



Long term planning (LTP)

HISTORY / HUMANITIES

Key Stage	Pathway Class Group	Cycle Rotation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 2 (Thematic approach)	Maple	A / B (Following Cycle B in 2025/26.)	<p>OUR SCHOOL (Geography)</p> <p>OUR LOCAL AREA (Geography)</p> <p><i>What is that?</i> <i>Where is it?</i> <i>What happens there?</i> <i>Is that a fact?</i></p>	<p>The Gunpowder Plot (History)</p> <p>Our local area (History)</p> <p><i>The pupils will learn about the Priory site, nearby fields and the town. They will begin to view the older parts of Bury e.g. Abbey Garden Ruins. They will begin to explore older and newer aspects of our town.</i></p> <p><i>What is that?</i> <i>Who is it?</i> <i>Now & Before</i> <i>What happened?</i> <i>Is that a fact?</i> British Values</p>	<p>RUBBISH AND RECYCLING (Geography)</p> <p>RUBBISH AND RECYCLING (Geography)</p> <p><i>What is that?</i> <i>Where is it?</i> <i>What happens there?</i> <i>Now & Before</i> <i>Is that a fact?</i> British Values</p>	<p>Significant Explorers (History)</p> <p>Kings & Queens (History)</p> <p><i>What is that?</i> <i>Who is it?</i> <i>Now & Before</i> <i>What happened?</i> <i>Is that a fact?</i> British Values</p>	<p>The Great Fire of London (History)</p> <p>RAILWAYS - TRANSPORT (History)</p> <p><i>The pupils will learn about the first trains and how the technology has changed. They will begin to find out how railways changed how people lived. They will begin to consider good and bad things about railways.</i></p> <p><i>Who is it?</i> <i>Where is it?</i> <i>Now & Before</i> <i>What happened?</i> <i>Is that a fact?</i> British Values</p>	<p>WONDERFUL WEATHER (Geography)</p> <p>WONDERFUL WEATHER (Geography)</p> <p><i>What is that?</i> <i>Where is it?</i> <i>What happens there?</i> <i>Now & Before</i> <i>Key facts!</i></p>



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	Rowan	A / B (Following Cycle B in 2025/26.)	<p>OUR SCHOOL (Geography)</p> <p>OUR LOCAL AREA (Geography)</p> <p><i>What is that?</i> <i>Where is it?</i> <i>What happens there?</i> <i>Is that a fact?</i></p>	<p>The Gunpowder Plot (History)</p> <p>Our local area (History)</p> <p><i>The pupils will learn about the Priory site, nearby fields and the town. They will begin to view the older parts of Bury e.g. Abbey Garden Ruins. They will begin to explore older and newer aspects of our town.</i></p> <p><i>What is that?</i> <i>Who is it?</i> <i>Now & Before</i> <i>What happened?</i> <i>Is that a fact?</i> British Values</p>	<p>RUBBISH AND RECYCLING (Geography)</p> <p>RUBBISH AND RECYCLING (Geography)</p> <p><i>What is that?</i> <i>Where is it?</i> <i>What happens there?</i> <i>Now & Before</i> <i>Is that a fact?</i> British Values</p>	<p>Significant Explorers (History)</p> <p>Kings & Queens (History)</p> <p><i>What is that?</i> <i>Who is it?</i> <i>Now & Before</i> <i>What happened?</i> <i>Is that a fact?</i> British Values</p>	<p>The Great Fire of London (History)</p> <p>RAILWAYS - TRANSPORT (History)</p> <p><i>The pupils will learn about the first trains and how the technology has changed. They will begin to find out how railways changed how people lived. They will begin to consider good and bad things about railways.</i></p> <p><i>Who is it?</i> <i>Where is it?</i> <i>Now & Before</i> <i>What happened?</i> <i>Is that a fact?</i> British Values</p>	<p>WONDERFUL WEATHER (Geography)</p> <p>WONDERFUL WEATHER (Geography)</p> <p><i>What is that?</i> <i>Where is it?</i> <i>What happens there?</i> <i>Now & Before</i> <i>Key facts!</i></p>



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Key Stage	Pathway Class Group	Cycle Rotation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Willow	A / B (Following Cycle B in 2025/26.)	<p>The Mayan civilisation (History)</p> <p>The Greeks (History)</p> <p>The students will learn some of the clever things Ancient Greek people did. Also, begin to compare how different parts of the Greek world lived. The students will begin to learn how the Greek civilisation still impacts life today.</p> <p>Where is it? What happens there? Now & Before Who is it? Is that a fact?</p>	<p>CITIES versus COUNTRYSIDE (Geography)</p> <p>Our local area – all about Felixstowe (Geography)</p> <p>What is that? Where is it? What happens there? Is that a fact? British Values</p>	<p>The Stone Age (History)</p> <p>The Titanic (History)</p> <p>The pupils will learn the main reasons why the Titanic sank. They begin to think about how reliable the evidence from the sinking of the Titanic is. They can use pictures to show their understanding of the key events.</p> <p>Where is it? What is it? What happens there? Now & Before Is that a fact? British Values</p>	<p>RICH vs POOR COUNTRIES (Geography)</p> <p>RAINFOREST (Geography)</p> <p>Who is it? What happened? Is that a fact? Where is it?</p>	<p>LAND versus WATER (Geography)</p> <p>RUBBISH AND RECYCLING (Geography)</p> <p>What is that? Where is it? What happens there? Now & Before Is that a fact? British Values</p>	<p>Florence Nightingale (History)</p> <p>The Tudors I (History)</p> <p>Where is it? What is it? Now & Before What happened? Is that a fact? British Values</p>

Commented [AK1]: Colour code your rotation cycle for topics



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Key Stage	Pathway Class Group	Cycle Rotation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Oak	A / B (Following Cycle B in 2025/26.)	<p>The Mayan civilisation (History)</p> <p>The Greeks (History)</p> <p>The students will learn some of the clever things Ancient Greek people did. Also, begin to compare how different parts of the Greek world lived. The students will begin to learn how the Greek civilisation still impacts life today.</p> <p>Where is it? What happens there? Now & Before Who is it? Is that a fact?</p>	<p>CITIES versus COUNTRYSIDE (Geography)</p> <p>Our local area – all about Felixstowe (Geography)</p> <p>What is that? Where is it? What happens there? Is that a fact? British Values</p>	<p>The Stone Age (History)</p> <p>Christopher Columbus (History)</p> <p>The pupils will learn the main reasons why the Titanic sank. They begin to think about how reliable the evidence from the sinking of the Titanic is. They can use pictures to show their understanding of the key events.</p> <p>Where is it? What is it? What happens there? Now & Before Is that a fact? British Values</p>	<p>RICH vs POOR COUNTRIES (Geography)</p> <p>RAINFOREST (Geography)</p> <p>Who is it? What happened? Is that a fact? Where is it?</p>	<p>LAND versus WATER (Geography)</p> <p>RUBBISH AND RECYCLING (Geography)</p> <p>What is that? Where is it? What happens there? Now & Before Is that a fact? British Values</p>	<p>The Victorians (History)</p> <p>The Tudors I (History)</p> <p>Where is it? What is it? Now & Before What happened? Is that a fact? British Values</p>



Long term planning (LTP)

Key Stage	Pathway Class Group	Cycle Rotation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 3	Year 7/8	A / B (Following Cycle B in 2025/26.)	<p>Ancient Rome</p> <p>Where is it? Food & Drink, School in Roman times. Empire! Inventions (discovery unit),</p> <p>Continuity & Change Chronology Cause & Outcome Reliability Significance</p> <p>Saxon England, Viking England!</p> <p><i>Vikings, Saxons and Normans King Edward, Harold & William</i></p> <p>Continuity & Change Chronology Cause & Outcome Significance</p>	<p>Ancient Rome</p> <p>Gladiators, Chariot racing, Emperors, Roman army</p> <p>Assessment</p> <p>Continuity & Change Chronology Cause & Outcome Reliability Significance</p> <p>Norman conquest</p> <p><i>Battle of Stamford Bridge, Battle of Hastings, Rebellion!</i></p> <p>Continuity & Change Chronology Cause & Outcome Reliability Significance</p>	<p>Explorers II - Shackleton</p> <p>Early 20th century Britain, Why explore the Polar regions? Shackleton's journey</p> <p>Continuity & Change Chronology Cause & Outcome Reliability Significance</p> <p>Bayeux Tapestry & Domesday Book</p> <p><i>Story or fact? Measuring, tax and control.</i></p> <p>Assessment</p> <p>Continuity & Change Chronology Cause & Outcome Reliability Significance</p>	<p>Explorers II - Shackleton</p> <p>Equipment – now and then, Evidence in photos? How did they survive?</p> <p>Continuity & Change Chronology Reliability Significance</p> <p>Medieval life</p> <p><i>Village life, feudal responsibilities training as a page, Heraldry</i></p> <p>Continuity & Change Chronology Cause & Outcome Significance British Values</p>	<p>Ancient Egypt</p> <p>Where is it? River Nile, Tombs & Pyramids, Hieroglyphics, Pharaohs, Gods & Goddesses</p> <p>Continuity & Change Chronology Cause & Outcome Reliability Significance</p> <p>Castles</p> <p><i>Motte & Bailey castles, castle network, early Stone castles</i></p> <p>Continuity & Change Chronology Cause & Outcome Reliability Significance</p>	<p>Ancient Egypt</p> <p>Mummies, War! The Marketplace, Medicine & magic, Senet board game!</p> <p>Assessment</p> <p>Continuity & Change Chronology Cause & Outcome Reliability Significance</p> <p>Castles</p> <p><i>Square Keeps, curtain walls, defending & attacking castles, Assessment</i></p> <p>Continuity & Change Chronology Cause & Outcome Reliability Significance</p>



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Key Stage	Pathway Class Group	Cycle Rotation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 9	Yearly	The Tudors II Religion, Power, Relationships, Alliances Continuity & Change Chronology Cause & Outcome	The Tudors II The Reformation Religious Liberty Letter-writing Assessment Continuity & Change Change Reliability Cause & Outcome Significance British Values	World War Two The Allies & Axis Mapping Time-line wall-display Continuity & Change Chronology	World War Two Causes of WW2 Germany, USA, Japan, Democracy vs Dictatorship, Assessment Continuity & Change Chronology Cause & Outcome Significance British Values	World War Two Key events 39-41 Social impact in the UK, Key individuals Continuity & Change Chronology Reliability Significance	World War Two Key Events 42-45 The Holocaust Battles, espionage and technology Continuity & Change Chronology Cause & Outcome Significance
	Year 9	Yearly (N.B. It has been agreed that, for 2025/26, Y9 Green Pathways are following the Y9 Red Pathways content, adjusted such that Autumn & Spring Terms = 'The Tudors', Summer Term = shorter version of 'World War Two'.)	Memory Box What is it? Now & Before Is that a fact?	Memory Box What is it? Now & Before Is that a fact?	Bright Lights, Big City What is it? Now & Before What happens? Is that a fact?	Bright Lights, Big City What is it? Now & Before What happens? Is that a fact?	Brazil – Rio de Vida Places Where is it? Now & Before <i>What happens?</i>	Brazil – Rio de Vida Places Where is it? Now & Before <i>What happens?</i>



Long term planning (LTP)

Key Stage	Pathway Class Group	Cycle Rotation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 4	E1	A / B	<p><i>Crime & Punishment</i></p> <p><i>Roman – Anglo Saxon – Norman – Medieval Early English law</i></p> <p><i>Continuity & Change Chronology Cause & Outcome Reliability British Values</i></p> <p>-----</p> <p><i>The American West</i></p> <p>Plains Indian culture, settlers, destiny & conflict</p> <p>The students will explore Plains Indian culture, how settlers entered the Plain territories and the conflict between cultures that ensued.</p>	<p><i>Crime & Punishment</i></p> <p><i>Enlightenment & Tolerance – 19th century -20th century</i></p> <p><i>Unit assessment</i></p> <p><i>Continuity & Change Chronology Cause & Outcome Reliability Significance British Values</i></p> <p>-----</p> <p><i>The American West</i></p> <p>Later settlers, railroads, the Indian Wars</p> <p>Unit assessment</p> <p>The students will explore Plains Indian culture, how settlers entered the Plain territories and the conflict between cultures that ensued.</p>	<p><i>Project</i></p> <p>Research a significant person or place from history!</p> <p>-----</p> <p><i>The People's Health</i></p> <p>Early knowledge, decline and the return to superstition.</p> <p>The pupils will learn how early knowledge about human health first developed, then was lost and then re-discovered. They will explore the significance of medical advances on societies. They will begin to link living conditions with people's health.</p>	<p><i>Project</i></p> <p>Write about your significant person or place, add a Bibliography.</p> <p>-----</p> <p><i>The People's Health</i></p> <p>Renaissance, Germ Theory, 19th & 20th century</p> <p>Unit assessment</p> <p>The pupils will learn how early knowledge about human health first developed, then was lost and then re-discovered. They will explore the significance of medical advances on societies. They will begin to link living conditions with people's health.</p>	<p><i>Elizabethan England</i></p> <p>Religion, succession, rebellion, conflict –Armada!</p> <p><i>Continuity & Change Chronology Cause & Outcome Reliability Significance</i></p> <p>-----</p> <p><i>Peace & War 1900 – 1918</i></p> <p>Edwardian values, Suffragists & Suffragettes, Democracy for all, Causes of War</p> <p><i>Continuity & Change Chronology Cause & Outcome Significance British Values</i></p>	<p><i>Elizabethan England</i></p> <p>Mary Queen of Scots and The Babington Plot, Culture, Exploration, The Poor</p> <p><i>Unit assessment</i></p> <p><i>Continuity & Change Chronology Cause & Outcome Reliability Significance</i></p> <p>-----</p> <p><i>Peace & War 1900 – 1918</i></p> <p>The trenches, volunteers & conscription, war on land sea & air Pals Battalions, Zepellin Raids</p> <p>Unit assessment</p>

Commented [AK2]: The main pathways we need to have separate plans for are red and green. Yellow should be used for GCSE level content but may not be relevant.

Commented [AK3]: In Key Stage 4/5 separate content by entry level but all remain part of the 'red' pathway



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Key Stage	Pathway Class Group	Cycle Rotation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Continuity & Change Chronology Cause & Outcome Reliability	Continuity & Change Chronology Cause & Outcome Significance	Continuity & Change Chronology Cause & Outcome Reliability Significance	Continuity & Change Chronology Cause & Outcome Significance		Continuity & Change Chronology Cause & Outcome Reliability Significance
	E2	See E1						
	E3	See E1						



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Key Stage	Pathway Class Group	Cycle Rotation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 5			ASDAN Short Course					
			<i>Continuity & Change</i> Chronology <i>Cause & Outcome</i> <i>Reliability</i> <i>Significance</i>					

Commented [AK4]: If Key Stage 5 do not do your subject then please delete these rows.