

Ellesmere Park High School History Long Term Curriculum Plan

History curriculum intent: At Ellesmere Park High School, our history curriculum is designed to develop curious, critical, and informed young people who understand the complex ways in which the past shapes identities, societies, and the modern world. From Year 7 through to Year 11, students engage with a rich, enquiry-led curriculum that nurtures historical thinking and disciplinary skills alongside substantive knowledge, developing student's ability to analyse, interpret, and debate historical ideas confidently and thoughtfully.

In Key Stage 3, students explore a broad range of significant periods and themes, including the waves of colonisation and invasion that shaped early England, the political and social upheavals of the English Civil War and its aftermath, the transformations brought by empire and industrialisation, and the cultural and economic changes in twentieth-century America alongside the impact of global conflicts such as World War One. Throughout, students develop a strong foundation in key historical concepts; causation, consequence, significance, change and continuity, and interpretation and refine their skills in source analysis, evaluation of differing viewpoints, and construction of evidence-based arguments. This approach encourages students to think like historians: to question, to weigh evidence, and to appreciate how history is constructed from multiple perspectives.

At Key Stage 4, students build on this foundation by studying the Edexcel GCSE History course, which deepens their knowledge and analytical skills through thematic and in-depth studies, including Medicine in Britain, Elizabethan England, the American West, and Weimar and Nazi Germany. This progression challenges students to make connections across time, explore the impact of individuals and ideas, and critically evaluate historical interpretations, preparing them for further academic study and active citizenship.

By the end of Year 11, students leave History with a well-rounded understanding of key historical events and developments, alongside a mature capacity to think critically about the past. They are equipped to engage thoughtfully with the complexities of history, recognising its relevance in understanding the present and shaping the future.

Our curriculum is underpinned by high expectations for literacy skills, vocabulary and oracy. Students are supported to develop both Tier 2 and Tier 3 vocabulary so that they can articulate complex historical ideas fluently and with confidence. They take part in structured discussion and debate, build arguments and learn how to write with clarity and analytical depth. We want them to develop a secure understanding of first and second order concepts so they can challenge narratives, recognise diversity, and understand that history is constructed, contested and deeply relevant. Above all, we want our students to leave history with a sense of curiosity, critical awareness and the knowledge and skills to engage thoughtfully with the world around them.

History curriculum aims: Our aim in History at Ellesmere Park High School is to deliver a broad, challenging, and enquiry-led curriculum that inspires curious, critical, and reflective young people to engage deeply with the complex stories and perspectives that have shaped our world. From Years 7 to 11, students develop the confidence and skills to investigate significant historical periods and events, analyse diverse sources and interpretations, and communicate their understanding clearly and convincingly.

We encourage curiosity, critical thinking, and empathy, inviting students to ask meaningful questions about causation, change, continuity, and significance, and to appreciate how the past influences identities, societies, and contemporary issues. Literacy and oracy are central to our curriculum, enabling students to master precise historical vocabulary and participate in thoughtful, evidence-based dialogue and debate.

At Key Stage 3, students build a broad foundation through study of key themes such as early English invasions, political revolutions, empire and industrial change, and twentieth-century global conflicts, set within local and global contexts. At Key Stage 4, the curriculum deepens and sharpens through the Edexcel GCSE History course, balancing examination demands with opportunities to develop sustained analytical skills and a mature understanding of historical interpretation.

Our major curriculum aims are:

- Broad
- Enquiry-led
- Challenging

- Thought-provoking
- Relevant
- Preparation for the next stage of education and life

History Concepts

First order concepts:

- **Key historical periods and chronology** — Understanding distinct eras and placing events in time order.
- **Significant events and turning points** — Major happenings that shaped history or caused change.
- **Influential historical figures** — Important people who impacted events or society.
- **Social, cultural, economic, and political structures and changes** — How societies are organised and how they evolve.
- **Empire, colonisation, decolonisation, and global connections** — Expansion, control, and independence of territories and their worldwide impacts.
- **Local and global historical contexts** — The specific settings and wider world influences of historical events.

Secondary order concepts:

- **Cause and consequence** — Understanding why events happened and what resulted.
- **Change and continuity** — Identifying what has changed and what has stayed the same over time.
- **Significance** — Judging the importance of events, people, or developments.
- **Similarity and difference** — Comparing aspects of history to find likenesses and contrasts.
- **Historical interpretation and debate** — Recognising different viewpoints and arguments about the past.
- **Source analysis and evaluation** — Critically examining evidence for reliability and usefulness.
- **Historical empathy and perspective-taking** — Understanding people's experiences and viewpoints in their own context.
- **Narrative construction and explanation** — Organising and telling historical stories clearly and coherently.
- **Evidence-based reasoning** — Using facts and sources to support conclusions and arguments.

Ellesmere Park High School KS3 History Long Term Curriculum Plan

Year 7	Enquiry Question	Historical Concepts	Core knowledge	Summative Assessments	Links to National Curriculum	Skills (including but not limited to)
<p>Topic 1 enquiry/title: How did colonisation change England before 1066?</p> <p>11 lesson topics</p>	<p><i>How did colonisation change England before 1066?</i></p>	<p>First-order concepts</p> <ul style="list-style-type: none"> • Claudius' imperial ambition • Julius Caesar's incursion • Gallic Wars and Briton contact • Celtic tribal alliances • Roman economic motives • Political instability in Rome • Strategic expansion of the empire <p>Second-order concepts</p> <ul style="list-style-type: none"> • Cause and consequence • Significance • Change and continuity • Evidence • Interpretation • Historical perspective 	<p>Students explore the long- and short-term causes behind the Roman invasion of Britain in 43 AD, examining how Emperor Claudius used the conquest to secure imperial prestige and strengthen his political position in Rome. They investigate Julius Caesar's earlier incursions into Britain during the Gallic Wars and assess how these interactions laid the groundwork for future Roman ambitions. The unit explores Rome's economic motivations for expansion, the importance of conquest for sustaining the empire, and how internal support from certain Celtic tribes encouraged invasion. Students also consider the strategic rationale that "there was nowhere else to go," placing Britain within the broader context of Roman imperial policy and frontier politics.</p>	<p>SUN assessment: TBC</p>	<p>This unit supports the aims of the National Curriculum for History by enabling students to develop a secure chronological understanding of Britain's past and its relationship with the wider world. Through an in-depth investigation of the causes of the Roman invasion in 43 AD, students explore key historical concepts such as empire, conquest, power, and resistance. They analyse short- and long-term causes, interpret historical evidence, and consider the motivations of both Roman leaders and British tribes, building knowledge of how political ambition, economic needs, and military strategy shaped events.</p> <p>The unit promotes historical thinking through disciplinary skills including evaluating significance, cause and consequence, and interpreting different perspectives. It also builds students' ability to articulate historical arguments using appropriate vocabulary, both verbally and in writing. Links to local history, such as the legacy of Roman presence in Salford, Manchester and the wider Northwest region, give students a deeper sense of place and identity. Across the wider curriculum, students encounter a diverse range of histories, empires, and civilisations that reflect the complexity of Britain's development and the contributions of different cultures. This ensures students are equipped not only with secure knowledge of the past, but also with the analytical skills to understand how history shapes the world around them.</p>	<p>Students develop their understanding of how historians use sources and evidence to construct narratives about the past. They investigate different interpretations of the Roman invasion and assess the causes and consequences of imperial expansion. Through exploring change and continuity, students analyse how Roman conquest altered Britain's political, social, and economic landscape while considering what aspects of British life remained. They compare the perspectives of Roman leaders and British tribes to identify similarities and differences in motivation and experience. The unit also encourages students to evaluate the significance of key events and decisions, building their ability to question, interpret, and critically engage with historical evidence. Throughout, students cultivate skills in analysis, comparison, and evaluation, supporting a deeper, reflective understanding of history.</p>
<p>Topic 2 enquiry/title: How did William consolidate his power?</p> <p>XX Lessons</p>	<p><i>How did William consolidate his power?</i></p>	<p>First-Order Concepts</p> <ul style="list-style-type: none"> • English throne succession • Harold Godwinson • Battle of Stamford Bridge • Battle of Hastings • William the Conqueror • Bayeux Tapestry • Norman Conquest • Migration to England • Feudal system • Castles • Domesday Book 	<p>TBC – Planning Autumn term 2025</p>	<p>SUN assessment TBC</p>	<p>This unit supports the aims of the National Curriculum for History by enabling students to develop a coherent understanding of the Norman Conquest and its profound impact on England's political and social landscape. Through an exploration of key events such as the Battle of Stamford Bridge, the Battle of Hastings, and William's subsequent consolidation of power, students examine themes of conflict, succession, authority, and governance. They investigate the significance of sources like the Bayeux Tapestry to understand how historical narratives are constructed and consider the effects of Norman rule on migration, land ownership, and social structures, including the introduction of the feudal system and the compilation of the Domesday Book. The unit also explores the challenges William faced in</p>	<p>Students develop disciplinary knowledge by exploring how historians interpret political power and social change in medieval England. They engage with key historical concepts such as causation, significance, continuity and change, and interpretation, recognising how events like the Battle of Hastings and William's subsequent reforms shaped the course of English history. Pupils examine a diverse range of sources, including the Bayeux Tapestry, legal records like the Domesday Book, and contemporary chronicles, evaluating their provenance, purpose, and reliability. They develop their ability to analyse conflicting perspectives and to construct balanced, evidence-based arguments. This unit builds critical thinking through sustained enquiry and evidence-led writing, helping students understand how historical narratives are formed, contested, and refined. Through this process, students gain transferable skills in source analysis, historical</p>

		<ul style="list-style-type: none"> • Harrying of the North <p>Second-Order Concepts</p> <ul style="list-style-type: none"> • Causation • Significance • Continuity and change • Interpretation • Power and authority • Conflict and consequence • Source analysis • Legacy 			<p>securing his reign, such as rebellions and the Harrying of the North.</p> <p>The unit promotes the development of historical thinking by engaging students with second-order concepts including causation, significance, continuity and change, and interpretation. Pupils are encouraged to analyse a range of primary and secondary sources, assessing their provenance and usefulness in understanding the period. Through sustained enquiry and evidence-based argument, students build their ability to evaluate how William established control and transformed medieval England. Where possible, links to the local context, such as Norman influences in regional architecture or place names, help students connect national history to their own communities and deepen their appreciation of historical legacy.</p>	<p>writing, and scholarly interpretation, laying a strong foundation for further historical study and academic success.</p>
<p>Topic 3 enquiry/title: How much did power evolve in Medieval England? XX Lessons</p>	<p><i>How much did power evolve in Medieval England?</i></p>	<p>First-order Concepts</p> <ul style="list-style-type: none"> • Monarchy • Church and religion • Crusades • Feudal system • Rebellion • Law and justice • Disease • Social hierarchy • Nobility • Peasantry • Power • Authority • Rights <p>Second-order Concepts</p> <ul style="list-style-type: none"> • Change and continuity • Cause and consequence • Significance • Interpretations • Historical evidence (source analysis) • Similarity and difference 	<p>TBC – Planning Autumn term 2025</p>	<p>SUN assessment TBC</p>	<p>This unit supports the aims of the National Curriculum for History by helping students understand the development of power, government, and authority in Medieval England. Through a series of key case studies including the influence of the Church, the Crusades, the murder of Thomas Becket, the signing of the Magna Carta, and popular uprisings such as the Peasants’ Revolt, students examine how power was challenged, reshaped, and redistributed over time. They explore the relationship between monarchy, the Church, and the people, and how landmark events like the Black Death shifted the balance of social and political power. The unit enables pupils to reflect on long-term developments in political rights, justice, and public voice, setting the foundations for later historical understanding of democracy and protest.</p> <p>The unit promotes historical thinking through engagement with second-order concepts such as causation, significance, continuity and change, and interpretations. Pupils are encouraged to consider the short- and long-term impacts of events, question why changes occurred when they did, and assess the importance of key turning points in shaping the medieval world. Where appropriate, links are made to the local history of Manchester and Salford, such as the impact of the Black Death on regional communities or medieval land ownership, allowing students to connect national developments to their own historical landscape.</p>	<p>Students develop disciplinary knowledge by exploring how historians investigate power, authority, and belief in the medieval world. They engage with key historical concepts such as significance, causation, and interpretation, recognising how events like the murder of Thomas Becket, the signing of the Magna Carta, and the Peasants’ Revolt reflect both continuity and change in English society. Pupils analyse a range of sources and interpretations, including Pope Urban’s speech launching the First Crusade, contemporary accounts of the Black Death, and scholarly interpretations such as John Harvey’s <i>The Plantagenets</i>. They are encouraged to evaluate the provenance and reliability of sources, and to explore how different perspectives shape historical understanding. Through extended enquiry and evidence-led debate, students refine their skills in historical writing, developing substantiated arguments and balanced conclusions. This unit helps pupils to appreciate how the past is constructed and debated, building transferable skills in critical thinking, analysis, and communication that underpin future academic success.</p>

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<p>Topic 4 enquiry/title: How powerful were African Kingdoms?</p> <p>XX Lessons</p>	<p><i>How powerful were African Kingdoms?</i></p>	<p>First-Order Concepts</p> <ul style="list-style-type: none"> • Kingdom of Mali • Mansa Musa • Timbuktu • Pre-colonial West African life • Kingdom of Benin • The Oba of Benin • Benin Bronzes • Trans-Saharan trade • Religion in medieval Africa • Education in medieval Africa • African art and craftsmanship • Political structures in African kingdoms <p>Second-Order Concepts</p> <ul style="list-style-type: none"> • Significance • Cause and consequence • Continuity and change • Interpretation • Source analysis 	<p>TBC – Planning Spring term 2025</p>	<p>SUN assessment TBC</p>	<p>This unit supports the aims of the National Curriculum for History by broadening students' understanding of diverse civilisations and deepening their knowledge of global history beyond Europe. Through a focused study of West African civilisations such as Mali and Benin, students explore the complexity, wealth, and cultural achievements of pre-colonial Africa. They investigate the development of powerful states, including the rise of the Kingdom of Mali under Mansa Musa and the role of the Oba in the Kingdom of Benin, drawing attention to how trade, religion, governance, and the arts shaped sophisticated societies long before European contact. Students consider how sources such as the Benin Bronzes and Islamic accounts of Timbuktu provide valuable insight into African history, culture, and global influence.</p> <p>The unit promotes the development of historical thinking by engaging students with second-order concepts such as significance, interpretation, continuity and change, and source analysis. Students evaluate the legacy of African kingdoms, question Eurocentric narratives, and explore how evidence is used to reconstruct and reinterpret the past. Through structured historical enquiry and engagement with rich and diverse sources, pupils gain a more inclusive view of the past and a stronger grasp of the global interconnectedness of medieval societies, in line with the National Curriculum's aim to inspire curiosity and build critical historical understanding.</p>	<p>Students develop their disciplinary knowledge by exploring how historians interpret the significance of African kingdoms in global history. They analyse a rich range of sources and interpretations, including the Benin Bronzes, Islamic accounts of Timbuktu, and architectural evidence from Mali and Benin, assessing their provenance, purpose, and the narratives they construct or challenge. Through this enquiry, pupils examine how Africa's past has been represented and misrepresented, and how interpretations have evolved, particularly in relation to museum collections such as those held by the British Museum. Engaging with contemporary scholarship, they consider debates around cultural restitution and the lasting impact of colonialism on historical understanding. Students develop their historical writing through sustained arguments about power, legacy, and cultural achievement, supported by evidence and critical reasoning. This unit strengthens their skills in interpretation, source evaluation, and communication, encouraging a more nuanced, inclusive, and evidence-led approach to history.</p>
<p>Topic 5 enquiry/title: How did religion change in the Tudor period?</p> <p>XX Lessons</p>	<p><i>How did religion change in the Tudor period?</i></p>	<p>First Order Concepts:</p> <ul style="list-style-type: none"> • Wars of the Roses • Henry VIII • The Great Matter • Reformation • Mary I • Elizabeth I • Marriage and succession • Religious conflict • Act of Supremacy • Marian Persecutions • Elizabethan Religious Settlement 	<p>TBC – Planning Spring term 2025</p>	<p>SUN assessment TBC</p>	<p>This unit supports the aims of the National Curriculum for History by enabling students to develop a coherent understanding of religious and political change in Tudor England. By exploring the complex causes and consequences of the Reformation, students examine key themes such as power, authority, conflict, and identity. They investigate how monarchs like Henry VIII, Mary I, and Elizabeth I navigated religious divisions to consolidate their rule and shape the nation's future. Through study of events including the Wars of the Roses, the Great Matter, and the Elizabethan Religious Settlement, students consider how religion influenced social and political life in England and beyond. The unit promotes historical thinking by engaging students with second-order concepts such as causation, continuity and change, significance, and interpretation. Critical analysis of a range of sources, including legal documents, contemporary accounts, and propaganda, encourages</p>	<p>Students develop disciplinary knowledge by investigating change and continuity in Tudor England, focusing on how religion transformed society and governance. They engage</p>

		<p>Second Order Concepts:</p> <ul style="list-style-type: none"> • Cause and consequence • Continuity and change • Significance • Interpretation • Power and authority • Conflict and resolution • Religious identity • Legitimacy 			<p>students to assess different perspectives and develop substantiated arguments. Connections to wider European religious conflicts and the global impact of the English Reformation further deepen students' contextual understanding.</p>	<p>with key historical concepts such as change and continuity, significance, and source analysis, learning to assess the impact of events like the Reformation and the Elizabethan Religious Settlement. Students work with a variety of rich sources and scholarship, including official documents, personal letters, and propaganda materials, evaluating their provenance, purpose, and reliability. They explore diverse perspectives on religious conflict and political challenges, strengthening their ability to analyse evidence critically and produce well-reasoned historical writing. This unit promotes sustained enquiry and evidence-based argumentation, helping students understand the construction and contestation of historical narratives. Through these processes, students build transferable skills in analysis, communication, and interpretation, laying a solid foundation for further historical study and academic achievement.</p>
<p>Topic 6 enquiry/title: Why did the world 'open up' for the Tudors and Stuarts?</p>	<p><i>Why did the world 'open up' for the Tudors and Stuarts?</i></p>	<p>First Order Concepts:</p> <ul style="list-style-type: none"> • Tudor and Stuart exploration • Circumnavigation of the world • English expansion and colonization (Virginia) • Integration of Africans in Tudor society • Union of England and Scotland under James I • Gunpowder Plot • Witchcraft accusations and vulnerability of women • Migration to America (Puritans and religious motivations) • Transition and attitudes towards enslavement and African people <p>Second Order Concepts:</p> <ul style="list-style-type: none"> • Cause and consequence • Change and continuity • Significance • Interpretation • Diversity and identity 	<p>TBC – Planning Spring term 2025</p>	<p>SUN assessment TBC</p>	<p>This unit supports the aims of the National Curriculum for History by enabling students to develop a coherent understanding of the period of Tudor and Stuart expansion, exploration, and social change. By investigating key events such as Francis Drake's circumnavigation, the colonisation of Virginia, and the union of England and Scotland under James I, students explore important themes including exploration, empire, religion, and identity. They consider how England's expanding global presence influenced domestic society, including the integration of people from Africa and the changing attitudes towards race and enslavement. The unit also examines internal conflicts such as the Gunpowder Plot and the impact of witchcraft accusations on women, highlighting the interplay between belief, power, and social vulnerability.</p> <p>The unit encourages the development of historical thinking by engaging students with second-order concepts including cause and consequence, change and continuity, significance, and interpretation. Students analyse a range of sources to assess differing perspectives on expansionism, religious conflict, and social attitudes. Through sustained enquiry and use of subject-specific vocabulary, students build well-reasoned arguments and reflect on how historical narratives are shaped by context and viewpoint. Links are made to broader global histories and local contexts where appropriate, allowing students to connect England's early modern transformation to wider historical processes and their contemporary relevance.</p>	<p>Students develop key historical skills by exploring cause and consequence in the context of Tudor and Stuart expansion and social change. They engage deeply with a wide range of sources, including primary documents and scholarship such as Miranda Kauffman's <i>Black Tudors</i> and witchcraft case studies by Susannah Lipscomb, critically analysing their provenance, purpose, and reliability. Through this engagement, students learn to evaluate differing interpretations and construct balanced, evidence-based arguments. The unit promotes historical writing skills by encouraging students to organise their ideas clearly, use precise subject terminology, and develop sustained, coherent narratives. This process helps students understand how historians interpret complex events and social dynamics, preparing them for further historical study and broadening their analytical and communication abilities.</p>

		<ul style="list-style-type: none"> • Power and authority • Belief and ideology • Migration and settlement 				
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Year 8	Enquiry Question	Historical Concepts	Knowledge	Summative Assessments	Links to National Curriculum	Skills (including but not limited to)
<p>Topic 1 enquiry/title: “A World Turned Upside Down”: How did the English Civil War change people’s lives and the way England was ruled?</p> <p>11 Lessons</p>	<p><i>How did the English Civil War change people’s lives and the way England was ruled?</i></p>	<p>First-order concepts</p> <ul style="list-style-type: none"> • Monarchy • Cavalier Parliament • Commonwealth • Divine Right of Kings • Interregnum (1649–1660) • Long Parliament • New Model Army • Parliamentarians (Roundheads) • Protectorate • Regicide • Restoration (1660) • Royalists (Cavaliers) • Rump Parliament <p>Second-order concepts</p> <ul style="list-style-type: none"> • Cause and consequence • Significance • Change and continuity • Evidence • Interpretation • Historical perspective 	<p>Students explore the complex causes and far-reaching consequences of the English Civil War, focusing on the growing conflict between King Charles I and Parliament that challenged the nature of monarchy and governance. They examine how political, religious, and social tensions culminated in civil war, leading to the trial and execution of the king and the establishment of the Interregnum under Oliver Cromwell. The unit investigates the transformation of power during this period, including the rise of parliamentary authority and the eventual restoration of the monarchy with Charles II. Students also consider the Glorious Revolution and its role in shaping constitutional monarchy and the foundations of modern British democracy, gaining insight into how these events changed people’s lives and the way England was ruled.</p>	<p>SUN assessment TBC</p>	<p>This unit supports the aims of the National Curriculum for History by helping students develop a detailed understanding of a transformative period in British history, the English Civil War and the emergence of constitutional monarchy. Through studying the causes, key events, and consequences of the conflict, students explore concepts such as monarchy, power, revolution, and governance. They investigate the tensions between the Stuart kings and Parliament, assess the impact of political and religious divisions, and consider how these shaped the development of modern British democracy.</p> <p>The unit develops historical skills including analysing causation, consequence, continuity and change, and interpreting a range of historical sources and perspectives. Students are encouraged to construct clear, well-supported arguments using precise historical vocabulary. The curriculum also offers opportunities to explore diverse experiences from the period, including the roles and impact of women during the conflict, enriching students’ understanding of society beyond the battlefield. Local and regional contexts, including links to Salford, Manchester, and the broader Northwest, deepen students’ appreciation of how national events affected communities close to home. This approach ensures students engage with history as a complex and dynamic discipline,</p>	<p>Students develop disciplinary knowledge by investigating how historians construct interpretations of the English Civil War. They engage with key historical concepts such as causation, consequence, significance, and interpretation, recognising how events connect and why they matter. Pupils analyse a variety of historical sources, including the 1646 broadside <i>A World Turned Upside Down</i>, evaluating provenance, purpose, and reliability. They explore diverse perspectives, including differing views on Oliver Cromwell and the roles of women during the conflict, learning to assess evidence and make balanced, reasoned judgements. This unit builds critical thinking skills through enquiry, source analysis, and evidence evaluation, helping students understand how history is pieced together from complex and sometimes conflicting accounts.</p>

					shaped by a variety of voices and perspectives.	
<p>Topic 2 enquiry/title: How did ideas become more powerful than kings during the French Revolution?</p> <p>XX lessons</p>	<p><i>How did ideas become more powerful than kings during the French Revolution?</i></p>	<p>First-order concepts</p> <ul style="list-style-type: none"> • Absolute monarchy • Ancien Régime • Bastille • Bourgeoisie • Committee of Public Safety • Constitutional monarchy • Declaration of the Rights of Man and of the Citizen • Estates-General • First Estate / Second Estate / Third Estate • Flight to Varennes • Guillotine • Jacobins • Louis XVI • Marie Antoinette • Napoleon Bonaparte • National Assembly • Reign of Terror • Republic • Robespierre • Sans-culottes • Storming of the Bastille • Tennis Court Oath <p>Second-order concepts</p> <ul style="list-style-type: none"> • Cause and consequence • Significance • Change and continuity • Evidence • Interpretation 	<p>Students investigate the dramatic causes and turbulent consequences of the French Revolution, examining how Enlightenment ideas, economic hardship, and social inequality combined to challenge the authority of the absolute monarchy. They explore the collapse of royal power, the rise of revolutionary movements, and the execution of King Louis XVI, which marked a radical shift in France’s political landscape. Through key events such as the storming of the Bastille, the Declaration of the Rights of Man, and the Reign of Terror, students consider how revolutionary ideals of liberty and equality were both advanced and undermined. The unit traces the rise of figures like Robespierre and Napoleon and evaluates the impact of the Revolution on different groups, including women and the urban poor. Students reflect on the Revolution’s legacy, its influence on modern democracy and human rights and develop insight into how ideas, protest, and public action can transform societies and governments.</p>	<p>SUN assessment TBC</p>	<p>This unit supports the aims of the National Curriculum for History by enabling students to gain a secure understanding of a pivotal moment in world history: the French Revolution and the rise of modern political ideas. By examining the causes, key events, and outcomes of the Revolution, students engage with vital historical concepts such as monarchy, protest, rights, revolution, and the emergence of democratic values. They explore the collapse of the Ancien Régime, the execution of Louis XVI, the Reign of Terror, and the eventual rise of Napoleon, deepening their understanding of how political ideologies and power structures are challenged and redefined over time.</p> <p>The unit develops core historical skills, including evaluating cause and consequence, analysing change and continuity, and interpreting a range of historical sources and contrasting perspectives. Students are encouraged to construct informed, balanced arguments using precise historical vocabulary and to consider the diverse experiences of different groups, including women, the Third Estate, and revolutionary leaders. The scheme also offers opportunities to make meaningful links between the French Revolution and later movements for reform and rights in Britain, enhancing students’ awareness of how global events shape national development. Through this approach, students engage with history as a dynamic and contested subject that encourages critical thinking, empathy, and an understanding of how ideas and actions have shaped the modern world.</p>	<p>Students develop disciplinary knowledge by exploring how historians construct interpretations of the French Revolution and the contested legacy of its key events and figures. They engage with fundamental historical concepts such as causation, consequence, significance, and continuity and change, developing an understanding of how revolutionary ideas and actions are interconnected. Pupils analyse a wide range of historical sources, including political speeches, revolutionary declarations, and visual propaganda such as depictions of the storming of the Bastille and Robespierre’s downfall. They are taught to evaluate provenance, reliability, and purpose, while considering how contemporary fears, ideologies, and social conditions shaped these accounts. Through studying diverse perspectives including those of the revolutionaries, monarchists, and marginalised voices such as women and the urban poor, students learn to assess evidence critically and construct well-reasoned, balanced arguments. This unit deepens their capacity for critical thinking through historical enquiry, interpretation analysis, and evidence-based judgement, helping them understand how narratives of the past are formed and debated.</p>

		<ul style="list-style-type: none"> • Diversity • Historical perspective 				
<p>Topic 3 enquiry/title: How did the slave trade fuel the British Empire?</p> <p>XX Lessons</p>	<p><i>How did the slave trade fuel the British Empire?</i></p>	<p>First-order concepts</p> <ul style="list-style-type: none"> • Transatlantic slave trade • Empire • Colonisation • Enslavement • Middle Passage • Plantations • Resistance • Abolition • British Empire • West Africa • Indigenous peoples • Thirteen Colonies • Amritsar Massacre • British Raj • East India Company • Dehumanisation • Chattel slavery • Independence • Colonial rule • Rebellion • Ireland <p>Second-order concepts</p> <ul style="list-style-type: none"> • Cause and consequence • Change and continuity • Significance • Similarity and difference • Evidence • Interpretation • Historical perspective • Diversity 	<p>TBC – Planning Autumn term 2025</p>	<p>SUN assessment TBC</p>	<p>This unit supports the aims of the National Curriculum for History by enabling students to develop a secure understanding of Britain’s global role through the transatlantic slave trade and the expansion of the British Empire. Through exploring key questions about West Africa before enslavement, the growth of human trafficking, and the impact of imperial expansion in the Caribbean, India, and Ireland, students engage with historical concepts such as empire, power, exploitation, resistance, and identity. They examine how economic interests, colonial ambition, and racial ideologies shaped Britain’s actions, and how enslaved Africans and colonised peoples responded to oppression with resilience and resistance.</p> <p>The unit promotes historical thinking through disciplinary skills including evaluating cause and consequence, analysing sources for reliability and perspective, and recognising the significance of individuals, events, and movements. Students explore contrasting interpretations of empire and abolition and consider how Britain’s relationship with its colonies shifted over time. They are supported to develop and communicate informed arguments using precise historical vocabulary, both verbally and in writing. Connections to wider curriculum themes such as justice, human rights, and legacy help students situate the slave trade and empire within broader moral and global contexts. This approach ensures students gain not only knowledge of a complex and painful part of history, but also the empathy and</p>	<p>Students develop disciplinary knowledge by exploring how historians construct interpretations of the transatlantic slave trade and the expansion of the British Empire. They engage with key historical concepts such as causation, consequence, significance, and continuity and change, gaining insight into how systems of exploitation and empire were built, maintained, and challenged over time. Pupils analyse a range of historical sources, including slave narratives, abolitionist writings, colonial records, visual propaganda, and contemporary accounts from both Britain and the wider empire. They are taught to evaluate provenance, reliability, and purpose, considering how racial ideologies, economic motives, and power dynamics shaped both the historical events and the sources that survive.</p> <p>Through studying diverse perspectives including those of enslaved Africans, indigenous peoples, colonial administrators, and abolitionist campaigners, students learn to assess evidence critically and construct well-reasoned, balanced arguments. The unit encourages students to reflect on contested histories and how interpretations of empire and slavery have evolved over time. By developing these disciplinary skills, pupils deepen their capacity for critical thinking through historical enquiry, interpretation analysis, and evidence-based judgement. This helps them understand not only how the history of slavery and empire has been written, but also how it continues to influence debates about justice, memory, and identity today.</p>

					critical thinking needed to understand how it continues to shape our world today.	
<p>Topic 4 enquiry/title: How was Britain revolutionised?</p> <p>XX Lessons</p>	<p><i>How was Britain revolutionised?</i></p>	<p>First-order concepts:</p> <ul style="list-style-type: none"> • Agricultural Revolution • Industrial Revolution • Technological innovation • Living conditions • Working conditions • Peterloo Massacre • Chartist movement • Suffragettes <p>Second- order concepts:</p> <ul style="list-style-type: none"> • Cause and consequence • Change and continuity • Significance • Turning points • Interpretation • Perspective • Protest and activism • Social and economic impact 	<p>TBC – Planning Spring term 2025</p>	<p>SUN assessment TBC</p>	<p>This unit supports the aims of the National Curriculum for History by enabling students to develop a coherent understanding of the transformative changes from the Agricultural to the Industrial Revolution in Britain. Through investigation of key themes such as technological innovation, social and economic change, and political activism, students explore how the Industrial Revolution fundamentally reshaped British society. They examine the impact of industrialisation on living and working conditions and consider responses to these changes, including protests like the Peterloo Massacre, the Chartist movement, and the Suffragettes. The unit encourages students to engage with complex concepts such as turning points and continuity, helping them to evaluate the significance of the Industrial Revolution within a broader historical context. Through critical analysis of primary and secondary sources, students develop their ability to interpret different perspectives and understand the causes and consequences of industrialisation, supporting their progression towards more advanced historical enquiry.</p>	<p>Students develop essential historical skills by analysing the causes and consequences of the Industrial Revolution and its impact on society. They engage deeply with a range of primary and secondary sources, learning to evaluate their provenance, purpose, and reliability. Through the study of protests and political movements such as the Peterloo Massacre, the Chartists, and the Suffragettes, students explore diverse perspectives and interpretations, strengthening their source analysis and critical thinking. The unit promotes historical scholarship by encouraging students to construct well-founded arguments in their writing, using subject-specific vocabulary and evidence to support their conclusions. By focusing on concepts like turning points and continuity, students enhance their ability to assess change over time, laying a strong foundation for future historical study and broader academic success.</p>

Year 9	Enquiry Question	Historical Concepts	Knowledge	Summative Assessments	Links to National Curriculum	Skills (including but not limited to)
<p>Topic 1 Enquiry/title:</p> <p>12 lessons</p>	<p><i>Was World War One the war that changed everything?</i></p>	<p>First-order concepts</p> <ul style="list-style-type: none"> • Militarism • Alliances • Imperialism • Nationalism • Assassination of Archduke Franz Ferdinand • Trench warfare • Western Front • Propaganda • No Man’s Land • Shell shock • Conscription • Pals Battalions • Battle of the Somme • War poets • Treaty of Versailles • Armistice • Home Front • Conscientious objectors • Recruitment posters • War guilt clause <p>Second-order concepts</p> <ul style="list-style-type: none"> • Cause and consequence • Change and continuity • Significance • Sources and evidence • Interpretation • Historical empathy • Diversity of experiences • Chronology • Causation 	<p>Students investigate the complex causes, events, and consequences of World War One, a conflict that transformed the early 20th century. They begin by examining the long-term causes of the war, including militarism, alliances, imperialism, and nationalism, and consider how the assassination of Archduke Franz Ferdinand acted as the immediate trigger for a global conflict. The unit explores how a regional dispute escalated into a world war, focusing on key aspects such as trench warfare, the Western Front, and the experiences of soldiers and civilians alike. Students analyse a range of historical sources, including propaganda posters and personal letters, to understand different perspectives and assess reliability. They also study major battles, the impact of technological advancements, and the psychological toll of war, such as shell shock. The unit addresses the social and political effects of the conflict, including recruitment, conscription, and conscientious objection, and concludes with an evaluation of the Treaty of Versailles and its lasting consequences. Throughout, students develop skills in cause and consequence, interpretation, and historical empathy, gaining a deeper understanding of how World War One shaped modern history.</p>	<p>SUN assessment TBC</p>	<p>This unit supports the aims of the National Curriculum for History by providing students with a comprehensive understanding of a pivotal global conflict that reshaped the early twentieth century. Through an exploration of the complex causes of World War One, including militarism, alliances, imperialism, and nationalism, students engage with key historical concepts such as causation, consequence, and significance. The unit encourages students to develop a strong sense of chronology and historical perspective as they trace how a regional assassination triggered a wider war, affecting millions across continents.</p> <p>By analysing a diverse range of sources from propaganda and official documents to personal letters and speeches, students build skills in source evaluation, interpretation, and empathy. They consider the experiences of soldiers, civilians, and various social groups, deepening their understanding of diversity and continuity and change during wartime. The study of major battles, technological advances, and the political aftermath, including the Treaty of Versailles, enables students to make connections between local, national, and international histories. Throughout, students are supported to construct balanced arguments using precise historical language, preparing them for further study and encouraging a thoughtful engagement with the complexities of the past.</p>	<p>Students develop disciplinary knowledge by investigating the causes, events, and consequences of World War One. They engage with key historical concepts such as causation, consequence, significance, and historical empathy, developing an understanding of how and why events unfolded. Pupils analyse a wide range of sources, including propaganda posters, personal letters, speeches, and official documents, evaluating their purpose, reliability, and perspective. They explore diverse experiences from soldiers, civilians, and political leaders, learning to interpret evidence and construct balanced, well-supported arguments. This unit builds critical thinking skills through enquiry, source analysis, and chronological reasoning, enabling students to appreciate the complexity of historical narratives and the challenges of interpreting the past.</p>

		<ul style="list-style-type: none"> Historical perspective 				
<p>Topic 2 enquiry/title: How did social, cultural, and economic changes shape American life in the 1920s and 1930s?</p> <p>14 Lessons</p>	<p><i>How did social, cultural, and economic changes shape American life in the 1920s and 1930s?</i></p>	<p>First-order concepts</p> <ul style="list-style-type: none"> 19th Amendment Automobile Consumerism Dust Bowl Franklin D. Roosevelt Great Depression Harlem Renaissance Herbert Hoover Jazz Ku Klux Klan (KKK) Mass production New Deal Prohibition Red Scare Roaring Twenties Stock Market Crash (Wall Street Crash) Suffrage The Three Rs (Relief, Recovery, Reform) <p>Second-order concepts</p> <ul style="list-style-type: none"> Cause and consequence Change and continuity Significance Sources and evidence Interpretation Diversity Causation Historical perspective 	<p>Students explore the profound social, cultural, and economic changes that shaped American life in the 1920s and 1930s, a period marked by both vibrant transformation and deep crisis. They examine the excitement and optimism of the “Roaring Twenties,” focusing on the rise of jazz, the Harlem Renaissance, and the changing roles of women following the achievement of suffrage. The unit considers how these developments reflected broader shifts in American identity, while also highlighting growing racial tensions, the resurgence of the Ku Klux Klan, and the impact of the Red Scare on society and politics. Students investigate the economic boom of the 1920s, exploring how mass production, consumerism, and technological advances altered everyday life. They then analyse the causes and consequences of the Wall Street Crash and the Great Depression, considering how the crisis affected different communities across America. The unit also evaluates the political responses to economic collapse, comparing the limited actions of President Hoover with Franklin D. Roosevelt’s New Deal, and assessing how these policies reshaped the role of government and helped define the modern American state.</p>	<p>SUN assessment TBC</p>	<p>This unit supports the aims of the National Curriculum for History by enabling students to develop a secure understanding of a significant period of social, cultural, and economic transformation in the history of the United States. By examining the dramatic changes of the 1920s and 1930s, students explore key concepts such as democracy, identity, inequality, and government intervention. They consider how technological innovation, cultural movements like jazz and the Harlem Renaissance, and the shifting roles of women reflected wider social change, while also investigating the tensions caused by racial discrimination, political fear, and economic instability.</p> <p>The unit promotes the development of historical thinking by engaging students with second-order concepts including causation, significance, continuity and change, and interpretation. Through the analysis of a wide range of sources and perspectives, students evaluate the impact of key events such as the Wall Street Crash, the Great Depression, and the implementation of the New Deal. They are encouraged to build well-reasoned arguments and use subject-specific vocabulary with confidence. The inclusion of diverse voices, from African Americans during the Harlem Renaissance to the working-class families affected by the Dust Bowl, supports a broader understanding of how history is experienced differently across groups. Where possible, links are drawn to wider global and national contexts, as well as to local areas such as Salford and</p>	<p>Students develop disciplinary knowledge by exploring how historians analyse social, political, and economic change in early 20th-century America. They engage with key historical concepts such as causation, continuity and change, significance, and interpretation, recognising how major developments, like the Great Depression, the New Deal, and the cultural shifts of the 1920s, shaped American identity and values. Pupils examine a range of primary and secondary sources, including political cartoons, speeches, music, and contemporary accounts, evaluating their provenance, purpose, and reliability. They explore contrasting perspectives on issues such as race, gender, and government policy, developing their ability to weigh evidence and reach balanced, substantiated conclusions. This unit builds critical thinking through sustained enquiry and evidence-led argument, helping students understand how narratives of the past are constructed, challenged, and refined. Through this process, students gain transferable skills in analysis, communication, and interpretation, laying a strong foundation for future historical study and broader academic success.</p>

<p>Topic 3 enquiry/title: Why did peace not last in Europe?</p> <p>XX Lessons</p>	<p><i>Why did peace not last in Europe?</i></p>	<p>First-Order Concepts</p> <ul style="list-style-type: none"> • Democracy • Dictatorship • Nazism • Fascism • Treaty of Versailles • Hitler’s rise to power • Appeasement • World War II • Turning points • Atomic bomb • Hiroshima and Nagasaki <p>Second-Order Concepts</p> <ul style="list-style-type: none"> • Cause and consequence • Change and continuity • Significance • Interpretation • Chronology • Evidence 	<p>TBC – Planning Autumn term 2025</p>	<p>SUN assessment TBC</p>	<p>Manchester, allowing students to see the global influence of American culture and politics and to reflect on parallels within British history.</p> <p>This unit supports the aims of the National Curriculum for History by enabling students to develop a clear and coherent understanding of the complex political and social landscape of Europe between the World Wars. Through the study of democracy and dictatorship, the rise of Nazism and fascism, and the causes and consequences of World War II, students explore key themes including power, conflict, and diplomacy. The unit examines significant events such as the Treaty of Versailles, appeasement, and the atomic bombings of Hiroshima and Nagasaki, encouraging students to analyse turning points that shaped modern history. By engaging with a range of primary and secondary sources, students develop skills in chronology, evidence evaluation, and interpretation, enabling them to understand how historians construct narratives about cause and consequence, change and continuity, and significance. This historical enquiry lays the foundation for deeper critical thinking about the causes of conflict and the challenges of maintaining peace.</p>	<p>Students develop disciplinary knowledge by exploring how historians analyse political and social change in Europe during the interwar period and Second World War. They engage with key historical concepts such as cause and consequence, significance, continuity and change, and interpretation, recognising how events like the rise of Nazism, the outbreak of war, and the use of the atomic bomb shaped the modern world. Pupils examine a rich range of primary and secondary sources, including propaganda, political speeches, government documents, and eyewitness testimonies, evaluating their provenance, purpose, and reliability. They explore contrasting perspectives on complex issues such as dictatorship versus democracy and the justification of wartime actions, developing their ability to weigh evidence and reach balanced, substantiated conclusions. This unit builds critical thinking through sustained enquiry and evidence-led argument, helping students understand how historical narratives are constructed, challenged, and refined. Through this process, students gain transferable skills in source analysis, historical writing, and engaging with scholarship, laying a strong foundation for future historical study and broader academic success.</p>
<p>Topic 4 enquiry/title: What was the Holocaust?</p> <p>XX Lessons</p>	<p><i>What was the Holocaust?</i></p>	<p>First-Order Concepts</p> <ul style="list-style-type: none"> • Jewish life in Europe • Anti-Semitism • The Holocaust • Nazi propaganda • T4 Euthanasia Programme • Ghettos (including Warsaw Uprising) • Final Solution • Resistance during the Holocaust • Nuremberg Trials 	<p>TBC – Planning Autumn term 2025</p>	<p>SUN assessment TBC</p>	<p>This unit supports the aims of the National Curriculum for History by enabling students to gain a coherent understanding of the global political landscape after the Second World War, and how the ideological rivalry between the USA and the USSR shaped international relations. By investigating the Cold War, students explore key themes such as ideology, power, conflict, and diplomacy. They examine the contrasting values of capitalism and communism and analyse how</p>	<p>Students develop disciplinary knowledge by exploring how historians use a wide range of sources to understand complex historical events such as the Holocaust. They engage with key skills including source analysis, evaluating the provenance, purpose, and reliability of diverse materials such as Nazi propaganda, survivor testimonies, official documents, and trial transcripts. Pupils examine how scholarship has evolved in interpreting the causes, experiences, and consequences of the Holocaust, recognising the importance of empathy, perspective, and ethical judgement in historical study. This unit encourages students to build coherent and balanced historical narratives through structured writing, supporting their arguments with carefully selected evidence. Through engagement with rich sources and scholarly debate, students deepen their understanding of how knowledge is constructed, contested, and refined, developing critical thinking and communication skills that provide a strong foundation for future historical study.</p>

		<ul style="list-style-type: none"> Persecution and discrimination <p>Second-Order Concepts</p> <ul style="list-style-type: none"> Cause and consequence Significance Continuity and change Interpretation Empathy and perspective Morality and ethics Evidence and source analysis Historical judgement and responsibility 			<p>this division influenced events such as the Berlin Airlift, the Cuban Missile Crisis, and the proxy wars in Vietnam and Afghanistan. Through case studies including the construction and fall of the Berlin Wall, the work of the CIA, and the theory of Mutually Assured Destruction, students consider how fear, competition, and propaganda played a role in maintaining decades of tension without direct warfare.</p>	
<p>Topic 5 enquiry/title: How far did the Cold War change the world?</p> <p>XX Lessons</p>	<p><i>How far did the Cold War change the world?</i></p>	<p>First-Order Concepts</p> <ul style="list-style-type: none"> Capitalism Communism Nuclear weapons Mutually Assured Destruction (MAD) Arms Race Berlin Airlift Berlin Wall CIA and espionage Cuban Missile Crisis Proxy wars (e.g. Vietnam, Korea, Afghanistan) Fall of the Berlin Wall Superpower rivalry (USA vs USSR) Ideological conflict <p>Second-Order Concepts</p> <ul style="list-style-type: none"> Cause and consequence 	<p>TBC – Planning Spring term 2025</p>	<p>SUN assessment TBC</p>	<p>The unit promotes the development of historical thinking by engaging students with second-order concepts including causation, significance, continuity and change, and interpretations. Students are challenged to assess how far the Cold War changed the world, to judge the global significance of turning points like 1962, and to interpret different perspectives on espionage and ideological control. Through critical source analysis, extended enquiry, and the use of subject-specific vocabulary, students are encouraged to develop substantiated arguments and reflect on how history is constructed. Where appropriate, links are made to the local context of Manchester and Salford, for example, the role of British cities in Cold War military planning or civil</p>	<p>Students develop disciplinary knowledge by investigating how historians make sense of global political conflict and ideological rivalry in the post-war era. Through the study of the Cold War, they engage with core historical concepts such as significance, cause and consequence, and interpretation. They consider the causes of escalating tensions between the superpowers, the consequences of nuclear brinkmanship, and the significance of key events such as the Berlin Airlift and the Cuban Missile Crisis. Pupils analyse a wide range of primary and secondary sources, including political speeches, propaganda posters, and eyewitness accounts, evaluating their provenance, purpose, and reliability. They are introduced to historical scholarship and contrasting interpretations, particularly around the role of the CIA, the impact of proxy wars, and differing views on the Cold War's legacy.</p> <p>Throughout the unit, students are supported in developing their extended historical writing through structured enquiry, encouraging them to construct balanced, evidence-led arguments in response to complex questions. They are taught to explain the significance of events, assess causation, and weigh interpretations, building their ability to articulate clear historical judgments. This process fosters critical thinking, source literacy, and independent reasoning, equipping students with the analytical and communication skills essential for future historical study and wider academic success.</p>

History Long Term Plan

		<ul style="list-style-type: none"> • Change and continuity • Significance • Interpretations • Similarity and difference • Use of evidence • Chronological understanding 			<p>defence, allowing students to connect international developments to their own communities and the wider post-war British experience.</p> <p>This unit supports the aims of the National Curriculum for History by enabling students to develop a profound and empathetic understanding of one of the most significant and tragic events of the twentieth century. Through an exploration of Jewish life in Europe, the rise of Nazi persecution, and the implementation of the Holocaust, students examine key themes such as prejudice, human rights, propaganda, and resistance. They investigate how long-standing anti-Semitism evolved into systematic genocide, considering events such as the establishment of ghettos, the T4 euthanasia programme, the Final Solution, and the Warsaw Uprising. The unit also addresses issues of responsibility and justice through the study of the Nuremberg Trials.</p>	
<p>Topic 6 enquiry/title: How much progress was made in society post WWII? XX Lessons</p>	<p><i>How much progress was made in society post WWII?</i></p>	<p>First-Order Concepts</p> <ul style="list-style-type: none"> • Civil Rights Movement • Brown vs Board of Education (Topeka) • Montgomery Bus Boycott • Martin Luther King Jr. • Malcolm X • Windrush Generation • Bristol Bus Boycott • Black Lives Matter (BLM) Movement • Segregation and discrimination • Social and political change 	<p>TBC – Planning Spring term 2025</p>	<p>SUN assessment TBC</p>	<p>This unit supports the aims of the National Curriculum for History by enabling students to explore significant social and political changes in the post-World War II era, with a focus on the struggle for civil rights and equality. Through an examination of key moments such as the Brown vs Board of Education case, the Montgomery Bus Boycott, and the contributions of leaders like Martin Luther King Jr. and Malcolm X, students investigate how movements for racial justice emerged and evolved. The unit also considers the impact of migration, focusing on the Windrush Generation and events like the Bristol Bus Boycott, while linking past struggles to contemporary movements such as Black Lives</p>	<p>Students develop disciplinary knowledge by exploring how historians analyse social and political change, focusing on the significance of key civil rights movements and moments in the post-World War II era. They engage with core skills such as source analysis, critically evaluating a diverse range of materials including legal texts, speeches, protest leaflets, and media reports to assess their reliability, purpose, and perspective. Pupils consider how scholarship has evolved in interpreting the progress and setbacks in civil rights, recognising the complexities of historical change and continuity. This unit supports the development of historical writing skills, encouraging students to construct clear, balanced, and evidence-based arguments that address the significance of events and individuals. Through engagement with rich sources and scholarly debate, students enhance their ability to weigh cause and consequence, deepen their understanding of social justice history, and develop transferable analytical and communication skills for future study</p>

		<p>Second-Order Concepts</p> <ul style="list-style-type: none"> • Change and continuity • Significance • Cause and consequence • Interpretation • Identity and diversity • Power and protest • Empathy and perspective • Historical judgement 		<p>Matter. Students explore themes of identity, protest, power, and social change, considering how these have shaped societies in both the United States and Britain.</p> <p>The unit promotes historical thinking through engagement with second-order concepts including change and continuity, cause and consequence, significance, and interpretation. Pupils analyse a variety of primary and secondary sources, including speeches, legal documents, protest materials, and media coverage, developing skills in evaluating different perspectives and understanding historical context. Through sustained enquiry and evidence-based argument, students build their ability to construct reasoned judgements about the progress made in society and the ongoing challenges of inequality. Links to local and global contexts help students appreciate the wider relevance of civil rights history and its legacy in contemporary social justice movements</p>	
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Ellesmere Park High School KS4 History Long Term Curriculum Plan

Year 10	Sources	Key ideas	Core knowledge and links to GCSE specification	Summative Assessments	Skills (including but not limited to)
<p>Topic 1 unit/enquiry: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trench. 33 Lessons</p>		<p>First order</p> <ul style="list-style-type: none"> • Religion and supernatural beliefs • Scientific discovery and innovation • The role of individuals • Government and public health • War and medical need • Technological and scientific advancement 	<p>The progression of substantive knowledge in <i>Medicine Through Time</i> is carefully sequenced to mirror the chronological demands and thematic focus of the Edexcel GCSE specification. Students begin by exploring medicine on the Western Front, which introduces them to real-life examples of medical innovation under pressure, alongside crucial source analysis skills. This grounding allows for immediate application of GCSE exam criteria and builds confidence in using historical evidence. The curriculum then moves through five distinct historical periods - Medieval, Renaissance, 18th/19th centuries, and Modern era - tracking the evolution of beliefs about disease, treatment, prevention, and public health. Each period introduces new substantive concepts, from religious dominance and humoral theory in the Medieval era to germ theory, vaccination, and the rise of the NHS in the modern day. This allows students to revisit key ideas, such as the role of individuals, government, and science, while seeing how their significance changes over time. This thematic continuity supports conceptual understanding and allows students to make comparative</p>	<p>SUN assessment TBC</p>	<p>Throughout the <i>Medicine Through Time</i> unit, students develop a progressively sophisticated understanding of disciplinary skills, aligned with the Edexcel GCSE specification. The journey begins with KT1, <i>Medicine on the Western Front</i>, where students are introduced to the foundational skill of source utility. Here, they learn to evaluate the usefulness of sources by considering provenance, content, and contextual knowledge. This is paired with the concept of historical significance, as students assess the impact of innovations like the Thomas Splint or mobile X-rays. In KT2, <i>Medieval Medicine</i>,</p>

		<ul style="list-style-type: none"> • Changing social attitudes <p>Second order</p> <ul style="list-style-type: none"> • Cause and consequence • Change and continuity • Significance • Evidence 	<p>judgements, a core requirement of Paper 1. The careful layering of content ensures students can explain and analyse long-term change, short-term consequences, and the significance of turning points, fully aligning with the skills and knowledge specified by Edexcel.</p>		<p>the focus shifts towards understanding simple causation, particularly the role of religion and supernatural beliefs in shaping medical thinking. Students begin to analyse continuity, exploring why outdated ideas such as the Four Humours persisted for centuries, thus building their ability to trace long-term historical trends.</p> <p>By KT3, <i>Renaissance Medicine</i>, students deepen their grasp of change and continuity, now comparing the significance of individuals such as Vesalius, Harvey, and Sydenham in challenging established ideas. Interpretation skills also emerge, as they examine how new ideas were received at the time. In KT4, <i>18th and 19th Century Medicine</i>, students tackle more complex causation, identifying the interplay of factors like government action, science, and social conditions. They refine their evaluation skills by judging the relative significance of figures such as Jenner or Florence Nightingale and begin to construct multi-causal explanations. Finally, in KT5, <i>Modern Medicine</i>, students apply all second-order concepts such as: change, continuity, significance, causation, evidence, and interpretation. This means that students are increasing their evaluative and comparison skills. They assess long-term developments such as the NHS, DNA, and cancer treatment while drawing links back to earlier periods. By the end of the unit, students can confidently construct analytical arguments, evaluate interpretations, and apply contextual knowledge to historical sources, equipping them with the disciplinary literacy and critical thinking required for success in GCSE history and beyond.</p>
<p>Topic 2 enquiry/title: Early Elizabethan England, 1558-88</p> <p>30 Lessons</p>		<p>First order</p> <ul style="list-style-type: none"> • Monarchy • Legitimacy • Religion • Rebellion • Empire • Exploration • War 	<p>The Edexcel Elizabethan England scheme of work begins with Elizabeth's accession and the challenges she faced as a young, unmarried female monarch with questions over her legitimacy. These lessons build foundational knowledge of her early rule, focusing on financial instability, the religious divide, and the expectations of marriage. This context is essential as students then explore the creation and implementation of the Religious Settlement, followed by challenges from Puritans and Catholics. The course progresses into threats to Elizabeth's rule, such as the Revolt of the Northern Earls and Catholic plots involving Mary, Queen of Scots, which consolidate understanding of internal dissent and foreign interference. Later lessons examine Elizabeth's deteriorating relationship with Spain, the outbreak of war, the defeat of the Armada, and its consequences. This builds a coherent narrative of rising international tensions. The scheme then shifts toward Elizabethan society, covering leisure, poverty, and the Poor Laws,</p>	<p>SUN assessment</p>	<p>The disciplinary knowledge in this scheme develops progressively, beginning with basic causal understanding in Elizabeth's early challenges; encouraging students to consider why particular issues emerged in 1558. As students explore the Religious Settlement and its opposition, they begin applying cause and consequence more rigorously, assessing policy decisions and public reactions.</p>

		<ul style="list-style-type: none"> Poverty Government Succession Foreign Relations <p>Second order</p> <ul style="list-style-type: none"> Causation Consequence Change and Continuity Significance Similarity and Difference 	<p>showing how domestic policy and social challenges evolved. It concludes with lessons on exploration, including Drake's circumnavigation and the failed colonisation of Virginia. This shift to global themes helps students contextualise Elizabeth's reign in a broader imperial narrative.</p>		<p>When covering the threats to Elizabeth's rule and the Spanish Armada, students are required to assess significance and develop chronological understanding by linking events into a broader conflict. The study of social policies, such as the Poor Laws, prompts critical analysis of government intervention and how it evolved over time, introducing change and continuity. In the exploration and empire segment, students consider significance and historical interpretation, such as why certain events, like Drake's voyage, were remembered and celebrated.</p> <p>The progression of disciplinary knowledge in Edexcel GCSE History's <i>American West</i> unit (Key Topics 1–4) develops students' ability to think critically about cause, consequence, change, continuity, and significance within a complex historical context. In Key Topic 1, students begin by examining causation, namely why white colonisers moved west, considering both push and pull factors. They evaluate how belief systems like Manifest Destiny, alongside economic opportunities such as gold discovery, influenced large-scale migration. This encourages early understanding of how ideology and material conditions interact as historical causes. Key Topic 2 deepens causal analysis and introduces change and continuity. Students explore how colonisers adapted to life on the Plains, identifying technological and legislative developments that transformed settlement patterns. They also evaluate how the arrival of railroads and farming innovations altered coloniser experiences while continuing to harm Indigenous American life. Key Topic 3 further develops students' ability to analyse consequence and significance. They assess how U.S. government policies impacted Indigenous societies and ways of life, linking structural changes (e.g., reservations, assimilation) to cultural erosion. Students are encouraged to consider significance from multiple perspectives, what these developments meant for Indigenous Americans compared to white colonisers. In Key Topic 4, the focus shifts to conflict and its causes and consequences. Students</p>
<p>Topic 3/Revision: The American West, c1835-c1895, KT1 – KT4.</p>		<p>First order</p> <ul style="list-style-type: none"> Manifest Destiny Homestead Act (1862) The Oregon Trail Reservations Buffalo Extermination The Battle of Little Bighorn (1876) The Dawes Act (1887) <p>Second order</p> <ul style="list-style-type: none"> Causation Consequence Change and Continuity Significance 	<p>Key Topic 1 introduces the motivations for westward migration by white colonisers. Push and pull factors, such as economic hardship, religious persecution, and Manifest Destiny, led many to travelling along routes like the Oregon Trail. Events such as the Gold Rush and the Mormon migration to Salt Lake highlight the increasing presence of white colonisers in the West. The Oklahoma Land Rush exemplifies the forceful seizure of Indigenous American land for colonisation. Key Topic 2 explores the experiences of colonisers on the Great Plains. The Homestead Act and construction of the railroads enabled permanent colonisation, while colonisers adapted to environmental challenges through technological innovation. However, this expansion was devastating for Indigenous American communities. The railroads disrupted buffalo migrations, and farming encroached on sacred land, undermining the Indigenous way of life. Key Topic 3 shifts focus to Indigenous American society. Their nomadic lifestyle, spiritual connection to nature, and reliance on buffalo and horses are central themes. Government policies such as the Indian Appropriations Act and the Dawes Act forced Indigenous Americans onto reservations, breaking tribal structures. The extermination of the buffalo and assimilation tactics aimed to erase their culture and autonomy. Key Topic 4 addresses the violent conflict between colonisers and Indigenous Americans. Wars and massacres—including Little Crow's War, Red Cloud's War, and the Battle of Little Bighorn—demonstrate Indigenous resistance. The 1890 Wounded Knee Massacre marks the brutal suppression of that resistance and the effective end of Indigenous sovereignty in the West.</p>	<p>SUN assessment</p>	<p>When covering the threats to Elizabeth's rule and the Spanish Armada, students are required to assess significance and develop chronological understanding by linking events into a broader conflict. The study of social policies, such as the Poor Laws, prompts critical analysis of government intervention and how it evolved over time, introducing change and continuity. In the exploration and empire segment, students consider significance and historical interpretation, such as why certain events, like Drake's voyage, were remembered and celebrated.</p> <p>The progression of disciplinary knowledge in Edexcel GCSE History's <i>American West</i> unit (Key Topics 1–4) develops students' ability to think critically about cause, consequence, change, continuity, and significance within a complex historical context. In Key Topic 1, students begin by examining causation, namely why white colonisers moved west, considering both push and pull factors. They evaluate how belief systems like Manifest Destiny, alongside economic opportunities such as gold discovery, influenced large-scale migration. This encourages early understanding of how ideology and material conditions interact as historical causes. Key Topic 2 deepens causal analysis and introduces change and continuity. Students explore how colonisers adapted to life on the Plains, identifying technological and legislative developments that transformed settlement patterns. They also evaluate how the arrival of railroads and farming innovations altered coloniser experiences while continuing to harm Indigenous American life. Key Topic 3 further develops students' ability to analyse consequence and significance. They assess how U.S. government policies impacted Indigenous societies and ways of life, linking structural changes (e.g., reservations, assimilation) to cultural erosion. Students are encouraged to consider significance from multiple perspectives, what these developments meant for Indigenous Americans compared to white colonisers. In Key Topic 4, the focus shifts to conflict and its causes and consequences. Students</p>

					build on previous knowledge to evaluate how treaties failed, how resistance was met with violence, and how events like the Battle of Little Bighorn and the Wounded Knee Massacre were turning points.
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Year 11	Sources	Key ideas	Core knowledge and links to GCSE specification	Summative Assessments	Skills (including but not limited to)
<p>Topic 1 enquiry/title:</p> <p>The American West, c1835-c1895, KT 5 – 6.</p>		<p>First order</p> <ul style="list-style-type: none"> • Vigilance Committees • Billy the Kid • The Johnson County War (1892) • Open Range • The Great Die-Up (1886–87) • Barbed Wire <p>Second order</p> <ul style="list-style-type: none"> • Causation • Consequence • Change and Continuity • Significance 	<p>The progression of substantive knowledge in Key Topics 5 and 6 of the <i>American West</i> unit deepens understanding of how westward expansion shaped society through law enforcement challenges and the growth of the cattle industry.</p> <p>Key Topic 5 focuses on law and order in the West. Students build on their prior knowledge of colonisation and settlement by exploring the social consequences of rapid population growth. Lawlessness in gold rush towns, railway hubs, and cattle towns was fuelled by poor infrastructure, gender imbalance, and weak institutions. The roles of sheriffs, marshals, and vigilance committees reflect the challenges of enforcing justice across vast, sparsely populated areas. Students investigate famous figures like Billy the Kid and Wyatt Earp, whose actions symbolised the blurred lines between outlaw and lawman. Events like the Johnson County War highlight tensions between powerful cattle barons and smaller settlers, showing how justice could be manipulated by wealth and influence.</p> <p>Key Topic 6 turns to the rise and fall of the cattle industry. Students trace the economic motivations behind the long drives, cow towns, and the open range. The work of figures like Joseph McCoy, John Iliff, and Charles Goodnight illustrates how entrepreneurship shaped the western economy. The development of ranching, along with innovations like barbed wire and wind pumps, show how cattle farming evolved in response to environmental and market pressures. The eventual decline of the open range reflects how the West transitioned from a wild frontier to a more settled and regulated society.</p>	<p>SUN assessment</p>	<p>In Key Topics 5 and 6 of Edexcel GCSE History's <i>American West</i> unit, students continue to develop their disciplinary knowledge through more complex applications of causation, consequence, significance, and change over time.</p> <p>In Key Topic 5, the concept of causation is applied to understand why lawlessness increased in the West, linking economic migration, the gold rush, and ineffective legal systems. Students analyse consequence by evaluating how poor law enforcement, vigilante justice, and famous cases like the Johnson County War shaped perceptions of justice. They are also encouraged to assess significance, particularly how figures like Billy the Kid and Wyatt Earp became symbols of frontier justice and myth.</p> <p>Key Topic 6 builds on this by encouraging students to track change and continuity in the cattle industry. From long drives and open ranges to smaller ranches and the use of barbed wire, students explore how environmental, technological, and economic factors transformed cattle ranching. They also consider cause and consequence in the boom-and-bust cycle of the industry, including the Great Die-Up and the shift away from cowboy culture.</p> <p>As students' progress through <i>Weimar and Nazi Germany</i>, they deepen their disciplinary knowledge by engaging with second-order concepts such as causation, consequence, change and continuity,</p>

<p>Topic 2 title:</p> <p>Weimar and Nazi Germany, 1918–39</p>		<p>First order</p> <ul style="list-style-type: none"> • Treaty of Versailles (1919) • Spartacist Uprising (1919) • Hyperinflation Crisis (1923) • Munich Putsch (1923) • Reichstag Fire (1933) • Enabling Act (1933) • Night of the Long Knives (1934) • Nazi Police State (Gestapo, SS) • Hitler Youth and League of German Maidens • Kristallnacht (1938) <p>Second order</p> <ul style="list-style-type: none"> • Causation • Consequence • Change and Continuity • Significance • Interpretation • Sources and Evidence 	<p>The progression of substantive knowledge in <i>Weimar and Nazi Germany</i> allows students to build a chronological and thematic understanding of one of Europe’s most turbulent periods. It begins in Section 1 with the fragile foundations of the Weimar Republic. Students explore the impact of World War I, the Treaty of Versailles, and early political challenges such as the Spartacist Uprising and Kapp Putsch. This introduces key concepts like democracy, revolution, and instability, laying the groundwork for later developments.</p> <p>In Section 2, students shift focus to the rise of the Nazi Party. They examine how economic crises, such as hyperinflation and the Great Depression, contributed to increased support for extremist parties. The section progresses from Hitler’s failed Munich Putsch to his eventual appointment as Chancellor, with emphasis on political manoeuvring, propaganda, and voter manipulation. This builds on earlier themes of democratic fragility and public disillusionment.</p> <p>Section 3 deepens students' knowledge of dictatorship and control. The transformation from democracy to totalitarian state is explored through the Reichstag Fire, Enabling Act, the Night of the Long Knives, and the police state. Students develop a more detailed understanding of repression, censorship, and ideological control.</p> <p>Finally, Section 4 applies knowledge to everyday life under Nazi rule. Students examine the regime's policies towards women, youth, workers, and minorities. Themes of conformity, indoctrination, and racial persecution are explored in greater depth. Events like Kristallnacht show the escalation from discrimination to violence.</p>	<p>SUN assessment</p>	<p>significance, interpretation, and source analysis.</p> <p>Students develop their understanding of causation by analysing the interplay between political, economic, and social factors, using a range of sources to identify both immediate and underlying causes. Similarly, consequence is explored through both short-term impacts—such as Nazi consolidation of power—and long-term societal effects, encouraging more layered judgments.</p> <p>With change and continuity, students move beyond surface-level observations to interrogate patterns over time, using sources to test claims about transformation in areas like propaganda, opposition, or social policy. Significance becomes increasingly evaluative, with students comparing interpretations about key events such as the Reichstag Fire or the Night of the Long Knives.</p> <p>Importantly, students learn to evaluate sources for purpose, provenance, and content, not just for what they say, but how and why they say it. They also assess historical interpretations, learning to question why historians disagree, based on differing emphases, evidence, or perspectives.</p>
<p>Revision period: XX Lessons</p>		<p>First order</p> <p>Second order</p> <p>(concepts explored throughout the units)</p>	<p>Revision to be planned, plotted/confirmed nearer to the time dependent on knowledge and skills priorities.</p>	<p>SUN assessment</p>	<p>Revision to be planned/confirmed nearer to the time.</p>