



CURRICULUM PLAN

HISTORY

BRAMHALL HIGH SCHOOL

Curriculum Intent

The intent of the History Curriculum in Key Stage 3 is to provide all students, regardless of background, a high quality of education that provides a clear knowledge-based curriculum that offers a British history narrative that spans from 1066 up until the end of the Second World War. Topics are sequenced in chronological order and key historical themes such as monarchy, democracy, persecution, protest and social change are regularly explored, linked and compared throughout the time periods to consolidate a strong knowledge base amongst all students. As well as providing a strong knowledge of British history, students will learn about essential world events such as the international conflicts of the First and Second World War, the African-American experience from slavery to the Civil Rights Movement and the persecution and genocide of Jewish people during Holocaust. This will ensure that all students leave Bramhall High School (regardless of whether continue History at GCSE level) with a clear understanding of British values and how the world around them has been created over centuries, understanding of how their democracy functions, how protest has led to change and why multicultural is celebrated. As important as the broad and relevant knowledge base provided, students also develop a range of history specific skills such as knowledge and understanding, chronology, cause and consequence, significance, source skills and change and continuity. Students are assessed on four occasions over the course of each year, being given the opportunity to develop the aforementioned skills and teacher and peer feedback is used to improve skills during CPR lessons. Knowledge is continually and regularly assessed through knowledge and vocab tests and students are further supported with knowledge through being given knowledge organisers at the start of every new topic

YEAR 7

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	<p>What is</p> <ul style="list-style-type: none"> • History? • How do we measure time? • Chronology • Artefacts • Anachronisms • History Detective – using artefact to investigate history <p>The Lindow Man – Local History – Lindow Man was found in Wilmslow</p>	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 – The Iron Age</p> <p>Local History study: a study of an aspect or site in local history dating from a period before 1066 – Lindow fields where Lindow man was found</p>	<p>Rolling Homework: Key Knowledge test every other week based on knowledge organisers that are shared with students and parents at the start of half term.</p> <p>Homework: Chronology - Create a timeline of your life using ten key events</p> <p>Homework: source skills - Create five artefacts about yourself and explain their significance of each one</p> <p>Assessment: Source skills: What</p>	<p>Enrichment: Students encouraged to visit Lindow fields in Wilmslow where Lindow Man's body was found to gain a better understanding of the local environment.</p> <p>Cross-curricular link: art –creating display of artefacts and anachronisms</p>	<p>Chronology Anachronism Significant Inference Decade Century Millennium Sacrifice Suicide Murder</p>

			happened to the Lindow Man?		
Term 1b	<p>The Norman Conquest</p> <ul style="list-style-type: none"> • The death of Edward the Confessor and the claimants to the throne • Battle of Stamford Bridge • Battle of Hastings <p>Medieval society, economy and culture</p> <ul style="list-style-type: none"> • Feudal System • Castles • Domesday Book • Medieval towns 	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013:</p> <p>The Development of Church, state and society in Medieval Britain 1066-1509</p>	<p>Homework: Knowledge and understanding - Why should your claimant be king? Write a speech persuading support for your claimant</p> <p>Homework: Cause and consequence - Why did William win the Battle of Hastings?</p>	<p>Cross-curricular links: English writing a speech in a persuasive style to win support for their chosen contender to the throne</p>	<p>Witan Confessor Feudal Peasant Norman Saxon Noble Knight Cavalry Army</p>

<p>Term 2a</p>	<p>The Black Death and its social and economic impact</p> <p>The Peasants Revolt</p>	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: The Development of Church, state and society in Medieval Britain 1066-1509</p>	<p>Assessment: Interpretation - The use of castles was the most successful method King William I used to control England – Do you agree?</p> <p>Homework: Change and Continuity - What advice would you give to King Edward III in 1348 to overcome the Black Death if you could travel back in time?</p>	<p>Enrichment - Year 7 History trip: Visit to Eyam planned for spring term to learn about the impact of the Plague on the Peak District village</p>	<p>Buboes Pottage Monk Supernatural Serfs Four humours Pneumonic Bacteria Revolt</p>
<p>Term 2b</p>	<p>The English Reformation and Counter-Reformation</p> <ul style="list-style-type: none"> • King Henry VII • King Henry VIII and his six wives • Break from Rome • Mary I 	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: The development of Church, state and society in Britain 1509-1745</p>	<p>Homework: Interpretation – Marriage was the main reason why Henry VIII broke from Rome in 1534. How far do you agree?</p>	<p>Enrichment: Students encouraged to visit Bramhall Hall to learn about Tudor architecture and how the Hall has changed since the Tudor period.</p>	<p>Pope Monastery Christian Catholic Protestant Reformation Heir Treason Divorce Monarch</p>

<p>Term 3a</p>	<p>The Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland)</p> <ul style="list-style-type: none"> Elizabeth and her court The Religious Settlement Northern Rebellion Spanish Armada <p>Stuart England: Gunpowder Plot: Catholic Persecution</p>	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: The development of Church, state and society in Britain 1509-1745</p>	<p>Homework: Knowledge and understanding - Diary account explaining the differences between the Tudor rich and poor.</p> <p>Homework: Interpretation - create symbolic painting to compare with Elizabeth I</p>	<p>Cross-curricular links: English writing a diary account in a honest and secretive style reflect on Elizabethan's thoughts on wealth and status</p>	<p>Illegitimate Armada Execution Symbolism Supremacy Heresy Archbishop Priest</p>
<p>Term 3b</p>	<p>The English Civil War</p> <ul style="list-style-type: none"> Divine Right of Kings, sovereignty and democracy Causes of the Civil War Battle of Marston Moor, Edgehill and Naseby The New Model Army Oliver Cromwell and 	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: The development of Church, state and society in Britain 1509-1745</p>	<p>Assessment: Source analysis - How useful are sources A and B to a historian study the Black Death of 1348?</p> <p>Homework: Interpretation - Was Oliver Cromwell a hero or villain?</p>		<p>Parliament Divine Civil War Framed Cavalier Tyranny Roundhead Puritan Rebellion</p>

CURRICULUM PLAN – HISTORY

	implementing Puritanism				
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YEAR 8

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	Britain's transatlantic slave trade: its effects and its eventual abolition <ul style="list-style-type: none"> • Slave triangle • Middle Passage • Slave auctions • Life on the plantations 	History Programmes of Study: Key Stage 3 History National Curriculum 2013: Ideas, political power, industry and empire: Britain, 1745- 1901	Rolling Homework: Key Knowledge test every other week based on knowledge organisers that are shared with students and parents at the start of half term. Homework: knowledge and understanding - Write an account of the Atlantic Slave Triangle / Write a Slave Diary account of the Middle Passage, auction and life on the plantation.	Enrichment Students offered opportunity to attend a day visit to Liverpool Maritime Museum in order to enrich student learning on the transatlantic slave trade	Cargo Profit Raw materials Industrial goods Caribbean Dehumanise Slaver Slave Abolitionist Punishment Emancipation

			<p>Classwork: source skills - How useful is Source A to a historian studying a slave auction?</p> <p>Assessment: Causation - Why was Slavery abolished?</p>		
Term 1b	<p>The African-American experience through the nineteenth and twentieth century:</p> <ul style="list-style-type: none"> • Abolition of Slavery • American Civil War and Emancipation • The Ku Klux Klan • Jim Crow Laws and Segregation • Civil Rights Movement 	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: A Study of a significant society or issue in world history and its interconnections with other world developments</p>	<p>Classwork: knowledge and understanding - Write an account of racial segregation in 1950s USA.</p> <p>Homework: What was the main cause of the Civil Rights Movement?</p> <p>Assessment: Interpretation – Rosa Parks and the Montgomery Bus Boycott had</p>	<p>Enrichment: To enrich learning at Liverpool Maritime Museum, students visit the permanent exhibition on the Ku Klux Klan</p>	<p>Segregation Confederate Union Civil Rights Lynching Assassination Discrimination Boycott</p>

			the greatest influence on the passing of the 1964 Civil Rights Act – How far do you agree?		
Term 2a	<p>Britain as the first industrial nation – the impact on society, party politics, extension of the franchise and social reform</p> <ul style="list-style-type: none"> • Origins of the industrial revolution • Richard Arkwright • Factory System • Transport 	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: Ideas, political power, industry and empire: Britain 1745- 1901</p>	<p>Homework: Knowledge and Understanding - What does Hallam Mill tells us about our industrial past?</p>	<p>Enrichment: Students are encouraged to visit Quarry Bank Mill in Styal, Staircase House in Stockport and the Science and Industry Museum and People’s History Museum in Manchester to enrich their learning on the industrial revolution.</p>	<p>Industrial Revolution Loom Mill Factory Yarn Locomotive Apprentice Overseer Orphan</p>

<p>Term 2b</p>	<p>Britain as the first industrial nation – the impact on society, party politics, extension of the franchise and social reform</p> <ul style="list-style-type: none"> • Working conditions • Living conditions and cholera • The emergence of Stockport and Manchester 	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: Ideas, political power, industry and empire: Britain 1745- 1901</p>	<p>Assessment: Change and continuity - Study Cholera and the Black Death. In what ways are they similar?</p> <p>Classwork: Knowledge and Understanding – A diary account of a working-class child (Ellen Ogden) who lived in industrial Stockport.</p>	<p>Enrichment: Year 9 History Trip to Stockport where we visit Elen Ogden's cellar dwelling and the site of Stockport Ragged School where she later boarded in 1865. Encouraged to visit Hallam Mill, the Cotton Mill in Heavily which we complete a local history project on, connecting its owner, Ephraim Hallam with the site and the park.</p>	<p>Squalor Cholera Back to back Sewage Mould Contaminated Cess pit Germ theory Miasma Census</p>
<p>Term 3a</p>	<p>Crime and Punishment in nineteenth century Britain</p> <ul style="list-style-type: none"> • Prison Ships • Transportation • Elizabeth Fry and Prison reform 	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: Ideas, political power, industry and empire: Britain 1745-1901</p>	<p>Classwork: Why were prison reforms needed?</p>		<p>Justice Reform Workhouse Hard-Labour Silent system Garroting Scurvy Goal fever House of Correction Hulk</p>

<p>Term 3b</p>	<p>Crime and Punishment in nineteenth century Britain – case study – Jack the Ripper</p> <ul style="list-style-type: none"> • Living conditions of Whitechapel • Ripper victims • Police response • Suspects 	<p><u>History Programmes of Study: Key Stage 3</u> <u>History National Curriculum 2013:</u> Ideas, political power, industry and empire: Britain 1745-1901</p>	<p><u>June Assessment:</u> cause and consequence - Why was Jack the Ripper able to escape justice?</p>		<p>Anatomical Pea Soupers Mutilate Sensationalism Vigilante Incompetent Forensic Anti-semitic Prostitute Hoax</p>
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YEAR 9

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	<p>People and Protests during nineteenth century Britain</p> <ul style="list-style-type: none"> • Problems with democracy in 1800 • Peterloo Massacre • Great Reform Act of 1832 • Chartists 	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: Ideas, political power, industry and empire: Britain 1745-1901</p>	<p>Rolling Homework: Key Knowledge test every other week based on knowledge organisers that are shared with students and parents at the start of half term.</p> <p>Homework: Knowledge and understanding – Diary account of the Peterloo Massacre of 1819</p> <p>Assessment: Interpretation: Which of the following was more important at achieving male</p>	<p>Enrichment - Year 9 History trip: Visit to Stockport where we visit Richard Cobden's statue In Petersgate Square - Stockport's second MP after the extension of the franchise with the 1832 Great Reform Act. Richard Cobden later led the Anti-Corn Law League that improved the lives of Stockport's people by making food cheaper.</p>	<p>Rotten borough Franchise Democracy First past the post Massacre Secret ballot Constituency MP (member of parliament Political party Chartists</p>

			suffrage: The Great Reform Act of 1832 or the Chartist Movement		
Term 1b	<p>People and Protests during the nineteenth and twentieth century Britain</p> <ul style="list-style-type: none"> • Problems women face before 1900 • Suffragist and Suffragette movements • Impact of the First World War • Representation of the People Act 1918/1928 	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: Ideas, political power, industry and empire: Britain 1745- 1901</p>	<p>Assessment: Source Analysis – How useful are sources A and B to a historian studying how women achieved the vote in 1918?</p>	<p>Enrichment: Students encouraged to visit People's History Museum in Manchester where there are permanent exhibitions on the Suffragist and Suffragette Movements</p>	<p>Suffrage Suffragists Suffragettes Vote Property Working class Middle class Upper class Liberty Martyr</p>

<p>Term 2a</p>	<p>The development of the British Empire</p> <ul style="list-style-type: none"> • Why did Britain want an empire? • Who were the Empire builders? <p>Depth study of Australia and India</p>	<p><u>History Programmes of Study: Key Stage 3 History National Curriculum 2013:</u> Ideas, political power, industry and empire: Britain 1745- 1901</p>	<p>Homework: Knowledge and understanding - Write an account of how the British Empire affected different groups of people</p>		<p>Empire Colony Trade Missionary Power British Raj Aborigine Famine Mutiny Dominion Commonwealth</p>
<p>Term 2b</p>	<p>The First World War</p> <ul style="list-style-type: none"> • Recruitment of soldiers – volunteers and conscripts • Conscientious Objectors • War Poetry • Trench conditions on the Western Front • The Battle of the Somme - Stockport connection 	<p><u>History Programmes of Study: Key Stage 3 History National Curriculum 2013:</u> Challenges for Britain, Europe and the wider world 1901 to the present day</p>	<p>Homework: Source skills – First World War Recruitment Poster: Why would the poster you produced be successful at recruiting men in 1914?</p> <p>Assessment: Source skills - How useful are sources A and B to a historian studying trench conditions during the First World War?</p>	<p>Whole School Assemblies: All year groups involved in assemblies that covered the impact of the First World War on local communities in Stockport using the case study of Freddie – a local teenager from Stockport who enlisted at the start of the war and was wounded at the Somme</p>	<p>Imperialism Nationalism Militarism Alliances Assassination Western Front Trenches Somme Camaraderie</p>

<p>Term 3a</p>	<p>The Second World War and the wartime leadership of Winston Churchill</p> <ul style="list-style-type: none"> • Blitzkrieg, fall of France and Evacuation of Dunkirk • Battle of Britain and the Blitz • Operation Barbarossa and Pearl Harbour • Nagasaki and Hiroshima 	<p><u>History Programmes of Study: Key Stage 3 History National Curriculum 2013:</u> Challenges for Britain, Europe and the wider world 1901 to the present day</p>	<p>June Assessment: cause and consequence – What caused the Second World War?</p> <p>Classwork: ‘The Evacuation of Dunkirk was a success for the British Army’. How far do you agree?</p>	<p>Enrichment - local History: Students study the impact of the Blitz on their local area, looking at Christmas Blitz of Manchester in 1940 and the loss of life in Shaw Heath (within our catchment area). The building of Lancaster Bombers at Woodford airfield Diesel engine for Royal Navy battleship at ManDiesel on Mirlees are also referenced with photos and explanations.</p>	<p>Blitzkrieg Axis powers Allied powers Blitz Royal Air Force Evacuation Surrender Eastern Front Naval base Atomic bomb</p>
<p>Term 3b</p>	<p>The Holocaust</p> <ul style="list-style-type: none"> • Anti-Semitic persecution 1933-1939 • Ghettoization • The Einsatzgruppen • The Final Solution 	<p><u>History Programmes of Study: Key Stage 3 History National Curriculum 2013:</u> Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p><u>Local History Study</u> – studying Shaw Heath during the Blitz</p>	<p>Homework: Knowledge and Understanding – Explain how Anti-Semitic persecution increased between 1933 and 1939.</p>	<p>Whole School Assemblies: All year groups participated in Holocaust Remembrance assemblies that ensure all students have a clear understanding of why we remember the Holocaust.</p>	<p>Judaism Jew Persecution Star of David Boycott Synagogue Propaganda Terror Ghetto Concentration camp Death camp</p>

YEAR 10

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	<p>Why did the Great Powers of Europe and their empires go to war in August 1914?</p> <ul style="list-style-type: none"> The Alliance System: the Triple Alliance; Franco-Russian Alliance; relations between the 'Entente' powers; the crises in Morocco (1905 and 1911) and the Balkans (1908–1909), and their effects on international relations. Anglo-German rivalry: Britain and challenges to Splendid Isolation; Kaiser Wilhelm's aims in foreign policy, including Weltpolitik; colonial 	<p>GCSE History AQA Paper 1</p> <p>Conflict and tension, 1894–1918 Part 1</p> <p>Students complete the First World War topic first in year 9 as it is conceptually the straightest forward of the topics that are taught with topics following a clear chronology.</p>	<p>Homework: Knowledge and Understanding - Write an account of the build-up of the alliance system before 1914.</p> <p>Homework: Knowledge and Understanding - Write a detailed account of how the Anglo-German Naval Race created international tensions before 1914.</p> <p>November Track Assessment:</p> <ol style="list-style-type: none"> Write an account of how the 1905 Moroccan Crisis became 	<p>Historic theme: Explaining Kaiser Wilhelm II's foreign policy aims and arms race is supported by linking theme of imperialism from prior learning on the British Empire in year 7.</p>	<p>Alliance Naval supremacy Imperialism Foreign Policy Splendid Isolation Colonialism Rearmament Conscription Nationalism Polyglot</p>

	<p>tensions; European rearmament, including the Anglo-German naval race.</p> <ul style="list-style-type: none"> • Outbreak of war: Slav nationalism and relations between Serbia and Austria-Hungary; the assassination of Archduke Franz Ferdinand in Sarajevo and its consequences; the July Crisis; the Schlieffen Plan and Belgium; reasons for the outbreak of hostilities and the escalation of the conflict. 		<p>an international crisis.</p> <p>2. Write an account of how Kaiser Wilhelm II foreign policy created tensions after 1900.</p> <p>Homework: Source skills - How useful are sources A and B to a historian studying Austrian attitudes towards Serbia in 1914?</p>		
Term 1b	<p>Why were both sides unable to break the stalemate on the Western Front between October 1914 and April 1918?</p> <ul style="list-style-type: none"> • The Schlieffen Plan: the reasons for the plan, its failure, 	<p>GCSE History AQA Paper 1</p> <p>Conflict and tension, 1894–1918 Part 2</p> <p>Students complete the First World War topic first in year 9 as it is conceptually the</p>	<p>Homework:</p> <p>Knowledge and Understanding - Write a detailed account of how new developments in technology led to a crisis for both sides</p>	<p>Enrichment: In July of year 10 students are offered the opportunity to attend a five day residential trip to the Battlefields of Belgium and France (this trip has regularly been taking</p>	<p>Schlieffen Plan Mobilisation Attrition Bombardment Shellshock Convoy System No-mans land Race to the Sea Outflank</p>

	<p>including the Battle of Marne and its contribution to the stalemate.</p> <ul style="list-style-type: none"> • The Western Front: military tactics and technology, including trench warfare; the war of attrition; key battles, including Verdun, the Somme and Passchendaele, the reasons for, the events and significance of these battles. • The wider war: the war on other fronts; Gallipoli and its failure; the events and significance of the war at sea, including Jutland, the U- Boat campaign and convoys. 	<p>straightest forward of the topics that are taught with topics following a clear chronology.</p>	<p>on the Western Front.</p> <p>Homework: Knowledge and Understanding - Write an account of how the War at sea became a crisis for both sides?</p>	<p>place every summer for decades).</p> <p>To enrich students learning, students visit the battlefields of Passchendaele, Ypres and the Somme and learn about the weaponry that was deployed and adapted over the course of the war, the battle strategies and learn why it was so difficult for either side to break the stalemate. This is best illustrated on the Somme where students follow the same route as the Accrington Pals battalion, learning minute-by-minute what happened to them on the first day of the battle.</p>	<p>Dugout</p>
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<p>Term 2a</p>	<p>Why did the First World War end in November 1918 with Germany surrendering to the allies despite defeating Russia on the Eastern Front?</p> <p>• 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.</p> <ul style="list-style-type: none"> • 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 	<p>GCSE History AQA Paper 1</p> <p>Conflict and tension, 1894–1918 Part 3</p> <p>Students complete the First World War topic first in year 9 as it is conceptually the straightest forward of the topics that are taught with topics following a clear chronology.</p> <p>Local History: Using Stockport1914- 1918 website, student's research one of the 3,500 local soldiers from Stockport paid lost their lives in the First World War. Teachers model examples such as Thomas Neild (who was born and bred within the school's catchment area) to show what can be learnt. Students are then given opportunities in Belgium and France to visit the graves / memorials of their chosen soldier.</p>	<p>Homework: Interpretation - 'The main reason for the German decision to surrender in November 1918 was the failure of the Ludendorff Offensive in the spring of 1918.' How far do you agree with the statement?</p>	<p>Museum where student enrich learning about the improvement of battle techniques in the final months of the war that enabled the allies to break the stalemate and push the German army back through the Hindenburg Line in October 1918.</p>	<p>Communism Capitalism Armistice Abdication 100 Day's Advance Ludendorff Offensive Morale Naval Blockade Malnutrition November Criminals</p>
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	of the blockade; abdication of the Kaiser; armistice; the contribution of Haig and Foch to Germany's defeat				
Term 2b	<p>How did democracy first of all challenge Kaiser Wilhelm II and eventually replace him in the aftermath of the First World War?</p> <ul style="list-style-type: none"> • 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 	<p>GCSE History AQA Paper 1</p> <p>Germany, 1890–1945: Democracy and dictatorship Part 1</p>	<p>Homework: In what ways did political and economic changes make Kaiser Wilhelm II's role difficult before the First World War?</p> <p>Describe two problems German people faced during the First World War.</p> <p>Spring Mock Paper:</p> <p>The first attempt students make answering all types of questions under examination conditions.</p>	<p>Enrichment: In December of year 10, students are offered the opportunity to attend a 4 day residential visit to Munich and Nuremberg (trip took place in December 2018 and 2019). Whilst visiting Germany, students take a walking tour of Munich where they learn about Bavaria's history prior to German Unification in 1871. In this they learn how the Kaiser found it difficult to assimilate the different member states when each had their own distinctive identify, dialect and cultures.</p>	<p>Constitution Socialism Trade Unionism Industrialisation Militarism Taxation Strike action Revolution Reparations Hyperinflation Democracy</p>

	weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.				
Term 3a	<p>What difficulties did the Weimar Republic face after the First World War?</p> <ul style="list-style-type: none"> 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 	<p>GCSE History AQA Paper 1</p> <p>Germany, 1890–1945: Democracy and dictatorship Part 1</p>	<p>June assessment: Students complete a seen paper on part 1 of Germany 1890–1945 topic.</p> <p>Classwork: In what ways did the Depression affect the German people?</p> <p>Homework: In what ways did the Reichstag Fire and the March 1933 election help Hitler become dictator?</p> <p>Homework: Which of the following was the</p>	<p>Enrichment: As part of the walking tour of Munich, students learn about the history of Munich immediately after the First World War with Kurt Eisner proclaiming an independent socialist republic in Bavaria. We visit the location of Eisner’s assassination.</p> <p>Enrichment: As part of the Germany visit, we attend Dachau Concentration Camp. Here students learn about the stories of what</p>	<p>Spartacist Uprising Economic Policy International reputation Locarno Treaty Kellogg-Briand Pact League of Nations Depression Dictatorship</p>

	<p>Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.</p> <p>How did the Wall Street Crash and Great Depression lead to the Weimar Republic being replaced by the Nazi dictatorship?</p> <ul style="list-style-type: none"> • 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 	<p>Germany, 1890–1945: Democracy and dictatorship part 2</p>	<p>more important reason to why support for the Nazi Party grew: The Wall Street Crash</p> <p>The appeal of Adolf Hitler Explain your answer with reference to both reasons.</p> <p>Homework: In what ways did economic changes between 1913 and 1939 affect the German people?</p>	<p>happened to political prisoners such as the 3,000 Communists that were imprisoned after the Reichstag Fire in February 1933.</p>	
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	<p>appointment as Chancellor.</p> <p>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</p>				
Term 3b	<p>What was it like to live under Nazi rule between 1933 and 1945 and how did the Second World War affect society?</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Social policy and practice: reasons for policies, practices 	<p>Germany, 1890–1945: Democracy and dictatorship part 3</p>	<p>Summer assessment: Seen examination of part 2 of Germany 1890-1945</p> <p>Homework: In what ways did Nazi social policy changes between 1933 and 1939 affect the German people?</p> <p>Homework: Which was more successful at controlling the German people:</p>	<p>race theories and about the infamous film 'Triumph of the Will'.</p>	<p>Propaganda Censoship Terror Gestapo Allied bombing Autarky Rearmament Stauffenberg Bomb Plot Edelweizz Pirates Hitler Youth</p>

	<p>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.</p> <ul style="list-style-type: none"> • 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. 		<p>terror or propaganda?</p> <p>Homework: In what ways did Nazi did Nazi racial policy affect Jewish people living in Germany?</p>		
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YEAR 11

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	<p>How did Queen Elizabeth govern England and what difficulties did she face?</p> <ul style="list-style-type: none"> Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers. The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601. 	<p>Elizabethan England, c1568– 1603 part 1</p>	<p>Homework: Write an account of Elizabeth's relationship with Parliament and the Privy Council.</p> <p>Homework: Explain what was important about Elizabeth's decision not to marry.</p> <p>Homework: Write an account of the ways in which the Northern Rebellion affected Elizabethan England.</p> <p>Homework: How convincing is Interpretation B about the Elizabethan theatre? Explain your answer</p>	<p>Enrichment: Year 11 students have the opportunity to attend a day trip to London in February during the Skills For Life Day (trip taken in 2019 and 2020). During the visit students given tour of Westminster including Parliament, Whitehall and Buckingham Palace. Students able to reflect on five years of learning on monarchy, democracy and imperialism with a specific focus on Elizabeth's government.</p>	<p>Royal Court Royal Procession Privy Council Parliament Northern Rebellion Exploration Golden Age Succession Essex Rebellion Poor Laws</p>

	<p>What was it like to live during in Elizabethan times?</p> <ul style="list-style-type: none"> • A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre. • The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem. • English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh. 	<p>Elizabethan England, c1568– 1603 part 2</p>	<p>using Interpretation B and your contextual knowledge. (8 marks)</p>		
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<p>Term 1b</p>	<p>What troubles did Elizabeth face at home and abroad?</p> <ul style="list-style-type: none"> Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters. Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed 	<p>Elizabethan England, c1568– 1603 part 3</p> <p>Elizabethan England, c1568– 1603 part 4</p> <p>Local History: Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Elizabethan England.</p>	<p>November Mock – full unseen paper 1</p> <p>Homework: Explain what was important about the problem of poverty in Elizabethan England.</p> <p>Homework: How convincing is Interpretation C about the motives for Drake's round the world voyage. Explain your answer using Interpretation C and your contextual knowledge.</p> <p>Homework: Explain what was important about the execution of Mary Queen of Scots for Elizabethan England</p> <p>Homework: How convincing is</p>	<p>Enrichment: As part of the visit to London, students will visit the Golden Hinde where they will be able to examine the specific design of the ship and how this allowed the English navy to outmanoeuvre the large Spanish galleons of the Armada. This will support students understanding the historical environment question. In 2019, the focus was the Globe theatre where we visited and in 2018, students were encouraged to visit Hardwick Hall to gain a first-hand experience of the local history project.</p>	<p>Catholicism Protestantism Puritanism Excommunication Ridolfi Plot Throckmorton Plot Babington Plot Spanish Armada Espionage Mary Queen of Scots</p>
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	<p>by Mary; plots; execution and its impact.</p> <ul style="list-style-type: none"> Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada. 		<p>Interpretation B about the failure of the Spanish Armada?</p>		
Term 2a	<p>How did war and religion limit medical progress during the Medieval period?</p> <ul style="list-style-type: none"> 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 	<p>Britain: Health and the people: c1000 to the present day Part 1 and 2</p>	<p>Homework: Explain the significance of religion on medicine in the medieval period</p> <p>Homework: How useful is Source A to a historian study Medieval Surgery?</p> <p>Homework: Explain the significance of John Hunter and Vesalius on surgery during the Renaissance</p>	<p>Historic Themes: We cover Medicine last as it is conceptually the most difficult topic with students requiring a maturity of understanding which has been developed through a combination of the first three topics. Content from the Elizabethan era (Dissolution of the Monasteries, the Poor laws and the rise of the gentry through new international trading opportunities) support understanding on improvements in public</p>	<p>Supernatural Galenic Method Hippocratic Oath Black Death Buboes Epidemic Renaissance Anatomy Quackery Vaccinations</p>

	<p>and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques.</p> <ul style="list-style-type: none"> Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention. <p>How did science and technology, improved communication and individual genius increase the rate of medical progress during the Renaissance?</p> <ul style="list-style-type: none"> The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the 			<p>health and charitable donations to hospital such as St Thomas during the Renaissance.</p>	
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	<p>work of Vesalius, Paré, William Harvey; opposition to change.</p> <ul style="list-style-type: none"> • 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. 				
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<p>Term 2b</p>	<p>How did the industrial revolution accelerate progress further but limit public health?</p> <ul style="list-style-type: none"> • 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. 	<p>Britain: Health and the people: c1000 to the present day Part 3</p>	<p>November Mock paper: Students complete a full paper 1 mock in examination conditions.</p> <p>Homework: Explain the significance of Louis Pasteur and Germ theory on the development of medicine in the industrial revolution</p> <p>Homework: Compare the development of Edward Jenner’s vaccination and the development of Alexander Fleming’s penicillin. In what ways are they similar?</p> <p>Homework: Has the role of war been the main factor in the development of surgery in Britain</p>	<p>Historic Themes: Themes of war are developed using prior learning of Germany 1890-1945 (Franco-Prussian War and the Second World War). This supports student understanding on Koch and Pasteur’s rivalry in the late nineteenth century and as well as British public support for the Welfare State after 1945.</p> <p>Historic Themes: Content from the First World War (New weaponry, Battle strategies and injuries incurred) support understanding of improvements in surgery such X-ray machines.</p>	<p>Germ Theory Microbe Magic Bullet Surgery Antiseptic Aseptic Public Health Acts Pharmaceutical Industry Anti-biotics Transplant</p>
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	<ul style="list-style-type: none"> 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>How have improvements in government funding and technology enhanced medicine further?</p> <ul style="list-style-type: none"> Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, 	<p>Britain: Health and the people: c1000 to the present day Part 4</p>	<p>since the medieval times?</p>		
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	<p>antibiotic resistance; alternative treatments.</p> <ul style="list-style-type: none"> • 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>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>				
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