History

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Cycle 1 (one lesson per week) | Cycle 2 (2 x lessons per week) | Cycle 3 (1 x lesson per week) | Cycle 4 (2 x lessons per week) |
| Year 7 | **Title:** How useful is the Bayeux Tapestry for an enquiry into the Norman Conquest?**Brief Description of unit and key objectives:** Developing key skills of chronology, utility, interpretation, cause and consequence through the lens of the Norman Conquest**Assessment focus:** Source utility  | **Title:** Should Britain apologise for the slave trade?**Brief Description of unit and key objectives:** Growth of British Empire, origins and development of transatlantic slave trade, life on the plantations end of slave trade and slavery. (Key skills: utility and interpretation)**Assessment focus:** Interpretation  | **Title:** How far has the experience of going to the toilet changed from c40BC to the present day?**Brief Description of unit and key objectives:** Public health through time and focus on key skill of change and continuity**Assessment focus:** change and continuity  | **Title:** How did power pass from monarch to citizen from 1066 – 1936?**Brief Description of unit and key objectives:** Key events through time such as the Magna, Carta, the death of Beckett, the Peasant’s Revolt, Execution of Charles II, the Peterloo Massacre and the suffragettes.**Assessment focus:** Significance  |
| Year 8 | **Title:** How did Simpson, Pasteur and 16 million deaths lead to improvements in surgery?**Brief Description of unit and key objectives:**Key problems in surgery in the early 19th century and the work of Simpson and Lister in tackling the problems in the late 19th century. Impact of WWI on improvements in surgery. **Assessment focus:**Interpretation | **Title:** What problems did the Weimar Government face from 1918-23?**Brief Description of unit and key objectives:**Creation of Weimar Republic and investigation of the economic and political problems they faced 191-23. **Assessment focus:**Narrative account | **Title:** How useful is the film ‘Boy in Striped Pyjamas’ for an enquiry into the Holocaust?**Brief Description of unit and key objectives:**Anti-Jewish laws in Germany from 1933, Kristallnacht, ghettos and the final solution. (Paper 3)**Assessment focus:**Source utility  | **Title:** What caused the Reformation in England?**Brief Description of unit and key objectives:**The reign of Henry VIII and the reasons for the creation of the Church of England.**Assessment focus:**Causation  |
| Year 9 | **Title:** How far did ideas about the cause of disease and approaches to prevention and treatment change from 1250-Today?**Brief Description of unit and key objectives:**A thematic study looking at ideas about the causes of disease from 1250-Today, approaches to prevention from 1250-today and approaches to treatment from 1250-Today. Students will develop an understanding of the nature and process of change and the influence of factors inhibiting or encouraging change. **Assessment focus:**Causation, change and continuity | **Title:** The British sector of the Western Front: injuries, treatment and the trenches**Brief Description of unit and key objectives**The types of injuries and illnesses that were experienced by soldiers on the Western Front and the different developments in surgery and medicine used to treat soldiers. Students will also develop skills at using sources for an enquiry into medicine on the Western Front**Assessment focus**Source utility | **Title:** The Weimar Republic and Hitler’s rise to power**Brief Description of unit and key objectives**The origins of the Weimar Republic, the challenges it experienced and its recovery. Students will then learn about the reasons for Hitler becoming Chancellor of Germany in 1933 and the end of the Weimar Republic**Assessment focus**Interpretation | **Title**: Hitler’s consolidation of power and life in Nazi Germany**Brief Description of unit and key objectives**Factors enabling Hitler to become a dictator and Nazi polices towards women, youth, workers and minorities.**Assessment focus**Source utility |
| Year 10 **E strand (2 x lessons a week)** | **Title:** How have ideas about the causes of disease and approaches to prevention changed from 1250-Today?**Brief Description of unit and key objectives**A thematic study looking at ideas about the causes of disease from 1250-Today, approaches to prevention from 1250-today and approaches to treatment from 1250-Today. Students will develop an understanding of the nature and process of change and the influence of factors inhibiting or encouraging change. **Assessment focus:**Causation, change and continuity | **Title:** How have approaches to treatment changed from 1250-Today and how did medicine and surgery advance during WWI?**Brief Description of unit and key objectives**The types of injuries and illnesses that were experienced by soldiers on the Western Front and the different developments in surgery and medicine used to treat soldiers. Students will also develop skills at using sources for an enquiry into medicine on the Western Front**Assessment focus**Source utility | **Title:** Review: The Weimar Republic and Hitler’s rise to power.**Brief Description of unit and key objective**Revision ofWeimar Germany studied in Cycle 1 Y9. Students will consolidate and extend knowledge and understanding of the problem years and golden years of the Weimar Republic and the reasons for Hitler becoming chancellor in 1933**Assessment focus**Interpretation | **Title:** Review of Paper 1: Medicine from 1250-today and the British Sector of the western Front**Brief Description of unit and key objectives**Revision of ideas about the cause of disease and approaches to prevention and treatment from 1250-Today and the British sector of the Western Front**Assessment focus**Full exam paper (Paper 1) |
| Year 10 **D strand (3x lessons a week)** | **Title:** Hitler’s consolidation of power and life in Nazi Germany**Brief Description of unit and key objectives**Factors enabling Hitler to become a dictator and Nazi polices towards women, youth, workers and minorities.**Assessment focus**Source utility | **Title:** Queen, government and religion 1558-1569 and challenges to Elizabeth at home and abroad 1569-88**Brief Description of unit and key objectives**Problems facing Elizabeth upon her succession to the throne in 1558, her religious settlement, plots against Elizabeth and the reasons for the decline in Anglo-Spanish relations**Assessment focus**Causation | **Title:** Elizabethan Society in the Age of exploration 1558-88 and the origins of the Cold War**Brief Description of unit and key objectives**Life in Elizabethan times, reasons for the increase in poverty and how the Elizabethans tried to tackle this. students will also learn about the origins of the Cold War: the ideological differences between leaders and nations and how US / Soviet rivalry led to the division of Europe into two camps.**Assessment focus:**Consequence and narrative account | **Title:** Review of Paper 1: Medicine from 1250-today and the British Sector of the western Front**Brief Description of unit and key objectives**Revision of ideas about the cause of disease and approaches to prevention and treatment from 1250-Today and the British sector of the Western Front**Assessment focus**Full exam paper (Paper 1) |
| Y11 **E and G strands (2 x lessons a week)** | **Title:** How far did ideas about the cause of disease and approaches to prevention and treatment change from 1250-Today?**Brief Description of unit and key objectives:**A thematic study looking at ideas about the causes of disease from 1250-Today, approaches to prevention from 1250-today and approaches to treatment from 1250-Today. Students will develop an understanding of the nature and process of change and the influence of factors inhibiting or encouraging change. **Assessment focus:**PPEs papers 2 and 3 | **Title:** The British sector of the Western Front: injuries, treatment and the trenches**Brief Description of unit and key objectives**The types of injuries and illnesses that were experienced by soldiers on the Western Front and the different developments in surgery and medicine used to treat soldiers. Students will also develop skills at using sources for an enquiry into medicine on the Western Front**Assessment focus**PPEs – papers 1 and 2 | **Title:** revision and preparation for exams**Brief Description of unit and key objectives**Revision and exam practise for the 3 different papers.**Assessment focus:**PPEs |  |
| Y11 **D and F strands (3 x lessons a week)** | **Title:** Hitler’s consolidation of power and life in Nazi Germany and Queen, Government and religion 1558-69**Brief Description of unit and key objectives**Factors enabling Hitler to become a dictator and Nazi polices towards women, youth, workers and minorities. Problems facing Elizabeth upon her succession to the throne in 1558 and her religious settlement, **Assessment focus**PPEs Papers 1 and 3 | **Title:** challenges to Elizabeth at home and abroad 1569-88, Elizabethan Society in the Age of exploration 1558-88 and the origins of the Cold War**Brief Description of unit and key objectives**Problems facing Elizabeth upon her succession to the throne in 1558, her religious settlement, plots against Elizabeth, the reasons for the decline in Anglo-Spanish relations and life in Elizabethan EnglandOrigins of the Cold War and ideological beliefs between leaders and nations**Assessment focus**PPEs Papers 3 and part of 2 | **Title:** Cold war crises and end of Cold war**Brief Description of unit and key objectives**Events in Czechoslovakia, the Cuban Missile Crisis, Détente and Gorbachev’s reforms**Assessment focus:****PPEs** |  |