

Subject Narrative

History

	LC1	LC2	LC3	LC4	LC5
YEAR 7	<p>Ancient Greece Week One: When were the Ancient Greeks active? - L1: Introduction to History What is History? What do we think of when we talk about history? Chronology and Timelines – what are they? How can we use them? How do we study history? (Sources) L2: Use our new chronology skills to track the Ancient Greek Empire Plot out the timeline of the Greek Empire Introduction of ‘city-states’ Discussion of Greek Empire expansion – what time did the Greek Empire happen Week Two: What evidence can historians use to find out about Ancient Greece? - L1: What are sources? Contemporary and Secondary sources What sources still exist from Ancient Greece? HERODOTUS Pottery, Buildings, little written etc What can we learn from them? – Source analysis Make it clear that much of the written work that exists comes from Athens (city-state) and that is where a lot of our</p>	<p>1066 and the Norman Invasion Week One: What was England like before 1066? - An exploration in Anglo-Saxon England. Investigating the idea that England was invaded BECAUSE it was a powerful nation. Considering the previous unsuccessful invasions of England and Edward the Confessor himself. Week Two: Who were the Claimants to the throne? An investigation into the four main claimants for the English throne and their motives for believing they should be the next King of England. Discussion into the complex political world of England at the time and the resulting decision-making process. What were the long- and short-term consequences of the Battle of Stamford Bridge? An exploration in</p>	<p>Challenges to Kingship Week One: Why was the Catholic Church powerful? - These two lessons examine why the Catholic Church held so much power in Medieval England. They consider the impact the church had on everyday life, the power it held over peoples 'immortal souls' and how they were involved in almost every aspect of a person’s day to day business. It will further examine the hierarchy of the church and the respective roles of the Clergy. Week Two: What led to the death of Thomas Becket? In these lessons we will examine the first challenge to kingship the church. We will examine the relationship and ultimate power struggle between Henry II, Thomas Becket and the Catholic Church resulting in Becket's death. This will begin the analysis of the complex</p>	<p>Henry VIII and the Tudor Dynasty Week One: How did the Tudor Dynasty begin? - Looking into the ascension to the throne of Henry VII. Who was Henry VII, how did he take control of England - examining the beginnings of the Tudor Dynasty and motivations for a son. What type of king was Henry VII? The Tudor Heir to the throne Arthur. Week Two: Why did the religious reformation start? - These lessons discuss the start of the religious reformation in Europe and the challenges to the Catholic stranglehold on Western European religion. Discuss Luther and 99 Theses. What were the arguments against the Catholic church? Why did people support them? What</p>	<p>The Mughal Empire Week One: What was the Mughal Empire? Context explaining the Mughal empire, it's length and how it was created. Discussion into its strength and centre of learning and education. Compare to England at the time. Week Two: Who founded the Mughal Empire? Examination into Babur and Humayan. Discussion of India divided, and the mission of Babur and Humayan. Discuss the concept of empire. Week Three: Pinnacle of Mughal Empire Akbar and Jahangir - What impact did these two rulers have on the Mughal Empire? Discuss policies of religious tolerance, advancement in learning and education and reform within the empire itself. Week Four:</p>

<p>knowledge of classical Greece comes from L2: Source Analysis Lesson Apply source analysis skills and analyse sources from Ancient Greece What can we learn? Write a narrative account of what has been learned from the sources</p> <p>Week Three: How was Ancient Greek society organised and governed? - L1: Ancient Greek Society How was it organised – men, women, children, slaves, foreigners Three levels of society: Aristoi (aristocracy), Middle Class – business class, ‘Dusty Feet’ – Poor farmers What was meant by “citizen of Athens” Can we draw comparisons to modern society? L2: Ancient Greek Democracy What was Ancient Greek democracy? How was it structured? Who could participate? How did it operate? Can we draw comparisons to modern society (you may have to discuss modern parliament or make a more direct/modelled discussion.</p> <p>Week Four: How did Alexander the Great construct his Empire? - L1: Who was Alexander the Great? Background on Alexander the Great How is he remembered?</p>	<p>Godwinson's first battle for the English throne, and discussion of the short-term consequences (improvement to Godwinson's standing as King - strength and power) against the long-term implications (loss of the Battle of Hastings and ultimately the English Crown)</p> <p>Week Three: Why was the Norman invasion successful? Analysing the Battle of Hastings and its outcome for England. Uses sources to create the historical narrative. Examining Williams actions versus Harold's actions. Leading them to understand the usefulness of sources in an investigation into why William was ultimately successful</p> <p>Week Four: How did William control England? After his victory at the Battle of Hastings William was not assured of an easy ascent to the throne. These two lessons consider: The Feudal System and The</p>	<p>relationship between Church and state building knowledge for LC4 (The Tudor Dynasty).</p> <p>Week Three: What were the consequences of Thomas Becket's death? These lessons will use source analysis skills to examine the impact of Thomas Becket's death on the 4 Knights, the relationship between Church and State, Henry II's power and the Church itself.</p> <p>Week Four: How did the Black Death change Medieval society? Looking at the impact of the Black Death pandemic on medieval society. Looking at those adversely affected, how it challenged people's faith in the Catholic church and led to many peasants questioning their place in society.</p> <p>Week Five: How did the Peasants Revolt challenge kingship? Looking at the cause and effect of the peasant's revolt on the kingship of Richard II. Examining the long and short term causes of the revolt and the long- and</p>	<p>impact did this have on countries such as England?</p> <p>Week Three: Henry VIII - Renaissance or Machiavellian Prince?- examining the early years of Henry's reign and his marriage to Catherine of Aragon. Explore the multi-faceted personality of Henry VIII and the impact this has on his country and the people around him. Why did Henry break with Rome? - What led to one of the biggest events in England's history? Explore the four key areas that historians believe led to the creation of the Church of England.</p> <p>Week Four: What was the legacy of Henry VIII? - Talk about the impact of the break from Rome, dissolution of the monasteries, religious turmoil in England, the Acts of Supremacy and Succession the Act of Six Articles, the fact that</p>	<p>Decline of the Empire - Shah Jahin and Aurangzeb - Why did the empire decline? Discussion of the final two leaders of the Mughal empire, the building of the Taj Mahal. Aurangzeb failures as ruler. The moving in of the EIC and gradual split of India back into principalities.</p> <p>Week Five: What was the legacy of the Mughal Empire? Discussion of its impact on the development of India, architecture, Literature, medicine, art, influence on a wider world. Interesting discussion points to explore. Links to Y8 LC1 – Empire</p> <p>Week Six: Assessment Week Seven: GAP Week</p>
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	<p>What were his motivations? What did Alexander's empire look like? L2: Empire, Colonisation and War Was Alexander the Greatest military leader of all time? How did he build his empire? What was the impact on that area? Why is he remembered as Alexander the Great? – Do you agree with this nickname why?</p> <p>Week Five: What is the legacy of Ancient Greece today? - L1: What did the Greeks do for us? Discuss society and democracy. Discuss language, maths, drama, architecture, the classical renaissance of the Tudors and 18th/19th centuries Olympics. L2: What is the legacy of the Ancient Greeks – Written Piece Consolidation of all knowledge from this unit – introduce a challenging written question. Comparative writing looking at the continuity of themes throughout history.</p> <p>Week 6: Assessment Week 7: GAP week</p>	<p>Domesday Book. Social and Legislative control. How did that impact the Anglo-Saxons still in England and their acceptance of William as King.</p> <p>Week Five: How did William control England? This time we will consider the Anglo-Saxon rebellions and the Harrying of the North. This is another opportunity to practice source usefulness skills and discuss which method of control was most successful for William.</p> <p>Week 6: Assessment Week 7: GAP Week</p>	<p>short-term effects. Written work: "The Church presented the biggest challenge to kingship in Medieval England". How far do you agree with this statement?</p> <p>Week Six: Assessment Week 7: GAP Week</p>	<p>Henry never really relinquished his Catholic faith. His wives and children - how was Henry VIII viewed on reflection?</p> <p>Week Five: What was the impact of Edward and Mary? - Important to discuss the continuing religious turmoil after Henry VIII's death - important to paint the picture of the England that Elizabeth eventually inherits in KS4. Edward's stricter and extreme Protestantism - Edward as a prince. Mary I's counter-reformation, did she deserve the nickname 'bloody mary'. How did these two, short, but incredibly impactful reigns change/impact England?</p> <p>Week Six: Assessment Week 7: GAP Week</p>	
YEAR 8	<p>Empire and Slavery Week One: What were the main motivations behind British colonialism and imperial</p>	<p>The Industrial Revolution Week One: The Industrial revolution could not have happened without the Agricultural</p>	<p>Women's Suffrage Week One: How was Victorian society organised and what was a women's role? - Examining</p>	<p>World War One Week One: What were the Causes of WW1? Long-term and short-term causes. MAIN</p>	<p>The Civil Rights Movement Week One: Intro to Civil Rights, recap slavery, American Civil</p>

<p>expansion? 5 motivations for empire, discussing the competition to conquer the globe and the reasons people justified their movements.</p> <p>Week Two: What were 16th Century West-African kingdoms like? Challenging the misconceptions of Africa as an 'uncivilised' nation prior to the British Empire. A misconception deliberately applied BY empire builders to justify their actions.</p> <p>Week Three: What part did Britain play in the Trans-Atlantic slave trade? What was Britain's involvement in TAST, they became the dominant power during this time overtaking Spain and Portugal, as they expanded their empire. Britains wealth was built on the backs of enslaved peoples</p> <p>Week Four: How did the TAST operate? Abduction of enslaved Africans from the west coast of Africa, the horrors of the middle passage, auctions of the enslaved and life on plantations for those that survived the Middle passage.</p> <p>Week Five: Why was the slave trade</p>	<p>revolution. The impact of the late 18th C population boom and agricultural revolution, that triggered a wave of subsequent revolutions.</p> <p>Week Two: How did the transport revolution help industrial growth? Discussion of the development of roads, canals and railways. How did they impact the industrial revolution? Economy, jobs, etc</p> <p>Week Three: What was life like for children working in factories? In depth study into the impact of the Industrial Revolution on children. Examining the definition of 'childhood' in the Victorian era, expectations for children and the impact of the industrial revolution long-term on children. Did it have an impact on the government? (The Factory Act, 1833)</p> <p>Week Four: What was life like for the working class in Victorian England? Looking into the wider impact of the</p>	<p>societies view of women as 'the angel of the house', what were the expectations of women.</p> <p>Week Two: What was the women's Suffrage movement? What is the difference between the suffragists and suffragettes - peaceful and violent protest</p> <p>Week Three: What was the impact of Emily Davison's actions? Did Emily Davison's death help or hinder the suffragette movement - examining the long-term and short-term impact of her actions</p> <p>Week Four: What was the government response to the fight for women's suffrage? Discussion of the Cat and Mouse Act, force feeding in prison, prison sentences and the Anti-Suffrage league.</p> <p>Week Five: What was the impact of WW1 on women's suffrage? Discussion of the ceasing of suffrage protests during the war, the women taking on men's jobs, granting of women 30 and married the vote in 1918, all women</p>	<p>versus the Assassination of Franz Ferdinand</p> <p>Week Two: Why did people believe the war would be over by Christmas? Examining British propaganda campaigns, source analysis, discuss the impacts of pal battalions</p> <p>Week Three: What was life like for soldiers in WW1 - a case study of the soldiers experience - oral histories and source analysis to compare the propaganda of the government and the true experience for soldiers</p> <p>Week Four: What made WW1 different from previous wars? Discussion of new weaponry, developing technology, biochemical warfare - how did this change the face of WW1?</p> <p>Week Five: The Battle of the Somme and the End of WW1 - a study into the battle (Lion's led by Donkeys'. Ending in a discussion as to why WW1 ended.</p>	<p>War. Discussion into the emancipation of the enslaved as a result of the American Civil War. Discussion of Juneteenth - what impact did it have? L2 - Jim Crow Laws and the segregation in the USA</p> <p>Week Two: Case Study 1- America - What did Civil Rights mean and where did it begin? Looking at the fight against segregation, Brown Vs the Board of Education, the Little Rock Nine. L2 - The Montgomery Bus Boycott - causes, events and consequences</p> <p>Week Three: Peaceful Protest Vs Violent Protest - Martin Luther King and Malcom X. Exploring the different approaches to civil rights by activists in America. The Civil Rights Act - did it make a difference?</p> <p>Week Four: Why has Britain's Black Power movement been forgotten? Discussion of its history, galvanised by American Civil Rights movement - videos on BBC discussing why this</p>
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	<p>abolished? (Legacy Study) A study of abolitionists in UK, African abolitionists and their fight against TAST, looking at the impact of Wilberforce in parliament and the huge public outcry after the efforts of many who survived TAST tell their stories to the public. Was the TAST abolished? 1807 trading is abolished, 1833 slave trade is abolished in some parts of the empire, 1865 slave trade is abolished in America.</p> <p>Week Six: Assessment Week Seven: GAP Week</p>	<p>industrial revolution on the working class and cities. Living conditions in cities slums, illness and housing. Why was nothing done to help, what impact did this have on the lives of workers and cities?</p> <p>Week Five: "An Era of social and political change", who were the Chartists? Why did people begin fighting for their rights? A discussion into the growing consciousness of the lower classes. The drive for equality for workers and 'universal suffrage' (men only), the Chartists and the reactions of the elite to the changes in social order.</p> <p>Week Six: Assessment Week Seven: GAP Week</p>	<p>over 21 in 1928.</p> <p>Week Six: Assessment Week Seven: GAP Week</p>	<p>Week Six: Assessment Week Seven: GAP Week</p>	<p>movement is largely ignored in the teaching of the civil rights movement.</p> <p>Week Five: What events happened? The Bristol Bus Boycott, The Trial of the Mangrove 9 and the New cross Fire.</p> <p>Week Six: Assessment Week Seven: GAP Week</p>
YEAR 9 (minor)	<p>Revolutions around the World Linked to Art (Propaganda Posters and their impact)</p> <p>Week One: What were the causes of the Russian Revolution - Examining the context which led to the Russian revolution.</p> <p>Week Two:</p>	<p>Holocaust Week One: What was the Holocaust and how did it happen? Background context of Hitler's Germany, his anti-Semitic rhetoric and propaganda. The Wannasee conference and</p>	<p>Art and Renaissance (linked to Art - the study of the big 3: Michelangelo, Raphael and Da Vinci)</p> <p>Week One: What was Renaissance Art? - . Introduction to Renaissance art, what was different about it, why it was</p>	<p>British Political History Week One: Introduction to British Political History - Timeline of Prime Ministers from 1945-present day; Clement Atlee - First major labour government,</p>	<p>Witchcraft – (linked with art medieval Bestiary and depictions of mythical creatures)</p> <p>Week One: Why did people believe in witchcraft? Definitions of witchcraft, examining the beliefs and superstitions.</p>

<p>What were the consequences of the Russian Revolution? Discuss and explore the outcome for Russia and around the world. Examine reactions by other governments. Could the Russian Revolution be considered successful?</p> <p>Week Three: What were the causes of Arab Spring? Examining the context which led to Arab Spring. Discussion of oppressive regimes and low standard of living</p> <p>Week Four: What were the consequences of Arab Spring? Discuss the outcomes of Arab spring, could it be considered successful? How was it dealt with in different countries?</p> <p>Week Five: What causes a revolution to happen? Compare the Russian revolution with Arab Spring, what are the similarities and differences?</p> <p>Week Six: Assessment Week Seven GAP Week</p>	<p>the Final solution</p> <p>Week Two: Did people know it was going to happen? This lesson will explore the public consciousness around the holocaust and explore the question of how could such an atrocity have happened, but importantly were people aware that it was going to happen, which leads us into the topic of Kinder Transport</p> <p>Week Three: Kindertransport - How and why was Kindertransport devised? A case study into Sir Nicholas Winton who established an organisation to rescue children at risk from Nazi Germany</p> <p>Week Four: What was it like arriving in the England? A child's perspective of their arrival in England, their experiences, were they aware of what was happening in Germany, were they aware that they would likely never see their families again?</p>	<p>significant and how did it contrast to earlier art</p> <p>Week Two: What was the intent of Renaissance painters and sculptors? Comparison study of the aims of the movement, what they sought to move away from. Discuss the impact of this work on depicting real life and not just religious imagery.</p> <p>Week Three: What was the Churches involvement in art? Why would the Catholic church be so involved in the lives of renaissance painters? Discussion of patronage and propaganda</p> <p>Week Four: Why did the Church ban art works? Looking at the religious turmoil of the 16th Century and what impact this had on works of art, demonstrating the importance and influence of these paintings during the time of the Protestant reformation</p> <p>Week Five: How did Renaissance art impact ordinary lives? Discuss how art played a</p>	<p>development of NHS</p> <p>Week Two: Churchill/Eden - The decline of Churchill, replaced by Anthony Eden -The Suez Canal Crisis - Britain lost its role as a superpower</p> <p>Week Three: Wilson/Heath - Devaluing of the Pound, 3-day week and the decriminalisation of homosexuality</p> <p>Week Four: Margaret Thatcher - Britain's first female prime minister, Falklands, Miners' Strike, Economy</p> <p>Week Five: Blair - Impact of labour government, the signing of the Good Friday Agreement 1998</p> <p>Week Six: Assessment Week Seven: GAP Week</p>	<p>Look at the publication of the 'Malleus Malificorum' 1486 and discuss why people believed this to be true</p> <p>Week Two: How did the reformation impact the hunt for witches? Discussion of the religious turmoil and it's impact of the accusation of witches on both sides (Protestant and Catholic). Witches has long been regarded as a threat to the Catholic church.</p> <p>Week Three: Witchcraft and the Law - The Witchcraft Act 1604, how to identify witches and the punishment for those accused of being witches. Pendle Hill witches trail</p> <p>Week Four: Witchcraft around the World - Addressing the misconception that it was mainly women accused - geographical study of numbers - England, Europe and Northern America is mainly women, Iceland for example mainly men - show the 'witchcraft craze' and its global impact.</p>
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YEAR 9	<p>Germany: Democracy and Dictatorship Week One: Germany and the Growth of Democracy. Lesson 1 - Did the balance of power change in the years 1890 - 1914? focus on Germany's pre-war political situation, the role of Kaiser Wilhelm, German constitution. Lesson 2 - Industrialisation, social reform and the growth of socialism. Lesson 3 - The domestic importance of the Navy laws (Wetpolitik) Week Two: What was the impact of WW1 on Germany? Lesson 1 - War weariness, economic problems,</p>	<p>Germany: Democracy and Dictatorship Week One: The extent of recovery during the Stresemann Era (1924-1929): economic development including the new currency, Kellogg - Briand Pact, Locarno, Dawes and Young plan. Week Two: What was Germany's Golden Age? Lesson 1&2: Exploration of Germany in post-war Europe and the huge cultural changes in Germany. What was the impact of these culturally changes? Did it lead to a</p>	<p>Germany D&D: The Experiences of the Germans Under the Nazis - 1933 -45 Week One: Totalitarian Regimes controlled every aspect of life. Why? Focussing on the benefits of Nazi rule for Germany and Germans - impact on the German economy, employment, public works programmes, rearmament, self-sufficiency, the impact of the war on the economy and the German people, including bombing, rationing, labour, shortages, refugees.</p>	<p>Germany: Democracy and Dictatorship Week One: What was the impact of WW2 - Ghettos and the Holocaust. What was the impact of the Final Solution - written study. Allied bombings, rationing, women in factories Week Two: Goebbels and Propaganda - focus should be on the reasons for propaganda and the development of Nazi culture; the methods used; their level of</p>	<p>Britain, Health and the People Week One: Medieval Medicine - Medicine Stands Still; Lesson 1 - Natural versus Supernatural - Medieval beliefs in the causes of disease, herbalists and wise women. Lesson 2&3 - Where did medieval beliefs about medicine come from? Hippocrates and Galen, theory of the four humours - education of physicians, how the belief in Hippocratic and Galenic beliefs became a straightjacket for medical</p>

<p>defeat, women in work. Lessons 2 & 3 - Post-War problems including reparations, occupation of the Ruhr, hyperinflation. Weimar democracy; political change and unrest 1919 – 1923</p> <p>Week Three:</p> <p>Lesson 1 - Threats to Weimar republic - Spartacists and Kapp, Lesson 2 - Economic threats to WR - reparations, Ruhr Lesson 3 - the Munich Putsch</p> <p>Week Four:</p> <p>How did the Weimar Republic Survive? Interpretations exercise - students to examine attitudes towards Germany's defeat, the treaty of Versailles. Why do these interpretations differ? Causation study: relating to unrest: the attitudes of different people and groups. Students should assess the impact of events in Weimar Germany up to 1923 and reflect on the implications for Germany's subsequent developments.</p> <p>Week Five:</p> <p>Reflection on the Weimar republic - Skills practice lessons utilising content learned to examine questions around the growth of democracy in Germany and the Weimar</p>	<p>rise in conservatism and pave the way for the more extreme parties to push through into mainstream society. Lesson 3: The Wall Street Crash - what was it and how did it impact Germany?</p> <p>Week Three:</p> <p>The Rise of the Nazi's - How did the depression lead to the rise of political extremism? How far was the Nazi's rise a result of the depression, the appeal of the Nazi party and the fear of Nazi violence. Failures of Weimar republic and the SA - Propaganda, Hitler over Germany, policies. LINK to Hitler's previous role in the Munich Putsch</p> <p>Week Four:</p> <p>The Establishment of Hitler's Dictatorship. How did Hitler become Chancellor? Re-Cap from previous lessons to ensure students understand how Hitler is now in charge of Germany - failure of Weimar, Hindenburg and Papen. Enquiry Question: How did Hitler become a dictator? How did Hitler</p>	<p>Week Two:</p> <p>How did the Nazi's change the lives of young people? Focus on the policies towards young people, the reasons, methods and level of success, war games, propaganda, Hitler Youth, League of German maidens' school. Interpretations practice - Lesson 3</p> <p>Week Three:</p> <p>What were the Nazi attitudes towards women? Lessons 1&2: The reasons for their policies, methods and success. Traditional views, Hitler's views on a woman's place. Kinder, Kirche, Kuche. Impact of WW2. Lesson 3: Why did the Nazi's take control of the Christian Church? Catholics and Protestants, concordat, Church and neimoller, Reich Church (may extend into Week 4)</p> <p>Week Four:</p> <p>Reflection on Week 1-2 - Essay Question Practice about impact of Nazi control on Germany and Germans - Lessons 1&2. This could include all three lessons, practice on writing essay with mark scheme -</p>	<p>success and their effects on German people. Fear and Terror - Repression of the Police State - Gestapo and SS, concentration camps, Himmler - reasons for repression, methods, impacts on the German people. Police courts and concentration camps. Interpretations study.</p> <p>Week Three: Resistance and Opposition to Hitler - including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot. Focus should be on who opposed Hitler, why and how, how were they dealt with. Essay practice .</p> <p>Week 4:</p> <p>Review and Assessment - Students complete Section A from the specimen paper. Lesson 1 - Paper, Lesson 2&3 - Reflection and marking of paper - improvement and re-draft of answers using mark scheme</p> <p>Week Five:</p> <p>Britain, Health and the</p>	<p>progress (a rational but erroneous approach)</p> <p>Week Two:</p> <p>How did Medieval people treat illness - examining doctors, trained and untrained. Touch on the role of monks/nuns. Medieval Surgery - Surgery in medieval times, ideas and techniques. The treatment of wounds, the view of pus, Hugh and Theodoric of Lucca's ideas about surgery and the textbooks Lucca wrote to explain their theories. John of Arderne, the first British surgeon</p> <p>Week Three:</p> <p>What was the impact of Christianity on medical progress? Study the doctrine of the Church 'care not cure', link back to Y7 - control of the Church in education, the approval of Hippocrates and Galen as the only accepted medical texts, Banning of dissections. Belief in prayer being a cure for disease. The development of hospitals and their impact on medical progress.</p>
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	<p>republic Week Six: Assessment Week Seven: GAP Week</p>	<p>eliminate his opposition - Reichstag fire - source based study to practice skills and to demonstrate how Hitler manipulated public opinion. Policies introduced by Hitler, Emergency Act, enabling act, 1933 Gestapo is formed, the first concentration camp is opened for political prisoners in Dachau. Banning trade unions and other political parties. Week Five: Review, Lesson 1 - Rohm and the Night of the Long Knives, Hitler becomes Fuhrer - essentially neutralising all opposition within the Nazi party. Overview opportunity: students explain the relative importance of the factors which allowed Hitler to become Führer; students could include the use of media, the law, violence and intimidation. Week Six: Assessment Week Seven: GAP Week</p>	<p>using knowledge from LC3. If completed in two lessons, begin next topic in Lesson 3. Lesson 3 - Why did Hitler persecute certain racial groups? Discussion of Hitler's Aryan ideas, why did he target these specific racial groups? What were Hitler's beliefs? Week Five: How did Hitler persecute certain racial groups? Timeline - loss of jobs, race studies in German schools, April boycott, Nuremberg laws, Kristallnacht. Road to the Final Solution. Wannasee papers (available online) Discussion about why this persecution was able to happen - reflection on the content learned in LC3. Week Six: Assessment Week Seven: GAP Week</p>	<p>People: Course Overview - Students will learn all the main features of the course in a one lesson overview. The aim of this lesson should be to compose a visual display of all the important features of the rest of the course. This activity allows students to look through the textbook and research the whole course in order to engage their interest. Week Six: Assessment Week Seven: GAP Week</p>	<p>Week Four: What was the nature and importance of Islamic medicine and surgery? Avicenna, Ibn Al Nafi, the Islamic world was a centre of medical discovery. Religion encouraged, not prohibited, scientific experiment and discovery. Canon of medicine, Islamic hospitals were centres of learning and development. How did this contribute to Western Medieval medicine? Why is it so significant? Islamic approach to medicine was more evidence based. Introduction of pharmacy measures. Week Five: Public Health in the Middle Ages: Students should learn about the quality of public health in two places and consider issues such as, towns' laws not enforced etc. Stress factors involved, for example: leadership, wealth, knowledge. There is an opportunity to move students from description to reasons why there were differences between</p>
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					places and towns and monasteries. Contextual links between the education of those in the monasteries. Week Six: Assessment Week Seven: GAP Week
YEAR 10	<p>Britain, Health and the People (Renaissance) Week One: Lesson 1: Re-Cap on Knowledge on Ancient Medicine, Lesson 2&3: What was the impact of the Black Death? Beliefs, causes, believed causes, attempted public health improvements and treatments. Linked to prior knowledge. Comparison study between the Great Plague 1665 and the Black Death in terms of causes, cures and government response.</p> <p>Week Two: What was the impact of the Renaissance on Britain? The challenge to medical authority in anatomy, physiology and surgery. The work of Vesalius, Pare and William Harvey, and the opposition to change. Students will study the work of Vesalius, Pare and Harvey and consider the impact they made.</p>	<p>Britain, Health and the People (The Development of Germ Theory and a revolution in Surgery) Week One: What was the significance in the development of anaesthetics? Focus on the impact of anaesthetics in medicine focusing on Simpson and Chloroform. (This subject is addressed first to help the students understand the significance of germ theory). These lessons will cover: the types of chemicals used, how they were tested and developed, why there was opposition to progress, how opposition was overcome, consequences of these developments; for example, freedom from pain, opportunity to do perform complex</p>	<p>Britain, Health and the People (Modern) Week One: Twentieth Century Public Health Reforms - the importance of Booth, Rowntree and the Boer War, the Liberal Social reforms - why did the Liberals bring in reforms, how effective were they? The impact of two world wars on public health, poverty and housing. The Beveridge Report and the Welfare State - how this report connected to the creation of the welfare state. The creation and the development of the NHS (National Health Service), costs, choices and issues of health care in the 21st century.</p> <p>Week Two: Modern Treatment and Diagnosis: A case study of drug development, an</p>	<p>Conflict and Tension between the East and West (1945 - 1972) Week One: Why did the Allies become enemies? Re-cap end of WW2, discuss the impact of the atom bomb on international relations - idea of political hegemony. Cold War Ideologies and Conferences - Capitalism and Communism - the contrast in ideologies and why each government believed their ideology to be superior. Yalta and Potsdam Conferences, the division of Germany - Focus on what was agreed and why personal and diplomatic relationships changed grew hostile in 1945</p>	<p>Conflict and Tension between the East and West (1945 - 1972) Week One: Peaceful Co-Existence and the Hungarian Uprising - De-Stalinisation, causes, events and consequences of Hungarian Uprising, Hungary, the protest movement and the reforms of Nagy. Enquiry Question: How far was 'peaceful co-existence' peaceful? The U2 Crisis and Paris Peace Summit - events and consequences. Link back to thaw and peaceful co-existence. Week Two: Why was the Berlin Wall constructed? Lessons 1&2: Exploration of the motivations behind the soviet government's decision to build the Berlin Wall and the way in which</p>

<p>Evaluating the impact they had on Britain, the books and learnings. The challenges before their discoveries, implementation and impact.</p> <p>Week Three: What was public health like in the Renaissance? The changing definition of hospitals, their growth and development in the 18th and 19th centuries, changes to the training and status of surgeons and physicians, the works of John Hunter. This module provides comparison between the role of hospitals in medieval England (care not cure) and the development of hospitals as a 'centre of learning' (link to Islamic medicine). Key Figures: John Hunter and Florence Nightingale.</p> <p>Week Four: What was the impact of Edward Jenner on medicine? Inoculation, Edward Jenner's discovery and response, how he came to understand his discovery, establish the difference between inoculation and vaccination, the opposition to Jenner's discovery.</p> <p>Interpretations study - the 18th century Anti-Vaxxers. Long-term implementation and the impact</p>	<p>surgery and mortality rates. Focus on the work of Simpson and chloroform, noting the reasons for acceptance of chloroform in childbirth in Britain (Queen Victoria).</p> <p>Week Two: What was the significance of Germ Theory? How and why the discovery was made, how was it proven? The key focus will be the impact of germ theory, students will study spontaneous generation, Pasteur's methods and the growing realisation about the specificity of germs and infection. Comparing contagionists and anti-contagionists, beliefs about infections and epidemics.</p> <p>Week Three: Lessons 1&2: Antiseptic and Aseptic Surgery - Exploring Lister and carbolic acid, his role in convincing sceptics about the veracity of Pasteurs discovery, outstanding problems for surgeons during this time, blood loss, infection etc. Aseptic Surgery. Lesson 3: Koch</p>	<p>opportunity to assess factors as work such as: the role of individuals, team work, industry and government. The development of the pharmaceutical industry, Penicillin, it's discovery and its development. New treatments and diseases, antibiotic resistance, alternative medicine and treatments. Students will also consider broader factors: science and technology, communications, religion, and war. What was the impact of war and technology on modern surgery? The development of new techniques such as: plastic surgery, blood transfusions, x-rays, transplant surgery , modern surgical methods, including: lasers, radiation therapy and keyhole surgery.</p> <p>Week Three: Thematic Overview - Treatment and prevention, how it improved over time Students will have the opportunity to review focusing on concepts of factors and progress. This will include information on</p>	<p>Week Two: Eastern Europe and the Truman Doctrine - Two clashing Ideologies. Soviet Expansion into Eastern Europe and its consequences. Focus should be on the countries which became communist and how this was achieved. Countries that could be included are: Albania, Czech Republic, East Germany, Hungary, Poland, Yugoslavia. Truman Doctrine: US policies, The Truman doctrine and the Marshall Plan, their purpose and Stalins reaction. Lesson 3: Develop your students understanding of the USSR's (Stalin's reaction) to the Truman Doctrine and the Marshall Plan. Use Cominform, Comecon and the experience of Yugoslavia as examples of Stalin's reaction.</p> <p>Week Three: Cold War - 1950s - Why did Stalin blockade Berlin? Berlin Blockade and Airlift - The causes</p>	<p>the USA used it for propaganda purposes. Lesson 3: Introduction to Castro's Bay of Pigs - the Cuban revolution and early tensions within the USA</p> <p>Week Three: The Cuban Missile Crisis: How did the crisis emerge, how did it develop and the nature of the far reaching implications for the Cold War and world peace. 13 days of crisis, events and consequences. The roles of Castro, Khrushchev and Kennedy. Fears of the USA and reactions to missiles in Cuba. Dangers and results of the crisis.</p> <p>Week Four: How did Prague Spring affect relations between the superpowers? Dubcek and the Prague Spring movement. The effects the Prague Spring had on East-West relations, including the Warsaw Pact. The Brezhnev Doctrine, socialism with a human face. Why did tension ease between the superpowers in the early 1970s? Sources of tension including soviet record on</p>
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	<p>on small pox. Week Five: Knowledge review - Practice and implementation. All three lessons used to revisit knowledge learned in Britain, Health and the People. Interpretations/Essay question given and reviewed as knowledge recall practice. Week Six: Assessment Week Seven: GAP Week</p>	<p>and Ehrlich - contributions to developing germ theory, discovery of TB microbes and finding a cure for syphilis Week Four: What was public health like during the Industrial Revolution? Lesson 1 - Re-Cap knowledge on public health in industrial cities, impact of industry on cities, Chadwick report, government attitude towards reform. Lesson 2&3 - Cholera Epidemic. Study the cause, beliefs, and impact of Cholera outbreaks in London, Snow's report. Study how epidemics are agents of change. Comparison paper practice between public health in industrial cities and public health in medieval towns (8mark similarities and differences question) Week Five: What public health reforms were brought in? Public Health Acts of 1848 and 1875, impact and response. Study the changes in public health and the reasons behind</p>	<p>the role of the individual (which will need to be explained). The areas are as follows: war, religion, science and technology, government and role of individuals. Essay on the contribution of these factors in the development of treatment and prevention Week Four: Thematic Overview - Surgery, how it improved over time Students will have the opportunity to review focusing on concepts of factors and progress. This will include information on the role of the individual (which will need to be explained). The areas are as follows: war, religion, science and technology, government and role of individuals. Essay on the contribution of these factors in the development of surgery Week Five: Thematic Overview - Public Health, how it improved over time Students will have the opportunity to review focusing on concepts of factors and progress. This</p>	<p>and the events of the blockade and airlift as well as the events and outcomes of the Berlin airlift, How did this crisis affect the propaganda war between the US and the USSR? (Trizonia, Bizonia, currency events and consequences) Review and Assessment of Part One - The origins of the Cold War: Evaluation of Usefulness Week Four: Asia 1945 - 60 and China 1945-49 - consequences . Examine USSR's support for Mao Tse-Tung and Communist revolution in China. Military campaigns waged by North Korea against the UN, Military campaigns by Vietcong against France and USA. The aim is to develop students understanding of the situation in the East and its significance for the superpowers. Students should understand how communism spread in Asia and how this affected the relations between super powers.</p>	<p>Human rights, The reason for Detente and SALT 1. The part played by key individuals Brezhnev and Nixon Week Five: Review and Assessment of Parts One, Two and Three - Assess student understanding, an opportunity to re-cap knowledge learned. Practice paper and review. Week Six: Assessment Week Seven: GAP Week</p>
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		<p>the change. Establish the nature of the changes and then the reasons for those changes. Details of Public Health Acts – establish what each act did and difference between them. Remember to note the impact of the 'Great Stink, 1858' and Bazalgette's work (technology). What was the role of public health reformers and the government? Look at the impact of public health reformers and the governments 'laissez-faire' attitude (link to KS3). This lesson/s could examine significance and comparison questions.</p> <p>Week Six: Assessment Week Seven: GAP Week</p>	<p>will include information on the role of the individual (which will need to be explained). The areas are as follows: war, religion, science and technology, government and role of individuals. Essay on the contribution of these factors in the development of public health</p> <p>Week Six: Assessment Week Seven: Assessment</p>	<p>Week Five: What was the purpose of NATO and the Warsaw Pact - Understand how NATO was formed and its purpose, as the creation of the Warsaw pact as a consequence. How did the arms and space race affect the Cold War? Study the arms race, the Space Race including Sputnik, ICBMs, Polaris, Gagarin and Apollo. This also includes how nuclear weapons became more powerful, atom bombs, hydrogen bombs, stockpiling. Discussion: The US now sleeps under a Soviet moon' – what did Khrushchev mean by this?</p> <p>Week Six: Assessment Week Seven: GAP Week</p>	
YEAR 11	<p>Elizabethan England Week One: Background and Character of Elizabeth I: This unit is an introduction into Elizabeth's reign. Beginning with an introduction into her accession. The structure of Elizabeth's</p>	<p>Elizabethan England Week One: Why were the Puritans a threat to Elizabeth's parliament? Review of Elizabethan settlement and extreme reactions. The Nature and ideas of</p>	<p>Elizabeth England Week One: Why was the Spanish Armada defeated? The Armada can be used to showcase Elizabethan naval tactics and technology. Students should understand</p>	<p>Revision Interleaving Curriculum: Divide the topics between each lesson - teacher led - class dependant</p>	<p>Revision Interleaving Curriculum: Divide the topics between each lesson - teacher led - class dependant</p>

<p>government - central versus local government (privy council etc). Court life under Elizabeth - patronage; key ministers. Students will consider the roles of key figures in Elizabeth's court: Cecil (Burghley), Dudley and Walsingham. Their roles, jobs and influence. The movements of court, style, popularity and management of image</p> <p>Week Two: Relationship with parliament - Re-Cap: Privy council, councillors, roles. Why was it important for Elizabeth to get married? Exploration of one issue between Elizabeth and her parliament the question of marriage and succession. Expectations of women at that time, what problems did Elizabeth face, why didn't she marry - considerations of suitors, Elizabeth's experience of Henry VIII and Seymour.</p> <p>Succession Crisis. The Religious Settlement - Exploration in the causes, events and consequences of the religious settlement.</p> <p>Week Three: What does the Essex Rebellion tell us about government and politics in Elizabeth's reign?</p>	<p>Puritans and Puritanism - range of opinion on Puritans ranging from the moderate through to the extreme like Stubbs and Cartwright. Why were the Puritans a threat to Queen Elizabeth's government? The ideas of the Puritans threatened the Church and State, Archbishop Parker and the Puritan reaction in parliament. The limitations of the threat of Puritanism and Elizabeth and her parliaments reaction.</p> <p>Week Two: Elizabethan Life - What were theatres like in Elizabethan times? The Elizabethan theatre and its achievements, attitudes towards the theatre. Students will be studying the Globe Theatre - what can they learn from the study of the Globe theatre than informs them about life in Elizabethan times.</p> <p>These lessons examine: the design and use; actors and playwrights; including William Shakespeare and Richard Burbage. How did the theatre reflect</p>	<p>the sequence of events and factors that contributed to the outcome. Spanish plans for Invasion, leadership of two sides, resources of two sides, ships, fireships, gravelines and Tilbury - Elizabeth's speech; Defeat of the Armada and the Aftermath of Spain's defeat - consequences for both sides - Anglo-Spanish war ending with the death of both monarchs</p> <p>Week Two: Elizabethan Poverty - Why did poverty increase in the 16th Century? Reasons for the increase in poverty, understanding the nature and seriousness of poverty in the 16th century. What were the government and contemporary attitudes to poverty and punishment? Harman's book on the poor 'A warning against vagabonds' 1567. Case study on how Norwich, Ipswich and London dealt with the 'problem' of the poor, illustrate changing attitudes of the Elizabethan period.</p> <p>Week Three: Elizabethan Poverty - What did Elizabeth and the</p>		
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<p>The focus is the strength of Elizabeth's authority at the end of her reign, including the Essex rebellion in 1601. This is a case study, late in the reign of court politics and patronage. Review of Essex's character - achievements and failures.</p> <p>Essex's Rebellion 1601 - consider how court politics and the theatre play in Essex's downfall. 1596 - privy council destroyed all the unflattering images of the Queen. Discuss the causes, consequences and impact of the Essex rebellion and Elizabeth's response.</p> <p>Review of knowledge - Practice Question.</p> <p>Week Four:</p> <p>Why was Catholicism a threat? Review of Elizabethan religious policy, the conflict between English Catholicism and Protestantism. Considering the 'extreme' elements for Catholicism and Protestantism (Puritans). The Northern Rebellion - causes, events and consequences. Elizabeth's excommunication 1570 - a turning point in the Catholic threat level. Discussion of Mary QoS arrival in England, support for the Catholic Queen. Elizabeth and her governments</p>	<p>Elizabethan society? How did different sections of society react, how did the plays reflect the Elizabethan world?</p> <p>Week Three:</p> <p>Elizabethan Life - Living Standards and fashions, the rise of the Gentry. Examine the 'Elizabethan Great Chain of Being', growing prosperity and the rise of the gentry. Fashion - Sumptuary Laws 1574. Architecture flourished the 'building boom'. Case Study of Hardwicke Hall - display of wealth Bess of Hardwicke. Link to prior learning from Mary, QoS.</p> <p>Why was there increased wealth in Elizabethan England? Consider the expansion of England, colonies and advanced trading.</p> <p>Week Four:</p> <p>Elizabethan Exploration - Circumnavigation. Hawkins and Drake 1577 - 1580, voyages and trade; the role of Raleigh. Develop students understanding and motivations of English seamen in making</p>	<p>government do to try to help the poor? Government policies that were introduced to deal with the problem of the poor, The Elizabethan Poor Law - The impact of the Poor Laws, the positives and negatives, did they change Elizabethan beliefs on poor? Changing attitudes within society.</p> <p>Founding of Alms-houses - Lord Burghley's influence on the building of alms-houses, motivations and impact.</p> <p>Week Four:</p> <p>Thematic Review - Elizabeth's relationship with Parliament - Crisis of Succession, Religious Settlement. Key figures in Elizabeth's Privy Council and their impact. The Catholic Threat - What was the importance of Mary, Queen of Scots during the Elizabethan period,</p> <p>Week Five:</p> <p>Practice paper - Review with mark schemes - address areas for re-teach</p> <p>Week Six: Assessment</p> <p>Week Seven: GAP Week</p>		
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	<p>reaction and policies towards religious matters. Enquiry Questions: Why was Catholicism a threat? When was the Catholic threat greatest? How were Catholics treated during her reign?</p> <p>Week Five:</p> <p>How much of a threat was Mary, Queen of Scots?</p> <p>Background of Mary, her claim to the English throne, from arrival in England to her execution. Elizabeth and Parliaments treatment of Mary, the implications and political turmoil this created at Elizabeth's court. Examining the connection between Mary, Queen of Scots and Bess of Hardwick and the implications of marriage in the early modern period in contrast to Elizabeth.</p> <p>3 Plots against Elizabeth - Ridolfi, Throckmorton and Babington, leading to Mary's ultimate execution - What was the impact of Mary's execution and why did Elizabeth resist?</p> <p>Week Six: Assessment</p> <p>Week Seven: GAP Week</p>	<p>overseas voyages. Trade and expansion, including the early slave trade - John Hawkins. Discuss the role of Walter Raleigh. Focus on developing understanding of Drake's circumnavigation - why was this an achievement?</p> <p>Nature, difficulties and dangers. What were the consequences of Elizabethan exploration?</p> <p>Week Five:</p> <p>Conflict with Spain - Causes. Religious differences - re-cap tension between Catholics and Protestants. Rebellion in the Netherlands - William of Orange and the Duke of Parma - 'unofficially' England helped the Protestants.</p> <p>Privateers, plots and persecutions - link to Raleigh. Why did tension turn to war? Increasing tension due to these factors, execution of Mary, QoS, treaties with Protestant countries.</p> <p>Week Six: Assessment</p> <p>Week Seven: GAP Week</p>			
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Homework based on prior knowledge

Quizzes to keep topics in working memory

Mock exams include and LC test multiple choice