



Co-op Belle Vue History five year overview				
<p>Overview of curriculum: In History at Co-op Academy Belle Vue, pupils develop a range of skills to help them become a great historian. We call these skills second order concepts or disciplinary knowledge. The complexity of these skills develops over time, for example pupils might look at cause in its most basic sense in Y7, categorising by long term and short term and making a judgement on which is the greatest cause. By Y8 their analysis will begin to increase in nuance, i.e. classifying causes into social, economic and political. Then, in Y9 pupils are encouraged to make connections between causes and understand how and why some historians may place emphasis on one cause over another.</p> <p>Key concepts: chronology, cause and consequence, similarity and difference, evidence, interpretation, change and continuity, and significance.</p>				
Year 7 Long Term Plan - how did invasion, trade and religion affect people's lives in Britain and the wider world until 1603?				
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
How did the Silk Roads shape the world?	How did William the Conqueror consolidate control of England?	Could medieval monarchs do whatever they wanted?	Why is the Tudor period called a 'religious rollercoaster'?	What can we learn from the kingdoms of Benin and Mali about African histories?
Key concepts	Key concepts	Key concepts	Key concepts	Key concepts
<ul style="list-style-type: none"> <li>• Chronology</li> <li>• Consequence</li> <li>• Similarity and difference</li> <li>• Evidence</li> <li>• Interpretation</li> <li>• Significance</li> </ul>	<ul style="list-style-type: none"> <li>• Chronology</li> <li>• Cause</li> <li>• Consequence</li> <li>• Evidence</li> <li>• Interpretation</li> <li>• Change and continuity</li> </ul>	<ul style="list-style-type: none"> <li>• Chronology</li> <li>• Cause</li> <li>• Consequence</li> <li>• Similarity and difference</li> <li>• Evidence</li> <li>• Interpretation</li> <li>• Change and continuity</li> </ul>	<ul style="list-style-type: none"> <li>• Chronology</li> <li>• Cause</li> <li>• Consequence</li> <li>• Similarity and difference</li> <li>• Evidence</li> <li>• Interpretation</li> <li>• Change and continuity</li> </ul>	<ul style="list-style-type: none"> <li>• Chronology</li> <li>• Cause</li> <li>• Consequence</li> <li>• Similarity and difference</li> <li>• Evidence</li> <li>• Interpretation</li> <li>• Change and continuity</li> </ul>



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		• Significance		• Significance
Assessment: Powerful Knowledge: Interpretation, 'What does Peter Frankopan suggest about the impact of the Silk Road?'	Assessment: Part 2 - Consequence, 'The use of violence was the main method of control used by William- How far do you agree?'	Assessment: Achievement Assessment	Assessment: Powerful Knowledge: 'What could a historian learn from X about an enquiry into Y?'	Assessment: Achievement Assessment



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Year 8 Long Term Plan - How did protests, resistance and empires transform Britain and the wider world from 1625-1918?					
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Why did Civil War break out in 1642?	How did enslavement shape the experiences of African people in the 18th century?	How and why have views on the British Empire changed over time?	Why was Stockport the 'duskiest, smokiest, most excessively repellent hole' in Manchester?	To what extent were the Suffragettes a terrorist organisation?	Were all soldiers treated equally during World War One?
Key concepts	Key concepts	Key concepts	Key concepts	Key concepts	Key concepts
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Assessment: Powerful Knowledge: 'Religion was the main cause of the Civil War' How far do you agree?	Assessment: Powerful Knowledge: Interpretation, 'What do X and Y suggest about...'	Assessment: Achievement Assessment	Assessment: Powerful Knowledge: Evidence, 'What could a historian learn from contemporary sources about life in industrial towns?'	Assessment: Powerful Knowledge: Similarity and difference, 'Was all women's experience of the suffragette movement the same?'	Assessment: Achievement Assessment



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Year 9 Long Term Plan - How did political ideologies affect people's lives in Britain and the wider world in the 20th century?					
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Why did Britain not succumb to the rise of fascism in the inter-war period?	Why were dozens of air raid shelters built in Manchester in 1939?	How and why did the Holocaust happen?	What is the legacy of Britain losing its Empire?	How did Black British Civil Rights change culture in the UK?	War on Terror
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Assessment: Similarity and Difference-the rise of fascism in inter-war Britain compared to	Assessment: Evidence, 'How useful are sources A and B for an enquiry into attitudes towards	Assessment: Achievement Assessment	Assessment: Consequence, 'Geographical change is the biggest consequence of Britain	Assessment: Significance, 'How significant are the Moss Side Riots?'	Assessment: Achievement Assessment



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inter-war Italy OR Germany.'	women during the war?'		losing its Empire, how far do you agree?'		
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Year 10 Long Term Plan	
Topic 1	Topic 2
Norman England, c1066 - c1100	Germany, 1890 - 1945: Democracy and Dictatorship
Key concepts	Key concepts
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Assessment: GCSE paper questions TBC	Assessment: GCSE paper questions TBC



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Year 11 Long Term Plan	
Topic 1	Topic 2
Power and the People c1170 - present day	Conflict and tension between East and West, 1945–1972
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Assessment: GCSE papers TBC	Assessment: GCSE papers TBC