|  | **Y7** |
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| **LA** | **HA** |
| **Autumn 1** | **Key area of understanding** | **Pre 1066** **The Iron Age in the British Isles**  | **Pre 1066** **The Iron Age in the British Isles**  |
| **Knowledge & skills development** | * Know that the iron age was a long time ago
* Identifying some of the key characteristics of the Iron Age
* Use of sources to understand what settlements were like. Use of artefact boxes
* Take part in sensory activities relating to everyday life - food, clothing, noises etc
* Bog bodies – linking to the Tollund Man (primary source).
 | * Identify when the Iron Age on a simple timeline
* Identifying key characteristics of the Iron Age
* Use of sources to understand what settlements were like. Use of artefact boxes
* Sensory activities linked to Iron Age culture - food, clothing, noises etc
* Bog bodies – linking to the Tollund Man (primary source). Starting to recognise why primary sources are useful
 |
| **Spring 1** | **Key area of understanding** | **Pre 1066****Romans, Anglo-Saxon, Viking invasion of the British Isles** | **Pre 1066****Romans, Anglo-Saxon, Viking invasion of the British Isles** |
| **Knowledge & skills development** | * Start to understand what a timeline is
* To know three invasions of the British Isles pre 1066 happened
* Name the 3 invaders - Romans, Anglo-Saxons and Vikings
* Identifying the changes in Britain with each group
* Sensory activities relating to food, clothing, sounds and images/videos for each invader
* Use Roman, Anglo-Saxon and Viking artefact boxes to support with understanding
 | * Starting to build a British History timeline
* To know three invasions of the British Isles pre 1066 happened
* Name the 3 invaders - Romans, Anglo-Saxons and Vikings
* Describing what changed and what stayed the same in Britain with each group invasion
* Sensory activities relating to food, clothing, sounds and images/videos for each invader
* Use Roman, Anglo-Saxon and Viking artefact boxes to support with understanding. Starting to identify and describe the uses of the artefacts.
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| **Su****mmer 1** | **Key area of understanding** | **Medieval England 1066 - 1500**  | **Medieval England 1066 - 1500**  |
| **Knowledge & skills development** | * Sequence parts of the Norman invasion of 1066
* Know some parts of medieval life - castles, peasants etc. Use of sensory activities to support with this
* Label parts of castles - Motte and Bailey and Stone Keep
* Pick out some similarities/differences between the two types of castles
* Look at images of religious buildings and name some of their parts
* Name some of the symptoms of the Blakc Death (1338). Identify how people would have felt about it at the time
* Use Anglo-Saxon artefact boxes to support with understanding
 | * Continue to build on the British History timeline
* Identify and start to describe parts of medieval life. Use of sensory activities to support this. E.g - tasting food and looking at artefacts.
* Label parts of castles - Motte and Bailey and Stone Keep
* Identify some similarities/differences between the two types of castles
* Look at images of religious buildings and how they changed over time.
* Identify and start to describe some of the symptoms of the Blakc Death (1338). Identify how people would have felt about it at the time and its impact on Britain
* Use Anglo-Saxon artefact boxes to support with understanding
 |

The above LTP demonstrates the progression and curriculum offer for the core of learners within the identified year group.

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

|  | **Y8** |
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| **LA** | **HA** |
| **Autumn 1** | **Key area of understanding** | **Tudor Monarchs 1485-1603** | **Tudor Monarchs 1485-1603** |
| **Knowledge & skills development** | * Look at where the Tudor period is on a timeline
* Name key Tudor monarchs – Henry VIII, Edward VI, Mary I and Elizabeth I
* Put Tudor monarchs in order - Henry VII, Henry VIII, Edward VI and Elizabeth I
* Know that Henry had 6 wives and 2 were beheaded
* Pick out some of the changes that were made to the church. (key changes between a Roman Catholic church and a Protestant Church)
* Understand that Mary was known as ‘Bloody Mary’ because she killed Protestants
* Pick out examples of Elizabeth I being a strong leader
* Sequence parts of the events of the Spanish Armada
* Know that the Tudors ended because Elizabeth had no children
 | * Build upon British History timeline from last year and plot the Tudor period is on a timeline
* Name key Tudor monarchs – Henry VIII, Edward VI, Mary I and Elizabeth I
* Put Tudor monarchs in order - Henry VII, Henry VIII, Edward VI and Elizabeth I
* Identify who Henry’s 6 wives were and identify what happened to 2 of them and know a reason why
* Identify the changes that were made to the church. (key changes between a Roman Catholic church and a Protestant Church) and the reason Henry changed it
* Understand that Mary was known as ‘Bloody Mary’ because she killed Protestants
* Provide examples of Elizabeth I being a strong leader
* Sequence/ describe some of the events of the Spanish Armada
* Know that the Tudors ended because Elizabeth had no children
 |
| **Spring 1** | **Key area of understanding** | **The British Empire from 1750-1997** | **The British Empire from 1750-1997** |
| **Knowledge & skills development** | * Know what an empire is in simple terms
* Create a simplified timeline of key events in the British Empire
* Know what a slave is
* Recognise the key parts of the Slave Triangle -where it started and the stops made
* Understand and pick out parts of the lives of slaves in North America (cotton plantations) through the use of the slavery artefact boxes
* Know that slavery ended and choose the emotions the freed slaves would have felt
* Understand some of the key events in British Empire post slavery and how it changed overtime. Some events to choose from - War of Independence, India becoming a part of the Empire, WW1 and WW2 etc
* Topic ends in 1997 when Hong Kong was given back to China
 | * Give a definition for what an Empire is
* Create timeline of key events in the British Empire
* Know what a slave is
* Label the key parts of the Slave Triangle -where it started and the stops made
* Identify and describe parts of the lives of slaves in North America (cotton plantations) through the use of the slavery artefact boxes
* Know what abolishment means and what it meant to slaves. Link to how they would have felt once freed.
* Identify some of the key events in British Empire post slavery and start to describe how it changed/stayed the same overtime. Some events to choose from - War of Independence, India becoming a part of the Empire, WW1 and WW2 etc
* Topic ends in 1997 when Hong Kong was given back to China
 |
| **Su****mmer 1** | **Key area of understanding** | **Victorian England, 1837-1901** | **Victorian England, 1837-1901** |
| **Knowledge & skills development** | * Recognise images of Queen Victoria
* Identifying parts of life in Victorian Britain – jobs, education, crime and punishment, standards of living etc. Use of sensory activities to support learning and the use of the Victorian artefact boxes
* Identifying what the industrial revolution was and what happened in Scunthorpe because of it (steelworks and growth of surrounding villages)
* Picking out reasons why we use trains and why the railroad made England better
* Topic ends in 1901 with the death of Queen Victoria
 | * Know who Queen Victoria was and what she looked like
* Identifying parts of life in Victorian Britain – jobs, education, crime and punishment, standards of living etc. Use of sensory activities and Victorian artefact boxes to support and help students with descriptions of the different aspects of the time period
* Identifying what the industrial revolution was and describing how Scunthorpe grew because of it
* Picking out reasons why the railroad was important and why it helped to revolutionise England
* Topic ends in 1901 with the death of Queen Victoria
 |

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

|  | **Y9** |
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| **LA** | **HA** |
| **Autumn 1** | **Key area of understanding** | **Britain in the early 20th Century** | **Britain in the early 20th Century** |
| **Knowledge & skills development** | * Know the names of the 3 social classes
* Pick out differences between the social classes. Through uses of images, videos and artefacts
* Identify what life was for children. This is to include education, home life and how it was different between the classes. Use of sensory activities to support this - tasting foods, listening to music, playing games etc.
* Take part in an all male class vote to aid understanding of what women's suffrage was
* Use of images and artefacts to identify features of the 3 classes on the Titanic
* Sequence parts of the events of the night of the sinking and to identify which class suffered the most losses
* Use of elements from the Victorian artefact box (make sure they were still used in 20th Century) and Titanic artefact box to support
 | * Know the names of the 3 social classes
* Pick out differences between the social classes. Through uses of images, videos and artefacts
* Identify what life was for children. This is to include education, home life and how it was different between the classes. Use of sensory activities to support this - tasting foods, listening to music, playing games etc.
* Take part in an all male class vote to aid understanding of what women's suffrage was
* Use of images and artefacts to identify features of the 3 classes on the Titanic
* Sequence parts of the events of the night of the sinking and to identify which class suffered the most losses
* Use of elements from the Victorian artefact box (make sure they were still used in 20th Century) and Titanic artefact box to support
 |
| **Spring 1** | **Key area of understanding** | **The First World War, 1914-1918** | **The First World War, 1914-1918** |
| **Knowledge & skills development** | * Identify simple elements of the 4 M.A.I.N causes of WW1
* Label key parts of Trenches
* Make a trench in a box
* Through sensory activities, start to understand what life was like for soldiers in the trenches (food eaten, noises heard, trying on uniform etc). Use of WW1 artefact boxes to support.
* Identifying parts of key battles – such as the Somme up to the end of the war. Sensory stories can support with this
* Pick out key parts of life on the Home front, including the role of women. Use of artefact boxes to support.
 | * Identify the 4 M.A.I.N causes of WW1 and provide simple reasons why they helped lead to war
* Label key parts of Trenches and describe what they looked like
* Make a trench in a box
* Through sensory activities, start to understand what life was like for soldiers in the trenches (food eaten, noises heard, trying on uniform etc). Link to emotions of how the soldiers would have felt. Use of WW1 artefact boxes to support.
* Describing parts of key battles – such as the Somme up to end of the war.
* Describe how life has changed on the Home front, including the role of women. Use of artefact boxes to support.
 |
| **Su****mmer 1** | **Key area of understanding** | **The Second World War, 1939-1945** | **The Second World War, 1939-1945** |
| **Knowledge & skills development** | * Know that the actions of Hilter were bad and helped to cause WW2
* Sequence important key events that happened during the war– Dunkirk, Battle of Britain, Normandy landings, VE Day. Use of WW2 artefact box and sensory activities to support with this
* Pick out jobs that people did back in Britain to aid the war effort – links to Lincolnshire
* Identify what the Blitz was and what a child evacuee was
* Know some of the jobs that women did - compare it to WW1. Were they the same or different?
 | * Identify Hitler’s actions before WW2 and decide how they helped to cause WW2
* Sequence important key events that happened during the war and describe elements of them. Dunkirk, Battle of Britain, Normandy landings, VE Day. Use of WW2 artefact box and sensory activities to support with this
* Identify that people did back in Britain to aid the war effort and why they were important– links to Lincolnshire
* Identify what the Blitz was and how this led to child evacuees
* Name and describe some of the jobs that women did - compare it to WW1. How much had changed and what had continued?
 |

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

|  | **Y10** |
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| **LA** | **HA** |
| **Autumn 1** | **Key area of understanding** | **Making of America 1600s - 1900s** | **Making of America 1600s - 1900s** |
| **Knowledge & skills development** | * Identify where the first English settlers landed in North America and what they called it
* Identify problems between English settlers and the Native Americans
* Start to describe the Native American culture, use of sensory activities support. Identify key reasons why their culture was destroyed over time
* Use of artefacat box to help identify and describe elements of slavery (linked to cotton plantations) and why slavery ended (Civil War)
* Use of maps to explore how white settlements grew over time. Where did they start and how did they spread up to 1900
 | * Identify where the first English settlers landed in North America and what they called it
* Identify/describe the problems between English settlers and the Native Americans
* Describe the Native American culture, use of sensory activities support. Explain key reasons why their culture was destroyed over time
* Use of artefact box to help describe elements of slavery (linked to cotton plantations) and give a reason why slavery ended (Civil War)
* Use of maps to explore how white settlements grew over time. Where did they start and how did they spread up to 1900
 |
| **Spring 1** | **Key area of understanding** | **The Norman England 1066-1100** | **The Norman England 1066-1100** |
| **Knowledge & skills development** | * Identifying the 3 contenders to the throne in 1066
* Sequence the events of the Battle of Hastings and pick out who won it
* Label parts of a Motte and Bailey castle
* Label parts of a Stone Keep castle. What is the same and what is different to a Motte and Bailey?
* Identify what was in the Domesday book
* Through the use of sensory activities and Anglo-Saxon artefact boxes, identify key elements of Norman culture (rich and poor). Wearing Norman style clothing, tasting medieval foods etc
* Explore medieval religious buildings
 | * Identifying the 3 contenders for the throne and give a reason why you think 1 should get it
* Sequence/ describe some the events of the Battle of Hastings and identify who won it
* Label parts of a Motte and Bailey castle. Identify the reasons they were built
* Label parts of a Stone Keep castle. What is the same and what is different to a Motte and Bailey?
* Identify what was in the Domesday book and why it was created
* Through the use of sensory activities and Anglo-Saxon artefact boxes, describe key elements of Norman culture (rich and poor). Wearing Norman style clothing, tasting medieval foods etc
* Explore medieval religious buildings and describe what they look like
 |
| **Su****mmer 1** | **Key area of understanding** | **Medicine Through Time 1250-present**  | **Medicine Through Time 1250-present**  |
| **Knowledge & skills development** | * Middle Ages 1250 - 1500: Pick out the 4 fluids in the Theory of the Four Humours. Match common illnesses to their treatments. Identify some of the symptoms and treatments for the Black Death (1338).
* Renaissance Period 1500-1700: Match common illnesses to their treatments. Pick out what had changed and what had stayed the same since the time period before. Identify some of the treatments for the Great Plague (1665) - what had stayed the same and what had changed since 1338.
* Industrial period 1700-1900: Match common illnesses to their treatments. Pick out what had changed and what had stayed the same since the time period before. Identify reasons why surgery got better - use of antiseptics and anaesthetics. Understand what Germ Theory was and pick out reasons why it improved medicine.
* Modern period 1900-present: Match common illnesses to their treatments. Pick out what had changed and what had stayed the same since the time period before. Identify what the NHS is and give simple examples of why it has helped medical treatment in Britain get better
 | * Middle Ages 1250 - 1500: Identify the 4 fluids in the Theory of the Four Humours. Match common illnesses to their treatments. Describe some of the symptoms and treatments for the Black Death (1338).
* Renaissance Period 1500-1700: Match common illnesses to their treatments. Identify what had changed and what had stayed the same since the time period before. Decide if medical treatment improved or stayed the same, with a simple reason why.Identify some of the treatments for the Great Plague (1665) - what had stayed the same and what had changed since 1338.
* Industrial period 1700-1900: Match common illnesses to their treatments. Identify what had changed and what had stayed the same since the time period before. Give a reason why treatments were improving. Describe how surgery got better - use of antiseptics and anaesthetics. Understand what Germ Theory was and identify the main reason iit improved medicine.
* Modern period 1900-present: Match common illnesses to their treatments. Identify what had changed and what had stayed the same since the time period before. Identify what the NHS is and how we use it today.Provide examples of why it has helped medical treatment in Britain to improve
 |

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|  | **Y11** |
| --- | --- |
| **LA** | **HA** |
| **Autumn 1** | **Key area of understanding** | **History of Lincolnshire - Romans to the present day**  | **History of Lincolnshire - Romans to the present day**  |
| **Knowledge & skills development** | * Roman Lincolnshire - Identify what the Romans brought to Britain and decide if it was an improvement. Explore parts of Roman Lincoln. Use of Roman artefact boxes to support.
* Lincolnshire in the Middle Age- Identify who built Lincoln Castle after his victory in 1066. Label parts of Motte and Bailey castles and Stone Keep Castles. Compare them in terms of similarities and differences. Use of Medieval artefact box to support
* Tudor Thimbleby - Look at images of a Tudor village in Lincolnshire in the Tudor times and what it looks like today. Pick out what has stayed the same and what has changed
* Steelworks past and present - Identify what the steelworks looks like past and present and what has been made there past and present. Use of maps to see expansion of steelworks overtime
* Modern day excavations -. Explore what is currently being excavated in Lincolnshire and identify reasons for excavating sites.
 | * Roman Lincolnshire - Identify what the Romans brought to Britain and describe how it improved Britain. Explore parts of Roman Lincoln. Use of Roman artefact boxes to support.
* Lincolnshire in the Middle Age- Identify who built Lincoln Castle after his victory in 1066. Label parts of Motte and Bailey castles and Stone Keep Castles. Compare them in terms of similarities and differences and give a reason why they were improved. Use of Medieval artefact box to support
* Tudor Thimbleby - Look at images of a Tudor village in Lincolnshire in the Tudor times and what it looks like today. Identify and describe what has stayed the same and what has changed. Use of Tudor artefact box to support
* Steelworks past and present - Identify what the steelworks looks like past and present and what has been made there past and present. Use of maps to see expansion of steelworks overtime. Give a reason why the Steelworks are important to Scunthorpe and the surrounding villages
* Modern day excavations - Explore what is currently being excavated in Lincolnshire and identify the importance of excavating sites for historical reasons.
 |
| **Spring 1** | **Key area of understanding** | **Nazi Germany, 1939-1945** | **Nazi Germany, 1939-1945** |
| **Knowledge & skills development** | * Identify some of the problems Germany had between the end of WW1 and 1933. Decide how German people would have felt about it.
* Identify some of the promises Hitler made and how this led to Hitler being voted into power
* Name the groups that the Nazis persecuted. Pick out the causes and the consequences of Nazi policies towards; women, employment, Jews, disabled, children, education etc.
* Know what Auschwitz was and identify parts of a day in the camp
* Identifty elements of what life was like in Nazi Germany during World War 2. Compare the Blitz that was happening in Britain.
 | * Identify some of the problems Germany had between the end of WW1 and 1933. Describe how German people would have felt during this time.
* Identify some of the promises Hitler made and give a reason why this would have led to Hitler being voted into power
* Name the groups that the Nazis persecuted. Pick out the causes and identify/describe the consequences of Nazi policies towards; women, employment, Jews, disabled, children, education etc.
* Know what Auschwitz was and identify parts of a day in the camp and describe the impact this had on the prisoners
* Describe elements of what life was like in Nazi Germany during World War 2. Compare the Blitz that was happening in Britain.
 |
| **Su****mmer 1** | **Key area of understanding** | **Humanities project -** Lindisfarne, Giants Causeway, Edinburgh, Brighton | **Humanities project -** Lindisfarne, Giants Causeway, Edinburgh, Brighton |
| **Knowledge & skills development** | * Identifying the history of each area in relation to its geography
* Compare and contrast formation of coastline through erosion and deposition of sediment
* Name 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
* Decide if coastlines look the same or different between past and the present day.
* Use of maps and aerial photographs to pick out human uses for coastline – travel and tourism. Identify and describing aspects of the history of the LGBTQ+ community in Brighton
 | * Examination of the history of each area in relation to its geography
* 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 them 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
 |

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