History 5 Year Curriculum Plan

Author: NHA

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Teaching and Learning Vision

***Knowledge is power. Information is liberating.***

Kofi Annan

At Smith’s Wood Academy, we believe all students, whatever their background, are able to become **experts** in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts. The Mastery approach to teaching will prevail – in every classroom, every lesson, every day.

Our students have the right to be introduced to **deep knowledge** and a **wealth of information** from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning.

This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

Teaching and Learning Vision for the Humanities Department

*The Humanities team is dedicated to mastering knowledge, understanding and inspiring curiosity in our world.*

In History, we can turn every learner into an expert who is fully aware of the complexities of the past and how that past has impacted on the present. An enquiring individual who can reason in facts and conclude logical, balanced and developed judgements. Learners ready with the skills to balance the problems of the present and play their part in the future.

At the end of Year 11 students in History will….

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| Know and Understand……. |
| 1. **Wider World Depth Study** allows students to explore the complex and diverse interests of the Great Powers prior to WWI. Students will understand the causes, nature and conclusion to the First World War and will be able to evaluate how and why conflict occurred. They will consider the role of key individuals and groups in shaping change and how they were affected and influenced by international relations. Content will include:
* Pre 1914 alliances
* Anglo German rivalry
* Outbreak of war
* Trench warfare
* The Western Front
* The war on other fronts
* The circumstances around Germany’s surrender
1. **A British depth** study on Norman England c1066-1088. Knowing in detail about England before, events during, and society after the conquest and understanding why changes happened, and events occurred in the way they did. These events will include
	* Anglo-Saxon Society
	* The rival claimants to the Throne
	* The Norman Invasion
	* William’s methods in establishing Control
	* Saxon rebellion and resistance
	* The Feudal System
	* Norman Aristocracy
2. How to study a **Historic Environment** with specific focus on a specified site as part of the Norman England unit.
3. The **Thematic study** of history through the developments in Medicine from 1250 to the present day. Understanding what changed, why it changed and show understanding of the major developments and key individuals in Medicine. This will include:
* The naturalistic and superstitious nature and treatment of disease in the Medieval period
* The breaking down of old beliefs and practices in the Medical Renaissance from 1500 -1700
* The rapid development of medicine, especially diagnosis and treatment in the Industrial Age from 1700 – 1900
* The increasing Scientific approach and rapid developments in the 20th Century to present day
1. **The Period Study** on Germany: from democracy to dictatorship. Knowing in detail about the society and situation of Germany in the period 1890-1945. Understanding the relationships between social, economic, political, cultural and military aspects of the time. This will include:
* The impact of the treaty of Versailles on Weimar and Nazi Germany.
* The strength and weaknesses of the German constitution.
* The political and economic challenges to the Weimar government.
* The impact and recovery from events in 1923.
* The changes in culture and standard of living during the 1920s.
* The early years of the Nazi party and its increasing popularity.
* The events of the Munich putsch and their consequences.
* The organisation of the Nazi party up to 1933.
* The reasons for the Nazi party coming to power.
* The methods used by Hitler to create a dictatorship and Police State.
* Lifestyle of the different groups in society throughout the period including the Youth, women and minorities.
* Opposition to the Nazis.
 |
| Be able to…….. |
| * Describe key features that are supported by accurate and specific knowledge
* Know the context in sufficient depth to construct and analytical narrative of events
* Be able to read historical extracts and texts and make inferences about what it is telling us
* Write at length to construct a logical and coherent argument that it well supported with accurate and well selected historical knowledge
* Make clear and supported judgements using accurate and precise knowledge of historical events
* Identify and understand different interpretations of events
* Explain why there are different interpretations about events and the significance of key causes/feature/individuals/groups.
* Explain the consequences of a key event in the short and long terms
* Explain the importance of key events within the wider context of the historical period
* Explain patterns and rate of change over time
* Explain the relative importance of the causes of events
* Explain and evaluate change and continuity over at least 100 years
* Critically evaluate primary source material to make judgements about its uses and limitations using the sources content in context and provenance.
* Understand and know about the range of sources available to a historian in order to conduct an inquiry and to follow up on a specific part of that inquiry.
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5 Year Curriculum Plan

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| History at Smith’s Wood Academy |
| **The Smith’s Wood History curriculum prepares all pupils to develop their knowledge and understanding across the disciplines of thematic, depth and breadth study. Pupils are taught to write precisely, succinctly and in styles appropriate to the discipline of the subject. History also introduces pupils to their heritage through the study of British history but also develops their global identity through the European depth study and the world period study.**Year 7 History covers ancient British history into the start of the medieval period with the Norman conquest. Study will continue into the medieval period with a focus on the problems faced by medieval kings.Core skills to be focused upon will be: describing key features; causation and narrative accounts for extended writing; source skills of comprehension, inference and utility based on the content of the sources compared to knowledge of the period.  |
| Year 7 Units of Study | Length of unit  |
| Unit 1 | **Core Skills in History:**Chronology, primary and secondary sources, comparing sources, archaeological evidence, causation, consequence, significance. | *8 lessons* |
| Unit 2 | **Ancient Civilizations:**The Egyptians, Greeks and Romans. *GCSE link: Health and the people*. | 8 lessons |
| Unit 3 | **Invaders and settlers:**Departure of Romans; arrival of Anglo Saxons; challenge by Vikings*GCSE link: Norman England* | 14 lessons |
| Unit 4 | **The Norman Conquest:**The contenders for the throne; the Battle of Stamford Bridge; the Battle of Hastings*GCSE link: Norman England* | 8 lessons |
| Unit 5 | **Norman England**Harrying of the North; Feudal system; Castles development; Domesday book; William’s sons*GCSE link: Norman England*  | 18 lessons |
| Unit 6 | **Kings in Crisis:** Henry II and Becket; King John and Magna Carta; The Black Death and consequences; Richard II; the Peasants’ Revolt and crusades.*GCSE link: Health and the people.* | 18 lessons |
| Year 8 History at Smith’s Wood Academy |
| Year 8 moves into the later medieval period and the Renaissance, focused on the Tudor and Stuart periods. Students will also explore wider world history by studying Slavery in the Americas leading into Civil Rights. Students then have the opportunity to build their knowledge on WWI with a focus on the homefront.Core skills from Year 7 will be reinforced, and developed as causation questions introduce the idea of order of importance; utility should introduce the idea of provenance. Further skills added are interpretations of history in extended writing and reliability of sources.  |  |
| Year 8 Units of Study | Length of unit |
| Unit 1 | **The Early Tudors:**War of the Roses, Henry VII, Henry VIII: The Break with Rome; the dissolution of the monasteries | 16 lessons |
| Unit 2 | **Later Tudors:**Religious change under Edward and Mary; Elizabeth’s religious settlement; Threats to Elizabeth’s throne: Mary Queen of Scots, Spanish Armada; succession crisis | 14 lessons |
| Unit 3 | **The Stuarts:**James I and the Gunpowder Plot; Conflict with ParliamentCharles’ conflict with Parliament; Causes of the English Civil War; outcomes of the English Civil War, Cromwell | 12 lessons |
| Unit 4 | **The Industrial Revolution:**Key features of the Industrial Revolution; changes brought to cities, work in factories and mills, living conditions, life for children*GCSE link: Health and the people* | 14 lessons |
| Unit 5 | **The Slave Trade:**Trade Triangle; Middle Passage; selling Slaves; life on a Plantation; Abolition and Civil RightsAbolitionist movement and other factors leading to abolition; Civil rights movement from 1930 to 1960s. | 8 lessons |
| Unit 6 | **The First World War:**Long term and short term causes, Trench warfare, propaganda, conscription*GCSE link: WWI* | 10 lessons |
| Year 9 History at Smith’s Wood Academy |
| Students will begin studying content for their GCSE examinations. The current exam board is AQA with two exams at the end of year 11 of 1 hour 45 minutes each.During the course of the following years students will study:**Paper 1- Understanding the modern world**  Period Study-Germany 1890-1945: Democracy and dictatorship Wider World Depth Study- The First World War 1894-1918**Paper 2- Shaping the nation** Thematic Study- Health and the people c.1100-present day British Depth Study including the historic environment- 1066-1100During the course of the year students will focus on Paper 1 content. They will build on their learning from year 8 on WWI but will explore the conflict in greater depth. They will focus on the details of the long term and short term causes, the changing nature of warfare including individual battles, why the war came to an end, and the lasting consequence.They will follow this on chronologically with a period study of Germany and its development from a democracy to a dictatorship. Core skills from Y7 and Y8 must be reinforced and developed including writing an analytical narrative and using sources and interpretations to discuss a key event/ factor in history. New skills to be introduced are explaining the importance of events and explaining the consequences of events.  |
| Year 9 Units of Study | Length of unit |
| Unit 1 | **The First World War- Causes:**The Alliance System; the crises in Morocco (1905 and 1911) and the Balkans (1908–1909);Anglo-German rivalry: Britain and challenges to Splendid Isolation; Kaiser Wilhelm’s aims in foreign policy, including Weltpolitik; colonial tensions; European rearmament, including the Anglo-German naval race. Outbreak of war: Slav nationalism and relations between Serbia and Austria-Hungary; the assassination of Archduke Franz Ferdinand and its consequences; the July Crisis; the Schlieffen Plan and Belgium; reasons for the outbreak of hostilities and the escalation of the conflict. |  |
| Unit 2 | **The First World War- Stalemate:**The Schlieffen Plan; Battle of Marne and its contribution to the stalemate.The Western Front: military tactics and technology, including trench warfare; the war of attrition; key battles, including Verdun, the Somme and PasschendaeleThe wider war: the war on other fronts; Gallipoli; the events and significance of the war at sea, including Jutland, the U-Boat campaign and convoys. |  |
| Unit 3 | **The First World War- Ending:**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.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.Germany surrenders: impact of the blockade; abdication of the Kaiser; armistice; the contribution of Haig and Foch to Germany’s defeat. |  |
| Unit 4 | **Germany- The growth of democracy:**Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation. Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture. |  |
| Unit 5 | **Germany- The Depression**The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler’s appeal.The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler’s appointment as Chancellor.The establishment of Hitler’s dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer. |  |
| Unit 6 | **Germany- Experience under the Nazis:**Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution. Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot. |  |
| Year 10 History at Smith’s Wood Academy |
| Students will continue studying content for their GCSE examinations. The current exam board is AQA with two exams at the end of year 11 of 1 hour 45 minutes each.During the course, students will study:**Paper 1- Understanding the modern world**  Period Study-Germany 1890-1945: Democracy and dictatorship Wider World Depth Study- The First World War 1894-1918**Paper 2- Shaping the nation** Thematic Study- Health and the people c.1100-present day British Depth Study including the historic environment- 1066-1100The thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments and their impact on British society. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will show an understanding of how factors worked together to bring about particular developments at a particular time, how they were related and their impact upon society. The British Depth Study allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies. Students will explore the validity and of interpretations and write analytically about second order concepts: Change/continuity and cause/consequence. |
| Year 10 Units of Study | Length of unit |
| Unit 1 | **Health and the people- Medicine stands still:** Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques.Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention. | 18 lessons |
| Unit 2 | **Health and the people- The beginning of change:**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.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.Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change. | 15 lessons |
| Unit 3 | **Health and the people- A revolution in medicine:**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.A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.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. | 15 lessons |
| Unit 4 | **Health and the people- Modern medicine:**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.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.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. | 12 lessons |
| Unit 5 | **Norman England- Conquest and control:**Causes of Norman Conquest, including the death of Edward the Confessor, the claimants and claims.Military aspects: Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon and Norman tactics; military innovations, including cavalry and castles.Establishing and maintaining control: the Harrying of the North; revolts, 1067–1075; King William’s leadership and government; William II and his inheritance. |  |
| Unit 6 | **Norman England- Life under the Normans**Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as ordeals, ‘murdrum’; inheritance; the Domesday Book.Economic and social changes and their consequences: Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life; Forest law. | 9 lessons |
| Unit 7 | **Norman England- The Norman church and monasticism.**The Church: the Anglo-Saxon Church before 1066; Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals; Church organisation and courts; Church-state relations; William II and the Church; the wealth of the Church; relations with the Papacy; the Investiture Controversy.Monasticism: the Norman reforms, including the building of abbeys and monasteries; monastic life; learning; schools and education; Latin usage and the vernacular. | 12 lessons |
| Unit 8 | **Norman England- The historic environment**The historic environment is 10% of the overall course which equates to approximately 12 hours out of 120 guided learning hours.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 Norman England. | 12 lessons |
| Year 11 History at Smith’s Wood Academy |
| Students will review the content of Paper one and Paper two in preparation for their exams.The current exam board is AQA with two exams at the end of year 11 of 1 hour 45 minutes each.* Paper 1- Understanding the modern world

 Period Study-Germany 1890-1945: Democracy and dictatorship Wider World Depth Study- The First World War 1894-1918* Paper 2- Shaping the nation

 Thematic Study- Health and the people c.1100-present day British Depth Study including the historic environment- 1066-1100Focus for students this year will be to review prior knowledge, and be able to apply this to exam questions or various styles.Students will begin to demonstrate a sophisticated and analytical writing style with confident uses of key words and facts from the various units. |
| Year 11 Units of Study | Length of unit |
| Unit 1 | **Paper 1- First World War review:** * Content: Causes, stalemate, ending.

*Skills:* * *“Source X opposes/supports, how do you know?”*
* *“How useful are source X and Y?”*
* *“Write an account of…”*
* *“How far do you agree with the statement?”*
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| Unit 2 | **Paper 1- Germany Democracy and dictatorship review:*** Content: Rise of democracy, Depression, experience in Nazi Germany

*Skills:* * *“How does interpretation X differ from Interpretation Y about…”,*
* *“Why might the authors of Interpretation X and Interpretation Y have a different interpretation about…”*
* *“Which interpretation do you find more convincing about…”,*
* *“Describe two….”,*
* *“In what ways…”*
* *“Explain what was important about….”*
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| Unit 3 | **Paper 2- Health and the people review:*** Medieval, Renaissance, C19, Modern medicine. Factors overview.

*Skills: “How useful is source X…”,* * *“Explain the significance of…”,*
* *“Compare X and Y. In what ways were they similar?”…*
* *”Has X been the main factor in the development of medicine in Britain? Explain your answer.”*
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| Unit 4 | **Paper 2- Norman England*** Content: conquest, consolidation, life in Norman England, the Church and monasticism, the historic environment.’

**Skills:*** “*How convincing is interpretation X about…”*
* *”Explain what was important about…”*
* *“Write an account of…”*
* *“Statement.” “How far does a study of X support this statement?”*
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5 Year Curriculum Plan Overview

Year 7

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| **Autumn Term 1** | **Core Skills:**Introduction and Chronology | **Core Skills**:Primary and Secondary Sources | **Core Skills**:Comparing sources | **Core Skills:**Inferences | **Ancient Civilisations:**Romans | **Ancient Civilisations:**Romans | **Ancient Civlisations:**Romans | Revision/assessment |
| **Autumn Term 2** | **Invaders and settlers:**Romans in England/Boudicca | **Invaders and settlers:**Fall of Rome | **Invaders and settlers:**Anglo Saxons | **Invaders and settlers:**Anglo Saxons | **Invaders and settlers:**Vikings | **Invaders and Settlers:**Vikings | Revision/Assessment. |  |
| **Spring Term 1** | **Norman Conquest**:Edward confessor/ contenders to the throne | **Norman Conquest:**The Battle of Stamford Bridge | **Norman Conquest:**The Battle of Hastings | **Norman Conquest:**Why did William win/source work | **Norman England:**Castles | **Norman England:**Feudal system |  |  |
| **Spring Term 2** | **Norman England:**Harrying of the North | **Norman England:**Domesday book | **Norman England:**Medieval life | **Norman England:**Medieval church | **Norman England:**William’s sons/ succession | **Norman England:**Stephen and Matilda | **Norman England:**Revision/Assessment |  |
| **Summer Term 1** | **Kings in Crisis:**Henry II and Becket | **Kings in Crisis**:King John and Magna Carta | **Kings in Crisis**:Black Death causes/ cures | **Kings in Crisis:**Black Death Impact/ consequences |  |  |  |  |
| **Summer Term 2** | **Kings in Crisis:**King Richard | **Kings in Crisis:**Origins of the peasants’ revolt | **Kings in Crisis:**Peasants’ revolt impact | **Kings in Crisis:**Crusades | **Kings in Crisis:**Crusades | Exam Week | Feedback/Reflection |  |

Year 8

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| **Autumn Term 1** | **Early Tudors:**War of the Roses | **Early Tudors**:War of the Roses | **Early Tudors**:Henry VII | **Early Tudors****Henry VIII-** personality/ young life | **Early Tudors****Henry VIII:**Wives | **Early Tudors****Henry VIII:**Break with Rome | **Early Tudors****Henry VIII:**Dissolution of monasteries/ religious change | Review/Assessment |
| **Autumn Term 2** | **Later Tudors**:Edward VI and religious change | **Later Tudors**:Mary- Bloody or not? | **Later Tudors:**Elizabeth- Early life/succession | **Later Tudors:**Elizabeth- problems/ religious settlement | **Later Tudors:**Elizabeth- Spanish Armada causes/events | **Later Tudors:**Elizabeth- Spanish Armada consequences/portraits | **Later Tudors:**Review/assessment |  |
| **Spring Term 1** | **Stuarts:**James I | **Stuarts**Gunpowder plot | **Stuarts**Charles I | **Stuarts**Causes of Civil War | **Stuarts**Battles/soldiers | **Stuarts**Why did parliament win?/Assessment |  |  |
| **Spring Term 2** | **The Industrial Revolution:**What it was/changes | **The Industrial Revolution:**inventions | **The Industrial Revolution:**Factory conditions | **The Industrial Revolution:**Living conditions | **The Industrial Revolution:**Children/schools | **The Industrial Revolution:**Children | Assessment/Revision |  |
| **Summer Term 1** | **Slave Trade:**Transatlantic trade | **Slave Trade:**Middle passage | **Slave Trade**:Auctions plantation life | **Slave Trade**:Abolition |  |  |  |  |
| **Summer Term 2** | **WWI:**Causes | **WWI:**Propaganda | **WWI:**The Trenches | **WWI:**Home front | **WWI:**Home front | Exam Week | Feedback/Reflection |  |

Year 9

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| **Autumn Term 1** | **WWI:**Alliances | **WWI:**Crises in Morocco and Balkans | **WWI:**Kaiser Wilhelm and colonial tensions | **WWI:**Nationalism and assassination | **WWI:**Schlieffen plan and outbreak of war | **WWI**: Schlieffen plan and Battle of the Marne | **WW**I:Trench warfare | Assessment and review of WWI causes. |
| **Autumn Term 2** | **WWI:**Military tactics and technology | **WWI:**War of attrition and Verdun | **WWI:**The Somme | **WWI:**Passchendaele | **WWI:**Gallipoli/Jutland | **WWI:**U-boats/American entry | **WWI:**Consequences of the Bolshevik revolution |  |
| **Spring Term 1** | **WWI:**Evolution of tactics/ Ludendorff offensive | **WWI:**Allied advance during The Hundred Days | **WWI:**Impact of the blockade/Armistice | **WWI:**Haig and Foch contribution | **WWI:**Review and assessment. |  |  |  |
| **Spring Term 2** | **Germany:**Pre-war German political system | **Germany:**Challenges to Wilhelm/Navy laws | **Germany:**Post WWI problems | **Germany:**Weimar Democracy | **Germany:**Political unrest | **Germany:**Political unrest | **Germany:**Streseman/ recovery |  |
| **Summer Term 1** | **Germany:**Growth in Nazi support | **Germany:**Hitler’s appointment as chancellor | **Germany:**Reichstag fire and Enabling Act | **Germany:**Night of Long Knives and Hitler becomes Fuhrer |  |  |  |  |
| **Summer Term 2** | **Germany:**Nazi benefits to Germany | **Germany:**Women | **Germany:**Young people | **Germany:**Opposition | **Germany:**Religion/police state. | **Germany:**Final solution and propaganda | Feedback/Reflection |  |

Year 10

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| **Autumn Term 1** | **Health:**- Hippocrates- Galen- Belief about causes/treatments | **Health:**- Treatments- Practitioners- Hospitals | **Health:**- Contribution of Christianity- contribution of Islam | **Health:**- Medieval surgery- Public Health- Monasteries | **Health:** - The Black Death | Review/Assessment/Feedback | **Health:**Renaissance overview-Vesalius-Harvey | **Health:**-Pare-opposition to change  |
| **Autumn Term 2** | **Health:**-treatments-Quackery-plague | **Health:**-growth of hospitals-changes to training-John Hunter | **Health:**- inoculation-Jenner-opposition to Jenner | **Health:** -Anaesthetics/ problems with surgery-Germ theory | **Health:**-antiseptics- Aseptic surgery | **Health:**-Koch-Erlich-Everyday treatments | Review/ assessment |  |
| **Spring Term 1** | **Health:** -public health problems-Cholera epidemics-John Snow | **Health:**-Public Health acts-Role of reformers-Role of local/national government | **Health:**-The discovery of Penicillin-Florey, Chain and Pharmaceutical companies-new diseases/treatments | **Health:**-Impact of war on technology and surgery-Liberal reforms | **Health:**-Impact of war on public health, Beveridge/ NHS | **Health:**-Healthcare issues in the 20th century-Review/assessment |  |  |
| **Spring Term 2** | **Norman England:**-Anglo Saxon chronology/kings/society | **Norman England:**-Edward the confessor-Claimants to the throne-Stamford Bridge | **Noman England:** -Hastings-Why William won-Road to Hastings | **Norman England:**-Road to London-Harrying of the North-Final Revolts | **Norman England:**-Castles-Review/Assessment | **Norman England**:-local/national government-Law and order | **Norman England:**-Domesday book-Norman economic impact |  |
| **Summer Term 1** | **Normand England:**-Village life-Towns | **Norman England:**-Problems with the church-Lanfranc’s reforms | **Norman England:**-Relations with the Pope-monastic reforms-William II | **Norman England:**-Review/Assessment |  |  |  |  |
| **Summer Term 2** | **Historic Environment** | **Historic Environment** | **Historic Environment** | **Historic Environment** | Review/ Assessment | Review/Assessment | Review/Assessment |  |

Year 11

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| **Autumn Term 1** | **Paper 1**-WWI Review-Content/ exam practice | **Paper 1**-WWI Review-Content/ exam practice | **Paper 1**-WWI Review-Content/ exam practice | **Paper 1**-WWI Review-Content/ exam practice | **Paper 1**-WWI Review-Content/ exam practice | Assessment/Feedback | **Paper 1**-Germany-Content /exam practice | **Paper 1**-Germany-Content /exam practice |
| **Autumn Term 2** | **Paper 1**-Germany-Content /exam practice | **Paper 1**-Germany-Content /exam practice | **Paper 1**-Germany-Content /exam practice | **Paper 1**-Germany-Content /exam practice | **Paper 1**-Germany-Content /exam practice | **Paper 1**-Germany-Content /exam practice | Full Paper 1assessment |  |
| **Spring Term 1** | **Paper 2**-Health Review-Content/ exam practice | **Paper 2**-Health Review-Content/ exam practice | **Paper 2**-Health Review-Content/ exam practice | **Paper 2**-Health Review-Content/ exam practice | **Paper 2**-Health Review-Content/ exam practice | **Paper 2**-Health Review-Content/ exam practice |  |  |
| **Spring Term 2** | **Paper 2**-Health Review-Content/ exam practice | **Paper 2**-Health Review-Content/ exam practice | Assessment | **Paper 2**-Norman Review-Content/exam practice | **Paper 2**-Norman Review-Content/exam practice | **Paper 2**-Norman Review-Content/exam practice | **Paper 2**-Norman Review-Content/exam practice |  |
| **Summer Term 1** | **Paper 2**-Historic Environment review | **Paper 2**-Historic Environment review | **Paper 2**-Historic Environment review | Full Paper 2 |  |  |  |  |
| **Summer Term 2** |  |  |  |  |  |  |  |  |