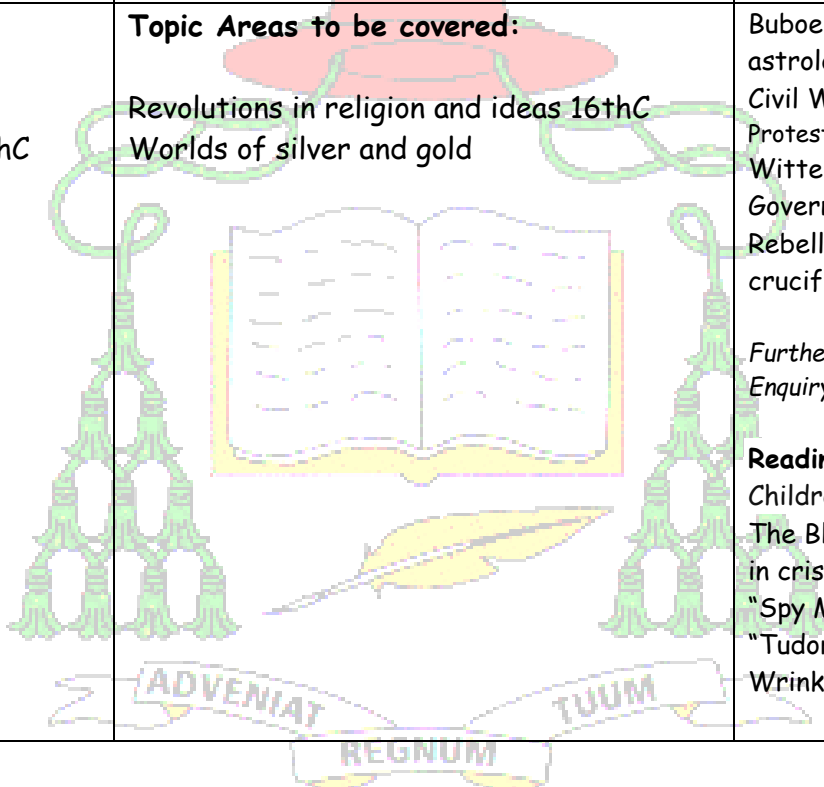


## Archbishop Beck Catholic College Long Term Plan for History

### Year 7

Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading Opportunities
<p><b>Topic Areas to be covered:</b></p> <p>Baseline Review</p> <p>Worlds in 1000</p> <p>Contested power, contested land 11-12<sup>th</sup> C</p>	<p><b>Topic Areas to be covered:</b></p> <p>Contested power, contested land 11-12<sup>th</sup> C</p>	<p>Interpretation, source, provenance, nature, origin, purpose</p> <p>Hierarchy, Feudalism, Domesday, Motte and Bailey, heir, peasant, manor, Confessor</p> <p><i>Further Valiant Vocabulary identified on individual Enquiry question context sheets.</i></p> <p><b>Reading:</b> <i>The Silk Roads: A New History of the World</i> by Peter Frankopan</p> <p>"Stormin Normans" by Horrible Histories</p> <p>"Wulf the Saxon" by G H Henty</p>
Spring Half Term 3	Half Term 4	Key Vocabulary/ Reading Opportunities
<p><b>Topic Areas to be covered:</b></p> <p>Empires: 13<sup>th</sup> C expansion and collapse</p>	<p><b>Topic Areas to be covered:</b></p> <p>Empires: 13<sup>th</sup> C expansion and collapse</p> <p>Stability and instability 14-15<sup>th</sup> C</p>	<p>Monk, monastery, Heaven, Hell, Christendom, Catholic, Doom painting</p> <p>Monarchy, martyr, Magna Carta, Baron</p> <p><i>Further Valiant Vocabulary identified on individual Enquiry question context sheets.</i></p> <p><b>Reading:</b> <i>Measly Middle Ages</i> by Horrible Histories</p> <p>The Plantagenets by Dan Jones</p>

Summer Half Term 5	Half Term 6	Key Vocabulary
<p><b>Topic Areas to be covered:</b></p> <p>Stability and instability 14-15thC Revolutions in religion and ideas 16thC</p>	<p><b>Topic Areas to be covered:</b></p> <p>Revolutions in religion and ideas 16thC Worlds of silver and gold</p> 	<p>Buboe, plague, miasma, scourge, supernatural, astrology, grievance, revolt, Civil War, York, Lancaster, Tudor, Catholic, Protestant, Martin Luther, Reformation, Wittenburg, thesis, Henry VIII, heir, threat, Government, parliament, Privy Council Rebellions, Religious Settlement, vestments, crucifix,</p> <p><i>Further Valiant Vocabulary identified on individual Enquiry question context sheets.</i></p> <p><b>Reading:</b> The Black Plague: Dark History-Children's Medieval History Books The Black Death: An intimate story of a village in crisis 1345-1350 by John Hatcher "Spy Master: First Blood" by Jan Burchett "Tudor Tales: The Actor, the Rebel and the Wrinkled Queen" by Terry Deary</p>
Cultural Capital Experiences throughout the Academic Year	Learning Characteristics instilled in the curriculum	Career Opportunities
<p>Please stipulate term and approx. date.</p> <p>Chester - Half term 1 Wales ( Castle visit) Half term 2</p>	<p><b>Confidence</b></p> <p>Presentation of ideas, Use of key vocabulary. Encourage students to read aloud and take part in debates (e.g. who should be King?)</p>	<p>Please stipulate term and approx. date.</p> <p>Term 1 : Talk/presentation from museum - Roman soldier Any point : presentation from National trust</p>

	<p><b>Positive</b> Use of positive comments and texts home. Use of praise and rewards. Engaging lessons. Certificates in assembly.</p> <p><b>Respectful</b> Class rules: following basic respect criteria in the classroom, don't talk over each other/hands up. Posters in class highlighting respect</p>	Respect assembly from LFC Respect 4 all (Any point throughout year)
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## Year 7

<p><b>Metacognition Methods applied in Teaching</b></p> <p>Consolidation at the start of every lesson. This will be highlighted on PP if being used. Use of Q&amp;A in lessons and mini exercises</p> <p>Modelling used especially in relation to exam style questions.</p> <p>More opportunities for students to respond to feedback – dedicated response and feedback lessons after every AP and extended writing</p> <p>Greater opportunities for independent learning through local History topics in class and homework</p> <p>Challenging tasks will be planned and identified in lessons</p>
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## Archbishop Beck Catholic College Long Term Plan for History

### Year 8

Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading opportunities
<p><b>Topic Areas to be covered:</b></p> <p>Britain early 17th C</p> <p>Contested power and new ideas 17th - 18thC</p>	<p><b>Topic Areas to be covered:</b></p> <p>Contested power and new ideas 17th - 18thC</p>	<p>treason, plot, Gunpowder Civil War, treason, execution, Republic, Plague, Restoration,</p> <p><i>Further Valiant Vocabulary identified on individual Enquiry question context sheets.</i></p> <p><b>Reading opportunities:</b> "The Slimy Stuarts" by Terry Deary  "Witch Child" by Celia Rees  "Sovay" by Celia Rees</p>
Spring Half Term 3	Half Term 4	Key Vocabulary
<p><b>Topic Areas to be covered:</b></p> <p>Empires: expansion and collapse</p>	<p><b>Topic Areas to be covered:</b></p> <p>Empires: expansion and collapse</p>	<p>Empire, Imperialism, nationalism , colonies , industry, liberty, fraternity, equality, guillotine, Versailles, Bastille, execution, Raj, East India Company, Viceroy</p> <p><i>Further Valiant Vocabulary identified on individual Enquiry question context sheets.</i></p> <p><b>Reading:</b>  Barry British Empire by Terry Deary</p>

Summer Half Term 5	Half Term 6	Key Vocabulary/Reading opportunities
<p>Topic Areas to be covered:</p> <p>Enslaved People</p> <p>Revolutions in work and home 19thC</p>	<p>Topic Areas to be covered:</p> <p>Revolutions in work and home 19thC</p>	<p>Trade triangle, cotton, slaves, Africa, abolition, plantation, overseer, revolution. Cotton, mills,</p> <p><b>Reading:</b></p> <p>Kids during the Industrial Revolution - Lisa A Wroble</p> <p>" Sugar in the Blood" by Andrea Stuart</p>

## Year 8

Cultural Capital Experiences throughout the Academic Year	Learning Characteristics instilled in the curriculum	Career Opportunities
<p>Please stipulate term and approx. date.</p> <p>London any time throughout year</p> <p>Quarrybank Mill, Manchester (half term 6)</p> <p>Walking slavery tour of Liverpool ( half term 6)</p> <p>Visit to slavery exhibition at Liverpool ( half term 6)</p> <p>Maritime Museum ( half term 6)</p>	<p><b>Confidence,</b> Presentation of ideas, Use of key vocabulary. Reading aloud and take part in debates (should Charles lose his head?)</p> <p><b>Positive:</b> Positive comments and texts home. Use of praise and rewards. Engaging lessons. Certificates in assembly.</p> <p><b>Respectful</b></p> <p>Class rules. Posters in class highlighting respect.</p> <p>Respecting diversity when doing Slavery</p>	<p>Please stipulate term and approx. date.</p> <p>Talk/presentation from International Slavery Museum ( half term 6)</p> <p>Respect assembly from LFC Respect 4 all (Any point throughout year)</p>

### **Metacognition Methods applied in Teaching**

Implementation of high 5 lesson

Consolidation at the start of every lesson. This will be highlighted on PP if being used. Use of Q&A in lessons and mini exercises eg quizzes

Modelling used especially in relation to exam style questions.

More opportunities for students to respond to feedback - dedicated response and feedback lessons after every AP and extended writing

Greater opportunities for independent learning through local History topics in class and homework

Challenging tasks will be planned and identified in lesson

### **Archbishop Beck Catholic College Long Term Plan for History**

#### **Year 9**

<b>Autumn Half Term 1</b>	<b>Half Term 2</b>	<b>Key Vocabulary/Reading Opportunities</b>
Topic Areas to be covered:  A new century  The World at War	Topic Areas to be covered:  The World at War	Sufferafe,Sufferagette,Suffragist, Militarism, Alliances, Imperialism, Nationalism, assassination, recruitment, Trenches, Somme, trenchfoot, <i>Further Valiant Vocabulary identified on individual Enquiry question context sheets.</i>  <b>Reading:</b> "War Horse" by Michael Morpurgo "Private Peaceful" by Michael Morpurgo

Spring Half Term 3	Half Term 4	Key Vocabulary/Reading Opportunities
<p>Topic Areas to be covered:</p> <p>Interwar years</p>	<p>Topic Areas to be covered:</p> <p>World at War...again</p>	<p>Immigration, Ellis Island, Prohibition, gangster, Treaty of Versailles, Appeasement, Sudetenland, Anti-Semitism , propaganda</p> <p><i>Further Valiant Vocabulary identified on individual Enquiry question context sheets.</i></p> <p><b>Reading: Trendy 203/Dirty 30s by Terry Deary</b></p>
Summer Half Term 5	Half Term 6	Key Vocabulary/Reading Opportunities
<p>Topic Areas to be covered:</p> <p>World at War...again</p> <p>Impact on the war on civilians</p>	<p>Topic Areas to be covered:</p> <p>Progression in the late 20-21stC</p>	<p>Battle of Britain</p> <p>D-Day</p> <p>Dunkirk</p> <p>Home Guard</p> <p>Blitz</p> <p>Rationing</p> <p>Evacuation</p> <p><b>Reading:</b></p> <p>"Carries War" by Nina Bawden</p> <p>"Goodnight Mr Tom" by Michelle Magorian</p>

Cultural Capital Experiences throughout the Academic Year	Learning Characteristics instilled in the curriculum	Career Opportunities
<p>Please stipulate term and approx. date.</p> <p>Berlin ( term 4 onwards )</p> <p>WW1 battlefields ( Term1)</p> <p>Imperial War Museum</p> <p>Thackeray medical Museum ( term 1)</p>	<p><b>Confidence</b> Presentation of ideas, Use of key vocabulary. Reading aloud and take part in debates ( what caused WW1?)</p> <p><b>Positive:</b> Positive comments and texts home. Use of praise and rewards. Engaging lessons. Certificates in assembly.</p> <p><b>Respectful:</b> Class rules. Posters in class highlighting respect.</p>	<p>Please stipulate term and approx. date.</p> <p>Visit to Thackeray museum- career opportunities</p> <p>Respect assembly from LFC Respect 4 all (Any point throughout year)</p>

## Year 9

Metacognition Methods applied in Teaching
<p>Implementation of high 5 lesson</p> <p>Consolidation at the start of every lesson. This will be highlighted on PP if being used. Use of Q&amp;A in lessons and mini exercises eg quizzes</p> <p>Modelling used especially in relation to exam style questions.</p>



More opportunities for students to respond to feedback - dedicated response and feedback lessons after every AP and extended writing

Greater opportunities for independent learning through local History topics in class and homework

Challenging tasks will be planned and identified in lesson

