

St Thomas More RC College



Long-Term Plan

| | | Term 1a | Term 1b | Term 2a | Term 2b | Term 3a | Term 3b |
|--------|--|--|--|--|--|--|---|
| Year 7 | Topics to be covered: | BC to AD Key Skills Rome city to empire Roman Britain Dark Ages | BC to AD Anglo Saxon England Medieval Realms Norman Invasion | Medieval Realms Norman Conquest and Control | Medieval Realms Life in the Middle Ages | Meanwhile in... Islamic Empires and Crusades | Introduction to the Tudors Wars of the Roses and the English Reformation |
| | Skills to be developed: | Chronology Source analysis Interpretation Cause and consequence | Chronology Source analysis Interpretation Cause and consequence Change and Continuity | Chronology Source analysis Interpretation Cause and consequence Change and Continuity | Chronology Source analysis Interpretation Cause and consequence Change and Continuity | Chronology Source analysis Interpretation Cause and consequence Change and Continuity | Chronology Source analysis Interpretation Cause and consequence Change and Continuity |
| | Key assessments taking place: | Assessed Piece: Evaluate evidence to make a judgement | Full Assessment: Keyword spellings Key Content Check Source Analysis Explain factors of studied unit and evaluate them making a judgement on significance | Full Assessment: Keyword spellings Key Content Check Source Analysis with Provenance. Explain factors of studied unit and evaluate them making a judgement on significance and cause/consequence. | Full Assessment: Keyword spellings Key Content Check Source Analysis with Provenance. Explain factors of studied unit and evaluate them using cause/consequence, change/continuity, cause/consequence or significance | Full Assessment: Keyword spellings Key Content Check Source Analysis with Provenance. Explain factors of studied unit and evaluate them using cause/consequence, change/continuity, cause/consequence or significance | Assessed Piece: To evaluate change/continuity, cause/consequence or significance |
| | Key vocab | Republic Dictatorship Empire | Succession Legitimate Motte and Bailey | Domesday book Feudal system Political | Black Death Religion Excommunicate | Economic Crusade Culture | Heir Conquest Reformation |
| | Cross-curricular | Geography Y9 – Volcanoes Maths Y7 – Negative numbers | | CPSHE – Y7 - Democracy | Science Y10 – Cell Biology | RE Y7 – The Holy Land RE Y8 – Islam Geography Y8 – Conflict in the Middle East | |
| | Opportunities for retrieval practice: Specific retrieval practice is planned into the schemes of learning, approximately every 4-6 lessons. | | | | | | |

Long-Term Plan

| | | Term 1a | Term 1b | Term 2a | Term 2b | Term 3a | Term 3b |
|---------------|--|---|--|--|--|--|---|
| Year 8 | Topics to be covered: | Tudor and Stuart Britain Religious change in Tudor and Stuart England | Tudor and Stuart Britain Charles I and the English Civil War Stuart Society | Industrial Britain The Industrial Revolution | Meanwhile in The growth and impact of the British Empire | Meanwhile in Transatlantic Slavery, Abolition and Reconstruction. | Civil Rights Post-war campaigns for Civil Rights in USA and Great Britain |
| | Skills to be developed: | Chronology Source analysis Interpretation Cause and consequence | Chronology Source analysis Interpretation Cause and consequence Change and Continuity | Chronology Source analysis Interpretation Cause and consequence Change and Continuity | Chronology Source analysis Interpretation Cause and consequence Change and Continuity | Chronology Source analysis Interpretation Cause and consequence Change and Continuity | Chronology Source analysis Interpretation Cause and consequence Change and Continuity Significance |
| | Key assessments taking place: | Assessed Piece: Interpretation analysis | Full Assessment: Keyword spellings Key Content Check Source Analysis Explain factors of studied unit and evaluate them making a judgement on significance | Full Assessment: Keyword spellings Key Content Check Source Analysis Explain factors of studied unit and evaluate them making a judgement on significance and cause/consequence | Full Assessment: Keyword spellings Key Content Check Source Analysis with Provenance. Explain factors of studied unit and evaluate them using cause/consequence, change/continuity, cause/consequence or significance | Full Assessment: Keyword spellings Key Content Check Source Analysis with Provenance. Explain factors of studied unit and evaluate them using cause/consequence, change/continuity, cause/consequence or significance | Assessed Piece: To evaluate change/continuity, cause/consequence or significance |
| | Key vocab | Catholic Protestant Puritan | Roundhead Cavalier Divine Right of Kings | Economic Urban Trade | Colony Empire Indigenous | Plantation Abolition Prejudice | Discrimination Segregation Passive resistance Independence |
| | Cross-curricular | RE Y7 - St Thomas More | | Geography Y7 – Population density Geography Y8 Population Geography Y10 – Urban Environments CPSHE – Y7 - Democracy | Geography Y8 – Asia – Human Industry Africa English Y7 – Refugee Boy | Geography Y8 – Africa Geography Y10 – Nigeria RE Y8 – Good and Evil Human rights | English Y8 Campaign writing RE Y9 – Martin Luther King CPSHE – Y9 -Human Rights |
| | Opportunities for retrieval practice: Specific retrieval practice is planned into the schemes of learning, approximately every 4-6 lessons. | | | | | | |

Long-Term Plan

| | | Term 1a | Term 1b | Term 2a | Term 2b | Term 3a | Term 3b |
|---------------|---|--|--|--|--|--|---|
| Year 9 | Topics to be covered: | Britain 1890-1918 The Suffrage Movement Causes of WW1 | Britain 1890-1918 The experience of WW1 | Interwar Germany Russian Revolution Weimar Germany Rise of Hitler | Meanwhile in.... The Holocaust | International Relations 1930-1945 Appeasement and the beginnings of WW2 | International Relations 1930-1945 The experience of WW2 |
| | Skills to be developed: | Chronology Source analysis Interpretation Cause and consequence Change and Continuity Significance | Chronology Source analysis Interpretation Cause and consequence Change and Continuity | Chronology Source analysis Interpretation Cause and consequence Change and Continuity Significance | Chronology Source analysis Interpretation Cause and consequence Change and Continuity | Chronology Source analysis Interpretation Cause and consequence Change and Continuity | Chronology Source analysis Interpretation Cause and consequence Change and Continuity |
| | Key assessments taking place: | Assessed Piece: Judgement on significance of two key events | Full Assessment: Keyword spellings Key Content Check Source Analysis Explain factors of studied unit and evaluate them making a judgement on significance | Full Assessment: Keyword spellings Key Content Check Source Analysis Explain factors of studied unit and evaluate them making a judgement on significance and cause/consequence | Full Assessment: Keyword spellings Key Content Check Source Analysis with Provenance. Explain factors of studied unit and evaluate them using cause/consequence. change/continuity, cause/consequence or significance | Full Assessment: Keyword spellings Key Content Check Source Analysis with Provenance. Explain factors of studied unit and evaluate them using cause/consequence. change/continuity, cause/consequence or significance | Assessed Piece: To evaluate change/continuity, cause/consequence or significance |
| | Key vocab | Suffrage Militant Militarism Imperialism Alliances Nationalism | Trench warfare Conscription Conscientious Objectors Armistice | Reparations Communism Fascism Hyperinflation | Persecution Ghettos Kristallnacht Final Solution | Appeasement Diplomacy Blitzkrieg | Evacuation Civilian Atom Bomb |
| | Cross-curricular | English Y8 Campaign writing English Y10 – An Inspector Calls RE Y9 – Suffragettes CPSHE – Y7 - Democracy | English Y9 – War Poetry | Geography Y7 – Russia English Y9 – Animal Farm | English Y7 – Refugee Boy RE Y8 – Good and Evil Human rights – genocide RE Y10 – Judaism CPSHE – Genocide Y8, Human Rights Y9 | | |
| | Opportunities for retrieval practice: Specific retrieval practice is planned into the schemes of learning, approximately every 4-6 lessons. | | | | | | |

Long-Term Plan

| | | Term 1a | Term 1b | Term 2a | Term 2b | Term 3a | Term 3b |
|---|-------------------------------|---|---|--|---|--|---|
| Year 10 AQA 8145 | Topics to be covered: | USA 1920-1973 American People and the Boom Americans' Experience of the Depression | USA 1920-1973 Americans' Experience of the New Deal Post-War America | Conflict and Tension 1945-1972 Origins of the Cold War | Conflict and Tension 1945-1972 Development of the Cold War | Conflict and Tension 1945-1972 Transformation of the Cold War EOY EXAMS | Norman England 1066-c.1100 Conquest Life in Norman England |
| | Skills to be developed: | AO1 Knowledge AO2 Understanding AO4 Interpretation | AO1 Knowledge AO2 Understanding AO4 Interpretation | AO1 Knowledge AO2 Understanding AO3 Source Analysis | AO1 Knowledge AO2 Understanding AO3 Source Analysis | AO1 Knowledge AO2 Understanding AO3 Source Analysis | AO1 Knowledge AO2 Understanding AO4 Interpretation |
| | Key assessments taking place: | Full Paper | Full Paper Full Paper EOY Exam June | Full Paper | Full Paper | Full Paper EOY Exam | Q1 Q2 Q3 EOY Exam |
| | Key vocab | Mass production Republican Laissez-faire Red Scare Segregation | Democrat Unconstitutional Passive Resistance Militancy Progressive | Capitalism Communism Ideology Containment Expansion | Domino Theory Space Race Arms Race Satellite States Proxy War | Mutually Assured Destruction Blockade Protest Détente | Succession Conquest Feudal System Domesday Rebellion |
| | Cross-curricular | Science Y11 - Inheritance, variation & evolution | English Y8 Campaign writing RE Y9 – Martin Luther King | English Y9 – Animal Farm CPSHE – Y7 - Democracy | Geography Y7 Map Skills | Science Y9 Atomic Structure | CPSHE – Y7 - Democracy |
| Opportunities for retrieval practice: Specific retrieval practice is planned into the schemes of learning, approximately every 5-7 lessons (2-3 weeks, thrice per half term) | | | | | | | |

Long-Term Plan

| | | Term 1a | Term 1b | Term 2a | Term 2b | Term 3a | Term 3b |
|--|-------------------------------|--|---|--|--|---|---------|
| Year 11 AQA8145 | Topics to be covered: | Norman England 1066-c.1100 plus site study Life in Norman England Church Reform Site Study | Health and the People c. 1000-present day. Medicine Stands Still Beginnings of Change | Health and the People c. 1000-present day. Revolution in medicine Modern medicine | Revision of Paper 1 subject to exam timetable. | Revision of Paper 2 subject to exam timetable | |
| | Skills to be developed: | AO1 Knowledge AO2 Understanding AO4 Interpretation | AO1 Knowledge AO2 Understanding AO3 Source Analysis | AO1 Knowledge AO2 Understanding AO3 Source Analysis | | | |
| | Key assessments taking place: | Mock Exam Full Paper | Q01, Q02, Q03 Source Significance Similarity | Mock Exam Full paper | | | |
| | Key vocab | Church Reform Architecture Excommunicate Pope | Four Humours Supernatural Natural Theory of Opposites Reformation Renaissance Dissection Vaccination | Germ Theory Anaesthetics Antiseptics Laissez Faire Welfare State Antibiotics | | | |
| | Cross-curricular | RE - Y8 - Roman Catholic Life | Geography Y10 – Urban Environments Geography Y9 – Life expectancy | English Y8/10 Gothic Literature Science Y10 – Cell Biology Science Y11 - Inheritance, variation & evolution | | | |
| Opportunities for retrieval practice: Specific retrieval practice is planned into the schemes of learning, approximately every 5-7 lessons (2-3 weeks, thrice per half term) | | | | | | | |