

# History: Curriculum Plan

**Rationale and ambition for Netherhall School History Curriculum:**

Overview:

How is History taught?

- KS3 – Students are taught in ‘setted’ ability classes for two lessons each week.
- KS4 – Students are taught in mixed ability classes for three lessons each week.
- KS5 – Students are taught (shared across two members of staff) for six lessons each week.



Rationale and ambition for Netherhall School History Curriculum:

- Our History curriculum aims to inspire a passion for History within learners which ignites life-long interest in the subject continuing beyond academic achievement.
- Our History curriculum aims to encourage learners to ‘think like Historians’ through an inquisitive and investigative approach to the events and issues studied. We always encourage students to start with the ‘5Ws’: who, what, where, when, why?
- Our History Curriculum aims to offer suitable and accessible challenge to students of all abilities.
- Our History curriculum aims to engage and challenge students through studying a diverse range of events and issues with local, national and international significance, expanding their cultural capital.
- Our History curriculum aims to develop empathetic and engaged citizens through focusing on events and issues with a challenging ethical or moral dimension, such as those relating to class, gender, race, intolerance and discrimination.
- Our History curriculum aims to support students in developing the confidence to carefully consider and express their views and opinions.
- Our History curriculum aims to prepare students for work and life through the development of soft skills such as communication, teamwork, adaptability, problem solving, public speaking and leadership. Studying History creates well-rounded people!
- Our History curriculum aims to enrich students’ learning and understanding through opportunities for field visits to engaging Historical sites.

Key concepts:

The concepts that Netherhall School History curriculum aims to support student progression in are:

- AO1 Knowledge and Understanding
- AO2 Explanation and Analysis
- AO3 Analysing Sources
- AO4 Interpretations

<p><b>AO1 – Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• knowledge and understanding of specific historical events, periods and societies</li> <li>• knowledge and understanding of the key features and characteristics of the periods studied: the chronology, individuals, events, developments and issues</li> <li>• apply knowledge and understanding to explain events, concepts and people studied</li> <li>• understand and appropriately use in context of historical terms including first order historical concepts such as ‘constitution’, ‘nation’, ‘revolution’, ‘society’</li> <li>• deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</li> </ul>	<p><b>AO2 – Explanation and analysis</b></p> <ul style="list-style-type: none"> <li>• analyse and explain the reasons for, and results of, events and changes.</li> <li>• explain links and relationships between features</li> <li>• analyse key changes.</li> <li>• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts</li> <li>• understand the key features and characteristics of the periods studied in relation to second order historical concepts of continuity, change, cause, consequence, significance and similarity and difference within situations</li> <li>• understand the relationships between different aspects within the periods studied, making connections, drawing contrasts and analysing trends.</li> </ul>
<p><b>AO3 – Analysing sources</b></p> <ul style="list-style-type: none"> <li>• select and combine information from different sources of evidence</li> <li>• compare and evaluate sources of evidence</li> <li>• use sources of evidence critically to explain and analyse the past</li> <li>• construct valid and realistic historical claims by using a range of sources in context</li> <li>• understand and use critically and constructively a range of contemporary source material appropriate to the period to frame their own valid historical questions and make their own valid historical claims</li> <li>• understand how evidence is used rigorously to make historical claims, discerning how and why different interpretations of the past have been constructed.</li> </ul>	<p><b>AO4 – Interpretations</b></p> <ul style="list-style-type: none"> <li>• analyse and explain why there are different historical interpretations of events, people and changes</li> <li>• discern how and why different interpretations of the past have been constructed</li> <li>• develop a critical appreciation of how and why different interpretations have been constructed about historically significant people, events and developments</li> <li>• understand of the nature of historical study, for example, that history is concerned with judgements based on available evidence and that some historical judgements may be more valid than others</li> </ul>

The Assessment Objective numbers are slightly different at KS5/ GCE:

<p><b>AO1 – Knowledge and understanding, second-order concepts</b></p> <ul style="list-style-type: none"> <li>• Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance</li> </ul>	<p><b>AO2 Analysing Sources</b></p> <ul style="list-style-type: none"> <li>• Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context</li> </ul>	<p><b>AO3 Interpretations</b></p> <ul style="list-style-type: none"> <li>• Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted</li> </ul>
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**Key Stages 1 and 2**

Primary School	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Crosscanonby</b>	<ul style="list-style-type: none"> <li>Gunpowder Plot</li> <li>Great Fire of London</li> <li>Transport changes</li> </ul>	<ul style="list-style-type: none"> <li>Victorians</li> <li>Castles</li> </ul>	<ul style="list-style-type: none"> <li>British Monarchy</li> <li>Ancient Egypt</li> <li>Stone Age and Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>Changes in homes</li> <li>Ancient Greeks</li> <li>Crime and punishment</li> </ul>	<ul style="list-style-type: none"> <li>Romans to 1066</li> <li>British Empire</li> <li>Local impact of WWI and WWII</li> </ul>	<ul style="list-style-type: none"> <li>Gunpowder plot</li> <li>Islamic civilisation</li> <li>Slavery</li> </ul>
<b>Dearham</b>	<ul style="list-style-type: none"> <li>How am I making history?</li> <li>How have toys changed?</li> <li>How have explorers changed the world?</li> </ul>	<ul style="list-style-type: none"> <li>How did we learn to fly?</li> <li>How was school different in the past?</li> <li>What is a monarch?</li> </ul>	<ul style="list-style-type: none"> <li>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</li> <li>Why did the Romans settle in Britain?</li> <li>What did the ancient Egyptians believe?</li> </ul>	<ul style="list-style-type: none"> <li>How have children's lives changed?</li> <li>How hard was it to invade and settle in Britain?</li> <li>Were the Vikings raiders, traders or settlers?</li> </ul>	<ul style="list-style-type: none"> <li>What was life like in Tudor England?</li> <li>What did the Greeks ever do for us?</li> <li>How did the Maya civilisation compare to the Anglo-Saxons?</li> </ul>	<ul style="list-style-type: none"> <li>What does the Census tell us about our local area?</li> <li>What was the impact of World War II on the people of Britain?</li> <li>Unheard histories: Who should go on the banknote?</li> </ul>
<b>Ewanrigg</b>	<ul style="list-style-type: none"> <li>Pathfinders</li> </ul>	<ul style="list-style-type: none"> <li>Pathfinders</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Greece</li> <li>History of Religions/ Story of Slavery</li> <li>The Benin</li> <li>History of Animation</li> <li>The Worldwide Web</li> <li>The Mayans</li> <li>Lindow Man</li> <li>Viking warriors</li> <li>King Harold</li> </ul>	<ul style="list-style-type: none"> <li>World Wars</li> <li>The Roman Empire</li> <li>Apartheid/ Anti-Semitism</li> <li>Discovery of America/ Native Americans</li> <li>Moon Landing/ satellites</li> <li>Inventions</li> <li>Queen Hatshepsut</li> <li>Local area study</li> <li>Winston Churchill</li> </ul>		
<b>Flimby</b>	<ul style="list-style-type: none"> <li>How have explorers changed the world?</li> <li>How have toys changed?</li> <li>What is a monarch?</li> <li>How am I making history?</li> <li>How was school different in the past?</li> <li>How did we learn to fly?</li> <li>Significant Cumbrians: Beatrix Potter and William Wordsworth</li> </ul>		<ul style="list-style-type: none"> <li>What did the Ancient Egyptians believe?</li> <li>How hard was it to invade and settle in Britain?</li> <li>How did Benin compare to medieval Britain?</li> <li>Were the Vikings raiders or peace-loving settlers?</li> <li>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</li> <li>Why did the Romans settle in Britain? (local history)</li> </ul>	<ul style="list-style-type: none"> <li>What was the impact of WWII on the people of Britain?</li> <li>How was the Mayan civilisation different to Britain?</li> <li>What does the census tell us about our local area?</li> <li>What was life like in Tudor England?</li> <li>What did the Greeks ever do for us?</li> <li>Unheard histories: Who should go on the bank note?</li> </ul>		
<b>Maryport</b>	<ul style="list-style-type: none"> <li>Maryport History and Titanic</li> <li>Why was Maryport built?</li> <li>Guy Fawkes, Mary Anning and Remembrance Day</li> <li>Moon Landings - Neil Armstrong</li> <li>History of Toys</li> <li>Romans</li> <li>Castles and the Bayeux Tapestry</li> <li>Kings and Queens - Queen Elizabeth II and Queen Victoria</li> </ul>		<ul style="list-style-type: none"> <li>Why were the Romans so powerful and what we learn from them?</li> <li>Ancient Greece</li> <li>Stone Age to Iron Age</li> <li>Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>Maya Civilisation</li> <li>Anglo-Saxons and Vikings</li> </ul>	<ul style="list-style-type: none"> <li>Local history study: Ellenfoot to Maryport</li> <li>World War 2</li> </ul>	
<b>Our Ladies' and St Patrick's</b>	<ul style="list-style-type: none"> <li>How am I making history?</li> <li>How have toys changed?</li> <li>How have Explorers changed the world?</li> </ul>	<ul style="list-style-type: none"> <li>How was School Different in the Past?</li> <li>How did we Learn to Fly?</li> <li>What is a Monarch?</li> </ul>	<ul style="list-style-type: none"> <li>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</li> <li>Why did the Romans settle in Britain?</li> <li>What did the Ancient Egyptians believe?</li> </ul>	<ul style="list-style-type: none"> <li>How have children's lives changed?</li> <li>How hard was it to invade and settle in Britain?</li> <li>How did the Maya civilisation compare to the Anglo-Saxons?</li> </ul>	<ul style="list-style-type: none"> <li>Were the Vikings Raiders, Traders or Settlers?</li> <li>What was life like in Tudor England?</li> <li>What did the Greeks ever do for us?</li> </ul>	<ul style="list-style-type: none"> <li>What does the census tell us about our Local Area?</li> <li>What was the impact of WWII on the People of Britain?</li> <li>Unheard Histories: Who should go on a Banknote?</li> </ul>

**Year 7**

<b>Units:</b>	<b>How much can historians learn about Prehistoric Britain?</b>	<b>How far did the Romans change Britain?</b>	<b>How far did the Normans change England?</b>	<b>Who were the Medieval monarchs</b>	<b>How did castles change over time?</b>	<b>Who were the Indigenous People of North America?</b>
<b>Which Historical skills are being developed?</b>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> <li>• AO3 Analysing Sources</li> <li>• AO4 Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO3 Analysing Sources</li> <li>• AO4 Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> <li>• AO3 Analysing Sources</li> <li>• AO4 Interpretations</li> </ul>
<b>How do students develop their Historical skills?</b>	<ul style="list-style-type: none"> <li>• AO1 - In Year 7, students acquire a base understanding of chronology and historical events, periods and societies, focused on Cumbria, Britain and the wider world from Prehistory up to 1500. Using a range of material (pictures, video, maps etc), they identify, describe and explain key features of the past, and begin to make inferences about it. Through studying the Romans, Medieval England and the Indigenous peoples of North America, they begin to learn first order historical concepts such as ‘empire’ and ‘civilisation’.</li> <li>• AO2 - In Year 7, students identify continuity and change and also similarity and difference in past historical societies. They outline causes and effects of historical events, and learn that there are different types of cause (LT/ ST/ political/ economic/ social) and begin to make judgements about which are more significant and/ or impactful than others. They begin to draw links and connections between historical societies and events, such as the Romans, Medieval England and the Indigenous peoples of North America. They study historical decisions and the nature of historical societies, largely at a national level.</li> <li>• AO3 - In Year 7, through studying Prehistoric Britain students learn that there are different types of sources of evidence (e.g. oral, visual, written) and the difference between primary and secondary sources. Studying Medieval England and the Indigenous peoples of North America, they use sources to make inferences about the past. They begin to learn how to evaluate the utility and/ or reliability of a source based on COP (content-origin-purpose). They compare sources to consider utility and/ or reliability.</li> <li>• AO4 - In Year 7, students learn from studying Medieval England that historians form interpretations of history and consider the reasons why they form them. They assess the validity of interpretations. They compare differing interpretations and begin to evaluate the degree to which each supports a viewpoint.</li> </ul>					
<b>What are students going to be studying?</b>	<ol style="list-style-type: none"> <li>1. Introduction to history</li> <li>2. Chronology</li> <li>3. Primary and Secondary Sources</li> <li>4. Mesolithic Age/Mesolithic Cumbria</li> <li>5. Iron Age Stone Circles</li> <li>6. Neolithic Revolution</li> <li>7. Celtic society</li> <li>8. Was the Iron Age civilised?</li> </ol>	<ol style="list-style-type: none"> <li>1. Formation of Roman Republic</li> <li>2. Hannibal’s invasion of Rome</li> <li>3. Government in the Roman Republic</li> <li>4. The life of Julius Caesar</li> <li>5. Death of Caesar</li> <li>6. Reasons for Roman invasion of Britain</li> <li>7. How did the Romans change Britain?</li> <li>8. Were the Romans Civilised?</li> <li>9. Fall of the Roman Empire</li> </ol>	<ol style="list-style-type: none"> <li>1. Succession Crisis of 1066</li> <li>2. Battle of Stamford Bridge</li> <li>3. Battle of Hastings</li> <li>4. Sources on Battle of Hastings</li> <li>5. The Feudal System</li> <li>6. Motte &amp; Bailey Castles</li> <li>7. Harrying of the North</li> <li>8. Domesday Book</li> </ol>	<ol style="list-style-type: none"> <li>1. How have historians viewed Queen Matilda?</li> <li>2. What does Grim tell us about Henry II and Thomas Beckett?</li> <li>3. How have historians viewed Eleanor of Aquitaine?</li> <li>4. Were crusaders really lionhearts?</li> <li>5. Why have historians criticised King John?</li> <li>6. Did tax almost bring down the royal family in 1381?</li> <li>7. ASSESSMENT</li> <li>8. What can a prayer book tell us about the life of the rich?</li> <li>9. What was life like for medieval people?</li> </ol>	<ol style="list-style-type: none"> <li>1. Prehistoric forts</li> <li>2. Roman forts</li> <li>3. Motte and bailey castles during Middle Ages</li> <li>4. Changing castle design during Middle Ages</li> <li>5. Medieval warfare</li> <li>6. Case study: Siege of</li> <li>7. Rochester Castle</li> <li>8. Case study: Tower of London</li> </ol>	<ol style="list-style-type: none"> <li>1.Origins of Native Americans</li> <li>2. Life on the Great Plains</li> <li>3. Life in the North-East Woodland</li> <li>4. Impact of early European colonisation</li> <li>5. The story of Pocahontas</li> <li>6. Impact of California Gold Rush</li> <li>7. Red River War</li> <li>8. Battle of Little Bighorn</li> <li>9. Destruction of Native American culture</li> </ol>
<b>Key Stage 2 links</b>	Key Stage 2: <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• a local history study</li> </ul>	Key Stage 2: <ul style="list-style-type: none"> <li>• the Roman Empire and its impact on Britain</li> <li>• a local history study</li> </ul>	Key Stage 2: <ul style="list-style-type: none"> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	Key Stage 2: <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</li> </ul>	Key Stage 2: <ul style="list-style-type: none"> <li>• a local history study</li> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul>	Key Stage 2: <ul style="list-style-type: none"> <li>• a non-European society that provides contrasts with British history</li> </ul>
<b>How does this unit build upon prior learning?</b>	Students have been introduced to basic historic skills and Prehistory, during Primary education.	This unit progresses the story of Britain from prehistory into the ‘historical’ era.	Further develops understanding of government and politics.	Further develops understanding of medieval England (from previous unit) and historical interpretations.	Takes prior learning about prehistoric and medieval England and applies this to a local and development study.	This unit stands apart, introducing an alternative society and culture
<b>What part of the curriculum/ syllabus is covered?</b>	Key Stage 3: <ul style="list-style-type: none"> <li>• The study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066</li> <li>• A local study</li> </ul>	Key Stage 3: <ul style="list-style-type: none"> <li>• The study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066</li> <li>• At least one study of a significant society or issue in world history and its interconnections with other world developments</li> </ul>	Key Stage 3: <ul style="list-style-type: none"> <li>• The development of Church, state and society in Medieval Britain 1066-1509</li> </ul>	Key Stage 3: <ul style="list-style-type: none"> <li>• The development of Church, state and society in Medieval Britain 1066-1509</li> </ul>	Key Stage 3: <ul style="list-style-type: none"> <li>• The development of Church, state and society in Medieval Britain 1066-1509</li> <li>• A local study</li> </ul>	Key Stage 3: <ul style="list-style-type: none"> <li>• At least one study of a significant society or issue in world history and its interconnections with other world developments</li> </ul>
<b>How does this unit link to GCSE learning?</b>		GCSE: <ul style="list-style-type: none"> <li>• Health &amp; the People – Roman medicine; role of Claudius Galen and Theory of Opposites.</li> <li>• USA – concept of democracy and the role of a Senate in governance</li> </ul>	GCSE: <ul style="list-style-type: none"> <li>• Elizabethan England: monarchy and conflict; foreign invasion; issues of inheritance and legitimacy</li> </ul>	GCSE: <ul style="list-style-type: none"> <li>• Elizabethan England: monarchy and conflict; foreign invasion; issues of inheritance and legitimacy</li> </ul>	GCSE: <ul style="list-style-type: none"> <li>• Period study – change/ development over time</li> </ul>	GCSE: <ul style="list-style-type: none"> <li>• USA: political changes of the USA; rights of minorities</li> </ul>
<b>Common misconceptions</b>	Neolithic part of Stone Age, rather than distinct period of history (e.g. Bronze Age and Iron Age)	Hadrian’s Wall built to control border, rather than to stop enemies entering Britannia.	Students often mix up armies at Hastings – William = Norman, Harold = Saxon. Castles and cathedrals very different.	Names of Medieval monarchs e.g. Henry II’s sons were: Richard, John.  Edward I different from Edward the Confessor.	Early castles built from wood, not stone  Motte and moat very different.	Not all Native Americans hunted buffalo and lived a nomadic lifestyle.  The use of the word ‘Indian’ to describe Indigenous Americans.
<b>Homework</b>	Fortnightly revision and testing of Knowledge Organiser info, completed using Seneca.					
<b>Tier 2 and 3 vocabulary/ Never Heard the Word</b>	Chronology Decade Primary Source Nomadic Era Agriculture Polytheistic Hunter Gatherers Settlement Civilised	Empire Province Monarchy Republic Imperial Autocratic Tyrannical Patrician Plebian Culture	Succession Heir Feudalism Knight Baron Forfeiture Cavalry Retreat Harry Siege	Anarchy Baron Civil war Crusade Excommunicate Penance Pilgrimage Revolt Right Tax	Fortified Palisade Rampart Vallum Portcullis Crenulations Moat Bailey Concentric Siege	Migrate Tribe Environment Alliance Ritual Inflict Reservations Massacre Sacred Extinct
<b>Careers links</b>	History provides a good background for all arts, social science and management careers. The skills you learn from studying history include investigating, researching documents, examining evidence and presenting arguments. These are valuable in a great number of careers, being especially valued in education, healthcare, heritage, journalism, law, management, military and politics.					
<b>Employability skills</b>	Problem solving/ Literacy/ Listening/ Independence/ Communication/ Aiming high – Extensive practice/ practise of planning and writing extended analytical answers, both modelled with the teacher and independently, to address a query or controversy. Written work is then reviewed and improved.					
<b>Enrichment opportunities</b>	<ul style="list-style-type: none"> <li>• A local castles visit in the Summer term – Brougham Castle and/ or Carlisle Castle, tbc – link to Castles unit</li> <li>• Workshop with/ visit to Senhouse Museum tbc – link to Romans unit</li> <li>• Horrible Histories Club - lunchtimes</li> </ul>					

**Year 8**

<b>Units:</b>	<b>Why did people challenge the church during the Reformation?</b>	<b>How successful were the Tudor monarchs?</b>	<b>What was the impact of the English Civil War?</b>	<b>How far were the 1800s an Industrial 'Revolution'?</b>	<b>Why should Britain not forget the Slave Trade?</b>	<b>How successful were campaigns for equality, from 1800?</b>
<b>Which Historical skills are being developed?</b>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> <li>• AO3 Analysing Sources</li> <li>• AO4 Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> <li>• AO3 Analysing Sources</li> <li>• AO4 Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> <li>• AO3 Analysing Sources</li> <li>• AO4 Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> <li>• AO3 Analysing Sources</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> </ul>
<b>How do students develop their Historical skills?</b>	<ul style="list-style-type: none"> <li>• AO1 - In Year 8, students further develop their understanding of chronology and the features of historical events, periods and societies, focusing on Cumbria and Britain's influence on the wider world from 1500 into the twentieth century. They make inferences about the past, through approaches such as writing, timelines and diagrams. They describe and explain political, economic, religious and social features of the past, with focus on first order historical concepts such as 'religion', 'parliament' and 'rights'.</li> <li>• AO2 - In Year 8, through studying the Tudors and the English Civil War, students explain continuity and change and also similarity and difference in past historical societies, using writing and graphs/ diagrams. They outline causes and effects of historical events, and begin to explain different types of cause (especially focusing on religious and political). They make judgements about which are more significant and/ or impactful than others. They draw links and connections between historical societies and events. They assess historical decisions and the nature of historical societies, beginning to consider these at a global level, e.g. industrialisation, the Slave Trade and campaigns for equality.</li> <li>• AO3 - In Year 8, via studying the English Civil War and also the Slave Trade, students interrogate sources, to make inferences about the past and to draw out lines of enquiry. They evaluate the utility and/ or reliability of sources based on COP (content-origin-purpose). They select, combine and compare sources to make historical judgements and interpretations. They understand that primary sources have to be considered in historical context.</li> <li>• AO4 - In Year 8, students studying the C16 church and campaigns for equality learn how historians form interpretations about history and consider the reasons why they form them. They assess the validity of interpretations, using increasingly challenging material. They compare differing interpretations and evaluate the degree to which each supports a viewpoint.</li> </ul>					
<b>What are students going to be studying?</b>	<ol style="list-style-type: none"> <li>1. Differences between Catholics and Protestants</li> <li>2. Early criticisms of the Catholic Church (Hus, Wycliffe)</li> <li>3. Martin Luther and the 95 Theses</li> <li>4. Henry VIII's 'Break from Rome'</li> <li>5. Henry's English Reformation</li> <li>6. Pilgrimage of Grace</li> <li>7. Death of King Henry VIII</li> </ol>	<ol style="list-style-type: none"> <li>1. The reign of Edward VI</li> <li>2. The reign of Mary I (including Counterreformation)</li> <li>3. Religious Settlement of Queen Elizabeth I</li> <li>4. Spanish Armada</li> <li>5. Elizabethan explorers</li> <li>6. Elizabethan Golden Age</li> </ol>	<ol style="list-style-type: none"> <li>1. What were the long term causes of the English Civil War?</li> <li>2. What do sources say were the long term causes of the Civil War?</li> <li>3. What was the most significant short-term cause of the English Civil War?</li> <li>4. Assessment</li> <li>5. What do sources tell us about fighting in the Civil War?</li> <li>6. What role did women play in the Civil War?</li> <li>7. Who did Cumbria support in the Civil War?</li> <li>8. What do sources say about Charles' execution?</li> <li>9. Does Cromwell deserve his reputation?</li> </ol>	<ol style="list-style-type: none"> <li>1. How far did life change between 1750 and 1900?</li> <li>2. How far did factories improve lives in Cromford?</li> <li>3. How far did the Industrial Revolution impact children?</li> <li>4. How did the railways change Britain?</li> <li>5. Who was the greatest inventor?</li> <li>6. Who were the heroes of Victorian health?</li> <li>7. What made cities stink?</li> <li>8. How far did the Industrial Revolution impact the wider world?</li> <li>9. Assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Africa before colonisation</li> <li>2. The Triangular Trade</li> <li>3. Conditions on slave ships in the Middle Passage</li> <li>4. Slave auctions in the New World.</li> <li>5. Conditions on sugar plantations.</li> <li>6. Cumbria connections to the Slave Trade, including a local study of the Senhouse family.</li> <li>7. Slave resistance</li> <li>8. The role of abolitionists in ending slavery.</li> </ol>	<ol style="list-style-type: none"> <li>1. Peterloo and the Great Reform Act</li> <li>2. The Chartists</li> <li>3. Votes for women including the NUWSS and WSPU</li> <li>4. Workers rights in the 19<sup>th</sup> Century including campaigners like Robert Owen and John Doherty</li> <li>5. Workers rights in the 20<sup>th</sup> Century including the Liberal Reforms, Equal Pact Act etc.</li> <li>6. Problems facing disabled people in the 1980s</li> <li>7. Protests for disability rights in the 1990s.</li> <li>8. Role of LGBT campaigners in the 20<sup>th</sup> Century.</li> <li>9. Progress made for minority groups (BAME rights) in the 20<sup>th</sup> Century.</li> </ol>
<b>Key Stage 2 links</b>	Key Stage 2: • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Key Stage 2: • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Key Stage 2: • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Key Stage 2: • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Key Stage 2: • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Key Stage 2: • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
<b>How does this unit build upon prior learning?</b>	This progresses the Year 7 learning about medieval kingship and the power of the church.	Expands understanding of Tudor government from the prior unit.	Progressing prior learning about medieval and Tudor monarchy to understand growing role/ importance of parliament.	Following on from the learning about Britain's development as a nation in Y8, showing the economic expansion of Britain, and introducing social impacts.	Expanding from the prior unit on the Industrial Revolution, to examine the darker side of economic expansion and colonialism.	Expanding from the prior unit on the Industrial Revolution, to examine the struggle to gain rights for British people.
<b>What part of the curriculum/ syllabus is covered?</b>	Key Stage 3: • The development of Church, state and society in Britain 1509-1745; Reformation in Europe; the English Reformation; society, economy and culture across the period: religion and superstition in daily life	Key Stage 3: • The development of Church, state and society in Britain 1509-1745; Reformation in Europe; the English Reformation; society, economy and culture across the period: religion and superstition in daily life	Key Stage 3: • The development of Church, state and society in Britain 1509-1745; Reformation in Europe; the English Reformation; society, economy and culture across the period: religion and superstition in daily life • A local study linked to one of the National Curriculum – the impact of Civil War on Cumbria	Key Stage 3: • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' • understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. • ideas, political power, industry and empire: Britain, 1745-1901	Key Stage 3: • Non-British unit required on the National Curriculum • Local history – several lessons hint to local links involved in the slave trade or abolition movement	Key Stage 3: • Non-British unit required on the National Curriculum • Local history – discussion of local campaigners and individuals
<b>How does this unit link to GCSE learning?</b>	GCSE: • Medicine: role of religion and faith in early modern life; impact and role of the dissolution of the monasteries; social impact of the reformation in England • Elizabethan England: wider context of the Reformation; reasons for religious conflict in Elizabethan England	GCSE: • Elizabethan England: wider context of the Reformation; reasons for religious conflict in Elizabethan England; Tudor government	GCSE: • USA: rights and responsibilities, democracy vs dictatorship	GCSE: • Medicine: medical developments and public health, seen through lessons on inventors and what made cities stink	GCSE: • USA: rights and responsibilities • USA: lives of black Americans	GCSE: • USA: rights and responsibilities, civil rights • Medicine: overview and development, role of government in reforms
<b>Common misconceptions</b>	Reformation is name given to religious split in Catholic Church Differences between Catholics and Protestants.	Religions of Tudor monarchs e.g. Mary (Catholic), Elizabeth (Protestants) Mary Tudor and Mary Queen of Scots different people.	Roundheads and Cavaliers aka Parliamentarians and Royalists.	The extent of poverty -not all people in poverty in 19 <sup>th</sup> Century Britain	All slaves were horrendously treated – e.g. difference in experience of field slave and house slave.	Disability covers a range of conditions.  LGBT terms.

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				Working class children had different experience than middle class children.  Some did well from industrial rev.	Involvement only included slave traders. Difference between direct and indirect action.	Franchise and suffrage mean the right to vote.  The concept of a democracy.
<b>Homework</b>	Fortnightly revision and testing of Knowledge Organiser info, completed using Seneca.					
<b>Tier 2 and 3 vocabulary/ Never Heard the Word</b>	Saint Indulgence Purgatory Reformation Monastery Catholic Protestant Theses Transubstantiation Heretic	Counter Reformation Revolt Chantries Altar Successor Reign Plot Assassinate Armada Treason	Civil War Puritan Ship Money Dissolved Divine Right of Kings Absolutism Parliament Star Chamber Remonstrance Compromise	Agrarian Industrialisation Revolution Urban Exploit Pioneer Public Health Mass Production Labour Trade	Transatlantic Slavery Plantation Culture Middle Passage Abolition Resistance Cash Crop Empire Colony	Franchise Democracy Charter Act Reform Protest Minority Constituency Homophobia Campaign
<b>Careers links</b>	History provides a good background for all arts, social science and management careers. The skills you learn from studying history include investigating, researching documents, examining evidence and presenting arguments. These are valuable in a great number of careers, being especially valued in education, healthcare, heritage, journalism, law, management, military and politics.					
<b>Employability skills</b>	Problem solving/ Literacy/ Listening/ Independence/ Communication/ Aiming high – Extensive practice/ practise of planning and writing extended analytical answers, both modelled with the teacher and independently, to address a query or controversy. Written work is then reviewed and improved.					
<b>Enrichment opportunities</b>	<ul style="list-style-type: none"> <li>• Visit to Whitehaven, Spring term - Rum Story Museum – link to Slave Trade unit. Beacon Museum/ tour of harbour tbc</li> </ul>					

**Year 9**

<b>Units:</b>	<b>What were the key developments of the twentieth century?</b>	<b>What was the impact of the First World War?</b>	<b>What was life like in 1920s America?</b>	<b>Why did Communism and Fascism grow?</b>	<b>Was Nazi Germany ‘paradise’ in the 1930s?</b>	<b>What was the impact of the Second World War?</b>	<b>What was the Cold War?</b>	<b>How far did African Americans gain Civil Rights, after WWII?</b>
<b>Which Historical skills are being developed?</b>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> <li>• AO3 Analysing Sources</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> <li>• AO3 Analysing Sources</li> <li>• AO4 Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> <li>• AO3 Analysing Sources</li> <li>• AO4 Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> <li>• AO3 Analysing Sources</li> <li>• AO4 Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> <li>• AO3 Analysing Sources</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> </ul>
<b>How do students develop their Historical skills?</b>	<ul style="list-style-type: none"> <li>• AO1 - In Year 9, students confidently explain chronology and key features of historical events, periods and societies, focusing on the wider world from 1900 to the present. They draw inferences from and connections between different aspects of the past using a range of resources. They explain and analyse key political, economic and social features of the past, with focus on first order historical concepts such as political ideologies and economic models.</li> <li>• AO2 - In Year 9, students explain continuity and change and also similarity and difference in past historical societies (including 1920s USA and C20 dictatorships), using extended writing and graphs/ diagrams. From studying the impact of the First World War and Russian Revolution, they explain the importance and impact of causes and effects of historical events, and explain different types of cause (especially focusing on economic and political). They make well-substantiated judgements about which are more significant and/ or impactful than others. They explain links and relationships between causes and features of historical societies and events. They analyse the human impact of historical events, societies and policies at a global level, including the World Wars and the Holocaust.</li> <li>• AO3 - In Year 9, students rigorously interrogate sources about the World Wars and Cold War, with reference to historical context, to make inferences about the past and to draw out lines of enquiry. They critically evaluate the utility and/ or reliability of sources based on COP (content-origin-purpose). They select, combine and compare sources to make, support and challenge historical judgements and interpretations.</li> <li>• AO4 - In Year 9, through studying the impact of the Second World War (Hiroshima), students learn how and why historians have formed different interpretations about historic events. They consider the reasons why they form them, focusing on the perspective/ bias/ focus of the historian. They assess the validity of interpretations, using increasingly challenging material. They begin to suggest alternative interpretations. They compare differing interpretations and evaluate the degree to which each supports a viewpoint.</li> </ul>							
<b>What are students going to be studying?</b>	<ol style="list-style-type: none"> <li>1. What were the key developments of the twentieth century?</li> </ol>	<ol style="list-style-type: none"> <li>1. What were the long-term causes of the First World War?</li> <li>2. What happened at Sarajevo</li> <li>3. How and why the First World War start?</li> <li>4. What can we learn about the First World War from the film ‘All Quiet on the Western Front’?</li> <li>5. What was it like to fight in the trenches?</li> <li>6. What can we learn about the First World War from poetry?</li> <li>7. Summative assessment test</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to USA</li> <li>2. 1920s ‘economic boom’</li> <li>3. Culture of the ‘Roaring Twenties’ – cinema, music, fashion, role of women</li> <li>4. Inequality in the USA – decline in traditional industries</li> <li>5. Immigration in the 1920s</li> <li>6. Prohibition (causes and impact)</li> <li>7. Impact of Organised Crime</li> <li>8. Racial tension in the 1920s?</li> </ol>	<ol style="list-style-type: none"> <li>1. Why did the Treaty of Versailles cause future problems?</li> <li>2. What caused the Russian Revolution?</li> <li>3. Who were the Dictators?</li> <li>4. Assessment on Communism and Fascism</li> </ol>	<ol style="list-style-type: none"> <li>1. Who were Hitler and the Nazis and what were their ideas?</li> <li>2. How did the Nazis use fear to keep control?</li> <li>3. How did the Nazis use propaganda to keep control?</li> <li>4. What was the role of women?</li> <li>5. What was the role of young people?</li> <li>6. How was unemployment tackled?</li> <li>7. How were Jewish people treated?</li> <li>8. Reviewing the Nazi State</li> </ol>	<ol style="list-style-type: none"> <li>1. What is antisemitism?</li> <li>2. How did the Holocaust happen?</li> <li>3. What was the human impact of the Holocaust?</li> <li>4. Was it right to use the atom bomb?</li> </ol>	<ol style="list-style-type: none"> <li>1. Why were the USA and USSR rivals?</li> <li>2. What was the Cuban Missile Crisis?</li> <li>3. What was the Vietnam War?</li> <li>4. What was the Space Race?</li> </ol>	<ol style="list-style-type: none"> <li>1. Overview of Black Americans 1941-73</li> <li>2. The Black American contribution in WW2</li> <li>3. The issue of Education</li> <li>4. What was the significance of Martin Luther King?</li> <li>5. Why was Malcolm X important?</li> <li>6. How effective was Civil Rights Legislation in the 1960s?</li> </ol>
<b>Key Stage 2 links</b>	Key Stage 2: <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>• a non-European society that provides contrasts with British history</li> </ul>	Key Stage 2: <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul>	Key Stage 2: <ul style="list-style-type: none"> <li>• a non-European society that provides contrasts with British history</li> </ul>	Key Stage 2:	Key Stage 2:	Key Stage 2:	Key Stage 2: <ul style="list-style-type: none"> <li>• a non-European society that provides contrasts with British history</li> </ul>	Key Stage 2: <ul style="list-style-type: none"> <li>• a non-European society that provides contrasts with British history</li> </ul>
<b>How does this unit build upon prior learning?</b>	Expands British political studies (via Y8 learning about rights and colonialism) onto an international context.	Expands introductory knowledge from prior unit, to study outbreak of first global industrial war.	Expands elements of the ‘Key events’ unit at start of Y9.	Develops learning about First World War to show rise of extremist political ideologies.	Shows impact of extremist ideologies (previous unit) whilst providing comparison society to 1920s USA.	Expands upon knowledge of extremist ideologies from Fascism and Communism unit, to show consequences. Expands on learning about growth of USA.	Draws together Y9 learning about USA and extremist ideologies.	Sample of a GCSE unit – draws together learning about rights from Y8 and USA in Y9.
<b>What part of the curriculum/ syllabus is covered?</b>	Key Stage 3: challenges for Britain, Europe and the wider world 1901 to the present day	Key Stage 3: challenges for Britain, Europe and the wider world 1901 to the present day	Key Stage 3: challenges for Britain, Europe and the wider world 1901 to the present day at least one study of a significant society or issue in world history and its interconnections with other world developments	Key Stage 3: challenges for Britain, Europe and the wider world 1901 to the present day	Key Stage 3: challenges for Britain, Europe and the wider world 1901 to the present day	Key Stage 3: challenges for Britain, Europe and the wider world 1901 to the present day	Key Stage 3: The Holocaust challenges for Britain, Europe and the wider world 1901 to the present day	GCSE syllabus: <ul style="list-style-type: none"> <li>• Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Segregation laws; Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts of 1964 and 1968.</li> </ul>
<b>How does this unit link to GCSE learning?</b>	GCSE: First World War USA	GCSE: First World War	GCSE: USA	GCSE: First World War USA	GCSE: USA	GCSE: Health and the people	GCSE: USA	GCSE: USA
<b>Common misconceptions</b>	Chronological terminology, e.g. C20.	WWI mixed up with WWII – Nazis not involved!	Mix-ups between UK and US politics and society	Confusion between left- and right-wing ideologies, belief that Communism means everyone is equal/ earns the same/ everything is shared out	Assumption that everyone lived in fear/ opposition to in Nazi Germany. Belief that concentration camps were built to imprison/ murder Jews.	WWI mixed up with WWII – e.g. there was no trench warfare	US and Soviet Union were at war, Communism means everyone equal/ gets equal share etc.	Slavery still existed, assumption that President/ Congress had power to immediately resolve issues in the states.

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<b>Homework</b>	Fortnightly revision and testing of Knowledge Organiser info, completed using Seneca.							
<b>Tier 2 and 3 vocabulary/ Never Heard the Word</b>	Suffragette Assassination Trenches No-Man's Land Stalemate (deadlock) Treaty (agreement) Revolution (Rebellion, revolt, uprising) Dictator (Autocrat, tyrant, despot) Holocaust Cold War Terrorist (extremist)	Assassination Trenches No-Man's Land Stalemate (deadlock) Treaty (agreement) Revolution (Rebellion, revolt, uprising)	Anarchist (Nihilist, agitator) Assembly Line (production line, conveyor) Blacklist (Ostracise, undesirable) Bootlegger (moonshiner, peddler, smuggler) Lynch (Hang, execute, kill) Communism Flapper Gangster (Thug, outlaw, mobster) Prohibition Segregation	Communism (Collectivism, Radical Socialism, Bolshevism, Marxism) Fascism (Authoritarianism) Dictator (Autocrat, tyrant, despot) Revolution (Rebellion, revolt, uprising) Democracy (Elective government) Persecution (Oppression, victimization)	Nazi (National Socialist) Propaganda (lies, exaggeration) Censorship Dictator (Autocrat, tyrant, despot) Fascism (Authoritarianism) Gestapo Aryan Workshy (lazy, slacker) Concentration camp Anti-Semitism Rearmament Public works	Holocaust Ghetto (Slum) Death Camp (Extermination camp) Anti-Semitism Nuclear weapons (Atomic weapon)	Communism (Collectivism, Radical Socialism, Bolshevism, Marxism) Capitalism (private enterprise, free ownership) Containment (Restriction, contained, limit) NATO (North Atlantic Treaty Organisation) Proxy war (Indirect)	African-American (black American) Segregation (division, separation) Jim Crow Laws Prejudice (preconception, prejudgement) Discrimination (unfairness, bigotry) Lynch (Hang, execute, kill) Civil Rights (human rights, freedom) Supreme Court Legislation (laws, acts, bills) Boycott (shun, avoid, spurn) Militant (aggressive, forceful, pushy)
<b>Careers links</b>	History provides a good background for all arts, social science and management careers. The skills you learn from studying history include investigating, researching documents, examining evidence and presenting arguments. These are valuable in a great number of careers, being especially valued in education, healthcare, heritage, journalism, law, management, military and politics.							
<b>Employability skills</b>	Problem solving/ Literacy/ Listening/ Independence/ Communication/ Aiming high – Extensive practice/ practise of planning and writing extended analytical answers, both modelled with the teacher and independently, to address a query or controversy. Written work is then reviewed and improved.							
<b>Enrichment opportunities</b>	<ul style="list-style-type: none"> <li>Visit to Whitehaven, Autumn term - Rum Story Museum – link to Slave Trade unit. Beacon Museum/ harbour tour tbc</li> <li>Testimony 360 visit – workshop from visiting Holocaust Educational Trust, dates TBC</li> </ul>							

**Years 10 and 11**

<b>Units:</b>	<b>Health and the People: c1000 to the present</b>	<b>Conflict and Tension: The First World War 1894-1918</b>	<b>Opportunity and Inequality: the USA 1920-73</b>	<b>Elizabethan England c1568-1603</b>
<b>Which Historical skills are being developed?</b>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> <li>• AO3 Analysing Sources</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> <li>• AO3 Analysing Sources</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> <li>• AO4 Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 Knowledge and Understanding</li> <li>• AO2 Explanation and Analysis</li> <li>• AO3 Analysing Sources</li> </ul>
<b>How do students develop their Historical skills?</b>	<ul style="list-style-type: none"> <li>• AO1 - In GCSE, students confidently explain chronology and key features of historical events, periods and societies required by the specification; these include depth studies (Conflict and Tension: the First World War, 1894-1918, Elizabethan England c1568-1603) and a period study (America, 1920–1973: Opportunity and inequality) and a thematic study (Health and the People 1000-the present). They draw inferences from and connections between different aspects of the past using a range of resources. They explain and analyse key political, economic and social features of the past, understanding and appropriately applying understanding of first order historical concepts such as political ideologies, religious dogma and social change.</li> <li>• AO2 - In GCSE, students analyse continuity and change and also similarity and difference in past historical societies, using sustained analytical writing and graphs/ diagrams. They identify factors (political, economic, social, military etc) helping or hindering change and assess causes and effects of historical events. They make well-substantiated judgements about the significance and/ or impact of historical events and individuals. They identify historical turning points and assess their significance. They explain causal links and relationships between features of historical societies and political/ legal systems. They draw contrasts and analyse trends at global, national and regional levels, over both short- and long-term timeframes. These skills are applied within exam questions on the First World War, 1894-1918, Health and the People 1000-the present, America, 1920–1973 and Elizabethan England c1568-1603.</li> <li>• AO3 - In GCSE, students critically interrogate written and visual sources, with careful consideration of historical context, to make inferences about the periods studied and to identify valid historical questions. They critically evaluate the utility and/ or reliability of sources based on COP (content-origin-purpose), with special consideration of provenance. They select, combine and compare textual sources to make, support and challenge historical judgements and interpretations. These skills are specifically applied within exam questions on the First World War, 1894-1918 and Health and the People 1000-the present.</li> <li>• AO4 - In GCSE, students analyse how and why historians have formed different interpretations about historically significant people, events and developments. They consider the reasons why they form them, focusing on the perspective/ bias/ focus of the historian. They critically assess the validity of interpretations, using challenging material and suggest alternative interpretations, making a judgement about which is most valid. They compare differing interpretations and evaluate the degree to which each supports a viewpoint. These skills are especially applied within exam questions on America, 1920–1973 and Elizabethan England c1568-1603.</li> </ul>			
<b>What are students going to be studying?</b>	<p>1. How effective was Medieval medicine?</p> <ul style="list-style-type: none"> <li>• Course intro</li> <li>• How effective were medieval treatments?</li> <li>• What was the Theory of the Four Humours?</li> <li>• Religion – What was the role of the Christian Church?</li> <li>• Religion – How did Islam affect medieval medicine?</li> <li>• How far did medieval surgery improve?</li> <li>• How effective was medieval public health?</li> <li>• What does the Black Death teach us about medieval medicine?</li> </ul> <p>2. Why did medicine begin to improve, in the Early Modern period?</p> <ul style="list-style-type: none"> <li>• Why were Vesalius and Harvey able to make breakthroughs?</li> <li>• What breakthroughs did Pare make in surgery?</li> <li>• Significance Q on Vesalius, Harvey and Pare</li> <li>• How scientific was Early Modern medicine?</li> <li>• The 1665 Great Plague</li> <li>• What was the significance of Edward Jenner?</li> <li>• Factors influencing progress</li> </ul> <p>3. Why was there a revolution in medicine, in the nineteenth century?</p> <ul style="list-style-type: none"> <li>• How was pain conquered?</li> <li>• What was Germ Theory?</li> <li>• How important was Lister?</li> <li>• Why was Public Health so bad?</li> <li>• How and why was Public Health improved – Chadwick</li> <li>• How and why was Public Health improved – The Great Stink</li> </ul> <p>4. What factors have caused progress in modern medicine?</p> <ul style="list-style-type: none"> <li>• What factors led to the first antibiotic?</li> <li>• How did the World Wars accelerate change?</li> <li>• What treatments and technologies have become available since WWII?</li> <li>• What factors caused the Liberal Government to improve Public Health?</li> <li>• What factors led to the creation of the NHS?</li> </ul>	<p>1. How did the war start?</p> <ul style="list-style-type: none"> <li>• How did Alliances help start the war?</li> </ul> <p>Course introduction</p> <ul style="list-style-type: none"> <li>• How did Alliances help lead to war?</li> <li>• How do we answer a question about sources?</li> <li>• How did international rivalry help start the war?</li> <li>• What were the Moroccan Crises?</li> <li>• What was the Balkans crisis?</li> <li>• Why did the Naval Race help lead to war?</li> <li>• How did war break out?</li> <li>• What happened at Sarajevo?</li> <li>• How and why did the First World War break out?</li> </ul> <p>2. Why did the war grind into stalemate?</p> <ul style="list-style-type: none"> <li>• What can we learn about the First World War from a historical movie?</li> <li>• What was the Schlieffen Plan?</li> <li>• Why did the Schlieffen Plan fail?</li> <li>• Exam Q on the Schlieffen Plan</li> <li>• What was the Western Front?</li> <li>• What can we learn from sources about Trench life?</li> <li>• What were the key battles on the Western front?</li> <li>• Why did the Gallipoli Campaign fail?</li> <li>• How was war fought at sea?</li> <li>• How was war fought in the air?</li> </ul> <p>3. How did the war finally come to an end?</p> <ul style="list-style-type: none"> <li>• Why did Russia leave the war?</li> <li>• Why did the USA enter the war?</li> <li>• What was the impact of new tactics and technology?</li> <li>• What was the Ludendorff Offensive?</li> <li>• What was the Hundred Days Offensive?</li> <li>• What was the impact of the war on the Home Front?</li> <li>• How did the war end?</li> <li>• Why was Germany defeated?</li> </ul>	<p>1. Did all Americans benefit from the 1920s boom?</p> <ul style="list-style-type: none"> <li>• What is the USA?</li> <li>• Why was there an economic boom in the 1920s?</li> <li>• Who was Henry Ford?</li> <li>• Did all Americans benefit from the boom?</li> <li>• What were the ‘Roaring Twenties’?</li> <li>• How did Cinema develop?</li> <li>• What changed for women?</li> <li>• Why did prohibition happen?</li> <li>• What were the effects of prohibition?</li> <li>• Why did the ‘Open Door’ begin to close?</li> <li>• What was the First Red Scare?</li> <li>• What was life like for African-Americans in the 1920s?</li> </ul> <p>2. How did America get through the Great Depression?</p> <ul style="list-style-type: none"> <li>• What were the effects of the Wall Street Crash and Great Depression?</li> <li>• How did President Hoover tackle the Great Depression?</li> <li>• What was Roosevelt’s New Deal?</li> <li>• How successful was Roosevelt’s New Deal?</li> <li>• What was the impact of WWII on the US economy?</li> </ul> <p>3. How far did African-Americans gain Civil Rights, since WWII?</p> <ul style="list-style-type: none"> <li>• How did WWII impact African-Americans?</li> <li>• What was the Brown vs Board of Education court case?</li> <li>• What happened at Little Rock High School?</li> <li>• What was the significance of Martin Luther King Jr?</li> <li>• What did Malcolm X believe?</li> <li>• What was the Black Power movement?</li> <li>• How effective was Civil Rights legislation in the 1960s?</li> </ul> <p>4. How far did American society change, since WWII?</p> <ul style="list-style-type: none"> <li>• Why was the so much affluence in the 1950s?</li> <li>• What was ‘Rock and Roll’ culture?</li> <li>• What was McCarthyism?</li> <li>• How successful was Kennedy’s ‘New Frontier’?</li> <li>• What was Lyndon B Johnson’s ‘Great Society’?</li> <li>• What caused changes for women?</li> <li>• How far did the Feminist movement achieve their aims?</li> </ul>	<p>1. How did Elizabethan government work?</p> <ul style="list-style-type: none"> <li>• Who was Elizabeth?</li> <li>• Why was Elizabeth’s reign considered a ‘Golden Age’?</li> <li>• How did Elizabeth govern England?</li> <li>• How important was Parliament?</li> <li>• Why didn’t Elizabeth get married?</li> <li>• Why was the Duke of Norfolk a problem?</li> <li>• Why did Essex rebel?</li> </ul> <p>2. What was Elizabethan society like?</p> <ul style="list-style-type: none"> <li>• How was society structured?</li> <li>• How did rich and poor live?</li> <li>• How did theatre develop?</li> <li>• Who objected to theatre?</li> <li>• Why was poverty increasing?</li> <li>• How did Elizabeth’s government deal with the poor?</li> <li>• What was the Age of Discovery?</li> </ul> <p>3. How effective was Elizabeth’s religious Settlement?</p> <ul style="list-style-type: none"> <li>• What was the ‘Middle Way’?</li> <li>• Why did Elizabeth turn against Catholics?</li> <li>• How did Puritans challenge Elizabeth?</li> </ul> <p>4. How did Elizabeth deal with foreign challenges?</p> <ul style="list-style-type: none"> <li>• Why was Mary, Queen of Scots a problem?</li> <li>• Why did King Phillip II send the Armada?</li> <li>• Why did the Spanish Armada fail?</li> </ul> <p>5. Site study</p> <ul style="list-style-type: none"> <li>• 2024: Drake’s circumnavigation 1577-80</li> </ul>
<b>How does this unit build upon prior learning?</b>	Draws together all prior learning about change across historical periods – e.g. Medieval, Reformation, Industrial Revolution, World Wars	First World War was introduced, in outline, in Year 9	US society and politics introduced, in outline, in Year 9	Year 8 studies on the Reformation and also Tudor monarchs
<b>Key Stage 2 links</b>	Key Stage 2: <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul>	Key Stage 2: <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul>	Key Stage 2: <ul style="list-style-type: none"> <li>• a non-European society that provides contrasts with British history</li> </ul>	Key Stage 2: <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul>
<b>What part of the curriculum/ syllabus is covered?</b>	GCSE syllabus: Part one: Medicine stands still <ul style="list-style-type: none"> <li>• Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.</li> <li>• Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery;</li> </ul>	GCSE syllabus: Part one: The causes of the First World War <ul style="list-style-type: none"> <li>• The Alliance System: the Triple Alliance; Franco-Russian Alliance; relations between the ‘Entente’ powers; the crises in Morocco (1905 and 1911) and the Balkans (1908–1909), and their effects on international relations.</li> <li>• Anglo-German rivalry: Britain and challenges to Splendid Isolation; Kaiser Wilhelm’s aims in foreign policy, including Weltpolitik; colonial tensions; European</li> </ul>	GCSE syllabus: Part one: American people and the ‘Boom’ <ul style="list-style-type: none"> <li>• The ‘Boom’: benefits, advertising and the consumer society; hire purchase; mass production, including Ford and the motor industry; inequalities of wealth; Republican government policies; stock market boom.</li> <li>• Social and cultural developments: entertainment, including cinema and jazz; the position of women in society, including flappers.</li> </ul>	GCSE syllabus: Part one: Elizabeth’s court and Parliament <ul style="list-style-type: none"> <li>• Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers.</li> <li>• The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth’s authority at the end of her reign, including Essex’s rebellion in 1601.</li> </ul> Part two: Life in Elizabethan times



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	<p>surgery in medieval times, ideas and techniques.</p> <ul style="list-style-type: none"> <li>Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.</li> </ul> <p>Part two: The beginnings of change</p> <ul style="list-style-type: none"> <li>The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change.</li> <li>Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter.</li> <li>Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.</li> </ul> <p>Part three: A revolution in medicine</p> <ul style="list-style-type: none"> <li>The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies.</li> <li>A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.</li> <li>Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts.</li> </ul> <p>Part four: Modern medicine</p> <ul style="list-style-type: none"> <li>Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.</li> <li>The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.</li> <li>Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.</li> </ul>	<p>rearmament, including the Anglo-German naval race.</p> <ul style="list-style-type: none"> <li>Outbreak of war: Slav nationalism and relations between Serbia and Austria-Hungary; the assassination of Archduke Franz Ferdinand in Sarajevo and its consequences; the July Crisis; the Schlieffen Plan and Belgium; reasons for the outbreak of hostilities and the escalation of the conflict.</li> </ul> <p>Part two: The First World War: stalemate</p> <ul style="list-style-type: none"> <li>The Schlieffen Plan: the reasons for the plan, its failure, including the Battle of Marne and its contribution to the stalemate.</li> <li>The Western Front: military tactics and technology, including trench warfare; the war of attrition; key battles, including Verdun, the Somme and Passchendaele, the reasons for, the events and significance of these battles.</li> <li>The wider war: the war on other fronts; Gallipoli and its failure; the events and significance of the war at sea, including Jutland, the U-Boat campaign and convoys.</li> </ul> <p>Part three: Ending the war</p> <ul style="list-style-type: none"> <li>Changes in the Allied Forces: consequences of the Bolshevik Revolution and the withdrawal of Russia on Germany strategy; the reasons for and impact of the entry of the USA into the war.</li> <li>Military developments in 1918 and their contribution to Germany's defeat: the evolution of tactics and technology; Ludendorff the German Spring Offensive; the Allied advance during The Hundred Days.</li> <li>Germany surrenders: impact of the blockade; abdication of the Kaiser; armistice; the contribution of Haig and Foch to Germany's defeat.</li> </ul>	<ul style="list-style-type: none"> <li>Divided society: organised crime, prohibition and their impact on society; the causes of racial tension, the experiences of immigrants and the impact of immigration; the Ku Klux Klan; the Red Scare and the significance of the Sacco and Vanzetti case.</li> </ul> <p>Part two: Bust – Americans' experiences of the Depression and New Deal</p> <ul style="list-style-type: none"> <li>American society during the Depression: unemployment; farmers; businessmen; Hoover's responses and unpopularity; Roosevelt's election as president.</li> <li>The effectiveness of the New Deal on different groups in society: successes and limitations including opposition towards the New Deal from Supreme Court, Republicans and Radical politicians; Roosevelt's contribution as president; popular culture.</li> <li>The impact of the Second World War: America's economic recovery; Lend Lease; exports; social developments, including experiences of African-Americans and women.</li> </ul> <p>Part three: Post-war America</p> <ul style="list-style-type: none"> <li>Post-war American society and economy: consumerism and the causes of prosperity; the American Dream; McCarthyism; popular culture, including Rock and Roll and television.</li> <li>Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Segregation laws; Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts of 1964 and 1968.</li> <li>America and the 'Great Society': the social policies of Presidents Kennedy and Johnson relating to poverty, education and health; the development and impact of feminist movements in the 1960s and early 1970s, including the fight for equal pay; the National Organisation for Women, Roe v Wade (1973), the Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment.</li> </ul>	<ul style="list-style-type: none"> <li>A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre.</li> <li>The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem.</li> <li>English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh.</li> </ul> <p>Part three: Troubles at home and abroad</p> <ul style="list-style-type: none"> <li>Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.</li> <li>Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact.</li> <li>Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.</li> </ul> <p>Part four: The historic environment of Elizabethan England</p> <p>The historic environment is 10% of the overall course, which equates to approximately 12 hours out of 120 guided learning hours.</p> <p>Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Elizabethan England.</p>
<b>Common misconceptions</b>	Change is always positive/ forward-moving, change happens at a consistent/ steady rate, change happens without factors causing it	Taking sources at face value/ not making inferences. WWI mixed up with WWII – Nazis not involved! Geographical confusion over location of Western Front, Balkans, etc.	Mixing up the skills needed for the first three exam Qs – failing to tackle provenance in second questions, failure to bring in own knowledge to tackle third question. Confusing New Deal with New Frontier/ Great Society etc.	Confusion between Catholic and Protestant, and the adherents to each faith. Misunderstanding of/ mixing up hierarchical positions in society
<b>Homework</b>	Revision of Knowledge Organiser booklet for weekly low-stakes testing in class. Revision and testing schedule supplied termly to students.			
<b>Tier 2 and 3 vocabulary/ Never Heard the Word</b>	<p>Medieval (Middle Ages)</p> <p>Early Modern (Renaissance)</p> <p>Renaissance (re-birth/ Early Modern period)</p> <p>Anatomy</p> <p>Surgery</p> <p>Anaesthetic (painkiller)</p> <p>Dissection</p> <p>Pilgrimage</p> <p>Flagellation (whipping)</p> <p>Barber-surgeon</p> <p>Cauterisation (burning)</p> <p>Bimaristan</p> <p>Public Health</p> <p>Antiseptic (anti-bacterial)</p> <p>Aseptic (hygienic/ sterile)</p> <p>Renaissance (revival/ re-birth/ Early Modern)</p> <p>Inoculation</p> <p>Vaccination</p> <p>Surgery</p> <p>Laissez-faire (leave-alone/ let it be)</p> <p>Quack (fake/ phony)</p> <p>Miasma (fumes/ fog)</p> <p>Germ Theory</p> <p>Welfare State</p> <p>Blood transfusion</p> <p>Key-hole surgery</p> <p>Plastic surgery</p> <p>Antibiotic</p> <p>Transplant (move/ transfer)</p>	<p>Armistice (surrender/ ceasefire)</p> <p>Artillery (cannons)</p> <p>Barrage (bombardment)</p> <p>Attrition (wearing down, grinding down)</p> <p>Home Front</p> <p>No-Man's Land</p> <p>Outflank</p> <p>Reconnaissance</p> <p>Salient (bulge)</p> <p>Stalemate (deadlock)</p> <p>Treaty (agreement)</p>	<p>Economic (money, trade)</p> <p>Laissez-faire (leave-alone/ let it be)</p> <p>Congress (Senate)</p> <p>Stocks and shares</p> <p>Assembly line (production line)</p> <p>Flapper</p> <p>Prohibition (outlawing)</p> <p>Organised crime (gangsters, crime gangs)</p> <p>Immigration (migration)</p> <p>Anarchist (agitator/ revolutionary)</p> <p>Depression (recession/ slump)</p> <p>New Deal</p> <p>Agency (department)</p> <p>Supreme Court</p> <p>Segregation (division, separation)</p> <p>Jim Crow Laws</p> <p>Boycott (shun, avoid, spurn)</p> <p>Militant (aggressive, forceful, pushy)</p> <p>Civil Rights (human rights, freedom)</p> <p>Consumerism (materialistic, capitalistic)</p> <p>Youth culture (subculture, adolescence)</p> <p>Communism (Marxism, Socialism)</p> <p>McCarthyism (witch-hunts, hysteria)</p> <p>New Frontier</p> <p>Great Society</p> <p>Feminism (women's liberation)</p>	<p>Privy Council</p> <p>Parliament (Houses of Commons, Lords)</p> <p>Patronage (rewards/ gifts)</p> <p>Faction (clique/ group)</p> <p>Noble (Earl, Duke, lord)</p> <p>Gentry (knights)</p> <p>Peasant (labourer)</p> <p>Enclosure</p> <p>Vagrant (homeless, wanderer)</p> <p>Vagabond</p> <p>Astrolabe</p> <p>Privateer (pirate)</p> <p>Catholic (Catholicism)</p> <p>Protestant (Protestantism)</p> <p>Puritan</p> <p>Recusant (dissenter, objector)</p> <p>Armada (fleet)</p>
<b>Careers links</b>	Healthcare careers sector - <a href="https://nationalcareers.service.gov.uk/job-categories/healthcare">https://nationalcareers.service.gov.uk/job-categories/healthcare</a>			

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	History provides a good background for all arts, social science and management careers. The skills you learn from studying history include investigating, researching documents, examining evidence and presenting arguments. These are valuable in a great number of careers, being especially valued in education, healthcare, heritage, journalism, law, management, military and politics.
<b>Employability skills</b>	Problem solving/ Literacy/ Listening/ Independence/ Communication/ Aiming high – Extensive practice/ practise of planning and writing extended analytical answers, both modelled with the teacher and independently, to address a query or controversy. Written work is then reviewed and improved.
<b>Enrichment opportunities</b>	<ul style="list-style-type: none"><li>• Belgium residential trip in Summer term. Provisionally booked for the May Day Bank Holiday weekend, Summer term – linked to First World War unit.</li></ul>

**Year 12 and 13**

<b>Units:</b>	<b>Britain 1930-97</b>	<b>Democracy and Dictatorships in Germany 1919-1963</b>	<b>Rebellion and Disorder under the Tudors 1485-1603</b>	<b>Personal Study</b>
<b>Which Historical skills are being developed?</b>	AO1 - Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. AO2 - Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.	AO1 - Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.	AO1 - Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. AO2 - Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context. AO3 - Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.	AO1 - Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. AO2 - Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context. AO3 - Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.
<b>How do students develop their Historical skills?</b>	British period study and enquiry These units are assessed in two parts: the enquiry and the period study, and thus the question paper has two sections. Section A is the enquiry. Learners will answer one compulsory question, requiring them to analyse and evaluate four primary sources in their historical context in order to test a hypothesis. This part of the paper is worth 30 marks. Section B is the period study. Learners will answer one essay question from a choice of two. This part of the paper is worth 20 marks.	Non-British period study Learners will answer one two-part question from a choice of two. The first part of the question will require learners to compare two factors and to make a judgement about their relative importance. There are 10 marks available. For the second part of the question learners will write an essay on a different part of the period. As with the British period study essay in unit group 1, this question is worth 20 marks.	Unit group 3: Thematic study and historical interpretations Assessment of units in this unit group is in two parts: the historical interpretations depth study and the thematic essay, and thus the question paper has two parts. Section A is the interpretations section. Learners will read two extracts from historians about one of the three depth studies specified for their chosen option, and will write an essay explaining which they think is more convincing. This part of the paper is worth 30 marks. Section B is the themes section. Learners will answer two themes questions from a choice of three, each of which requires an essay covering the whole period studied. This part of the paper is worth 50 marks.	
<b>What are students going to be studying?</b>	<b>Enquiry Study: Churchill, 1930 - 1951</b> 1. Churchill's view of events, 1929-1940 2. Churchill as wartime PM 3. Churchill and international diplomacy, 1939-1951  <b>Period Study: Britain, 1951-1997</b> 1. Conservative domination, 1951-1964 2. Labour and Conservative governments, 1964-1979 3. Thatcher and the end of the consensus, 1979-1997 4. Britain's position in the world, 1951 - 1997	1. The establishment and development of the Weimar republic 2. The establishment of the Nazi dictatorship 3. The impact of war and defeat on Germany 4. Divided Germany – the Federal Republic and the DDR	1. Who were the Tudors? 2. The main causes of rebellion and disorder 3. The frequency and nature of disturbances 4. The impact of disturbances on Tudor government 5. The maintenance of political stability	Student choice
<b>How does this unit build upon prior learning?</b>	Communism and Fascism, impact of Second World War taught in Year 9	Communism and Fascism, impact of Second World War taught in Year 9	Year 8 study of Tudor monarchs, also Elizabethan England unit in GCSE	Student choice
<b>What part of the curriculum/ syllabus is covered?</b>	GCE syllabus: • Enquiry Topic: Churchill 1930–1951 - Churchill's view of events 1929–1940 - Why Churchill was out of office 1929–1939; his attitude to the Abdication Crisis; his views about Empire and India and clashes with his party; attitude towards Germany after 1933; his views about rearmament and appeasement; why Churchill became Prime Minister. - Churchill as wartime Prime Minister - Why Churchill became Prime Minister; stance in 1940 and style of leadership; relations with his generals and his impact on strategic decisions in the Mediterranean, bombing of Germany and the war in Europe 1944–1945; plans for reconstruction and loss of 1945 election. - Churchill and international diplomacy 1939–1951 - Churchill's view on Britain's world and imperial role; relations with other wartime leaders (Roosevelt, Stalin and de Gaulle); contribution to international conferences; plans for post-war Europe; Iron Curtain speech; attitude to Empire and Europe after 1945. - Conservative domination 1951–1964 - Reasons for the Conservative victory 1951; social changes, immigration, unrest, social mobility and tensions, education, living standards, housing, prosperity and unemployment; Conservative economic policies, Butskellism, industrial growth and stagflation; Conservative leadership of Churchill, Eden, Macmillan and Home; scandals including the Vassall affair, Philby, Argyll and Profumo; reasons for Conservative decline; Labour leadership, divisions and electoral failures of the Labour Party. - Labour and Conservative governments 1964–1979	GCE syllabus: 1. The establishment and development of the Weimar Republic: 1919–Jan 1933 Consequences of the First World War; impact of the Treaty of Versailles; the Weimar Constitution; coalition governments; challenges to Weimar; Communist revolts, Kapp Putsch, Munich Putsch, invasion of the Ruhr, hyperinflation; Stresemann and the 'Golden Years'; Dawes and Young Plans, economic recovery, foreign loans, political stability, improvements to working and living conditions; the impact of the Great Depression, elections and governments 1928–1933; rise and appeal of Nazism, role of propaganda and Hitler; Papen, Schleicher and 'backstairs intrigue'; Hitler's appointment as Chancellor. 2. The establishment of the Nazi Dictatorship and its domestic policies: Feb 1933–1939 Hitler's consolidation of power, the Reichstag Fire, March Elections and Enabling Act, Gleichschaltung, creation of the one-party state, Night of the Long Knives, army oath and death of Hindenburg; system of government and administration; censorship and propaganda, machinery of terror, including courts, SS, Gestapo; treatment of opposition; religious policies; economic policies, Schacht's New Plan, Goering's Four Year Plan, public works, conscription and autarky; German Labour Front; 'Strength through Joy'; policy towards women; education and policy towards youth; racial policies to 1939; benefits of Nazi rule. 3. The impact of war and defeat on Germany: 1939–1949 The war economy and Total War; impact of bombing; war and racial policies, the Final Solution; morale and rationing; opposition and resistance; consequences of the Second World War; Cold War, Potsdam, division of Germany, Bizonia and developments in the	GCE syllabus: • The main causes of rebellion and disorder Political factions; the succession; religion; taxation; famine; inflation; enclosures; social issues; mono and multi causal rebellions; causes of rebellion as reflected in the demands of the rebels and in their actions; the motives of the rebels; long and short-term causes of unrest; main and subsidiary causes of rebellions. • The frequency and nature of disturbances Location and regional variations including the importance of the peripheral regions and major towns and cities; objectives including the removal of the monarch, change to policies and removal of English rule from Ireland; size, frequency and duration of the rebellions; decline in support for rebellion; the support of the nobility, gentry, yeomen, clergy, commoners and foreign support for rebellions; leadership and the abilities of leaders; organisation; strategy and tactics of the rebels; differences between rebellions in England and Ireland; reasons for limited success and/or failure of rebellion. • The impact of the disturbances upon Tudor governments. Their response to the threat of disorder at the time and subsequently, including initial responses, pre-emptive measures, pardons, the raising of troops, military confrontation trials and retribution (e.g. changes in government strategy, policies, legislation, propaganda); the extent to which rebellions presented a serious threat to the government; the impact of rebellion on government and society. • The maintenance of political stability The role of local and central authorities: the Crown, the Church, nobility, gentry, lieutenants, sheriffs, JPs, local officials; popular attitudes towards authority. • Depth study: The Pilgrimage of Grace	GCE syllabus: Learners will complete a 3000–4000 word essay on a topic of their choice, which may arise out of content studied elsewhere in the course. This is an internally assessed unit group. A Title(s) Proposal Form must be submitted to OCR using the Title(s) Proposal tool.

Netherhall School – History Curriculum Plan

	<p>Labour victory 1964, Wilson as leader 1964–1970; economic problems and policies; relations with the Trade Unions; Labour party divisions; 1970 election, Heath as party leader and Prime Minister; aims and policies of Heath’s government; industrial relations, miners’ strike; Wilson and Callaghan 1974–1979, problems and policies 1974–1979.</p> <p>- Thatcher and the end of consensus 1979–1997</p> <p>Election victories; Thatcher and her ministers; reasons for support and opposition; social and economic policies including monetarism, free-market, supply-side economics and privatisation; social policies and unrest; unemployment and the Trade Unions, the Miners’ Strike; fall of Thatcher and replacement with Major; Conservative divisions under Major and electoral defeat 1997.</p>	<p>Soviet Zone, currency and the Berlin Blockade.</p> <p>4. Divided Germany: The Federal Republic and the DDR: 1949–1963</p> <p>The creation of West Germany and the DDR; the Basic Law and constitution of West Germany; the 1949 election; the economic miracle; political and social stability; foreign policy, rapprochement with France, EEC, rearmament, NATO, policy towards USA and USSR, DDR; elections of 1953, 1957 and 1961; Berlin Wall; Adenauer’s decline and the Der Spiegel Crisis of 1962; West Germany in 1963; the GDR in 1949; uprising 1953; economic change, land reform, collectivisation, nationalisation and heavy industry; social change, churches, Trade Unions, education and youth.</p>	<p>Causes; regional variations including Lincolnshire, Yorkshire, Lancashire, Cumberland; objectives; support; leadership including Aske, Hussey and Darcy; organisation; reasons for its limited success and/or failure; the government response to the threat of disorder at the time and subsequently; the threat posed by the rebellion to the government; the role of central and local authorities in dealing with the unrest.</p> <ul style="list-style-type: none"> <li>• Depth study: The Western Rebellion</li> </ul> <p>Causes; regional variations between Devon and Cornwall; objectives; size; support; leadership, organisation; reasons for its limited success and/or failure; the government response to the threat of disorder at the time and subsequently; the threat posed by the rebellion to the government; the role of central and local authorities in dealing with the unrest.</p> <ul style="list-style-type: none"> <li>• Depth study: Tyrone’s Rebellion</li> </ul> <p>Causes; objectives; size; support; leadership; organisation; reasons for its limited success and/or failure; the government response to the threat of disorder at the time and subsequently; the threat posed by the rebellion to the government; the role of central and local authorities in dealing with the unrest.</p>	
<b>Homework</b>	Students compile notes charts (effectively Knowledge Organisers for revision) and are given low-stakes tests on these charts, in class. Students regularly complete extended essays tackling exam Qs.			
<b>Tier 2 and 3 vocabulary/ Never Heard the Word</b>	We don’t supply pre-populated NHTW grids – instead a list of key vocab is compiled by students through the course.	We don’t supply pre-populated NHTW grids – instead a list of key vocab is compiled by students through the course.	We don’t supply pre-populated NHTW grids – instead a list of key vocab is compiled by students through the course.	
<b>Careers links</b>	History provides a good background for all arts, social science and management careers. The skills you learn from studying history include investigating, researching documents, examining evidence and presenting arguments. These are valuable in a great number of careers, being especially valued in education, healthcare, heritage, journalism, law, management, military and politics.			
<b>Employability skills</b>	Problem solving/ Literacy/ Listening/ Independence/ Communication/ Aiming high – Extensive practice/ practise of planning and writing extended analytical answers, both modelled with the teacher and independently, to address a query or controversy. Written work is then reviewed and improved.			
<b>Enrichment opportunities</b>	<p>Year 12</p> <ul style="list-style-type: none"> <li>• ‘Enrichment Trip’ to a local site, Summer term (2024 – English Heritage sites around Cumbria)</li> </ul> <p>Year 13</p> <ul style="list-style-type: none"> <li>• Two students participate in the ‘Lessons from Auschwitz’ project, involving a day trip to Poland – link to Germany Unit</li> </ul> <p>Year 12 and 13 together</p> <ul style="list-style-type: none"> <li>• Annual cinema visit to a historical film, timing based on that year’s releases</li> </ul>			