

## History, 2022-2023

Year 7, 2 lessons per week	Autumn 2	Spring 1	*Autumn 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content</b></p>	<p><b>The Middle Ages</b> <a href="#">Link to GCSE syllabus</a> GCSE skills <b>Medium term content</b></p> <p><b>Composite A = understand how William of Normandy became king of England</b> <b>Component 1</b> = background to the invasions of 1066 – the claims of the three rivals to the English throne (Harold Godwinson, William of Normandy, Harald Hardrada) <b>Component 2</b> = how events in 1066 unfolded up to the Battle of Hastings (October 14th, 1066) <b>Component 3</b> = the key stages of the Battle of Hastings and reasons for the Norman victory <b>Component 4</b> = written and pictorial evidence about how Harold died</p> <p><b>Composite B = understand how the Normans and the monarchy successfully consolidated their power</b> <b>Component 1</b> = consolidating power through the building of motte and bailey castles; key features of motte and bailey castles <b>Component 2</b> = how did William deal with rebellions – the causes and consequences of the Harrying of the North</p>	<p><b>The Middle Ages</b> <a href="#">Link to GCSE syllabus</a> GCSE skills; Paper 1 <b>Medium term content</b></p> <p><b>Composite C = learn about the importance and power of religion in the Middle Ages</b> <b>Component 1</b> = the hierarchical organisation of the church from the Pope to parish priest <b>Component 2</b> = the power of the Church over people's lives such as belief in heaven and hell as represented in Doom Paintings <b>Component 3</b> = the role of monks and monasteries as places of worship and their role within the wider community</p>	<p><b>Islamic Empires – growth and life in the Islamic Empire (7<sup>th</sup> – 12<sup>th</sup> Century)</b> <a href="#">Link to GCSE syllabus</a> GCSE skills <b>Medium term content</b></p> <p><b>Composite E = understand how Muslims conquered other lands and peoples</b> <b>Component 1</b> = Mohammed and the birth of Islam <b>Component 2</b> = the growth of Islam throughout the Middle East, northern Africa and Iberia <b>Component 3</b> = the reasons why Muslim armies were successful in conquering their enemies</p> <p><b>Composite F = learn about life in the Islamic Empire</b> <b>Component 1</b> = Muslim tolerance and intolerance towards minorities in Al-Andalus (Christians, Jews, homosexuals) <b>Component 2</b> = the key features and importance of the city of Cordoba (e.g. library, bathhouses, cultural centre) <b>Component 3</b> = Islamic social hierarchy <b>Component 4</b> = changes in the status and role of women: pre-Islamic society and Islamic society <b>Component 5</b> = the importance of Islamic inventions and discoveries including medicine</p>	<p><b>Islamic Empires – The Crusades</b> <a href="#">Link to GCSE syllabus</a> GCSE skills <b>Medium term content</b></p> <p><b>Composite G = understand the reasons for the Crusades</b> <b>Component 1</b> = the role of the Pope in starting the Crusades <b>Component 2</b> = religious, economic and political reasons people went on Crusades</p> <p><b>Composite H = learn about the fighting, key figures and impact of the Crusades</b> <b>Component 1</b> = overview of fighting in the Crusades <b>Component 2</b> = the Third Crusade: Richard the Lionheart and Saladin <b>Component 3</b> = what did Europe gain from the Crusades?</p> <p><b>Composite D = learn about health and medical beliefs in the Medieval period</b> <b>Component 1</b> = the growing public health problems and solutions in medieval towns <b>Component 2</b> = people's beliefs about the cause of the Black Death in 1349 and how they attempted to treat the ill and prevent the spread of disease including the theory of the four humours <b>Component 3</b> = the role of the wise woman in medicine</p>	<p><b>The Tudors</b> <a href="#">Link to GCSE syllabus</a> GCSE skills; Paper 2 <b>Medium term content</b></p> <p><b>Composite J = understand the features and status of different groups in Tudor society</b> <b>Component 1</b> = the hierarchical nature of Tudor society <b>Component 2</b> = differences in the lives of rich and poor <b>Component 3</b> = treatment of minorities (homosexuals, Black people, Muslims) <b>Component 4</b> = the status and role of women</p> <p><b>Composite K = understand the importance and impact of The King's Great Matter</b> <b>Component 1</b> = King Henry VIII's marriage to Catherine of Aragon and the problem of the succession and the need for male heir <b>Component 2</b> = opposition from Catherine of Aragon, Charles V of Spain and Pope Clement to Wolsey's annulment plans <b>Component 3</b> = the role of Thomas Cromwell in using Statute Law to end the Pope's power in England and gain Henry's annulment</p>	<p><b>The Tudors</b> <a href="#">Link to GCSE syllabus</a> GCSE skills; Paper 2 <b>Medium term content</b></p> <p><b>Composite L = understand Henry's subsequent marriages to Anne Boleyn and Jane Seymour</b> <b>Component 1</b> = Anne's marriage to Henry <b>Component 2</b> = reasons for Anne's execution: threats to Cromwell's power and influence, failure to produce a son, alleged affairs <b>Component 3</b> = marriage to Jane Seymour and a male heir</p> <p><b>Composite M = understand the impact of The English Reformation</b> <b>Component 1</b> = Henry's changing attitude towards the pope, from Defender of the Faith to becoming the Supreme Head of the English Church. <b>Component 2</b> = changing churches and worship from being strict Roman Catholic to a more Protestant direction <b>Component 3</b> = the causes and impact of the dissolution of the monasteries</p>

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	<p><b>Component 3</b> = consolidating power via the imposition of the feudal system</p> <p><b>Component 4</b> = changes in castle design from motte and bailey to concentric castles</p> <p><b>Component 5</b> = challenges to the monarchy: King John and Magna Carta</p>		<p><b>Component 6</b> = the city of Baghdad</p>	<p><b>Component 4</b> = the role and treatments offered by church hospitals</p> <p><b>The Tudors</b> <u><a href="#">Link to GCSE syllabus</a></u> GCSE skills; Paper 2 <b>Medium term content</b></p> <p><b>Composite 1 = learn about Tudor monarchs and the importance of the period</b></p> <p><b>Component 1</b> = who were the Tudor family</p> <p><b>Component 2</b> = the importance of the period at a local, national and international level</p>		
<b>Prior knowledge and skills (from previous year / key stage)</b>	Pupils may have studied the Battle of Hastings and the Middle Ages. Skills may include chronological organisation, use of appropriate terms (Medieval, knight); causation and results of events; continuity and change over time.	Pupils may have studied the Black Death and monks. Skills may include chronological organisation; use of the appropriate historical terms such as monastery and plague; change and similarities over time.	Pupils may have studied the Golden Age of Islam. Skills may include chronological organisation; use of the appropriate terms such as empire, interpretation; causation and results of events; attach significance to an event, person, place.	Pupils may have studied the Crusades, Saladin, Richard the Lionheart. Skills may include chronological organisation; use of the appropriate terms such as crusade; causation and results of events; attach significance to an event.	Pupils may have studied the Tudors, Henry VIII and/ or Elizabeth I. Skills may include chronological organisation; use of the appropriate historical terms such as monarch; causation and results of events; attach significance to an event.	Pupils may have studied Henry VIII and his wives. Skills may include chronological organisation; use of the appropriate historical terms such as monarch; causation and results of events; attach significance to an event.
<b>Assessment 1</b>	<p><b>Baseline history skills assessment to focus on AO3 and AO4 and KS2 National Curriculum skills</b></p> <p>Why did the Normans win the Battle of Hastings? AO1,2</p>	Explain the organisation importance and role of the church and monasteries in the Middle Ages? AO1,2	In what ways were Muslims in Al-Andalus tolerant and intolerant towards Christians and Jews. AO1,2	Explain the causes and events of the Crusades. 20 marks AO1,2	How did the lives of the rich and poor differ? AO1,2	Explain why Anne Boleyn was executed. AO1 and 2
<b>Assessment 2</b>	<p>Utility based question. AO3</p> <p><b>How did the Normans keep control of England after the Battle of Hastings? AO1,2</b></p>	<p><b>Explain medical knowledge and understanding in the Medieval period. AO1, AO2</b></p> <p>Inference questions AO3</p>	<p><b>How were women treated in the Islamic Empire? AO1, 2</b></p> <p>Provenance based questions</p>	Interpretation based question AO4	<p><b>How were women treated in Tudor times? AO1 and 2</b></p> <p>Bias questions</p>	How did religion and worship change in England under King Henry VIII. AO1, AO2
<b>Assessment Objectives</b>	AO1 Demonstrate knowledge and understanding of the key	As above	As above	As above	As above	As above

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	<p>features of the periods studied.</p> <p>AO2 Explain and analyse historical events and periods using second order historical concepts.</p> <p>AO3 Analyse, evaluate and use contemporary sources to make substantiated judgements in the context of historical events studied.</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.</p>					
<b>Tier 3 Vocabulary / Key Subject Terminology</b>	<p>Middle Ages</p> <p>Medieval</p> <p>Monarch</p> <p>Reign</p> <p>Nobility</p> <p>Peasants</p> <p>Castle</p> <p>The Church</p> <p>Abbot</p> <p>Archbishop</p> <p>Cardinals</p> <p>Roman Catholic</p> <p>The Pope</p> <p>Monastery</p> <p>Monk</p> <p>Nuns</p> <p>Priest</p> <p>Latin</p> <p>Doom Paintings</p>	<p>Black Death</p> <p>Epidemic</p> <p>Four humours theory</p> <p>Miasma</p> <p>Sin</p> <p>Flagellants</p> <p>Bleeding the patient</p> <p>Public health</p> <p>Open sewers</p> <p>Excrement</p> <p>Cesspits</p> <p>Privy</p> <p>Gong-Farmers</p> <p>Corpse</p> <p>Astrology chart</p> <p>Physicians</p>	<p>Al-Andalus, Baghdad</p> <p>Caliphs, Conquer, Cordoba, Empire, Female infanticide, Homosexual, Intolerance, Muslim, Hierarchy, Ulama, Tolerance, Vizier, Sultan</p> <p>Warraqueen, Invasion, Equality, Multi-cultural, Inequality, Hierarchical</p>	<p>Christianity, Crusader</p> <p>Crusades, Holy Land</p> <p>Jerusalem, Richard the Lionheart, Saladin, Holy Roman Empire, Seljuk Turks, Massacre, Pilgrim, Pilgrimage, Byzantine empire, Christendom, Knights Templar, Pope Urban II,</p>	<p>Hierarchy, Tudor, Monarchy, Roman Catholic, Pope, Nobility, Gentry, Yeoman, Merchant, Artisan, Elizabethan, Era, Heir, Succession, Annulment, Divorce, Parliament, Catholicism</p>	<p>Act of Supremacy Annulment, Affair, Cardinal Wolsey, Consummate, Dissolution, Parliament, Protestant, Reform, Reformation, Statute Law, Thomas Cromwell, Monastery, Valor ecclesiasticus, Act of Succession, Execution, Treason</p>
<b>Cross Curricular Links with other Faculties</b>	<p>RS – just war</p> <p>PSHE – democracy and the power of Parliament</p> <p>BV = democracy = rule by monarchy</p> <p>BV = Feudal system = individual liberty</p>	<p>RS = faith and the healing power of God links to the unit on Sanctity of Life in term 1, year 9</p> <p>Science = germs and the cause of disease</p> <p>BV = belief in God and the influence of religion over</p>	<p>Geography – location of the empire</p> <p>PSHE=International Women’s Day (year 7, term 2)</p> <p>RS – birth of Islam</p> <p>BV = compare empire, armies and invasions with democracy</p>	<p>RS = pilgrimage in term 3, year 8; jihad and just war in term 1, year 9; importance and location of Jerusalem, term 3, year 8; role of the Pope (year 7, term 3)</p>	<p>English = Tudor society and the position of women</p> <p>PSHE = LGBT+ History Month</p> <p>PSHE = Black History Month</p> <p>BV = Composite A, Component 1 = discuss the reign and power of monarchs</p>	<p>RS = Christian denominations are studied in year 7, term 3</p> <p>Roman Catholicism, Catholicism, Protestantism: beliefs and differences are studied in year 9, term 3</p>

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	BV = Magna Carta = individual liberty, democracy	people's lives e.g. medicine = mutual respect	BV = treatment of Jews and Christians – mutual respect and tolerance BV = the role of women and individual liberty	BV = mutual respect and tolerance in the context of Christian-Muslim relations	and link to democracy and rule of law BV = Composite B, Component 3 = discuss minorities and link to individual liberty and mutual respect/ tolerance BV = Composite B, Component 4 = the role of women and individual liberty	BV = Composite C, Component 3 = link the annulment to Parliament and the rule of law BV = Composite E = throughout all Components there are links to mutual respect and tolerance and the rule of law
<b>Knowledge Organiser content</b>	Keywords and definitions; timeline of key events	Keywords and definitions; timeline of key events	Keywords and definitions; timeline of key events	Keywords and definitions; timeline of key events	Keywords and definitions; timeline of key events	Keywords and definitions; timeline of key events
<b>Year 8, 2 lessons per week</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Curriculum Content</b>	<p><b>The Stuarts</b> <u>Link to GCSE syllabus</u> GCSE skills; Paper 1 <u>Medium term content</u></p> <p><u>Composite A = understand threats to the Stuart monarchy</u> <b>Component 1</b> = religious challenges to the monarchy from Catholic – Gunpowder plot of 1605 <b>Components 2</b> = political/ parliamentary threat to monarchy (causes of the Civil War)</p> <p><u>Composite A = understand the changing scientific ideas and continuation of Renaissance</u> <b>Component 1</b> = the Renaissance as a time of progress in art, medicine, science</p>	<p><u>Composite C = understand how England was ruled without a monarch</u> <b>Component 1</b> = interpretations of Oliver Cromwell as Lord Protector <b>Component 2</b> = life in Puritan England and laws restricting freedoms passed by Cromwell <b>Component 3</b> = the causes of the Restoration of the monarchy following the death of Cromwell</p> <p><u>Link to GCSE syllabus</u> Skills</p> <p><u>Black peoples of the Americas - enslavement</u> <u>Link to GCSE syllabus</u> GCSE skills <u>Medium term content</u></p>	<p><b>Component 3</b> = change (freedom) and continuity (poverty, segregation) for ex-slaves after emancipation in 1865 <b>Component 4</b> = the impact of the Great Depression on the lives of Black people in the north and south of America</p> <p><u>Black peoples of the Americas - towards equality</u></p> <p><u>Composite G = learn about the growth and development of the civil rights movement from the late 1940s to the 1960s</u> <b>Component 1</b> = the importance of the murder of Emmett Till as catalyst for change <b>Component 2</b> = the life of Rosa Parks <b>Component 3</b> = changing segregation in schools: The Brown v. Board of Education</p>	<p><b>The Industrial Revolution</b> <u>Link to GCSE syllabus</u> GCSE skills <u>Medium term content</u> <u>Composite H = understand the causes of the industrial revolution</u></p> <p><b>Component 1</b> = how did Manchester change between 1700 and 1850 <b>Component 2</b> = causes of the Industrial Revolution (inventions in textiles and steam power; transport; coal; banks) <u>Composite I = learn about conditions in factories and workhouses</u> <b>Component 1</b> = conditions in textile mills and factories for pauper apprentices <b>Component 2</b> = conditions in the 'model' mills of Samuel Greg and Robert Owen <b>Component 3</b> = conditions and treatment of the poor and</p>	<p><b>Industrial revolution– the 1700s/ 1800s</b> <u>Link to GCSE syllabus</u> GCSE skills, Paper 1 <u>Medium term content</u></p> <p><u>Composite K = understand how health and medicine changed in the 1800s</u> <b>Component 1</b> = public health problems in industrial towns including Manchester and Oldham <b>Component 2</b> = the work of Dr John Snow on Cholera and government action to improve public health in the 1860s and 1870s</p> <p><u>DO MASTERY TASK 1 AFTER COMP. 1 AND 2</u></p> <p><b>Component 3</b> = the work and importance of Pasteur and Koch on germs</p>	<p><u>Composite L = understand the causes and consequences of the Peterloo massacre</u> <b>Component 1</b> = the campaign for greater political rights in the early 1800s - causes <b>Component 2</b> = events in Manchester on the day of the Peterloo Massacre <b>Component 3</b> = the consequences of the Massacre (short term and long term) <b>Component 4</b> = modern interpretations of the importance of the Peterloo Massacre</p> <p><u>Votes for Women</u> <u>Link to GCSE syllabus</u> GCSE skills <u>Composite M = understand how women gained the right to vote in the early 20<sup>th</sup> Century</u> <b>Component 1</b> = the growth of women's rights in the 1800s</p>

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	<p><b>Component 2</b> = science and superstition</p> <p><b>Component 3</b> = the impact of medical advances by Vesalius, Sydenham and Harvey</p> <p><b>Component 4</b> = medical beliefs at the time of the Great Plague, 1665</p> <p><b>Component 5</b> = witchcraft and the witch trials of Matthew Hopkins in England</p> <p><b>Composite B = learn about the course and nature of fighting in the English Civil War</b></p> <p><b>Component 1</b> = the outbreak of the war and an overview of key events and battles</p> <p><b>Component 2</b> = methods of fighting and weapons (e.g. cavalry, New Model Army, cannons)</p> <p><b>Component 3</b> = the treatment of civilians and propaganda during the war</p> <p><b>Component 4</b> = the execution of King Charles</p>	<p><b>Composite E = understand the causes and treatment of slaves in the Atlantic slave trade</b></p> <p><b>Component 1</b> = the causes and development of the slave trade triangle between Europe, West Africa and the Americas.</p> <p><b>Component 2</b> = conditions in the Middle Passage between West Africa and the Americas</p> <p><b>Component 3</b> = treatment of slaves on plantations in the Americas</p> <p><b>Black peoples of the Americas - emancipation</b></p> <p><b>Composite F = understand the impact of emancipation on the lives of ex-slaves</b></p> <p><b>Component 1</b> = the differing aims and beliefs of abolitionists</p> <p><b>Component 2</b> = the differences between the northern and southern states and causes of the American Civil War</p>	<p>case of 1954 and the “Little Rock Nine” of 1957</p> <p><b>Component 4</b> = events leading to wider protests for civil rights (eg church bombing and murder in Alabama, Selma's 'Bloody Sunday') in the 1960s and federal legislation (Civil Rights Acts)</p> <p><b>Component 5 = how far has America come: is there equality in the 2000s?</b></p>	<p>orphaned in workhouses including Oldham</p> <p><b>Composite J = understand how minorities were treated in the 1800s</b></p> <p><b>Component 1</b> = different types of minorities and how minorities are treated today in modern Britain</p> <p><b>Component 2</b> = the treatment of minorities in the 1800s (Muslims, black people, Jews, disabled, Irish immigrants, homosexuals)</p>	<p><b>Component 4</b> = making surgery pain free: Simpson and anaesthetics</p> <p><b>Component 5</b> = stopping infections in surgery: Lister and antiseptics</p> <p><b>Component 6</b> = the work of Nightingale and Seacole</p>	<p>(pay, marriage, domestic violence, education, work)</p> <p><b>Component 2</b> = women’s voting rights in the 1800s and the formation of the campaign for suffrage</p> <p><b>Component 3</b> = the contrasting campaigns of the National Union of Women’s Suffrage Societies and the Women’s Social and Political Union and the role of individuals (the Pankhursts and Annie Kenney)</p> <p><b>Component 4</b> = support and opposition to suffragettes and their demands</p> <p><b>Component 5</b> = the extension of the franchise after WW1</p> <p><b>The British Empire</b></p> <p><a href="#">Link to GCSE syllabus</a></p> <p>GCSE skills</p> <p><a href="#">Medium term content</a></p> <p><b>Composite N = learn about the formation, growth and impact of the British Empire</b></p> <p><b>Component 1</b> = the scale of the empire from its beginnings in the 1500s and 1600s to the ‘sun never sets’ on the empire</p> <p><b>Component 2</b> = benefits of the empire for Britain</p> <p><b>Component 3</b> = how far did colonies benefit from being part of the empire</p> <p><b>Component 4</b> = the British empire in India from formation to the protest of Gandhi and Indian independence</p> <p><b>Component 5</b> = arguments for and against Britain apologising for having had an empire</p>
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<b>Prior knowledge and skills (from previous year / key stage)</b>	Pupils may have studied Da Vinci; the English Civil War. Skills may include chronological organisation, use of appropriate historical terms such as Parliament and Royalist; causation of events; bias of evidence; change over time and similarity over time	Pupils may have studied slavery. Skills may include chronological organisation; use of the appropriate historical terms such as slave; change and similarities over time. Bias of evidence and interpretations.	Pupils may have studied prejudice. Skills may include; use of the appropriate historical terms such as empire, interpretation; causation and results of events; attach significance to an event, person, and place.	Pupils may have studied factory conditions and the reign of Queen Victoria. Skills may include chronological organisation; use of the appropriate historical terms such as public health; causation and results of events; change over time.	Pupils may have studied Florence Nightingale. Skills may include chronological organisation; use of the appropriate historical terms such as massacre; causation and results of events; attach significance to an event.	Pupils have studied the British Empire as “a significant turning point in British history” at KS2. Skills may include chronological organisation; use of the appropriate historical second order concepts such as bias, source, interpretation.
<b>Assessment 1</b>	What medical knowledge and ideas did people have during the Renaissance? AO1,2	How were battles fought in the Civil War? AO1,2 <b>How and why do interpretations 1 and 2 disagree about Oliver Cromwell? AO1, 4</b>	<b>“The abolition of slavery improved the lives of all Black people.” How far do you agree? AO1,2</b> How were slaves treated? AO1,2	<b>How did the Industrial Revolution change work and lives in Manchester?</b> How were pauper apprentices treated by factory owners? AO1 and 2	<b>Why were towns unhealthy in the 1800s? AO1, 2</b>  How did medicine improve during the 1800s. AO1,2	<b>How and why do interpretation 1 and 2 disagree about impact of the Peterloo Massacre? AO1,4</b>  Abstract concept - bias
<b>Assessment 2</b>	Inference based question AO3	<b>How were slaves treated? AO1,2</b>  Utility based questions	<b>How did Black people try to gain more equality in the 1950s and 1960s? AO1,2</b> Provenance based questions	<b>Explain how minorities were treated in the 1800s. AO1 and AO2</b>  Interpretation questions	Bias questions	<b>How did women’s rights change in the late 1800s/ early 1900s? AO1 and AO2</b> End of term assessment
<b>Assessment Objectives</b>	As above	As above	As above	As above	As above	As above
<b>Vocabulary / Key Subject Terminology</b>	Renaissance Anatomy Dissection Printing press Vesalius Fabrica Witch Swimming a witch Divine Right Civil War MP Parliamentarians Royalist Cavaliers Cannon Cavalry Civilians Ironsides Musket New Model Army Pike	Abolish Abolitionist Triangular trade Auction Cotton, sugar, tobacco Emancipation Export Goods Import Middle passage Overseer Plantation Shackles Slavery The Americas Caribbean Trade Trans-Atlantic Whip	Depression Unemployment Jim Crow Laws Sharecropping Ku Klux Klan Lynching Segregation Jim Crow Laws Boycott Ku Klux Klan Lynching Segregation Civil Rights	Factory, Pollution Industrial Revolution Industry, Mill, Mass produced, Rural, Urban Domestic System Pauper apprentice, Orphan, Workhouse, Bee, hive of industry, Canal, Cotton, Cottonopolis, Machinery, Loom, Spinning, Mechanised, Textiles, Immigrant, Immigration,	Anaesthetic, Antiseptic, Cholera, Epidemic, Bacteria, Excrement, Germ theory, Hygiene, Massacre, Miasma, Microscope, Infection, Gangrene, Public health, Sewage, Sewer, Spontaneous generation,	Cavalry, Sabre, Magistrates Colony, Empire, Colonisation, Colonial, Expansion, Sub-continent, Sepoy, Raj, East India Company  Franchise, Enfranchised, Suffrage, Suffragists, Suffragettes,



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Year 9, 2 lessons per week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	<p><b>World War One</b> <u>Link to GCSE syllabus</u> GCSE skills, Paper 1 <b>Medium term content</b></p> <p><b>Composite A = understand the causes and nature of fighting in World War One</b> <b>Component 1</b> = the causes and course of WW1 (empire and economic rivalry, arms race, alliances, nationalism, assassination at Sarajevo) <b>Component 2</b> = the trench system – different features and functions of trenches and the trench system <b>Component 3</b> = trench conditions <b>Component 4</b> = trench warfare and the Battle of the Somme <b>Component 5</b> = war art and poetry <b>Component 6</b> = medical care for wounded soldiers in WW1</p> <p><b>Composite B = understand the impact of WW1 on the home front</b> <b>Component 1</b> = volunteering and conscription to the army <b>Component 2</b> = the beliefs and treatment of conchies by society and the military <b>Component 3</b> = the changing role of women and their importance to the war effort <b>Component 4</b> = “In Flanders Fields” and the reasons people wear a poppy</p>	<p><b>World War One (continued)</b></p> <p><b>Composite C = understand the events of 1918 and the legacy of the war for Britain</b> <b>Component 1</b> = the causes of Germany’s defeat <b>Component 2</b> = “In Flanders Fields” and the reasons people wear a poppy <b>Component 3</b> = changes in the lives of women after men returned from the war</p> <p><b>Weimar Germany</b> <u>Link to GCSE syllabus</u> GCSE skills, Paper 3 <b>Medium term content</b></p> <p><b>Composite D = understand the threats faced by the Weimar Republic up to 1923</b> <b>Component 1</b> = causes of the German revolution, 1918 <b>Component 2</b> = the terms of The Treaty of Versailles and opposition to the Treaty in Germany <b>Component 3</b> = the invasion of the Ruhr and hyperinflation</p> <p><b>Composite E = understand the features of the Weimar Republic’s Golden Age</b> <b>Component 1</b> = the Golden Age: the impact of</p>	<p><b>The formation and growth of the Nazi Party 1920 to 1934</b> <u>Link to GCSE syllabus</u> GCSE skills, Paper 3 <b>Medium term content</b></p> <p><b>Composite F = understand how Adolf Hitler became Chancellor of Germany in 1933</b> <b>Component 1</b> = Hitler’s early life up to joining and becoming leader of the Nazi Party <b>Component 2</b> = the causes and consequences of the Munich Putsch <b>Component 3</b> = the Great Depression and its impact on Germany, including the growth in support for extremist parties <b>Component 4</b> = the role of propaganda in persuading different groups of people to vote for Hitler and the Nazi Party <b>Component 5</b> = Hitler’s appointment as Chancellor</p>	<p><b>Life in Nazi Germany</b> <u>Link to GCSE syllabus</u> GCSE skills, Paper 3 <b>Medium term content</b></p> <p><b>Composite G = understand how the Nazis established a dictatorship</b> <b>Component 1</b> = differences between democracy and dictatorship <b>Component 2</b> = the events which turned Germany from a democracy to a dictatorship including the importance of the Reichstag Fire and Enabling Act <b>Component 3</b> = Hitler establishes a police state: the use of the SS, concentration camps, Gestapo and law courts to create fear and terror</p> <p><b>Medium term content</b> <b>Composite H = life in Nazi Germany</b> <b>Component 1</b> = the status and expectations of women <b>Component 2</b> = indoctrination of the young through schools, education and the Hitler Youth</p>	<p><b>Life in Nazi Germany</b> <u>Link to GCSE syllabus</u> GCSE skills, Paper 3 <b>Medium term content</b> <b>Composite H = life in Nazi Germany (cont)</b> <b>Component 3</b> = opposition to Hitler and the Nazis from the Church and youth <b>Component 4</b> = workers in Nazi Germany <b>Component 5</b> = the treatment of minorities (homosexuals, black people, disabled people, Roma NOT Jewish people yet) <b>Component 6</b> = the treatment of Jewish people in Nazi Germany (anti-Semitism in 1930s Germany including the Nuremberg Laws of 1935; the significance of Kristallnacht as a turning-point in the treatment of Jews)</p> <p><b>Composite I = learn about the Holocaust</b> <b>Component 1</b> = formation of ghettos <b>Component 2</b> = the Holocaust (including concentration camps and extermination camps e.g. Auschwitz-Birkenau)</p>	<p><b>World War 2</b> <u>Link to GCSE syllabus</u> GCSE skills <b>Medium term content</b></p> <p><b>Composite I = understand the causes of WW2 in 1939</b> <b>Component 1</b> = Hitler’s overturning of the Treaty of Versailles in the 1930s <b>Component 2</b> = Neville Chamberlain and the impact of appeasement as a cause of war <b>Component 3</b> = the events of 1938 and 1939 leading to war: the Czech crisis, the German-Soviet Pact and British guarantees to Poland</p> <p><b>Composite J = understand the different phases and significant events of the war</b> <b>Component 1</b> = overview of the 3 distinct phases of the war in Europe: Blitzkrieg and German advances; Germany halts; the Allied victory <b>Component 2</b> = the evacuation and significance of Dunkirk and its portrayal as a victory in Britain</p> <p><b>Composite K = understand how civilians were affected by WW2</b> <b>Component 1</b> = the Home Front in Britain: the Manchester and London Blitz <b>Component 2</b> = children’s experiences of evacuation from towns and cities</p>



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		<p>Stresemann's domestic and foreign policies on the economy and Germany's status  <b>Component 2</b> = the Golden Age of culture</p>				<p><b>Component 3</b> = food shortages and rationing</p> <p><b>Post-WW2 for Great Britain</b>  <a href="#">Link to GCSE syllabus</a>          Paper 1; GCSE skills  <b>Composite N = learn about the creation of the Welfare State</b>  <b>Component 1</b> = health and welfare during the 1930s Depression  <b>Component 2</b> = from the cradle to the grave: the significance of the Beveridge Report  <b>Component 3</b> = opposition to the opening of the NHS in 1948</p> <p><b>Composite O = understand the impact of Commonwealth immigration on British society after the WW2 era</b>  <b>Component 1</b> = the contribution of Empire soldiers to the British war effort (focus on India and Caribbean soldiers)  <b>Component 2</b> = the need for labour after WW2 and the resulting British Nationality Act of 1948  <b>Component 3</b> = Commonwealth immigration (including the Windrush) in the 1950s and 1960s  <b>Component 4</b> = the experiences of Commonwealth Immigrants (racism; No Irish, No Blacks, No Dogs; Rivers of Blood)</p>
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## History, 2022-2023

<b>Prior knowledge and skills (from previous year / key stage)</b>	Pupils may have studied WW1 at KS2. Skills may include chronological organisation, use of appropriate historical terms such as trench; causation and significance of events; change over time.	Pupils may have studied WW1 and Hitler at KS2. Skills may include chronological organisation; use of the appropriate historical terms such as Republic; causes of events; consequences; change over time; the significance of an individual.	Pupils may have studied Hitler at KS2. Skills may include chronological organisation; use of the appropriate historical terms such as dictator; causation and results of events; attach significance to an event or person.	Pupils may have studied Hitler. Skills may include chronological organisation; use of the appropriate historical terms such as dictatorship; causation and results of events; attach significance to an event.	Pupils may have studied Hitler. Skills may include chronological organisation; use of the appropriate historical terms such as dictatorship; causation and results of events; attach significance to an event.	Pupils may have studied Hitler and WW2. Skills may include chronological organisation; use of the appropriate historical terms such as evacuation; causation and results of events; attach significance to an event.
<b>Assessment 1</b>	What were conditions like in trenches? AO1,2	Explain the role of women in WW1. AO1,2 <b>Explain why Germany opposed the Treaty of Versailles. AO1,2</b>	Write an account of Hitler's early life up to 1921. AO1	<b>Why was Hitler able to establish a dictatorship? AO1,2</b> Why did support for Adolf Hitler and his Nazi Party increase in the early 1930s?	Explain how people's lives changed under Nazi rule. (police state, women, children, schools, minorities). AO1,2	<b>Why did WW2 break out in 1939? AO1,2</b> Explain how civilians on the home front were affected by WW2. AO1,2
<b>Assessment 2</b>	Inference from sources AO3	<b>Why were the years 1924-1929 known as the Golden Age for the Weimar Republic?</b> Utility questions	<b>Explain how the Great Depression affected Germany. AO1,2</b> Provenance questions	<b>What can we learn about the Hitler Youth from sources A and B? AO1,3</b> Interpretation questions	<b>How were Jewish people treated by the Nazis? AO1,2</b> Bias questions	Source/ interpretation-based questions
<b>Assessment Objectives</b>	As above	As above	As above	As above	As above	As above
<b>Vocabulary / Key Subject Terminology</b>	Western Front British Expeditionary Force Trench Front line trench No-Man's-Land Reserve and support trenches Artillery Dugout Barbed wire Crater Shell Shrapnel Battle of the Somme Chlorine, Phosgene and Mustard Gas Trench foot Trench fever Tetanus RAMC = Royal Army Medical Corps	Chancellor, Constitution, Dictat, Hyperinflation Reichstag, President, Treaty of Versailles, Territorial, Weimar Republic, War Guilt Clause, Golden Age	Brownshirts, Communists, Democracy, Depression, Nazi NSDAP, Propaganda, Extremists, Unemployment, Putsch, SA, Armed uprising, Mein Kampf, Landsberg prison, Swastika	Chancellor, Fuhrer Enabling Act, Gestapo, Police State, SS, Kinder, Kirche Kuche Hitler Youth League of German Maidens, Brainwash, Indoctrinate, Indoctrination, People's Courts, The National Socialist Association of German Legal Professionals,	Aryan, Holocaust, Kristallnacht, Boycott, Nuremberg Laws, Ant-Semitism, Citizen,	Allies, Allied, Appeasement Axis Powers, Blitzkrieg, Dunkirk, Evacuation, Evacuee, Rationing, Home front, Phoney War, Treaty of Versailles, Sudetenland, Anschluss, Czechoslovakia, Blitz, Spiv, Black Market, Air-Raid Shelter <b>Welfare State, Beveridge Report, Vermin</b>  <b>Immigration, Windrush, Commonwealth, British Nationality Act 1948, Migrants, Migrate, Commonwealth Immigrants Act 1962, west Indian, Caribbean, Pakistani, Indian</b>



**History, 2022-2023**

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	<p><b>Medicine in Britain, c1250–present</b> <a href="#">Link to GCSE syllabus</a> Paper 1</p> <p><b>Composite = understand medical beliefs, knowledge and practices of the Medieval period c1250–c1500</b> <b>Component 1</b> = the continuing importance of Hippocrates and Galen on medicine <b>Component 2</b> = natural and supernatural ideas about the cause and cure of disease <b>Component 3</b> = the role of the Church in the care of the ill <b>Component 4</b> = case study: beliefs about the cause, cure and prevention of the Black Death 1348</p> <p><b>Composite = understand medical beliefs, knowledge and practices in the Renaissance c1500–c1700:</b> <b>Component 1</b> = continuity and change in approaches to the cause, cure and prevention of disease <b>Component 2</b> = changes in medical knowledge of by Vesalius, Harvey, Sydenham <b>Component 3</b> = the importance of the printing press and Royal Society as methods of communication, medical training and learning <b>Component 4</b> = attach importance to reasons for change in the Renaissance</p>	<p><b>Medicine in Britain, c1250–present</b> <a href="#">Link to GCSE syllabus</a> Paper 1</p> <p><b>Composite = understand medical beliefs, knowledge and practices of the Industrial Period, c1700–c1900:</b> <b>Component 1</b> = continuity in beliefs about the cause and cure of disease (God, miasma) <b>Component 2</b> = the work and impact of Pasteur and Koch in changing beliefs about the cause of disease <b>Component 3</b> = changes brought about by individuals and government in the prevention and treatment of disease (Jenner’s vaccination, John Snow and cholera, 2<sup>nd</sup> Public Health Act) <b>Component 4</b> = the use and impact of Simpson’s work with chloroform as an anaesthetic <b>Component 5</b> = the use and impact of Lister’s use of carbolic acid as an antiseptic <b>Component 6</b> = the extent of change in care and treatment: improvements in hospital care and the influence of Nightingale.</p> <p><b>Composite = understand medical beliefs, knowledge and practices of the modern period c1900–present</b> <b>Component 1</b> = advances in the understanding of the causes and diagnosis of illness and disease: genetic and lifestyle</p>	<p><b>Henry VIII and his ministers, 1509–40</b> <a href="#">Link to GCSE syllabus</a> Paper 2</p> <p><b>Composite = understand the extent Wolsey was successful in achieving his foreign policy aims</b> <b>Component 1</b> = Wolsey’s aims to carry out the king’s wishes and act as a peacemaker between European states. <b>Component 2</b> = the success and failures of Wolsey’s foreign treaties and changes in foreign policy between 1518 and 1530</p> <p><b>Composite = understand why Wolsey failed to gain an annulment of Henry’s first marriage and its significance in his downfall</b> <b>Component 1</b> = Catherine’s marriage to Henry in 1509. <b>Component 2</b> = Henry’s desperation for a son to continue the dynasty as Catherine passed child-bearing age by the mid-1520s. <b>Component 3</b> = Wolsey’s failed attempts to gain an annulment <b>Component 4</b> = the reasons Wolsey fell from power</p> <p><b>Composite = understand Cromwell’s rise to power</b> <b>Component 1</b> = reasons Cromwell was able to rise to power from his low status background</p>	<p><b>Henry VIII and his ministers, 1509–40</b> <a href="#">Link to GCSE syllabus</a> Paper 2</p> <p><b>Composite = understand the causes and results of the break with Rome</b> <b>Component 1</b> = Henry’s initial attitude to the Roman Catholic Church as Defender of the Faith <b>Component 2</b> = the impact of parliamentary legislation on religion in England</p> <p><b>Composite = understand the impact of the English Reformation</b> <b>Component 1</b> = opposition to the English Reformation from Barton, Fisher, and More <b>Component 2</b> = causes (including the findings of Cromwell’s commissions of 1535) and impact of the dissolution of the monasteries on local communities and opposition to Henry <b>Component 3</b> = causes, key events and importance of the Pilgrimage of Grace</p>	<p><b>The American West</b> <a href="#">Link to GCSE syllabus</a> paper 2</p> <p><b>Composite = understand the Native Americans’ (NA) beliefs and way of life</b> <b>Component 1</b> = NA key beliefs: polygamy, exposure, spirits, warfare, respect for nature and the land and <b>Component 2</b> = nomadic lifestyle and dependence on the buffalo</p> <p><b>Composite = understand the government’s role in dealing with Indian affairs.</b> <b>Component 1</b> = introduction and impact of the Permanent Indian Frontier <b>Component 2</b> = The Indian Appropriations Act as a means of promoting reservations</p> <p><b>Composite = understand early migration to the west</b> <b>Component 1</b> = factors that led to migration to the West and the setting up and importance of the Oregon Trail, 1836 <b>Component 2</b> = Manifest Destiny and the belief that white Americans had the right to populate all areas of America <b>Component 3</b> = discovery of gold in 1848 and the subsequent Gold Rush of 1849</p>	<p><b>The American West</b> <a href="#">Link to GCSE syllabus</a> Paper 2</p> <p><b>Composite = understand how law and order problems were solved</b> <b>Component 1</b> = the benefits and drawbacks of vigilantes and miners’ courts <b>Component 2</b> = official government responses to law and order problems <b>Component 3</b> = the causes, events and results of the Johnson County War</p> <p><b>Composite = understand how and why the cattle industry grew and declined</b> <b>Component 1</b> = reasons for the growth of the cattle industry <b>Component 2</b> = the roles of Goodnight, McCoy, Liff in developing the cattle trade and the open range <b>Component 3</b> = the significance of Abilene in the growth of open range ranching <b>Component 4</b> = the life and work of the cowboy and the changes as a result of the ‘long drive’ <b>Component 5</b> = the impact of the winter of 1886–87 on the cattle industry <b>Component 6</b> = changes in the nature of ranching, with the end of the open range and the use of barbed wire.</p>

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	<p><b>Component 5</b> = case study: beliefs about the cause, cure and prevention of the Great Plague, 1665</p>	<p>factors on health; the impact of blood tests, scans and monitors</p> <p><b>Component 2</b> = the development of magic bullets and antibiotics such as Salvarsan 606 and Penicillin</p> <p><b>Component 3</b> = the impact of the NHS on patient care and access to high-tech medical and surgical treatment in hospitals</p> <p><b>Component 4</b> = new approaches to prevention: mass vaccinations and government lifestyle campaigns.</p> <p><b>Henry VIII and his ministers, 1509–40</b> Paper 2</p> <p><b>Henry VIII and Wolsey, 1509–29</b></p> <p><b>Composite = understand the key features of Henry VIII's accession</b></p> <p><b>Component 1</b> = England in 1509: hierarchy of society and forms of government.</p> <p><b>Component 2</b> = Henry's accession to the throne and His strengths, weaknesses and aims as monarch</p> <p><b>Composite = understand the reasons for Wolsey's rise to power, and his importance in government over 15 years.</b></p> <p><b>Component 1</b> = reasons for Wolsey's rise to power: his personality, roles and wealth.</p> <p><b>Component 2</b> = reasons for and reactions to the Amicable Grant.</p>	<p><b>Composite = understand how Cromwell dealt with the king's marriages</b></p> <p><b>Component 1</b> = Cromwell's use of statute laws (1533 Act of Appeals; Act of Succession; Act of Supremacy) to secure the annulment</p> <p><b>Component 2</b> = the downfall of Anne Boleyn</p> <p><b>Component 3</b> = Henry's marriage to Jane Seymour, delivery of a son and death</p> <p><b>Composite = understand Cromwell's domestic policies as Chief Minister</b></p> <p><b>Component 1</b> = Cromwell as a reformer in the North and Wales and his creation of a professional civil service</p> <p><b>Component 2</b> = development and management of the role of parliament by Cromwell</p> <p><b>Composite = understand why Cromwell fell from power</b></p> <p><b>Component 1</b> = the marriage to Anne of Cleves and its role in Cromwell's downfall</p>		<p><b>Component 4</b> = the problems of the journey west and the Donner Party</p> <p><b>Component 5</b> = the Mormons</p> <p><b>Composite = understand the settlement of the Plains by homesteaders</b></p> <p><b>Component 1</b> = problems faced by new settlers attempting to farm on the Plains: lack of water, few trees, lack of fencing to protect crops</p> <p><b>Component 2</b> = the impact of new technology (barbed-wire, wind-pumps, ploughs, railways) on homesteaders' lives</p> <p><b>Component 3</b> = the impact of government Acts to promote homesteading (Homestead Act, Timber Culture Act)</p> <p><b>Component 4</b> = the impact of the Exodusters on the settlement of the Plains</p> <p><b>Component 5</b> = reasons for, and impact of, the Oklahoma land-rush</p>	<p><b>Composite = understand the conflict between settlers and the Plains Indians</b></p> <p><b>Component 1</b> = increased tensions between the Plains Indians, settlers and US Government and the escalation of these tensions into the 'Indian Wars'</p> <p><b>Component 2</b> = the causes, events and results of: Little Crow's War (1862), the Sand Creek Massacre (1864) and Red Cloud's War (1866–68).</p> <p><b>Component 3</b> = The importance of the second Fort Laramie Treaty (1868)</p> <p><b>Component 4</b> = impact of the discovery of gold in the Black Hills of Montana and the subsequent Gold Rush on relations between settlers and Plains Indians</p> <p><b>Component 5</b> = reasons why the Sioux Indians went to war; events and results of the Battle of the Little Big Horn (1876)</p> <p><b>Component 6</b> = the Wounded Knee Massacre (1890) and its implications for the Plains Indians</p> <p><b>Composite = understand how Indians' traditional lifestyles were ended</b></p> <p><b>Component 1</b> = the US Government's policy of hunting and extermination of the buffalo and its effect on the Plains Indians</p> <p><b>Component 2</b> = the Plains Indians' lives on reservations</p>
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		<b>Component 3</b> = Wolsey's reforms: enclosures; finance and justice; The Eltham Ordinances.				and the impact of these changes <b>Component 3</b> = the effectiveness of the different methods that the US Government used in dealing with the Plains Indians (territorial, political, economic, and educational)
<b>Prior knowledge and skills (from previous year / key stage)</b>	At KS3, pupils will have studied elements of Medieval medicine and be familiar with the Renaissance as a time of scientific progress. Skills include chronological understanding, use of appropriate historical terms; second order concepts.	At KS3, pupils will have studied elements of medical advances in the 1800s (Pasteur, surgery) and living conditions in industrial towns. Skills include chronological understanding, use of appropriate historical terms; second order concepts.	Pupils will have studied elements of Tudor society and the reign of Henry VIII at KS3. Skills include chronological understanding, use of appropriate historical terms; second order concepts.	Pupils will have studied elements of Tudor society and the reign of Henry VIII at KS3. Skills include chronological understanding, use of appropriate historical terms; second order concepts.	Pupils may have studied Native American lifestyle at KS2. Skills include chronological understanding, use of appropriate historical terms; second order concepts.	Skills include chronological understanding, use of appropriate historical terms; second order concepts.
<b>Assessment 1</b>	Explain why... 12 marks AO1,2  "Statement." How far do you agree? 16 marks AO1,2		Questions 3-5 from Paper 1,  Explain why...from Paper 2 Henry VIII		1.Explain why... 12 marks AO1,2 (Medicine paper 1) 2. Explain why... 12 marks AO1,2 (paper 2, Henry VIII) 3. Explain the importance of... (16) A)1,2 (paper 2, The American West)	
<b>Assessment 2</b>		1. Explain one way in which ideas about...was similar in the... and... 4 marks AO1,2 2. Explain why...12 marks AO1,2 3. "Statement." How far do you agree? 16 marks AO1,2		Paper 2; Henry VIII 1. Describe 2 features... 4 marks AO1, 2.Explain why... 12 marks AO1,2 3. "Statement." How far do you agree with the statement? (16) A)1,2		Mock : Paper 1 = Questions 1-3 from paper 1 (Medicine) Paper 2 = Henry VIII and The American West
<b>Assessment Objectives</b>	AO1 Knowledge and understanding of the key features of the periods studied. AO2 Explain and analyse historical events/ periods using second order historical concepts.	AO1,2	AO1,2	AO1,2	AO1,2	AO1,2



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Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2		
Curriculum Content	<p><b><u>Weimar and Nazi Germany 1918-1939</u></b> <b><u>Link to GCSE syllabus</u></b> Paper 3</p> <p><b><u>A. Composite = understand the threats faced by the Weimar Republic up to 1923</u></b></p> <p><b>Component 1</b> = reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.</p> <p><b>Component 2</b> = the terms of The Treaty of Versailles and opposition to the Treaty in Germany</p> <p><b>Component 3</b> = challenges to the Republic from the left and right: Spartacists, Freikorps, Kapp Putsch</p> <p><b>Component 4</b> = challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr</p> <p><b><u>B. Composite = understand the features of the Weimar Republic's Golden Age</u></b></p> <p><b>Component 1</b> = the Golden Age: the impact of Stresemann's domestic and foreign policies on the economy (the standard of living, wages, housing,</p>	<p><b><u>Weimar and Nazi Germany 1918-1939</u></b> <b><u>Link to GCSE syllabus</u></b> Paper 3</p> <p><b><u>D. Composite = understand the reasons for the rise and election of the Nazi Party</u></b></p> <p><b>Component 1</b> = the Great Depression and growth of unemployment – its causes and impact</p> <p><b>Component 2</b> = Hitler's appointment as Chancellor</p> <p><b>Component 3</b> = the role of propaganda in persuading different groups of people to vote for Hitler and the Nazi Party</p> <p><b><u>E. Composite = understand how a dictatorship was created, 1933-34</u></b></p> <p><b>Component 1</b> = differences between democracy and dictatorship</p> <p><b>Component 2</b> = the events which turned Germany from a democracy to a dictatorship (the Reichstag Fire Enabling Act and ensuing legislation to remove opposition)</p> <p><b>Component 3</b> = Hitler establishes a police state: the use of the SS, concentration camps, Gestapo and law courts to create fear and terror</p> <p><b><u>F. Composite = life under the Nazis in the police state</u></b></p>	<p><b><u>Medicine on the Western Front, Paper 1</u></b></p> <p><b><u>Composite = understand the nature of warfare on the Western Front</u></b></p> <p><b>Component 1</b> = the trench system</p> <p><b>Component 2</b> = features of a trench</p> <p><b>Component 3</b> = key battles and casualties</p> <p><b><u>Composite = understand health and medical problems on the Western front</u></b></p> <p><b>Component 1</b> = conditions leading to health problems in trenches including trench foot and trench fever</p> <p><b>Component 2</b> = attempts to deal with health issues caused by the trenches (Whale fat, amputation, de-lousing)</p> <p><b>Component 3</b> = injuries and infections caused by guns and artillery (head wounds, fractures, tetanus)</p> <p><b>Component 4</b> = new treatments and care: anti-tetanus, use of saline solutions, Thomas Splint, blood transfusions, plastic surgery</p> <p><b>Component 5</b> = gas attacks and gas masks</p> <p><b><u>Composite = understand where and how the wounded were treated and cared for</u></b></p>	<p><b>Revision</b></p> <p>The focus of revision will be determined by mocks and in-class assessments.</p>		



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	<p>unemployment), the position of women and Germany's status</p> <p><b>Component 2</b> = cultural changes and developments in architecture, art and the cinema</p> <p><b><u>C. Composite = understand the early development of the Nazi Party, 1920–22</u></b></p> <p><b>Component 1</b> = Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20.</p> <p><b>Component 2</b> = the causes and consequences of the Munich Putsch of 1923</p> <p><b>Component 3</b> = causes, events and consequences of the Munich Putsch of 1923</p>	<p><b>Component 1</b> = Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936.</p> <p><b>Component 2</b> = Nazi views on women and the family; policies towards women (marriage, family, employment, and appearance)</p> <p><b>Component 3</b> = indoctrination of the young through schools, education and the Hitler Youth</p> <p><b>Component 4</b> = youth opposition</p> <p><b>Component 5</b> = Nazi policies towards the Catholic and Protestant Churches</p> <p><b>Component 6</b> = policies to reduce unemployment (public works, re-armament and hiding unemployment figures) and the treatment of workers (The Labour Front, Strength Through Joy, Beauty of Labour)</p> <p><b><u>Composite = understand the Nazi treatment of minorities</u></b></p> <p><b>Component 1</b> = Nazi racial beliefs and policies</p> <p><b>Component 2</b> = treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities</p> <p><b>Component 3</b> = persecution of the Jews, Nuremberg Laws and Kristallnacht.</p>	<p><b>Component 1</b> = Chain of evacuation – Regimental Aid Post AP</p> <p><b>Component 2</b> = Chain of evacuation – Dressing Station</p> <p><b>Component 3</b> = Chain of evacuation – Casualty Clearing Station</p> <p><b>Component 4</b> = Chain of evacuation – Base hospital</p> <p><b>Revision</b></p> <p>The focus of revision will be determined by mocks and in-class assessments.</p>			
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**History, 2022-2023**

<b>Prior knowledge and skills (from previous year / key stage)</b>	At KS3, pupils will have studied Nazi Germany. Skills include chronological understanding, use of historical terms; second order concepts.	At KS3, pupils will have studied Nazi Germany. Skills include chronological understanding, use of historical terms; second order concepts.	At KS3, pupils will have studied WW1 and Nazi Germany. Skills include chronological understanding, use of historical terms; second order concepts.			
<b>Assessment 1</b>	<p>Explain why Germans opposed the Treaty of Versailles.</p> <p>What economic and political problems did Germany experience between 1919-1923?</p> <p>Why were the years 1924-1929 known as the Golden Age for the Weimar Republic?</p> <p>Describe Hitler's early life and political career up to 1922.</p> <p>Explain the importance of the Great Depression for the Nazi Party.</p> <p>Who voted for Hitler, why did he appeal to voters?</p>	<p>How did Hitler create a dictatorship?</p> <p>How useful are sources A and B for an enquiry into the Hitler Youth?</p> <p>Explain why the Nazis were able to deal with Germany's economic problems.</p>	Full mock – all three papers			
<b>Assessment 2</b>		Mock = paper 1 and paper 2				
<b>Assessment Objectives</b>	AO3, 4	AO1,2,3,4	AO1,2			
<b>Vocabulary / Key Subject Terminology</b>	<p>Armistice, Communist, Constitution, Democracy, Depression, Dictatorship, Extremist parties, Freikorps, Führer, Hyperinflation, Indoctrination Kaiser, Nazi, Propaganda, Putsch, Reichstag, Reparations, Spartacists, Ruhr</p>	<p>Anti-Semitism, Aryan Autobahn, Concentration camps, Concordat, Democracy, Depression, Edelweiss, Enabling Law, Eugenics, Genetics Gestapo, Lebensraum, Police state</p> <p>Propaganda, Rearmament, Untermenschen</p>	<p>Artillery, Brodie helmet, Evacuation, Gangrene Phosgene, Shell, Trench</p>			

**History, 2022-2023**

<b>Cross Curricular Links with other Faculties</b>	RS –genocide, moral authority of Christianity (year 9 term 2 and 3) Business Studies – The economic climate is studied in year 10, term 3 e.g. unemployment, depression	Business Studies – The economic climate is studied in year 10, term 3 e.g. unemployment, depression RS – Holocaust, (year 9 term 2 and 3)	English –year 9 students study WW1 poetry in Power and conflict			
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