

History Curriculum Overview



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- 'To provide students with an introduction to the essential knowledge that they need to be educated citizens. To introduce students to the best that has been thought and said and help engender an appreciation of human creativity and achievement'.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term, and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of students' knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Numeracy and literacy

Teachers should take opportunities to develop students' mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

'A high-quality history education will help students gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire students' curiosity to know more about the past. Teaching should equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.' Adapted from National Curriculum, DfE, 2014.

Curriculum Aims

During their time at Cottingham High School, all History learners will become:

- Past Pros
- Causality Czars
- ChaCon Chiefs
- Second-Order Senseis
- Source Sovereigns
- Context Connoisseurs
- Judgement Jugglers
- History Hackers

Through studying History at Cottingham High School learners will be presented with a range of opportunities to become a Past Pro through exploring different historical contexts and societies through an empathic and knowledge driven lens. Engaging with differing evidence as Source Sovereigns and Context Connoisseurs learners will be able to view these events through both the eyes of those in the situations and from those looking in, broadening their empathy and appreciation of why differing views exist. The fundamental links to Fundamental British Values are embedded within studying History, as they are a product of our evolution as a society.

Driven by a need to achieve, with rigour learners will grapple with the range of skills needed to achieve their potential. Through exploring the contexts in which societies have progressed or regressed, learners will develop their skills as Causality Czars and understand the extent and nature of change as ChaCon Chiefs. Through focusing on the agents of and impact of a range of changes in society, pupils will develop an appreciation for how events have multi-faceted causes and far-reaching effects that can impact on a wide range of people differently. When considering individual developments learners will develop their understanding of significance and importance and become Second Order Senseis. As pupils begin to develop a wider network of historical understanding and construct a broader understanding of period(s), grappling with broader enquiries which require evaluative skills to become a Judgement Juggler.

The long-term study of the subject will build an understanding not only of the past, but of the broader human experience of living in times of difficulty and relative ease, whilst presenting many opportunities for comparison to other historical eras and, most importantly, the modern day. Through the regular linking (planned and opportunistic) learners will develop into History Hackers, and begin to the relevance of History to existing in a rapidly evolving modern world.

Building on prior learning

What can students do by the end of KS2?

Students should be secure in their chronological understanding of pre-Medieval English history, knowing that the Anglo-Saxons arrived in England after the Romans left in around 445AD and that the Viking invasion took place later in around 787AD. Students should be able to ascertain similarities and differences between Anglo-Saxons and Vikings and be able to describe what their respective settlements and lifestyles were like as well as beginning to explain the relative significance of each civilisation on shaping England. Students may also be able to compare and contrast both the Anglo-Saxons and Vikings with the Romans and may also be able to give a reasoned judgement about which of the three civilisations had the biggest impact on shaping pre-Medieval England. Students should be able to interpret the content of historical sources to help them to determine the message that sources are trying to get across and should be able to speculate the reason/motive why historical sources were

produced and have an awareness of bias and its impact. Students should also be able to confidently identify Primary and Secondary sources and begin to formulate ideas about their relative utility.

Baseline expectations:

Students to be able to arrange historical civilisations and historical events in chronological order. Students to be able to identify key words and meanings associated with Anglo-Saxons and Vikings and to provide a basic narrative of the key characteristics and lifestyles of each civilisation. Students to be able to differentiate between Primary and Secondary sources and to have the ability to extract basic information from historical sources to understand what they are showing or saying.

What are the skills gaps?

- Some students struggle to have a sense of chronological understanding and have difficulty arranging time periods into the correct order
- Students' ability to adopt "writing stamina" and provide convincing and varied explanations to open-ended questions
- Fear of going against conventional viewpoints even if students can support challenge to accepted, conventional viewpoints. This can really impede creativity and originality.
- Students' ability to be able to make a clear decision in support of one aspect or viewpoint when faced with choosing the most significant contributing factor to a given issue.
- Lack of exposure to different types of source materials. Source analysis is a difficult skill, and some students are unable to make an inference from a historical source. Others have difficulty recognising differences in viewpoints in historical sources and forming their own judgment.
- Students can discuss and describe different historical periods but lack explanation skills.

Curriculum Structure

The Cottingham High School history curriculum is heavily knowledge based and the sequencing of our teaching is designed to allow students to develop **disciplinary knowledge** through key concepts that thread through the programme of study, alongside the **substantive knowledge** acquired in each topic.

Disciplinary Concepts

Cause and Consequence - Understanding the interconnectivity of events, their causes, and their impacts.

Similarity and Difference - Understanding the complexity of events, differing perspectives and relationships between different people and groups.

Continuity and Change - Comparison between different points of time and consideration of what has changed (and why) and what has remained the same.

Significance / Importance - Identifying significant events, make connections, draw contrasts, and analyse trends within and between periods of time.

Interpretation - Understanding how and why contrasting arguments and interpretations have been constructed.

Historical Evidence - Understanding how different types of historical sources are used rigorously to support historical claims.

The **substantive themes** of power, identity and connectivity are deliberately revisited across Key Stage 3. Within each theme, **threads** are revisited to support a rich and complex understanding of key substantive concepts. The themes and threads provide the basis for conceptual frameworks (or schemas) that students can develop over time. They can integrate new knowledge into the frameworks and make increasingly sophisticated connections between them.

Vocabulary

Having a rich, ambitious, broad vocabulary is vital for learners to succeed, both in school and throughout their lives. Tier 1 vocabulary is the simplest. These are the words we use in everyday conversation, such as “put”, “get”, “walk”, etc. Tier 2 vocabulary are challenging, ambitious words that don’t usually crop up in day-to-day conversation. These are the words that allow learners to access academic texts, such as high-level literature, newspaper articles and exam papers.

Tier 3 vocabulary is the subject-specific vocabulary of a particular discipline. These are words that are uncommon outside of the context of a specific subject and enable learners to communicate effectively within the subject. At Cottingham High School, tier 3 vocabulary is explicitly taught across our school curriculum and is mapped within the schemes of learning.

Key Subject Skills

Assessment Objective	Descriptor
A01 (50%)	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance
A02 (25%)	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context
A03 (25%)	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

Assessment

Formative assessment is used throughout the year to check learners’ knowledge and understanding, using feedback techniques including exit tickets and end of topic quizzes. Summative assessment is calendared at curriculum end points within each academic year and is conducted more formally.

Year	Assessment Window	Topics to be assessed
7	Mid-Year – January	Empires East and West c.1000, The Normans
	End of year - June	Empires East and West c.1000, The Normans, Medieval Church and Life, Challenges to Medieval Monarchs
8	Autumn	Tudor England
	Spring	The British Empire, Colonialism and Slavery
	Summer	The formation and expansion of the USA and Victorian Britain
9	Autumn	WW2 Home Fronts and the Holocaust
	Spring	Post WWII migration to Britain and the Cold War
	Summer	GCSE P1A – America, 1920-1973: Opportunity and Inequality
10	Autumn	P1A - America, 1920-1973: Opportunity and Inequality
	Spring	P1B - America, 1920-1973: Opportunity and Inequality
	Summer	PPE, P1A+B - Conflict and Tension: The First World War, 1894-1918
11	Autumn	Paper 1: and Britain: Health and the People, c1000 to the present day
	Spring	All units
	Summer	All units

Curriculum Sequencing

Key Stage 3: Year 7 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge Sequence	<p><u>7.01: Empires East and West c.1000</u></p> <ol style="list-style-type: none"> How do Historians measure time What was China like c.1000? What does a study of the Islamic Empire tell us about how the world was connected c.1000? How similar was the Byzantine Empire to the Chinese and Islamic Empires c.1000? What was the Holy Roman Empire like c.1000? <p><u>7.02: The Normans</u></p> <ol style="list-style-type: none"> Migration and Diversity in Medieval England Anglo-Saxon England Death of Edward the Confessor Norman Conquest: 1066 Norman Control: Castles and Terror Norman Control: Peaceful Methods Answering the Enquiry Social Change under the Normans Political and Economic Change under the Normans How far did England change after the Norman Conquest? 	<p><u>7.03: Medieval Church and Life</u></p> <ol style="list-style-type: none"> Power and Hierarchy of the Church Medieval Places of worship Life after Death Monasteries and Medicine The Crusades Jews in Medieval England Answering the Enquiry - Why was the Church significant in Medieval England? <p><u>7.04: Challenges to Medieval Monarchs</u></p> <ol style="list-style-type: none"> Challenges to Medieval Monarchs Stephen and Matilda Henry II and Thomas Becket Henry II and Eleanor of Aquitaine King John and the Church King John and Magna Carta Henry III and parliament The Black Death The Peasants Revolt The Wars of the Roses The biggest challenge medieval monarchs faced was the Church. How far do you agree? 	<p><u>England's Relations With Its Neighbours</u></p> <ol style="list-style-type: none"> England and Wales England and Scotland England and France How far did England's relations with her neighbours change in the Middle Ages? <p><u>7.05: Mali</u></p> <ol style="list-style-type: none"> Mansa Musa The Hajj to Makkah The Mali Empire 1325-1337 What does the life of Mansa Musa reveal about the Mali Empire?
Substantive Theme - Power	<p><u>7.01: Empires East and West c.1000</u></p> <p>Differences and similarities in geography, governance and beliefs. Developments from East to West and how empires were secured through technology and strategies such as fortification and armies.</p> <p><u>7.02: The Normans</u></p>	<p><u>7.03: Medieval Church and Life</u></p> <p>The institutional power the Church held, including its hierarchy and its political and social influence. Crusader knights and Seljuk warriors and consider the similarities and differences in armour and weaponry. The Lollards' arguments and actions.</p>	<p><u>England's Relations With Its Neighbours</u></p> <p>The impact that succession crises in France and Scotland had on their relationship with England. Strategies from battles with Scotland and France will be explored, along with the different outcomes, such as the notable English defeat despite the larger army at Falkirk and the reasons for this.</p>

	<p>The crisis caused by the Anglo-Saxon failure to have a clear policy of succession.</p> <p>The Anglo-Saxon defensive strategy of a shield wall as well as the Normans use of archers, infantry and cavalry.</p> <p>The protests William faced and his violent response with the Harrying of the North.</p> <p>The Norman feudal system as a way to organise and control society.</p>	<p><u>7.04: Challenges to Medieval Monarchs</u></p> <p>Understanding the feudal system and how it became untenable due to free market demands after the Black Death.</p> <p>The issues of Norman male primogeniture, leading to civil war under Stephen and in subsequent dynastic claims.</p> <p>Changes in warfare strategies, from Matilda's siege to across the Wars of the Roses.</p> <p>The complex nature of why and how many people revolted in 1381.</p> <p>How Magna Carta in 1215 and the creation of the Great Council (parliament) under Henry III became central to England and subsequently Britain identifying as democracy.</p>	<p>The motivations of protesters and specifically, the resistance in Wales by Llywelyn ap Gruffudd, William Wallace and Robert the Bruce in Scotland and French Resistance in the Hundred Years War.</p> <p>The different ways in which peace was declared, from policies to create peace with neighbours, to alliance making through marriage and other strategies.</p> <p><u>7.05: Mali</u></p> <p>The similarities and differences between different cultures in governance, and how male primogeniture was not applied when choosing a mansa.</p> <p>How Mansa Musa used enslaved people to help with the caravan on his Hajj to Makkah.</p> <p>They also worked in the gold mines, funding the empire</p>
<p>Substantive Theme - Identity</p>	<p><u>7.01: Empires East and West c.1000</u></p> <p>Different belief systems: Buddhism, Islam and Christianity. They will begin to develop their understanding of religious hierarchy and importance to society, through education and healthcare.</p> <p>How societies developed around the role women play in childcare.</p> <p>The importance marriage played in many societies for political and economic reasons.</p> <p><u>7.02: The Normans</u></p> <p>The Normans continued to practise Christianity in England and made some changes to the Church.</p> <p>The role of Anglo-Saxon women and how they lost rights with the establishment of the feudal system in England.</p>	<p><u>7.03: Medieval Church and Life</u></p> <p>While Christianity (Catholicism) was the most common religion in medieval England, people followed other faiths lived in England at this time too.</p> <p>The central role women played in healthcare, often through the church, serving as nuns.</p> <p><u>7.04: Challenges to Medieval Monarchs</u></p> <p>The Black Death and its impact on society.</p> <p>How Henry II went on a pilgrimage to absolve his sins and link this to what it tells us about the power of the Church.</p> <p>How some women obtained and exerted power in medieval England, such as Matilda and Eleanor of Aquitaine.</p>	<p><u>England's Relations With Its Neighbours</u></p> <p>The role of the female French martyr, Joan of Arc, and her subsequent significance within the context of Anglo-French relations.</p> <p><u>7.05: Mali</u></p> <p>That Mali empire was rich in gold and salt, which was traded. Timbuktu was located at the centre of trading routes, which traversed from west Africa to the Middle East.</p> <p>How with Timbuktu under his control, Mansa Musa controlled all goods that had to pass through this city including textiles, ivory, horses, weapons, glassware, sugar and spices, increasing his wealth and power.</p>

Substantive Theme - Connectivity	<p><u>7.01: Empires East and West c.1000</u> Movement of people across continents and the impact this had on societies through the spread of ideas. The concept of trade across the Silk Roads. Contemporary ideas of Chinese medicine and the role that caliphs had in promoting healthcare in the Islamic Empire. The House of Wisdom, and how scholars translated books and made new knowledge about geometry, science, geography, and technology.</p> <p><u>7.02: The Normans</u> That many groups migrated to England before 1066; Celts, Romans, Anglo-Saxons, Vikings</p>	<p><u>7.03: Medieval Church and Life</u> Religious migration and learn why William invited many Jews to England in 1070 and the impact they had on society. The consequences of the crusades on improved trade links with the Middle East and access to different commodities. How the Church promoted the medical work of the Ancient Greek scholars Hippocrates and Galen.</p> <p><u>7.04: Challenges to Medieval Monarchs</u> There were many perceived causes, treatments and remedies of the Black Death in 1348. Students will consider renaissance developments in this thinking and the lag between social attitudes with medical advancement.</p>	<p><u>England's Relations With Its Neighbours</u> Migration of people to Wales and Ireland pre-1066 and subsequent identities formed and cultures that developed.</p> <p><u>7.05: Mali</u> How Mansa Musa encouraged art, architecture, and learning within the empire. From his trip to Makkah and Egypt, Mansa Musa brought back scholars in maths, astronomy, history, and medicine. Timbuktu became a city of universities and a centre of learning.</p>
---	---	--	--

Key Stage 3: Year 8 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>To what extent was Tudor England an era of tolerance?</p> <ol style="list-style-type: none"> How does Henry VIII compare to his father? Would you have wanted to marry Henry VIII? How fair was Henry VIII to his chief ministers? (possible double) To what extent did life in England improve for the ordinary people of England? How and why religion in England change under Henry? “Henry’s actions made him a great King” How far do you agree? (assessed) 	<p>Why was Britain able to develop into a global superpower?</p> <ol style="list-style-type: none"> Why did Britain want a global empire? (double) Who were the people behind the British expansionism? Why was the East India Company so influential? To what extent did the Indian people benefit from British rule? Why is there debate over the fate of the indigenous population of the Caribbean? Who were the “Sugar Kings” of the British Empire? How is the impact of the British Empire represented at different times in History? 	<p>How and why did the USA outgrow the British Empire by the 20th century?</p> <ol style="list-style-type: none"> What was the USA like before Europeans arrived? How did America become the ‘United’ States? (Part 1) Why did so many new immigrants head west? How comfortable was life on ‘the trail’? Why was life in the West so difficult? Why did the government destroy the Native American way of life? (double) How did America become the United States (Part 2) How was the ‘Wild West’ tamed? (double)

	<p>7. How important were places like Hull to Henry?</p> <p>8. Does 'Bloody Mary' deserve her name in History? (double)</p> <p>9. How diverse was England under the Tudors? (double)</p> <p>Why is Elizabeth I one of Britain's most celebrated monarchs?</p> <p>1. Who did Elizabeth I decide to marry?</p> <p>2. Why was the start of Elizabeth's reign so problematic?</p> <p>3. Why was the start of Elizabeth's reign so problematic?</p> <p>4. Did Elizabeth manage to find a 'middle way' with religion?</p> <p>5. How close did Elizabeth's enemies come to overthrowing her?</p> <p>6. How close did Elizabeth's enemies come to overthrowing her?</p> <p>7. Did presiding over the "Age of Exploration" benefit Elizabeth?</p> <p>8. Why did Elizabeth become the undisputed Pirate Queen?</p> <p>9. Why did Phillip II launch the Spanish Armada in 1588?</p> <p>10. Was the failure of the Spanish Armada Phillip's fault? (assessed)</p> <p>11. How did Elizabeth use herself as propaganda?</p>	<p>8. Should the British Empire be a source of pride today? (assessed)</p> <p>9. Should the British Empire be a source of pride today? (assessed)</p> <p>10. What was West Africa like before Europeans arrived? (double)</p> <p>Why was the abolition of the slave trade resisted by so many, for so long?</p> <p>1. What was West Africa like before Europeans arrived? (double)</p> <p>2. How did triangular trade work?</p> <p>3. How rebellious were slaves travelling the Middle Passage?</p> <p>4. How quickly did life change upon arrival to America?</p> <p>5. How difficult was life on a slave plantation?</p> <p>6. Why was the slave supported by so many in Britain?</p> <p>7. Did Britain have a monopoly over the slave trade?</p> <p>8. Why was the Haitian Revolution an important step towards abolition?</p> <p>9. To what extent was William Wilberforce responsible for the abolition of slavery?</p> <p>10. To what extent was William Wilberforce responsible for the abolition of slavery?</p> <p>11. What is the legacy of slavery in Britain and the USA?</p>	<p>9. How did the USA become so powerful by 1900?</p> <p>Why did Victorian and Edwardian Britain suffer such extreme division?</p> <p>1. What was life for young people like in early 1800s Britain?</p> <p>2. Why was there a crime problem in Victorian Britain?</p> <p>3. Why were the Whitechapel murders never solved? (double)</p> <p>4. To what extent did the lives of children improve by 1900?</p> <p>5. How close did the Chartists come to succeeding?</p> <p>6. How similar were the lives of the rich and poor of 19th century Britain?</p> <p>7. Why did the Titanic cause such a wave?</p> <p>8. Why did Titanic sink? (double)</p>
--	---	--	--

Key Stage 3: Year 9 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>How did WWII impact society on the Home Fronts?</p> <p>1. What is Blitzkrieg?</p>	<p>To what extent has Britain adapt to its changing society (1945-present)</p> <p>1. Was Britain still a superpower after WWII?</p>	<p>USA GCSE UNIT BEGINS</p> <p>Did all Americans benefit from the 1920s economic boom?</p>

	<ol style="list-style-type: none"> 2. How successful was evacuation during the Blitz? 3. How useful is Goodnight Mr Tom as evidence about the Blitz? 4. How was propaganda used during the Blitz? 5. How badly did Blitzkrieg affect Hull? 6. What was life like for ordinary British civilians during WWII? 7. What was life like for ordinary British civilians during WWII? 8. How similar was the German experience of WWII on the home front? 9. Does Arthur 'Bomber' Harris deserve his statue? 10. Does Arthur 'Bomber' Harris deserve his statue? 11. Why do some Historians label WWII "the Great Leveller"? <p>Why is it so important to remember the Holocaust?</p> <ol style="list-style-type: none"> 1. What Hell did the Allies discover in 1945? 2. How did Hitler create perpetrators of the Holocaust? 3. How did life deteriorate for Jews in Nazi Germany? 4. Who were the Einsatzgruppen and why did they fail? 5. What purpose did the Ghettos serve? 6. What was the 'Final Solution'? 7. Review: Was the Holocaust always part of Hitler's plan? 8. Who were the humans behind the uniforms? 9. How did individuals help resist the Holocaust? 10. Why should we remember? 	<ol style="list-style-type: none"> 2. How successful was the Indian Partition Plan? 3. Why did the Windrush generation come to Britain? 4. How accepted were the wave of migrants who settled in 1950s and 60s Britain? (double) 5. How accepted were the wave of migrants who settled in 1950s and 60s Britain? (double) 6. Why has the Notting Hill Carnival changed over time? 7. Why are countries still rushing to join the European Union? (old/new contrast) 	<ol style="list-style-type: none"> 1-2. What does it mean to be an "American"? 3-4. What caused the economic boom in 1920s USA? 5. Why was the car industry so important for the U.S economy? (Ford case study) 6. How and why did people gamble on the Stock Market? 7. Why didn't everyone benefit from the boom? (winners and losers) 8-9. To what extent did American culture change during the 'Roaring 20s'? 10. What was prohibition and why did it only last 14 years? 11. How did organised crime impact American society? 12. How hard was it to be a "New" immigrant in 1920s America? 13. Why did a "Red Scare" sweep across America during the 1920s? 14. Were Sacco and Vanzetti guilty? 15-16. Who were the KKK? 17. How equal was life as an African American during the 1920s? 18-19. Assessment 1 – Full paper
--	--	---	--

	Autumn term	Spring term	Summer term
Knowledge	<p>To what extent did America manage to drag itself out of the Great Depression during the 1930s?</p> <p>20. How did the Great Depression impact on ordinary Americans?</p> <p>21. How effectively did President Hoover respond to the Great Depression?</p> <p>22. Why was Roosevelt able to win the 1932 election by such a landslide?</p> <p>23-24. Who was the New Deal designed to help?</p> <p>25. How effective was the New Deal?</p> <p>26. Why did some people oppose the New Deal?</p> <p>27. How creative was culture during the 1930s?</p> <p>28. What impact did WWII have on American society?</p> <p>29-30. Assessment 2 – Full paper</p> <p>Why did progress towards equality stride forward in post-WW2 USA?</p> <p>31. What is the American Dream?</p> <p>32. How Rock n Roll was the 1950s generation?</p> <p>33. Was Governor McCarthy paranoid or living in reality?</p> <p>34. What sparked the Civil Rights Movement in the 1950s?</p> <p>Why did progress towards equality stride forward in post-WW2 USA?</p> <p>36-37. How significant were the achievements of MLK and Malcolm-X?</p> <p>38-39. How influential was the feminist movement during the 1960s/70s?</p> <p>40-41. How much progress towards equality did the New Frontier and Great Society make?</p>	<p>Why had the world descended into WWI by 1914?</p> <p>9-10. How much had the arms and naval races escalate by 1914?</p> <p>11-12. To what extent did events in Sarajevo light the ‘Powder Keg’?</p> <p>13-14 – Assessment 1</p> <p>Why did the balance of power shift during WWI?</p> <p>15-16. What is the Schlieffen Plan and why did it fail?</p> <p>17-18. To what extent did trench warfare work for both sides? (conditions and tactics)</p> <p>19-20. How similar were the battles of Verdun and the Somme?</p> <p>21. Who won the Battle of Passchendaele?</p> <p>22. Why is the Gallipoli campaign seen as a failure for the British?</p> <p>23. How did the war in the air evolve between 1914-1918?</p> <p>Why did the balance of power shift during WWI?</p> <p>24-26. How did the Battle of Jutland impact the 'war at sea'? (1916) – including documentary</p> <p>27-28. Assessment 2</p> <p>Why did an exhausted Germany surrender in 1918?</p> <p>29. To what extent did tactics and technology develop during WWI?</p> <p>30-31. How did the USA entry (April 1917) and Russian surrender (March 1918) impact WW1?</p>	<p>HEALTH & THE PEOPLE UNIT BEGINS</p> <p>To what extent did the understanding of medicine progress in the Medieval Era?</p> <p>1-2. To what extent ideas about surgery progress in the Medieval Era? (+ course intro video)</p> <p>3-4. How much did people understand about the causes of disease and illness in the Medieval Era?</p> <p>5-6. Were Medieval people ACTUALLY treating illness and disease?</p> <p>7-8. What was the standard of public health like in Medieval Britain and why?</p> <p>9-10. How confused were Medieval people about the Black Death?</p> <p>How far did ideas and understanding of medicine move forward during the E.M era?</p> <p>10-11. How much did ideas about surgery progress in E.M Britain?</p> <p>13-14. How much did understanding of the causes of illness develop during the Early Modern Era?</p> <p>How far did ideas and understanding of medicine move forward during the E.M era?</p> <p>15-16. How much did treatments and care change in the Early Modern Era?</p> <p>17-18. How much did the understanding of plague change between the Black Death and the Great Plague?</p> <p>19-20. How significant was Germ Theory in understanding the causes of illness and disease?</p> <p>21-22. How far did surgical ideas and processes improve during the Industrial Era? (1800-1900)</p>

	<p>42-43. Assessment 3</p> <p>WW1 UNIT BEGINS</p> <p>Why had the world descended into WWI by 1914?</p> <p>1-2. Why was the balance of European power shifting before WWI? 3-4. Why was Europe in 2 super-bloc alliances by 1914? 5-6. How did events in Morocco lead to increased tensions between 1905-12? 7-8. How did problems in the Balkans contribute towards WWI?</p>	<p>32. How significant was Ludendorff's Offensive in contributing Germany's surrender in WW1? 33. How decisive was the allied Hundred Days Offensive? 34. How and why was Germany defeated in November 1918? 35-36. Assessment 3</p>	<p>JUNE PPES 1 WEEK. LOSE HOURS, KEEP SOME, FEEDBACK TO PPE CYCLE</p> <p>WORK EXPERIENCE. LOSE 1 WEEK</p>
--	---	---	---

Key Stage 4 Year 11 – Long Term Planning - AQA GCSE History

	Autumn term	Spring term	Summer term
Knowledge	<p>Why is the phrase "A Revolution in Medicine" used about progress during the Industrial era?</p> <p>19-20. How significant was Germ Theory in understanding the causes of illness and disease? 21-22. How far did surgical ideas and processes improve during the Industrial Era? (1800-1900) 23-24. To what extent did treatments for illness and disease improve during the Industrial Era? 25-26. Why did the standard of Public Health leap forward during the 19th century?</p> <p>Has medical progress reached its limits? (modern)</p> <p>27-28. How and why has surgery become increasingly complex since 1900? 29-30. How much did understanding of causes and the treatment of diseases and illnesses improve in the 20th century?</p>	<p>How did religious divisions affect Elizabeth I's rule?</p> <p>13. Who was Mary Queen of Scots and why was she a threat? 14. How close did the Northern Rebellion come to removing Elizabeth from the throne? 15-16. Was George Talbot the right man to be responsible for the security of Mary, Queen of Scots? 17. To what extent did the nature of the plots against Elizabeth change over time?</p> <p>FEBRUARY/MARCH PPES 2 WEEKS. LOSE HOURS, KEEP SOME, FEEDBACK TO PPE CYCLE</p> <p>To what extent did ideology shape Elizabethan society?</p> <p>18. To what extent did the "Great Chain of Being" shape Elizabethan society?</p>	<p>Revision of all units and preparation for examinations</p>

31-32. To what extent did Government improve Public Health at the start of the 20th century?
33-34. To what extent did Government improve Public Health in the mid-late 20th century?
35-36. ' __key factor__ has been the main factor in the developing __theme__ in Britain'
How far do you agree? (16 marks + 4)
37-38. How does all of this fit together (thematic review)

NOVEMBER PPES 2 WEEKS. LOSE HOURS, KEEP SOME, FEEDBACK TO PPE CYCLE

ELIZABETHAN UNIT BEGINS

How effectively did Elizabeth I manage her court and Parliament to maintain her power?

1. Who was Elizabeth?
2. What role did the Royal Court play in Elizabethan government?
3. To what extent did Elizabeth control her government?
4. Why was Elizabeth's marriage such a controversial issue? (Succession crisis)
5. What does the evidence reveal about the strength of rule at different points in Elizabeth's reign?
- 6-7. How significant was the Earl of Essex's rebellion against Elizabeth?

How did religious divisions affect Elizabeth I's rule?

- 8-9. Was Elizabeth able to achieve a "Middle Way" that everyone could live with?
- 10-12. How severe was the extent of the Catholic threat towards Elizabeth?

19. Why are Art Historians so obsessed with portraits of Elizabeth I?
- 20-21. How much did Elizabeth's government tackle the problem of Poverty between 1568-1603?
- 22-23. Why did Elizabeth encourage the development of the theatre during her reign?
24. Why was exploration and trade of growing importance during the Elizabethan Era?
- 25-27. Was Francis Drake's circumnavigation of the globe all worth it?

How did the Spanish Armada affect the balance of European power?

28. Why did England and Spain find themselves at war by 1588?
- 29-30. Why did the mighty Spanish Armada fail to invade England?
- 31-36. Historic environment study (changes each year):
2025 – Hardwick Hall
2026 – Globe Theatre