



## 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, we investigate Sheffield Castle with its deep roots in the middle ages and what it reveals about the city's forgotten medieval heritage. We explore its wide-reaching history using online tours of the historical site to introduce a research project for students to investigate further. In Year 8, students are able to delve into how the Sheffield Blitz shows how the Second World War was fought on the doorsteps of Sheffield. Why was the city attacked? How did it affect the lives of the local people? In answering these questions, students will see how key events in world history affected the world at a local level and experience a more personal engagement and interaction with history. We also explore historical events using music from the songs that directed escaping slaves to the underground railroad, a method of breaking free from the plantations, to how music influenced changes during the Civil Rights movement in America. Students also become involved in one of the most controversial legal cases in America history, taking on the roles of defence and prosecution, which allows them to connect with evidence and use it in the form of a debate.

In Year 9 and 10 we promote all forms of educational material including online homework's, useful documentaries and cartoons and the online learning platform [history.outwood.com](http://history.outwood.com) where students can revisit taught materials through interactive games and revision resources.

At Year 11, we encourage students to attend enrichment opportunities to support their studies at GCSE, this includes; tutor time and afterschool groups, which are targeted to different aspects of the GCSE course, allowing students to focus their revision on all the examination criteria and essential exam skills. Students also have access to several online platforms to further enhance what is offered within school. Students can use [quiz.outwood.com](http://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 areas where they could improve and 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 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 second order 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 CITY

### Year 7 and 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 and 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 and 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.

**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 and 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 and 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 CITY**

	<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>Baseline assessment</b></p> <p><b><u>Unit 1 Historical Skills</u></b></p> <p><b><u>How do you approach a source?</u></b></p> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• How to TOP/Infer a source</li> <li>• Usefulness</li> <li>• Interpretations</li> </ul> <p><b><u>Unit 2 Norman Conquest</u></b></p> <p><b>Extended writing include:</b></p> <ul style="list-style-type: none"> <li>• Making supported judgements using evidence</li> <li>• Explaining reasons using evidence</li> </ul> <p><b><u>Study to include:</u></b></p> <ul style="list-style-type: none"> <li>• Power and Politics</li> <li>• Feudal System</li> </ul>	<p><b><u>REACTIVATION QUIZ- Key source skills, review of the last unit in year 7 content.</u></b></p> <p><b><u>Unit 1: Empire and Empathy.</u></b></p> <p><b>KIP 5: How Useful are sources A and B to a historian into an enquiry of life on a slave ship.</b></p> <p><b>AO3</b></p> <p><b>Study to include:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Africa</li> <li>• Development of the slave trade</li> <li>• World Trade</li> <li>• Resistance</li> <li>• Abolition</li> <li>• Civil War</li> <li>• Harlem Renaissance and the great migration.</li> </ul>	<p><b>Early Elizabethan England, 1558 – 1588</b></p> <ul style="list-style-type: none"> <li>• Queen, government, religion 1558-69</li> <li>• Challenges to Elizabeth at home and abroad, 1569-1588</li> <li>• Elizabethan society in an age of exploration, 1558-88</li> </ul> <p><b>Prior learning to reactivate: Role of government and 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 and the New World</b></p>	<p><b>Preview Unit: Weimar and Nazi Germany; 1918-1939</b></p> <p><i>Paper 3 unit: Worth 30% of overall GCSE, tests AO1, AO2, AO3 and AO4</i></p> <p>The preview and skills unit will give students the opportunity to acquire and develop skills for AO4 Interpretations</p>	<p><b>Weimar and Nazi Germany, 1918-1939</b></p> <p>Weimar Republic, 1918-29</p> <p>Hitler’s rise to power, 1919-33</p> <p>Nazi control and 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 and Kaiser and 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 UK system – More</b></p>

	<ul style="list-style-type: none"> <li>Inference skills</li> <li>Importance of chronology</li> </ul> <p><b>Core Knowledge</b></p> <ul style="list-style-type: none"> <li>Importance of key individuals</li> <li>understanding consequences</li> <li>Monarchy.</li> <li>Introduction to Government and Class system.</li> </ul>	<p><b>Extended Writing:</b></p> <ul style="list-style-type: none"> <li>Evaluation of Interpretations</li> <li>Consequences of the Sugar Trade</li> <li>Key Features of Trade</li> <li>Judgement over significance - William Wilberforce</li> <li>Study of the importance of Music</li> <li>Judgement: impact of War</li> </ul>			<p>rights/freedoms for women in Germany under Weimar Republic.</p> <p>Persecution of minorities: Civil rights, slavery, Holocaust</p>
Autumn 2		<p><b>Unit 2: North America after emancipation.</b></p> <p><b>To include:</b></p> <ul style="list-style-type: none"> <li><b>Law</b></li> <li><b>Persecution</b></li> <li><b>Racism</b></li> <li><b>Segregation</b></li> <li><b>Reconstruction</b></li> <li><b>Equality</b></li> <li><b>Civil Rights</b></li> <li><b>Progress</b></li> </ul> <p><b>Extended Writing:</b></p> <ul style="list-style-type: none"> <li>Source Analysis - Inference</li> <li>Supported Judgement - using evidence</li> <li>Consequences of WWII</li> <li>Significance of WWII</li> </ul>	<p><b>Early Elizabethan England, 1558 – 1588</b></p> <ul style="list-style-type: none"> <li>Queen, government, religion 1558-69</li> <li>Challenges to Elizabeth at home and abroad, 1569-1588</li> <li>Elizabethan society in an age of exploration, 1558-88</li> </ul> <p><b>Prior learning to reactivate:</b> Role of government and parliament</p> <p><b>Issues of gender</b></p> <p><b>Importance of religion</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 and Conquest, 1876-1895</p> <p><b>Prior learning to reactivate:</b></p> <p><b>Concepts of culture are critical in this unit:</b></p>	<p><b>Weimar and Nazi Germany, 1918-1939</b></p> <p>Weimar Republic, 1918-29</p> <p>Hitler's rise to power, 1919-33</p> <p>Nazi control and 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 and Kaiser and Treaty of Versailles</b></p> <p><b>Concepts such as government critical: Students linking back to ideas of communism/capitalism,</b></p>

		<ul style="list-style-type: none"> <li>• Significance - Civil Rights Significance - Speech - Martin Luther King Jr and JFK</li> <li>• Using Music as for Source Analysis</li> <li>• Difference in Interpretations</li> <li>• Judgement interpretations - Malcolm X</li> <li>• Significance of Key Individuals in Civil Rights Movement</li> </ul> <p><b>Core Knowledge:</b> Law, Race, Power, Politics, Discrimination, Segregation, Resistance, Emathy.</p>	<p><b>Hierarchy of society in England during Tudor period</b></p> <p><b>Spain and the New World</b></p>	<p><b>Religion and how religious difference can lead to conflict</b></p> <p><b>Role of government</b></p> <p><b>Persecution of minorities: Holocaust, civil rights and liberties</b></p>	<p><b>democracy/dictatorship, left/right wing political views</b></p> <p><b>Development of the franchise – Votes for women. Contrast to UK system – More rights/freedoms for women in Germany under Weimar Republic.</b></p> <p><b>Persecution of minorities: Civil rights, slavery, Holocaust</b></p>
Spring 1	<p><b><u>REACTIVATION QUIZ- Key source skills, review of year 7 content So far.</u></b></p> <p><b><u>The Tudors - Power and Religion</u></b></p> <p><b><u>Tudors</u></b></p> <p>KIP 2- Explain Why Henry Changed the church (12 marks)</p> <p>Tests A01 and A02</p> <p>To include:</p>	<p><b><u>REACTIVATION QUIZ- Key source skills, review of year 8 content so far.</u></b></p> <p><b><u>Unit 3: The Roaring 20'S USA</u></b></p> <p><b><u>Kip 6: Interpretations - how far do you agree? Trial of Sacco and Vanzetti.</u></b></p> <p><b>A01,A02,A03 and A04</b></p> <p><b>To Include:</b></p> <ul style="list-style-type: none"> <li>• Immigration</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</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 and Conquest, 1876-1895</p> <p><b>Prior learning to reactivate:</b></p>	<p><b>Exam Plan: Early Elizabethan England; 1558-1588/American West; c1835-1895</b></p> <p><i>Focus to be on Elizabethan government and religion, threats from home and abroad and Elizabethan society.</i></p> <p><i>Focus in American West on Plains Indians, migration, cattle industry and law and order</i></p>

	<ul style="list-style-type: none"> <li>• Battle of Bosworth</li> <li>• Problems with religion</li> <li>• Reformation</li> <li>• Tudor Monarchs</li> </ul> <p><b>Extended Writing:</b></p> <ul style="list-style-type: none"> <li>• Judgement using evidence 'Bloody Mary'.</li> <li>• Judgement using Evidence - Henry VIII and his Wives.</li> </ul> <p><b>Core Knowledge:</b> Relationship between Religion, Government and the Monarchy, including inheritance.</p>	<ul style="list-style-type: none"> <li>• Persecution</li> <li>• Discrimination</li> <li>• Communism</li> <li>• WASP</li> <li>• Anarchism</li> <li>• Capitalism/Consumerism</li> <li>• Legal System</li> <li>• Industrial Boom</li> <li>• Prohibition</li> <li>• Economy</li> </ul> <p><b>Extended Writing:</b></p> <ul style="list-style-type: none"> <li>• Inferences</li> <li>• Significance Judgement - Immigration</li> <li>• Source Analysis - Immigration</li> <li>• Cause/ Consequence - Red Scare</li> <li>• Explain Why - Consumerism</li> <li>• Impact of Gangsters</li> </ul> <p><b>Core Knowledge:</b> Race, Persecution, Immigration, Law and Economy.</p>	<p>Front: Conditions in trenches, 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, blood transfusions, and developments in the storage of blood.</p> <p><b>Reactivate learning from unit covered in Year 8 on WWI and context of the trenches.</b></p>	<p><b>Concepts of culture are critical in this unit:</b></p> <p><b>Religion and how religious difference can lead to conflict</b></p> <p><b>Role of government</b></p> <p><b>Persecution of minorities: Holocaust, civil rights and liberties</b></p>	
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<p><b>Spring 2</b></p>	<p><b><u>Unit 4 Elizabeth I</u></b></p> <p><b>KIP 3: Interpretations - Elizabeths Main Problems</b></p> <p><b>How far do you agree?</b></p> <p><b>AO1,AO2,AO3 and AO4</b></p> <p><b>To include:</b></p> <ul style="list-style-type: none"> <li>• <b>Internal and external threats</b></li> <li>• <b>Religious division</b></li> <li>• <b>Propaganda</b></li> <li>• <b>Conflict</b></li> <li>• <b>Local Study: Mary Queen of Scots and her connection to Sheffield Castle Research Project.</b></li> </ul> <p><b>Extended Writing:</b></p> <ul style="list-style-type: none"> <li>• Evaluation of who should be Queen,</li> </ul> <p><b>Core Knowledge:</b> Local History Power, religion and monarchy, Foreign relations, significance, cause and consequences.</p>	<p><b><u>Unit 4 - World War 1</u></b></p> <p><b>Kip 7: Explain why Europe went to war 1914.</b></p> <p><b>Ao1 and Ao2</b></p> <p><b>Study to Include:</b></p> <ul style="list-style-type: none"> <li>• Cause of WW1</li> <li>• Trench Warfare</li> <li>• Underage Recruitment</li> <li>• New Technology</li> <li>• Medicine in Trenches</li> <li>• Battle of the Somme</li> <li>• Armistice</li> </ul> <p><b>Extended Writing:</b></p> <ul style="list-style-type: none"> <li>• Judgment Inevitability</li> <li>• Cause of Trench warfare</li> <li>• Source Analysis - New Weapons</li> <li>• Hypothesis - Injuries</li> <li>• Interpretations - Haig</li> </ul> <p><b>Core Knowledge:</b> Empire, Economy, Foreign relations, War and Social conscious.</p>	<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>Influence of factors such as religion, government, communication, science and 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 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 and Conquest, 1876-1895</p> <p><b>Prior learning to reactivate:</b></p> <p><b>Concepts of culture are critical in this unit:</b></p> <p><b>Religion and how religious difference can lead to conflict</b></p> <p><b>Role of government</b></p> <p><b>Persecution of minorities: Holocaust, civil rights and liberties</b></p>	<p><b>Exam Plan: Weimar and 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>
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<p><b>Summer 1</b></p>	<p><b><u>Unit 5: The Stuarts</u></b></p> <p><b>KIP 4: Write a Narrative account analysing why Charles I was executed</b></p> <p><b>AO1 and AO2</b></p> <p><b>Study to include:</b></p> <ul style="list-style-type: none"> <li>• Comparison of Tudor and Stuarts</li> <li>• Parliament/ Democracy</li> <li>• Leadership</li> <li>• Religious Change</li> <li>• Battle of Naseby</li> </ul> <p><b>Extended writing:</b></p> <ul style="list-style-type: none"> <li>• Evaluation and Judgement regarding the main cause of the ECW</li> <li>• Judgement regarding Charles I Trial</li> <li>• Hypothesis - Naseby</li> </ul> <p><b>Core Knowledge:</b> Relationship between Monarchy and Parliament and the changes. Understanding the function of Government. Significance of the change to republic. Evaluation of leadership.</p>	<p><b><u>Unit 5 World War 2</u></b></p> <p><b><u>Kip 8: 'Main reason people turned to Hitler was because of money' How far do you agree?</u></b></p> <p><b>AO1 AO2 AO3 and AO4</b></p> <p><b>Study to include:</b></p> <ul style="list-style-type: none"> <li>• Political ideologies</li> <li>• Treaty of Versailles</li> <li>• Appeasement</li> <li>• Treatment of Minorities</li> <li>• Dunkirk</li> <li>• Weapons</li> <li>• Blitz - Sheffield</li> <li>• Blitz - Battle of Britain.</li> </ul> <p><b>Extended Writing:</b></p> <ul style="list-style-type: none"> <li>• Consequences and significance</li> <li>• Supported Judgement- Dunkirk</li> <li>• Source analysis - Government Moral Campaign.</li> </ul> <p><b>Core Knowledge:</b> Foreign Relations, Communism, Capitalism, Fascism, War, Public Moral, Local Study.</p>	<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>Influence of factors such as religion, government, communication, science and 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 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 and Conquest, 1876-1895</p> <p><b>Prior learning to reactivate:</b></p> <p><b>Concepts of culture are critical in this unit:</b></p> <p><b>Religion and how religious difference can lead to conflict</b></p> <p><b>Role of government</b></p> <p><b>Persecution of minorities: Holocaust, civil rights and liberties</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>
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<p>Summer 2</p>		<p><b>REACTIVATION QUIZ- Key source skills, review of World War 1 and 2</b>  <b><u>Unit 6 World History - Vietnam</u></b></p> <p><b>To include:</b></p> <ul style="list-style-type: none"> <li>• Tactics</li> <li>• Weapons</li> <li>• Political Ideologies</li> <li>• Civil War</li> <li>• Cold War</li> <li>• Protest/Demonstrations</li> </ul> <p><b>Extended Writing:</b></p> <ul style="list-style-type: none"> <li>• Explain Why - USA involvement</li> <li>• Explain Why - USA failed</li> <li>• Key Features of Tactics</li> <li>• Source - Protest</li> <li>• Interpretations - Why did USA Leave.</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>Influence of factors such as religion, government, communication, science and 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 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 and Conquest, 1876-1895</p> <p><b>Prior learning to reactivate:</b></p> <p><b>Concepts of culture are critical in this unit:</b></p> <p><b>Religion and how religious difference can lead to conflict</b></p> <p><b>Role of government</b></p> <p><b>Persecution of minorities: Holocaust, civil rights and liberties</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>
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