

## HISTORY CURRICULUM PLAN

### **Intent**

At Selly Park, we wish to develop confident, skilled and literate historians through the delivery of a broad, balanced and aspirational curriculum, which removes any potential barriers to learning. We aim to deliver high quality and engaging history lessons characterised by inspirational teaching in a vibrant learning environment. Within our lessons we strive to embed key character virtues and to enhance our pupils' cultural capital through our curriculum choices. We want to build upon our students' prior learning to develop a love for the subject through learning about Britain's past and that of the wider world. We want our pupils to realise that the past is gone and history is constructed and contested. We want our pupils to develop a range of historical skills through our chronological spiral curriculum and support them to become informed citizens ready for their next stage of education, training or employment.

### **Implementation**

GCSE exam board AQA 8145

- Simple format of examination papers- students need to do all questions on all papers.
- Less examination papers than other boards as they all had 3.
- Topic overlap with previous specification which would allow teacher expertise and value for money with reuse of resources. Other examination boards had very little overlap such as OCR.
- Support at the time from OAKs collegiate, it was a majority choice.
- Social Media support FB group with over 3000 members and 2 Google drives of shared resources.

Topic choices for GCSE

- Britain Health and the People - clear overlap with previous topics of Medicine through Time and Public Health modules, thus allowing for teacher expertise and reuse of resources.
- Elizabethan England - student interest displayed in year 8 and resourcing for this as this was one of earliest produced in terms of revision books and text books
- Conflict and Tension 1918-1939 and Germany 1890-1945 compliments our Key Stage 3 and allows us to have a cross over year in year 9 where we are still teaching some Key Stage 3 content but with GCSE topic inserted. This was necessary due to only having 2 hours a week at Key Stage 4. The post First World War study and the Nazi Germany and the Holocaust units are areas that are covered in KS3.
- All of our topic choices are the most popular nationally and as such have the most resources and support available. They were also the first to be covered by the publishers for text books and revision guides.

### **Key Stage 3**

- We follow the National Curriculum but have chosen to teach some GCSE topics in year 9.
- With the National Curriculum there are a number of areas that we must cover but within them there are choices that can be made by individual schools. Our choices were made because: prior experience with students, relevance to our students, resources we already had or were readily available, staff expertise, topics that would lend themselves to a variety of teaching and learning activities not just examination preparation and that were current in today's modern British society. For example:
  - CN and LD are trained archaeologists and so we have chosen The Anglo Saxons
  - With our Medieval Topics we have chosen topics that have traditionally been popular with the students and that allow varied teaching and learning activities such as "Who should be King in 1066?" We also have a large number of existing resources for this topic.
  - Students also traditionally enjoy the Tudors and we are focussing on Elizabeth in order to support GCSE studies. Again, we are well resourced with these topics.
  - We have chosen the English Civil War and Oliver Cromwell to support the teaching of British Values like Democracy and to support our students' understanding of how and why Britain is ruled as it is.
- As we are in an Industrial city we have chosen to look at Public Health in the 19th century and the Factory system as it is relevant to the students, we can bring in local examples and both teachers have a lot of expertise with this Social and Industrial history.

- We also teach the Role of Women in Victorian England and Women's suffrage. This was brought in for topicality relating to 2018 and the resources published and produced for the centenary of women getting the vote. Also, it supports the teaching of British Values and is directly relevant to our students as we are a girl's school.
- As part of the National Curriculum, we need to teach a local History study, for that we have chosen our school war memorial as we have existing resources and it is very relevant to the students as it is their school and many of the addresses of the fallen are in the local area still. It also compliments work that has been done in summer school.
- As we are multi-cultural school, we have also chosen to study a unit on the Civil Rights Movement as this extends our module on slavery and helps pupils to understand the long-lasting effects it had as well as increasing the diversity of our curriculum. In addition, Rosa Parks is one of the named inspirational women in our house system and therefore we aim to teach the pupils about these women where possible.
- Wherever possible we strive to ensure our curriculum supports an understanding and awareness of equality and diversity and the protected characteristics. So for example in our study of the Nazis, we teach about all groups that were prejudiced against including those due to sexual orientation. We also reference GB at that time with the example of Alan Turing and his prosecution and drug treatment.
- Pupils are taught in ability groups for years 7-9 as decided by the school as this allows for smaller groups and more support with less able students.
- At Key Stage 4 students are in mixed ability groups as chosen in their options groups to allow as much free choice to the students as possible and to allow for a broad and balanced curriculum at this level. Pupils get 2 hours a week to ensure that the school maintains as broad an education as possible at this level.
- Students get a free choice for options and pupil numbers at GCSE show popularity of History. The current Year 11 cohort is 78 and year 10 is 73
- 3 Year Key stage 3 with two hours in year 7 and one hour in year 8. This was to remove the half hour lessons in the curriculum, thus avoiding split classes and also more productive use of time. Year 9 also have 2 hours a week in order to prepare them for the rigour of GCSE.
- Three non-specialists teach in lower school. Support and training is provided as needed in meeting time or as required and all resources and this curriculum plan are available on the shared network.

| YEAR |         | AUTUMN 1  | AUTUMN 2  | SPRING 1   | SPRING 2   | SUMMER 1   | SUMMER 2   |
|------|---------|---|---|--|--|--|--|
| 7    | CONTENT | <ul style="list-style-type: none"> <li>✓ What is History-sources</li> <li>✓ Chronology- timeline overview</li> <li>✓ How does History affect our language?</li> <li>✓ Who were the Anglo Saxons?</li> <li>✓ Anglo Saxon Artefacts</li> <li>✓ Anglo Saxon Culture</li> <li>✓ Alfred the Great</li> <li>✓ <b>Knowledge test (recall and source analysis)</b></li> <li>✓ What was England like before the Norman invasion</li> </ul> | <ul style="list-style-type: none"> <li>✓ Medieval Britain-timeline overview</li> <li>✓ Who should be king in 1066?</li> <li>✓ Bayeux Tapestry and source work.</li> <li>✓ How did Harold die?</li> <li>✓ How did William get control of England?</li> <li>✓ The Feudal system</li> <li>✓ Motte and Bailey castles</li> <li>✓ <b>Assessment (recall and explain question)</b></li> </ul> | <ul style="list-style-type: none"> <li>✓ What did Medieval people believe?</li> <li>✓ The Crusades</li> <li>✓ King John and Magna Carta</li> <li>✓ The origins of Parliament</li> <li>✓ Medieval Village life</li> <li>✓ The Black Death</li> <li>✓ Black death Effects</li> <li>✓ <b>Relationships with Wales and Scotland</b></li> <li>✓ <b>Knowledge Test (recall and source analysis)</b></li> </ul> | <ul style="list-style-type: none"> <li>✓ Tudors and Stuarts- Timeline overview</li> <li>✓ Who were the Tudors</li> <li>✓ Henry VIII</li> <li>✓ Why were people upset with the church?</li> <li>✓ The break with Rome</li> <li>✓ <b>Elizabethan church settlement</b></li> <li>✓ <b>Tudor woman</b></li> <li>✓ <b>Tudor culture</b></li> <li>✓ <b>Assessment (recall and describe)</b></li> </ul> | <ul style="list-style-type: none"> <li>✓ Source work Elizabeth portraits</li> <li>✓ Elizabeth and marriage</li> <li>✓ Spanish Armada Causes</li> <li>✓ Spanish Armada Events</li> <li>✓ <b>Assessment (recall and interpretation)</b></li> </ul> | <ul style="list-style-type: none"> <li>✓ What were the causes of the English Civil War</li> <li>✓ Life during the Civil War</li> <li>✓ Execution of the King</li> <li>✓ The world upside down</li> <li>✓ Interpretations of Oliver Cromwell</li> <li>✓ <b>The Protectorate</b></li> <li>✓ <b>Knowledge Test and Further Development of skills</b></li> </ul> |
|      | SKILLS  | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO2 Significance<br>AO3 Sources   | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO3 Source work   | AO1 Knowledge and Understanding<br>AO2 Cause and consequence<br>AO2 Similarity and difference<br>AO2 Change and continuity<br>AO3 Sources<br>AO4 Interpretations   | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO2 Change and continuity<br>AO2 Similarity and difference<br>AO3 Sources<br>AO4 Interpretations   | AO1 Knowledge and Understanding<br>AO2 Change and Continuity<br>AO2 Cause and consequence<br>AO4 Interpretations   | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO2 Change and Continuity<br>AO2 Significance<br>AO3 Sources<br>AO4 Interpretations  |

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|   | ASSESSMENT           | <b>Knowledge test - Year 7 Knowledge Assessment</b><br><br><b>AO1 AO2 AO3</b><br><br><b>Pupil assessed and teacher assessed</b>   | <b>Knowledge Test and Explain – Explain why William was so successful at keeping control of England?</b><br><br><b>AO1 AO2</b><br><br><b>Teacher assessed</b><br><b>Purple pen response</b>   | <b>Knowledge Test and Source Analysis - Teacher task choice for depth feedback</b><br><br><b>AO1 AO2 AO3</b><br><br><b>Teacher assessed</b><br><b>Purple pen response</b>   | <b>Knowledge Test and Describe</b><br><br><b>AO1 AO2</b><br><br><b>Pupil assessed and teacher assessed</b>   | <b>Knowledge Test and Interpretations</b><br><br><b>How and why are interpretations of the Spanish Armada different?</b><br><br><b>AO1 AO2 AO4</b><br><br><b>Teacher assessed</b><br><b>Purple pen response</b>  | <b>Knowledge Test and Further Development of skills - Teacher task choice for depth feedback (focused on area pupils would most benefit from e.g. source analysis, explain, describe, interpretations)</b><br><br><b>AO1 AO2 AO3 AO4</b><br><br><b>Pupil assessed and teacher assessed</b> |
|   | SUBSTANTIVE KNOWLDGE | <b>Sources, Evidence, Artefact, Etymology, <u>Invasion, Anglo-Saxons</u>, Ordeals, Heptarchy, Fyrd, Geld, Ceorls, Shire, <u>Tithing</u>, <u>Witan</u>, <u>Government</u>, <u>Earl</u>, Thegn, Kingdom, <u>Chronology</u>, <u>Decade</u>, <u>Century</u>, <u>AD</u>, <u>BC</u>, <u>Inference</u>.</b>  | <b>Conquest, Culture, Nation, Illegitimate, Bias, rebellion, Feudal, Barons, Knights, Homage, Villeins, Peasants, Hierarchy, Pope.</b>  | <b>Archbishop, Pope, Priest, Monk, Nun, Purgatory, <u>Crusade</u>, <u>Magna Carta</u>, Holy War, <u>Parliament</u>, <u>Monarch</u>, <u>Clergy</u>, Pilgrimage, <u>Religion</u>, <u>Tax</u>, <u>Church</u>, <u>Plague</u>, Bubonic, Pestilence, <u>Flagellant</u>, <u>Social</u>, <u>Economic</u>, <u>Political</u>, <u>Religious</u>, <u>Cultural</u>, <u>Military</u>.</b> | <b>Tudor, Reformation, Protestant, Catholic, Indulgences, Mass, Propaganda, Doctrine, Coronation, Royal Court, Recusancy, Papacy, Popery, <u>Mass</u>, <u>Clergy</u>.</b>  | <b>Alliances, monopoly, <u>Armada</u>, <u>Privateer</u>, <u>Galleons</u>, <u>Fleet</u>, <u>Navy</u>.</b>   | <b>Civil War, Cavalier, Roundhead Army, Cavalry, Infantry, Musketeer, Pikeman, Trial, Execution, Jury, Treason, Puritan, Protectorate, Republic, Divine Right.</b>   |
| 8 | CONTENT              | <ul style="list-style-type: none"> <li>✓ Britain 1750-1900- Timeline overview</li> <li>✓ How did Britain change 1750-1900</li> <li>✓ The Domestic system</li> <li>✓ Conditions in the factories</li> <li>✓ Why did people move to the towns?</li> <li>✓ What were conditions like in the towns?</li> <li>✓ Cholera</li> <li>✓ How did conditions get better?</li> <li>✓ <b>Knowledge test (recall and source analysis)</b></li> </ul> | <ul style="list-style-type: none"> <li>✓ What is the slave Trade?</li> <li>✓ How were slaves captured?</li> <li>✓ The middle passage</li> <li>✓ Slave auction</li> <li>✓ Plantation life</li> <li>✓ Abolition</li> <li>✓ <b>Assessment (recall and explain question)</b></li> </ul> | <ul style="list-style-type: none"> <li>✓ Timeline Overview</li> <li>✓ What was the Civil Rights Movement?</li> <li>✓ Rosa Parks and the Montgomery bus boycott</li> <li>✓ Martin Luther King and peaceful protest</li> <li>✓ The Black Power Movement</li> <li>✓ Which leader had the greatest impact?</li> <li>✓ <b>Knowledge test (recall and explain)</b></li> </ul>     | <ul style="list-style-type: none"> <li>✓ Role of Victorian women</li> <li>✓ How did the position of women change?</li> <li>✓ Arguments for and against the vote</li> <li>✓ Suffragists and Suffragettes</li> <li>✓ Did Emily Davison mean to kill herself?</li> <li>✓ How did women achieve the vote?</li> <li>✓ <b>Assessment (recall and source analysis and compare)</b></li> </ul> | <ul style="list-style-type: none"> <li>✓ Timeline Overview lesson</li> <li>✓ Europe in 1914</li> <li>✓ Causes of the First World War- long term</li> <li>✓ Causes of the First world War- short term</li> <li>✓ Why did people join up?</li> <li>✓ Ernest Coleman</li> <li>✓ <b>Assessment (recall and explain)</b></li> </ul> | <ul style="list-style-type: none"> <li>✓ Trench warfare</li> <li>✓ Who are the soldiers on the war memorial?</li> <li>✓ Historic Environment study</li> <li>✓ <b>Knowledge Test and Further Development of skills</b></li> </ul>   |
|   | SKILLS               | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO3 Source work<br>AO4 Interpretations  | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO2 Change and Continuity<br>AO3 Source work<br>AO4 Interpretations   | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO3 Source work<br>AO4 Interpretations  | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO3 Source work<br>AO4 Interpretations   | AO1 Knowledge and Understanding<br>AO2 Cause ad Consequence<br>AO3 Source work   | AO1 Knowledge and Understanding<br>AO2 Cause and consequence<br>AO2 Change and continuity<br>AO2 Significance<br>AO3 Source work<br>AO4 Similarity and Difference  |
|   | ASSESSMENT           | <b>Knowledge Test and Source Analysis - Teacher task choice for depth feedback</b><br><br><b>AO1 AO2 AO3</b><br><br><b>Pupil assessed and teacher assessed</b>  | <b>Knowledge Test and Interpretations - How useful is this Interpretation the life of slaves on the plantations?</b><br><br><b>AO1 AO2</b><br><br><b>Teacher assessed</b><br><b>Purple pen response</b>   | <b>Knowledge Test and Explain – Explain MLK’s impact for black people in America?</b><br><br><b>AO1 AO2</b><br><br><b>Pupil assessed</b><br><b>Purple pen response</b><br><b>Then teacher assessed</b>  | <b>Knowledge Test and Source Analysis and Compare - Explain how the lives of women improved in the period from 1800 to 1900</b><br><br><b>AO1 AO2 AO3</b><br><br><b>Teacher assessed</b><br><b>Purple pen response</b>   | <b>Knowledge Test and Explain – The assassination of Archduke Franz Ferdinand was the main reason for the start of the First World War.’</b><br><br><b>AO1 AO2 AO4</b><br><br><b>Teacher assessed</b><br><b>Purple pen response</b>  | <b>Knowledge Test and Further Development of skills - Teacher task choice for depth feedback (focused on area pupils would most benefit from e.g. source analysis, explain, describe, interpretations)</b><br><br><b>AO1 AO2 AO3 AO4</b><br><br><b>Pupil assessed and teacher assessed</b> |

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|---|-----------------------|---|--|---|--|--|--|
|   | SUBSTANTIVE KNOWLEDGE | <u>Domestic system, Industrialisation</u> , Spinning, Weaving, <u>Cottage Industry, Back to Back housing, Cholera, Urban, Rural, Child Labour, Privy, Sewage, Overseer, Truck System, Public, Immigration</u> , Merchant, <u>Reform, Working class, Revolution, Migration.</u>  | <u>Middle Passage, Slave, Slave Trade, Triangle of Trade, Barracoon, Plantation, Lesser Pillage, Grand Pillage, Auction, Scramble, Empire, Racism, Voyage, Tribe, Abolition, Rebellion.</u>  | <u>Civil Rights, boycott, segregation, racism, discrimination, integration, lynch, assassinate</u>  | <u>Status, Working-class, Middle-class, Domestic Service</u> , Sweated trades, Class, <u>Patriarchy, Vote, franchise, democracy, equality. Suffragette, Suffragette, Franchise, Hunger Strike</u> , Force-Feed, <u>Bill, Act of Parliament, Martyr, Suffrage, Vote, Militant, Terrorism, Feminism.</u> | <u>Militarism, Imperialism, Alliances, Patriotism, Propaganda, Assassination, Nationalism, War, conscription.</u>  | <u>Trench Warfare, No-man's Land, Duckboards, Conscientious Objector, Environment, Commonwealth, Memorial, Armistice, Treaty.</u>  |
| 9 | CONTENT               | <ul style="list-style-type: none"> <li>✓ Why did the big three disagree?</li> <li>✓ The Treaty of Versailles</li> <li>✓ Other Treaties</li> <li>✓ German reactions to the Treaty</li> <li>✓ Were the Allies satisfied?</li> <li>✓ <b>Knowledge Test (Recall and Explain with sustained judgement)</b></li> </ul>  | <ul style="list-style-type: none"> <li>✓ Aims and structure of League of Nations</li> <li>✓ Successes of the League International Agreements</li> <li>✓ The Great Depression</li> <li>✓ <b>Assessment (mock examination)</b></li> </ul>                                      | <ul style="list-style-type: none"> <li>✓ Manchuria</li> <li>✓ Abyssinia</li> <li>✓ Hitler's Foreign Policy</li> <li>✓ Rhineland</li> <li>✓ Anschluss</li> <li>✓ Sudetenland</li> <li>✓ Appeasement</li> <li>✓ <b>Assessment (recall and source analysis)</b></li> </ul> | <ul style="list-style-type: none"> <li>✓ Nazi Soviet Pact</li> <li>✓ Poland and outbreak of war</li> <li>✓ <b>Knowledge Test (Recall and Explain with sustained judgement)</b></li> <li>✓ Germany before WW1</li> <li>✓ Germany and WW1</li> <li>✓ The Treaty of Versailles</li> </ul>                 | <ul style="list-style-type: none"> <li>✓ Weimar Republic</li> <li>✓ Weimar uprisings and murders</li> <li>✓ Hyperinflation</li> <li>✓ Munich Putsch</li> <li>✓ <b>Assessment (recall and interpretation)</b></li> </ul>  | <ul style="list-style-type: none"> <li>✓ Stresemann</li> <li>✓ Weimar Culture</li> <li>✓ The Great Depression</li> <li>✓ Jews and the Holocaust</li> <li>✓ <b>Knowledge Test and Further Development of skills</b></li> </ul>  |
|   | SKILLS                | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO2 Similarity and Difference<br>AO2 Change and Continuity<br>AO3 Source work   | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO2 Similarity and Difference<br>AO2 Change and Continuity<br>AO3 Source work  | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO2 Similarity and Difference<br>AO2 Change and Continuity<br>AO3 Source work   | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO2 Change and Continuity<br>AO2 Similarity and Difference<br>AO3 Source work<br>AO4 Interpretations   | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO2 Change and Continuity<br>AO2 Similarity and Difference<br>AO4 Interpretations  | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO2 Change and Continuity<br>AO2 Similarity and Difference<br>AO4 Interpretations  |
|   | ASSESSMENT            | <b>Explain with sustained judgement - "Clemenceau was the least satisfied of the Big Three by the Treaty of Versailles"</b><br>How far do you agree with this statement?<br><br><b>AO1 AO2</b><br><br><b>Teacher assessed</b><br><b>Purple pen response</b>   | <b>Knowledge Test and Interpretations -</b><br>How do these interpretations differ?<br>Why do these interpretations differ?<br>Most convincing interpretation?<br><br><b>AO1 AO2 AO4</b><br><br><b>Teacher assessed (mock examination)</b><br><br><b>Purple pen response</b> | <b>Knowledge test and Source Analysis - Teacher task choice for depth feedback</b><br><br><b>AO1 AO2</b><br><br><b>Teacher assessed</b><br><b>Purple pen response</b>   | <b>Explain with sustained judgement - "The Treaty of Versailles was the main reason for outbreak of World War Two"</b><br>How far do you agree with this statement?<br><br><b>AO1 AO2</b><br><br><b>Teacher assessed</b><br><b>Purple pen response</b>   | <b>Knowledge Test and Interpretations - How do Interpretation A and Interpretation B differ in their accounts of the Munich Putsch?</b><br>Why do Interpretation A and Interpretation B offer different accounts of the Munich Putsch?<br><br><b>AO1 AO2</b><br><br><b>Pupil assessed</b><br><b>Teacher assessed</b><br><b>Purple pen response</b> | <b>Knowledge Test and Further Development of skills - Teacher task choice for depth feedback (focused on area pupils would most benefit from e.g. source analysis, explain, describe, interpretations)</b><br><br><b>AO1 AO2 AO3 AO4</b><br><br><b>Pupil assessed and teacher assessed</b> |
|   | SUBSTANTIVE KNOWLEDGE | <u>Democracy, Armistice, Diktat, Self-determination, Demilitarise</u> Mandate, <u>Anschluss, Abdicate</u> , Isolationism, <u>Treaty, allies, clause, conscription, empire, idealist, ratify, reparations, Collective-Security, League of Nations</u> , Civil Servant, <u>Mitigation, Veto, Economic sanctions</u> , Covenant, <u>assembly, council,</u> | <u>Depression, plebiscite, Fascist, Stresa Front, Foreign policy, Dictator, lebensraum, volksdeutsche, Communist.</u>  | <u>Appeasement, Pact, Anschluss, invasion, Diplomacy, Luftwaffe, ultimatum.</u>   | <u>Invasion, Kaiser, Militarism Weltpolitik, Reichstag, Socialism Mutiny, Proportional Representation, Chancellor, President, Prime Minister, Reparations, Autocracy, Constitution, Navy, Chancellor, President, Coalition, Majority, Proportional Representation, Reichstag, Parliament, Putsch,</u>  | <u>Hyperinflation, Socialism, Republic, Politics, Culture, Political party, Depression</u> , Stock Exchange, shares, <u>reparations, extremist.</u>  | <u>Coalition, majority, cabinet, Indoctrinate, Eugenics, Pacifist, Euthanasia, Aryan, Holocaust, Final Solution, Resistance, Police State, Concentration Camp, Anti-Semitism, Persecution.</u>   |



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|----|-----------------------|---|--|---|---|---|---|
|    |                       | <b>disarmament</b> , humanitarian, moral condemnation, <b>refugee</b> , <b>unanimous</b> .  |  |   | <b>Socialism, Left wing and right wing.</b>   |   |   |
| 10 | CONTENT               | <ul style="list-style-type: none"> <li>✓ Reasons for the Growth of the Nazi Party</li> <li>✓ Who supported the Nazis?</li> <li>✓ How did the Nazis get into power?</li> <li>✓ How did Hitler eliminate opposition?</li> <li>✓ <b>Knowledge Test (recall and interpretations)</b></li> </ul>   | <ul style="list-style-type: none"> <li>✓ Bread and Work</li> <li>✓ Strength through Joy</li> <li>✓ Nazi Economic Policy</li> <li>✓ Nazi Policy and young people</li> <li>✓ Nazi Policy, women and Christianity</li> <li>✓ <b>Assessment (recall and explain)</b></li> <li>✓ Opposition</li> </ul>            | <ul style="list-style-type: none"> <li>✓ Culture and the effect of WW2 on Germany</li> <li>✓ <b>Assessment (mock examination)</b></li> <li>✓ Galen</li> <li>✓ Hippocrates</li> <li>✓ Islamic Medicine</li> <li>✓ Christianity</li> <li>✓ Medieval Doctors</li> <li>✓ Surgery</li> </ul> | <ul style="list-style-type: none"> <li>✓ Public Health</li> <li>✓ Black death causes</li> <li>✓ Black Death effects</li> <li>✓ Renaissance</li> <li>✓ Vesalius</li> <li>✓ Pare</li> <li>✓ Harvey</li> <li>✓ <b>Knowledge Test (recall and source analysis)</b></li> </ul>                                     | <ul style="list-style-type: none"> <li>✓ Plague</li> <li>✓ Treatments and Quacks</li> <li>✓ Hospitals</li> <li>✓ John Hunter</li> <li>✓ Jenner and Vaccination</li> <li>✓ Pasteur and Germs</li> <li>✓ Robert Koch</li> <li>✓ <b>Assessment (recall and significance question)</b></li> </ul> | <ul style="list-style-type: none"> <li>✓ Surgery in 1800</li> <li>✓ Simpson and Anaesthetics</li> <li>✓ Lister and Antiseptics</li> <li>✓ Living conditions in the 19th century</li> <li>✓ Cholera</li> <li>✓ The Great Stink</li> <li>✓ The Public Health Acts</li> <li>✓ Penicillin</li> <li>✓ The Liberal Reforms</li> <li>✓ The NHS</li> <li>✓ <b>Knowledge Test (recall and compare for similarity or difference)</b></li> </ul> |
|    | SKILLS                | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO2 Change and Continuity<br>AO2 Similarity and Difference<br>AO4 Interpretations   | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO2 Change and Continuity<br>AO2 Similarity and Difference<br>AO4 Interpretations  | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO2 Change and Continuity<br>AO2 Similarity and Difference<br>AO4 Interpretations<br>AO2 Significance<br>AO3 Source work  | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO2 Change and Continuity<br>AO2 Similarity and difference<br>AO2 Significance<br>AO3 Source work   | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO2 Change and Continuity<br>AO2 Similarity and difference<br>AO2 Significance<br>AO3 Source work   | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO2 Change and Continuity<br>AO2 Similarity and difference<br>AO2 Significance<br>AO3 Source work   |
|    | ASSESSMENT            | <b>Knowledge Test and Interpretations –</b><br><i>How do these interpretations differ about the Reichstag Fire?</i><br><i>Why do these interpretations differ about the Reichstag Fire?</i><br><i>Most convincing interpretation? about the Reichstag Fire</i><br><br><b>AO1 AO2 AO4</b><br><br><b>Teacher assessed</b><br><b>Purple pen response</b> | <b>Knowledge Test and Explain -</b> <i>Which of the following groups of people were affected the most by Nazi policies between the years 1933 and 1945?</i><br><i>Women/Young People</i><br><br><b>AO1 AO2</b><br><br><b>Pupil assessed</b><br><b>Teacher assessed</b><br><b>Purple pen response</b>         | <b>Year 10 Mock</b><br><br><b>AO1 AO3</b><br><br><b>Pupil assessed</b><br><b>Purple pen response</b><br><b>Then teacher assessed</b>  | <b>Knowledge Test and source analysis -</b> <i>Teacher task choice for depth feedback</i><br><br><b>AO1 AO2 AO3 AO4</b><br><br><b>Teacher assessed</b><br><b>Purple pen response</b>  | <b>Knowledge Test and Significance Exam Question -</b> <i>Explain the significance of Louis Pasteur in the development of vaccines</i><br><br><b>AO1 AO2</b><br><br><b>Pupil assessed</b><br><b>Purple pen response</b><br><b>Teacher Assessed</b>  | <b>Knowledge Test and Compare for similarity or difference -</b> <i>Teacher task choice for depth feedback</i><br><br><b>AO1 AO2</b><br><br><b>Teacher assessed.</b><br><b>Purple pen response</b>  |
|    | SUBSTANTIVE KNOWLEDGE | Hyperinflation, Socialism, Republic, Politics, Culture, Political party, Depression, Stock Exchange, shares, reparations, extremist, Coalition, majority, cabinet, Conscription, Rearmament.  | Self-Sufficient, Total war, Indoctrinate, Eugenics, Pacifist, Euthanasia, Domestic Policy, Trade Union, Civilian, Aryan, Police State, Concentration Camp, Anti-Semitism, Propaganda, Censorship, Culture, Persecution.  | Medicine, Medieval, Humours, Diagnosis, Prognosis, Dissection, Anatomy, Physiology, Trephining, Caliph, Bimaristan, Monastery, Pilgrimage, Cauterise, blood-letting, purge, dissection, Ligature.   | Cauterise, Trephining, Apothecary, Purging, Flagellants, Public Health, Cesspool, Renaissance, plague, bubonic, pneumonic, Cesspit, privy, prosthetic, circulation,   | Quack doctors, mortality, Foundling, Vaccination, Inoculation, Laissez-faire, Miasma, Contagion, dispensary.  | Liberal, Antiseptic, Aseptic, Germ Theory, Anaesthetics, Spontaneous generation, Attenuation, Reform, Labour, Conservatives, Welfare State, Antibiotic, homeopathy, hypnotherapy, acupuncture.  |
| 11 | CONTENT               | <ul style="list-style-type: none"> <li>✓ Renaissance</li> <li>✓ Vesalius</li> <li>✓ Pare</li> <li>✓ Plague</li> <li>✓ Treatments and Quacks</li> <li>✓ Hospitals</li> <li>✓ John Hunter</li> <li>✓ Jenner and Vaccination</li> <li>✓ Pasteur and Germs</li> <li>✓ Robert Koch</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Living conditions in the 19th century</li> <li>✓ Cholera</li> <li>✓ The Great Stink</li> <li>✓ The Public Health Acts</li> <li>✓ Penicillin</li> <li>✓ The Liberal Reforms</li> <li>✓ The NHS</li> <li>✓ Elizabeth Background</li> <li>✓ The Royal Court</li> </ul> | <ul style="list-style-type: none"> <li>✓ Problems of a female ruler</li> <li>✓ Marriage</li> <li>✓ Elizabethan church settlement</li> <li>✓ Mary Queen of Scots</li> <li>✓ Catholic Threat</li> <li>✓ Puritan Threat</li> <li>✓ Structure of society and rise of the Gentry</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Elizabethan Theatre</li> <li>✓ Poverty causes</li> <li>✓ Poverty attitudes</li> <li>✓ Poor Law</li> <li>✓ The Golden Age</li> <li>✓ Voyages of Exploration</li> <li>✓ The Armada</li> <li>✓ <b>Knowledge Test (recall and variety of questions given)</b></li> </ul> | <ul style="list-style-type: none"> <li>✓ Essex and rebellions</li> <li>✓ Historic Environment</li> <li>✓ Historic Environment</li> <li>✓ Historic Environment</li> <li>✓ Historic Environment</li> <li>✓ <b>Assessment (explain)</b></li> </ul>   |   |

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|--|-----------------------|--|---|---|---|--|--|
|  |                       | <ul style="list-style-type: none"> <li>✓ Surgery in 1800</li> <li>✓ Simpson and Anaesthetics</li> <li>✓ Lister and Antiseptics</li> <li>✓ <b><u>Assessment (mock exam)</u></b></li> </ul>      | <ul style="list-style-type: none"> <li>✓ Elizabethan Government</li> <li>✓ Parliament</li> <li>✓ <b><u>Knowledge Test (recall and factors)</u></b></li> </ul>   | <ul style="list-style-type: none"> <li>✓ What did the rich spend their money on?</li> <li>✓ <b><u>Assessment (mock exam)</u></b></li> </ul>   |   |  |  |
|  | SKILLS                | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO2 Change and Continuity<br>AO2 Similarity and Difference<br>AO3 Sources  | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO2 Change and Continuity<br>AO2 Similarity and Difference<br>AO3 Sources<br>AO4 Interpretations  | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO2 Change and Continuity<br>AO2 Similarity and Difference<br>AO4 Interpretations   | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO2 Change and Continuity<br>AO2 Similarity and Difference<br>AO4 Interpretations   | AO1 Knowledge and Understanding<br>AO2 Cause and Consequence<br>AO2 Change and Continuity<br>AO2 Significance<br>AO2 Similarity and Difference<br>AO3 Source work<br>AO4 Interpretations |  |
|  | ASSESSMENT            | <b>Year 11 Mock</b><br><br><b>AO1 AO2 AO3 AO4</b><br><br><b>Teacher assessed.</b><br><u>Purple pen response</u>  | <b>Essay Factors</b><br><br><b>AO1 AO2</b><br><br><b>Pupil assessed</b><br><b>Teacher assessed</b><br><u>Purple pen response</u>  | <b>Year 11 Mock</b><br><br><b>AO1 AO2 AO3 AO4</b><br><br><b>Teacher assessed</b><br><u>Purple pen response</u>  | <b>Various knowledge tests and exam questions given for home learning</b><br><br><b>AO1 AO2 AO3 AO4</b><br><br><b>Pupil Assessed</b><br><b>Teacher assessed</b><br><u>Purple pen response</u>   | <b>Explain Historic environment essay</b><br><br><b>AO1 AO2</b><br><br><b>Teacher assessed</b><br><u>Purple pen response</u>   |  |
|  | SUBSTANTIVE KNOWLEDGE | Renaissance, plague, bubonic, pneumonic, Cesspit, privy, prosthetic, circulation, Quack doctors, mortality, Foundling, Vaccination, Inoculation, Laissez-faire, Miasma, Contagion, dispensary. | Liberal, Antiseptic, Aseptic, Germ Theory, Anaesthetics, Spontaneous generation, Attenuation, Reform, Labour, Conservatives, Welfare State, Antibiotic, homeopathy, hypnotherapy, acupuncture. Royal Court, Privy Council, Local government, National, Government, succession, Illegitimate, Bill, Act, Veto, Parliament, Absolute Monarchy, Patronage, Progresses. | Persecution, Heresy, Heretic, Recusancy, Papacy, Popery, Idolatry, Mass, Clergy, Vestments, Liturgy, Doctrine, Hierarchy, Great Chain of Being, Aristocracy, Gentry, Nobility, Estate, Patron, Propaganda | Poverty, Pauper, Vagrancy, Vagabond, Retinue, Monastery, Enclosure, Alms-Houses, Workhouse, Parish, Relief, Voyages, Trade, Empire, Colony, Navigator, Circumnavigate, Privateer. Rebellion, heretic, Catholicism, Protestantism, Economy, Huguenots, Privateer, Galleons, Fleet, Navy, Armada. |  |  |