

Long Term Plans showing what each year group is currently doing. [More detailed plans per year group showing the KS3 or KS4 journey are available if requested. Please contact Michelle Johnson on admin@croftonacademy.org.uk.] These are 'live' documents.

Year 7 (1h p/w)		HT1 7 LESSONS	HT2 7 LESSONS	HT3 6 LESSONS	HT4 5 LESSONS	HT5 6 LESSONS	HT6 7 LESSONS
HISTORY	Big Idea	Who had the biggest impact on Wakefield: the Saxons, Vikings or Normans? 400-1100	Who had more power: The Church or the Crown? 1100-1555	How significant was the English Reformation in the sixteenth century?	Exploration or Exploitation? 1400-1700.	How did power move from the King to Parliament? A study of the English Civil War.	'Hard, violent and short'. Did life improve after the medieval period? 1400-1700
	Substantive Concepts	<i>Invasion, migration, Kingdom, Conquest, Culture, Feudal, Earldom, Hierarchy.</i>	<i>Church, plague, monarchy, Parliament, Reform.</i>	<i>Monarch, Pope, Clergy, Christian, Catholic, Protestant</i>	<i>Colonialism, racism, liberty.</i>	<i>Absolute monarchy, Divine Right, Parliament.</i>	<i>Peasant, Heresy, Heretic.</i>
	Learning Intent	To know who the Saxons, Vikings, and Normans were, when they came to Britain and why. To know how the Norman Conquest changed England.	To know what influence the Church had over medieval life, particularly during the Black Death outbreak in 1348. To know about the conflict between State and Church in the reigns of Henry II, John, Henry VIII and Mary I.	To know the causes of the English Reformation. To know the similarities and differences between Catholicism and the Protestant Church of England. To know the social consequences of the religious changes in the Tudor period.	To know the causes, extent, and impact of European exploration and colonisation in the fifteenth and sixteenth centuries. To know the experiences of the victims of the Transatlantic Slave Trade.	To know the causes of the English Civil War. To know how the English Civil War was fought. To know the features of seventeenth century Parliamentary democracy.	To know what changed and what stayed the same between the fourteenth and seventh centuries in terms of everyday life, the experiences of women, and in law and order.
	Assessment	Change and continuity focus.	Historical significance focus.	Similarity and difference focus.	Similarity and difference focus.	Cause and consequence focus.	Change and continuity focus.
	Wider Curriculum Links	Possible trips to Jorvik Viking centre, York castle museum York Minster. The Shambles. Pontefract castle.	Possible visit to Fountains Abbey.				Possible visit to Royal Armouries museum, Leeds. Virtual tour of the Globe theatre.
	SMSC	Understanding how communities and societies function. Rules & laws and the justice system. Exploring, understanding and respecting diversity.	Democracy Rule of law Political system. Precious liberties of UK citizens.	The rule of law Investigating moral values and ethical issues. Understanding the consequences of actions. Rules & laws and the justice system.	Individual Liberty Mutual respect and tolerance. Exploring, understanding and respecting diversity	The political system. Democracy Rule of law	Precious liberties of UK citizens. Individual Liberty Democracy

Year 8 (2h p/w)		HT1 7 LESSONS	HT2 7 LESSONS	HT3 6 LESSONS	HT4 5 LESSONS	HT5 6 LESSONS	HT6 7 LESSONS
HISTORY	Big Idea	What was it like to live during the Industrial Revolution? 1750-1900	How had power changed hands by the early 20th century? 1800-1918	Why is the First World War known as the Great War? 1914-1918	1920s Russia: Roaring, Repressive or Revolutionary?	1920s USA: Roaring, Repressive or Revolutionary?	Why did Britain fight in the Second World War? 1939-1945
	Substantive Concepts	<i>Class, colonialism, industrialisation, middle class, reform, skilled labourers, working class.</i>	<i>Suffrage, franchise, campaign, terrorism, trade union.</i>	<i>Alliance, Imperialism, Militarism, Nationalism, Propaganda, Treaty.</i>	<i>Monarchy, State, Communism, Revolution, Parliament (Duma), Collectives.</i>	<i>Capitalism, Economic, Federal, Tariff, Bill.</i>	<i>Propaganda, Allies, Dictator, Invasion, Occupation, Resistance, Atomic.</i>
	Learning Intent	To know what changes took place in towns and work. To know about the attitudes towards the poor. To know about life under British rule in India and Ireland during the British Empire era.	To know how the Luddites, Tolpuddle Martyrs, Chartists, Suffragists and Suffragettes campaigned for civil rights.	To know what it was like to live, fight and die in the Western front trenches. To know what technological advancements were made. To know about the Battle of the Somme and the Armistice.	To know the causes, key events and outcomes of the Bolshevik Revolution. To know how Stalin came to power and how the governed Russia in the 1920s and 30s.	To know about key social changes in the USA including prohibition, Jim Crow, the Wall Street Crash, and the New Deal.	To know about key events of the Second World War including Dunkirk, the Blitz, the Battle of Britain, Pearl Harbor, D-Day, victory in Europe, and the atomic bomb.
	Assessment	What was life like in the Workhouse? Description of features.	Why were some working class protestors more successful than others? Analysis of diversity.	Does Haig deserve his reputation as the 'Butcher of the Somme'? Evaluating significance.	What was it like to live in Stalin's Russia? Evaluating interpretations.	Why was Prohibition a failure? Analysis using contextual knowledge and sources.	Why should the Americans have expected an attack on Pearl Harbor? Analysis using contextual knowledge and sources.
	Wider Curriculum Links	Possible visit to Lincoln castle museum.		Possible conference delivered by Frontline Living History.			Eden camp
	SMSC	Preparing for life in modern Britain.	Precious liberties of UK citizens. Parliament. The political system. Understanding how communities and societies function. Democracy.	Precious liberties of UK citizens. Investigating moral values and ethical issues. Precious liberties of UK citizens.	Understanding how communities and societies function. Investigating moral values and ethical issues. The political system. Mutual respect and tolerance. Understanding how communities and societies function.		Precious liberties of UK citizens. Investigating moral values and ethical issues.

Year 9 (2h p/w)		HT1 7 LESSONS	HT2 7 LESSONS	HT3 6 LESSONS	HT4 5 LESSONS	HT5 6 LESSONS	HT6 7 LESSONS
HISTORY	Big Idea	Why do we remember the Holocaust?	Why do we remember the Holocaust?	What was the Cold War? 1945-1990	How did people fight for their civil rights in 1960s America?	'Never had it so good?' How did Britain change in the 1950s to the 1970s?	Was justice achievable for all? (Law & Order 1200-1900)
	Substantive Concepts	<i>Persecution, Discrimination, Legislation, Genocide, Totalitarian, Fascism, Nazism.</i>	<i>Persecution, Discrimination, Legislation, Genocide, Totalitarian, Fascism, Nazism, Resistance.</i>	<i>Foreign Policy, Communism, Deterrent, Nuclear, Atomic.</i>	<i>Civil rights, civil liberties, discrimination, prejudice, racial injustice.</i>	<i>Domestic policy, Acts of Parliament, campaign, civil rights, liberal.</i>	<i>Clergy, Gentry, Heresy, Heretic, Prosecute, Illegitimacy, Judiciary, Papacy, Treason, Conspiracy.</i>
	Learning Intent	To know about the rise of Hitler to power, the anti-Semitic policies of the 1930s in Germany. To know about other groups persecuted by the Nazis. To know about the White Rose group and others that opposed the Nazis.	To look at personal stories of Holocaust victims including the children of the Kindertransport and Anne Frank. To know stories of those linked to the Holocaust such as Oskar Schindler. To know about the Nuremberg trials and genocide after WW2.	To know about the key events of the Cold War, including the Korean War, Hungarian Uprising, Berlin Wall, Cuban Missiles Crisis, the assassination of JFK, the Vietnam War, and the Space Race.	To know how the Black Civil Rights movement was fought. To know about Rosa Parks, Martin Luther King, the Freedom Riders, and Malcolm X.	To know about the features of youth culture, liberalisation laws, cultural attitudes towards women and ethnic minorities in this period.	To know about the types of crime and punishment in the medieval and Tudor periods, including the heresy, treason, and the Gunpowder Plot. To know the key features of crime, punishment and policing in the Victorian period including how the police improved investigative techniques as a result of the Jack the Ripper murders.
	Assessment	Who were the White Rose group? Description of features.	What can historians learn about the Nazi's attitude to the Jews from the sources? Analysis using contextual knowledge and sources.	Why did America withdraw from Vietnam? Analysis of causation.	Who was more successful at improving the lives of Black Americans? Evaluation of diversity.	Did the 1970s Women's Liberation movement succeed? Evaluation of extent of change.	How effective was the police investigation of the Jack the Ripper crimes? Using source evidence to support judgments.
	Wider Curriculum Links	Possible trips to Nottingham Holocaust Beth Shalom centre, Berlin or Poland.	Huddersfield university Holocaust Exhibition centre			Possible visit to the National Coal Mining museum.	Possible London trip – the Whitechapel tour.
	SMSC	Precious liberties of UK citizens. Investigating moral values and ethical issues. Understanding the consequences of actions. Precious liberties of UK citizens		Investigating moral values and ethical issues. Exploring, understanding and respecting diversity.	Exploring, understanding and respecting diversity. Democracy Investigating moral values and ethical issues. Mutual respect and tolerance.	Precious liberties of UK citizens. Understanding how communities and societies function. Mutual respect and tolerance.	

Year 10 (3h p/w)		HT1 7 WEEKS 20 LESSONS	HT2 7 WEEKS 20 LESSONS	HT3 6 WEEKS 18 LESSONS	HT4 5 WEEKS 15 LESSONS	HT5 6 WEEKS 18 LESSONS	HT6 7 WEEKS 16 LESSONS
HISTORY	Big Idea	Weimar & Nazi Germany, 1918-1939. GER KT1 How successful was the Weimar Republic? GER KT2 & KT3 How did the Nazi party develop and come to power?	Weimar & Nazi Germany, 1918-1939. GER KT3 – How did the Nazis achieve power? GER KT4 – What was life like in the Nazi dictatorship?	Early Elizabethan England, 1558-1588 EEE KT1, KT2 What were the problems at the start of Elizabeth's reign?	Early Elizabethan England, 1558-1588 EEE KT2, KT3 How successful was the Elizabethan Religious Settlement?	Early Elizabethan England, 1558-1588 EEE KT4 & KT5 Why did England go to war with Spain? & What opportunities were there in Elizabethan society?	The American West, c.1835-1895 AW KT1 How did Native Americans survive on the Great Plains?
	Knowledge	To know the challenges faced by the new Weimar Republic after WW1, for example political threats, hyperinflation, and reparations. To know how Hitler grew the NSDAP following the Munich Putsch.	To know how Hitler consolidated his power through the roles of Chancellor and Fuhrer. To know what life was like for young people, women, the unemployed and minority groups in Nazi Germany.	To know about the lives of people in Elizabethan England (education, poverty, entertainment, work) To know how Elizabeth solved the problems of her early reign (Religion, foreign relations, marriage)	To know the policies put in place to establish the English Protestant Church and deal with recusants. To know the reasons why the Religious Settlement was successful.	To know the long and short term causes of the conflict in the Netherlands, and the reasons England went to war with Spain.	To know the features of the Plains Indians lifestyle and beliefs, and to know about their reliance on the buffalo.
	Assessment Intent Knowledge test = checking foundational knowledge is secure. Exam style question for practice of skills.	Sources (Q3a) & interps (Q3b) analysis of Weimar constitution and TOV. Analysis of causes (Q2) of Munich putsch.	Sources analysis (Q3a) on the Reichstag fire. Q3d on Hitler Youth.	Analysis question on poverty (Q2).	Evaluation question on plots (Q3).	Evaluation question on Netherlands ((Q3).	Importance question (Q3) on buffalo. MOCKS. GER, EEE
		GER KT1 knowledge test.	GER KT2 knowledge test. GER KT3 knowledge test.	EEE KT1 Knowledge test.	EEE KT2 Knowledge test.	EEE KT3 Knowledge test. EEE KT4 Knowledge test.	AW KT1 knowledge test.
	Homework (weekly)	Retrieval practice GER Revision for GER KT1 test	GER Practice paper A	GER Practice paper B	EEE past paper Revision for EEE KT3 test	Revision for EEE KT4 test Mock exam revision	EEE past paper
	Half term holidays	Oct half term – Revision for GER KT2 test	Christmas	Feb half term – Revision for EEE KT2 test	Easter EEE past paper	Spring bank hol – Mock exam revision	Summer hols GER past paper
	Wider Curriculum				Possible Elizabethan Inquisition theatre trip		
	SMSC/Personal Development	Understanding how communities and societies function. Precious liberties of UK citizens. Rule of law and Democracy.		Understanding how communities and societies function. The political system.			Understanding how communities and societies function.

Year 11 (3h p/w)		HT1 7 LESSONS	HT2 7 LESSONS	HT3 6 LESSONS	HT4 5 LESSONS	HT5 6 LESSONS
HISTORY	Big Idea	AW KT3 & KT4 – Why did conflict increase after 1860? <u>Medicine in Britain c1250-present</u> MED KT1 - How were the sick dealt with in the Medieval period?	MED KT2, KT3 - How were the sick dealt with in the Renaissance and Industrial periods?	MED KT4, - How were the sick dealt with in the Modern period?	MED KT5 - How were the sick dealt with in the trenches of WW1?	MED KT5 & SKILLS – What can we learn from sources about treating disease and injuries in WW1? Final revision.
	Knowledge	AW KT3 - To know about the Sioux Wars and the changing government policy towards the Native Peoples. AW KT4 - To know about the Range Wars, the end of the Open Range, and the closure of the Indian Frontier. MED KT1-2 – To know about the features of public health, surgery, training of physicians, and ideas about the causes, preventions and treatments of disease between 1250 and 1600.	To know about the features of public health, surgery, training of physicians, and ideas about the causes, preventions and treatments of disease between 1500 and 1900.	To know about the features of public health, surgery, training of physicians, and ideas about the causes, preventions and treatments of disease after 1900.	To know about the injuries and treatments specific to the Western Front trenches of the First World War.	To know how to use contemporary evidence to support an evaluation of the usefulness of sources for an enquiry.
	Assessment Intent Knowledge test = checking foundational knowledge is secure. Exam style question for practice of skills.	Narrative question (Q2) on Sioux Wars	Analysis (Q4) of the role of church.	Evaluation (Q5) of Nightingale MOCKS. GER, AW, EEE	Evaluation (Q6) of preventing illness. Source analysis on Treating injuries (Q2a). MOCKS. GER, EEE, AW, MED	MED past paper
	Homework	EEE Practice Paper A	AW Practice Paper A GER past paper	Mock exam revision.	AW Practice paper C	
	Half term holidays	<i>Oct half term</i> – EEE Practice Paper B	<i>Christmas</i> Mock exam revision.	<i>Feb half term</i> – MED past paper	<i>Easter</i> MED past paper	<i>Spring bank hol</i> – Final revision
	Wider Curriculum Links					
	Personal Development/ S MSC	Democracy Investigating moral values and ethical issues. Understanding how communities and societies function.	Understanding how communities and societies function. Public institutions, voluntary groups & communities.			