

Subject: History

Year 7	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Unit & length	Ancient Rome 12 lessons	1066 and all that 12 lessons	Life in Medieval England 12 lessons	Medieval Conflict 12 lessons
Curriculum outline	<ul style="list-style-type: none"> • What skills does a Historian need? • Who were the skeletons as Maidenhead? • How was Ancient Rome governed? • Why was the Roman army so effective? • Why was Boudicca's rebellion defeated? 	<ul style="list-style-type: none"> • How did migration change Britain before 1066? • What were the turning points in Edward the Confessor's life? • Who were the main claimants to the throne in 1066? • Why did William win the Battle of Hastings? • How did William consolidate his control of England? 	<ul style="list-style-type: none"> • How was medieval society organised? • Was a peasant's life really that bad? • Why did the peasants revolt? • Why was the Church so important in Medieval England? • Who was to blame for Becket's murder? • What does the Black Death show us about medieval medicine? • What was the significance of the Magna Carta? 	<ul style="list-style-type: none"> • What was the purpose of building castles? • What were the strengths and weaknesses of Motte and Bailey castles? • Why were castles 'killing machines'? • How did castle design change over time? • What does a study of Grosnez Castle show us about local and national history? • What does a study of Gorey Castle show us about local and national history? • Why did soldiers join the crusades?
Assessment/s	2 assessment points throughout the unit. A knowledge quiz plus one extended answer question. Homework – Multiple Choice Quiz based on unit content.	2 assessment points throughout the unit. A knowledge quiz plus one extended answer question. Homework – Multiple Choice Quiz based on unit content.	2 assessment points throughout the unit. A knowledge quiz plus one extended answer question. Homework – Multiple Choice Quiz based on unit content.	2 assessment points throughout the unit. A knowledge quiz plus one extended answer question. Homework – Multiple Choice Quiz based on unit content.

Year 8	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Unit & length	Tudor England 12 lessons	The British Empire 12 lessons	The Transatlantic slave trade 12 lessons	The Industrial Revolution 12 lessons
Curriculum outline	<ul style="list-style-type: none"> • What were the Wars of the Roses? • How did Henry VII consolidate Tudor rule? • Was Henry VIII a man or a monster? • Why did England 'Break with Rome'? • Who were Henry's 6 wives? • How similar were Henry VII and VIII as Kings? • How 'bloody' was Mary I? 	<ul style="list-style-type: none"> • What were the key features of the British Empire? • How and why did the Empire grow? • Why was the British Empire an 'ugly crime'? • Why did exploration flourish under Elizabeth I? • Why did the colony at Roanoke fail? • How did India win independence from Britain? 	<ul style="list-style-type: none"> • What was the 'slave triangle'? • How did Britain benefit from the slave trade? • What were the horrors of the 'Middle Passage'? • What was a slave's life like on a plantation? • Why was the slave trade abolished in 1807? • What did the Civil Rights campaign achieve in the 1950s and 60s? 	<ul style="list-style-type: none"> • How did Britain change between 1750 – 1900? • How did factories change people's lives? • What were conditions like in the factories? • Why were the new cities so dangerous? • How and why did Medicine improve in the 19th century?
Assessment/s	2 assessment points throughout the unit. A knowledge quiz plus one extended answer question. Homework – Multiple Choice Quiz based on unit content.	2 assessment points throughout the unit. A knowledge quiz plus one extended answer question. Homework – Multiple Choice Quiz based on unit content.	2 assessment points throughout the unit. A knowledge quiz plus one extended answer question. Homework – Multiple Choice Quiz based on unit content.	2 assessment points throughout the unit. A knowledge quiz plus one extended answer question. Homework – Multiple Choice Quiz based on unit content.

Year 9	Cycle 1	Cycle 2	Cycle 3	Summer B
Unit & length	World War One 14 lessons	The Interwar Years 14 lessons	World War Two and the Holocaust 14 lessons	GCSE Unit 1 – Conflict and Tension 1919 – 1939 14 lessons
Curriculum outline	<ul style="list-style-type: none"> Why did the world go to war in 1914? Why were trenches dug on the Western Front? What was the most significant weapon of World War One? What was a soldier's life like in the trenches? Was General Haig the 'Butcher of the Somme'? Why did the war end in 1918? 	<ul style="list-style-type: none"> How fair was the Treaty of Versailles? What are the differences between democracies and dictatorships? Why did Russia have a Communist revolution? How did Hitler come to power in Germany? What was the main cause of World War Two? Was appeasement a mistake? 	<ul style="list-style-type: none"> Why did Britain win the Battle of Britain? What was the most important turning point in the war? Why did the D Day landings succeed? Was the use of the nuclear bomb against Japan justified? What were the roots of anti-Semitism by the start of the 20th century? How did the persecution of the Jews escalate in the 1930s? What was the Holocaust? 	<p>Part one: Peacemaking</p> <p>The armistice and problems faced by the peacemakers in 1919. Aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George. The Versailles Settlement: Diktat; territorial changes; military restrictions; war guilt and reparations. The extent to which the Big 3 achieved their aims. Different reactions of the Allied nations to the finished treaty. German objections to the finished treaty. Strengths and weaknesses of the settlement, including the problems faced by new states in Eastern Europe.</p>
Assessment/s	2 assessment points throughout the unit. A knowledge quiz plus one extended answer question.	2 assessment points throughout the unit. A knowledge quiz plus one extended answer question.	2 assessment points throughout the unit. A knowledge quiz plus one extended answer question.	For each of the 14 Parts of the GCSE, students will take one short written assessment in class and a knowledge quiz. During the GCSE course, there will be at least 3 further, extended and formal Mock Exams.

Year 10	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Unit & length	GCSE Unit 1 – Conflict and Tension 1919 – 1939 14 Lessons	GCSE Unit 1 – Conflict and Tension 1919 – 1939 12 Lessons	GCSE Unit 2 – Germany 1890 - 1945 12 Lessons	GCSE Unit 2 – Germany 1890 - 1945 12 Lessons	GCSE Unit 3 – Elizabethan England 1558 - 1603 12 Lessons	GCSE Unit 3 – Elizabethan England 1558 - 1603 12 Lessons
Curriculum outline	<p>Part two: The League of Nations The formation and covenant of the League. The organization, membership and powers of the League. The work of the League's agencies. The contribution of the League to peace in the 1920s, including the successes and failures of the League, such as the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria. Diplomacy outside the League in the 1920s: Locarno treaties and the Kellogg-Briand Pact. The effects of the Depression. The Manchurian crisis and its consequences, 1931-32. The Abyssinian crisis and its consequences, 1935-36. The reasons for the failure of the League.</p>	<p>Part three: The origins and outbreak of the Second World War Hitler's aims and early Allied reactions. The Dollfuss Affair, 1934. The Saar plebiscite, 1935. German rearmament 1933-35, including conscription. The Stresa Front and the Anglo-German Naval Agreement, 1935. Remilitarisation of the Rhineland, 1936. Mussolini, the Axis and the Anti-Comintern Pact. Events of the Anschluss, 1938. Reasons for and against the policy of appeasement. The Sudeten Crisis, Munich Conference and Anglo-German Joint Declaration, 1938. The invasion of Czechoslovakia, 1939. The role of the USSR and the Nazi-Soviet Pact, 1939. The invasion of Poland and outbreak of war in September 1939. Causes of the outbreak of the war. Key individuals responsible for the outbreak of war: Hitler, Stalin and Chamberlain.</p>	<p>Part one: Germany and the growth of democracy, 1890 - 1928 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 abdication of the Kaiser. Post-war problems including reparations, the occupation of the Ruhr and hyperinflation. Weimar democracy: the Weimar Constitution, 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.</p>	<p>Part three: The experiences of Germans under the Nazis, 1933 - 1945 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 and refugees. 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. Goebbels, the use of propaganda and censorship; Nazi culture. Control: 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.</p>	<p>Part one: Elizabeth's court and Parliament The background and character of Elizabeth I, and how it prepared her to be Queen. The role of the Elizabethan Court, including patronage, progresses and propaganda. The role of the Privy Council, including key ministers and their contributions. Her relations with Parliament – what she needed them for, and why they were a nuisance. The difficulties of being a female ruler. The problem of marriage and the succession. The strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601. Part two: Life in Elizabethan times A 'Golden Age' - growing prosperity and the rise of the gentry. Living standards (including the 'Great Rebuilding') and fashions. The Elizabethan theatre and its achievements. Changing attitudes to the theatre.</p>	<p>Part three: Troubles at home and abroad The difficulty of religion at the start of Elizabeth's reign, and her creation of the 'Middle Way' in 1559. Catholic threats - the Northern Rebellion; The Papal Bull and Elizabeth's excommunication; the Jesuits; Catholic plots and the threat to the Elizabethan settlement. How Elizabeth dealt with Catholic opposition, and with how much success. Puritan ideas and threats to Elizabeth. How Elizabeth dealt with Puritan opposition, and with how much success. Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact. The causes and events of conflict with Spain before 1588. The events and reasons for the defeat of the Spanish armada, including tactics and technology. Part four: The historic environment of Elizabethan England</p>

			<p>Examples of Weimar culture, and the different reactions to it.</p> <p>Part two: Germany and the Depression, 1929 - 1934</p> <p>The impact of the Depression and the failure of the Weimar democracy to deal with it.</p> <p>Growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA, Hitler’s appeal and the use of propaganda.</p> <p>Election results between 1928 – 32 and the role of Papen and Hindenburg in Hitler’s appointment as Chancellor in 1933.</p> <p>The importance of the Reichstag Fire in establishing Hitler’s dictatorship.</p> <p>The importance of the Enabling Act in establishing Hitler’s dictatorship.</p> <p>The importance of the Night of the Long Knives in establishing Hitler’s dictatorship.</p>		<p>Reasons for the increase in poverty.</p> <p>Attitudes and early local responses to poverty.</p> <p>The seriousness of the problem of poverty, and the impact of government action, particularly The Poor Law.</p> <p>Reasons for increasing exploration and trade.</p> <p>The careers of Hawkins and Drake, including circumnavigation, privateering and the slave trade.</p> <p>The career of Raleigh and the beginnings of the British Empire.</p>	<p>Students will be examined on a specific site in depth.</p> <p>This site will be as specified and will be changed annually.</p> <p>The study of the historic environment will focus on a particular site in its historical context and should examine the relationship between a specific place and associated historical events and developments.</p> <p>Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period.</p> <p>Sites will also illuminate how people lived at the time, how they were governed and their beliefs and values.</p>
<p>Assessment/s</p>	<p>For each of the 14 Parts of the GCSE, students will take one short written assessment in class and a knowledge quiz. During the GCSE course, there will be at least 3 further, extended and formal Mock Exams.</p>	<p>For each of the 14 Parts of the GCSE, students will take one short written assessment in class and a knowledge quiz. During the GCSE course, there will be at least 3 further, extended and formal Mock Exams.</p>	<p>For each of the 14 Parts of the GCSE, students will take one short written assessment in class and a knowledge quiz. During the GCSE course, there will be at least 3 further, extended and formal Mock Exams.</p>	<p>For each of the 14 Parts of the GCSE, students will take one short written assessment in class and a knowledge quiz. During the GCSE course, there will be at least 3 further, extended and formal Mock Exams.</p>	<p>For each of the 14 Parts of the GCSE, students will take one short written assessment in class and a knowledge quiz. During the GCSE course, there will be at least 3 further, extended and formal Mock Exams.</p>	<p>For each of the 14 Parts of the GCSE, students will take one short written assessment in class and a knowledge quiz. During the GCSE course, there will be at least 3 further, extended and formal Mock Exams.</p>

Year 11	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Unit & length	GCSE Unit 4 – Britain: Health and the People 14 Lessons	GCSE Unit 4 – Britain: Health and the People 12 Lessons	GCSE Unit 4 – Britain: Health and the People 12 Lessons	Revision 12 Lessons	Exam Prep 12 Lessons	
Curriculum outline	<p>Part one: 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.</p> <p>Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.</p> <p>Part two: The beginnings 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.</p>	<p>Part three: 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.</p> <p>A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.</p> <p>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.</p>	<p>Part four: 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.</p> <p>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.</p> <p>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.</p>	In this half term we will be reviewing and consolidating the content of all 4 GCSE units.	In the final term we will be principally focusing on exam question practice and feedback.	

	<p>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.</p> <p>Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.</p>					
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