changes for women and its consequences Primary and secondary sources used over course of topic to support contextual knowledge - link to how useful sources are

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Summer 1	Key area of understanding	The British Empire from 1750-1901 National Curriculum coverage - Ideas, political power, industry and empire: Britain 1745-1901 At least one study of a significant society or issue in world history and its interconnections with other developments	The British Empire from 1750-1901 National Curriculum coverage - Ideas, political power, industry and empire: Britain 1745-1901 At least one study of a significant society or issue in world history and its interconnections with other developments	The Second World War, 1939-1945 National Curriculum coverage - Challenges for Britain, Europe and the wider world context 1901-present At least one study of a significant society or issue in world history and its interconnections with other developments Statutory requirement - The Holocaust
	Knowledge & skills development	<ul style="list-style-type: none"> Recognise what slavery was and what the British Empire was Identify how the Slave Trade started Recognise the key parts of the Slave Triangle - where it started and the stops made Identify parts of a slave's life and start to describe some parts Identify what the abolishment of slavery was Understand some of the changes to the British Empire post slavery and identify what it was like before and after Use of a range of primary and secondary sources to use in correlation with contextual knowledge and useful of sources in developing understanding Topic ends in 1901 with the death of Queen Victoria 	<ul style="list-style-type: none"> Identify what slavery was in context to the British Empire Identify the origins of the Slave Trade Describe the Slave Triangle and links to the British Empire Analysing experiences of slaves and its consequences Identify what the abolishment of slavery was and describe some of its consequences Describe aspects of the changing British Empire post slavery Use of a range of primary and secondary sources to use in correlation with contextual knowledge and useful of sources in developing understanding Topic ends in 1901 with the death of Queen Victoria 	<ul style="list-style-type: none"> Identify the causes of WW2 Significance of key events during the war – Dunkirk, Battle of Britain, Normandy landings, VE Day Describe Britain's role in the war effort – links to Lincolnshire Further changes to the role women - compare to WW1 Analysing the significance of the Holocaust Use of primary and secondary sources to support. Identifying/describing why a source is/is not useful

MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh's learners.

		Cycle B LTP for KS3 history		
		Y7&Y8		Y9
		LA	HA	Curriculum offer for the core of learners
Autumn 1	Key area of understanding	Pre 1066 The Iron Age in the British Isles National Curriculum coverage - The study of an aspect or theme in British History that consolidates and extends pupils' chronological knowledge from before 1066	Pre 1066 The Iron Age in the British Isles National Curriculum coverage - The study of an aspect or theme in British History that consolidates and extends pupils' chronological knowledge from before 1066	Britain in the early 20th Century National Curriculum coverage – Challenges for Britain, Europe and the wider world context 1901-present
	Knowledge & skills development	<ul style="list-style-type: none"> Identify when the Iron Age was Identifying key characteristics of the Iron Age Use of sources to understand what settlements were like - this will mainly be artefact and secondary sources due to time period Recognise some of the agricultural practices during the Iron Age Identify religious and burial rituals Bog bodies – linking to the Tollund Man (primary source). Recognising why primary sources are useful 	<ul style="list-style-type: none"> Chronology - Identifying when the Iron Age was and the age that came before it and their differences Describing the characteristics of the Iron Age Use of sources to understand what settlements were like - this will mainly be artefact and secondary sources due to time period Recognising the changes to agricultural practices and describing their impact Identifying and describing religious and burial rituals Bog bodies – linking to the Tollund Man (primary source) and what he tells us about life during the Iron Age 	<ul style="list-style-type: none"> Identifying social classes and their differences Identify causes of poverty and describing consequences Describing life for children covering education and class differences Identify the significance of changes for women Describing the consequences of the social divide the night the Titanic sank Primary and secondary sources used over course of topic to support contextual knowledge - link to how useful sources are
Spring 1	Key area of understanding	Tudor and Stuart England National Curriculum coverage: Development of Church, state of society in Britain, 1509 - 1745	Tudor and Stuart England National Curriculum coverage: Development of Church, state of society in Britain, 1509 - 1745	The First World War, 1914-1918 National Curriculum coverage - Challenges for Britain, Europe and the wider world context 1901-present At least one study of a significant society or issue in world history and its interconnections with other developments
	Knowledge & skills development	<ul style="list-style-type: none"> Identify key Tudor monarchs – Henry VIII, Edward VI, Mary I and Elizabeth I Identify what the English Reformation was and some changes it made to religion Who were the Stuarts – understanding how they link to the Tudors and when they came to power Identify the causes and key parts of the Gunpowder Plot Recognise what a civil war is and identify some of the causes of the English Civil War Use of primary and secondary sources to support with knowledge and identifying which sources are 	<ul style="list-style-type: none"> Building a chronology of the Tudor monarchs – Henry VIII, Edward VI, Mary I and Elizabeth I and the changes/continuity made by each Understanding what the English Reformation was and describing its consequences Who were the Stuarts – Recognising the reasons why they came to power Describing the causes and the consequences Gunpowder Plot Identify causes of the English Civil War and its significance Use of primary and secondary sources to support 	<ul style="list-style-type: none"> Identify the M.A.I.N causes of WW1 Describing life in the Trenches and its impact on soldiers Identifying the significance of Key battles – such as the Somme and their consequences Describing life on the Home front and what changed in Britain Identifying/describing the changes for women and its consequences Primary and secondary sources used over course of topic to support contextual knowledge - link to how useful sources are

		most useful	with knowledge and identifying which sources are most useful	
Summer 1	Key area of understanding	<p>Victorian England, 1837-1901 – including local study</p> <p>National Curriculum coverage: Ideas, political power, industry and empire: Britain 1745-1901 A local history study</p>	<p>Victorian England, 1837-1901 – including local study</p> <p>National Curriculum coverage: Ideas, political power, industry and empire: Britain 1745-1901 A local history study</p>	<p>The Second World War, 1939-1945</p> <p>National Curriculum coverage - Challenges for Britain, Europe and the wider world context 1901-present At least one study of a significant society or issue in world history and its interconnections with other developments Statutory requirement - The Holocaust</p>
	Knowledge & skills development	<ul style="list-style-type: none"> ● Recognising key aspects of Victorian Britain and who Queen Victoria was ● Identifying parts of life in Victorian Britain – jobs, education, crime and punishment, standards of living etc. ● Recognising how the British Empire was and its links to Queen Victoria ● Identifying what the industrial revolution was and what happened in Scunthorpe because of it ● Picking out reasons why the railroad was important ● Use of primary and secondary sources to support knowledge and understanding the usefulness of using sources ● Topic ends in 1901 with the death of Queen Victoria 	<ul style="list-style-type: none"> ● Identifying the chronology of the Victorian period was and who Queen Victoria was ● Analysing life in Victorian Britain – jobs, education, crime and punishment, standards of living etc. and describing their impact ● Identifying what the British Empire was and restringing its expansion over time ● Recognising what the industrial revolution was, its causes and describing its impact on Scunthorpe ● Significance of the development of the railway ● Use of primary and secondary sources to support knowledge and understanding the usefulness of using sources ● Topic ends in 1901 with the death of Queen Victoria 	<ul style="list-style-type: none"> ● Identify the causes of WW2 ● Significance of key events during the war – Dunkirk, Battle of Britain, Normandy landings, VE Day ● Describe Britain’s role in the war effort – links to Lincolnshire ● Further changes to the role women - compare to WW1 ● Analysing the significance of the Holocaust ● Use of primary and secondary sources to support. ● Identifying/describing why a source is/is not useful

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		AQA trajectory LTP for KS4 history	
		Y10	Y11
Autumn 1	Key area of understanding	Period Study – The Making of America 1789-1900	Local study - History around us from Romans to the present day
	Knowledge & skills development	<ul style="list-style-type: none"> Analyse how American territory changed over time and the reasons why Describe mass migration from east to west and its impact. Identify/describe the consequences of Slavery and the cotton plantations The significance of the American Civil War when linking to abolishment of slavery Consequences of the abolishment of slavery linking to the treatment of African Americans Identifying the changes and destruction of culture and beliefs of the Native Americans and describing the consequences Use of primary and secondary sources to support the overall chronology of the changes to American over time. Evaluation of sources in terms of how useful they and if some sources are more useful than others 	<ul style="list-style-type: none"> Identifying the change and continuity of the history of Lincolnshire over time Identifying/describing the consequences of the Roman settlement in Lincoln Examining various aspects of Medieval Lincolnshire in order to identify and describe what it was like Examining various aspects of Lincolnshire during the Renaissance period in order to identify and describe what it was like Identifying/describing aspects of life in 19th Century Lincolnshire Modern day Lincolnshire - Identifying modern day discoveries and describing what they tell us. To examine the significance events for Remembrance in the local area Use of primary and secondary sources used across all topics to support understanding. Evaluation of sources in terms of usefulness.
Spring 1	Key area of understanding	British Depth Study - Norman England 1066-1100	World Depth Study – Rule in Nazi Germany 1933-1945
	Knowledge & skills development	<ul style="list-style-type: none"> Identifying the causes of the Norman conquest Describing the consequences of the Normans invasion of England Identifying how the Normans established and maintained control – Building castles, Harrying of the North and dealing with revolts Describing how life changed under the Normans – government, religion and the Norman church, land distribution, Domesday Book and peoples’ rights and roles The significance social and economic changes the Normans brought to England Use of primary and secondary sources in order to evaluate the changes the Normans brought to England. Evaluating sources in terms of their usefulness 	<ul style="list-style-type: none"> Identifying parts German culture just before Nazi control Identifying who Hitler and the Nazis were and what caused them to come to power Identifying/describing the consequences of Nazi policies towards; women, employment, Jews, disabled, children, education etc. Describing life in Nazi Germany during World War 2. Including elements of the Holocaust Analysing the lasting impact of Nazi rule on Germany Drawing on primary and secondary sources to understand the significant impact of Nazi rule. Use of sources to evaluate their usefulness
Summer 1	Key area of understanding	Thematic Study – People’s health, c.1250 – present	Humanities Project – UK Coasts
		<ul style="list-style-type: none"> Medicine and health care in Medieval Britain, 1250-1500 – Beliefs about the causes of disease, treatment available and health care professionals 	<ul style="list-style-type: none"> Lindisfarne Scarborough Giants Causeway Edinburgh Brighton <ul style="list-style-type: none"> Examination of the history of each area in relation to its geography

	Knowledge & skills development	<ul style="list-style-type: none"> ● Medicine and health care in Britain during the Renaissance, 1500-1700 – Identifying the continuity and change between the Medieval and Renaissance periods with regards to causes and describing the treatment and health care provided ● Medicine and health care in industrial Britain, 1700-1900 – Identifying the impact of the changes to medicine and describe what caused change, relating to beliefs about cause, treatment and health care available ● Medicine and health care in modern day Britain, 1900-present (include the two world wars) – Long term comparison across all key time periods with regards to the beliefs of causes of disease, treatment and health care and describing the overall changes by the modern day ● Use of primary and secondary sources and evaluation of their usefulness 	<ul style="list-style-type: none"> ● Compare and contrast formation of coastline through erosion and deposition of sediment ● Name and describe specific coastal features – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks ● Identify different castles/priories that have been built on the coastline and the reasons for their location ● Analyse historical maps of coastline and compare to present day. Description of what it would have looked like and, from an archaeological stand point, what it looks like today ● Use of maps and aerial photographs to establish human uses for coastline – travel and tourism. Identify and describing aspects of the history of the LGBTQ+ community in Brighton ● Identify primary and secondary sources of data and draw conclusions and evaluating the usefulness of the sources
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The above LTP demonstrates the progression and curriculum offer for the core of learners within the identified year group. Students will not be taught directly from accreditation specifications.

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