

History

Curriculum Intent

Overarching Humanities Philosophy

Our curriculum strives to actively enrich the knowledge of the students in our critical subjects, enabling them to apply this knowledge effectively in the pursuit of their personal academic zenith. Equally, we aim to prepare our students socially and personally to assume an active role in our current and future world of environmental, political and cultural challenge, enabling to not only hold thoughtful opinions and convictions, but also to justify them in a reasoned fashion.

By the end of year seven History....students should have knowledge of the Norman Conquest, why William won the Battle of Hastings and how Medieval England developed through such concepts as castle building, the Peasant's Year, the Black Death and the Peasant's Revolts. Students should be able to identify and articulate concepts such as chronology, causation and consequence

By the end of year eight History.....students will understand the break with Rome, how this caused turbulence in the Tudor monarchy and how this culminated in the Spanish Armada. Students should have knowledge of the Civil War and the Republic that it resulted in and how the monarchy was restored. Students will comprehend how the slave trade contributed to Britain's wealth and power, and the role of the slaves themselves in bringing down the slave trade. Students will continue to develop their understanding of cause and consequence, whilst introducing the notion of opinion and interpretations in History.

By the end of year nine History.....students will be able to relate their knowledge the slave trade and empire to develop an understanding of the causes of World War One and develop empathy with the impact it had on those that fought it. Students should be able to connect the two World Wars through the Treaty of Versailles and identify crucial turning points in the war, such as Dunkirk, the Battle of Britain and Pearl Harbour. Critical events such as the Holocaust and the use of the first Atomic Bombs should be understood in the context of their lasting impact through the use of sources and an understanding of their provenance and context.

By the end of Key Stage four History....students should be able to use the skills acquired in Key Stage Three and apply them to the knowledge gained in the GCSE course. Students will understand the concepts of change and continuity, as embodied through Medicine in Britain, cause, consequence and the developing narrative through the American West Depth study, interpretations of History in the Weimar and Nazi Germany and the impact of Elizabeth 1st in the making of the United Kingdom 1558-88.

Curriculum Implementation

Year	When	Lead	Topic	Summary	Skills and Knowledge	Assessment for learning	Big Questions	Key Words
7	AUT 1	JDJ	Introduction to British History	Students experience induction through a	<ul style="list-style-type: none">ChronologySourceworkTimelines	<ul style="list-style-type: none">-Cold Calling-Questioning-Homework	- What was life like in Roman England?	Chronological Order Timelines

				thematic study of life in England in different periods, followed by a study of England in 1066 and the Battle of Hastings	<ul style="list-style-type: none"> • England pre-1066 • The four candidates for King • The Battle of Stamford Bridge • William's victory at Hastings • The death of King Harold 	-Paired/group work -Retrieval practice -Whole class feedback	-What was life like in Anglo-Saxon England? How was East Anglia impacted by the Anglo-Saxons and Vikings? What was life like in Viking England? -What was England like before 1066? -Who should be King? -Why did William win the Battle of Hastings? What should William do next? -How did William keep control?	Sources Evidence Change and Continuity Conclusion
7	AUT2	JDJ	How did William establish control of England? What was life like in the Middle Ages	Students undertake an investigation of the challenges faced by William after the battle and how he faced these challenges in order to take control. Students will also explore some early conflicts between Church and State	<ul style="list-style-type: none"> • Establishing bias by looking at two interpretations of the battle and using evidence from those sources • Overview of William's methods, including taxation, castle building, boosting the army and making laws 	-Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Common Assessment task	-What was the Feudal System and who were its winners and Losers? Where is the best location for a castle? -What were the problems	Bias Mint Cathedral Taxation Laws Loyalty Feudal System Barons Knights Peasants

				with an exploration of Thomas Beckett	<ul style="list-style-type: none"> Investigation of the Feudal System, how it worked and how it helped William maintain control Students identify the tensions between Church and State Students produce an eyewitness account of the death of Becket Students explain the causes and consequences of Magna Carta 		between the King and the Church? -Why was Thomas Becket murdered in Canterbury Cathedral? -What were the causes of the Magna Carta? -What were the consequences of the Magna Carta?	
7	SPR1	JDJ	Medieval Society	Students examine the tension between the Church and the State, through the death of Thomas Becket, progressing through the natural continuation of other tensions with the nobility, culminating in Magna Carta	<ul style="list-style-type: none"> How the lives of Villeins and Freemen differed Using a range of sources to establish the monthly routines of peasants and utilising a diary to explain what tasks were performed, when and why Students identify the cause symptoms of the Black Death Students compare this to how those at the time believed Black Death was caused and how they attempted to prevent it 	-Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peasant's Year Diary	What were the symptoms of Black death? -How did people try to prevent the Black Death? -Was the Black Death a disaster? -What were the causes of the Peasant's Revolt? -Who was to blame for the Peasant's Revolt? What were the differences between the lives of the	Villeins Freemen Lord Explanation Motte Bailey Attack Defence Advantages Disadvantages Conclusion

					<ul style="list-style-type: none"> Students analyse a variety of sources to evaluate whether the Black death was a disaster Students assess the causes of the Peasant's Revolt <p>Students analyse two interpretations of who was to blame for the Peasant's Revolt, using appropriate evidence</p>		<p>Villeins and the Freemen?</p> <p>-How was the Peasant's Year organised?</p>	
7	SPR2	JDJ		Students examine the tension between the Christian and Islamic world and how this impacted the perspectives of each culture	<ul style="list-style-type: none"> Students will explore the Islamic World in the Medieval Period Students Will explore the reasons for the Crusades Students will explain the sequence of the Crusades and assess their success Students will explore the impact of the Crusades on Europe and the Islamic World Students will assess how the events of the Crusades impacted perspectives from either world 	<p>-Cold Calling</p> <p>-Questioning</p> <p>-Paired/group work</p> <p>-Homework</p> <p>-Retrieval practice</p> <p>-Whole class feedback</p> <p>-Common Assessment Task</p>	-	<p>Crusade</p> <p>Holy Land</p> <p>Knight</p> <p>Islamic World</p> <p>Medicine</p>
7	SUM1	JDJ	The structure of Tudor Society	Students investigate Tudor Society and its stratification,	<ul style="list-style-type: none"> Students create a pyramid of Tudor Society 	<p>-Cold Calling</p> <p>-Questioning</p> <p>-Paired/group work</p>	-Was life hard or sweet in Tudor Times?	<p>Gentlemen</p> <p>Citizens</p> <p>Yeomen</p> <p>Rogues</p>

				focusing on poverty. Students will also compare Tudor family life and entertainments with their contemporary experience of the same.	<ul style="list-style-type: none"> Students identify the difference between the Rogues and the Deserving Poor Creation of a 'Wanted Poster' for a rogue of your choice Tudor family magazine, focusing on the role of women, childcare and education Local focus on Tudor society in Norwich 	-Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Common Assessment task	-How was Tudor society organised? -Who were the Rogues and the Deserving Poor? -How to spot a rogue -What was Tudor family life like? -How did the Tudors enjoy themselves	Deserving Poor Wet Nurse Scold's Bridle Cock Fighting Bear Baiting 'Olimpick' Games
7	SUM2	JDJ	Silk Roads	Students will develop an understanding of a core aspect of world history and how it has shaped both the East and the West. Cultural transmission and economic links will be explored	<ul style="list-style-type: none"> Students will understand what is meant by the Silk Road The physical and human geography of the Silk Roads will be explored The role of the Silk Roads in conveying religious beliefs will be examined Students will develop an appreciation for how economic connections convey culture 	Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment	-What were the Silk Roads? - Where were the Silk Roads? How did the Silk Roads influence culture? Why were the Silk roads economically significant?	
8	AUT1	JDJ	Henry VIII & the Reformation	Students investigate the Tudor succession, why Henry VIII reformed the	<ul style="list-style-type: none"> Students create a storyboard of how the initial break from Rome occurred 	-Cold Calling -Questioning -Paired/group work -Homework	-How did Henry VIII break with the Roman Catholic Church?	Reformation Pope Succession Dynasty Heir

				<p>church of England Students will be studying how Mary I attempted to re-instate the Catholic religion and how she went about this process. Students will then examine the reign of Elizabeth the first with a particular focus on the Causes, events and consequences of the Armada</p>	<ul style="list-style-type: none"> • Comparison of Catholic and Protestant religions • Students explain the reasons for the break with Rome • 'Bloody' Queen Mary and the burning of Latimer and Ridley • Examination of the challenges facing Elizabeth on her ascension to the throne • The Spanish Armada; causes, event and effects 	<p>-Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment</p>	<p>-What happened to Mary/Anne and why? -How did the Catholic and Protestant religions differ? -Why did Henry reform the Church of England? -How did portraits of Elizabeth help establish her succession? -What factors caused the Spanish Armada? -What were the main events of the Spanish Armada? -Why did Spain lose? What were the effects of the Spanish Armada? -</p>	<p>Illegitimate Catholic Protestant Sexism Monasteries Cross referencing Purgatory Indulgences Predestination Monasteries Crescent formation Gravelines Scurvy Fireships Manoeuvrability 'God breathed and they were scattered'</p>
8	AUT 2	JDJ	Issues of the Tudor Succession	<p>Students examine the Stuart Succession and how tensions between Crown and Parliament led to the gradual</p>	<p>-Students will explore the Gunpowder plot and its impact on England Students identify the constituents of the two sides through examination of a variety of sources</p>	<p>-Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice</p>	<p>-Who was responsible for the Gunpowder Plot causes of the Civil War?</p>	<p>-James I -Charles I -Parliament -Government -Taxation -Economics -Political</p>

				<p>deterioration in relations culminating in the Civil War. Students further explore Cromwell and the Republic, before establishing why the Monarchy was restored in 1660</p> <p>Students re-visit the Black death in a new guise, identifying new measures to control the spread of the disease and highlighting their success or otherwise</p>	<p>-Students use the painting 'When did you last see your Father' to construct an historical novel focused on the impact of the Civil War on families</p> <p>-Sourcework on how the Civil War impacted civilians</p> <p>-Case Study of the Battle of Marston Moor</p> <p>-The Trial of Charles I-did Charles deserve to die? Class debate</p> <p>-Eyewitness account of the execution of Charles I</p> <p>-Interpretations of Oliver Cromwell</p> <p>Students reprise as many of the symptoms of the Black Death/Plague that they can recall from Year Seven</p> <p>-Students recall the true origins of the disease</p>	<p>-Whole class feedback</p> <p>-Peer Assessment</p> <p>-Self-Assessment</p> <p>-Common Assessment task</p>	<p>-Who was more to blame for the Civil War?</p> <p>-Who fought Whom?</p> <p>-When did you last see your Father?</p> <p>-Were both sides responsible for War Crimes?</p> <p>-?</p> <p>-Did the King deserve to die?</p> <p>-What was the execution of Charles I like?</p> <p>What were the symptoms of the Great Plague?</p> <p>-What measures were taken to combat the plague?</p> <p>-Where and why did the Great Fire of London start?</p>	<p>-Roundheads</p> <p>-Cavaliers</p> <p>-Cross referencing</p> <p>-Prince Rupert</p> <p>-Eyewitness</p> <p>-Monarchy</p> <p>-Republic</p> <p>-Quarter</p> <p>-Hypocrite</p> <p>-Lord Protector</p> <p>-Narcissism</p> <p>-Hereditary</p> <p>-Ermine</p> <p>-Coronation</p> <p>-Restoration</p> <p>-Charles II</p>
8	SPR1	JDJ	Slavery and the Slave Trade	<p>Opening part of the unit on slavery and its impact both on Britain and the lives of the slaves themselves</p>	<p>-The Trade Triangle</p> <p>-Who were the winners and losers?</p> <p>Conditions on the slave ships,</p> <p>-Slave Punishments</p>	<p>-Cold Calling</p> <p>-Questioning</p> <p>-Paired/group work</p> <p>-Homework</p> <p>-Retrieval practice</p>	<p>- What was Africa like before European intervention?</p> <p>-What was the Trade Triangle?</p>	<p>Trade Triangle</p> <p>-Slave ships</p> <p>-Plantations</p> <p>Middle passage</p> <p>-Neck ring</p> <p>-Fugitive slaves</p>

					-Source based investigation to explore interpretations of whether the British were racist -Interpretations of the abolition of Slavery, focusing on abolitionists, actions of the working class, the actions of the slaves and economics	-Whole class feedback -Peer Assessment -Self-Assessment	-Who were the Winners and Losers of the Trade Triangle? What were the conditions like onboard the slave ships? -How were the slaves punished on the plantations?	-Olaudah Equiano -Interpretations -Racism -Charles Dickens -Abolitionists -William Wilberforce -Granville Sharp -Josiah Wedgewood
8	SPR2	JDJ	A Changing Britain	Students explore the changing agricultural and industrial landscape of Britain and how these shaped the nation. They will explore the roles of technology and individuals in shaping life for Britons	-The Agricultural Revolution - Industrial Revolution - Role of entrepreneurs in shaping Britain - Impact of railways and canals - Impact of industrial revolution on children	-Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Common Assessment task	How did changes to farming shape Britain? What was the industrial revolution? How did the Industrial revolution shape Britain? What role did individuals have in changing Britain? What was life like for children in the industrial revolution?	-railways Canals Factories Enclosures Selective breeding Arkwright
8	SUM1	JDJ	Civil Rights	Discussion of the Civil Rights movements in both the USA and Great Britain, looking at	- America after the abolition of slavery - Montgomery Bus Boycott	-Cold Calling -Questioning -Paired/group work -Homework	What was life like for African Americans after slavery ended?	MLK Malcolm X Claudia Jones Boycott Rosa Parkes

				the roles of key individuals and movements in the 20 th century	<ul style="list-style-type: none"> - Sit ins and Freedom Rides - Role of MLK - Claudia Jones and the Notting Hill Carnival - Bristol Bus Boycott - 	<ul style="list-style-type: none"> - Retrieval practice - Whole class feedback - Peer Assessment - Self-Assessment 	<p>How did the Montgomery bus boycott kickstart the civil rights movement?</p> <p>How influential was MLK to the civil rights movement?</p> <p>How did Claudia Jones impact the civil rights movement in Britain?</p> <p>Why was there a bus boycott in Bristol?</p>	
8	SUM2	JDJ	Franchise		<ul style="list-style-type: none"> - Women's changing role in Society before WW1 - The impact of the Suffragettes, using a range of written and pictorial sources - Women's war work and its impact, including the Silvertown explosion 	<ul style="list-style-type: none"> - Cold Calling - Questioning - Paired/group work - Homework - Retrieval practice - Whole class feedback - Peer Assessment - Self-Assessment - Common Assessment task 	<p>Why did women get the vote after World War One?</p>	<ul style="list-style-type: none"> - Universal suffrage - Suffragettes - Suffragists - Emmeline Pankhurst - Emily Davison - Martyr - Emancipation
9	AUT1	JDJ	World War One	Causes of the war, developments in weaponry, the nature of Trench	- Causes of World War One, including empire, the arms race, tensions in Europe, the alliance system and the	<ul style="list-style-type: none"> - Cold Calling - Questioning - Paired/group work 	<p>- What were the causes of World War One?</p>	<ul style="list-style-type: none"> - Empire - Arms Race - Alliance - Assassination

				warfare and the Battle of the Somme	assassination of Arch Duke Franz Ferdinand -Developments in weaponry and how this led to trench warfare -Conditions in the trenches, researched through a set of primary sources and expressed through the diary of frontline infantryman -Source analysis of Haig's role as commander in chief -Extended writing on interpretations of Haig's leadership	-Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment	-How did weapons develop prior to the outbreak of World War One? -What were the conditions on the Western Front trenches? -Was General Sir Douglas Haig the 'Butcher of the Somme'?	-Arch Duke Ferdinand -Gavrilo Princip -Long term causes -Short term causes -Howitzer -Machine gun -Mining -Trench foot -Trench fever -Dug outs -Rations -Brutality -Going over the top -Firing squads -Snipers -General Sir Douglas Haig -Lions led by Donkeys -Butcher of the Somme -Verdun -Attrition -Hypocrite -Man of his time
9	AUT2	JDJ	World War One and the impact at home	Perspectives of War including war poetry, Propaganda and women's emancipation.	-Interpretations of War Poetry, including Suicide in the Trenches and Dulce et Decorum Est -Recruitment posters and their effect on the targeted	-Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice	-How does Poetry reflect the experiences of war? -What was the impact of censorship and	-Siegfried Sassoon -Rupert Brooke -Wilfred Owen -Suicide in the Trenches

					audience, including focused sourcework -Women's changing role in Society before WW1 -The impact of the Suffragettes, using a range of written and pictorial sources -Women's war work and its impact, including the Silvertown explosion	-Whole class feedback -Peer Assessment -Self-Assessment -Common Assessment task	propaganda on recruitment and conscription? -Why did women get the vote after World War One?	-Dulce et Decorum Est -Conscription -Recruitment -Propaganda -Censorship -Patriotism -Inference -Cross reference -Universal suffrage -Suffragettes -Suffragists -Emmeline Pankhurst -Emily Davison -Martyr -Emancipation
9	SPR1	JDJ	Causes and Preparations for World War Two	Analysis of the Treaty of Versailles and its role in the wider causes of WW2, including the rise of Hitler, Appeasement and British preparations for war	-Group work creating a bespoke Treaty and comparing with the actual finished article -Class debate on the Treaty of Versailles -Adolf Hitler profile -Analysis of the causes of WW2 -Extended writing analysing interpretations of Appeasement -Sourcework analysis on Appeasement cartoon -British preparations for war, including Anderson shelters, the Black out, Gas Masks and evacuation. -Analysis of range of sources on the experiences of evacuation	-Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment	-What was the impact of the Treaty of Versailles? -Who was Adolf Hitler? -Why did World War Two break out in 1939? -Was Appeasement a mistake? -What is the message of this (appeasement) cartoon?	-Treaty -Big Three -Dictator -Adolf Hitler -Election -Nazi Party -Nationalism -Hyperinflation -Enabling Act -Depression -Rearmament -Appeasement -Annexation -Betrayal -Anderson Shelter -The Black Out -Gas Masks

							<ul style="list-style-type: none"> -How did the British prepare for war? -What were children's experiences of evacuation? 	<ul style="list-style-type: none"> -Evacuation -Poverty -Urban -Rural
9	SPR2	JDJ	World War 2, 1939-41	<p>An examination of the early years of the war, when Britain faced the Nazis alone</p>	<ul style="list-style-type: none"> -Interpretations of Dunkirk, using a range of sources and comparing their provenance and context in analysing the event -The significance of the Battle of Britain in preventing the invasion of Britain, including Churchill famous quote on the importance of the few -The Blitz and its impact on civilians -Judgment of a range of sources on the Blitz and whether or not they would be censored 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Common Assessment task 	<ul style="list-style-type: none"> -Was Dunkirk a triumph or Disaster? -How far do you agree with Churchill's assessment of the significance of the Battle of Britain? -How far did the Blitz impact on British civilians in WW2? What role did the airfields of East Anglia play in the war? -To what extent did Censorship maintain the morale of the British public during the Blitz? 	<ul style="list-style-type: none"> -Blitzkrieg -Invasion -British Expeditionary Force -Dunkirk -Provenance -Context -Spitfire -Hurricane -Messerschmitt -Empathy -The Blitz -ARP -Censorship -Propaganda -Morale
9	SUM1	JDJ	World War 2 1941-45	How the Americans entered the war via Pearl Harbour, the causes and horrors	-Students examine the bombing of Pearl Harbour via a series of relevant sources	<ul style="list-style-type: none"> Cold Calling -Questioning -Paired/group work 	<ul style="list-style-type: none"> -Did the Americans deliberately provoke the 	<ul style="list-style-type: none"> -Provocation -Radar -Anti-Semitism

				<p>of the Holocaust and how the war in the Pacific was concluded by the use of the Atomic Bomb</p>	<ul style="list-style-type: none"> -Students consider whether the Americans deliberately precipitated the attack on Pearl Harbour via their actions 1939-41, by looking at a range of evidence from the time -Students consider the history of anti-Semitism before WW2, including connections with Hitler's own background -Students examine a range of sources from Germany 1933-39 in relation to anti-Semitism, including the role of the SA, the Nuremburg Laws and Kristallnacht -Students analyse the changing approach to Jewish people as more came under the control of the Nazis during their occupation of Europe -This includes The Ghettoes, Firing Squads and the Extermination Camps -Students consider the war in the Pacific and the Japanese notion of 'Death before Dishonour', as well as the treatment of Allied prisoners of War -Eyewitness account of the effects of the bomb -Source based interpretations investigation of why the Americans used the Atomic Bomb, including to save 	<ul style="list-style-type: none"> -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment 	<p>Japanese at Pearl Harbour?</p> <ul style="list-style-type: none"> -How were Jewish people treated in Germany 1933-39? -What was Nazi policy towards the Judaism in Europe 1939-45? What were the effects of the first Atomic Bombs? Why id the Americans drop the Atomic Bomb in 1945? 	<ul style="list-style-type: none"> -Nuremburg laws -Propaganda -Star of David -Exodus -Kristallnacht -Ghettos -Firing Squads -Death Camps -Final Solution -Auschwitz -Belsen -Death before dishonour -POWs -Manhattan Project -Oppenheimer -Truman -Kamikaze -Mushroom Cloud -Enola Gay -Hiroshima -Nagasaki -Radiation Sickness -Revenge -Cold War -Communism -Eastern Europe
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					American Lives, to punish the Japanese, to send a message to the USSR and to test their new weapon			
9	SUM2	JDJ	Medieval Medicine	Analysis of change & continuity, and how themes of cause, treatments and the role of doctors developed in Medieval Britain	<ul style="list-style-type: none"> -Students study the theories of ancient medics, such as Hippocrates and Galen and how these ideas were still relevant in the Medieval World -Students look at Medieval beliefs regarding the cause of illness -Students examine medieval beliefs regarding the cures of illness -The differing availability of medics according to wealth -Comparison of Medieval Hospitals with those of the present day in terms of personnel, treatment, funding, building, diagnosis -A case study of the Black Death, comparing cause and cure to the student's knowledge of Medicine in the Middle Ages 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Common Assessment task 	<ul style="list-style-type: none"> -Who were Hippocrates and Galen? -What did they think caused disease in the Middle Ages? -How did people believe disease was cured in the Middle Ages? -What was your choice of doctor in the Middle Ages? -How did Medieval hospitals differ from those of the present day? -Does the Black Death confirm what we know about causes and cures to illness in the Middle Ages? 	<ul style="list-style-type: none"> -Change -Continuity -Miasma -Supernatural -Trephining -Astrology -Hippocrates -Galen -Four Humours -Theory of Opposites -Religion -Physician -Apothecary -Barber Surgeon -Wise Women -Pilgrimages -Monasteries -Government -Charity -Black Death -Punishment -Bleeding -Purging -Leeches
10	AUT 1	JDJ	The Renaissance & 1700-1900	Change and Continuity, Medicine in Britain 1700-1900	-Students look at how the Renaissance led to a re-birth of Roman and Greek ideas about	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work 	-How did Vesalius correct the work of Galen?	<ul style="list-style-type: none"> -Renaissance -Vesalius -Fabric of the Human Body

					<p>technology, art etc and its impact on Medicine</p> <ul style="list-style-type: none"> -This includes Vesalius and how religion relaxed to permit dissection and advances in anatomy -It also includes Harvey and how he proved that blood circulates -Sydenham and a profile of how he developed the classification of illnesses in Britain -How and why Pare developed surgery due to war and technology -The role of the Royal Society in promoting scientific ideas -Improvements in the training of doctors -A comparison of cause and cure of the Black Death 1348, with those of the Great Plague of 1665 to analyse change and continuity -An analysis of whether the Renaissance was a time of change or continuity, via the examination of a range of critical factors including technology, war, exploration, science, knowledge of cause and cure of disease - Evaluation of Germ Theory of Disease, including analysis of relevant factors and source 	<ul style="list-style-type: none"> -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and working at grades 	<ul style="list-style-type: none"> -How did William Harvey prove the circulation of blood and why did this have limited impact at first? -Was Thomas Sydenham a man of the Renaissance? -Why was Pare able to improve surgery? -What improvements were made in the training of doctors? -How far had cause knowledge of cause and cure improved in the Plague? -Was the Renaissance a time of change or continuity? -What was Germ Theory of disease? -What was the impact of Pasteur's discovery? 	<ul style="list-style-type: none"> -Titian -Anatomy -Religion -Dissection -Titian -Technology -Printing Press -Harvey -Physiology -The Motion of the Heart and Blood in Animals -Observations Medicinae -Factors -The Royal Society -The Royal College of Physicians -Body Snatchers -The Great Plague -Miasma -Spontaneous Generation -Pasteur -Koch -Scutari -Crimea -Florence -Nightingale -Mary Seacole -Notes on Nursing
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					work on the work of Robert Koch -The work of Florence Nightingale and her contribution to the professionalisation of nursing and the development of hospitals		-How did Koch develop Pasteur's ideas? -What factors were involved in the development of Germ theory? -How did Florence Nightingale develop hospitals and nursing?	-St Thomas's hospital nursing Training School
10	AUT2	JDJ	Medicine in Britain 1700-1900 (cont) & 1900-Present	Change and Continuity in Medicine 1700-Present	-The role of Anaesthetics and Antiseptics in developing surgery and criticisms of each -Edward Jenner and the development of vaccinations, including significance, criticisms and relevant factors -Problems in Public Health in Britain and how these were addressed by the first (1848) and second (1875) public health acts -Cholera, John Snow and how he used the Broad Street Pump as a way of proving the connection between dirty water and cholera -The development of DNA and Genetics -Diet, Lifestyle and technology -Magic Bullets -Factors in the development of the NHS	-Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and working at grades	-How did Anaesthetics develop surgery? -How did antiseptics end the 'Black period' in surgery? -How significant was Edward Jenner? -What were the issues with the 1st Public Health Act and how did the second address these problems? -How did Snow prove the link between dirty water and Cholera?	-James Simpson -Ether -Chloroform -Hannah Greener -The Black Period in Surgery -Joseph Lister -Carbolic Acid Solution -Vapouriser -Inoculation -Smallpox -Cowpox -Vaccination -Edwin Chadwick -Reform Act 1867 -Bazalgette -The Great Stink -John Snow -Broad Street Pump

					<ul style="list-style-type: none"> -Interpretations of the NHS -Government legislation in the C20th, including the Clean Air Acts, Vaccination and advertising campaigns -Factors relating to the development of penicillin -The fight against Lung Cancer and improvement in survival rates: Science, Technology and Government 		<ul style="list-style-type: none"> -Was 1700-1900 a time of change or continuity? -How has DNA developed medicine in the C20th? -How can we use technology to diagnose illness? -How were magic bullets developed and why were they such a breakthrough? -Why was the NHS introduced? -How has the NHS improved access to care? -What are interpretations of the NHS? -Why was there rapid progress in preventative Medicine in the C20th? -How was penicillin developed? -Why have survival rates from lung cancer improved? 	<ul style="list-style-type: none"> -DNA -Genetics -Watson, Crick and Franklin -Laparoscopic -PET/CAT scans -Robotic Surgery -Salvarsan 606 -Prontisil -M&B 693 -Liberal Reforms -World War 2 -The Welfare State -Preventative medicine -Legislation -Vaccination -Advertising -Penicillin -Anti-biotic -Technology -War -Government -Bronchoscope -Chemotherapy -Radiotherapy
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10	SPR 1	JDJ	The British Sector of the Western Front 1914-18	Injuries, Treatment and the Trenches	<ul style="list-style-type: none"> -Developments in medicine in relation to WW1; Aseptic surgery, X-rays and Blood Transfusions -Trench Warfare, Key battles and tactics -Transportation of the wounded -Injuries and Conditions -Dulce et Decorum Est -RAMC and FANY -The Chain of Evacuation, including the Regimental Aid Post, Advanced Dressing Stations, Casualty Clearing Stations and Base Hospitals -Treatments for Infection -Mobile x-Rays and the Thomas Splint -Blood Transfusions, Brain Surgery and Plastic Surgery -Role of the blood transfusions in the Battle of Cambrai 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and working at grades -End of unit assessment 	<ul style="list-style-type: none"> -What application did new techniques have on Medicine in relation to World War 1? -What were the major battles of WW1? -How useful are Sources E & F in explaining the problems faced by stretcher bearers? -How useful are the sources for a study of the effects a gas attack in WW1? -How useful are sources C & D for an inquiry into treatment at ADS on the Western Front? -How did medicine on the Western Front influence new methods in Medicine? -How were new methods of surgery 	<ul style="list-style-type: none"> -Aseptic -X-Rays -Roentgen -Transfusion -Blood Groups -Ypres I, II & 3 -The Somme -Arras -Cambrai -Provenance -Context -Personal Account -Eyewitness -Expert Witness -Censorship -Cross Reference -Trenchfoot -Trench Fever -‘Shell Shock’ -Shrapnel -Chlorine -Phosgene -Mustard Gas -Wilfred Owen -RAMC & FANY -RAP, ADS, CCS & Base Hospital -Wound excision -Carrell-Daykin method -Thomas Splint -Blood Bank -Harold Gillies -Pedicle Tube
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							pioneered on the Western Front?	
10	SPR2	JDJ	The American West c1835-c1895	Part 1: Early settlement of the West	<ul style="list-style-type: none"> -Survival on the Great Plains -Structure of Native American Society -Horses and Buffalo -Native American Beliefs on Land, Nature and Warfare -The role of the Permanent Indian Frontier, the War with Mexico and the Indian Appropriations Act in changing Government policy -Analysis of the roles of the financial crisis in the East, the Oregon Trail, the California Gold Rush of 1849 and Manifest Destiny in influencing westward migration -Problems in migration, including the experience of the Donner Party -The Mormon Migration; why they went, the migration and why they made a success of the Great Salt Valley -The problems and solutions of farming the Great Plains -Tension between the settlers and the Native Americans and the Fort Laramie Treaty of 1851 -Lawlessness in the early mining towns -How these early issues were tackled 	<ul style="list-style-type: none"> Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and working at grades 	<ul style="list-style-type: none"> -How did the Sioux survive on the Great Plains? -How did Native American beliefs differ from those of the white settlers? -Write a narrative account analysing the ways in which the US Government policy towards the Plains Indians developed in the period 1835-51 -What factors were instrumental in early migration to the West? -What were the problems in migration and why did the Donner party fail so spectacularly? -Write a narrative account 	<ul style="list-style-type: none"> -The Tepee -Buffalo -The Sioux -The Great Spirit -Vision Quest -Scalping -Counting Coup -Black Hills of Dakota -Permanent Indian Frontier -Indian Territory -Reservations -Indian Appropriations Act 1851 -Push and Pull factors -Oregon Trail -Gold Rush -Manifest destiny -Rocky Mountains -Sierra Nevada -Cannibalism -Mormons -The Danites -Joseph Smith -Polygamy -Mormon Bank -Brigham Young -Persecution

							analysing the main events of the Mormon Migration -What were the problems and solutions of farming the Great Plains? -What were the consequences of the Fort Laramie Treaty of 1851? -What were the problems in law and order and how successfully was it dealt with?	-Great Salt Valley -Sulky Plow -Wind Pumps -Legislation -Dry Farming -Turkey Red -Infestation -Fort Laramie Treaty 1851 -Compensation -Independence -Culture Clash -Claim jumping -Salting a claim -Prostitution -Gambling -Miner's Courts -Vigilantes -Marshalls -Sheriffs -Nepotism -Racist Crime
10	SUM1	JDJ	The American West c1835-c1895	Part 2- Development of the Plains	-The Civil War and its impact on the introduction of the Homestead Act of 1862 and the Pacific Railroad Act of 1862 -Role and relative success of the Timber and Culture Act in addressing issues with the Homestead Act -Continued issues in law and order, including problems caused by the Civil War and Cownowns	Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment	-Why did the Open Range come to an end? - Write a narrative account analysing the ways in settlement in the West developed in the years 1876-1895.	-Civil War -Homestead Act -160 acres -Nebraska -Pacific Railroad Act -Promontory Point -Timber and Culture Act -Speculators -Wild Bill Hickok -The Reno Gang

					<ul style="list-style-type: none"> -The Growth and development of the cattle industry -Cattle Ranching v's the Long Drive and how the lives of the cowboys changed -Conflicts between Ranchers and Homesteaders -How colonisation of the Plains impacted upon the lives of the Native Americans, including the impact of the railroad, the cattle industry and gold miners -President Grant and Government Reservations Policy -Little Crow's War, the Sand Creek Massacre, Red Cloud's War and the second Fort Laramie Treaty 1868 -Was the 2nd Fort Laramie Treaty a victory for Red Cloud? Reasons for changes in the Cattle Industry, including the Great Die Up, Soil Erosion and a Fall in demand -Settlement and Migration 1876-1895, including the Exodusters and the Oklahoma Land Rushes -Reasons for why problems in Law and Order persisted, including poverty, geography, lawmen, scarce resources, fear, attitudes, the justice system and racism 	<ul style="list-style-type: none"> -Individualised feedback and working at grades 	<ul style="list-style-type: none"> -How did Wyatt Earp and Billy the Kid reflect continuing issues with Law and Order? - Explain two consequences of the Johnson County War OR -Explain the importance of the Johnson County War for relations between Homesteaders and Cattlemen OR -Write a narrative account explaining the causes, events and consequences of the Johnson County War -What were the consequences of the Battle of the Little Big Horn -Was Wounded Knee a Massacre? 	<ul style="list-style-type: none"> -Goodnight & Loving Trail -Joseph McCoy -Abilene -Chisum Trail -John Iliff -Refrigerated carriages -Cross breeding -Cattle Rustling -Sleeping under the stars -Branding -The Cookhouse -The Bunkhouse -Sod houses -Railways -Cattle Ranchers -Gold Prospectors -President Grant -Little Crow -Cheyenne -Black Kettle -Sand Creek -Fort Kearney -Fetterman's Trap -Bozeman Trail -Black Hills of Dakota -Sitting Bull -Crazy Horse The Great Die Up -Smaller Ranches
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					<ul style="list-style-type: none"> -Causes, events and consequences of the Johnson County War -The Battle of the Little Big Horn and it's consequences, including the Wounded Knee Massacre -Economic and Political reasons for the massacre of the Buffalo -How the Reservations were used to control the Native Americans -The Dawes Act; its aims and significance 		<ul style="list-style-type: none"> -Explain the importance of the destruction of the buffalo (x) in the end of the Native American way of life (y) -Explain the importance of the Reservations in the assimilation of the Native Americans -Explain the significance of the Dawes Act in the destruction of the Native American way of life 	<ul style="list-style-type: none"> Supply and demand -Exodusters -Kansas -Benjamin Singleton -Oklahoma Land Rushes -Billy the Kid -Wyatt Earp -Wyoming Stock Growers Association -Jim Averill -Ella Watson -General Custer -Mineral Rights -Winchester repeating rifles -Big Foot -Ghost Dance -7th Cavalry -Military Schools -Hunting and Farming -Corrupt Agents -Tribal chiefs and councils -Assimilation -Citizenship
10	SUM2	JDJ	Elizabethan England 1558-1588	Queen, Government and Religion Challenges, Home and Abroad	<ul style="list-style-type: none"> -Society and Government, the role of Parliament, the Secretary of State and the Monarch 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework 	<ul style="list-style-type: none"> -Who was most significant in running Elizabethan England? 	<ul style="list-style-type: none"> -Divine Right -Monarchy -Patronage -Proclamations -Legitimacy

					<ul style="list-style-type: none"> -Strengths, weaknesses and challenges, including gender, legitimacy, finances, France and Spain -Religious Differences and Elizabeth's religious settlement, including the Act of Supremacy, the Act of Uniformity and Royal Injunctions -The Catholic and Puritan challenges, including crucifixes, vestments, the Papacy, the Nobility and foreign Powers -The issue of Mary Queen of Scots and why Elizabeth imprisoned rather than executed her -The Northern Revolt. Causes, Key Events and Consequences -Catholic Plots against Elizabeth, including the Ridolfi, the Throckmorton and Babington Conspiracies -The execution of Mary Queen of Scots; causes and consequences -Drake's circumnavigation of the globe, its outcomes and consequences -Religious and political rivalry; England France and Spain, including the Netherlands, the Pacification of Ghent and events 1580-84 -Elizabeth's foreign policy 1585-88, including the Spanish 	<ul style="list-style-type: none"> -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and working at grades 	<ul style="list-style-type: none"> -What Elizabeth's position upon ascension to the throne? -What were the features of the Religious Settlement and what was its impact? -How serious were the Puritan and Catholic challenges? -Why did Elizabeth choose to keep Mary captive? -What were the causes and consequences of the Northern Revolt? -What did plots against Elizabeth have in common? -Why did Elizabeth execute Mary Queen of Scots and what were the consequences? 	<ul style="list-style-type: none"> -Gender -Debt -Mary Queen of Scots -Reformation -Act of Uniformity -Act of Supremacy -Royal; Injunctions -Papacy -Papal Bull -Counter Reformation -Revolt of the Northern Earls -Sea Beggars -Genoese Loan -Dauphin -Lord Darnley -Earl of Bothwell -Earl of Westmoreland -Earl of Northumberland -Robert Dudley -William Cecil -Council of the North -Ridolfi -Throckmorton -Babington -Walsingham -Duke of Guise
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					<p>Netherlands, Drake, the Treaty of Berwick and Ostend</p> <p>-The Spanish Armada; causes, events, outcomes and consequences</p>		<p>-What was the significance of Drake's circumnavigation of the globe?</p> <p>- 'The decline in Anglo-Spanish relations in the years 1569-85 was caused by Elizabeth I'. How far do you agree?</p> <p>-Was Elizabeth's foreign policy 1585-88 a success?</p> <p>-Why did England defeat the Spanish Armada?</p>	<p>-Act for the preservation of the Queen's safety</p> <p>-Phillip II of Spain</p> <p>-Sir Francis Drake</p> <p>-The Golden Hind</p> <p>-Circumnavigation</p> <p>-New Albion</p> <p>-Mercenary</p> <p>-Spanish Netherlands</p> <p>-Duke of Alencon</p> <p>-Duke of Parma</p> <p>-Portugal</p> <p>-Singeing the King of Spain's beard</p> <p>-Treaty of Berwick</p> <p>-Ostend</p> <p>-Zutphen Fort</p> <p>-Dudley's recall</p> <p>-Galleons</p> <p>-</p> <p>Manoeuvrability</p> <p>-Duke of Medina-Sidonia</p> <p>-Crescent formation</p> <p>-Fireships</p>
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								-Battle of Gravelines
11	AUT1	JDJ	Elizabethan England 1558-1588	Elizabethan Society in the age of exploration	<ul style="list-style-type: none"> -Education in the home, schools and universities -Sport, Leisure and the Theatre -Who were the poor and the problems of poverty and vagabondage in the Elizabethan era -Differences in the poor, including the impotent v's able-bodied poor -Measures to deal with the problem of poverty in Elizabethan England -Investigation of why the Elizabethan's began to explore the world, including Drake's circumnavigation of the globe -Raleigh and the colonisation of Virginia -Reasons for the failure of the colonisation of Virginia, including resistance, inexperience, the colonists and the voyage 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and working at grades -Mock Examination/PPE -End of unit assessment 	<ul style="list-style-type: none"> -How did education change in Elizabeth England and what was its impact? -What were the main features of Tudor sports, leisure and pastimes? -Why was there a problem with poverty in the Elizabethan era? -What were the features of Elizabethan poor relief? -Why did the Elizabethans explore the world? -How did Rayleigh plan the colonisation of Virginia? -Why did the colonisation of Virginia fail? 	<ul style="list-style-type: none"> -Grammar Schools -Dame Schools -Petty Schools -Labourers -Oxford and Cambridge -Football -Cock Fighting -Bear Baiting -Literature -Theatre - Shakespeare -Poverty -Supply and Demand -Enclosure -Unemployment -Vagabondage -Rogues -Deserving Poor -Statute of Artificers -Vagabonds Act -Poor Relief Act -Triangular trade -Martin Frobisher -Navigation -Cartography -Sir Walter Raleigh -Colonisation -Virginia

								<ul style="list-style-type: none"> -Manteo -Wanchese -Investment -Illness -Trans-Atlantic -Winghina -Roanoke
11	AUT2	JDJ	Weimar and Nazi Germany	The Weimar Republic 1918-29 & Early Years of the Nazi Party	<ul style="list-style-type: none"> -The constitution and organisation of Germany after WW1 -The challenges Weimar faced from the Left and the Right -The challenge of Hyperinflation -Gustav Stresemann and reconstruction -The Weimar Golden Age Origins of the Nazi Party 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and working at grades -End of unit assessment 	<p>What was the Weimar Constitution?</p> <p>How had Germany been impacted by WW1?</p> <p>What challenges were posed by the Spartacists?</p> <p>What challenges were posed by the extreme right?</p> <p>How did hyperinflation challenge Weimar?</p> <p>How did Germany recover under Gustav Stresemann?</p> <p>To what extent was there a golden Age in Germany?</p> <p>What were the origins of the Nazi party?</p>	<ul style="list-style-type: none"> Capitalism Treaty of Versailles Stabbed in the back Hyperinflation Communism Spartacists Putsch Constitution Reichstag

							How did the Munich Putsch influence the development of the Nazi Party?	
11	SPR1	JDJ		Early Years of the Nazi Party 1919-33 & Nazi Control and Dictatorship	<p>The role of Hitler in expanding Nazi support</p> <p>Consequences of the Munich Putsch</p> <p>The low years of the Nazi Party</p> <p>Unemployment and its impact</p> <p>Growth in support for the Nazi Party</p> <p>Events leading up to Hitler's chancellorship</p> <p>How did Hitler establish dictatorship</p> <p>The Reichstag Fire</p> <p>Enabling Act</p>	<p>-Cold Calling</p> <p>-Questioning</p> <p>-Paired/group work</p> <p>-Homework</p> <p>-Retrieval practice</p> <p>-Whole class feedback</p> <p>-Peer Assessment</p> <p>-Self-Assessment</p> <p>-Individualised feedback and working at grades</p> <p>-Mock Examination/PPE</p> <p>-End of unit assessment</p>	<p>What role did Hitler play in expanding support for the Nazis?</p> <p>What were the impacts of the Munich Putsch on Nazi policy?</p> <p>Why was 1924-28 a period of stagnation for the Nazis?</p> <p>What was the impact of unemployment on Germany and the Nazi Party?</p> <p>Why did support for the Nazis increase after 1929?</p> <p>How did Hitler become Chancellor?</p> <p>How did the Reichstag fire secure Hitler's position?</p>	<p>NSDAP</p> <p>Gauleiter</p> <p>Goering</p> <p>Goebbels</p> <p>Election</p> <p>Munich Putsch</p> <p>Reichstag Fire</p> <p>Enabling Act</p> <p>Propaganda</p> <p>Wall Street Crash</p> <p>Unemployment</p>

11	SPR 2	JDJ		<p>Nazi Control and Dictatorship & Life in Nazi Germany 1934-9</p>	<p>Night of Long Knives Censorship and Coercion Creating the Police State Use of Propaganda Youth Opposition Education in Nazi Germany Life for workers in Nazi Germany Treatment of minorities</p>	<p>-Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and working at grades -End of unit assessment</p>	<p>How did the Nazis reduce opposition within their party? How did Censorship help create the police state? How did the role of the SA, SS and SD help shape the police state? How did propaganda enable the Nazis to control Germany? What opposition to the Nazis came from Youth groups? How did living standards change in Nazi Germany? How were women treated in Nazi Germany? What was the role of education and the Hitler Youth? How were minorities</p>	<p>Censorship Knight of Long Knives Ernst Rohm SS SA SD Gestapo Dachau Concentration Camp Strength through Joy Beauty of Labour Volkswagen Autobahn Hitler Youth Edelweiss Pirates Swing Youth</p>
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							treated in Nazi Germany	
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