

Long Term Plan – History (2025-26)

Overall vision: We want to enable students to empathise with a wide range of human experiences to build a common sense of the world they occupy. We want students to understand and appreciate the complexity of history and value the diversity of a wide range of human experiences from around the world. We want students to understand the human journey (political, social, economic), so that students feel enabled to become agents of change in their own lives.							Year End Points
	HT1	HT2	HT3	HT4	HT5	HT6	
Year 7	<i>What was happening in England before 1066?</i> Introduction to History/Anglo-Saxon England/Viking migration and impact	<i>How did the Norman Conquest change England?</i> The Norman Invasion/ Norman Conquest	<i>What influence did religion and trade have on the Medieval world?</i> Medieval Lives/ Islamic Worlds/ The First Crusade/The Silk Road	<i>How did the power of Medieval Monarchs change?</i> Medieval Monarchs/ Medieval Women	<i>Why was life for Medieval peasants so challenging?</i> The Great Famine/Black Death/ Peasants Revolt	<i>How important was the Reformation?</i> Renaissance/Henry VIII to Mary I	- Students will know a breadth study of history from 43-1066 on the history of pre-Norman changes to understand the dynamic landscape of Britain. The Romans, Anglo-Saxons and Vikings are examined to some depth. They will also be able to apply second order concepts when examining these groups, such as the cause of their migration due to push and pull factors and the changes that occurred - Learners will also examine the significance of the Norman Conquest and the changes brought about by William I and his heirs. They will know how common features of the Medieval period, such as the feudal system and castles, were introduced to the British Isles. Students will be introduced to the second order of significance when analysing significant causes of William’s victory at Hastings - Students will utilise HT3, HT4 and HT5 in our depth study of the Medieval period by analysing ideas linked to religion and beliefs (pilgrimages, crusades, the Islamic world), political ideas (various monarchs such as Richard I and Edward I, the Magna Carta), social ideas (the role of women in the Medieval world, the Peasants Revolt) and economic ideas (the importance of the silk road). Students will examine interpretations in order to understand how history can be recorded in a biased fashion. - Students will conclude Year 7 by studying the early 16th Century. They will gain knowledge on the changes in Europe (Renaissance) and England (Reformation) as well as the individuals responsible for these changes (e.g. Tudor monarchs).
Year 8	<i>How did early modern leaders deal with threats to power?</i> Elizabeth/The Stuarts and English Civil War/Cromwell	<i>How did sugar, slavery and steam make Britain wealthy?</i> Sugar and Slavery/ The Industrial Revolution	<i>To what extent did life improve for the working class in Industrial Britain?</i> Peterloo/Electoral Reform/Living Conditions/Suffragism	<i>Why did beliefs cause conflict in America during the 18th and 19th centuries?</i> American Revolution/US Expansion/American Civil War/Indian Wars	<i>How did Britain gain an Empire?</i> Mughal Empire/ British Empire	<i>How and why did the world break out in a global conflict in 1914?</i> Causes of World War One/ The First World War	- Students will examine significant individuals in the 16th and 17th Century and the challenges they faced. Key individuals who changed British history such as Elizabeth I, James I, Charles I, and Oliver Cromwell will be analysed. Students will also be able to describe the impact Britain will begin to have on the wider world with the early colonisation of the Americas. This sets them up for future topics within Year 8. - Learners will also know the economic history of Britain. The “Sugar, Slavery and Steam” unit focuses on the enquiry question of how Britain acquired wealth. This acquisition of wealth focuses chronologically on the growth of the sugar trade, the transatlantic slave trade, and the impact of the industrial revolution. Students will know how Britain’s wealth allowed it to become a world power during this time period. This will help them to understand HT5 and HT6 this year where Britain is involved in major global events. - Students will focus on social history which was occurring simultaneously with the Industrial Revolution. Chronologically they will be taught about the Peterloo Massacre, the changes that occurred with child labour, the Chartists movement, and the fight for Women’s rights in the late 19th and early 20th Century. Learners will be able to compare and contrast lives from the beginning of the Industrial period to the end where developments have positively affected a number of social groups. - Students will examine a breadth study of the USA from the American War of Independence to the late 19th Century. Students will know the challenges that came with being an independent country, the trials and tribulations of the Wild West (including myth busting Wild West ideas often brought about through contemporary media), the key events of the expansion of the USA and finally the key conflicts of the 1800s by examining the American Civil War and the Indian Wars. - Students will know about the British Empire with a depth study looking at British rule in India. Students will examine India’s history chronologically from the Mughal Empire to the East India Company then the British Raj and finally Indian independence. Learning will present the British Empire from multiple points of view

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							(e.g. a force of industrialisation for bringing railways to India, a civilising force for removing the practice of sati, an oppressive force for mistreatment of Hindu and Muslim sepoy soldiers) Students will conclude Year 8 by knowing about the causes and developments of the First World War. The second order concept of cause will be examined by studying long-term causes (e.g. militarism, imperialism) and short-term causes (e.g. the assassination of Franz Ferdinand, the “blank cheque”) and students can demonstrate their understanding of significance by evaluating the most important cause. Learners will also examine changes in the war including the development of trench warfare, the use of new technology such as tanks, and the effect the First World War had on Britain.
Year 9	<i>How did Germany change after the First World War?</i> Treaty of Versailles/ Weimar Germany/Great Depression/Nazi Germany	<i>What were the major causes of the Second World War?</i> League of Nations/Axis actions/Appeasement	<i>How did the Allies win the Second World War?</i> Turning points of WW2/Home front in WW2/Britain post-war	<i>What was the Holocaust?</i> The Persecution of Jews before WW2/The Final Solution	<i>How did oppressed people obtain rights and freedoms?</i> US Civil Rights/British Civil Rights/Feminism	<i>Who changed Britain over the last 70 years?</i> Cold War/Vietnam War/21st Century Terrorism	- Students will know the changes that occurred from the end of the First World War up until the rise of the Nazis in 1930s Germany. Key individuals who changed German history will be studied such as the peacemakers Woodrow Wilson and David Lloyd George, the statesmen Friedrich Ebert and Gustav Stresemann, and the dictators Benito Mussolini and Adolf Hitler. Key events will be examined in order to frame this twenty year study such as the signing of the Treaty of Versailles, hyperinflation, the Great Depression, the Enabling Act and the Night of the Long Knives. Students will know the changing political nature of Germany as it transitioned from a dictatorship under the Kaiser to a democracy under the Weimar government and back to a dictatorship under Adolf Hitler. - Students will know about the causes of the Second World War. The second order concept of cause will be examined by studying long-term causes (e.g. Axis dictators, the Great Depression) and short-term causes (e.g. the policy of appeasement, the Nazi-Soviet Pact) - Students will also know about the developments of the Second World War. Learners will also examine turning points in the war including Dunkirk, Pearl Harbor, Stalingrad, D-Day and the dropping of the atomic bomb. Learners will know the effect the Second World War had on Britain with a High Peak focus and examining the post-war welfare state. Students can demonstrate their understanding of significance by evaluating the greatest turning point in the Second World War which helped the Allies to win the war - Learners will know about changes that alongside their HT1, HT2 and HT3 topics. Students will focus on the Holocaust as they examine how Jewish peoples lives changed from 1933 to 1945. Students will understand Kristallnacht, the Wannsee Conference and the implementation of the Final Solution. Other targeted groups in German occupied territories will also be examined such as the LGBTQ+ community. Students will learn the role of collaborators, bystanders and resistance groups - Students will know what civil rights are and the story of persecuted black people first in the USA and then the UK. American Civil Rights will focus on key individuals and cases such as Emmett Till, Rosa Parks, Martin Luther King Jr and Malcolm X. British Civil Rights will focus on the Seaport Riots, the Notting Hill Riots, the Notting Hill Carnival and the Bristol Bus Boycott. Students will be able to make comparisons between the civil rights events on both sides of the Atlantic. Students will also return to the topic of women’s rights to examine how they progressed beyond the 1918 right to vote to more modern changes (e.g. 1973 Roe v Wade) - Students will know about the causes, developments and consequences of conflict after the Second World War. The primary focus will be the Cold War. Students will know how the Vietnam War is a flashpoint of the Cold War between the two superpowers of the world. Students will examine intepretations and sources from the war. Students will know that the war became unpopular as technology developed and a televised war damaged morale at home. Learners will look at other events and conclude the Cold War story. Key events linked to terrorism within the early 21st Century such as 9/11 will be examined to conclude learning.

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Year 10 (OCR B GCSE)	The People's Health c.1250-present	The People's Health c.1250-present	The making of America 1789-1900	The making of America 1789-1900	The making of America 1789-1900	History Around Us (Quarry Bank Mill)	- Students will know the changing world of public health in Britain with a breadth study that spans from 1250 to the present day. Students will know about living conditions in each time period with a focus on problems specific to that time period (e.g. cholera in the Industrial period, obesity in the modern period). Students will examine at least one example of a public health epidemic for each time period (e.g. the Black Death in the Medieval period, the Great Plague and the Gin Craze in the Early Modern Period). Students will know about the responses to public health and epidemics and evaluate their success (e.g. Dr John Baker investigating cholera in Leeds in 1832, the introduction of Plague Orders by Queen Elizabeth I in 1578) - Students will complete their Making of America topic. Students will know the consequences of the American War of Independence and the development of the United States of America. They will analyse reasons for westwards expansion throughout the 19th Century and examine changes during and beyond the American Civil War. They will examine how life changes for Black Americans and for Native Americans. They will contextualise this in key events such as the 13th Amendment and the Sioux Wars. Students will know about the USA's changing socio-economic and political landscape. - Students will know how to develop extended answers linked to the Paper 1 topic of The People's Health and the Paper 3 topic of Making of America. These two Year 10 topics involve utilising second order concepts within extended answers and how to reach a clinching argument in history by presenting a historical argument in favour of one factor or case over another - Students will examine our chosen site study of Quarry Bank Mill. They will examine the geographical location of Quarry Bank Mill, the Greg Family and the factors that led to them changing the site, activities undertaken by those linked to Quarry Bank Mill and its importance. Students will know about the challenges and benefits of Quarry Bank Mill and a study of this chosen site - As a result students will know how to develop extended answers linked to Paper 2. Quarry Bank Mill is the only topic in History Paper 2.
Year 11 (OCR B GCSE)	Living under Nazi rule 1933-1945	Living under Nazi rule 1933-1945	The Elizabethans 1580-1603	The Elizabethans 1580-1603	GCSE Revision		- Students will know about the depth study of Life under Nazi Rule. This topic from 1933-45 will examine the rise and fall of the Nazis and the changes that they force Germany and conquered territories to undergo. Students will know key events linked to Nazi rule, such as the Nuremberg Laws, Kristallnacht, the invasion of Poland and the invasion of the Soviet Union. Students will know how ordinary people responded to the changes made by the Nazis with a range of compliance and support (e.g. Hitler Youth, Coco Chanel) to opposition and defiance (e.g. French Resistance, White Rose group) - Students will know how to develop extended answers linked to the Paper 3 topic of Living Under Nazi Rule. This topic is linked to source analysis and interpretation skills which students will know how to answer by examining content and provenance before comparing it to their own contextual knowledge. - Students will know about Elizabethan England from 1580-1603 in the latter half of Elizabeth's reign. Students will know about political changes and how Elizabeth exercised her power through patronage, progresses and propaganda. Students will understand the religious changes and Elizabeth's "middle way" and compromise to ensure she handled the religious turmoil of 16th Century England in the best possible way. Students will know social history and how lives and culture developed under Elizabeth's reign. Students will finally examine the wider impact of the Elizabethan world with the establishment of colonies such as Roanoke and the growth of England's trade. - Students will know how to develop extended answers linked to the Paper 1 topic of The Elizabethans. As a result students will know how to work on all three History papers - Students will study revision techniques for the final period of Year 11. They have studied this throughout their time at New Mills School in History but they will have an explicit period of time prior to their GCSEs beginning in order to cover content.