



History

Long Term Planning Humanities Faculty

Head of Faculty: Perran Gilbert

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History Schedule OTS Foundation Stage (KS2 & 3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately 6-7 Lessons (45 minutes each) over 6-7 weeks. OTS Foundation Stage History (KS2+3) builds on a very inspiring primary curriculum it progresses onto the secondary curriculum and accredits Unit Award Schemes and ASDAN's.					
Schedule A	<p>Title: Ancient Greeks</p> <p>Context: Recognise features from the Greek civilisation and explore the mythology of their Gods and monsters.</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>3c Organises events in their own life in sequence</p> <p>3o Uses vocabulary that shows a sense of chronology</p> <p>3r Recognises that things change over time</p> <p>3s Identifies some external differences in homes of different ages</p>	<p>Title: Dragons: Fact or Fiction</p> <p>Context: Explore the mythology surrounding dragons special attention to St George and why he is a patron saint of England.</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>3d Considers who lived in the different types of home</p> <p>3e Identifies differences in features from the past and the present</p> <p>3b Names the period of history studied</p> <p>3f Identifies some things from the past that have caused change in their own area</p>	<p>Title: Through the key hole</p> <p>Context: Explore local places and their significance. What role have they played in the local area.</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>3h Identifies differences between old and new everyday objects i.e. a kettle</p> <p>3g Gives a reason for the differences between old and new everyday objects</p> <p>3t Relates an artefact to a modern object</p> <p>3h Identifies differences between old and new everyday objects i.e. a kettle</p>	<p>Title: Righteous Royalty</p> <p>Context: This 'Riotous Royalty' unit will teach your class in depth about famous kings of the past.</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>3p Considers aspects of life in homes in the past</p> <p>3q Finds common features of homes</p> <p>3i Uses information from books</p> <p>3p Considers aspects of life in homes in the past</p>	<p>Title: Full Steam Ahead</p> <p>Context: The development of Britain's railways and how they opened up the country and also the impact across the world of rail.</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>3j Asks questions to find similarities and differences between past and present</p> <p>3k Describe an artefact</p> <p>3n Communicates knowledge pictorially</p> <p>3j Asks questions to find similarities and differences between past and present</p>	<p>Title: Lets Celebrate</p> <p>Context: Recognise the significance of traditions and festivals. Look into old games, street parties and the reason people celebrate certain events.</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>3a Communicates knowledge orally</p> <p>3m Gives adequate answers to questions</p> <p>3l Uses an historical vocabulary like long ago, then, old, new, next, after, last,</p>
Schedule B	<p>Title: Ancient Egypt</p> <p>Context: Why are the Egyptians the most fascinating empire, hieroglyphics and Kings. Explore some of their traditions and look at the significance of burial and pyramids.</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>4c Sequence 4 events from an historic story</p> <p>4e Begins to recall some information of a way of life</p> <p>4d Begins to show some knowledge of people studied</p> <p>4s Begins to show some knowledge of events studied</p>	<p>Title: Rotten Romans</p> <p>Context: They will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. Also explore Boudicca and the northern Celtic lands</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>4i Begins to use information from books to answer questions</p> <p>4h Begins to use information from the internet to answer questions</p> <p>4t Begins to use information from pictures to answer questions</p> <p>4o Describes an artefact in some detail</p>	<p>Title: The Battle of Britain</p> <p>Context: Investigate the 4 months in 1940 when The Battle of Britain was fought. Explore what it was like to live through the Blitz.</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>4f Begins to understand reasons for historical events happening</p> <p>4j Begins to understand that there can be different points of view for historical events</p> <p>4r Identify a key war.</p>	<p>Title: The good, the bad and the ugly</p> <p>Context: Develop an awareness of the history of Crime and punishment. Look at different ages in time to compare the brutality and methods used for different crimes.</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>4g Begins to back up their opinions using a relevant fact</p> <p>4a Begins to discuss their point of view in class debates</p> <p>4m Is able to listen to the arguments of others</p>	<p>Title: The 2 Queens</p> <p>Context: Compare the reigns of Queen Victoria and Queen Elizabeth the second. Why have they reigned so long and what influence have they had.</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>4l Begins to use an historical vocabulary when explaining their ideas</p> <p>4k Identify an example of a historic event, linking it to an artefact.</p> <p>4q Identify a past king or a queen.</p>	<p>Title: Set in Stone</p> <p>Context: consider how and why the ways of life adopted by prehistoric people slowly changed over time.</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>4p Identify four famous historic events in British history.</p> <p>4n Begins to form opinions about historical information</p> <p>4b Begins to build on their understanding of the historical period studied</p>

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Half-Term block	Notes: Each Half-Term block represents approximately 6-7 Lessons (45 minutes each) over 6-7 weeks.					
	OTS Foundation Stage History (KS2+3) builds on a very inspiring primary curriculum it progresses onto the secondary curriculum and accredits Unit Award Schemes and ASDAN's.					
Schedule C	<p>Title: Rites and Rituals</p> <p>Context: Recognise what the Mayans can tell us about life in the past. How were their civilisations so strong, what did they invent and why did they cease to exist.</p> <p>Banding: Step 5</p> <p>Progression Area:</p> <p>5a Sequence 6 incidents from a historic story.</p> <p>5n Observe & organise objects in sequence according to age</p> <p>5q Know that their own lives are different to those in the past</p> <p>5f Recall information of a way of life</p>	<p>Title: Who is taking control</p> <p>Context: Recognise the positive impact technology can have. How has technology changed in the last 100/50/20 years. Compare and contrast.</p> <p>Banding: Step 5</p> <p>Progression Area:</p> <p>5c Show some knowledge of people studied</p> <p>5d Show some knowledge of events studied</p> <p>5e Identify some people from the past who are famous</p> <p>5h Identify obvious differences between modern and old objects</p>	<p>Title: An African Empire</p> <p>Context: The unit explores western attitudes towards African civilisations, comparing the achievements, oral tales and artefacts of ancient Benin to those in Europe at the same time.</p> <p>Banding: Step 5</p> <p>Progression Area:</p> <p>5s Identify obvious similarities between modern and old objects</p> <p>5g Give considered reasons for the differences between modern and old objects</p> <p>5r Shows an awareness of a range of sources</p>	<p>Title: Terrible Tudors</p> <p>Context: Explore the rich history of the Tudors, their inventions, kings and Queens and how they changed the world map.</p> <p>Banding: Step 5</p> <p>Progression Area:</p> <p>5i Accurate observation of artefacts</p> <p>5l Asks questions of an adult</p> <p>5o Extracts information from pictures</p>	<p>Title: Dark ages</p> <p>Context: Understand the Viking Invasion and how this affected our land. What did the people of Britain do to stop the Vikings?</p> <p>Banding: Step 5</p> <p>Progression Area:</p> <p>5k Shows an awareness that historical information can be presented in different ways</p> <p>5m Finds information to answer specific questions</p> <p>5j Describes characteristics of old objects</p>	<p>Title: Our Common Wealth</p> <p>Context: Understand the history of the Commonwealth, what countries are in it, why we still have it and is it still a relevant organisation?</p> <p>Banding: Step 5</p> <p>Progression Area:</p> <p>5t Records answers to questions</p> <p>5p Combines information from 2 sources</p> <p>5b Understands historical words like recent, modern, eyewitness</p>
Schedule D	<p>Title: Flying High</p> <p>Context: Explore mans fascination with flight, the first airplanes and how we travel now. What is everyone's fascination with flying? Look at the story of Icarus.</p> <p>Banding: Step 6</p> <p>Progression Area:</p> <p>6c Realises that the past can be divided into different periods</p> <p>6e Recognises some similarities and differences between periods</p> <p>6d Uses terms to indicate period</p> <p>6s Uses dates appropriately</p>	<p>Title: To the Rescue</p> <p>Context: The unit covers emergency services with a focus on the RNLI, an important service in Cornwall.</p> <p>Banding: Step 6</p> <p>Progression Area:</p> <p>6g Displays a knowledge of aspects of life</p> <p>6f Gives some reasons for events in the period studied</p> <p>6j Explains the reason they think something is old</p> <p>6o Begins to interpret information in pictures</p>	<p>Title: WWII</p> <p>Context: They will learn when and why World War II began and find out about the key individuals and countries involved. In addition to this, they will discover all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort.</p> <p>Banding: Step 6</p> <p>Progression Area:</p> <p>6t Draws information from census data</p> <p>6h Identifies similarities between modern and old objects</p> <p>6i Identifies differences between modern and old objects</p>	<p>Title: Ancient Egypt</p> <p>Context: They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made.</p> <p>Banding: Step 6</p> <p>Progression Area:</p> <p>6n Identifies significant events</p> <p>6a Identifies simple causes of significant events</p> <p>6k Uses own knowledge to provide explanation of significant events</p>	<p>Title: Early Islamic Civilisation</p> <p>Context: They will learn in detail about the significance and importance of Baghdad in helping to build and shape this early civilisation and examine how and why it developed into such a major world power.</p> <p>Banding: Step 6</p> <p>Progression Area:</p> <p>6p Uses a range of sources for historical investigation</p> <p>6l Understands how archaeologists may contribute to knowledge</p> <p>6q Questions the reasons for differences in reports on the same event</p> <p>6m Recognises the difference between</p>	<p>Title: Time to Shine</p> <p>Context: Investigate the history of British pop music and how it has influenced music across the globe. Touch on protest songs linking to graffiti and British sub-culture.</p> <p>Banding: Step 6</p> <p>Progression Area:</p> <p>6b Understands historical words like archaeologist, evidence, remains, excavate, invade</p> <p>6r Makes comparisons between sources</p> <p>6u Working at GCSE GRADE 1 (GRADE F)</p>

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Half-Term block	<p>Notes: Each Half-Term block represents approximately 6-7 Lessons (45 minutes each) over 6-7 weeks.</p> <p>OTS Foundation Stage History (KS2+3) builds on a very inspiring primary curriculum it progresses onto the secondary curriculum and accredits Unit Award Schemes and ASDAN's.</p>					
Schedule E	<p>Title: ASDAN Unit 1</p> <p>Local History A</p> <p>Context: Investigating the local area</p> <p>Reading and analysing sources</p> <p>Banding: 5-7</p> <p>Progression Area:</p> <p>Place events and people within a chronological framework</p> <p>Understands conventional dates like BC, AD, decade, century, ancient, modern</p> <p>Demonstrates sound knowledge of periods studied</p>	<p>Title: ASDAN Unit 1</p> <p>Local History A/B</p> <p>Context: Explore old adverts</p> <p>Recognising change</p> <p>Banding: 5-7</p> <p>Progression Area:</p> <p>Describes events in periods studied</p> <p>Describes changes within periods studied</p> <p>Describes changes within periods studied</p> <p>Identifies the differences in the lifestyles of rich and poor people in the periods studied</p>	<p>Title: ASDAN Unit 1</p> <p>Local History B</p> <p>Context: Exploring local sites</p> <p>Significance and interpretation</p> <p>Banding: 5-7</p> <p>Progression Area:</p> <p>Recognises the impact of technological development</p> <p>Identifies causes of events in the historical periods studied</p> <p>Links information in order to give a larger picture</p>	<p>Title: ASDAN Unit 2</p> <p>British History A</p> <p>Context: Identify old currency</p> <p>Significance and chronology</p> <p>Banding: 5-7</p> <p>Progression Area:</p> <p>Identifies reasons for specific points of view</p> <p>Links past events with modern events</p> <p>Links past events with modern events</p>	<p>Title: ASDAN Unit 2</p> <p>British History A/B</p> <p>Context: Demonstrate how British history is represented</p> <p>Recognizing diversity</p> <p>Banding: 5-7</p> <p>Progression Area:</p> <p>Evaluates sources of historical information</p> <p>Selects relevant historical information from sources</p> <p>Understands the differences between primary and secondary sources</p> <p>Gives a reasoned description of a character</p>	<p>Title: ASDAN Unit 2</p> <p>British History B</p> <p>Context: Use code and symbols to research British history</p> <p>Chronology of British history</p> <p>Banding: 5-7</p> <p>Progression Area:</p> <p>Summarises information</p> <p>Produces structured and extended pieces of writing that answers questions about historical periods</p> <p>Use dates to show period of change and development</p>
Schedule F	<p>Title: ASDAN Unit 3</p> <p>Britain & Empire, World History A</p> <p>Context: Research and analyse the British Empire</p> <p>Chronology and evidence</p> <p>Banding: 6-8</p> <p>Progression Area:</p> <p>Names and places significant historical periods in chronological order</p> <p>Has a chronological knowledge of key events within a period</p> <p>Uses dates and historical vocabulary to describe events and people</p> <p>Describes changes and some causes in the periods studied</p>	<p>Title: ASDAN Unit 3</p> <p>Britain & Empire, World A/B</p> <p>Context: Explain the evidence behind a source</p> <p>Make a fair judgement on the British Empire</p> <p>Banding: 6-8</p> <p>Progression Area:</p> <p>Describes people and their actions in the periods studied</p> <p>Describes the characteristics of historical periods studied</p> <p>Evaluates the interpretations of information</p> <p>Identifies the consequences of changes</p>	<p>Title: ASDAN Unit 3</p> <p>Britain Empire, World B</p> <p>Context:</p> <p>Read and interpret multiple sources</p> <p>Investigate why the British Empire ended</p> <p>Banding: 6-8</p> <p>Progression Area:</p> <p>Identifies the causes of revolutions</p> <p>Identifies the effects of revolutions</p> <p>Relates historical information to modern day situations</p> <p>Questions the usefulness of sources</p>	<p>Title: ASDAN Unit 4</p> <p>History from Below A</p> <p>Context:</p> <p>Continuity and change</p> <p>Discuss the charts and their differences</p> <p>Banding: 6-8</p> <p>Progression Area:</p> <p>Compares sources</p> <p>Accounts for different versions of past events</p> <p>Identifies how periods are represented in different ways</p>	<p>Title: ASDAN Unit 4</p> <p>History from Below A/B</p> <p>Context:</p> <p>Diversity and interpretations</p> <p>Compare different accounts and reports</p> <p>Banding: 6-8</p> <p>Progression Area:</p> <p>Compare different accounts of riots</p> <p>Shows critical evaluation</p> <p>Reaches conclusions about the most important events</p>	<p>Title: ASDAN Unit 4</p> <p>History from Below B</p> <p>Context:</p> <p>Evidence, Continuity and change</p> <p>Explain how people have exercised power</p> <p>Banding: 6-8</p> <p>Progression Area:</p> <p>Supports evaluation and conclusions with evidence</p> <p>Produces structured, extended pieces of writing that answers questions and gives reasons for their opinion</p>

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Half-Term block	<p>Notes: Each Half-Term block represents approximately 6-7 Lessons (45 minutes each) over 6-7 weeks.</p> <p>OTS Foundation Stage History (KS2+3) builds on a very inspiring primary curriculum it progresses onto the secondary curriculum and accredits Unit Award Schemes and ASDAN's.</p>					
Schedule G	<p>Title: ASDAN Unit 5 European History A</p> <p>Context: Continuity and change Identify how Europe has changed</p> <p>Banding:</p> <p>Progression Area: Pupils show they have some local historical knowledge Pupils show they have some national historical knowledge Pupils show they have some international historical knowledge</p>	<p>Title: ASDAN Unit 5 European History A/ B</p> <p>Context: Significance, diversity Investigate how ww1 or ww2 affected people</p> <p>Banding:7-9</p> <p>Progression Area: Pupils begin to analyse the nature and extent of continuity within and across different periods Pupils begin to analyse the nature and extent of diversity within and across different periods Pupils begin to analyse the nature and extent of change within and across different periods</p>	<p>Title: ASDAN Unit 5 European History B</p> <p>Context: Interpretation Understand how people disagree about the past</p> <p>Banding: 7-9</p> <p>Progression Area: Pupils begin to explain relationships between any causes of change within different periods Pupils begin to explain how and why different interpretations of the past have arisen Pupils refine their own questions to investigate historical problems or issues Pupils evaluate sources to establish relevant evidence for their investigations</p>	<p>Title: ASDAN Unit 6 World History A</p> <p>Context: Significance and evidence</p> <p>Banding: 7-9</p> <p>Progression Area: Pupils select, organise and present relevant information in their investigation Pupils use accurately and understand a range of historical terminology in their investigation Pupils produce detailed, structured work to answer historical questions Pupils compose detailed balanced arguments</p>	<p>Title: ASDAN Unit 6 World History A/B</p> <p>Context: Change and continuity Consider the lives and ideas of the past</p> <p>Banding:7-9</p> <p>Progression Area: Pupils form valid detailed conclusions based on historical research Pupils begin to link events, places, dates and key people together Pupils illustrate a wide knowledge of the periods studied Pupils form valid detailed conclusions based on historical research</p>	<p>Title: ASDAN Unit 6 World History B</p> <p>Context: Evidence and significance To interpret and create stories from the past</p> <p>Banding: 7-9</p> <p>Progression Area: Pupils use consistent spelling Pupils use consistent punctuation Pupils use consistent grammar</p>

History Schedule OTS Options Stage (KS4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Notes: Each Half-Term block represents approximately 14-18 Lessons (45 minutes each) over 6-7 weeks. OTS Options Stage (KS4) History follows the Eduqas GCSE History curriculum specification.					
GCSE Schedule	Title: Conflict and Upheaval England Context: GCSE Unit 1A 1337-1381 The Peasants Revolt Banding: Step 7-10 Progression Area: AO1 Demonstrate knowledge and understanding AO3 Analyse, evaluate and use sources, make substantiated judgements	Title: Conflict and Upheaval England Context: GCSE Unit 1A 1337-1381 'The Hundred Years War' Banding: Step 7-10 Progression Area: AO2 Explain and analyse using second-order historical concepts AO4 Analyse, evaluate and make substantiated judgements about differing interpretations	Title: Thematic Studies Context: Kenilworth Castle Case Study Castle developments and changes Banding: Step 7-10 Progression Area: AO1 Demonstrate knowledge and understanding AO4 Analyse, evaluate and make substantiated judgements about differing interpretations	Title: Germany in Transition Context: GCSE Unit 1G 1919-1939 The Impact of World War 1 Banding: Step 8-10 Progression Area: AO2 Explain and analyse using second-order historical concepts AO3 Analyse, evaluate and use sources, make substantiated judgements	Title: Germany in Transition Context: GCSE Unit 1G 1919-1939 Weimar Republic & Nazi's Banding: Step 8-10 Progression Area: AO1 Demonstrate knowledge and understanding AO4 Analyse, evaluate and make substantiated judgements about differing interpretations	Title: The Development of the UK Context: GCSE Unit 2D 1919-1990 Life during the depression Banding: Step 8-10 Progression Area: AO1 Demonstrate knowledge and understanding AO2 Explain and analyse using second-order historical concepts
	Title: The Development of the UK Context: GCSE Unit 2D 1919-1990 Banding: Step 9-11 Progression Area: AO3 Analyse, evaluate and use sources, make substantiated judgements AO4 Analyse, evaluate and make substantiated judgements about differing interpretations	Title: The Development of Warfare in Britain Context: GCSE Unit 2G c500 to present day Causes of war Banding: Step 9-11 Progression Area: AO1 Demonstrate knowledge and understanding AO3 Analyse, evaluate and use sources, make substantiated judgements	Title: The Development of Warfare in Britain Context: GCSE Unit 2G c500 to present day Changes in military technology Banding: Step 9-11 Progression Area: AO2 Explain and analyse using second-order historical concepts AO4 Analyse, evaluate and make substantiated judgements about differing interpretations	Title: GCSE Exam Practise Context: GCSE Exam Practise Banding: Step 10-11 Progression Area: AO1 AO2 AO3 AO4	Title: GCSE Exam Practise Context: GCSE Exam Practise Banding: Step 10-11 Progression Area: AO1 AO2 AO3 AO4	Title: GCSE Exam Practise Context: GCSE Exam Practise Banding: Step 10-11 Progression Area: AO1 AO2 AO3 AO4