



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 past 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?

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 Stockton Castle and through our study of the Industrial Revolution students are able to explore how industry impacted on the Tees Valley. Giving students this opportunity allows them to undertake an enquiry that will equip them for the subsequent GCSE level study of the 'historic environment'; but it will also inspire the students with the knowledge that history does not just happen somewhere else – somewhere more important; it also happened in the places where they and their families live and work. In Years 10 and 11 we encourage students to attend enrichment opportunities to support their studies at GCSE. For our Year 9, 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.

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 and A Level study. There are half termly 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 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 BISHOPSGARTH

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 Bishopsgarth we specifically study; Norman Conquest, Medieval life in England, The Tudors, The Industrial Revolution, The British Empire and Slavery, Titanic, World War One, World War Two, Women's Suffrage, Civil Rights in the USA and the assassination of JFK.

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*
- *Problems facing Medieval kings*

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 BISHOPSGARTH

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Autumn 1	<p><u>Medieval Unit</u></p> <p><u>Norman Conquest</u></p> <p><u>PREVIEW QUIZ</u></p> <p>KIP 1- Explain why William won the Battle of Hastings</p> <p>You may use the following in you answer:</p> <ul style="list-style-type: none"> · Tactics · Preparation <p>You must also include information of your own. (12 marks)</p> <p>Tests A01 and A02</p> <p>To include:</p> <ul style="list-style-type: none"> · Contenders of the throne · Battle of Stamford Bridge · The Battle of Hastings · Consolidation 	<p><u>REACTIVATION QUIZ- Key source skills, review of year 7 content.</u></p> <p><u>Slavery</u></p> <p>KIP 4 - ‘How useful are sources A and B for an enquiry into conditions on the Middle Passage?’ (8) (AO3)</p> <p><u>Core Knowledge:</u> Evaluation of sources, political power and Empire</p>	<p>Early Elizabethan England, 1558 – 1588 Queen, government, religion 1558-69 Challenges to Elizabeth at home and abroad, 1569-1588 Elizabethan society in an age of exploration, 1558-88</p> <p>Prior learning to reactivate: Role of government & parliament Issues of gender Importance of religion Hierarchy of society in England during Tudor period Spain & the New World</p>	<p>The American West, 1835-1895 The early settlement of the West, 1835-1862 Development of the Plains, 1862-1876 Conflicts & Conquest, 1876-1895</p> <p>Prior learning to reactivate: Concepts of culture are critical in this unit: Prior links to cultures vastly different from our own Religion & how religious difference can lead to conflict Role of government Warfare: Links to Vietnam in particular, as two vastly different strategies used by opposing fighting forces. Persecution of minorities: Holocaust, civil rights & liberties</p>	<p>Exam Plan: Medicine through Time;c1250-present</p> <p><i>Focus to be on ideas on the cause of disease, treatments, care of the sick, prevention, factors & Historic environment</i></p>

	<p>of Norman Conquest</p> <ul style="list-style-type: none"> • Harrying of the North • Local Study: Stockton castle <p>Core Knowledge: Introduction to time periods, chronology, cause and consequence.</p>				
Autumn 2	<p>Medieval Unit <u>The Development of State and Society</u></p> <p>KIP 2: Consequences Explain two consequences of the Black Death? (8 marks) AO1+AO2 To include:</p> <ul style="list-style-type: none"> • Society • Government • Feudal system • Magna Carta • Black Death • Peasants Revolt <p>Core Knowledge:</p> <p>Parliament and democracy. GCSE links to Paper 2</p>	<p>Modern Unit <u>Titanic and the Suffragettes</u></p> <p>KIP 5- ‘Captain Smith was to blame for the Titanic sinking’ How far do you agree? (16) (AO1 +AO2)</p> <ul style="list-style-type: none"> • Bruce Ismay • White Star Line <p>Core Knowledge</p> <p>Parliament and Democracy</p>	<p>Early Elizabethan England, 1558 – 1588</p> <p>Queen, government, religion 1558-69 Challenges to Elizabeth at home and abroad, 1569-1588 Elizabethan society in an age of exploration, 1558-88</p> <p>Prior learning to reactivate: Role of government & parliament Issues of gender Importance of religion Hierarchy of society in England during Tudor period Spain & the New World</p>	<p>The American West, 1835-1895</p> <p>The early settlement of the West, 1835-1862 Development of the Plains, 1862-1876 Conflicts & Conquest, 1876-1895</p> <p>Prior learning to reactivate: Concepts of culture are critical in this unit: Prior links to cultures vastly different from our own Religion & how religious difference can lead to conflict Role of government Warfare: Links to Vietnam in particular, as two</p>	<p>Exam Plan: Early Elizabethan England; 1558-1588/American West; c1835-1895</p> <p><i>Focus to be on Elizabethan government and religion, threats from home & abroad and Elizabethan society.</i> <i>Focus in American West on Plains Indians, migration, cattle industry and law & order</i></p>

	<p>Elizabethan parliament and the government and Paper 3 Dictatorship and Democracy and paper 1 GCSE medicine through time.</p>			<p>vastly different strategies used by opposing fighting forces. Persecution of minorities: Holocaust, civil rights & liberties</p>	
<p>Spring 1</p>	<p>Early Modern Unit The Tudors To include:</p> <ul style="list-style-type: none"> • The Tudors and religion • Lady Jane Grey • Wyatt's Rebellion <p>Core Knowledge: Religion Links with GCSE Paper 2.</p>	<p>Modern Unit World War I KIP 6-‘The assassination of the Archduke Franz Ferdinand was the main reason for the start of WWI.’ How far do you agree? (16) (AO1+AO2)</p> <p>To include:</p> <ul style="list-style-type: none"> • Long and short term causes of WWI • Recruitment and Pals Battalion • Trench system/ warfare • The Battle of the Somme • The Homefront <p>Core Knowledge: Treaty of Versailles, Democracy and Dictatorship, Trench System</p>	<p>Medicine in Britain, 1250c – present Medicine in Medieval England, 1250-1500 The medical renaissance in England, 1500-1700 Medicine in 18th and 19th century Britain Medicine in modern Britain, 1900-present Chronology is a main focus due to the thematic nature of the course, along with the process of change. Prior learning to reactivate: Influence of factors such as religion, government, communication, science & technology Time periods covered in Year 7 and Year 8 have all provided students with a wider contextual understanding of the</p>	<p>Weimar & Nazi Germany, 1918-1939 Weimar Republic, 1918-29 Hitler's rise to power, 1919-33 Nazi control & dictatorship, 1933-39 Life in Nazi Germany, 1933-39 Prior learning to reactivate: Background to WWI: Political rivalries between King of England & Kaiser & Treaty of Versailles Concepts such as government critical: Students linking back to ideas of communism/capitalism, democracy/dictatorship, left/right wing political views Development of the franchise – Votes for</p>	<p>Exam Plan: Weimar & Nazi Germany; 1918-1939 <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>medical developments being studied. The events of the Industrial Revolution and its impact on hygiene and public health.</p>	<p>women. Contrast to UK system – More rights/freedoms for women in Germany under Weimar Republic. Weimar vs traditional German culture – Look back at culture in Tudor England, 1920s America Persecution of minorities: Civil rights, slavery, Holocaust</p>	
<p>Spring 2</p>	<p><u>The Elizabethan Age Tudors & Stuarts</u> REACTIVATION QUIZ- recap of medieval and Tudor society</p> <ul style="list-style-type: none"> Elizabeth's problems Elizabethan society Religious Settlement Relations with Spain The Gunpowder Plot <p><u>Core Knowledge:</u> GCSE British period Study paper 2</p>	<p><u>Modern Unit- World War II includes the Holocaust</u> REACTIVATION QUIZ- legacy of WWI, TOV and LofN. KIP 7: Study interpretations 1 and 2. They give different views about the persecutions of the Jews.</p> <ol style="list-style-type: none"> What is the main difference (4) Suggest one reason why they give different views (4) <p>AO4 To include:</p> <ul style="list-style-type: none"> Hitler's rise to power Persecution of the Jews The Final Solution Causes of WWII 	<p>Medicine in Britain, 1250c – present Medicine in Medieval England, 1250-1500 The medical renaissance in England, 1500-1700 Medicine in 18th and 19th century Britain Medicine in modern Britain, 1900-present Chronology is a main focus due to the thematic nature of the course, along with the process of change. Prior learning to reactivate: Influence of factors such as religion, government, communication, science & technology</p>	<p>Weimar & Nazi Germany, 1918-1939 Weimar Republic, 1918-29 Hitler's rise to power, 1919-33 Nazi control & dictatorship, 1933-39 Life in Nazi Germany, 1933-39 Prior learning to reactivate: Background to WWI: Political rivalries between King of England & Kaiser & Treaty of Versailles Concepts such as government critical: Students linking back to ideas of</p>	<p>Exam Plan: Rotation of topics and skills in build up to GCSE examinations <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> <i>2 lessons per week are to focus on the AO1 and AO2 objectives which are tested across all three exam units.</i></p>

		<ul style="list-style-type: none"> • Dunkirk • Blitz • D- Day • The end of WWII <p>Core Knowledge: Democracy and Dictatorship, The Holocaust, Capitalism and Communism.</p>	<p>Time periods covered in Year 7 and Year 8 have all provided students with a wider contextual understanding of the medical developments being studied</p>	<p>communism/capitalism, democracy/dictatorship, left/right wing political views Development of the franchise – Votes for women. Contrast to UK system – More rights/freedoms for women in Germany under Weimar Republic. Weimar vs traditional German culture – Look back at culture in Tudor England, 1920s America Persecution of minorities: Civil rights, slavery, Holocaust</p>	
Summer 1	<p>Early Modern Unit including Local History Unit Historic Environment: Stockton Industry</p> <ul style="list-style-type: none"> • Industrial Revolution • Railroads and Factories • Child Labour • Whitechapel and Jack the Ripper 	<p>World History Unit: Civil Rights Movement Write a narrative account analysing the development of the Civil Rights movement in America (AO1+AO2) (8 marks)</p> <ul style="list-style-type: none"> • Birmingham March • Martin Luther King <p>To include:</p> <ul style="list-style-type: none"> • American Civil War • Reconstruction Period • Martin Luther King 	<p>Medicine in Britain, 1250c – present Medicine in Medieval England, 1250-1500 The medical renaissance in England, 1500-1700 Medicine in 18th and 19th century Britain Medicine in modern Britain, 1900-present Chronology is a main focus due to the thematic nature of the course, along with the process of change.</p>	<p>Weimar & Nazi Germany, 1918-1939 Weimar Republic, 1918-29 Hitler's rise to power, 1919-33 Nazi control & dictatorship, 1933-39 Life in Nazi Germany, 1933-39 Prior learning to reactivate: Background to WWI: Political rivalries between</p>	<p>Exam Plan: Rotation of topics and skills in build up to GCSE examinations <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> <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>KIP 3- How useful are sources A and B for an enquiry into conditions in towns? Explain your answer using sources A and B and your own contextual knowledge. (8 marks) Tests AO3</p> <p>Core Knowledge: Source skills, Medicine through time GCSE paper 1, cross curricular with Geography: Development gap and field work THEMATIC UNIT</p>	<ul style="list-style-type: none"> • Little Rock High school • Freedom Riders <p>Core Knowledge: World History and its interconnections with other world developments</p>	<p>Prior learning to reactivate: Influence of factors such as religion, government, communication, science & technology Time periods covered in Year 7 and Year 8 have all provided students with a wider contextual understanding of the medical developments being studied</p>	<p>King of England & Kaiser & Treaty of Versailles Concepts such as government critical: Students linking back to ideas of communism/capitalism, democracy/dictatorship, left/right wing political views Development of the franchise – Votes for women. Contrast to UK system – More rights/freedoms for women in Germany under Weimar Republic. Weimar vs traditional German culture – Look back at culture in Tudor England, 1920s America Persecution of minorities: Civil rights, slavery, Holocaust</p>	
<p>Summer 2</p>	<p>Early Modern Unit The British Empire</p> <ul style="list-style-type: none"> • Aims and legacy • India • Australia • Judgement on the 	<p>World History Unit Who shot JFK?</p> <p>Core Knowledge: Capitalism, Communism and the Cold War.</p>	<p>The British sector of the Western Front, 1914-18: Injuries, treatments and the trenches Context of the British sector of the Western Front</p>	<p>Weimar & Nazi Germany, 1918-1939 Weimar Republic, 1918-29 Hitler's rise to power, 1919-33 Nazi control & dictatorship, 1933-39</p>	<p>Exam Plan: Rotation of topics and skills in build up to GCSE examinations <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>Empire</p> <p>Core knowledge: Ideas, political power, trade, industry and empire.</p>		<p>Trench system: Its construction and organisation Use of mines at Hill 60, and expansion of tunnels, quarries, caves at Arras Conditions requiring treatment of the Western Front: Conditions in trenches, nature of wounds from rifles and explosives, problem of shrapnel, wound infection. Effects of gas attacks Work of the RAMC and FANY System of transport: Chain of evacuation. 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 Historical context of medicine in the 20th century: Move towards aseptic surgery, development of x-rays, blood transfusions, and developments in the storage of blood. Reactivate learning from unit covered in Year 8 on WWI and context of the trenches.</p>	<p>Life in Nazi Germany, 1933-39 Prior learning to reactivate: Background to WWI: Political rivalries between King of England & Kaiser & Treaty of Versailles Concepts such as government critical: Students linking back to ideas of communism/capitalism, democracy/dictatorship, left/right wing political views Development of the franchise – Votes for women. Contrast to UK system – More rights/freedoms for women in Germany under Weimar Republic. Weimar vs traditional German culture – Look back at culture in Tudor England, 1920s America Persecution of minorities: Civil rights, slavery, Holocaust</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>
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