

## Landgate School Key Stage 4 History Long Term Planning

<b>Key Stage 4</b>		<p><b>Key stage 4 Intent:</b> Learners will continue to build on the knowledge and understanding gained in Key Stage 3 by developing and extending their knowledge and understanding of specified key events, periods and societies in local, British and wider world history. Developing and extending their knowledge of the wide diversity of human experience and engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. Developing the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context. Developing an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them. Organising and communicating their historical knowledge and understanding in different ways and reach substantiated conclusions.</p>	
		<p><b>Key Stage Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Study areas of interest</li> <li>• Choose a famous individual and carrying out research and presenting findings</li> <li>• Study a historical site and carrying out research and presenting findings</li> <li>• to make points about the event, people, changes and key features of the period they have studied</li> </ul>	
		<b>Year A</b>	<b>Year B</b>
<b>Focus 1 &amp; 2</b>	<b>Key Focus:</b>	<b>THEMATIC STUDY - PEOPLE'S HEALTH</b>	<b>DEPTH STUDY -THE ELIZABETHANS</b>
	<b>Key vocabulary list:</b>	Black death, plague, epidemic, public health, NHS.	Queen, religion, government, society, war, popular culture, trade.
	<b>Key Skills:</b> <b>Key Knowledge:</b>	<p>People's health from Medieval Britain to present day. Living conditions such as:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• food,</li> <li>• water and waste,</li> </ul>	<p>Elizabeth and England</p> <ul style="list-style-type: none"> <li>• Elizabeth's court</li> <li>• The role of Parliaments and how Elizabeth controlled them</li> <li>• Local government and propaganda.</li> </ul> <p>Catholics</p>

	<ul style="list-style-type: none"> <li>• air pollution</li> <li>• lifestyle changes</li> </ul> <p>Responses to:</p> <ul style="list-style-type: none"> <li>• the Black Death</li> <li>• outbreaks of plague</li> <li>• the cholera epidemic</li> <li>• Spanish influenza</li> <li>• AIDS</li> </ul> <p>Approaches to public health and how this has changed over time.</p>	<ul style="list-style-type: none"> <li>• Elizabeth's religious settlement</li> <li>• Catholic links abroad and plots</li> <li>• Mary Queen of Scots and the Armada.</li> </ul> <p>Daily life</p> <ul style="list-style-type: none"> <li>• Rich, middle and poor Elizabethans</li> <li>• Husbands and wives, children, and causes of poverty</li> <li>• Theatres, Puritans and witches.</li> </ul> <p>The wider world</p> <ul style="list-style-type: none"> <li>• Elizabethan adventurers: aims, key features, extent of success</li> <li>• Roanoke: aims, key features, extent of success</li> <li>• Trade with the east.</li> </ul>	
<b>Key Opportunities:</b>	<ul style="list-style-type: none"> <li>• OCR-THEMATIC STUDY: PEOPLE'S HEALTH</li> <li>• AQA – 84940-A Multi-sensory introduction to Medieval History</li> </ul>	<ul style="list-style-type: none"> <li>• OCR- DEPTH STUDY: THE ELIZABETHANS</li> <li>• AQA – 111367 - A Multi-sensory introduction to the Elizabethans 1580-1603</li> </ul>	
<b>Focus 3 &amp; 4</b>	<b>Key Focus:</b>	<b>DEPTH STUDY</b> THE MAKING OF AMERICA 1789-1900	<b>STUDY OF SITE</b>
	<b>Key vocabulary list:</b>	Expiation, plantation, slavery, Plains Indians, migration, Civil War, war, cultures.	Physical features, historical context, historical knowledge, date, structure, material, design.
	<b>Key Skills/ Knowledge:</b>	<p>America's expansion 1789–1838</p> <ul style="list-style-type: none"> <li>• How and why the USA expanded 1789–1838</li> <li>• Southern cotton plantations and slavery 1793-1838</li> <li>• The removal of indigenous people from the east 1830–1838.</li> </ul> <p>The West 1839–1860</p> <ul style="list-style-type: none"> <li>• The culture of the Plains Indians</li> <li>• The journeys of the early migrants to California, Oregon and Utah</li> <li>• Californian Gold Rush and the Pikes Peak Gold Rush.</li> </ul> <p>Settlement and conflict on the Plains 1861–77</p> <p>Railroads, ranches and cow towns</p> <ul style="list-style-type: none"> <li>• Homesteaders</li> </ul>	<p>Study a historical site</p> <ul style="list-style-type: none"> <li>• Produce a guide to the site (up to 150 words )</li> <li>• Explanation of the importance and impact of the site over a period in history. (up to 250 – words)</li> </ul>

	<ul style="list-style-type: none"> <li>• The Indian Wars 1862–1877.</li> <li>• Civil War, reconstruction and cultures 1861–1900 Causes of the civil war and the African-American experience of the war</li> <li>• Reconstruction, limitations on African-American liberty, the growth of cities and big business</li> <li>• Changes to the Plains Indians' way of life including the reservations and the buffalo.</li> </ul>	
<b>Key Opportunities:</b>	<ul style="list-style-type: none"> <li>• OCR - DEPTH STUDY: THE MAKING OF AMERICA 1789-1900</li> <li>• AQA -85991- Experiencing the plains Indians and white settlers.</li> </ul>	<ul style="list-style-type: none"> <li>• OCR – Site study - Learners choice – example: Wigan Pier, Blackpool, Southport, Mesnes Park, Haigh Hall or Wigan town centre</li> <li>• AQA – Historical site study (to be written)</li> </ul>
<b>Key Focus:</b>	<b>INDIVIDUAL STUDY</b>	<b>THEMATIC STUDY – WAR AND BRITISH SOCIETY</b>
<b>Key vocabulary list:</b>	Birth, death, importance, biography, dates, time period.	World War 1, World War 2, conflict, opposition, soldier.
<b>Key Skills:</b>	Study of Historical figure <ul style="list-style-type: none"> <li>• Produce a Biography of the individual (up to 150 words )</li> <li>• Explanation of the importance of the individual over a period in history of at least fifty years. (up to 250 – words)</li> </ul>	BRITAIN SINCE 1900 <ul style="list-style-type: none"> <li>• The impact of the First World War</li> <li>• The impact of the Second World War</li> <li>• Wars and conflicts since 1945 and their impacts, e.g. the Cold War, the IRA, Iraq, the threat from terrorism since 2003</li> </ul>
<b>Key Knowledge:</b>		
<b>Key Opportunities:</b>	<ul style="list-style-type: none"> <li>• OCR - Individual study, Learners choice – examples: Florence Nightingale, Winston Churchill, Queen Elizabeth I.</li> <li>• AQA – 86870- A Multi-sensory introduction to 20th century Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• OCR - THEMATIC STUDY- War and British society</li> <li>• AQA -111366- A Multi-sensory introduction to WW2.</li> </ul>

Focus 5&6