



Red Moor School

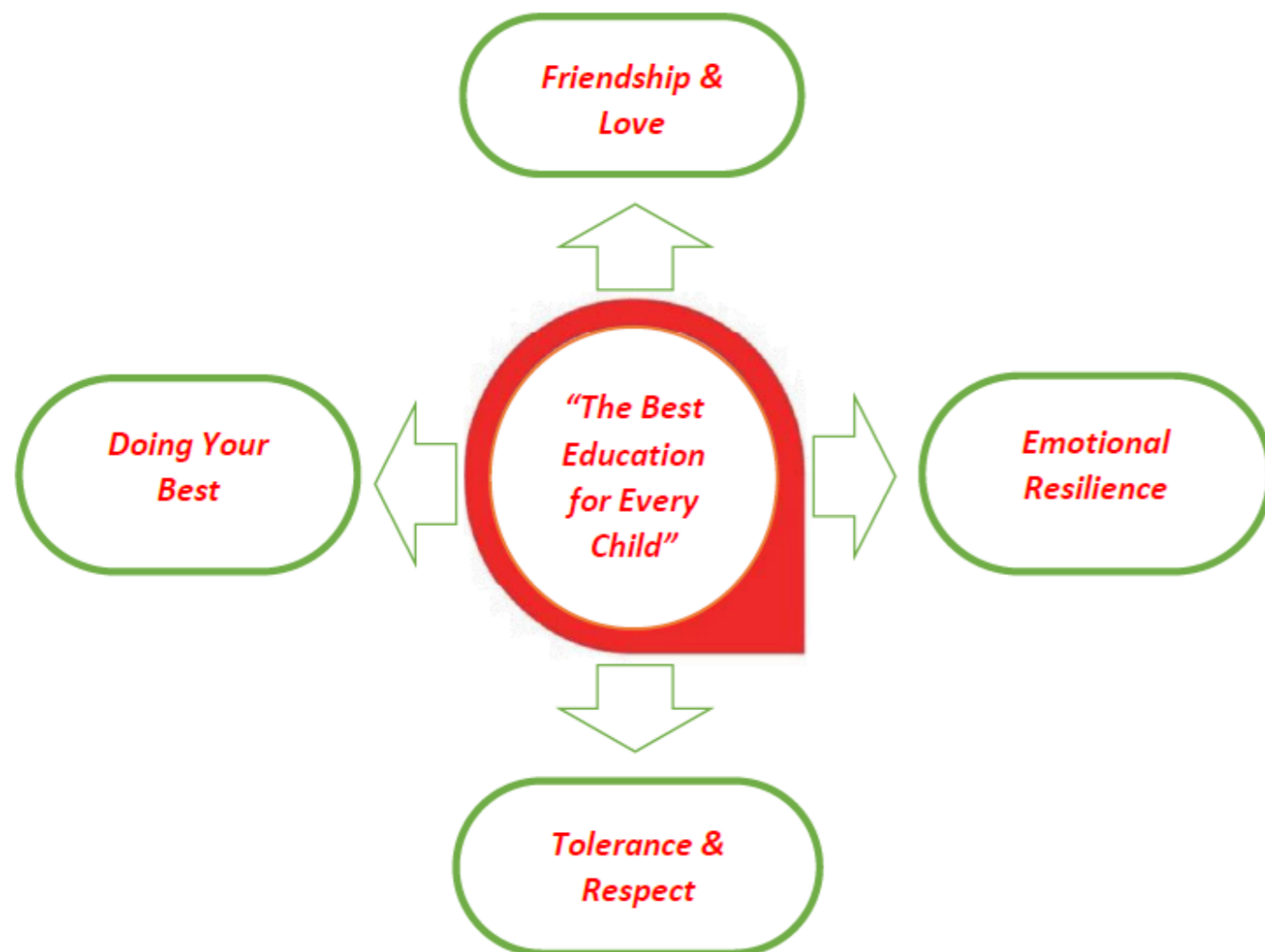
History

Schedules & Medium Term Plans
Foundation stage—KS3 ASDAN

Humanities Faculty

Head of Faculty: Tom Fox

Date of last review: Ongoing 2022



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



History Schedule RMS 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 XX Lessons (45 minutes each) over 6-7 weeks. Add any other information relevant to the subject content. | | | | | |
| ASDAN Schedule F | <p>Title: European History A</p> <p>Context: Continuity and change</p> <p>Identify how Europe has changed</p> <p>Banding:</p> <p>Progression Area:</p> <p>Pupils show they have some local historical knowledge</p> <p>Pupils show they have some national historical knowledge</p> <p>Pupils show they have some international historical knowledge</p> | <p>Title: European History A/ B</p> <p>Context: Significance, diversity</p> <p>Investigate how ww1 or ww2 affected people</p> <p>Banding:7-9</p> <p>Progression Area:</p> <p>Pupils begin to analyse the nature and extent of continuity within and across different periods</p> <p>Pupils begin to analyse the nature and extent of diversity within and across different periods</p> <p>Pupils begin to analyse the nature and extent of change within and across different periods</p> | <p>Title: European History B</p> <p>Context: Interpretation</p> <p>Understand how people disagree about the past</p> <p>Banding: 7-9</p> <p>Progression Area:</p> <p>Pupils begin to explain relationships between any causes of change within different periods</p> <p>Pupils begin to explain how and why different interpretations of the past have arisen</p> <p>Pupils refine their own questions to investigate historical problems or issues</p> <p>Pupils evaluate sources to establish relevant evidence for their investigations</p> | <p>Title: World History A</p> <p>Context: Significance and evidence</p> <p>Banding: 7-9</p> <p>Progression Area:</p> <p>Pupils select, organise and present relevant information in their investigation</p> <p>Pupils use accurately and understand a range of historical terminology in their investigation</p> <p>Pupils produce detailed, structured work to answer historical questions</p> <p>Pupils compose detailed balanced arguments</p> | <p>Title: World History A/B</p> <p>Context: Change and continuity</p> <p>Consider the lives and ideas of the past</p> <p>Banding:7-9</p> <p>Progression Area:</p> <p>Pupils form valid detailed conclusions based on historical research</p> <p>Pupils begin to link events, places, dates and key people together</p> <p>Pupils illustrate a wide knowledge of the periods studied</p> <p>Pupils form valid detailed conclusions based on historical research</p> | <p>Title: World History B</p> <p>Context: Evidence and significance</p> <p>To interpret and create stories from the past</p> <p>Banding: 7-9</p> <p>Progression Area:</p> <p>Pupils use consistent spelling</p> <p>Pupils use consistent punctuation</p> <p>Pupils use consistent grammar</p> |

History Foundation Medium Term Plan



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|--------------------------|-------------------------------|
| Title: Local History A | Qualification Outcomes: ASDAN |
| Progression Areas: A,b,c | Number of Lessons: 6-7 |
| RMS Step Banding: 5-7 | Number of Weeks: 6-7 |

| Week No. | OTS Assessments Steps (SOLAR) | No. of Lessons | Lesson Outlines | Key Assessment Questions | Cross Curricular Links | Homework | Resources *Including links to lesson plans |
|----------|--|----------------|--|--|---|--|---|
| 1-3 | 7a Place events and people within a chronological framework | 1-3 | <p>Research local area using web and local news stories.</p> <p>Use chronological order and key features of change in modern history (last 100 years or so).</p> <p>Display findings on a timeline, this could be interactive or feature multimedia presentation</p> | <p>How has the local area changed over time?</p> <p>What reasons might account for this?</p> <p>What is chronology?</p> <p>What Local sources can we identify to support our ideas?</p> | <p>Geography</p> <p>Citizenship</p> <p>SEMH</p> | <p>Ideas could include interview older family members or people within community or visit t local museums.</p> | <p>ASDAN booklet Module 1</p> <p>Task 1/6</p> <p>Twinkl resources</p> <p>CGP books</p> <p>Schools History Project</p> <p>Generic Resources</p> <p>Physical resources</p> |
| 3-6 | <p>7b Understands conventional dates like BC, AD, decade, century, ancient, modern</p> <p>7c Demonstrates sound knowledge of periods studied</p> | 3-6 | <p>How has the locality changed over longer historical timeframe.</p> <p>Chronology in relation to ancient history and modern history</p> <p>Local ancient/middle age historic sites would be useful to visit or look at: e'g: Perran Round, Carn Brea, Chyan Sauster</p> <p>This could be planned alongside outdoor education team.</p> | <p>What evidence exists in the locality of ancient settlements.</p> <p>What resources would have been reason for a settlement.</p> <p>What sources exist locally that tell us about the ancient history of our area?</p> | <p>Geography</p> <p>Outdoor ed; opportunities to link visits to sites with walking/orienteering</p> | <p>Find out what ancient sites exist the UK and what they may have in common.</p> | <p>ASADAN booklet Module 1</p> <p>Task 1/7</p> <p>https://www.britainexpress.com/attractions-map-by-county.htm?County=Cornwall&AttractionType</p> |

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| Title: Local History A-B | Qualification Outcomes: ASDAN |
| Progression Areas: D,e,f,h | Number of Lessons: 9-10 |
| RMS Step Banding: 5-7 | Number of Weeks: 7-8 |

| Week No. | OTS Assessments Steps (SOLAR) | No. of Lessons | Lesson Outlines | Key Assessment Questions | Cross Curricular Links | Homework | Resources *Including links to lesson plans |
|----------|---|----------------|--|--|---|--|---|
| 1-3 | 7d Describes events in periods studied | 3 | Understand the reasons for the local settlement existing. Source trade directories/adverts and information about the original industries that would have been located here. (possible link to local museum if doing Truro locality) Other good local museums feature for Hayle, Bodmin and St Austell, Perranporth, St Agnes and Redruth) | What is the purpose and function of the settlement. What are the key historic features that remain to this day, and how has their function and use changed? | Outdoor Ed, Geography | Visit local museums or libraries to find out about local area | ASDAN booklet Module 1 Task 2 |
| 3-6 | 7e Describes changes within periods studied | 3 | Investigating key local people in your area. Look at local road maps and place names e.g: Richard Lander, Lemon Quay, Victory Terrace, Wheal Busy, and find out their meanings and the significance to the local community. This may be another excellent opportunity for local field trips in conjunction with outdoor ed department. | What are the historically significantly places in your community. What physical evidence is present of our local history. | Geography | | ASDAN booklet Module 1 Task 7 Twinkl resources CGP books Schools History Project Generic Resources |
| 6-8 | 7f Describes people within periods studied 7h Recognises the impact of technological development | 3 | Local history during world wars. Consider location of defensive features: pill boxes, gun batteries, forts. Research local losses to the wars, using war memorials or visiting the website in resources. Look into family history or local history also, and the impact of world wars on this. | What features are still present that help us to understand why Britain was called 'fortress Britain' between 1940-45. What defensive structures can we view locally and can we attribute them | Outdoor education, more excellent links to local coastal routes such as Perranporth airfield, Falmouth Pendennis. | Visit local war memorial and look for local names that are still common in community. Or: Visit website link and see which soldiers were lost on this day. | Asdan booklet Module 1 Task 8 Asdan booklet Module 2 Task 5 http://www.cornwallswarhistory.co.uk/ |

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| Title: Local History B | Qualification Outcomes: ASDAN |
| Progression Areas: g,t,i | Number of Lessons: 9-10 |
| RMS Step Banding: 5-7 | Number of Weeks: 7-8 |

| Week No. | OTS Assessments Steps (SOLAR) | No. of Lessons | Lesson Outlines | Key Assessment Questions | Cross Curricular Links | Homework | Resources *Including links to lesson plans |
|----------|--|----------------|--|--|------------------------|----------|--|
| 1-3 | 7g Identifies the differences in the lifestyles of rich and poor people in the periods studied | 3 | Documenting change in the community. Find an agreed number of historic local photos. Historic local change most common in larger towns, but also worth looking at industrial centres and resorts as these will show huge change Create a gallery/display or exhibition of this work | What changes have we seen locally. How has the 'function' of local settlements change with time. How have local areas experienced growth and decline, and what reasons could account for this. | Art Geography | | ASDAN booklet Module 1 section B task 1 Twinkl resources CGP books Schools History Project Generic Resources |
| 3-6 | 7t Identifies causes of events in the historical periods studied 7i Links information in order to give a larger picture | 3 | Local area during war and peace. Visit local museum (bodmin military museum) or other Find out the role local soldiers and military played in WW1 and WW2. Choose an area or display if interest and consider who you could make this appeal to young people | What was the role of the local areas during war. What was life like for those soldiers and people on the 'home front' How can we relate to this in the present time. | Politics/citizenship | | ASDAN booklet Module 1 Task 2 |

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| Title: British History A | Qualification Outcomes: ASDAN |
| Progression Areas: L,q,s | Number of Lessons: |
| RMS Step Banding: 5-7 | Number of Weeks: |

| Week No. | OTS Assessments Steps (SOLAR) | No. of Lessons | Lesson Outlines | Key Assessment Questions | Cross Curricular Links | Homework | Resources *Including links to lesson plans |
|----------|---|----------------|---|---|--|--|---|
| 1-3 | 7l Identifies reasons for specific points of view | 3 | <p>Looking at currency for the British Isles, past and present.</p> <p>Put examples of UK currency in chronological order.</p> <p>Try and find out who features of the currency and why.</p> <p>Have a look at some of these 'Great Britons' and what they did.</p> <p>Make a case for 'Great Britons' of your choice, outline who you would put on which notes and why</p> | <p>How has currency changed over time (teacher to consider time period covered, also citizenship links to cash less society and impact of things like apple pay etc, diminishing value of low denomination coins)</p> <p>Who features on currency, and how is this decided?</p> <p>What common themes do the people on currency have?</p> <p>Further citizenship links to what happens to currency when monarch changes</p> | <p>citizenship</p> <p>Maths/numeracy</p> | <p>Collect photos or actual examples of different currency from other places, or historic.</p> | <p>ASDAN booklet module 2 section A task 1</p> <p>Twinkl resources</p> <p>CGP books</p> <p>Schools History Project</p> <p>Generic Resources</p> <p>Physical resources</p> |
| 3-6 | <p>7q Links past events with modern events</p> <p>7s Identifies changes in and across periods</p> | 3 | <p>The Monarchs of Great Britain</p> <p>Discuss key monarchs from modern and middle ages Britain.</p> <p>Discuss reasons for their fame.</p> <p>Consider what the role of the monarchy is and how it may have changed over time. This could be a good opportunity for political style debate</p> <p>Consider what makes as successful monarch, and then choose a monarch from history to create a display of, celebrating their successes or key actions that have led to them being significant to UK history.</p> | <p>What is the monarchy?</p> <p>How does the constitution of a country vary</p> <p>What role does the monarchy play in society and how has this changed over time.</p> <p>What do you consider a successful monarch to be?</p> | <p>Citizenship</p> | | <p>ASDAN booklet module 2 section A task 2</p> |

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| Title: British History A | Qualification Outcomes: ASDAN |
| Progression Areas: K,p,r,o | Number of Lessons: 9 |
| RMS Step Banding: 5-7 | Number of Weeks: 9 |

| Week No. | OTS Assessments Steps (SOLAR) | No. of Lessons | Lesson Outlines | Key Assessment Questions | Cross Curricular Links | Homework | Resources *Including links to lesson plans |
|----------|--|----------------|--|---|--|----------|--|
| 1-3 | 7k Evaluates sources of historical information 7p Understands the differences between primary and secondary sources | 3 | The Uniting of Britain under the Union Jack. What nations have the union Jack as part of their national flag. How and why was the flag designed. Links to pageantry and medieval history. Need to unify and identify warriors on battlefield Is the flag relevant in todays Britain, could you re-design a flag to bring the relevant nations back together. Survey people on their views on modern Britain and the union jack. | What is the purpose of a national flag, and where did the idea come from. What is the union Jack, and what does it mean. Does it accurately represent the nations which are united under it? In the age of devolution is it relevant? | Citizenship Geography: locating other nations on a world map. British values | | ASDAN booklet module 2 section A task 4 Twinkl resources CGP books Schools History Project Generic Resources Physical resources |
| 3-9 | 7r Selects relevant historical information from sources 7o Gives a reasoned description of a character | 6 | Britain and conflict. Discuss Britain and successful attempts to invade. The last mass invasion that was successful 1066. Consider famous British victories around the globe and how we may remember some of these: e.g: Trafalgar, Falklands , Waterloo, El Alamein, Agincourt. Locate some of these places on a map and consider location and importance to Britain at that time. Locate on the same map current places British troops are | Reason for conflict and war throughout different ages of history. How do we commemorate or honour past military victories or losses. Where is the UK army/military currently operating and why? What similarities/differences do current deployments have with past deployments. | Geography Citizenship SMSC/British Values | | https://www.army.mod.uk/deployments/ ASDAN booklet module 2 section A task 9 and task 8 |

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| Title: British History B | Qualification Outcomes: ASDAN |
| Progression Areas: n,m,j | Number of Lessons: 9 |
| RMS Step Banding: 5-7 | Number of Weeks: 9 |

| Week No. | OTS Assessments Steps (SOLAR) | No. of Lessons | Lesson Outlines | Key Assessment Questions | Cross Curricular Links | Homework | Resources *Including links to lesson plans |
|----------|---|----------------|--|--|--|----------|---|
| 1-4 | 7n Summarises information | 4 | <p>British History and key events.</p> <p>Teacher to create timeline on the board and divide into certain periods: Ancient, Medieval, Modern history.</p> <p>Choose an event from each section and put on the timeline and then ask students to consider their relevance.</p> <p>Examples might include: Roman invasion, Henry 8th separation from catholic church, WW1 Battle of Somme.</p> <p>Many tasks could be considered relating to this, such as consideration of dystopian futures should these events not have occurred.</p> <p>Create their own timeline and add their own key events from each period onto this.</p> | <p>Chronology of British History</p> <p>What significant events have occurred in the history of Britain.</p> <p>Which time period of history do they fall into: ancient, middle ages or modern history.</p> | <p>English creative writing links for dystopian futures.</p> <p>Citizenship</p> <p>SMSC links to diversity and immigration</p> | | <p>ASDAN booklet module 2 section B task 4</p> <p>Twinkl resources</p> <p>CGP books</p> <p>Schools History Project</p> <p>Generic Resources</p> <p>Physical resources</p> |
| 3-9 | <p>7m Produces structured and extended pieces of writing that answers questions about historical periods</p> <p>7j Use dates to show period of change and development</p> | 6 | <p>British prime ministers.</p> <p>Brainstorm the names of important and well known British Prime ministers.</p> <p>Consider how and why they may be famous.</p> <p>Decide on a series of top trumps style categories for a set of British leaders.</p> <p>Serious and positive qualities could be added but also more humorous or satirical qualities.</p> <p>Show students some political cartoons and discuss why satire and humour are an important and prevalent feature of British</p> | <p>What are the important features of a leader.</p> <p>What are some of the less desirable qualities?</p> <p>How do the public perceive their leaders, and how is this shaped by the media?</p> <p>How important is the 'legacy' of a leader</p> | <p>Art/design creation of political cartoons</p> | | <p>ASDAN booklet module 2 section B task 2</p> |

History Foundation Medium Term Plan



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| Title: Britain & Empire, World History A | Qualification Outcomes: ASDAN |
| Progression Areas: A,c,b,d | Number of Lessons: 7 |
| RMS Step Banding: 6-8 | Number of Weeks: 7 |

| Week No. | OTS Assessments Steps (SOLAR) | No. of Lessons | Lesson Outlines | Key Assessment Questions | Cross Curricular Links | Homework | Resources *Including links to lesson plans |
|----------|--|----------------|---|---|---|--|---|
| 1-4 | 8a Names and places significant historical periods in chronological order 8c Uses dates and historical vocabulary to describe events and people | 4 | <p>Create a chronology of 10 key events in the British empire.</p> <p>Teacher will need to consider what student prior knowledge of the British empire is.</p> <p>Start chronology in the Tudor period, to consider the impact of sea-faring and the wars with the Spanish and how this impacted the start of an empire.</p> <p>Suggested end point could be the decline of the empire in the mid 20th century as territories were devolved following world wars.</p> | <p>What is chronology?</p> <p>Students should now have some good understanding of chronology and time frame of British history.</p> <p>Assess students understanding of world trade, and how this drove the formation on an empire.</p> <p>How does the legacy of the empire still impact us today?</p> | <p>Trade: geography</p> <p>Environmental links.</p> <p>Ethics and citizenship with SMSC in consideration of the empire and the treatment of colonies etc.</p> | <p>Try and find 3 to 5 cupboard stocks at home that were made by historic British companies: e.g@ Tate and Lyle</p> <p>This can be done as classwork also and links to task 5 in the booklet</p> | <p>https://www.historic-uk.com/HistoryUK/HistoryofBritain/Timeline-Of-The-British-Empire/</p> <p>Asdan Booklet Module 3 section A task 1 and Task 5</p> <p>Twinkl resources</p> <p>CGP books</p> <p>Schools History Project</p> <p>Generic Resources</p> |
| 3-9 | 8b Has a chronological knowledge of key events within a period 8d Describes changes and some causes in the periods studied | 3 | <p>Mapping the British empire.</p> <p>First of all look at national flags which incorporate the Union Jack (this could be linked with task from pervious modules)</p> <p>Consider why they have the union flag.</p> <p>Historic research of the location of the countries of the British empire in it's peak.</p> <p>Discuss when that was.</p> | <p>Where was the extend of the Britihs empire at its peak</p> <p>Why might it have diminishred?</p> <p>Do you think that is positive or negative</p> | <p>Geograpy: world mapping</p> <p>SMSC</p> | | <p>https://www.theweek.co.uk/history/93820/british-empire-how-big-was-it-and-why-did-it-collapse</p> <p>Asdan Booklet Module 3 section A task 2</p> |

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| Title: Britain & Empire, World A/B | Qualification Outcomes: ASDAN |
| Progression Areas: E,g,f,h | Number of Lessons: 9 |
| RMS Step Banding: 6-8 | Number of Weeks: 9 |

| Week No. | OTS Assessments Steps (SOLAR) | No. of Lessons | Lesson Outlines | Key Assessment Questions | Cross Curricular Links | Homework | Resources *Including links to lesson plans |
|----------|---|----------------|--|--|--|--|---|
| 1-4 | 8e Describes people and their actions in the periods studied 8g Evaluates the interpretations of information | 4 | Rule Britannia Read or listen to the song. What was it's message? Do you think all people on the British empire would have agreed? What did the song represent? Who was Britannia? | What is the meaning of patriotic, and how did this song represent that? Is it a good thing to be a patriot? Why might some people not like this song? Who was Britannia and what did it represent? How important does this song show Britain's Navy to be and why? | SMSC Britihs Values | | https://www.historic-uk.com/HistoryUK/HistoryofBritain/Rule-Britannia/ Asdan Booklet Module 3 section A Task 6 |
| 3-9 | 8f Describes the characteristics of historical periods studied 8h Identifies the consequences of changes | 6 | Was the British empire good or bad? Try and find opposing sources who had opinions on the empire. Discuss the perspective or 'bias' of the source and why the opinions may differ Look at some quotes and try and work out the authors opinion Write or record a discussion of why you think historians hold such different views of the empire. | Was the British empire a positive or negative thing? What is bias, and why might people have different opinions | Citiznehip: debating skills SMSC British Values | Ask parents and family their views and see if they vary. Try and consider why that may be. | https://www.azquotes.com/quotes/topics/british-empire.html Asdan Booklet Module 3 section A task 9 Twinkl resources CGP books Schools History Project Generic Resources |

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| Title: Britain Empire, World B | Qualification Outcomes: ASDAN |
| Progression Areas: I,k,j,s | Number of Lessons: 9 |
| RMS Step Banding: 6-8 | Number of Weeks: 9 |

| Week No. | OTS Assessments Steps (SOLAR) | No. of Lessons | Lesson Outlines | Key Assessment Questions | Cross Curricular Links | Homework | Resources *Including links to lesson plans |
|----------|---|----------------|---|--|------------------------|----------|--|
| 1-4 | 8i Identifies the causes of revolutions 8k Relates historical information to modern day situations | 3 | In depth country study. Consider some of the countries which were in the British Empire. Choose one to complete an in-depth research piece on. Think about the 'legacy' of that country in modern Britain, you could look at Culture, food, sport, language and see the impact of it. Outline their history within the empire, and how their status of independence came about. Discuss Britain's relationship with them now | How has ,modern Britain been impacted by it's former colonies. How has the relationship on these countries with modern Britain changed. | SMSC: British Values | | Asdan Booklet Module 3 section B Task 6 Twinkl resources CGP books Schools History Project Generic Resources Physical resources |
| 3-9 | 8j Identifies the effects of revolutions 8s Questions the usefulness of sources | 3 | Plan a monument which can be locally displayed to commemorate the British empire, and it's links with the locality. This could be an event, a produce or invention or a person. Think about where it should be and why. | How does the British empire link to our local region. How can the legacy of the local region be seen across the world. | SMSC Citizenship | | Asdan Booklet module 3 section B task 3 |

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| Title: History from Below A | Qualification Outcomes: ASDAN |
| Progression Areas: Q,r,b | Number of Lessons: 9 |
| RMS Step Banding: 6-8 | Number of Weeks: 9 |

| Week No. | OTS Assessments Steps (SOLAR) | No. of Lessons | Lesson Outlines | Key Assessment Questions | Cross Curricular Links | Homework | Resources *Including links to lesson plans |
|----------|--|----------------|---|---|------------------------|--|---|
| 1-4 | 8q Compares sources 8r Identifies how periods are represented in different ways | 4 | <p>Compare and contrast different people and the power they had at different times during British History.</p> <p>Explore concepts like feudal system introduced after the Norman's in 1066 and explain how this worked.</p> <p>Ask them to draw parallels with this and compare to current Britain. Can they see examples of similarities and differences.</p> <p>Choose 21 period in British History before 1800 and compare to modern Britain</p> <p>Present your work through a medium of choice; discussion board, presentation, video etc.</p> | <p>What is meant by social structure?</p> <p>What re social classes?</p> <p>How have they changed over time?</p> <p>Are they still present in today's Britain?</p> | SMSC and citizenship | Try and find out about some popular British names and what they would have meant in terms of social structure: E.g: Smith | <p>ASDAN Booklet Module 4 section a TASK 2</p> <p>Twinkl resources</p> <p>CGP books</p> <p>Schools History Project</p> <p>Generic Resources</p> <p>Physical resources</p> |
| 3-9 | 8 Accounts for different versions of past events | 4 | <p>Research 5 different protest songs from different times in History.</p> <p>Examples: https://www.radiox.co.uk/features/x-lists/best-protest-songs/</p> <p>Get the students to discuss some of the reasons for the songs being written. Examples will include:</p> <p>Equal rights for women, peace, racism in society</p> <p>Creat an album cover for 'Now that's what I call protest'</p> <p>As an extension a new protest song could be written about something in society the students feel strongly about</p> | <p>Why do people protest?</p> <p>Why might a song be more powerful than a riot or demonstration?</p> <p>How does art compliment people's struggle in difficult times?</p> <p>Why does art and music help us understand feelings of different people a t period in time?</p> | Music and art | Ask friends and family at home what songs they knew from their list, and if they understood the message being given. | <p>https://www.radiox.co.uk/features/x-lists/best-protest-songs/</p> <p>ASDAN Booklet Module 4 section a TASK 3</p> |

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| Title: History from Below A/B | Qualification Outcomes: ASDAN |
| Progression Areas: L,n,o | Number of Lessons: 9 |
| RMS Step Banding: 6-8 | Number of Weeks: 9 |

| Week No. | OTS Assessments Steps (SOLAR) | No. of Lessons | Lesson Outlines | Key Assessment Questions | Cross Curricular Links | Homework | Resources *Including links to lesson plans |
|----------|---|----------------|---|--|---|--|---|
| 1-4 | 8l Uses examples to support view | 2 | <p>Democracy and equal rights</p> <p>Discuss different types of rulers in a country and systems: democracy, autocracy, dictatorship and what they all mean.</p> <p>Research who could vote at different points and who wielded power in the UK at different times. Create a timeline to display this.</p> <p>Create role plays which can be video-ed around voting and the different unfair/fair systems in history.</p> | | <p>Citizenship and democracy: Voting and parliamentary systems</p> <p>Drama</p> | | <p>ASDAN Booklet Module 4 section a TASK 9</p> <p>Twinkl resources</p> <p>CGP books</p> <p>Schools History Project</p> <p>Generic Resources</p> <p>Physical resources</p> |
| 3-9 | <p>8n Shows critical evaluation</p> <p>8o Reaches conclusions about the most important events</p> | 4 | <p>Investigating equal rights in the UK.</p> <p>Find out what they can and put on a timeline about equal rights for women and the vote for women.</p> <p>Create posters for and against the vote for women.</p> <p>Find out about homosexual laws and when these were updated to reflect modern society. Look at punishments and high profile cases such as Oscar Wilde.</p> <p>Discuss conversion therapy and how this is still allowed.</p> <p>Create a presentation about this</p> | <p>Has the UK always been a 'fair' place to live?</p> <p>What was the UK like for different social groups?</p> <p>What kinds of actions led to change?</p> <p>How has peoples attitude towards sexuality, gender and race changed over time?</p> | SMSC nad Briths Values | Conduct a survey of different people around what they know and feel about different laws around equal rights | ASDAN Booklet Module 4 section a TASK 5 and 6 |

History Foundation Medium Term Plan



Red Moor School

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| Title: History from Below B | Qualification Outcomes: ASDAN |
| Progression Areas: P,m | Number of Lessons: 9 |
| RMS Step Banding: 6-8 | Number of Weeks: 9 |

| Week No. | OTS Assessments Steps (SOLAR) | No. of Lessons | Lesson Outlines | Key Assessment Questions | Cross Curricular Links | Homework | Resources *Including links to lesson plans |
|----------|---|----------------|---|---|------------------------|--|---|
| 1-4 | 8p Supports evaluation and conclusions with evidence | 3 | <p>Big events and their impact on 'normal people'</p> <p>Discuss and choose 10 events from 1066 to the present day that have had a significant impact on ordinary people.</p> <p>Consider the impact of the events on these people and how it might have affected or changed their rights.</p> <p>Examples could be drawn to modern events like COVID or terrorism laws where emergency powers are enacted.</p> <p>Design a game or produce a piece of drama to explain these to people</p> | <p>How does the Government create laws for our safety and the impact of these on our rights?</p> <p>What effect does international events and political systems have on the lives of ordinary people?</p> | Citizenship | Ask parents/carers or wider family the big events they can remember which have changed their lives. | <p>ASDAN Booklet Module 4 section B TASK 1 and/or 6</p> <p>Twinkl resources</p> <p>CGP books</p> <p>Schools History Project</p> <p>Generic Resources</p> <p>Physical resources</p> |
| 3-9 | 8m Produces structured, extended pieces of writing that answers questions and gives reasons for their opinion | 3 | <p>How has the life of a child in Britain changed over time.</p> <p>Consider leisure, games, education, work and think about what the life of a child 200 years ago might look like, and then 100 year ago, 50 years and the present day.</p> <p>Compare similarities and differences and between these time period and now.</p> <p>It might be good to show different films such as war horse, railway children or similar so they can see difference in life-style.</p> | <p>What differences and similarities are there between the lives of children in the past and now.</p> <p>What things have had the biggest impact of change on children</p> | | Speak to older members of the family about the things that were important to them in childhood and what they did for fun | <p>https://learnincolor.com/historical-movies-for-children-ages-6-12.html</p> <p>ASDAN Booklet Module 4 section B TASK 2</p> |

History Foundation Medium Term Plan



Red Moor School

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| Title: European History A | Qualification Outcomes: ASDAN |
| Progression Areas: P,H,C,E,R,M | Number of Lessons: 6 |
| RMS Step Banding: 7-9 | Number of Weeks: 6 |

| Week No. | OTS Assessments Steps (SOLAR) | No. of Lessons | Lesson Outlines | Key Assessment Questions | Cross Curricular Links | Homework | Resources *Including links to lesson plans |
|----------|---|----------------|---|---|-------------------------------|---|---|
| 1 | P– Analyse historical events and characteristics | 1 | M5AC1 Look at maps of Europe from around 1800, 1900, 1945 and today. Find out whether there are more countries in Europe today than there were in those years. | The ways in which the map of Europe has changed? The most surprising discovery about Europe? | Maths and geography—map work | ASDAN History- Homework Program | ASDAN Module 5- European History Twinkl resources CGP books Schools History Project Generic Resources Physical resources |
| 2 | H—Make substantiated judgements about interpretations | 1 | M5AC2 Choose a leader from Europe (e.g.Hitler, Stalin, Napoleon) Create a mind map of their achievements. | Decide which was the greatest achievement and why? | Citizenship—key people | ASDAN History- Homework Program | ASDAN Module 5- European History |
| 3 | C– Chronological narrative | 1 | M5AC3 Find four photographs of the same town or city in Europe from four different decades. Arrange them in chronological order. | Can you describe any differences or similarities? From your photographs how would you say Europe has changed over that period of time? | Photography—images changing | ASDAN History- Homework Program | ASDAN Module 5- European History |
| 4 | E– Changing lives | 1 | M5AC4 Investigate how World War One or World War Two affected people in two or three other European countries. | How were the different countries affected? Were they affected differently? | Geography— European Countries | ASDAN History- Homework Program | ASDAN Module 5- European History |
| 5 | R– Analyse historical events and characteristics | 1 | M5AC5 Design and make a memorial to commemorate and help people to remember a key event in the history of Europe. | What is the key detail and information that should be included on the memorial? | DT—Memorial making | ASDAN History- Homework Program | ASDAN Module 5- European History |
| 6 | M– Explain historical events | 1 | M5AC6 Watch a film about an event in the history of Europe. Write and publish a review of the film (e.g.on a website or in a magazine). | Can you explain the event from different perspectives? | Media—Film review | ASDAN History- Homework Program | ASDAN Module 5- European History |

History Foundation Medium Term Plan



Red Moor School

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| Title: European History A/B | Qualification Outcomes: ASDAN |
| Progression Areas: D,F,H,T,I,O,R,Q,K,L | Number of Lessons: 6 |
| RMS Step Banding: 7-9 | Number of Weeks: 6 |

| Week No. | OTS Assessments Steps (SOLAR) | No. of Lessons | Lesson Outlines | Key Assessment Questions | Cross Curricular Links | Homework | Resources *Including links to lesson plans |
|----------|---|----------------|---|---|-------------------------------|---|---|
| 1 | D– Continuity, change and influence across the world | 1 | M5AC7 Draw up a table with two columns headed ‘before’ and ‘after’ to compare the ways in which peoples lives changed for better or worse after one of these historical events; Russian Revolution or French Revolution | Can you identify reminders of the different revolutions around today? For example street names? What happened during the revolution? | Citizenship—revolution | ASDAN History- Homework Program | ASDAN Module 5- European History Twinkl resources CGP books Schools History Project Generic Resources Physical resources |
| 2 | F– Analyse judgements about interpretations H– Make substantiated judgements about interpretations | 1 | M5AC8 Study a painting of a leader of a European country from the 20th century or earlier. Describe the different ways the artist has attempted to show the person in a positive light. Print a copy of the painting and annotate it to show what messages are being given about the leader. | How accurate were these paintings compared to written descriptions? Why were paintings exaggerated or misleading? | Art—portraiture | ASDAN History- Homework Program | ASDAN Module 5- European History |
| 3 | T– Analyse periods of time | 1 | M5AC9 Research and give a presentation about one event in the history of Europe since 1945 that you find particularly interesting. | Have you used evidence to support your ideas? What evidence have you used? | PE—sporting/referee decisions | ASDAN History- Homework Program | ASDAN Module 5- European History |
| 4 | I—Interpreting and making connections O– Demonstrate knowledge and understanding | 1 | M5BC1 In a group investigate how people can often disagree about the past. Find two different ways in which a famous European person or event has been portrayed recently, such as (horrible histories, films, tv series, cartoons etc). | Why do people disagree on the past? | Languages—debate | ASDAN History- Homework Program | ASDAN Module 5- European History |
| 5 | R– Analyse historical events and characteristics Q | 1 | M5BC1 Report on how each person/event has been portrayed. | How has your person/event been represented? | Citizenship—representation | ASDAN History- Homework Program | ASDAN Module 5- European History |
| 6 | K– Evaluate substantiated judgements L– Evaluate judgements about interpretations | 1 | M5BC1 Give your opinion on how/why sometimes people are represented differently | Why are people/events represented differently from different perspectives? | PSHE—Own opinions | ASDAN History- Homework Program | ASDAN Module 5- European History |

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| Title: European History B | Qualification Outcomes: ASDAN |
| Progression Areas: B,D,F,T,N,M | Number of Lessons: 6 |
| RMS Step Banding: 7-9 | Number of Weeks: 6 |

| Week No. | OTS Assessments Steps (SOLAR) | No. of Lessons | Lesson Outlines | Key Assessment Questions | Cross Curricular Links | Homework | Resources *Including links to lesson plans |
|----------|--|----------------|---|--|---|---|---|
| 1-3 | B– Second-order historical concepts D– Continuity, change and influence across the world F– Analyse judgements about interpretations | 3 | M5BC2 Produce a study comparing Europe in 1900 and 1999. Focus on one of the following topics *Are people lives more secure now? *In what ways have relationships between north and south, west and east changed? * How have women's lives changed and are these changes universal? Present your information to the rest of the class in any way you choose. | What are the biggest changes? Has anything stayed the same? How have different areas compared/faired to others? Are any changes universal? Have particular groups been affected, positively or negatively? | Art—map making PSHE—Caring for others Citizenship—European rights and responsibilities English—reading data Maths—presenting data | ASDAN History- Homework Program | ASDAN Module 5- European History Twinkl resources CGP books Schools History Project Generic Resources Physical resources |
| 4-6 | T– Analyse periods of time N– Deploy abstract terms M– Explain historical events | 3 | M5BC4 Pick three events in European history that led to migration consider: *The causes of migration *Where people went to and where they are now *The culture and traditions they left behind and how these influenced their new lives *The positives and negatives of moving countries and starting again Present your findings as a report, documentary, article or first-person account | What causes migration? What influences are pushing and pulling people? What are the benefits and hardships of ,moving country? | English—reading case studies Geography—Push pull factors for new destinations RE/Cultural—Traditions and customs | ASDAN History- Homework Program | ASDAN Module 5- European History |

History Foundation Medium Term Plan



Red Moor School

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| Title: History in the World A | Qualification Outcomes: ASDAN |
| Progression Areas: S,R,I,J,P,C | Number of Lessons: 6 |
| RMS Step Banding: 7-9 | Number of Weeks: 6 |

| Week No. | OTS Assessments Steps (SOLAR) | No. of Lessons | Lesson Outlines | Key Assessment Questions | Cross Curricular Links | Homework | Resources *Including links to lesson plans |
|----------|---|----------------|--|---|------------------------------------|---|---|
| 1 | S– Enquiry methods | 1 | M6AC1 In a small group find out about one country/region that you would like to focus on. Research and present your findings with enquiry questions—to learn more about. | What were the reasons for your choice? What is particularly significant in that country/place? | Geography—different places | ASDAN History- Homework Program | ASDAN Module 6- History in the World Twinkl resources CGP books Schools History Project Generic Resources Physical resources |
| 2 | R-Analyse historical events and characteristics | 1 | M6AC2 Find out about an historical site that you would like to visit. Write a letter to persuade your head teacher to organise a group trip to the site. | What do you expect to see? Why is it important to see the site for yourself? | Outdoor ed trip | ASDAN History- Homework Program | ASDAN Module 6- History in the World |
| 3 | I-Interpreting and making connections | 1 | M6AC3 Choose one region of the world that interests you and select five historical artefacts that come from that region or have connections with it. On a large world map, mark where each artefact was found and links across the world to how it got there. | Summarise how the chosen region is connected to other regions across the world? | Cultural studies—Connecting places | ASDAN History- Homework Program | ASDAN Module 6- History in the World |
| 4 | J-Use sources | 1 | M6AC4 Choose one region of the world that interests you and select five historical artefacts that come from that region or have connections with it. Mark on a timeline when each artefact was made. | What does the timeline reveal about your chosen region, in terms of change and development. | Technology—design and objects | ASDAN History- Homework Program | ASDAN Module 6- History in the World |
| 5 | P-Analyse sources (contemporary to the period) | 1 | M6AC5 Choose one historical object from a particular region. Consider what you can learn about the lives and ideas of the people who made or used that object by examining what it looks like. | What have archaeologists learnt about the artefact itself? What have they learnt by comparing it to artefacts like it? How do historians use evidence? | Science—forensics | ASDAN History- Homework Program | ASDAN Module 6- History in the World |
| 6 | C-Chronological narrative | 1 | M6AC6 Choose one object or historical site that led historians thinking in a new way about a particular group of people. Write a magazine article that explains historians' original beliefs and how the new discovery helped to change their minds. | How does new evidence sometimes make archaeologists and historians think differently? | PSHE—Keeping an open mind | ASDAN History- Homework Program | ASDAN Module 6- History in the World |

History Foundation Medium Term Plan



Red Moor School

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|-----------------------------------|-------------------------------|
| Title: History in the World A/B | Qualification Outcomes: ASDAN |
| Progression Areas: F,B,T,N,H,P,G, | Number of Lessons: 6 |
| RMS Step Banding: 7-9 | Number of Weeks: 6 |

| Week No. | OTS Assessments Steps (SOLAR) | No. of Lessons | Lesson Outlines | Key Assessment Questions | Cross Curricular Links | Homework | Resources *Including links to lesson plans |
|----------|---|----------------|--|---|--|---|---|
| 1 | F-Analyse judgements about interpretations | 1 | M6AC7 Choose an object or historical site that has been changed in different ways over time. Select two or three pictures that clearly show the changes and create a wall display to explain why and how these changes occurred. | How has the site changed over time? How have these changes occurred? | Outdoor ed— Changing site over time | ASDAN History- Homework Program | ASDAN Module 6- History in the World Twinkl resources CGP books Schools History Project Generic Resources |
| 2 | B-Second-order historical concepts | 1 | M6AC8 Choose a historical object that illustrates a significant turning point in history—either for just one country/region or for several parts of the world. Create before and after images. | How has this object changed over time? What has the impact been on way of life? | Art—imagery | ASDAN History- Homework Program | ASDAN Module 6- History in the World |
| 3 | T-Analyse periods of time | 1 | M6AC9 Create a perform a short roleplay involving two characters that visited/lived in an important historical site during a significant period of history. | How did these characters differ? What would your characters lives been like back then? | Drama—roleplay | ASDAN History- Homework Program | ASDAN Module 6- History in the World |
| 4-6 | N-Deploy abstract terms H- Make substantiated judgements about interpretations P-Analyse historical events and characteristics G-Knowledge and understanding of achievements | 3 | M6BC2 Find out about two characters who once lived or worked at a particular historical site. Prepare a briefing for actors who could play these characters when guiding people around the historical site. Include information about the site and about what each persons life would have been like. | What was life/work like back then? What are the main key points regarding the site? | English—informative text | ASDAN History- Homework Program | ASDAN Module 6- History in the World |

History Foundation Medium Term Plan



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| Title: History in the World B | Qualification Outcomes: ASDAN |
| Progression Areas: E,K,O,A,Q,R | Number of Lessons: 6 |
| RMS Step Banding: 7-9 | Number of Weeks: 6 |

| Week No. | OTS Assessments Steps (SOLAR) | No. of Lessons | Lesson Outlines | Key Assessment Questions | Cross Curricular Links | Homework | Resources *Including links to lesson plans |
|----------|--|----------------|--|--|---|---|---|
| 1-3 | E-Changing lives K-Evaluate substantiated judgements O-Demonstrate knowledge and understanding | 3 | M6BC3 Find an object or take pictures of a building that has played an important part in your life. Describe to a partner what the object/building demonstrates about your life as a young person in the 21st century. Repeat the task using a historical object or a picture of a heritage site, this time telling your partner about the life of someone in the past. Ask your partner to pick out the similarities and differences between the two lives. Write and read aloud a story for a younger person that contrasts the life of a teenager in the present day with the life of somebody in the past. | What is so significant about this building? Does the building have its own stories to tell, what are they? What are the similarities between then and now? What are the reasons for these changes? | Construction—building houses., Monuments etc English language—writing, reading and presenting | ASDAN History- Homework Program | ASDAN Module 6- History in the World Twinkl resources CGP books Schools History Project Generic Resources Physical resources |
| 4-6 | A-Significant aspects Q-Constructive arguments R-Analyse historical events and characteristics | 3 | M6BC4/5 Plan and produce an advertising campaign to explain to young people why a particular historical site is important and should be protected. You could create leaflets or make a storyboard for a tv or cinema advertisement.. UNESCO has run competitions before on the past to plan campaigns like this so you could get ideas from previous winners. Plan and present your case putting forward reasons why your site should be included as a world heritage site. Explaining why it so important to that part of the world. | Why should this site be protected and preserved? What impact did/does this site have on the local population? What purpose did your site have? Has this purpose changed, if so why? | English—report/campaign writing Media—cinema/radio/performance Geography—demographics of area Citizenship—UNESCO | ASDAN History- Homework Program | ASDAN Module 6- History in the World |