



## HISTORY

### History

#### **Why is the study of History important?**

History means, in its simplest form: the past. However, it is also about what historians have actually written about the past. It provides us with a way to make sense of current affairs. The study of History is critically important, as everything which is happening around us has been influenced by, and is a direct result of, that which preceded it. In this way, the study of History is explicitly relevant to all of us.

Its study will make you question the world around us and encourage you to develop a deeper understanding of why certain people act as they do. Looking at the history of the East and West, we can see why political tensions between the two have continued on after the end of the Cold War, and arguably remain today. In reading the history of the USA, we can see why racial tension continued on beyond the abolition of slavery, and is a key issue still at the forefront of American life. When studying the history of Britain, we can see the effects of migration on our cultural identity; and how this is an issue which leads to considerable debate in our society. When studying History, it is evident that there are patterns in human behaviour which tend to repeat themselves. Whether it is the role of a charismatic leader such as Churchill, or even charismatic dictators like Caesar through to Hitler, or the significance of religion in human conflict, humans have a habit of ignoring contributing factors which can lead to wars and oppression. It is the role of History and the historian, to comment on such events and attempt to avoid it in the future.

From Year 7 you will have the exciting opportunity to study the history of our nation and how people's lives have shaped it. You will get the opportunity to learn about the influence that Britain has had on the world, and focus on times such as when it was referred to as "the workshop of the world"; a point in history where you could rightly claim that the "sun never set on the British Empire". As well as examining Britain's influence on a global scale, you will have the opportunity to examine the influence that global events have had on the shaping of our nation. Across your study, you will be introduced to key historical concepts such as change and continuity, cause and consequence, and significance and you will use these in lessons to draw conclusions, analyse trends and

patterns in history and frame historically-valid questions. Your study of History will encourage you to think deeply and help you more effectively analyse; and then prioritise information, which will allow you to make informed decisions – a great life skill that all universities and employers will appreciate.

Across your study you will explore key themes such as the struggle between the church and crown, and the impact that this had on the ruling classes but also on the lives of the ordinary people. You will examine how this struggle led to defining moments in our history like Henry VIII's break with the Roman Catholic Church, and how his religious conflicts caused later problems for monarchs such as Elizabeth I as she faced the consequences of religious tensions and conflict during her reign. Lessons will provide a wide range of opportunities for you to frame your own historical questions, and through the use of the methods of historical enquiry, will enable you to make supported judgements to answer them.

History is a subject which contains the best debates and the best arguments; you will examine key historical debates such as: Was Dunkirk a triumph or disaster for the British military? Was Winston Churchill a British hero or a war criminal? Was the British Empire a positive influence on the world? Was King John really all that bad? And, was the First World War, a total disaster in which millions of innocent people were led to their slaughter, or a just war that put an end to the imperialist ambitions of an autocrat and an attempt to stand up for the rights and freedoms of the people of Europe? Seems challenging - you are going to love it! History will broaden your mind!

I bet you can't wait to get started!

### **What skills will the study of History teach you?**

You are a citizen in this world and you need to know about the various consequences of the decisions taken by the people of the past, to provide you with a broad cultural awareness. It will teach you to:

- **Analyse issues and events**
- **Express your ideas both orally and in written form**
- **Put forward ideas and arguments in a concise manner**
- **Gather, investigate and assess materials**
- **Base conclusions on research and generate further ideas**
- **Organise material in a logical and coherent way**
- **Be independent**
- **Pose questions and seek answers – A love of enquiry!**

### **What will you know and understand from your study of History?**

- You will understand people and societies. The study of History allows us to investigate how people and societies behave. Information from the past must serve to explain why we, as people, behave as we do in society. Students need to develop some sense of how societies function, simply to run their own lives.
- You will understand modern events and current issues. The past causes the present and so the future. Anytime we try to find out why something happened we have to look for factors that took shape earlier.
- Studying History will test your own moral sense. People throughout history have been in situations and difficult circumstances whereby they have had to make hard choices. For example, was Neville Chamberlain right in appeasing Hitler in the 1930s or did he in fact make the Second World War an inevitability? Was Churchill right to sink the French naval fleet after they surrendered in World War Two, despite being Allies only days before?

### **How does your study of History support your study in other subjects?**

Study of any subject in our curriculum takes full advantage of links with other subject areas- we term these as interdisciplinary links and we make the most of them because we know that deep learning requires the transference of knowledge and skills from one topic of learning to another. Once you can transfer your learning across topics and subject areas then you are really mastering what you know and how to apply your understanding and skills.

History touches on so many other subjects such as Geography and English Literature, any subject that analyses information, asks you to look at patterns and trends, requires you to construct a coherent and well-structured argument. You will learn methods of thinking and research that are widely applicable to other subject areas helping your thinking in all subjects.

Across the teaching of subjects, teachers will make reference to your learning in other areas such as History and this will help you to develop your understanding. There are even opportunities to apply this learning in Y7 and 8 when interdisciplinary study days are organised to deepen your understanding

across the curriculum such as when our History and English departments work together to explore whether war poetry/literature has actually distorted our view of World War One.

### **How can you deepen your understanding of History?**

The History department at Outwood Academy Ormesby offers lots of great opportunities for you to really engage with this fabulous subject. Our Year 7 and 8 enrichments offer a range of different after school sessions to engage students in History for example our History Club which takes place after school every week.

As part of the Year 7 and Year 8 curriculum, we ensure that students are given the opportunity to study the history of their local area, in order for them to examine how national and international events have impacted their local society. In year 7 through our Medieval unit, students are given the opportunity to undertake a research task on Helmsley Castle.

In Year 10 and 11 we encourage students to attend enrichment opportunities to support their studies at GCSE. For our Year 10 and 11 students we have several online platforms to further enhance what is offered within school. Students can use Quiz.Outwood.Com in order to test their recall of the key units they are studying at GCSE. This also provides a gap analysis for students, so they are able to see their areas of weakness, so they focus their revision further. Our History revision website also provides students with a wide range of resources to help them prepare for their GCSE exam. The website also includes revision tips and guides students to the appropriate revision material should parents wish to buy them. We have links to Middlesbrough and Prior Pursglove College and are able to provide GCSE students with appropriate resources and reading materials to give them a taste of what they would study at A- Level.

Across the Trust, historical visits are offered to students. These trips are designed to enrich classroom experiences and to inspire a deeper interest in the subject of History.

Why not join and take a look at what the History Department offers in your school and get involved! Become a historian!

### **How are you assessed in History?**

Throughout the 5 year History course you are assessed using the following assessment objectives which ensure that you can cumulatively build your subject understanding in preparation for future GCSE. There are regular assessment points each year that we term Praising Stars©. For younger years we base our assessment on our subject mapping of the age related expectations across the curriculum, assessing students' performance at their current stage of study

against expectation. At GCSE we make informed predictions informed by our holistic assessment of their progress against the key assessment objectives and their aspirational GCSE targets. These are also the basis for any appropriate support and intervention.

### **Key Assessment Objectives**

**AO1:** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied

**AO2:** Explain and analyse historical events and periods studied using secondorder I historical concepts

**AO3:** Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied

**AO4:** Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied

### **How can History support your future?**

Of course we offer the study of GCSE and A Level History and we encourage your continued study in this fantastic subject. Yet we know that choice and personal interest are important aspects of worthy study. Whether you have continued your study of History into GCSE or A level or not you will have gained access to this enriching subject and its study will have taught you to think differently and deeply.

History is offered at most prestigious universities either as a single honours or a joint honours subject studied alongside other disciplines e.g. History of Art, History and French, Archaeology, History and Philosophy, History and Politics, History and English. The very fact that you have been able to study History e.g. historical thinking will help your future application be they for colleges, universities, apprenticeships or employment.

Careers that the study of History supports include:

- Legal profession
- Journalism
- Archivist
- Writer
- Media
- Public sector administration

- Politics
- Business and commerce
- Museum curator
- Teaching

## **CURRICULUM PROGRESSION PATHWAY FOR HISTORY AT OUTWOOD ACADEMY ORMESBY**

### **Year 7 & 8 Curriculum Topic Delivery Plan**

Year 7 and Year 8 need to be seen as an opportunity to build the skills and core knowledge required in order for our students to excel in History. These years are to be used not to repeat content being delivered in Years 9, 10 and 11; but to allow us to build horizontal links to the GCSE topics, embedding within our students the core knowledge required to succeed in the discipline of History.

**The key requirements which every Year 7 and Year 8 curriculum needs to include are as follows:**

**Chronology:** Students must have a secure understanding of time periods and centuries. They must understand terms such as the nineteenth century and know that a reference in the question to the outbreak of cholera in 1854 was during the nineteenth century. In the current specification there are too many cases where students fail to score any marks because the question was about the nineteenth century and they wrote about dates in the 1900s. Students should understand chronological terms, such as medieval, Middle Ages, Renaissance, modern, and that, for example, 'the 1500s' is the sixteenth century and that 'c1900' means 'around 1900'.

**Thematic Study:** Should require students to develop the ability to understand change and continuity across a long period of History, including the most significant characteristics of the different ages. They should reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history. These thematic studies should be seen not in terms of coverage of an extended period, but as the tracing of significant threads in the theme across the chronological range.

### ***How does this develop historical skills?***

*The study of history often focuses heavily on change but the study of a longer time scale allows students to understand that change can occur at different rates and that change can co-exist with continuity. Students will appreciate the role of factors which both prompt and influence change but they will also develop an understanding that 'change' is not always the same as 'progress' and that key changes may be dependent on long-term developments. They will gain a better understanding of the importance of social attitudes and values and gain a deeper understanding that a factor may play a significant role in one time period but a minor role in another. These are all important aspects of historical understanding which are difficult to develop when studying shorter timescales of c50 years.*

### ***What your thematic study may focus on:***

- *Medicine in the ancient world*
- *Crime & Punishment*
- *Warfare*
- *Migration*

**Historic Environment Study:** Should focus on one particular site in its historical context. The study should examine the relationship between a place and historical events and developments. The focus of study may range in scale from, for example, a particular building or part of a building to a city or rural landscape/setting. This study may be linked to any other part of the course or may stand alone.

### ***What your historic environment study may be:***

- *Whitechapel*
- *London and the Second World War*
- *Fountains Abbey*
- *Pontefract Castle*

**Local History Study:** Local history helps to engage students with historic environments and link national and global events to their own locality. This should be an investigation into the local region, and examine the impact large scale events such as industrialisation, war, depression, religious change, had on the local area. It may well be that your local history study links to the historic environment study, or you may choose to link this study into the teaching of a wider unit. For example, Outwood Academy Ripon may choose to incorporate a study of Fountains Abbey and monasticism into their medieval unit.

### **Content to include within Year 7 & Year 8 curriculum**

The units below are all essential in ensuring that our year 7 and 8 students get a broad and balanced History curriculum. At Outwood Academy Ormesby we specifically study; The Roman Invasion and its impact on Britain, The Norman Conquest, Medieval life in England, The Tudors, The Stuarts, World War One, World War Two, Women's Suffrage and The Civil Rights Movement in the USA and Britain.

**Medieval Unit:** Key terms/concepts you may cover include; the power of the church in medieval society and the role religion played in everyday life. Coverage of this allows for future links to be made to the medieval unit within the Medicine in Britain course that students will study in Year 9. It would also be useful to cover the problems faced by medieval monarchs as this will provide background knowledge for the later study of the Tudors.

***What your medieval unit may be:***

- *Norman Conquest*
- *Medieval life*
- *The development of Castles*

**Key Terms students should know:** Monarch, Baron, Peasant, Tithe, Pope, Clergy, Merchant, Pilgrimage, Priest, Revolt

**Early Modern Unit:** It is important to include a unit on early modern history to maintain the narrative of British History. Key terms/concepts you may cover include; the growth in the influence of Parliament and the challenge to the power of the monarchy and the concept of the divine right to rule. Coverage of this allows for future links to be made to the renaissance unit within the Medicine in Britain course that students will study in Year 9. Coverage of the Tudors and Stuarts is critical for our students, as this will be preparatory work that can be built on further in Years 9, 10 and 11. Students will gain an understanding of English society in this period. There will be coverage of religious change – the reasons for this change, and the impact on religion within England and the relationship England had with other countries within Europe at the time. An understanding of the key differences between the Catholic, Protestant and Puritan church should be covered, as should the role of government and parliament within England at this time.

***What your early modern unit may be:***

- *Tudors & Stuarts\**
- *English Civil War*
- *British America*
- *Piracy*

**Key Terms students should know:**

Vagabond, Catholicism, Church of England, Divine Right, Government, House of Lords, House of Commons, Pope, Parliament, Privy Council

**Modern Unit:** This is a unit in which departments can really demonstrate History's relevance to our modern society by examining a historical event/period which has had a profound impact on our society today. If we consider the impact of the end of World War Two and the division of Germany, leading to the emergence of the USA and Soviet Union as superpowers with vastly different ideologies, we can investigate the relevance that these issues bring to bear today. Key terms/concepts you may cover include; the different ideologies of democracy/dictatorship, communism/capitalism, political spectrums – with students examining the differing beliefs of left and right wing political groups. Coverage of this allows for future links to be made to the World War One historic environment and also provides preparatory work for links to the Weimar and Nazi Germany unit that students will study in Year 10.

***What your early modern unit may be:***

- *Cold War*
- *Women's Suffrage*
- *Russia & the Soviet Union*
- *USA*

**Key Terms students should know:**

Trench warfare, Armistice, Capitalist, Communist, Depression, Fascist, Ghetto, Rearmament, Reparations, Republic, Treaty of Versailles, Holocaust

**World History Unit:** This is another unit whereby departments can demonstrate to students the relevance of the study of History, as this unit is important in students being able to understand the modern world and current events. It also provides departments with an opportunity to study an area or topic which is non-British to provide a point of comparison for students and to allow them to study societies and cultures which may be vastly different to their own.

***What your world history unit may be:***

- *Conflict in the Middle East*
- *Mao's China*
- *Vietnam*

- Korea

**Civil/Political rights issue:**

***What your civil/political rights unit may be:***

- Northern Ireland
- USA
- Australia
- Women's suffrage

**HISTORY CURRICULUM PROGRESSION PATHWAY AT OUTWOOD ACADEMY ORMESBY**

	<b>YEAR 7</b>	<b>YEAR 8</b>	<b>YEAR 9</b>	<b>YEAR 10</b>	<b>YEAR 11</b>
<b>Autumn 1</b>	<p><b>Introductory Lessons</b></p> <p><b>Including:</b></p> <ul style="list-style-type: none"> <li>- What is History?</li> <li>- Preview Quiz</li> </ul> <p><b>Pre-Medieval Britain</b></p> <p><b>Roman Britain</b></p>	<p><b>Early Modern Unit Stuart England</b></p> <p>Including:</p> <ul style="list-style-type: none"> <li>- Who was responsible for the Gunpowder Plot of 1605?</li> <li>- What role did Charles I play in causing the English Civil War?</li> </ul>	<p><b>Early Elizabethan England, 1558 – 1588</b></p> <p>Queen, government, religion 1558-69</p> <p>Challenges to Elizabeth at home and abroad, 1569-1588</p>	<p><b>The American West, 1835-1895</b></p> <p>The early settlement of the West, 1835-1862</p> <p>Development of the Plains, 1862-1876</p> <p>Conflicts &amp; Conquest, 1876-1895</p>	<p><b>Exam Plan: Medicine through Time;c1250-present</b></p> <p><i>Focus to be on ideas on the cause of disease, treatments, care of the sick, prevention, factors &amp; Historic environment</i></p>

	<p>Including:</p> <ul style="list-style-type: none"> <li>- The Roman invasion and occupation of Britain and its short and long term impact</li> <li>- Pre - medieval life</li> </ul> <p>KIP 1: Explain one way in which the Romans changed Britain after they arrived in 55BC.</p> <p>Testing AO1/AO2</p>	<ul style="list-style-type: none"> <li>- Why did parliament win the English Civil War?</li> <li>- How did Oliver Cromwell change England?</li> <li>- What can Shakespeare's plays tell us about race in early modern England?</li> <li>- Who was Charles II and what happened in the Plague of 1665?</li> <li>- What was the Glorious Revolution?</li> </ul> <p><b>REACTIVATION QUIZ-</b>  <b>Role of the monarchy and chronology of monarchs.</b></p>	<p>Elizabethan society in an age of exploration, 1558-88</p> <p><b>Prior learning to reactivate: Role of government &amp; parliament</b></p> <p><b>Issues of gender</b></p> <p><b>Importance of religion</b></p> <p><b>Hierarchy of society in England during Tudor period</b></p> <p><b>Spain &amp; the New World</b></p>	<p><b>Prior learning to reactivate:</b></p> <p><b>Concepts of culture are critical in this unit: Prior links to cultures vastly different from our own</b></p> <p><b>Religion &amp; how religious difference can lead to conflict</b></p> <p><b>Role of government</b></p> <p><b>Warfare: Links to Vietnam in particular, as two vastly different strategies used by opposing fighting forces.</b></p> <p><b>Persecution of minorities: Holocaust, civil rights &amp; liberties</b></p>	
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<p><b>Autumn 2</b></p>	<p><b>The Last Kingdom: Anglo-Saxons and Vikings</b></p> <p>Including:</p> <ul style="list-style-type: none"> <li>- The people that made England</li> <li>- Viking culture and warfare.</li> </ul> <p>KIP 2: Describe two features of Viking Warfare</p> <p>Testing AOI</p>	<p><b>British Empire</b></p> <p>Including:</p> <ul style="list-style-type: none"> <li>- What was the Industrial Revolution?</li> <li>- Town or Countryside?</li> <li>- Mining</li> <li>- Factories</li> <li>- Transport</li> <li>- Inventions and Inventors</li> <li>- Public Health: Cholera</li> </ul>	<p><b>Early Elizabethan England, 1558 – 1588</b></p> <p>Queen, government, religion 1558-69</p> <p>Challenges to Elizabeth at home and abroad, 1569-1588</p> <p>Elizabethan society in an age of exploration, 1558-88</p> <p><b>Prior learning to reactivate: Role of government &amp; parliament</b></p> <p><b>Issues of gender</b></p> <p><b>Importance of religion</b></p> <p><b>Hierarchy of society in England during Tudor period</b></p> <p><b>Spain &amp; the New World</b></p>	<p><b>The American West, 1835-1895</b></p> <p>The early settlement of the West, 1835-1862</p> <p>Development of the Plains, 1862-1876</p> <p>Conflicts &amp; Conquest, 1876-1895</p> <p><b>Prior learning to reactivate:</b></p> <p><b>Concepts of culture are critical in this unit: Prior links to cultures vastly different from our own</b></p> <p><b>Religion &amp; how religious difference can lead to conflict</b></p> <p><b>Role of government</b></p> <p><b>Warfare: Links to Vietnam in particular, as two</b></p>	<p><b>Exam Plan: Early Elizabethan England; 1558-1588/American West; c1835-c1895</b></p> <p><i>Focus to be on Elizabethan government and religion, threats from home &amp; abroad and Elizabethan society.</i></p> <p><i>Focus in American West on Plains Indians, migration, cattle industry and law &amp; order</i></p>
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				<p>vastly different strategies used by opposing fighting forces.</p> <p>Persecution of minorities: Holocaust, civil rights &amp; liberties</p>	
Spring I	<p><b>Medieval Unit</b></p> <p><b>Norman Conquest</b></p> <p><b>Including:</b></p> <ul style="list-style-type: none"> <li>- Introduction to time periods</li> <li>- Chronology</li> <li>- The influence of the monarchy</li> <li>- Cause and consequence</li> </ul>	<p><b>British Empire</b></p> <p>Including:</p> <ul style="list-style-type: none"> <li>- Introduction to the slave trade</li> <li>- What was the middle passage?</li> <li>- Slave auctions</li> <li>- Life on the plantations</li> <li>- How did slaves resist?</li> <li>- Slave resistance</li> <li>- Slavery in Britain</li> </ul>	<p><b>Medicine in Britain, 1250c – present</b></p> <p>Medicine in Medieval England, 1250-1500</p> <p>The medical renaissance in England, 1500-1700</p> <p>Medicine in 18<sup>th</sup> and 19<sup>th</sup> century Britain</p> <p>Medicine in modern Britain, 1900-present</p> <p><b>Chronology is a main focus due to the thematic nature of</b></p>	<p><b>Weimar &amp; Nazi Germany, 1918-1939</b></p> <p>Weimar Republic, 1918-29</p> <p>Hitler's rise to power, 1919-33</p> <p>Nazi control &amp; dictatorship, 1933-39</p> <p>Life in Nazi Germany, 1933-39</p> <p><b>Prior learning to reactivate:</b></p>	<p><b>Exam Plan: Weimar &amp; Nazi Germany; 1918-1939</b></p> <p><i>Focus on the problems in Weimar Germany, the early years of the Nazi Party and the consolidation and maintenance of Hitler's power.</i></p>

	<p><b>- The establishment of control after 1066</b></p> <p><b>KIP 3 - Explain two ways in which William was able to control England</b></p> <p><b>Tests AO1/AO2</b></p>	<p>- Why was slavery abolished?</p> <p>- William Wilberforce</p>	<p><b>the course, along with the process of change.</b></p> <p><b>Prior learning to reactivate:</b></p> <p><b>Influence of factors such as religion, government, communication, science &amp; technology</b></p> <p><b>Time periods covered in Year 7 and Year 8 have all provided students with a wider contextual understanding of the medical developments being studied.</b></p> <p><b>The events of the Industrial Revolution and its impact on hygiene and public health.</b></p>	<p><b>Background to WWI: Political rivalries between King of England &amp; Kaiser &amp; Treaty of Versailles</b></p> <p><b>Concepts such as government critical: Students linking back to ideas of communism/capitalism, democracy/dictatorship, left/right wing political views</b></p> <p><b>Development of the franchise – Votes for women.</b></p> <p><b>Contrast to the UK system – More rights/freedoms for women in Germany under the Weimar Republic.</b></p> <p><b>Weimar vs traditional German</b></p>	
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				<p><b>culture – Look back at culture in Tudor England, 1920s America</b></p> <p><b>Persecution of minorities: Civil rights, slavery, Holocaust</b></p>	
<p><b>Spring 2</b></p>	<p><b>Thematic/Local study</b></p> <p><b>Castle development</b></p> <p>Including:</p> <ul style="list-style-type: none"> <li>- Why were castles built?</li> <li>- Why were motte and bailey castles the first castles built?</li> <li>- How did castles develop over time?</li> <li>- How were castles defended?</li> <li>- What were the attack features of castles?</li> <li>- How did Helmsley Castle change over time?</li> </ul>	<p><b>The Civil Rights Movement</b></p> <p>Including:</p> <ul style="list-style-type: none"> <li>- Introduction to Civil rights</li> <li>- Segregation in America</li> <li>- Separate but equal</li> <li>- Martin Luther King</li> <li>- Rosa Parks</li> <li>- Civil Rights Act</li> </ul>	<p><b>Medicine in Britain, 1250c – present</b></p> <p>Medicine in Medieval England, 1250-1500</p> <p>The medical renaissance in England, 1500-1700</p> <p>Medicine in 18<sup>th</sup> and 19<sup>th</sup> century Britain</p> <p>Medicine in modern Britain, 1900-present</p> <p><b>Chronology is a main focus due to the thematic nature of the course, along with the process of change.</b></p>	<p><b>Weimar &amp; Nazi Germany, 1918-1939</b></p> <p>Weimar Republic, 1918-29</p> <p>Hitler's rise to power, 1919-33</p> <p>Nazi control &amp; dictatorship, 1933-39</p> <p>Life in Nazi Germany, 1933-39</p> <p><b>Prior learning to reactivate:</b></p> <p><b>Background to WWI: Political rivalries between</b></p>	<p><b>Exam Plan: Rotation of topics and skills in build up to GCSE examinations</b></p> <p><i>1 lesson per week is to focus on the AO3 and AO4 objectives which are tested in the Weimar and Nazi Germany unit.</i></p> <p><i>2 lessons per week are to focus on the AO1 and AO2 objectives which are tested across all three exam units.</i></p>

	<p><b>KIP 4: Write a narrative account analysing the development of castles.</b></p> <p><b>Testing AO1/AO2</b></p>		<p><b>Prior learning to reactivate:</b></p> <p><b>Influence of factors such as religion, government, communication, science &amp; technology</b></p> <p><b>Time periods covered in Year 7 and Year 8 have all provided students with a wider contextual understanding of the medical developments being studied</b></p>	<p><b>King of England &amp; Kaiser &amp; Treaty of Versailles</b></p> <p><b>Concepts such as government critical: Students linking back to ideas of communism/capitalism, democracy/dictatorship, left/right wing political views</b></p> <p><b>Development of the franchise – Votes for women.</b></p> <p><b>Contrast to the UK system – More rights/freedoms for women in Germany under the Weimar Republic.</b></p> <p><b>Weimar vs traditional German culture – Look back at culture in Tudor</b></p>	
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				<p><b>England, 1920s America</b></p> <p><b>Persecution of minorities: Civil rights, slavery, Holocaust</b></p>	
<p><b>Summer 1</b></p>	<p><b>Medieval England: Challenges to authority and feudalism</b></p> <p>Including:</p> <ul style="list-style-type: none"> <li>- King John: Good or Bad king?</li> <li>- Why was the Magna Carta a significant point in History?</li> <li>- Where did our parliament come from?</li> <li>- What impact did the Black Death have on England?</li> <li>- The Black Death (Durham Cathedral sources)</li> <li>- What was the peasants</li> </ul>	<p><b>Women's suffrage movement</b></p> <p>Including:</p> <ul style="list-style-type: none"> <li>- Who had the vote in the 1800s?</li> <li>- What was life like for women in the 19th century?</li> <li>- How did conditions change for women in the 19th century?</li> <li>- Suffragettes v Suffragists</li> <li>- Government reaction</li> <li>- Emily Davison</li> <li>- What impact did WWI have?</li> </ul>	<p><b>Medicine in Britain, 1250c – present</b></p> <p>Medicine in Medieval England, 1250-1500</p> <p>The medical renaissance in England, 1500-1700</p> <p>Medicine in 18<sup>th</sup> and 19<sup>th</sup> century Britain</p> <p>Medicine in modern Britain, 1900-present</p> <p><b>Chronology is a main focus due to the thematic nature of the course, along with the process of change.</b></p> <p><b>Prior learning to reactivate:</b></p>	<p><b>Weimar &amp; Nazi Germany, 1918-1939</b></p> <p>Weimar Republic, 1918-29</p> <p>Hitler's rise to power, 1919-33</p> <p>Nazi control &amp; dictatorship, 1933-39</p> <p>Life in Nazi Germany, 1933-39</p> <p><b>Prior learning to reactivate:</b></p> <p><b>Background to WWI: Political rivalries between King of England &amp;</b></p>	<p><b>Exam Plan: Rotation of topics and skills in build up to GCSE examinations</b></p> <p><i>1 lesson per week is to focus on the AO3 and AO4 objectives which are tested in the Weimar and Nazi Germany unit.</i></p> <p><i>2 lessons per week are to focus on the AO1 and AO2 objectives which are tested across all three exam units.</i></p>

	<p>revolt?</p> <p><b>Importance of religion and social structures, causes and treatments of disease. Links with GCSE Paper 1.</b></p>	<p>- Why did some women get the vote in 1918?</p>	<p><b>Influence of factors such as religion, government, communication, science &amp; technology</b></p> <p><b>Time periods covered in Year 7 and Year 8 have all provided students with a wider contextual understanding of the medical developments being studied</b></p>	<p><b>Kaiser &amp; Treaty of Versailles</b></p> <p><b>Concepts such as government critical: Students linking back to ideas of communism/capitalism, democracy/dictatorship, left/right wing political views</b></p> <p><b>Development of the franchise – Votes for women.</b></p> <p><b>Contrast to the UK system – More rights/freedoms for women in Germany under the Weimar Republic.</b></p> <p><b>Weimar vs traditional German culture – Look back at culture in Tudor</b></p>	
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<p><b>Summer 2</b></p>	<p><b>How the Tudors came to power.</b></p> <p><b>Tudors</b></p> <p>REACTIVATION QUIZ- Importance of religion from the medieval period.</p> <p>Tests A01 and A02</p> <p>To include:</p> <ul style="list-style-type: none"> <li>- What was English society like in 1485?</li> <li>- How did Henry's great matter lead to the establishment of the Protestant Church?</li> <li>- Why did Henry VIII close down the monasteries?</li> </ul>	<p><b>Modern Unit World War I</b></p> <p><b>Tests A01 and A02</b></p> <p>Including:</p> <ul style="list-style-type: none"> <li>- Why did WWI break out?</li> <li>- Why did men volunteer to fight?</li> <li>- Trench warfare</li> <li>- Life in the trenches</li> <li>- Civilian life in WWI</li> <li>- Battle of the Somme</li> <li>- General Haig</li> <li>- Medicine during WWI</li> <li>- Treaty of Versailles</li> </ul>	<p><b>The British sector of the Western Front, 1914-18: Injuries, treatments and the trenches</b></p> <p>Context of the British sector of the Western Front</p> <p>Trench system: Its construction and organisation</p> <p>Use of mines at Hill 60, and expansion of tunnels, quarries, caves at Arras</p> <p>Conditions requiring treatment of the Western Front: Conditions in trenches,</p>	<p><b>Weimar &amp; Nazi Germany, 1918-1939</b></p> <p>Weimar Republic, 1918-29</p> <p>Hitler's rise to power, 1919-33</p> <p>Nazi control &amp; dictatorship, 1933-39</p> <p>Life in Nazi Germany, 1933-39</p> <p><b>Prior learning to reactivate:</b></p> <p><b>Background to WWI: Political rivalries between King of England &amp;</b></p>	<p><b>Exam Plan: Rotation of topics and skills in build up to GCSE examinations</b></p> <p><i>1 lesson per week is to focus on the AO3 and AO4 objectives which are tested in the Weimar and Nazi Germany unit.</i></p> <p><i>2 lessons per week are to focus on the AO1 and AO2 objectives which are tested across all three exam units.</i></p>

<p>- How ethnically diverse was Tudor England?</p> <p>- What problems did Elizabeth I face when she became queen in 1558?</p> <p>- How important was the Spanish Armada for Elizabeth I?</p> <p>- Why was Mary Queen of Scots executed?</p> <p>- What might we learn through portraits of Elizabeth I?</p> <p><b><u>Core Knowledge:</u></b> Religion and the Monarchy. Building the skill of analysis.</p>	<p><b><u>Core Knowledge:</u></b> <b>Treaty of Versailles, Democracy and Dictatorship, Trench System/ Warfare</b></p>	<p>nature of wounds from rifles and explosives, problem of shrapnel, wound infection.</p> <p>Effects of gas attacks</p> <p>Work of the RAMC and FANY</p> <p>System of transport: Chain of evacuation.</p> <p>Significance of the Western Front for experiments in surgery and medicine: New techniques in the treatment of wounds and infection, Thomas Splint, use of mobile x-ray units, creation of the blood bank for the Battle of Cambrai</p> <p>Historical context of medicine in the 20<sup>th</sup> century: Move towards aseptic surgery, development of x-rays,</p>	<p><b>Kaiser &amp; Treaty of Versailles</b></p> <p><b>Concepts such as government critical: Students linking back to ideas of communism/capitalism, democracy/dictatorship, left/right wing political views</b></p> <p><b>Development of the franchise – Votes for women. Contrast to the UK system – More rights/freedoms for women in Germany under the Weimar Republic.</b></p> <p><b>Weimar vs traditional German culture – Look back at culture in Tudor</b></p>	
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