



CURRICULUM PLANS

HISTORY YEAR 7



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big question: What is history?</p> <p>Overview of knowledge, understanding and skills (key concepts): What is history? Using etymology- historia-enquiry. How is history constructed. Interpretation and sources, inference, make judgements.</p> <p>Big question: How and why did people migrate to Britain?</p> <p>Overview of knowledge, understanding and skills (key concepts): Different groups of migrants to Britain, focusing on why they came and the impact they had. Where did early settlers/ migrants come from - Celts/ Romans. Why did the Anglo-Saxons come to Britain - invaders or founders? Focus on change and continuity/causation.</p>	<p>Big question: How and why did people migrate to Britain?</p> <p>Overview of knowledge, understanding and skills (key concepts): Were the Vikings peaceful settlers? Why were the Normans seen as 'conquerors'? Why was Britain seen as a safe place for the Huguenots? Why did people migrate for economic reasons (Irish/West Indian migration). How has migration shaped Britain?</p>	<p>Big question: What was it like to live in the Medieval age?</p> <p>Overview of knowledge, understanding and skills (key concepts): Who would live in a medieval village/town? Who ruled the world? - focus on power/monarchy Why was religion so important? Case study - Thomas Becket What travelled along the Silk Roads? Why was the Black Death so significant?</p>	<p>Big question: What was it like to live in the Medieval age?</p> <p>Overview of knowledge, understanding and skills (key concepts): Who would live in a medieval village/town? Who ruled the world? - focus on power/monarchy. Why was religion so important? Case study - Thomas Becket. What travelled along the Silk Roads? Why was the Black Death so significant? Site study of York - how has York changed over time?</p>	<p>Big question: What was changing in the early modern period?</p> <p>Overview of knowledge, understanding and skills (key concepts): What changed since the Medieval period? What would people do for power? Case study - Princes in the Tower Why are the Tudors so remembered? Why did Henry VIII change the Church? - Reformation What did the Reformation mean for ordinary people? What can Black Tudors reveal about England?</p>	<p>Big question: What was changing in the early modern period?</p> <p>Overview of knowledge, understanding and skills (key concepts): Why did England kill their king? What can we learn from the Pendle witches?</p> <p>NEW TIMETABLE What makes someone significant in History?</p> <p>Overview of knowledge, understanding and skills (key concepts): How can historians judge significance? Why were the Black Tudors significant? Why was Mansa Musa a significant ruler? Why should we remember Henrietta Lacks?</p>	<ul style="list-style-type: none"> • Use sources to conduct an historical enquiry. • Examine and explain examples of change and continuity within and across key periods. • Explain a judgement about historical significance, assessing different factors. • Assess and explain different causes for key historical events. • Explain how different historical interpretations are constructed and the nature of historical debate. • Explain how historical events affect groups and individuals in similar/ different ways.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big question: What was it like to be part of the British Empire? Part 1</p> <p>Overview of knowledge, understanding and skills (key concepts): What is an empire, beginnings of empire in America, Africa before slavery, the development of the transatlantic slave trade and the experiences of those who were enslaved. Life on a plantation. Resistance including Toussaint L'Ouverture and Nanny of the Maroons. The abolition of the slave trade and historical interpretations. The legacy of the transatlantic slave trade in Britain. Focus on similarity and difference.</p>	<p>Big question: What was it like to be part of the British Empire? Part 2</p> <p>Overview of knowledge, understanding and skills (key concepts): Widening the focus - Australia and India. Overall judgment on impact and legacy of empire. Focus on similarity and difference.</p> <p>Big question: To what extent did the Industrial Revolution transform Britain? Is all change good?</p> <p>Overview of knowledge, understanding and skills (key concepts): Causes of Industrial Revolution, living conditions, change, migration, case study on children in Leeds. What can we learn from The Five? Case study of a historian's work. Luddites in Leeds. Inference, interpretation and source utility. Focus on change and continuity.</p>	<p>Big question: Was it the "The Great War?"</p> <p>Overview of knowledge, understanding and skills (key concepts): What does Great mean? Long-term and short-term causes and analysis of causation. Recruitment including empire troops. Trench life, battles, interpretations of Haig. The contribution of Empire Troops. Judging Significance - was it Great?</p>	<p>Big question: A new order? Why was there another world war just twenty years later?: The inter-war years</p> <p>Overview of knowledge, understanding and skills (key concepts): A depth case study of Nazi Germany and the rise of Hitler. Treaty of Versailles, Weimar problems, Hitler's rise to power, Hitler's consolidation of power, life in Nazi Germany - women, young people, minorities, political opponents an the role of terror/propaganda. Focus on how different groups were affected - similarity and difference.</p>	<p>Big question: When did the Allies start winning the war?</p> <p>Overview of knowledge, understanding and skills (key concepts): Building a 'big picture' of key battles and chronology of WW2 - Dunkirk, D-Day, Stalingrad, Pearl Harbour, Operation Barbarossa. Understanding of turning points, impact and consequences. How did WW2 affect people around the world?</p> <p>Big question: What was the Holocaust?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pre-war European Jewish Life and the development of antisemitism. Escalation of persecution after 1933, development and implementation of the Final Solution 1939-41, resistance and the difficulty of attributing blame. Primary sources, using evidence and testimony from survivors and witnesses.</p>	<p>Big question: What was the Holocaust?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pre- war European Jewish Life and the development of antisemitism. Escalation of persecution after 1933, development and implementation of the Final Solution 1939-41, resistance and the difficulty of attributing blame. Primary sources, using evidence and testimony from survivors and witnesses.</p> <p>NEW TIMETABLE How do you fight a Cold War?</p> <p>Overview of significance of events. Focus on source skills. Cold war - ideology, capitalism v communism, relations between the USA and the USSR. Case study of Berlin - Berlin blockade, airlift, building of the Berlin Wall. The Cuban Missile Crisis - how close did we come to nuclear war? How was the Cold War fought - propaganda, spies, space race How did the Cold War affect everyday people?</p>	<ul style="list-style-type: none"> • Use sources to conduct an historical enquiry. • Examine and explain examples of change and continuity within and across key periods. • Explain a judgement about historical significance, assessing different factors. • Assess and explain different causes for key historical events. • Explain how different historical interpretations are constructed and the nature of historical debate. • Explain how historical events affect groups and individuals in similar/ different ways.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	PQEs
<p>Big question: Why was the 20th century so turbulent?</p> <p>Overview of knowledge, understanding and skills (key concepts): Case studies of Partition in India, the Troubles in Ireland and Apartheid in South Africa.</p> <p>Big question: How have minority groups fought for equality?</p> <p>Overview of knowledge, understanding and skills (key concepts): Who are the British? Social change after WW2, Windrush generation. Bristol Bus Boycott, Growth of Asian migration, Bradford 9. Women's rights, and LGBTQ+ social movements. Judgements on the extent of progress.</p>	<p>Big question: How much progress did the USA Civil Rights Movement Achieve? 1954-1963</p> <p>Overview of knowledge, understanding and skills (key concepts): Progress in education - Brown v Topeka, Little Rock, Opposition to change - Emmett Till, Montgomery Bus Boycott and growth in grassroots movements, sit ins, freedom rides, James Meredith, Birmingham Campaign.</p>	<p>Big question: How much progress did the USA Civil Rights Movement Achieve? 1964-1975</p> <p>Overview of knowledge, understanding and skills (key concepts): March on Washington, Freedom Summer, Civil Rights Act and Voting Rights Act, Selma, Black Power, Malcolm X, MLK's campaign in the North and his assassination, Progress by 1975.</p>	<p>Big question: Did Medieval Medicine really stand still?</p> <p>Overview of knowledge, understanding and skills (key concepts): Role of the Church, influence of Hippocrates and Galen and the Four Humours. Miasma theory. Hospitals and healers. Reasons for continuity in medicine. The Black Death.</p> <p>Big question: How did the Renaissance lay the foundations for medical progress?</p> <p>Overview of knowledge, understanding and skills (key concepts): The influence of the Renaissance in England, including the printing press and the work of Vesalius. The work of William Harvey and Thomas Sydenham in understanding anatomy and causes of disease. Continuity in treatments and preventions. The Great Plague.</p>	<p>Big question: Was there a revolution in medicine 1700-1900?</p> <p>Overview of knowledge, understanding and skills (key concepts): Edward Jenner and the development of vaccines. Germ theory and the work of Pasteur and Koch. The development of anaesthetics and antiseptics. The work of Florence Nightingale and the development of hospitals. Increased government involvement and the 1875 Public Health Act. John Snow's work on cholera.</p>	<p>Big question: Why has modern medicine moved so quickly?</p> <p>Overview of knowledge, understanding and skills (key concepts): Developments in understanding the causes of disease - DNA, lifestyle. NHS and government intervention. Penicillin. Case study - Lung Cancer.</p>	<ul style="list-style-type: none"> • Use sources to conduct an historical enquiry. • Examine and explain examples of change and continuity within and across key periods. • Explain a judgement about historical significance, assessing different factors. • Assess and explain different causes for key historical events. • Explain how different historical interpretations are constructed and the nature of historical debate. • Explain how historical events affect groups and individuals in similar/ different ways.



CURRICULUM PLANS

HISTORY YEAR 10



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Big question: Did Medieval Medicine really stand still?</p> <p>Overview of knowledge, understanding and skills (key concepts): Role of the Church, influence of Hippocrates and Galen and the Four Humours. Miasma theory. Hospitals and healers. Reasons for continuity in medicine. The Black Death.</p> <p>Big question: How did the Renaissance lay the foundations for medical progress?</p> <p>Overview of knowledge, understanding and skills (key concepts): The influence of the Renaissance in England, including the printing press and the work of Vesalius. The work of William Harvey and Thomas Sydenham in understanding anatomy and causes of disease. Continuity in treatments and preventions. The Great Plague.</p>	<p>Big question: Was there a revolution in medicine 1700-1900?</p> <p>Overview of knowledge, understanding and skills (key concepts): Edward Jenner and the development of vaccines. Germ theory and the work of Pasteur and Koch. The development of anaesthetics and antiseptics. The work of Florence Nightingale and the development of hospitals. Increased government involvement and the 1875 Public Health Act. John Snow's work on cholera.</p> <p>Big question: What was it like for Horace on the Western Front?</p> <p>Overview of knowledge, understanding and skills (key concepts): The Western Front - the terrain, key battles, problems faced with transporting the wounded, RAMC/ FANY, the chain of evacuation. Medical advancements including blood transfusions and plastic surgery.</p>	<p>Big question: What was it like for Horace on the Western Front?</p> <p>Overview of knowledge, understanding and skills (key concepts): The Western Front - the terrain, key battles, problems faced with transporting the wounded, RAMC/ FANY, the chain of evacuation. Medical advancements including blood transfusions and plastic surgery.</p> <p>Big question: Why has modern medicine moved so quickly?</p> <p>Overview of knowledge, understanding and skills (key concepts): Developments in understanding the causes of disease - DNA, lifestyle. NHS and government intervention. Penicillin. Case study - Lung Cancer.</p>	<p>Big question: Why was Elizabeth I always 'looking over her shoulder'?</p> <p>Overview of knowledge, understanding and skills (key concepts): England in 1558, society and government, Elizabeth's problems on her accession (at home and abroad), the problem of religion and the Religious Settlement. Reactions to the settlement at home and abroad.</p>	<p>Big question: Was Mary Queen of Scots or Spain the most significant threat to Elizabeth?</p> <p>Overview of knowledge, understanding and skills (key concepts): Mary Queen of Scots' background, the plots against Elizabeth and her reaction to them, Mary's execution. Elizabeth in the Netherlands, increasing conflict with Spain, the role of Drake and the raid on Cadiz, events of the Armada and reasons for the Armada's failure.</p> <p>Big question: What was it like to live in Elizabethan England?</p> <p>Overview of knowledge, understanding and skills (key concepts): Education and links to gender/ social class, entertainment and leisure including the growth in theatres, reasons for the increase in exploration, Drake's circumnavigation, Raleigh and Virginia.</p>	<p>Big question: What was it like to live in Elizabethan England?</p> <p>Overview of knowledge, understanding and skills (key concepts): Education and links to gender/ social class, entertainment and leisure including the growth in theatres, reasons for the increase in exploration, Drake's circumnavigation, Raleigh and Virginia.</p>



CURRICULUM PLANS

HISTORY YEAR 11



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
<p>Big question: What did early settlement of the West look like c1835-c1862?</p> <p>Overview of knowledge, understanding and skills (key concepts): Way of life for indigenous people - the "Plains Indians" - importance of the buffalo, beliefs about land and nature.</p> <p>Early settlement - Oregon Trail, Mormons, Donner party. Problems faced by early colonisers.</p> <p>Government policy towards the "Plains Indians" - Fort Laramie Treaty/Indian Appropriations Act.</p>	<p>Big question: How did the plains develop c1862-1876?</p> <p>Overview of knowledge, understanding and skills (key concepts): Development of the railroads. Homestead Act and growth of settlement.</p> <p>Law and order.</p> <p>Development of the cattle industry and the cowboy.</p> <p>Changing government policy towards the "Plains Indians" and conflict - Little Crows' War, Sand Creek massacre, Red Cloud's War.</p>	<p>Big question: How did conquest lead to conflict c1876-1895?</p> <p>Overview of knowledge, understanding and skills (key concepts): Changes in farming and the cattle industry.</p> <p>Continued settlement - Exoduster movement, Oklahoma Land Rush.</p> <p>Dealing with law and order. The range wars including the Johnson County war.</p> <p>Changes in way of life for "Plains Indians" - extermination of the buffalo, reservations, Dawes Act.</p>	<p>Big question: Revision.</p> <p>Overview of knowledge, understanding and skills (key concepts): Revision of paper 3 skills - focus on question types - sources and interpretations.</p> <p>Revision of paper 1 Medicine - themes, change over time. Causes treatments, preventions, case studies.</p> <p>Revision of paper 2 - Elizabeth and American West.</p>	<p>Big question: Revision.</p> <p>Overview of knowledge, understanding and skills (key concepts): Revision of paper 3 skills - focus on question types - sources and interpretations.</p> <p>Revision of paper 1 Medicine - themes, change over time. Causes treatments, preventions, case studies.</p> <p>Revision of paper 2 - Elizabeth and American West.</p>