History

Curriculum Intent

Overarching Humanities Philosophy

Our curriculum strives to actively enrich the knowledge of the students in our critical subjects, enabling them to apply this knowledge effectively in the pursuit of their personal academic zenith. Equally, we aim to prepare our students socially and personally to assume an active role in our current and future world of environmental, political and cultural challenge, enabling to not only hold thoughtful opinions and convictions, but also to justify them in a reasoned fashion.

By the end of year seven History….students should have knowledge of the Norman Conquest, why William won the Battle of Hastings and how Medieval England developed through such concepts as castle building, the Peasant's Year, the Black Death and the Peasant's Revolts. Students should be able to identify and articulate concepts such as chronology, causation and consequence

By the end of year eight History…..students will understand the break with Rome, how this caused turbulence in the Tudor monarchy and how this culminated in the Spanish Armada. Students should have knowledge of the Civil War and the Republic that it resulted in and how the monarchy was restored. Students will comprehend how the slave trade contributed to Britain's wealth and power, and the role of the slaves themselves in bringing down the slave trade. Students will continue to develop their understanding of cause and consequence, whilst introducing the notion of opinion and interpretations in History.

By the end of year nine History…..students will be able to relate their knowledge the slave trade and empire to develop an understanding of the causes of World War One and develop empathy with the impact it had on those that fought it. Students should be able to connect the two World Wars through the Treaty of Versailles and identify crucial turning points in the war, such as Dunkirk, the Battle of Britain and Pearl Harbour. Critical events such as the Holocaust and the use of the first Atomic Bombs should be understood in the context of their lasting impact through the use of sources and an understanding of their provenance and context.

By the end of Key Stage four History….students should be able to use the skills acquired in Key Stage Three and apply them to the knowledge gained in the GCSE course. Students will understand the concepts of change and continuity, as embodied through Medicine in Britain, cause, consequence and the developing narrative through the American West Depth study, interpretations of History in the Weimar and Nazi Germany and the impact of Elizabeth 1st in the making of the United Kingdom 1558-88.

Curriculum Implementation Year 7

Year 7	**AUTUMN TERM** Learning Cycle 1 & Learning Cycle 2		**SPRING TERM** Learning Cycle 3 & Learning Cycle 4		**SUMMER TERM** Learning Cycle 5 & Learning Cycle 6	
Substantive Concept *The big ideas that permeate the curriculum. Creates the links between different subsets of Powerful Knowledge.*	• Migration • Settlement • Legacy • Invasion • Society • Travel & trade • Conflict	• Invasion • Power • Hierarchy • Monarchy • Succession • Rebellion	• Hierarchy • Power • Rebellion • Punishment • Laws • Plague • Society	• Religion • Power • Monarchy • Rebellion • Reform		• Monarchy • Power • Conflict • Religion • Rebellion • Laws • Migration

Topic/Unit	**Pre-1066:** Who were the English?	**The Norman Conquest:** How did William establish control of England?	**Medieval life:** What was life like during the Medieval period in England under the Feudal System?	**The struggle between Church, crown and people:** Who held the power in Medieval England?	***Option: What was life like under Medieval rulers across the world?***	**Tudors:** How was society affected by the Tudors?
Powerful Knowledge *The subject specific (substantive) knowledge that pupils wouldn't otherwise encounter in their day-to-day lives.*	*If time allows: Introduction to why we study History, key themes and vocabulary for the study of pre-1066 and Medieval world*. • An explanation of the migration of the first humans from Africa across the world, e.g. the Cheddar Man. • Chronology of settlers to this country. • Reasons why the Roman Empire was multi-ethnic	• Describe the succession crisis and know contenders for the throne • How William takes the throne of England, e.g. Stamford Bridge, Hastings. • Challenges faced by William after the conquest • At least two control methods used by William to establish his rule, this must include the Feudal System and one other, e.g. Harrying of the North, Domesday Book, Motte and Bailey	• The development of towns and villages, including Feudal system/castles *(if chosen in Cycle 2)* • An understanding of the Medieval Legal System/ punishments (William- John) • Power of the Medieval Church Doom Paintings/monasteries/local study if applicable e.g. MCA St. Edmund • Lives of ordinary peasants • The Black Death and its impact on England, e.g. social, economic and political • Impact of the Feudal System	• The role of medieval monarchs • Stephen and Matilda – who had the right to the throne? Link to female rights • Henry II – church reforms, murder of Thomas Becket, the role of Eleanor of Aquitaine • King John – the causes and contents of the Magna Carta • Simon de Montfort and the First Parliament	Possibilities: • Wales and Scotland coming under English control • Medieval West Africa: why was Medieval Mali so successful? • Baghdad: rise of the Islamic Empire • The Silk Road: how connected was the medieval world?	• The significance of Henry VII's victory at the Battle of Bosworth for creating the Tudor dynasty • The impact of Henry VIII's Reformation – long-term religious change e.g. dissolution of the monasteries (possible link to local history?) • Impact of Edward VI's religious changes and Mary I's Counter-Reformation • Impact of Elizabeth's

	and multi-racial. • The experiences of Roman Britons with a focus on the Ivory Bangle Lady as a significant individual from 3rd Century Britain. • How society changed in the Anglo-Saxon period (5th–11th century), e.g. farming-based livelihoods, Sutton Hoo, spread of Christianity. • How the arrival of the Vikings changed society, e.g. seafaring, warfare,	castles, Church reforms • Changes to English society under the Normans, e.g. changes to the landscape, changes to land holding		• The causes, events and consequences of the Peasants' Revolt		Religious Settlement e.g. Church appearance • Challenges to the rule of Elizabeth, e.g. domestic and international • Life in Tudor England, e.g. Black Tudors

	farming, trade, legal systems, craftmanship					
Disciplinary Skills Inclusive of, but not limited to: *Causation Consequence Change and continuity Significance Source Analysis Interpretations*	**Priority skill:** Similarity/Difference	**Priority skill:** Causation	**Priority skill:** Consequence	**Priority skill:** Significance	**Priority skill:** Source analysis	**Priority skill:** Change and continuity
National Curriculum Coverage	The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 – the impact of migration, conquerors, raiders and settlers on Britain.	The development of Church, state and society in Medieval Britain 1066-1509 – the Norman Conquest, feudalism	The development of Church, state and society in Medieval Britain 1066-1509 – society, economy and culture, feudalism, religion in daily life, farming, trade and towns, art, architecture and literature, Christendom, the importance of religion and the Crusades. At least one study of a significant society or issue in world history	The development of Church, state and society in Medieval Britain 1066-1509 – the struggle between Church and crown, Magna Carta and the emergence of Parliament, the Black Death and its social and economic impact, the Peasants' Revolt.	At least one study of a significant society or issue in world history and its interconnections with other world developments.	The development of Church, state and society in Britain 1509-1745 – Wars of the Roses, Henry VII, English Reformation and Counter Reformation (Henry VIII – Mary I), Elizabethan religious settlement and conflict with Catholics (home and abroad), the first colony in America.

			and its interconnections with other world developments.			
Subject Specific Literacy *The tier 3, subject specific vocabulary that will allow pupils to talk, read and write effectively in that subject.*	• Hunter gatherer • Agriculture • Migration • Conquest • Settlement • Empire • Diversity • Kingdom • Dark Ages • Barbarian • Civilised • Warrior • Craftsmen • Assimilation • Oppression	• Invasion • Contender • Heir • Conquest • Cavalry • Fyrd • Feudal System (hierarchy) • Peasants • Knights • Barons • Monarchy • Tax	• Guild • Economy • Punishment • Christendom • Crusades • Savages • Muslim • Civilisation • Holy Land	• Magna Carta • Barons • Peasant • Archbishop • Parliament • The Church • Church courts • Black Death • Feudal System • Poll Tax		• Reformation • Annulment • Protestant • Monasteries • Excommunication • Supremacy • Monarchy • Catholicism • Protestantism • Puritan • Dissolution • Martyr • Heretic • Colony/Colonisation • Divorce • Pope • Regent • The 'Middle Way'
Assessment *Outline the summative and formative assessment which will support the development*	• Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. • A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term and previous learning.					

of the pillars of learning in this Learning Cycle.	

Curriculum Implementation Year 8

Year 8	AUTUMN TERM Learning Cycle 1 & Learning Cycle 2		SPRING TERM Learning Cycle 3 & Learning Cycle 4		SUMMER TERM Learning Cycle 5 & Learning Cycle 6	
Substantive Concept *The big ideas that permeate the curriculum. Creates the links between different subsets of Powerful Knowledge.*	• Power • War and conflict • Revolution • Monarchy • Constitutional Monarchy • Parliament • The Great Chain of Being • Divine Right of Kings • Persecution	• Revolution • Society • Economic • Agriculture • Disease • Population • Inventions • Migration	• Power • Empire • Imperialism • Colonialism • War and conflict • Hierarchy • Enslavement • Rebellion	• Power • Empire • Imperialism • Colonialism • War and conflict • Hierarchy • Enslavement • Rebellion • Revolution	• Revolution	• Democracy • Reform • Parliament • Hierarchy • Rebellion • Campaign • Acts of law • War and conflict
Topic/Unit	How was power challenged in the Early Modern period?	The Industrial Revolution: Did industrialisation improve peoples' lives?	The British Empire: How was British colonialism experienced in colonies?	Transatlantic Slavery: what was the impact of the Transatlantic Slave Trade?	***Option:*** *Revolutions abroad* *How did revolution shape the modern world?*	How can we tell the story of Britain's journey to democracy?
Powerful Knowledge *The subject specific (substantive) knowledge that pupils wouldn't otherwise*	• The causes and consequences of the Gunpowder Plot • The 'world turned upside down', e.g. causes of the Civil War,	• The significance of the Agricultural Revolution, e.g. more profitable farming	• Reasons for the growth of the British Empire, from emerging empire-builder to 'the sun never sets'	• Life in the West African Kingdoms before the beginning of TAST • The impact of the arrival of European traders	Possible topics: - French Revolution - America	• Reasons for increasing demands for reform after 1815 and how government fear about this led to the

encounter in their day-to-day lives.	Royalists v Parliamentarians, execution of Charles I and the rule of Oliver Cromwell • The Restoration of the Monarchy: Charles II • The causes and consequences of the Glorious Revolution, including the Bill of Rights and constitutional monarchy . . .	techniques, fertiliser and field drainage • Inventions of the Industrial Revolution, e.g. canals and waterways, the water frame, cotton mills, steam engine. • The impact of urban migration, e.g. growth of towns like Birmingham, Manchester and Glasgow, poor living conditions (cholera) • The 'coming of the factory', e.g. dangerous working conditions, child labour.	Choose at least two of the following to focus on: • The Americas: life before the arrival of Europeans, impact of British settlement on indigenous peoples • Australia: life before the arrival of the British, penal colony becomes settler colony, impact on the Aboriginal people. • India: life before the East India Company, 1857 rebellion, British Raj, Caste System, Distant rule. • Ireland: 'first colony' in Medieval England, Cromwell's conquest, 1800s Acts of Union, The Great	in West Africa and the structure of the TAST • The role of Britain in the TAST • The impact of the TAST on West African Society • The impact of the TAST on enslaved peoples • The causes and events of the abolition of slavery *(can be extended by choosing Haitian revolution for Learning Cycle 5)*		Peterloo Massacre • Reasons why the Great Reform Act was introduced in 1832 and its impact on representation • The growth of Trade Unions and The Tolpuddle Martyrs • Expansion of the franchise in 1867 and 1884 • The position of women in the early 20th century • The peaceful and radical campaigns of the NUWSS and the WSPU • The government's response to these campaigns

			Hunger, end of 19th century			• The contribution of women during WWI • Understanding why it took so long for women to gain the vote in Britain
Disciplinary Skills Inclusive of, but not limited to: *Causation* *Consequence* *Change and continuity* *Significance* *Source Analysis* *Interpretations*	**Priority skill:** Causation	**Priority skill:** Change and continuity	**Priority skill:** Significance / consequence / similarity / difference	**Priority skill:** Source analysis	**Priority skill:** Consequence / significance	**Priority skill:** Interpretations
National Curriculum Coverage	The development of Church, state and society in Britain, 1509-1745 - The causes and events of the civil wars throughout Britain - The Interregnum	Idea, political power, industry and empire: Britain, 1745-1901 - Britain as the first industrial nation – the impact on society	The development of Church, state and society in Britain, 1509-1745 - The first colony in America and first contact with India	The development of Church, state and society in Britain, 1509-1745 - The first colony in America and first contact with India	Idea, political power, industry and empire: Britain, 1745-1901 - The French Revolutionary wars - The American War of Independence	Idea, political power, industry and empire: Britain, 1745-1901 - Party politics, extension of the franchise and social reform

	- The Restoration, Glorious Revolution and power of Parliament			Idea, political power, industry and empire: Britain, 1745-1901 - Britain's transatlantic slave trade: its effects and eventual abolition - The development of the British Empire with a depth study - Ireland and Home Rule		Challenges for Britain, Europe and the wider world, 1901 to the present day - Women's suffrage
Subject Specific Literacy *The tier 3, subject specific vocabulary that will allow pupils to talk, read and write effectively in that subject.*	Plot Gunpowder Treason Catholic(ism) Protestant(ism) Puritan(ism) Restoration Divisions Persecution Extremists Constitution	Agriculture Industrial Labour Fallow Arable Enclosure Fertiliser Urban Rural Migrated Unsanitary Exploitative	Privateer Empire Imperialism Colonisation/ colonialism Exploitation Settler/ settlement Penal Indigenous Aboriginal Caste system	Enslavement/ enslaved Imperialism Colonisation Exploitation Transatlantic Kingdom Abolition		Parliament Democracy Reform Chartism Trade Unions Suffrage Rotten Borough Constituency Ballot Suffrage Suffragette Suffragist martyr Radical Franchise Cat and Mouse Act

Assessment *Outline the summative and formative assessment which will support the development of the pillars of learning in this Learning Cycle.*	• Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. • A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term and previous learning.

Curriculum Implementation Year 9

Year 9	AUTUMN TERM Learning Cycle 1 & Learning Cycle 2		SPRING TERM Learning Cycle 3 & Learning Cycle 4		SUMMER TERM Learning Cycle 5 & Learning Cycle 6	
Substantive Concept *The big ideas that permeate the curriculum. Creates the links between different subsets of Powerful Knowledge.*						
Topic/Unit *The title or topic of the unit of work.*	How 'total' was World War I for people in the British Empire?	How were societies transformed during the inter-war years?	What were the 'turning points' in the Second World War?	What was the Holocaust? Completed	Post-war – home or abroad, or both?	Development of British identity
Powerful Knowledge *The subject specific (substantive) knowledge that pupils wouldn't otherwise encounter in their day-to-day lives.*	• Long and short-term causes incl. MAIN & Assassination • Experiences of the Western Front *(select specific battles if you wish, e.g. the Somme)* • The contribution of colonial troops to WWI	Democracy vs dictatorship study. • The Russian Revolution (Focus on Stalin esp for schools with less lessons). -Rise of Stalinism -Consolidation and collectivisation. -Control and terror. • Rise of fascism – Italy/Germany/Spain	• Causes of World War II, including appeasement • Reasons why Blitzkrieg and Battle of Britain a turning point in WWII • Reasons why 1941-42 were pivotal, e.g. invasion of USSR, Japan attacking Pearl	• What is meant by the Holocaust, a definition, including who was affected, the perpetrators and the role of collaborators and bystanders • An understanding that anti-Semitism was	Decolonisation, e.g. Ireland, partition of India, Palestine, Africa, Caribbean – comparison study? The aims of the post-war Labour government, NHS, welfare state, social democracy and nationalisation	Experiences of racism in Britain – experiences of migrant communities **(Black and British 1960s** Swinging sixties Youth culture: music and art Poverty and Prosperity

	• The ways in which life changed across Britain for different people during the war (the Homefront), e.g. women • Turning points of War e.g. Battles, USA and Russian Rev, significant individuals (e.g. Haig) • The reasons for Allied victory and the Armistice of 1918 • *You may also which to exploit the cross-curricular link of War Poetry – this will depend on the curriculum utilised by your English department.*	Fascism: - Rise of fascism. - Consolidation - Control and terror. Fascism vs communism dictatorship comparison.	Harbour, the entry of the USA, Stalingrad 1942 • Contribution of colonial soldiers, e.g. Tobruk • The D-Day landings as a turning point • A narrative of the last days of the Second World War • Atomic bomb ending the war in the Pacific– beginning of tensions between USA and USSR	not invented by the Nazis and is a historical belief • Anti-Semitic laws against Jews in Germany, including the Nuremburg Laws in 1935 as a significant development with the removal of citizenship • Groups, including Jews, Roma and Sinti gypsies, were imprisoned in Polish ghettos under harsh conditions • The intensification of policies against Jews to result in extermination, Auschwitz-Birkenau to be explored as a	Changing role of women	

				compulsory case study highlighting the differences between extermination and concentration camps • There was more resistance than previously suggested in History. Types to explore include; armed resistance, cultural resistance and rescuing of Jews • Liberation signalled an end to physical suffering but not to mental suffering, life for survivors should be explored • Justice for the Holocaust – the Nuremburg		

				Trials as an attempt to bring the perpetrators of the Holocaust to justice for their crimes		
Disciplinary Skills *The skills (disciplinary knowledge) that pupils must master if they are to be an effective learner in a subject domain.*				Source Analysis Significance Interpretation		
National Curriculum Coverage *Identify knowledge and skills defined in the National Curriculum Programme of Study.*				Challenges for Britain, Europe and the wider world 1901 to the present day – The Holocaust		
Subject Specific Literacy *The tier 3, subject specific vocabulary that will allow pupils*		communism, fascism, dictatorship, democracy, revolution, putsch, totalitarian.		Shoah anti-Semitism Perpetrator Collaborator Bystander Resister/resistance		

to talk, read and write effectively in that subject.				Discrimination Ghetto Liberation		
Assessment *Outline the summative and formative assessment which will support the development of the pillars of learning in this Learning Cycle.*						

Curriculum Implementation GCSE

10	AUT 1	JDJ	The Renaissance & 1700-1900	Change and Continuity, Medicine in Britain 1700-1900	-Students look at how the Renaissance led to a re-birth of Roman and Greek ideas about technology, art etc and its impact on Medicine -This includes Vesalius and how religion relaxed to permit dissection and advances in anatomy -It also includes Harvey and how he proved that blood circulates -Sydenham and a profile of how he developed the classification of illnesses in Britain	-Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and	-How did Vesalius correct the work of Galen? -How did William Harvey prove the circulation of blood and why did this have limited impact at first? Was Thomas Sydenham a man of the Renaissance?	-Renaissance -Vesalius -Fabric of the Human Body -Titian -Anatomy -Religion -Dissection -Titian -Technology -Printing Press -Harvey -Physiology

					-How and why Pare developed surgery due to war and technology -The role of the Royal Society in promoting scientific ideas -Improvements in the training of doctors -A comparison of cause and cure of the Black Death 1348, with those of the Great Plague of 1665 to analyse change and continuity -An analysis of whether the Renaissance was a time of change or continuity, via the examination of a range of critical factors including technology, war, exploration, science, knowledge of cause and cure of disease - Evaluation of Germ Theory of Disease, including analysis of relevant factors and source work on the work of Robert Koch -The work of Florence Nightingale and her contribution to the professionalisation of nursing and the development of hospitals	working at grades	-How far had cause knowledge of cause and cure improved in the Plague? Was the Renaissance a time of change or continuity? -What was Germ Theory of disease? -What was the impact of Pasteur's discovery? -How did Koch develop Pasteur's ideas? -What factors were involved in the development of Germ theory? -How did Florence Nightingale develop hospitals and nursing?	-The Motion of the Heart and Blood in Animals -Observations Medicinae -Factors -The Royal Society -The Royal College of Physicians -Body Snatchers -The Great Plague -Miasma -Spontaneous Generation -Pasteur -Koch -Scutari -Crimea -Florence Nightingale -Mary Seacole -Notes on Nursing -St Thomas's hospital nursing Training School
10	AUT2	JDJ	Medicine in Britain 1700-1900 (cont)	Change and Continuity in Medicine 1700-Present	-The role of Anaesthetics and Antiseptics in developing surgery and criticisms of each	-Cold Calling -Questioning -Paired/group work	-How did Anaesthetics develop surgery?	-James Simpson -Ether -Chloroform

			& 1900-Present		-Edward Jenner and the development of vaccinations, including significance, criticisms and relevant factors -Problems in Public Health in Britain and how these were addressed by the first (1848) and second (1875) public health acts -Cholera, John Snow and how he used the Broad Street Pump as a way of proving the connection between dirty water and cholera -The development of DNA and Genetics -Diet, Lifestyle and technology -Magic Bullets -Factors in the development of the NHS -Interpretations of the NHS -Government legislation in the C20th, including the Clean Air Acts, Vaccination and advertising campaigns -Factors relating to the development of penicillin -The fight against Lung Cancer and improvement in survival rates: Science, Technology and Government	-Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and working at grades	-How did antiseptics end the 'Black period in surgery? -How significant was Edward Jenner? -What were the issues with the Ist Public Health Act and how did the second address these problems? -How did Snow prove the link between dirty water and Cholera? -Was 1700-1900 a time of change or continuity? -How has DNA developed medicine in the C20th? -How can we use technology to diagnose illness? -How were magic bullets developed and why were they such a breakthrough?	-Hannah Greener -The Black Period in Surgery -Joseph Lister -Carbolic Acid Solution -Vapouriser -Inoculation -Smallpox -Cowpox -Vaccination -Edwin Chadwick -Reform Act 1867 -Bazalgette -The Great Stink -John Snow -Broad Street Pump -DNA -Genetics -Watson, Crick and Franklin -Laparoscopic -PET/CAT scans -Robotic Surgery -Salvarsan 606 -Prontisil -M&B 693 -Liberal Reforms -World War 2 -The Welfare State -Preventative medicine

							-Why was the NHS introduced? -How has the NHS improved access to care? -What are interpretations of the NHS? Why was there rapid progress in preventative Medicine in the C20th? -How was penicillin developed? -Why have survival rates from lung cancer improved?	-Legislation -Vaccination -Advertising -Penicillin -Anti-biotic -Technology -War -Government -Bronchoscope -Chemotherapy -Radiotherapy
10	SPR 1	JDJ	The British Sector of the Western Front 1914-18	Injuries, Treatment and the Trenches	-Developments in medicine in relation to WW1; Aseptic surgery, X-rays and Blood Transfusions -Trench Warfare, Key battles and tactics -Transportation of the wounded -Injuries and Conditions -Dulce et Decorum Est -RAMC and FANY -The Chain of Evacuation, including the Regimental Aid Post, Advanced Dressing Stations, Casualty Clearing Stations and Base Hospitals	-Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and	-What application did new techniques have on Medicine in relation to World War 1? -What were the major battles of WW1? How useful are Sources E & F in explaining the problems faced by stretcher bearers?	-Aseptic -X-Rays -Roentgen -Transfusion -Blood Groups -Ypres I, II & 3 -The Somme -Arras -Cambrai -Provenance -Context -Personal Account -Eyewitness -Expert Witness -Censorship

					-Treatments for Infection -Mobile x-Rays and the Thomas Splint -Blood Transfusions, Brain Surgery and Plastic Surgery -Role of the blood transfusions in the Battle of Cambrai	working at grades -End of unit assessment	-How useful are the sources for a study of the effects a gas attack in WW1? -How useful are sources C & D for an inquiry into treatment at ADS on the Western Front? -How did medicine on the Western Front influence new methods in Medicine? -How were new methods of surgery pioneered on the Western Front?	-Cross Reference -Trenchfoot -Trench Fever -'Shell Shock' -Shrapnel -Chlorine -Phosgene -Mustard Gas -Wilfred Owen -RAMC & FANY -RAP, ADS, CCS & Base Hospital -Wound excision -Carrell-Daykin method -Thomas Splint -Blood Bank -Harold Gillies -Pedicle Tube
10	SPR2	JDJ	The American West c1835-c1895	Part 1: Early settlement of the West	-Survival on the Great Plains -Structure of Native American Society -Horses and Buffalo -Native American Beliefs on Land, Nature and Warfare -The role of the Permanent Indian Frontier, the War with Mexico and the Indian Appropriations Act in changing Government policy -Analysis of the roles of the financial crisis in the East, the Oregon Trail, the California	Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment	-How did the Sioux survive on the Great Plains? -How did Native American beliefs differ from those of the white settlers? -Write a narrative account analysing the ways in which the US	-The Tepee -Buffalo -The Sioux -The Great Spirit -Vision Quest -Scalping -Counting Coup -Black Hills of Dakota -Permanent Indian Frontier -Indian Territory -Reservations

					Gold Rush of 1849 and Manifest Destiny in influencing westward migration -Problems in migration, including the experience of the Donner Party -The Mormon Migration; why they went, the migration and why they made a success of the Great Salt Valley -The problems and solutions of farming the Great Plains -Tension between the settlers and the Native Americans and the Fort Laramie Treaty of 1851 -Lawlessness in the early mining towns -How these early issues were tackled	-Individualised feedback and working at grades	Government policy towards the Plains Indians developed in the period 1835-51 -What factors were instrumental in early migration to the West? -What were the problems in migration and why did the Donner party fail so spectacularly? -Write a narrative account analysing the main events of the Mormon Migration -What were the problems and solutions of farming the Great Plains? -What were the consequences of the Fort Laramie Treaty of 1851? -What were the problems in law and order and	-Indian Appropriations Act 1851 -Push and Pull factors -Oregon Trail -Gold Rush -Manifest destiny -Rocky Mountains -Sierra Nevada -Cannibalism -Mormons -The Danites -Joseph Smith -Polygamy -Mormon Bank -Brigham Young -Persecution -Great Salt Valley -Sulky Plow -Wind Pumps -Legislation -Dry Farming -Turkey Red -Infestation -Fort Laramie Treaty 1851 -Compensation -Independence -Culture Clash -Claim jumping -Salting a claim -Prostitution

							how successfully was it dealt with?	-Gambling -Miner's Courts -Vigilantes -Marshalls -Sheriffs -Nepotism -Racist Crime
10	SUM1	JDJ	The American West c1835-c1895	Part 2- Development of the Plains	-The Civil War and its impact on the introduction of the Homestead Act of 1862 and the Pacific Railroad Act of 1862 -Role and relative success of the Timber and Culture Act in addressing issues with the Homestead Act -Continued issues in law and order, including problems caused by the Civil War and Cowtowns -The Growth and development of the cattle industry -Cattle Ranching v's the Long Drive and how the lives of the cowboys changed -Conflicts between Ranchers and Homesteaders -How colonisation of the Plains impacted upon the lives of the Native Americans, including the impact of the railroad, the cattle industry and gold miners -President Grant and Government Reservations Policy -Little Crow's War, the Sand Creek Massacre, Red Cloud's	Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and working at grades	-Why did the Open Range come to an end? - Write a narrative account analysing the ways in settlement in the West developed in the years 1876-1895. -How did Wyatt Earp and Billy the Kid reflect continuing issues with Law and Order? - Explain two consequences of the Johnson County War OR -Explain the importance of the Johnson County War for relations between	-Civil War -Homestead Act -160 acres -Nebraska -Pacific Railroad Act -Promontory Point -Timber and Culture Act -Speculators -Wild Bill Hickok -The Reno Gang -Goodnight & Loving Trail -Joseph McCoy -Abilene -Chisum Trail -John Iliff -Refrigerated carriages -Cross breeding -Cattle Rustling -Sleeping under the stars -Branding -The Cookhouse -The Bunkhouse -Sod houses

					War and the second Fort Laramie Treaty 1868 -Was the 2nd Fort Laramie Treaty a victory for Red Cloud? Reasons for changes in the Cattle Industry, including the Great Die Up, Soil Erosion and a Fall in demand -Settlement and Migration 1876-1895, including the Exodusters and the Oklahoma Land Rushes -Reasons for why problems in Law and Order persisted, including poverty, geography, lawmen, scarce resources, fear, attitudes, the justice system and racism -Causes, events and consequences of the Johnson County War -The Battle of the Little Big Horn and it's consequences, including the Wounded Knee Massacre -Economic and Political reasons for the massacre of the Buffalo -How the Reservations were used to control the Native Americans -The Dawes Act; its aims and significance		Homesteaders and Cattlemen OR -Write a narrative account explaining the causes, events and consequences of the Johnson County War -What were the consequences of the Battle of the Little Big Horn -Was Wounded Knee a Massacre? -Explain the importance of the destruction of the buffalo (x) in the end of the Native American way of life (y) -Explain the importance of the Reservations in the assimilation of the Native Americans -Explain the significance of the Dawes Act in	-Railways -Cattle Ranchers -Gold Prospectors -President Grant -Little Crow -Cheyenne -Black Kettle -Sand Creek -Fort Kearney -Fetterman's Trap -Bozeman Trail -Black Hills of Dakota -Sitting Bull -Crazy Horse The Great Die Up -Smaller Ranches Supply and demand -Exodusters -Kansas -Benjamin Singleton -Oklahoma Land Rushes -Billy the Kid -Wyatt Earp -Wyoming Stock Growers Association -Jim Averill -Ella Watson -General Custer

							the destruction of the Native American way of life	-Mineral Rights -Winchester repeating rifles -Big Foot -Ghost Dance -7th Cavalry -Military Schools -Hunting and Farming -Corrupt Agents -Tribal chiefs and councils -Assimilation -Citizenship
10	SUM2	JDJ	Elizabethan England 1558-1588	Queen, Government and Religion Challenges, Home and Abroad	-Society and Government, the role of Parliament, the Secretary of State and the Monarch -Strengths, weaknesses and challenges, including gender, legitimacy, finances, France and Spain -Religious Differences and Elizabeth's religious settlement, including the Act of Supremacy, the Act of Uniformity and Royal Injunctions -The Catholic and Puritan challenges, including crucifixes, vestments, the Papacy, the Nobility and foreign Powers -The issue of Mary Queen of Scots and why Elizabeth imprisoned rather than executed her	-Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and working at grades	-Who was most significant in running Elizabethan England? -What Elizabeth's position upon ascension to the throne? -What were the features of the Religious Settlement and what was its impact? -How serious were the Puritan and Catholic challenges?	-Divine Right -Monarchy -Patronage -Proclamations -Legitimacy -Gender -Debt -Mary Queen of Scots -Reformation -Act of Uniformity -Act of Supremacy -Royal; Injunctions -Papacy -Papal Bull -Counter Reformation

					-The Northern Revolt. Causes, Key Events and Consequences -Catholic Plots against Elizabeth, including the Ridolfi, the Throckmorton and Babington Conspiracies -The execution of Mary Queen of Scots; causes and consequences -Drake's circumnavigation of the globe, its outcomes and consequences -Religious and political rivalry; England France and Spain, including the Netherlands, the Pacification of Ghent and events 1580-84 -Elizabeth's foreign policy 1585-88, including the Spanish Netherlands, Drake, the Treaty of Berwick and Ostend -The Spanish Armada; causes, events, outcomes and consequences		-Why did Elizabeth choose to keep Mary captive? -What were the causes and consequences of the Northern Revolt? -What did plots against Elizabeth have in common? -Why did Elizabeth execute Mary Queen of Scots and what were the consequences? -What was the significance of Drake's circumnavigation of the globe? - 'The decline in Anglo-Spanish relations in the years 1569-85 was caused by Elizabeth I'. How far do you agree? -Was Elizabeth's foreign policy	-Revolt of the Northern Earls -Sea Beggars -Genoese Loan -Dauphin -Lord Darnley -Earl of Bothwell -Earl of Westmoreland -Earl of Northumberland -Robert Dudley -William Cecil -Council of the North -Ridolfi -Throckmorton -Babington -Walsingham -Duke of Guise -Act for the preservation of the Queen's safety -Phillip II of Spain -Sir Francis Drake -The Golden Hind -Circumnavigation -New Albion -Mercenary -Spanish Netherlands

							1585-88 a success? -Why did England defeat the Spanish Armada?	-Duke of Alencon -Duke of Parma -Portugal -Singeing the King of Spain's beard -Treaty of Berwick -Ostend -Zutphen Fort -Dudley's recall -Galleons -Manoeuvrability -Duke of Medina-Sidonia -Crescent formation -Fireships -Battle of Gravelines
11	AUT1	JDJ	Elizabethan England 1558-1588	Elizabethan Society in the age of exploration	-Education in the home, schools and universities -Sport, Leisure and the Theatre -Who were the poor and the problems of poverty and vagabondage in the Elizabethan era -Differences in the poor, including the impotent v's able-bodied poor -Measures to deal with the problem of poverty in Elizabethan England	-Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment	-How did education change in Elizabeth England and what was its impact? -What were the main features of Tudor sports, leisure and pastimes? -Why was there a problem with	-Grammar Schools -Dame Schools -Petty Schools -Labourers -Oxford and Cambridge -Football -Cock Fighting -Bear Baiting -Literature -Theatre - Shakespeare -Poverty

					-Investigation of why the Elizabethan's began to explore the world, including Drake's circumnavigation of the globe -Raleigh and the colonisation of Virginia -Reasons for the failure of the colonisation of Virginia, including resistance, inexperience, the colonists and the voyage	-Individualised feedback and working at grades -Mock Examination/PPE -End of unit assessment	poverty in the Elizabethan era? -What were the features of Elizabethan poor relief? -Why did the Elizabethans explore the world? -How did Rayleigh plan the colonisation of Virginia? Why did the colonisation of Virginia fail?	-Supply and Demand -Enclosure -Unemployment -Vagabondage -Rogues -Deserving Poor -Statute of Artificers -Vagabonds Act -Poor Relief Act -Triangular trade -Martin Frobisher -Navigation -Cartography -Sir Walter Rayleigh -Colonisation -Virginia -Manteo -Wanchese -Investment -Illness -Trans-Atlantic -Winghina -Roanoke
11	AUT2	JDJ	Weimar and Nazi Germany	The Weimar Republic 1918-29 & Early Years of the Nazi Party	-The constitution and organisation of Germany after WW1 -The challenges Weimar faced from the Left and the Right -The challenge of Hyper inflation - Gustav Stresemann and reconstruction	-Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback	What was the Weimar Constitution? How had Germany been impacted by WW1?	Capitalism Treaty of Versailles Stabbed in the back Hyperinflation Communism Spartacists Putsch

					-The Weimar Golden Age Origins of the Nazi Part	-Peer Assessment -Self-Assessment -Individualised feedback and working at grades -End of unit assessment	What challenges were posed by the Spartacists? What challenges were posed by the extreme right? How did hyperinflation challenge Weimar? How did Germany recover under Gustav Stresemann? To what extent was there a golden Age in Germany? What were the origins of the Nazi party? How did the Munich Putsch influence the development of the Nazi Party?	Constitution Reichstag
11	SPR1	JDJ		Early Years of the Nazi Party 1919-33 & Nazi Control and Dictatorship	The role of Hitler in expanding Nazi support Consequences of the Munich Putsch The low years of the Nazi Party Unemployment and its impact Growth in support for the Nazi Party	-Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice	What role did Hitler play in expanding support for the Nazis? What were the impacts of the	NSDAP Gauleiter Goering Goebbels Election Munich Putsch Reichstag Fire Enabling Act

					Events leading up to Hitler's chancellorship How did Hitler establish dictatorship The Reichstag Fire Enabling Act	-Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and working at grades -Mock Examination/PPE -End of unit assessment	Munich Putsch on Nazi policy? Why was 1924-28 a period of stagnation for the Nazis? What was the impact of unemployment on Germany and the Nazi Party? Why did support for the Nazis increase after 1929? How did Hitler become Chancellor? How did the Reichstag fire secure Hitler's position?	Propaganda Wall Street Crash Unemployment
11	SPR 2	JDJ		Nazi Control and Dictatorship & Life in Nazi Germany 1934-9	Night of Long Knives Censorship and Coercion Creating the Police State Use of Propaganda Youth Opposition Education in Nazi Germany Life for workers in Nazi Germany Treatment of minorities	-Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment	How did the Nazis reduce opposition within their party? How did Censorship help create the police state? How did the role of the SA, SS and SD help shape the police state?	Censorship Knight of Long Knives Ernst Rohm SS SA SD Gestapo Dachau Concentration Camp Strength through Joy

						-Individualised feedback and working at grades -End of unit assessment	How did propaganda enable the Nazis to control Germany? What opposition to the Nazis came from Youth groups? How did living standards change in Nazi Germany? How were women treated in Nazi Germany? What was the role of education and the Hitler Youth? How were minorities treated in Nazi Germany	Beauty of Labour Volkswagen Autobahn Hitler Youth Edelweiss Pirates Swing Youth