

History – Year 7 2023-2024

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	What happened to the Princes in the tower			Was Schama correct about the change caused by the Norman Conquest?						How did the Shoguns control Japan?					

Term 2	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
	Medieval Japan		What was life like in the Mali Empire?							Did King John deserve his evil reputation?	

Term 3	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
	Did King John deserve his evil reputation?				Why was the Black Death a significant event for Britain?								

History – Year 8 2023-2024

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	Which Tudor monarch had the biggest impact on religion in Britain?		What can the Witch Craze reveal to a historian about Early Modern Europe?				Was the New world a place of opportunity?				Why is the question 'What is the British Empire?' so difficult to answer				

Term 2	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
	Local Study 'Disastrous and terrible.' Is this an accurate representation of the industrial revolution?			Why did so many soldiers die during World War One?				Did everyone have the same experience of life in Nazi Germany?			What was the most significant event in WWII?

Term 3	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
	What was the most significant event in WWII?			How should the Holocaust be remembered?				Was Britain a safe haven for all immigrants?					

History – Year 9 2023-2024

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	How Enlightened was the French Revolution?			Why was the Haitian Revolution significant?			What factors contributed to the February 1917 Revolution and the end of Tsarism?			How accurate was Hemingway on the longevity of the Cuban Revolution?			How far did attitudes in Britain change for the better due to World War One?		

Term 2	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	
	How did WWII bring the people together?			How was peace achieved in Northern Ireland?			How did Britain deal with life after WWII			Local Study To what extent did workers bring about reform in Britain?		

Term 3	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
	How successful was the British suffrage movement?			What happened during Britain's hidden civil rights movement?			How did people dissent against war in the 20th Century?			How did protests improve the rights of the diverse society in the late 20th Century?			

History– Year 10 2023-2024

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Health and the people	Recall	How did American society become more equal in the 1950's?				Which factor led to the most medical developments in the Medieval period?				Recall		Which factor led to the most medical developments in the Renaissance period?			

Term 2	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	
Health and the people	Renaissance	Recall		Which factor led to the most medical developments in the 19th Century?				Recall	Which factor led to the most medical developments in the Modern period?			

Term 3	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
Norman England	Modern	Recall		Was luck the main reason for the outcome of Hastings			Recall		Historical Environment		Recall		

History – Year 11 2023-2024

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Norman conflict and tension	Recall	What was William's most effective method of control after 1066?			How did the Normans reform society and Religion in England?			Recall		What was the main cause of German resentment towards the Treaty of Versailles?			Recall		League of Nations

Term 2	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
Conflict and tension	What was the main reason for the failure of the League of Nations?		Recall		What was the main reason for the outbreak of WWII?					Recall	

Term 3	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
	Recall												

BIG IDEA		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15			
To develop expertise as Medieval Historians – The Power of rulers	A u t u m n	What happened to the Princes in the Tower?			Was Schama correct about the change caused by the Norman Conquest?						How did the Shoguns control Japan?								
	S p r i n g	Week 16	Week 17	Medieval Japan		Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	What was life like in the Mali Empire?		Week 25	Week 26	Week 27	Did King John deserve his evil reputation?	
	S u m m e r	Week 28	Week 29	Week 30	Week 31	Did King John deserve his evil reputation?			Week 32	Week 33	Week 34	Week 35	Week 36	Why was the Black Death a significant event for Britain?					

BIG IDEA	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
CORE CONCEPTS	What happened to the Princes in the Tower?			Was Schama correct about the change caused by the Norman Conquest?						How did the Shoguns control Japan?					
Intent (Curriculum design, coverage and appropriateness). What are you trying to achieve?	1. Why did two families fight over the throne of England? 2. What happened to the princes in the tower? 3. Synoptic - What happened to the princes in the tower?			1. What happened at the Battle of Hastings? 2. How effective was William at dealing with rebellions? 3. What impact did castles have on Norman England? 4. How did William use the feudal system to control England? 5. How did the Normans change law and order? 6. Who saw the greatest change to their lives under the Normans? 7 and 8. Synoptic - How correct was Schama about the Norman Conquest?						1. How can we compare Medieval Japan and Medieval Europe? 2. Who was Minamoto No Yoritomo? 3. How did The Minamoto win the Battle of Dan-No-Ura? 4. Is the Kusanagi Sword real? 5. Who were the Samurai? 6. What was the role of women in Medieval Japan? 7. Synoptic - How did the Shoguns control Japan?					
	Threshold Concept: History is subjective and made up of competing narratives.			Threshold Concept: History is subjective and made up of competing narratives and that not everyone experiences the same event in the same way. E.g. Schama is not necessarily correct about the change caused by the Norman Conquest, despite him being considered an expert on the subject.						Threshold Concept: Societies around the world develop similar societal, power and military structures that are comparable.					
Implementation (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	Pedagogical Approaches: <ul style="list-style-type: none"> Use of historical sources – students will make inferences. Dual coding Metacognition 			Pedagogical Approaches: <ul style="list-style-type: none"> Use of historical sources – students will make inferences and consider the sources for utility. Sorting exercises to categorise evidence to support metacognition. Ranking exercises to encourage students to make judgements and explain their opinions. Use of knowledge organisers and low stakes quizzes that will encourage recall. Key word tests to improve and develop literacy. Timeline activities. Dual coding. 						Pedagogical Approaches: <ul style="list-style-type: none"> Use of historical sources – students will make inferences and consider the sources for utility. Sorting exercises to categorise evidence to support metacognition. Ranking exercises to encourage students to make judgements and explain their opinions. Use of knowledge organisers and low stakes quizzes that will encourage recall. Key word tests to improve and develop literacy. Timeline activities. Dual coding. 					
	Impact (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?			RTPs L3 Synoptic – Princes in the Tower WCF – Police Report and quiz			RTPs L4 Key Words Test L8 Synoptic – Norman England WCF – Schama Essay and Quiz			RTPs L4 Key Words Test L7 Synoptic – Medieval Japan WCF – Shogun Essay and Quiz					

Achieving Excellence Together - SPRING

BIG IDEA	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27
CORE CONCEPTS	Medieval Japan		What was life like in the Mali Empire?							Did King John deserve his evil reputation?		
Intent (Curriculum design, coverage and appropriateness). What are you trying to achieve?	6. What was the role of women in Medieval Japan? 7. Synoptic - How did the Shoguns control Japan?		1. What, When and Where was The Mali Empire? 2. What was life like for ordinary people in the Mali Empire? 3. What was the best thing Mansa Musa did for Mali? 4. How rich was Mansa Musa? 5. How connected was the Mali Empire? 6. Did the Mali Empire travel to America? 7. Synoptic Lesson - What was life like in the Mali Empire?							1. What was the role of a Medieval King? 2. What did King John actually do? 3. How has King John been interpreted over time?		
	Threshold Concept: Societies around the world develop similar societal, power and military structures that are comparable.		Threshold Concept: That empire and communities developed beyond the western world. That British history is not in isolation but vastly connected to other countries, continents and cultures.							Threshold Concept: History is subjective and made up of competing narratives E.g. individuals regard the reign of King John in different ways.		
Implementation (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	Pedagogical Approaches: <ul style="list-style-type: none"> Use of historical sources – students will make inferences and consider the sources for utility. Sorting exercises to categorise evidence to support metacognition. Ranking exercises to encourage students to make judgements and explain their opinions. Use of knowledge organisers and low stakes quizzes that will encourage recall. 		Pedagogical Approaches: <ul style="list-style-type: none"> Use of historical sources – students will make inferences and consider the sources for utility. Sorting exercises to categorise evidence to support metacognition. Ranking exercises to encourage students to make judgements and explain their opinions. Use of knowledge organisers and low stakes quizzes that will encourage recall. Key word tests to improve and develop literacy. Timeline activities. Dual coding. 							Pedagogical Approaches: <ul style="list-style-type: none"> Use of historical sources – students will make inferences and consider the sources for utility. Sorting exercises to categorise evidence to support metacognition. Ranking exercises to encourage students to make judgements and explain their opinions. Use of knowledge organisers and low stakes quizzes that will encourage recall. Key word tests to improve and develop literacy. Timeline activities. Dual coding. 		
Impact (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?	RTPs L4 Key Words Test L7 Synoptic – Medieval Japan WCF – Shogun Essay and Quiz		RTPs L3 Key Words Test L7 Synoptic – Mali Empire WCF – Mali account and Quiz							RTPs L3 Key Words Quiz L6 Synoptic – King John WCF – King John Interpretations and Quiz		

Achieving Excellence Together - SUMMER

BIG IDEA	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
CORE CONCEPTS	Did King John deserve his evil reputation?			Why was the Black Death a significant event for Britain?								
Intent (Curriculum design, coverage and appropriateness). What are you trying to achieve?	4. Why do interpretations of King John differ? 5. How bad is John in comparison to other Monarchs? 6. Synoptic - Did King John deserve his reputation as a bad king?			1. What was life like for ordinary medieval people? 2. What were the symptoms and how did it spread? 3. What were the causes and cures of the Black Death? 4. What impact did the Black Death have on Britain at the time? 5. What impact did the Black Death have on Britain in the long term? 6. Synoptic lesson – Create the diary entry of a medieval monk. 7. Synoptic application: Teach significance - Why was the Black Death a significant event in Britain? Long term and short term consequences.								
	Threshold Concept: History is subjective and made up of competing narratives E.g. individuals regard the reign of King John in different ways.			Threshold Concept: The impact of an event can vary over time. Initial impact (short term) shows the significance of the Black Death at the time, whilst the long-term results also effected society many years later.								
Implementation (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	Pedagogical Approaches: <ul style="list-style-type: none"> Use of historical sources – students will make inferences and consider the sources for utility. Sorting exercises to categorise evidence. Ranking exercises to encourage students to make judgements and explain their opinions. Use of knowledge organisers and low stakes quizzes. Key word tests Timeline activities 			Pedagogical Approaches: <ul style="list-style-type: none"> Use of historical sources – students will make inferences and consider the sources for utility. Sorting exercises to categorise evidence to support metacognition. Ranking exercises to encourage students to make judgements and explain their opinions. Use of knowledge organisers and low stakes quizzes that will encourage recall. Key word tests to improve and develop literacy. Timeline activities. Dual coding. 								
Impact (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?	RTPs L3 Key Words Quiz L6 Synoptic – King John WCF – King John Interpretations and Quiz			RTPs L4 Key Words Quiz L7 Synoptic – Black Death WCF – Black Death Essay and Quiz								

BIG IDEA		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
To develop expertise as Early Modern and Modern Historians – The World in Turmoil	AUTUMN	Which Tudor monarch had the biggest impact on religion in Britain?			What can the Witch Craze reveal to a historian about Early Modern Europe?				Was the New world a place of opportunity?			Was the New world a place of opportunity?				
	Week 16		Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27			
	SPRING	'Disastrous and terrible.' Is this an accurate representation of the industrial revolution?			Why did so many soldiers die during World War One?				Was Nazi Germany really a paradise like one ex-Nazi described it?				What was the most significant event in WWII?			
Week 28		Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39				
SUMMER	What was the most significant event in WWII?			How should the Holocaust be remembered?				Was Britain a safe haven for all immigrants?								

History – Year 8

BIG IDEA	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
CORE CONCEPTS	Which Tudor monarch had the biggest impact on religion in Britain?		What can the Witch Craze reveal to a historian about Early Modern Europe?			Was the New world a place of opportunity?					Was the British Empire in Africa and India a solely exploitative venture?				
Intent (Curriculum design, coverage and appropriateness). What are you trying to achieve?	1. Why did Henry VIII Break with Rome? 2. How did Edward VI continue to make England more Protestant? 3. How did Mary revert the church back to Catholic? 4. Was Elizabeth I Really a Beacon for religious Tolerance? 5. Synoptic - Which Tudor monarch had the biggest impact on religion in Britain?		1. How did The Reformation change Europe? 2. Who were the witches and how were they caught? 3. What can the North Berwick Trials tell us about Early Modern Scotland? 4. How can we explain the German Witch Craze? 5. What can the Affair of the Poisons tell us about French Society in the 17th Century? 6. Why was Iceland 'The Exception' in The Witch Craze? 7. Synoptic- What can The Witch Craze tell us about Early Modern Europe?			1. Why did people want to move to the new world? 2. What was life like for colonialists in America? 3. How did the Slave trade operate? 4. How were slaves treated? 5. Why are there so few Native Americans? 6. Were pirates revolutionaries or criminals? 7. How democratic was the American Revolution? 8. Synoptic - Was the New world a place of opportunity?					1. Why did Britain gain control of India and Africa? 2. What was the impact of empire on Britain and India? 3. What was the impact of empire on Britain and Africa? 4. Historians opinions - Was the British empire in Africa and India a solely exploitative venture? 5 and 6. Synoptic – Was the British Empire in Africa and India a solely exploitative venture?				
	Threshold Concept: That history is subjective and a series of competing narratives and perspectives. E.g. Henry should not be judged by the standards of today but in relation to the power on monarchy at that time.		Threshold Concept: That certain case studies in history which appear quite narrow can open up a wider study of society at that particular time.			Threshold Concept: That certain case studies in history which appear quite narrow can open up a wider study of society at that particular time.					Threshold Concept: That history is subjective and a series of competing narratives and perspectives. E.g. that the opinion of empire has changed as perspectives have changed.				
Implementation (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	Pedagogical Approaches: Use of historical evidence to make judgements. Ranking exercises such as diamond nines. Knowledge organisers. Factual quizzes to embed knowledge into the long term memory.		Pedagogical Approaches: <ul style="list-style-type: none"> Use of historical sources – students will make inferences and consider the sources for utility. Sorting exercises to categorise evidence. Ranking exercises to encourage students to make judgements and explain their opinions. Use of knowledge organisers and low stakes quizzes to embed knowledge into the long term memory. Key word tests Timeline activities 			Pedagogical Approaches: <ul style="list-style-type: none"> Use of historical sources – students will make inferences and consider the sources for utility. Sorting exercises to categorise evidence. Ranking exercises to encourage students to make judgements and explain their opinions. Use of knowledge organisers and low stakes quizzes to embed knowledge into the long term memory. Key word tests Timeline activities 					Pedagogical Approaches: <ul style="list-style-type: none"> Use of historical sources – students will make inferences and consider the sources for utility. Sorting exercises to categorise evidence. Ranking exercises to encourage students to make judgements and explain their opinions. Use of knowledge organisers and low stakes quizzes to embed knowledge into the long term memory. Key word tests Timeline activities 				
Impact (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum?	RTPs L5 Synoptic – Tudors WCF – Tudors article and Quiz		RTPs L3 Key Words Test L8 Synoptic – Tudors WCF – Tudors article and Quiz			RTPs L4 Key Words Test L8 Synoptic – New World WCF – New World Interpretations and Quiz					RTPs L4 Key words Test L6 Synoptic – Empire WCF				

BIG IDEA	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27
CORE CONCEPTS	'Disastrous and terrible.' Is this an accurate representation of the industrial revolution?			Why did so many soldiers die during World War One?				Was Nazi Germany really a paradise like one ex-Nazi described it?				
Intent (Curriculum design, coverage and appropriateness). What are you trying to achieve?	<ol style="list-style-type: none"> How did cities develop in the 19th Century? Was Oldham a typical example of how towns grew due to the production of cotton? What dangers did people face fuelling the industrial revolution? How did the development of the railway help the industrial revolution? Why did Joseph Hebergran go lame? Were all factories a bad experience? What was public health like in the 19th century? Synoptic - Arnold Toynbee 'Disastrous and terrible.' Is this an accurate representation of the industrial revolution? 			<ol style="list-style-type: none"> Why did war break out in Europe in 1914? How did recruitment and propaganda encourage men to fight in WWI? How did the nature of trench warfare make WWI deadly? Why did new technology make trench warfare so dangerous? What happened at the Battle of the Somme? Was Haig the "butcher of the Somme"? Why did so many soldiers get killed during World War One? Synoptic - Why did so many soldiers get killed during World War One? 				<ol style="list-style-type: none"> Why did the Nazis appeal to so many? What can we learn about the Nazis from the Night of the Long Knives? What good and bad social changes did the Nazis bring about? How did life change for women in Nazi Germany? What was the impact of Nazi policies for young people? How and why did the Nazis establish a police state? What happened to those who opposed the Nazis? Synoptic - Which interpretation do you find more convincing about Nazi Germany? 				
	Threshold Concept: That representations of events can differ according to the sources that have been used by the historians.			Threshold Concept: The high casualty rates of World War 1 was a consequence of multiple factors all working together. <ul style="list-style-type: none"> Technology Nature of warfare Leadership Propaganda/Recruitment <p>No one factor is solely responsible. There is also no one single correct answer and that history is very much grey.</p>				Threshold Concept: Historians often disagree about people and events in the past. Assessing the interpretations of historians and making a judgement on the validity of these opinion.				
Implementation (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	Pedagogical Approaches: <ul style="list-style-type: none"> Use of historical sources – students will make inferences and consider the sources for utility. Sorting exercises to categorise evidence. Ranking exercises to encourage students to make judgements and explain their opinions. Use of knowledge organisers and low stakes quizzes to embed knowledge into the long term memory. Key word tests Timeline activities 			Pedagogical Approaches: <ul style="list-style-type: none"> Use of historical sources – students will make inferences and consider the sources for utility. Sorting exercises to categorise evidence. Ranking exercises to encourage students to make judgements and explain their opinions. Use of knowledge organisers and low stakes quizzes to embed knowledge into the long term memory. Key word tests Timeline activities 				Pedagogical Approaches: <ul style="list-style-type: none"> Use of historical sources – students will make inferences and consider the sources for utility. Sorting exercises to categorise evidence. Ranking exercises to encourage students to make judgements and explain their opinions. Use of knowledge organisers and low stakes quizzes to embed knowledge into the long term memory. Key word tests Timeline activities 				
Impact (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?	RTPs L3 Key Words Test L8 Synoptic – Industrial Revolution WCF – Industrial Revolution Sources and Quiz			RTPs L3 Key Words Test L8 Synoptic – World War One WCF – World War One Essay and Quiz				RTPs L5 Key Words Test L8 Synoptic – Nazi Germany WCF – Nazi Germany Interpretations and Quiz				

BIG IDEA	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
CORE CONCEPTS	What was the most significant event in WWII?			How should the Holocaust be remembered?				Was Britain a safe haven for all immigrants?				
Intent (Curriculum design, coverage and appropriateness). What are you trying to achieve?	<ol style="list-style-type: none"> 1. Was there a miracle at Dunkirk? 2. Why did Britain win the Battle of Britain? 3. What brought America in WWII? 4. Why was there fighting in North Africa during WWII? 5. Why did Stalingrad signal the end of WWII for Hitler? 6. Comparison of the significance of all four events. 7. Why was D-Day successful? 8. Synoptic - What was the most significant event in WWII? 			<ol style="list-style-type: none"> 1. Who were the Jews of Europe before the Second World War? 2. How did life change for German Jews between 1933 and 1938? 3. What were the ghettos and why were they created? 4. What was the 'Holocaust by bullets'? 5. How did the final solution take place? 6. What other groups were targeted by the Nazis? 7. How did people show resistance to the holocaust? 8. Synoptic – how should the Holocaust be remembered? 				<ol style="list-style-type: none"> 1. How multicultural was Roman Britain? 2. Why was Britain a safe haven for the Huguenots in the early 1700s? 3. Why did the Jews come to Britain? 4. Did the Irish come to Britain to avoid famine or find fortune? 5. Were those who arrived on the Windrush welcomed in Britain? 6. Synoptic - Was Britain a safe haven for all immigrants? 				
	Threshold Concept: The impact of individual events can vary in significance E.g. Dunkirk was important for morale but had little impact on the outcome of events.			Threshold Concept: Change goes through a series of cycles: passive, violent, segregation to extermination				Threshold Concept: How people experience events differently E.g. immigrants and indigenous people face different challenges/experiences whilst people integrating into British life				
Implementation (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	Pedagogical Approaches: <ul style="list-style-type: none"> ● Use of historical sources – students will make inferences and consider the sources for utility. ● Sorting exercises to categorise evidence. ● Ranking exercises to encourage students to make judgements and explain their opinions. ● Use of knowledge organisers and low stakes quizzes to embed knowledge into the long term memory. ● Key word tests ● Timeline activities 			Pedagogical Approaches: <ul style="list-style-type: none"> ● Use of historical sources – students will make inferences and consider the sources for utility. ● Sorting exercises to categorise evidence. ● Ranking exercises to encourage students to make judgements and explain their opinions. ● Use of knowledge organisers and low stakes quizzes to embed knowledge into the long term memory. ● Key word tests ● Timeline activities 				Pedagogical Approaches: <ul style="list-style-type: none"> ● Use of historical sources – students will make inferences and consider the sources for utility. ● Sorting exercises to categorise evidence. ● Ranking exercises to encourage students to make judgements and explain their opinions. ● Use of knowledge organisers and low stakes quizzes to embed knowledge into the long term memory. ● Key word tests <p>Timeline activities</p>				
Impact (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?	RTPs L4 Key Words Test L8 Synoptic – World War Two WCF – World War Two Timeline and Quiz			RTPs L3 Key Words Test L8 Synoptic – Holocaust WCF – Holocaust exhibit and Quiz				RTPs L6 Synoptic – Safe have				

BIG IDEA		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	
		How far did revolution promote freedom and equality within society?															
<p>To develop expertise as social and political historians.</p> <p>Assessing the changing world due to conflict, protest and revolution</p>	AUTUMN	How Enlightened was the French Revolution?			What should we know about the Haitian Revolution, and why don't we know it?			To what extent did the Russian Revolution bring about positive change?			How accurate was Hemingway on the longevity of the Cuban Revolution?			How far did attitudes in Britain change for the better due to WWI?			
		SPRING	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27			
	How far did conflict promote freedom and equality within society?																
	How did WWII bring the people together?			How was peace achieved in Northern Ireland?			Cold War (2025) How did Britain deal with life after WWII? (2024)			How did Reformers and Workers To what extent did Workers bring about Reform in Britain?							
	SUMMER	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39				
How far did protest promote freedom and equality within society?																	
		How successful was the British suffrage movement?			What happened during Britain's hidden civil rights movement?			How did people dissent against war in the 20th Century?			How did protest improve the rights of the diverse society in the later 20th Century?						

BIG IDEA	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
CORE CONCEPTS	How Enlightened was the French Revolution?			Why was the Haitian Revolution significant?			What factors contributed to the February 1917 Revolution and the end of Tsarism?			How accurate was Hemingway on the longevity of the Cuban Revolution?			How far did attitudes in Britain change for the better due to World War One?		
Intent (Curriculum design, coverage and appropriateness) . What are you trying to achieve?	1. What was France like under The Ancien Regime? 2. How was France ruled in 1789? 3. How did the storming of the Bastille lead to a revolution? 4. Why did Louis end up beheaded? 5. What was the impact of the French Revolution? 6. Synoptic - How Enlightened was the French Revolution?			1. What was Haiti like before The Revolution? 2. What caused the Haitian Revolution? 3. How did Toussaint Louverture ensure freedom for enslaved people? 4. How did Haiti become independent? 5. What is the Legacy of the Haitian Revolution? 6. Synoptic: Why was the Haitian Revolution significant?			1. Did the reign of Alexander III bring Russia closer to Revolution? 2. What caused the 1905 Revolution and why did the Tsar survive? 3. What was life like for the people after 1905 under Tsar Nicholas? 4. How did the First World War contribute to the Russian Revolution in 1917? 5. What happened to Nicholas II and the Monarchy in 1917? 6. Synoptic - What factors contributed to the February 1917 Revolution and the end of Tsarism?			1. What was Cuba like in the 1950s? 2. How did Castro take down the Bastia regime? 3. How did Che Guevara support Castro? 4. What impact did the revolution have on Cuban society? 5. What impact did the revolution have on international relations? 6. Synoptic - How accurate was Hemingway on the longevity of the Cuban Revolution?			1. What was life like on the home front for the people of Britain? 2. What was the biggest hardship faced by Britain on the Home front? 3. How did WWI help women to gain a sense of purpose? 4. Did WWI do anything to improve the prospects of minorities? 5. How did WWI change the lives of young people? 6. Synoptic - How did WWI change the government's attitude towards its people?		
	Threshold Concept: The decline and overturning of centuries of monarchy is messy and can lead to short term issues. Successful revolutions can be contagious.			Threshold Concept: Sources are very much influenced by the time and author of creation. Sources can show multiple views and thoughts and must be used collectively to get a broad and balanced view.			Threshold Concept: That representations of events can differ according to the sources that have been used by the historians.			Threshold Concept: That a singular event can have both positive and negative outcomes. These can change over time through short and long term impacts.			Threshold Concept: A time of turbulence can have positive outcomes for society. A deadly war can bring independence and liberation for some.		
Implementation (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	Pedagogical Approaches: <ul style="list-style-type: none"> • Use of historical evidence to make judgements. • Ranking exercises such as diamond nines. • Knowledge organisers. • Factual quizzes to embed knowledge into the long term memory. 														
Impact (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?	RTPs L6 Synoptic - How Enlightened was the French Revolution?			RTPs L6 Synoptic - Why was the Haitian Revolution significant?			RTPs L6 Synoptic - What factors contributed to the February 1917 Revolution and the end of Tsarism?			RTPs L6 Synoptic - How accurate was Hemingway on the longevity of the Cuban Revolution?			RTPs L6 Synoptic - How did WWI change the government's attitude towards its people?		

BIG IDEA	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27
CORE CONCEPTS	How did WWII bring the people together?			How was peace achieved in Northern Ireland?			How did Britain deal with life after WWII?			To what extent did Workers bring about Reform in Britain?		
Intent (Curriculum design, coverage and appropriateness). What are you trying to achieve?	1. How did the Land Girls help feed Britain during World War Two? 2. Was the Blitz Britain's finest hour? 3. How did World War Two cause people to make do and mend? 4. How did Black Americans go from second class citizens to pilots? 5. How did World War Two change the lives of young people? 6. Synoptic - Which war did more to cause a social revolution?			1. How did the troubles in Northern Ireland start? 2. What was the impact of Bloody Sunday? 3. Why did people go on Hunger Strike for Irish Independence? 4. Why did the IRA bomb Manchester in 1996? 5. Did the Good Friday Agreement truly bring about peace? 6. Synoptic - How was peace achieved in Northern Ireland?			1. How did Britain adjust to peacetime? 2. How did popular culture influence post war society? 3. Did the achievements of LGBT people during WWII really count for anything? 4. How did conflict bring about social change? 5. 6. Synoptic - How far did conflict in the 20th Century promote freedom and equality within society?			1. Was the Peterloo Massacre a Symbol of Disaster or Change? 2. Was the Matchgirls' Strike a Social or Political Issue? 3. Was the Battle of George Square a Revolution, Riot or Strike? 4. Who was to blame for the Battle of Orgreave? 5. Synoptic – To what extent did workers bring about reform in Britain? 6. Synoptic Application – To what extent did workers bring about reform in Britain?		
	Threshold Concept: A time of turbulence can have positive outcomes for society. A deadly war can bring independence and liberation for some.			Threshold Concept: That divisions in society can cause troubles that are far reaching across the country. That a country can be at war with itself.			Threshold Concept: That society can alter drastically in the aftermath of a war.			Threshold Concept: That people can challenge authority and stand up for their rights to equal opportunities, pay and working conditions.		
Implementation (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	Pedagogical Approaches: <ul style="list-style-type: none"> • Use of historical sources – students will make inferences and consider the sources for utility. • Sorting exercises to categorise evidence. • Ranking exercises to encourage students to make judgements and explain their opinions. • Use of knowledge organisers and low stakes quizzes to embed knowledge into the long term memory. • Key word tests • Timeline activities 											
Impact (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?	RTPs L6 Synoptic - Which war did more to cause a social revolution?			RTPs L6 Synoptic - How was peace achieved in Northern Ireland?			RTPs L6 Synoptic - How far did conflict in the 20th Century promote freedom and equality within society?			RTPs L6 Synoptic – To what extent did workers bring about reform in Britain?		

Summer

BIG IDEA	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
CORE CONCEPTS	How successful was the British suffrage movement?			What happened during Britain's hidden civil rights movement?			How did people dissent against war in the 20th Century?			How did protest improve the rights of the diverse society in the later 20th Century?		
Intent (Curriculum design, coverage and appropriateness). What are you trying to achieve?	1. Why were women treated differently in the early 20th Century? 2. Was Emily Davison a deliberate martyr? 3. Were the Suffragettes terrorists or heroines? 4. Did the suffragettes represent a wide range of people? 5. 6. Synoptic – how successful was the suffrage movement at getting representation for all women?			1. Why did Asquith Xavier have to take on Euston Station? 2. Why did the Notting hill Carnival begin? 3. What was achieved during the Bristol Bus Boycott? 4. Why did a street uprising occur in Moss Side? 5. Synoptic – Forgotten or ignored?			1. Why did some people not want to fight for their country during the First World War? 2. How did the war in Vietnam affect US citizens back home? 3. How did the US citizens protest against the war in Vietnam? 4. How do people dissent against war today? 5. Synoptic - How much did war dissent give people the freedom to not participate in conflict?			1. How did feminists fight for equality in the later 20th Century? 2. How far was the feminist movement a success? 3. What impact did the Stonewall riots have on the LGBT community? 4. How did the people of Manchester protest against section 28? 5. Synoptic - Did conflict or protest do more to achieve equality and freedom in the diverse society of the 20th century?		
	Threshold Concept: Knowledge is unique to each time period but can be interconnected across time such as the fight for rights regarding race, sex and working rights.			Threshold Concept: Knowledge is unique to each time period but can be interconnected across time such as the fight for rights regarding race, sex and working rights.			Threshold Concept: Knowledge is unique to each time period but can be interconnected across time such as the fight for rights regarding race, sex and working rights.			Threshold Concept: Knowledge is unique to each time period but can be interconnected across time such as the fight for rights regarding race, sex and working rights.		
Implementation (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	Pedagogical Approaches: <ul style="list-style-type: none"> • Use of historical sources – students will make inferences and consider the sources for utility. • Sorting exercises to categorise evidence. • Ranking exercises to encourage students to make judgements and explain their opinions. • Use of knowledge organisers and low stakes quizzes to embed knowledge into the long term memory. • Key word tests • Timeline activities 											
Impact (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?	RTPs L6 Synoptic – how successful was the suffrage movement at getting representation for all women?			RTPs L6 Synoptic - Forgotten or ignored?			RTPs L6 Synoptic - How much did war dissent give people the freedom to not participate in conflict?			RTPs L6 Synoptic - Did conflict or protest do more to achieve equality and freedom in the diverse society of the 20th century?		

Recall

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	
Recall	How did America society become more equal in the 1950s – 70s?					Which factor led to the most medical development in the <u>medieval period</u> ?				Recall	Which factor led to the most medical development in the <u>Renaissance Period</u> ?				
Learning Intentions: 1. Why did America boom in the 1920s? 2. What were the inequalities in the 1920s? 3. How far did the New Deal improve conditions in the Great Depression?	Learning Intentions: 1. Why did American begin to spend again in the 1950s? 2. Was the American dream a reality or illusion? -_/15 3. How was popular culture reflective of attitudes in post-war America? 4. How did McCarthyism affect American society? 5. Why did African Americans take on the task of the Civil Rights Movement? 6., 7 and 8. How was protest used to gain equality in America? 9. How successful were violent protests? 10. How far did Kennedy achieve a 'New Frontier'? 11. How far was the 'Great Society' created in the 1960-70s? 12. How successful was the Feminist Movement in the 1960s and 70s? 13. Synoptic Lesson – Historiography 14. Synoptic Application - "Which movement did more at achieve equality in America post WWII?"					Learning Intentions: 1. Overview of the topic: Health in Britain 1000 to the present day. 2. What did a medieval doctor know? 3. Did Christianity help or hinder medical progress in the early middle ages? 4. How did Islam affect medicine in the early middle ages? 5. Did surgery progress in the Medieval Period? 6. What was public health like in Medieval towns? 7. What was public health like in Medieval monasteries? 8. What did people believe caused the black death and how did people try to deal with it? 9. What impact did the Black Death have on British society? 10. Synoptic Lesson – Historiography of the Black Death 11. Synoptic Application – Which factor led to the most medical development in the medieval period?				Learning Intentions: 1. Why did prohibition fail? 2. Why did the Great Depression have such a negative impact on America? 3. Why did America boom in the 1920s? 4. What was successful about the Peaceful Protests? 5. Did the violent protests help or hinder the movement? 6. Who did more to improve American society JFK or LBJ?		Learning Intentions: 1. What was the renaissance and how did it lead to improvements in medical knowledge and understanding? 2. How did Vesalius, Pare and Harvey move medical understanding on? 3. Who made the biggest contribution to health in Britain? Vesalius, Pare or Harvey? 4. Did treatments of people change in the 17th and 18th Centuries due to science? 5. Did Britain deal with the Great Plague more effectively than the Black Death? 6. Did John Hunter make a bigger contribution to medical progress than Vesalius, Pare or Harvey? 7. Did surgery improve between the 16th and 18th centuries? 8. How did hospitals change in the 18th century? 9. How did Edward Jenner help defeat smallpox? 10. Why was there opposition to Jenner and Vaccination?			
Pedagogical Approaches: Free Recall Modelling Quizzing	Pedagogical Approaches: <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 					Pedagogical Approaches: <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 				Pedagogical Approaches: <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 		Pedagogical Approaches: <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 			
Subject Specific Knowledge: Causes of	Subject Specific Knowledge: American Dream, Communism and McCarthyism, Civil Rights Movement, Great Society, New Frontier, Feminism					Subject Specific Knowledge: Christianity, Islam, Public Health, Black Death				Subject Specific Knowledge: The Boom in the 1920s, Civil Rights		Subject Specific Knowledge: Renaissance, Renaissance individuals, Smallpox vaccine, Great Plague			

the Boom KKK and Jim Crow Alphabet Agencies			Movement, New Frontier, Great Society	
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Learning Chunk 1	Recall	Number of lessons	11
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Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Recall	Why did America boom in the 1920s?	<ul style="list-style-type: none"> ▪ Find it, fix it about the 1920s boom. ▪ Economic boom mind map ▪ Free recall of key words ▪ Exam question
2	Recall	What were the inequalities in the 1920s?	<ul style="list-style-type: none"> ▪ Free recall or tensions in the 1920s ▪ Free recall of key words ▪ Interpretation activity
3	RTP	How far did the New Deal improve conditions in the Great Depression?	<ul style="list-style-type: none"> ▪ Free recall of the key words ▪ Match up of the Alphabet Agencies

Learning Chunk 2	How did America society become more equal in the 1950s – 70s?	Number of lessons	13
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Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Content	Why did American begin to spend again in the 1950s?	<ul style="list-style-type: none"> • Categorise the causes of prosperity
2	Content	Was the American dream a reality or illusion?	<ul style="list-style-type: none"> • Interpretation skills – was America really a time of the American Dream? ___/15

3	Content	How was popular culture reflective of attitudes in post-war America?	<ul style="list-style-type: none"> • Popular culture, including Rock and Roll and television: contrasting views of the old and young generations. The birth of the teenager.
4	Content	How did McCarthyism affect American society?	<ul style="list-style-type: none"> • McCarthyism – the causes and effects of McCarthyism. Why was there such fear of Communism? • Communism hexagon
5	Content	Why did African Americans take on the task of the Civil Rights Movement?	<ul style="list-style-type: none"> ▪ Bus Boycott, Brown vs Board of Education – recall of the discrimination African Americans faced in the 1920s
6	RTP	How successful was the struggle for educational equality?	<ul style="list-style-type: none"> ▪ Little Rock ▪ Interpretation analysis of Little Rock
7	Content	How successful were the peaceful protests in gaining equality?	<ul style="list-style-type: none"> ▪ Timeline of the peaceful protests
8	Content	How successful were violent protests?	<ul style="list-style-type: none"> ▪ Interpretations of the Black Power Movement ▪ Categorise the achievements of the CRM
9	Content	How far did Kennedy achieve a 'New Frontier'?	<ul style="list-style-type: none"> ▪ GCSE Pod
10	Content	How far was the 'Great Society' created in the 1960-70s?	<ul style="list-style-type: none"> ▪ GCSE Pod
11	Content	12. How successful was the Feminist Movement in the 1960s and 70s?	<ul style="list-style-type: none"> ▪ Timeline of the Feminist Movement
12	Synoptic Lesson	13. Historiography of the Civil Rights Movement.	<ul style="list-style-type: none"> ▪ Use of historiography to make a judgement on the success of the movement on to assess whether it began in 1954.
13	RTP Synoptic	Which movement did more at achieve equality in America post WWII?	Multiple Choice Quiz – including interleaving of 1920s and 1930s. ____/15

Learning Chunk 3	Which factor led to the most medical development in the <u>medieval period</u> ?	Number of lessons	11
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Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Content	Overview of the topic: Health in Britain 1000 to the present day.	<ul style="list-style-type: none"> ▪ Recall knowledge from Y7 – Black Death. Mind map of what can be recalled from Y7. ▪ Organising a timeline of key dates within the specification.

			<ul style="list-style-type: none"> ▪ Categorising of factors that relate to the development of health.
2	Content	What did a medieval doctor know?	<ul style="list-style-type: none"> ▪ Early medieval treatments; 4 humours; medieval medical training; the types of person you could see to be treated. ▪ Create a duel code of the 4 humours.
3	Content	Did Christianity help or hinder medical progress in the early middle ages?	<ul style="list-style-type: none"> ▪ Christian ideas about illness and medicine, Christian treatments – judgement on whether Christianity was actually a help or hindrance to medicine in this period. ▪ Categorising the influence of Christianity into a help or hindrance.
4	RTP	How did Islam affect medicine in the early middle ages?	<ul style="list-style-type: none"> ▪ Islamic ideas about illness and medicine, Islamic treatments, Did Islam help/hinder progress?
5	content	Did surgery progress in the Medieval Period?	<ul style="list-style-type: none"> ▪ Who practiced surgery? Was surgery improving? Key figures – Abulcasis, Frugardi etc. ▪ Mind map of medieval surgeons.
6	Content	What was public health like in Medieval towns?	<ul style="list-style-type: none"> ▪ Which areas was public health worse in and in which areas was it better? Why? How did councils try to make improvements?
7	Content	What was public health like in Medieval monasteries?	<ul style="list-style-type: none"> ▪ Why was public health in monasteries better? How did it compare to towns, was it better or worse?
8	Content	What did people believe caused the Black Death and how did people try to deal with it?	<ul style="list-style-type: none"> ▪ Checkpoint – Public health and the influence of religion on medicine. ▪ What was the Black Death? What caused it? What did people believe caused it? How did people try to deal with it? ▪ Reflective teaching – Knowledge drop – last slide of the PowerPoint.__/10
9	Content	What impact did the Black Death have on British society?	<ul style="list-style-type: none"> ▪ Categorising the impact of the Black Death in terms of food shortages/peasants wages. ▪ Recall the state of public health, medical knowledge and the influence of the church.
10	Synoptic Lesson	Historiography of the Black Death	<ul style="list-style-type: none"> ▪ To understand what historians argue was the impact of the Black Death.
11	RTP Synoptic	Which factor led to the most medical development in the medieval period?	<ul style="list-style-type: none"> ▪ Write a historical account of how factors influenced medical development in the medieval period.

Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Recall	1. Why did prohibition fail?	<ul style="list-style-type: none"> GCSE Pod Timeline the success of prohibition Ranking the reasons for prohibitions failure
2	Recall	2. Why did the Great Depression have such a negative impact on America?	<ul style="list-style-type: none"> Free recall of the impact of the Great Depression Flow chart of the causes of the Great Depression
3	Recall	3. Why did America boom in the 1920s?	<ul style="list-style-type: none"> Free recall of the causes of the boom Ranking the winners of the boom
4	Recall	4. What was successful about the Peaceful Protests?	<ul style="list-style-type: none"> Think pair share Timeline match up Assessing key individuals
5	Recall	5. Did the violent protests help or hinder the movement?	<ul style="list-style-type: none"> GCSE Pod Causes, events and consequences
6	RTP	6. Who did more to improve American society JFK or LBJ?	<ul style="list-style-type: none"> Reflective Teaching – Knowledge drop of JFK and LBJ Cops and robbers

Learning Chunk 4	Recall	Number of lessons	6
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Learning Chunk 5	Which factor led to the most medical development in the <u>Renaissance Period</u> ?	Number of lessons	13
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Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Content	What was the renaissance and how did it lead to improvements in medical knowledge and understanding?	<ul style="list-style-type: none"> Recall – Medical hindrances and issues from the Medieval Period. What was the Renaissance? How did it spread? What was the impact of the Renaissance? How could it improve health in Britain?
2	Content	How did Vesalius, Pare and Harvey move medical understanding on?	<ul style="list-style-type: none"> Vesalius, Pare and Harvey’s contributions to medicine – What was the understanding before them? What did they contribute? How did it impact on health in Britain?
3	Content	Who made the biggest contribution to health in Britain? Vesalius, Pare or Harvey?	<ul style="list-style-type: none"> Comparison of the contribution of Vesalius, Pare and Harvey. Whose contributions lasted? Which are now out-dated? Which led to other discoveries? Etc.
4	Content	Did treatments of people change in the 17th and 18th Centuries due to science?	<ul style="list-style-type: none"> Ancient treatments, Treatments for rich/poor, New medicines etc. Assessment of changes and continuity with the medieval period
5	RTP	Did Britain deal with the Great Plague more effectively than the Black Death?	<ul style="list-style-type: none"> How did the government deal with the Great Plague differently? Use of quarantine etc. Comparison of the Black Death to the Great Plague
6	content	Did John Hunter make a bigger contribution to medical progress than Vesalius, Pare or Harvey?	<ul style="list-style-type: none"> How did hunter contribute to medical progress? Teaching, Books, Method, Specimens. Was he more significant than others? Hexagons to collect relevant information
7	Content	Did surgery improve between the 16th and 18th centuries?	<ul style="list-style-type: none"> Create a bar chart to show improvements to surgery. Comparison of surgery between the medieval period and renaissance period.
8	Content	How did hospitals change in the 18th century?	<ul style="list-style-type: none"> Comparison of hospitals in the medieval period and 18th Century.
9	Checkpoint	How did Edward Jenner help defeat smallpox?	<ul style="list-style-type: none"> Venn diagram of inoculation and vaccination
10	Content	Why was there opposition to Jenner and Vaccination?	<ul style="list-style-type: none"> Cartoon analysis to deepen understanding of how to use COP analyse a source.
11	Synoptic	Which factors influenced Renaissance medicine?	<ul style="list-style-type: none"> Recall and collect evidence to support the factors that influenced Renaissance medicine.
12	RTP Synoptic	Which factor was most influential on Renaissance medicine?	<ul style="list-style-type: none"> Write a historical account of how factors influenced medical development in the renaissance period.

Year 10 Spring Term

Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27
Renaissance	Recall Chunk 6		Which factor led to the most medical development in the <u>19th Century</u> ?				Recall Chunk 8		Which factor led to the most medical development in the <u>modern period</u> ?		
<p>Learning Intentions:</p> <p>11. Which factors influenced Renaissance medicine?</p> <p>12. Synoptic - Historiography of Jenner and Renaissance Medicine</p> <p>13. Synoptic Application - Which factor was most influential on Renaissance medicine?</p>	<p>Learning Intentions:</p> <p>1. How did Roosevelt aim to solve the issues caused by the Great Depression?</p> <p>2. How did the peaceful protests help the Civil Rights Movement?</p> <p>3. How did the Black Power Movement influence the Civil Rights Movement?</p> <p>4. How good was Medieval medical understanding?</p> <p>5. Why was public health so poor in the Medieval period?</p> <p>6. Would you trust a Medieval surgeon?</p>		<p>Learning Intentions:</p> <p>1. How was pain conquered in the 19th century?</p> <p>2. What did people believe caused disease in the 19th century?</p> <p>3. How did Pasteur's Germ Theory change attitudes to the cause of illness?</p> <p>4. How did Lister use Germ Theory to develop antiseptic surgery?</p> <p>5. How did Beale and Tyndall support Germ Theory?</p> <p>6. How did Robert Koch finally convince people that Germ Theory was correct?</p> <p>7. How did the rivalry between Pasteur and Koch lead to a race for vaccines?</p> <p>8. How dirty were public towns at the beginning of the 19th century?</p> <p>9. Could living in a 19th Century British city kill you?</p> <p>10. How did increased awareness of conditions lead to public health improvements?</p> <p>11. To what extent had health improved in Britain during the 19th century?</p> <p>12. Synoptic: Historiography – Edwin Chadwick</p> <p>13. Synoptic Application - Was the government the main factor in the improvement of health in Britain in the 19th Century?</p>				<p>Learning Intentions:</p> <p>1. What medical knowledge was there in the Renaissance era?</p> <p>2. Had surgery become any less dangerous in the Renaissance?</p> <p>3. Had public health significantly improved in the Renaissance period?</p> <p>4. How did the lives of women change from 1920 – 1973?</p> <p>5. How did American culture change between 1920 – 1973?</p> <p>6. What consequences did America's fear of communism have on society?</p>		<p>Learning Intentions:</p> <p>1. How was penicillin discovered?</p> <p>2. How and why was penicillin developed?</p> <p>3. How much of an impact did the world War I and new technology have on surgery and health?</p> <p>4. How much of an impact did the world War II have on surgery and health?</p> <p>5. Why and how did the government try to improve the nation's health after 1900?</p> <p>6. How important was the creation of the Welfare state in the development of improved health in Britain?</p> <p>7. How and why have drugs and treatments developed since 1945?</p> <p>8. How far had surgery developed in the 20th Century?</p> <p>9. What alternative forms of medicine were developed?</p>		
<p>Pedagogical Approaches:</p> <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 	<p>Pedagogical Approaches:</p> <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 		<p>Pedagogical Approaches:</p> <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 				<p>Pedagogical Approaches:</p> <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 		<p>Pedagogical Approaches:</p> <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 		
<p>Subject Specific Knowledge:</p> <p>Factors in health, vaccination, Renaissance developments</p>	<p>Subject Specific Knowledge:</p> <p>The Great Depressions, the New Deal, peaceful protests of the CRM, the Black Power Movement, medieval knowledge</p>		<p>Subject Specific Knowledge:</p> <p>Anaesthetics, knowledge of theories of disease, industrial towns, sanitation in towns, public health improvements, Edwin Chadwick.</p>				<p>Subject Specific Knowledge:</p> <p>Renaissance medical knowledge, surgery and public health. Women in America, Red Scare.</p>		<p>Subject Specific Knowledge:</p> <p>Antibiotics, technology on surgery, World War One and Two, Liberal welfare reforms, NHS, alternative medicine.</p>		

Learning Chunk 6	Recall	Number of lessons	6
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Lesson number		Type of Lesson	Learning Intentions	Lesson Structure
1		Recall	How did Roosevelt aim to solve the issues caused by the Great Depression?	<ul style="list-style-type: none"> ▪ Post it quiz ▪ Retrieval relay ▪ Ranking of Alphabet Agencies for importance
2		Recall	How did the peaceful protests help the Civil Rights Movement?	<ul style="list-style-type: none"> ▪ Key word recall ▪ Timeline ▪ Key events impact analysis
3		Recall	How did the Black Power Movement influence the Civil Rights Movement?	<ul style="list-style-type: none"> ▪ Cartoon analysis ▪ Free recall ▪ Model answer
4		Recall	How good was Medieval medical understanding?	<ul style="list-style-type: none"> ▪ Knowledge drop ▪ Ranking ▪
5		Recall	Why was public health so poor in the Medieval period?	<ul style="list-style-type: none"> ▪ GCSE Pod ▪ Key word definition
6		RTP	Would you trust a Medieval surgeon?	<ul style="list-style-type: none"> ▪ Surgery Top Trumps

Learning Chunk 7	Which factor led to the most medical development in the <u>19th Century</u> ?	Number of lessons	13
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Content	How was pain conquered in the 19 th century?	<ul style="list-style-type: none"> ● Recall – problems that surgeons faced in the medieval/renaissance periods ● Recall – Anaesthetics used in the previous periods ● Assess the advantages and disadvantages of 19th century anaesthetics
2	Content	What did people believe caused disease in the 19 th century?	<ul style="list-style-type: none"> ● Recall – previous beliefs of what caused disease such as miasma and spontaneous generation ● Create a timeline of how knowledge of disease started to change

3	Content	How did Pasteur's Germ Theory change attitudes to the cause of illness?	<ul style="list-style-type: none"> ● Recall Germ Theory ● Assess the impact of this theory and how it came about ● Focus on individuals as a factor
4	Content	How did Lister use Germ Theory to develop antiseptic surgery?	<ul style="list-style-type: none"> ● Recall Germ Theory again ● Recall the last problem faced by surgeons 'infection' ● Assess the strengths and weaknesses of carbolic acid and how it improved surgery ● Discuss the opposition faced by antiseptic surgery
5	Content	How did Beale and Tyndall support Germ Theory?	<ul style="list-style-type: none"> ● Low stakes quiz ● Diagram of how Germ Theory became accepted in Britain ● Focus on individuals and who helped to get the theory accepted at last
6	Content	How did Robert Koch finally convince people that Germ Theory was correct?	<ul style="list-style-type: none"> ● GCSE Pod ● Timeline the work of Koch ● Cartoon analysis using COP ● GCSE question
7	RTP	How did the rivalry between Pasteur and Koch lead to a race for vaccines?	<ul style="list-style-type: none"> ● BBC Teach ● Ranking factors and how they helped lead to the development of vaccines ● Exam question for WCF
8	Content	How dirty were public towns at the beginning of the 19 th century?	<ul style="list-style-type: none"> ● Source inference grid ● Spider diagram to show why towns were dirty at this period
9	Content	Could living in a 19th Century British city kill you?	<ul style="list-style-type: none"> ● Source enquiry to discover the impact of Cholera and the role of John Snow
10	Content	How did increased awareness of conditions lead to public health improvements?	<ul style="list-style-type: none"> ● Assessment of public health improvement ● Analysis of which public health improvement would have had the biggest impact
11	Content	To what extent had health improved in Britain during the 19 th century?	<ul style="list-style-type: none"> ▪ Analysis of factors – assess the impact of the factors on developing public health
12	Synoptic	Historiography	<ul style="list-style-type: none"> ▪ Interpretation analysis of Edwin Chadwick – support students development of disciplinary knowledge
13	RTP Synoptic	Was the government the main factor in the improvement of health in Britain in the 19 th Century?	<ul style="list-style-type: none"> ▪ Using guided practice to continue to teach students how to write a 16 mark factors question. <p>Exam question – Whole Class Feedback</p>

Learning Chunk 8	Recall	Number of lessons	6
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Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Recall	What medical knowledge was there in the Renaissance era?	<ul style="list-style-type: none"> GCSE Pod Free recall of aspects of Renaissance medical knowledge – use knowledge organisers to fill in the gaps Using COP to analyse a source
2	Recall	Had surgery become any less dangerous in the Renaissance?	<ul style="list-style-type: none"> Free recall on aspects of Renaissance surgery - use knowledge organisers to fill in the gaps GCSE Pod Ranking of issues with surgery to see which area had improved the most
3	Recall	Had public health significantly improved in the Renaissance period?	<ul style="list-style-type: none"> Retrieval mat GCSE Pod Analysing a source using COP
4	Recall	How did the lives of women change from 1920 – 1973?	<ul style="list-style-type: none"> Timeline match up of events Assessing the help and hindrances to the movement Guided practice of a GCSE question Complete exam question for whole class feedback
5	Recall	How did American culture change between 1920 – 1973?	<ul style="list-style-type: none"> Free recall of popular culture across the specification
6	RTP	What consequences did America's fear of communism have on society?	<ul style="list-style-type: none"> Venn diagram to discuss the similarities and differences between the first and second red scare GCSE Pods on Red Scare and McCarthyism Impact match up

Learning Chunk 9	Which factor led to the most medical development in the <u>modern period</u> ?	Number of lessons	11
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Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Recall	What impact did penicillin have on curing infections?	<ul style="list-style-type: none"> Recall from Y9 – free recall the role of Fleming, Florey and Chain Assess the role of Fleming and whether he was the main individual Assess the factors and how they were influential in the development of penicillin
2	Content	How much of an impact did the world War	<ul style="list-style-type: none"> Assess the impacts of advancements on surgery and health

		I and new technology have on surgery and health?	<ul style="list-style-type: none"> Analyse which advancements are more important than other
3	Checkpoint	How much of an impact did the world War II have on surgery and health?	<ul style="list-style-type: none"> Checkpoint – Fleming or Florey and Chain quiz ___/8 Assess the impact of World War Two and how advancements improved surgery and medicine
4	Content	Why and how did the government try to improve the nation's health after 1900?	<ul style="list-style-type: none"> Assess the impact of the reports of Booth and Rowntree Assess the impact of the Liberal reforms and how they improved public health
5	Content	How important was the creation of the Welfare state in the development of improved health in Britain?	<ul style="list-style-type: none"> Recall the key aspects of the Beveridge Report and the Five Giants Recall the key features of the NHS and why it was established Recall quiz
6	RTP	How and why have drugs and treatments developed since 1945?	<ul style="list-style-type: none"> Timeline of key developments – colour code to show key areas of development Focus on factors and how these helped contribute to the development of new treatments Rank the factors and explain their importance
7	Content	How far had surgery developed in the 20 th Century?	<ul style="list-style-type: none"> Compare surgery in the 19th Century to modern. Look for key similarities and areas of development. Surgery across the eras quiz ___/15
8	Content	What alternative forms of medicine were developed?	<ul style="list-style-type: none"> Assess the reasons for antibiotic resistance Assess the reasons why people are drawn to alternative forms of medicine
9	Recall	What factors have influenced medicine since 1000?	<ul style="list-style-type: none"> Assess the impact of the factors across the entire time period.
10	Synoptic	Historiography – Alexander Fleming	<ul style="list-style-type: none"> Assess the interpretations of Alexander Fleming and develop an opinion on which set is the most convincing about his role.
11	RTP Synoptic	Was Science and Technology the main factor in the development of medicine in Britain in the 20th Century to present day?	<ul style="list-style-type: none"> Using guided practice to continue to teach students how to write a 16 mark factors question. <p>Exam question – Whole Class Feedback</p>

Year 10 Summer Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Modern	Recall	Was luck the main reason for the outcome of Hastings?	Recall	Historical Environment	Recall						
<p>Learning Intentions:</p> <p>10. Synoptic – Alexander Fleming</p> <p>11. Synoptic Application – Was Science and Technology the main factor in the development of medicine in Britain in the 20th Century to present day?</p>	<p>Learning Intentions:</p> <p>1. What did medieval society know about medicine?</p> <p>2. How had medicine developed in the 1800s?</p> <p>3. Checkpoint - How had surgery developed by the 19th Century?</p> <p>4. How did public health improve during the 19th Century?</p> <p>5. How did the 1920s impact on American society?</p> <p>6. How did the 1930s impact on American society?</p>	<p>Learning Intentions:</p> <p>1. What was England like before 1066?</p> <p>2. Who were the Normans?</p> <p>3. Who was the strongest claimant to the English throne in 1066?</p> <p>4. How did William prepare for an invasion of England?</p> <p>5. Checkpoint - Why were the English defeated at Fulford Gate?</p> <p>6. Why were the Vikings defeated at Stamford Bridge?</p> <p>7. Who was stronger William or Harold?</p> <p>8. What happened at the Battle of Hastings?</p> <p>9. Why did William win the Battle of Hastings?</p> <p>10. Historiography</p> <p>11. Assessment – Was luck the main reason for the outcome of Hastings?</p>	<p>Learning Intentions:</p> <p>1. How did surgery and treatments develop in modern period?</p> <p>2. How did Public Health develop in the modern period?</p> <p>3. How did health and understanding improve in the 19th Century?</p> <p>4. How did health and understanding develop in the Renaissance period?</p> <p>5. How did health and understanding develop in the medieval period?</p> <p>6. How were civil Rights achieved in America after World War Two?</p>	<p>Learning Intentions:</p> <p>1. Why was Yorkshire a potential area of issue for William?</p> <p>2. How did the Normans use castles?</p> <p>3. How did the Normans use destruction to assert their authority over Yorkshire?</p> <p>4. How did the Normans use religion to assert their authority over Yorkshire?</p> <p>6. How did the Normans use the redistribution of land to assert their authority over Yorkshire?</p> <p>7. What was the main way the Normans demonstrated their authority after the Conquest?</p>	<p>Learning Intentions:</p> <p>1. How was America divided in the 1920s?</p> <p>2. How did the New deal improve America?</p> <p>3. How did Germ Theory revolutionise knowledge of disease?</p> <p>4. How did the welfare state improve public health?</p> <p>5. Who were the contenders to the throne?</p> <p>6. What were the key battles of 1066?</p>						
<p>Pedagogical Approaches:</p> <p>Free Recall</p> <p>Modelling</p> <p>Independent Practice</p> <p>Quizzing</p>	<p>Pedagogical Approaches:</p> <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 	<p>Pedagogical Approaches:</p> <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 	<p>Pedagogical Approaches:</p> <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 	<p>Pedagogical Approaches:</p> <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 	<p>Pedagogical Approaches:</p> <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 						
<p>Subject Specific Knowledge:</p> <p>Alexander Fleming and antibiotics, factors in medicine.</p>	<p>Subject Specific Knowledge:</p> <p>Medieval medicine, 19th century medicine, 19th century surgery and public health, 1920s America, 1930s America.</p>	<p>Subject Specific Knowledge:</p> <p>The death of Edward the Confessor, contenders to the throne, William's preparations, Fulford, Stamford and Hastings.</p>	<p>Subject Specific Knowledge:</p> <p>Modern surgery, modern public health, modern knowledge, Renaissance and Medieval health, Civil rights – Black people and Women.</p>	<p>Subject Specific Knowledge:</p> <p>Rebellions in the north, the building of castles, the Harrying of the North, Feudal System.</p>	<p>Subject Specific Knowledge:</p> <p>1920s tension, the New Deal, Germ Theory, Welfare State, contenders to the throne, key battles of 1066.</p>						

Learning Chunk 10	Recall	Number of lessons	6
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Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Recall	1. What did medieval society know about medicine?	<ul style="list-style-type: none"> GCSE Pod – Medieval medical knowledge How did the church help or hinder medieval medicine? Compare Christian medicine to Islamic – comparison alley
2	Recall	2. How had medicine developed in the 1800s?	<ul style="list-style-type: none"> 19th Century knowledge timeline – how did Germ Theory become accepted? Which factors developed knowledge Source analysis - COP
3	Recall/Checkpoint	3. Checkpoint - How had surgery developed by the 19th Century?	<ul style="list-style-type: none"> Checkpoint key words quiz – All topics ___/10 Picture recall Problems in surgery and how were they overcome
4	Recall	4. How did public health improve during the 19th Century?	<ul style="list-style-type: none"> GCSE Pod – 19th Century public health developments Spider diagram – free recall Source analysis - Utility
5	Recall	5. How did the 1920s impact on American society?	<ul style="list-style-type: none"> GCSE Pods Lotus diagram – complete overview of the 1920s Exam question
6	Recall	6. How did the 1930s impact on American society?	<ul style="list-style-type: none"> GCSE Pods Cornell notes

Learning Chunk 11	Was luck the main reason for the outcome of Hastings?	Number of lessons	11
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Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Recall	What was England like before 1066?	<ul style="list-style-type: none"> Recall knowledge from Y7 – The Battle of Hastings. Timeline of England before 1066 GCSE pod – Godwins Importance of the Godwins
2	Content	Who were the Normans?	<ul style="list-style-type: none"> The link between Normandy and Britain The importance of William Duke of Normandy

			<ul style="list-style-type: none"> ▪ Key people
3	Content	Who was the strongest claimant to the English throne in 1066?	<ul style="list-style-type: none"> • The contenders to the throne – ranking the strongest claim • Key words test
4	Content	How did William prepare for an invasion of England?	<ul style="list-style-type: none"> ▪ William's preparations ▪ Ranking the preparation and explaining why they make William strong
5	RTP	Why were the English defeated at Fulford Gate?	<ul style="list-style-type: none"> ▪ Low Stakes Quiz: 1066 so far quiz - __/10 ▪ Analysing why the English lost at Fulford
6	Content	Why were the Vikings defeated at Stamford Bridge?	<ul style="list-style-type: none"> ▪ Analysing why the Vikings lost at Stamford. ▪ Bigger picture – why does this put Harold at a disadvantage when going to Hastings?
7	Content	Who was stronger William or Harold?	<ul style="list-style-type: none"> ▪ Strengths and weaknesses of both sides before the Battle of Hastings – Who was stronger?
8	Content	What happened at the Battle of Hastings?	<ul style="list-style-type: none"> ▪ Recall – timeline of 1066 ▪ Card sort – what happened during the Battle of Hastings ▪ Analyse why William won
9	Content	Why did William win the Battle of Hastings?	<ul style="list-style-type: none"> ▪ Key people recall ▪ Analyse the three main reason for William win – Luck, mistakes and tactics
10	Synoptic	Historiography	<ul style="list-style-type: none"> ▪ Analysing sources to decide the fate of Harold – did the Normans want to hide the fact Harold had been struck by an arrow? ▪ Worked examples
11	RTP Synoptic	Assessment – Was luck the main reason for the outcome of Hastings?	<ul style="list-style-type: none"> ▪ 1066 LSQ __/10 ▪ Complete an essay – model aspects of this writing ▪

Learning Chunk 12	Recall	Number of lessons	6
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Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Recall	1. How did surgery and treatments develop in modern period?	<ul style="list-style-type: none"> • Picture recall – modern surgical developments • Analyse the developments and the impact they have had • Worked example
2	Recall	2. How did Public Health develop in the modern period?	<ul style="list-style-type: none"> ▪ Picture Recall – Public health developments in the modern period ▪ Key individuals responsible for the developments ▪ Free recall – Secure and insecure knowledge ▪ Source analysis - COP
3	Recall	3. How did health and understanding improve in the 19th Century?	<ul style="list-style-type: none"> ▪ Free recall – what did doctors know before the 19th century ▪ Overview of the entire 19th century – Knowledge, surgery, Public health
4	Recall	4. How did health and understanding develop in the Renaissance period?	<ul style="list-style-type: none"> ▪ Renaissance key individuals ▪ Overview of the entire Renaissance period – Knowledge, surgery, Public health
5	Recall	5. How did health and understanding develop in the medieval period?	<ul style="list-style-type: none"> ▪ Free Recall – Medieval medicine ▪ Exam question – Significance ▪ Factors
6	RTP	6. How were civil Rights achieved in America after World War Two?	<ul style="list-style-type: none"> ▪ Picture recall – Civil Rights – Women and black Americans ▪ Analyse the success of each movement ▪ Exam question – Which of the following

Learning Chunk 13	Historic Environment	Number of lessons	6
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Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Content	1.	▪
2	Content	2.	▪
3	Content	3.	▪
4	Content	4.	▪
5	Content	5.	▪

6	Synoptic	6.	▪
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Learning Chunk 14	Recall	Number of lessons	6
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Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Recall	1. How was America divided in the 1920s?	<ul style="list-style-type: none"> ▪ Assessing the division of the 1920s ▪ Post it – what can the students free recall about these areas ▪ Fact file – fill in gaps of missing knowledge ▪ Retrieval relay
2	Recall	2. How did the New deal improve America?	<ul style="list-style-type: none"> ▪ Free recall – What can students remember about the New Deal and its impact on society ▪ Exam question – In what ways...?
3	Recall	3. How did Germ Theory revolutionise knowledge of disease?	<ul style="list-style-type: none"> ▪ Team quiz ▪ Exam question – compare to a model answer ▪ Recall of key individuals involved in Germ Theory
4	Recall	4. How did the welfare state improve public health?	<ul style="list-style-type: none"> ▪ Knowledge drop – NHS ▪ Free recall spider diagram – knowledge gap correction
5	Recall	5. Who were the contenders to the throne?	<ul style="list-style-type: none"> ▪ Assessing contenders to the throne – free recall of the death of Edward the Confessor ▪ Quiz to recall key claims of the contenders
6	Recall	6. What were the key battles of 1066?	<ul style="list-style-type: none"> ▪ Assessing key battles of 1066 – free recall of the events

Year 11 Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Recall	What was William's most effective method of control after 1066?	How did the Normans reform society and religion in England?			Recall			What was the main cause of German resentment towards the Treaty of Versailles?	Recall			League of Nations		
<p>Learning Intentions:</p> <p>1. Why did four people believe they should be King in 1066?</p> <p>2. What were the consequences and outcomes of the Battles of Fulford and Stamford Bridge</p> <p>3. Why did the Battle of Hastings happen and what were the consequences ?</p>	<p>Learning Intentions:</p> <p>1. How did William initially establish control over England after Hastings?</p> <p>2. How did William deal with rebellions that rose up against him?</p> <p>3. How did William deal with Edwin and Morcar?</p> <p>4 How did the Normans use castles to keep control over England?</p> <p>5 How did William use land to control the people of England?</p> <p>6 How did William use land to control the people of England?</p> <p>7. How did William ensure that he was getting enough money from taxes?</p> <p>8. How did the Normans reform law and order in England?</p> <p>9. What happened to William II?</p> <p>10. Synoptic - Historiography</p> <p>11. Synoptic Application - Were castles the most effective method of control used by William?</p>	<p>Learning Intentions:</p> <p>1. Did life change much for peasants in Norman villages?</p> <p>2. How did towns grow under the Normans?</p> <p>3. How much did everyday life really change for people after the Norman Conquest?</p> <p>4. How far did the Normans influence religion in England?</p> <p>5. How far did the Normans influence religion in England?</p> <p>6. How did the Normans reform monasteries in England?</p> <p>7. How did the Normans educate England?</p> <p>8. Historiography</p> <p>9. Synoptic - How did the Normans reform society and religion in England?</p>			<p>Learning Intentions:</p> <p>1. Who were the key individuals who influenced Medieval Medical Knowledge</p> <p>2. How did reactions to disease change over time?</p> <p>3. How did Antibiotics revolutionise treatment of infections?</p> <p>4. What did William use in the short term to control England?</p> <p>5. What did William use in the long term to control England?</p> <p>6. Historical Environment - Why did Yorkshire present an issue for William and how did he control it?</p>	<p>Learning Intentions:</p> <p>1. Why did the 'Big 3' have different ideas on how to deal with Germany?</p> <p>2. Why did the 'Big 3' come to a compromise despite disagreeing over so many issues?</p> <p>3. How could the decisions made by the 'Big 3' affect Germany?</p> <p>4. How did Germany respond to the terms of the Treaty of Versailles?</p> <p>5. Did the 'Big 3' deal as harshly with Germany's allies?</p> <p>6. How satisfied were the Allies with their treatment of Germany?</p> <p>7. Historiography - Just how fair was the Treaty of Versailles?</p> <p>8. Synoptic Application – 'The main cause of German resentment towards the Treaty of Versailles was the harsh military terms.' How far do you agree with this statement?</p>	<p>Learning Intentions:</p> <p>1. Were the 1920s a time of opportunity and inequality?</p> <p>2. Who were the key individuals that influenced Renaissance medical understanding?</p> <p>3. What methods did William use to consolidate his power?</p> <p>4. How far did everyday life change for people in Norman England?</p> <p>5. What changes did the Normans make to religion in England?</p> <p>6. Historical Environment</p>	<p>Learning Intentions:</p> <p>1. Why was the League of Nations created?</p> <p>2. Why did the structure of the League make it weak from the outset?</p> <p>3. How did the League of Nations succeed at helping people?</p>						
<p>Pedagogical Approaches:</p> <p>Free Recall</p> <p>Modelling</p> <p>Independent Practice</p> <p>Quizzing</p>	<p>Pedagogical Approaches:</p> <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 	<p>Pedagogical Approaches:</p> <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 			<p>Pedagogical Approaches:</p> <p>Free Recall</p> <p>Modelling</p> <p>Independent Practice</p> <p>Quizzing</p>	<p>Pedagogical Approaches:</p> <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 	<p>Pedagogical Approaches:</p> <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 	<p>Pedagogical Approaches:</p> <p>Free Recall</p> <p>Modelling</p> <p>Independent Practice</p> <p>Quizzing</p>						
<p>Subject Specific Knowledge:</p> <p>1066 – Contenders to the throne.</p> <p>Key battles – Fulford, Stamford and Hastings.</p> <p>Outcome of Hastings.</p>	<p>Subject Specific Knowledge:</p> <p>Rebellions and methods of dealing with rebellions – Harrying of the North.</p> <p>Motte and Bailey Castles.</p> <p>Changes to Norman law and order.</p> <p>The Feudal System.</p>	<p>Subject Specific Knowledge:</p> <p>Norman village life and Norman town life – the differences between the two.</p> <p>Reforms to religion in Norman England – the relationship between the King and the Pope.</p> <p>Reforms to monasticism.</p> <p>Reforms to education.</p>			<p>Subject Specific Knowledge:</p> <p>Key individuals in medicine.</p> <p>Reactions to disease and how this changed over time.</p> <p>Penicillin and the development of it through Florey and Chain.</p> <p>William's methods of control.</p>	<p>Subject Specific Knowledge:</p> <p>What did each of the Big Three want – why did they have to compromise on the issues.</p> <p>Key terms of the Treaty of Versailles – the impact of Germany and the reaction of Germany.</p> <p>The treatment of Germany's allies.</p>	<p>Subject Specific Knowledge:</p> <p>1920s examples of opportunity and inequality.</p> <p>Key individuals in the Renaissance period.</p> <p>William's method of control.</p> <p>Social aspects of Norman England.</p> <p>Religion in Norman</p>	<p>Subject Specific Knowledge:</p> <p>The League of Nations and the key features of it.</p> <p>What were the League's weaknesses?</p>						

The historical environment.

England.
Historical Environment.

Learning Chunk 1

Recall

Number of lessons

3

Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Recall	1. Why did four people believe they should be King in 1066?	<ul style="list-style-type: none">Free Recall – what can the students remember about the claimant crisis in 1066Find it fix itAnalyse the strongest claim to the throne in 1066.
2	Recall	2. What were the consequences and outcomes of the Battles of Fulford and Stamford Bridge	<ul style="list-style-type: none">GCSE Pod – Recall the events and consequences of the two battlesAnalysing why these battles set Harold up to fail at Hastings
3	RTP	3. Why did the Battle of Hastings happen and what were the consequences ?	<ul style="list-style-type: none">Responsive Teaching – 1066 Recall Quiz __/16Cops and robbers free recallQuizGCSE Pod – reason why William wonQ2: Explain what was important about William's tactics at the Battle of Hastings. (8 Marks) – Mark for WCF

Learning Chunk 2

What was William's most effective method of control after 1066?

Number of lessons

11

Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Recall	1. How did William initially establish control over England after Hastings?	<ul style="list-style-type: none">Recall knowledge from Y7 – Schama and Norman changes to England. Recall: Castles, Feudal system etc.Timeline of how William established control over England including Canterbury and Winchester.Explain the importance
2	Content	2. How did William deal with rebellions that rose up against him?	<ul style="list-style-type: none">Describe each of the rebellions - how did William deal with themInterpretations

3	Content	3. How did William deal with Edwin and Morcar?	<ul style="list-style-type: none"> The Harrying of the North and the Isle of Ely How did William deal with them What happened to Edwin and Morcar? Deliberate vocab development How convincing – interpretations (8)
4	Checkpoint	4. How did the Normans use castles to keep control over England?	<ul style="list-style-type: none"> Checkpoint – Key words ___/10 Key people Assess the locations of castles – why is their location important Key features of a Norman castle – how are they used for defence?
5	content	5. How did William use land to control the people of England?	<ul style="list-style-type: none"> The structure of the Norman Feudal System in comparison to the Anglo-Saxon Deliberate vocab development Social structure – Kings, Tenants in Chief, Knights, Peasants
6	RTP	6. How did William use land to control the people of England?	<ul style="list-style-type: none"> Key words associated to the Feudal System What clear changes had the Normans made Write an account question (8)
7	Checkpoint	7. How did William ensure that he was getting enough money from taxes?	<ul style="list-style-type: none"> The reasons for the creation of the Domesday Book How did it help William to increase his control later on in his reign?
8	Checkpoint	8. How did the Normans reform law and order in England?	<ul style="list-style-type: none"> Checkpoint___/10 – Key People Changes and continuity with the law and legal system in England. Key words such as murdrum fines etc How did this help William to increase his and Norman authority?
9	Content	9. What happened to William II?	<ul style="list-style-type: none"> The death of William II – Was it an accident or assassination? Use interpretations to make a judgement Using adverbials to structure a historical argument
10	Synoptic	10. Historiography/Consolidation lesson	<ul style="list-style-type: none"> Consolidation lesson - recall the main methods of control. Story, source and scholarship Explain what was important about (8)
11	RTP Synoptic	11. Assessment - Were castles the most effective method of control used by William?	<ul style="list-style-type: none"> Methods of control LSQ - ___/17 Mark for WCF Practice – Q1, Q2 and Q3

Learning Chunk 3	How did the Normans reform society and religion in England?	Number of lessons	9
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Lesson	Type of Lesson	Learning Intentions	Lesson Structure
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number			
1	Content	1. Did life change much for peasants in Norman villages?	<ul style="list-style-type: none"> WCF Change and continuity – how far had life changed for an Anglo-Saxon peasant during the Norman reign? Was life all bad – positive and negative of life for a peasant.
2	Content	2. How did towns grow under the Normans?	<ul style="list-style-type: none"> The development of towns under the Normans The opportunities for Anglo-Saxons within these towns How did these towns grow in prosperity Positives and negatives of living in Norman towns
3		3. How much did everyday life really change for people after the Norman Conquest?	<ul style="list-style-type: none"> Assessing the extent of change – did life change in Norman England for everyone? Aristocracy vs peasants Explore the rate of change – fast/Slow etc
4	Content	4. How far did the Normans influence religion in England?	<ul style="list-style-type: none"> The role of religion in everyday lives – e.g. Education and law The reforms William made to religion and why How could religion be used as a tool to control the Anglo-Saxon population?
5	RTP	5. How far did the Normans influence religion in England?	<ul style="list-style-type: none"> Reforms to the church. The relationship between the King and the Pope. How convincing (8)
6	Content	6. How did the Normans reform monasteries in England?	<ul style="list-style-type: none"> Monastic reforms – making the monasteries fall in line with those in Europe. Introduction of the Cluniac Order Day to day life of a monk
7	Checkpoint	7. How did the Normans educate England?	<ul style="list-style-type: none"> Checkpoint Quiz - ___/15 All three sections of Norman England Reforms to education under the Normans
8	Synoptic	8. Consolidation lesson	<ul style="list-style-type: none"> Recall the main social and religious developments Historical environment
9	RTP Synoptic	9. How did the Normans use religion to control England?	<ul style="list-style-type: none"> Practice Q1 and Q4 Mark for WCF

Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Recall	1. Who were the key individuals who influenced Medieval Medical Knowledge	<ul style="list-style-type: none"> WCF on the synoptic application Free recall of key individuals Rank the individuals according to their impact of medieval medicine
2	Recall	2. How did reactions to disease change over time?	<ul style="list-style-type: none"> Free recall of impact of diseases on Britain Venn diagram how are the Black Death and Great Plague similar Q3 Compare (8)
3	Recall	3. How did Antibiotics revolutionise treatment of infections?	<ul style="list-style-type: none"> Free recall – treatment of disease over the whole topic Analysis – how did penicillin change the treatment of disease? Q2 Significance (8)
4	Recall	4. What did William use in the short term to control England?	<ul style="list-style-type: none"> Free recall of methods of control Which method was the most effective Key word recall
5	Recall	5. What did William use in the long term to control England?	<ul style="list-style-type: none"> Free recall – long term methods of control Q2 Importance (8) WCF this question
6	RTP	6. Historical Environment - Why did Yorkshire present an issue for William and how did he control it?	<ul style="list-style-type: none"> Recall historical environment Blank knowledge organiser

Learning Chunk 5	What was the main cause of German resentment towards the Treaty of Versailles?	Number of lessons	9
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Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Recall	Why did the 'Big 3' have different ideas on how to deal with Germany?	<ul style="list-style-type: none"> Recall knowledge from Y8 – Who won WWI etc. WCF – Feedback on Importance question Assess the issues of the Big Three – what they wanted and why How far did they want to create a fair peace?
2	Content	Why did the 'Big 3' come to a compromise despite disagreeing over so many issues?	<ul style="list-style-type: none"> What issues did the Big Three disagree over? How did they eventually compromise? Wilson's 14 Points
3	Content	How could the decisions made by the 'Big 3' affect Germany?	<ul style="list-style-type: none"> Main terms of the Treaty – military, economic and territorial Who would have been most satisfied with these terms
4	RTP	How did Germany respond to the terms of the Treaty	<ul style="list-style-type: none"> Why did Germany hate the Treaty?

		of Versailles?	<ul style="list-style-type: none"> How did it make them feel – vulnerable, humiliated etc Key words to focus on – diktat
5	Checkpoint	Did the 'Big 3' deal as harshly with Germany's allies?	<ul style="list-style-type: none"> Checkpoint – how did each country respond to the Treaty? Treatment of Germany's allies Where these treaties just as harsh?
6	Content	How satisfied were the Allies with their treatment of Germany?	<ul style="list-style-type: none"> Reactions of the general public and the leaders to the final treaty Analysis of a source using COP
7	Synoptic	Just how fair was the Treaty of Versailles?	<ul style="list-style-type: none"> Historiography on the Treaty of Versailles. Was the Treaty really fair on Germany?
10	RTP	Assessment – 'The main cause of German resentment towards the Treaty of Versailles was the harsh military terms.' How far do you agree with this statement?	<ul style="list-style-type: none"> Essay practice Q4 – 16 Marks + 4 SPaG Knowledge Quiz - ___/15 Treaty Answer to be assessed for WCF

Learning Chunk 6	Recall	Number of lessons	6
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Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Recall	1. Were the 1920s a time of opportunity and inequality?	<ul style="list-style-type: none"> WCF of treaty 16 marker Free recall – aspects of opportunity and inequality in America during the 1920s Quiz 16 – check understanding of this topic Q4: Describe two (4)
2	Recall	2. Who were the key individuals that influenced Renaissance medical understanding?	<ul style="list-style-type: none"> Free recall of Renaissance individuals – what can students remember about their achievements and impact Comparison – how is their work similar Source analysis using COP
3	Recall	3. What methods did William use to consolidate his power?	<ul style="list-style-type: none"> Free recall – all the methods of control used by William e.g. Castles Interpretation A – how is it convincing
4	Recall	4. How far did everyday life change for people in Norman England?	<ul style="list-style-type: none"> Free recall of life in Norman towns and villages GCSE Pod Word recall Q3 Write an account (8)
5	Recall	5. What changes did the Normans make to religion in England?	<ul style="list-style-type: none"> Free recall of Norman religious changes Select a revision activity

6	Recall	6. Historical Environment	<ul style="list-style-type: none"> ▪ Recall of the historical environment – Lotus diagram ▪
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Year 11 Spring Term

Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27
What was the main reason why the League of Nations failed?		Recall		What was the main reason for the outbreak of World War Two?				Recall			
<p>Learning Intentions:</p> <ol style="list-style-type: none"> Why was the League of Nations created? Why did the structure of the League make it weak from the outset? How did the League of Nations succeed at helping people? How successful were the League of Nations at dealing with conflict in the 1920s? How did other treaties damage the reputation of the League in the 1920s? Why did international cooperation decline in the 1930s? What was the Manchurian Crisis? How did the League react to the crisis and why did this make them look weak? What was the Abyssinian Crisis? How did the League react to the crisis and why did this make them look weak? Was the League of Nations destined to fail? Historiography Assessment –The structural weakness of the League of Nations was the main reason why the League of Nations failed. How far do you agree with this statement? 		<p>Learning Intentions:</p> <ol style="list-style-type: none"> How did America recover from the Great Depression? Which key individual did the most to influence health in the 19th Century? How far did public health develop in the 19th Century? Why was 1066 a year in Crisis? Historical Environment: How did William control Yorkshire? What aspect of the Treaty caused the most resentment 		<p>Learning Intentions:</p> <ol style="list-style-type: none"> What were Hitler's foreign policy aims? How did other countries react to Hitler's foreign policies? How did Hitler use allies to strengthen his position? How did Hitler put Germany on the road to a war? How did Hitler reoccupy the Rhineland? Why was the Anschluss successful? What was the Sudeten Crisis? Why was Munich a failure? How did Britain and France react to Hitler's actions between 1933-39? Was appeasement the right policy to follow? Why was the Nazi-Soviet Pact formed? Why did Hitler invade Poland? Historiography: Was Hitler a master mind or opportunist? Assessment – 'Appeasement was the main reason for the outbreak of WWII.' How far do you agree with this statement? 				<p>Learning Intentions:</p> <ol style="list-style-type: none"> How popular did popular culture develop from the 20s-70s? How did the Civil Rights Movement achieve equality for black Americans? How did medical Knowledge develop in the modern era? How did public health improve in the modern era? What was William's most effective method? How did the Normans control Yorkshire? How successful was the League of Nations in the 1920s? How did Hitler break the terms of the Treaty of Versailles? How did events in 1938 and 1939 make war inevitable? 			
<p>Pedagogical Approaches:</p> <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 		<p>Pedagogical Approaches:</p> <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 		<p>Pedagogical Approaches:</p> <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 				<p>Pedagogical Approaches:</p> <ul style="list-style-type: none"> Free Recall Modelling Independent Practice Quizzing 			
Subject Specific Knowledge:		Subject Specific Knowledge:		Subject Specific Knowledge:				Subject Specific Knowledge:			

League of Nations: Aims, intentions, successes and failures in the 1920s and 1930s.	Great Depression, New Deal, WWII. Individuals in the 19 th Century, public health in the 19 th Century. 1066 events and battles.	Hitler's foreign policy, key events in the build up to World War Two. Rearmament, Rhineland, Anschluss, Sudetenland, Munich, Czechoslovakia, Nazi Soviet Pact, Poland.	Popular culture, peaceful protests of the CRM and the Black Power Movement, modern health and medicine, methods of control.
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Learning Chunk 7	What was the main reason why the League of Nations failed?	Number of lessons	12
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Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Recall	Why was the League of Nations created?	<ul style="list-style-type: none"> Blank KO of the key aspects of the League of Nations Source analysis using COP – How do you know?
2	Content	Why did the structure of the League make it weak from the outset?	<ul style="list-style-type: none"> Weaknesses of the League of Nations – key structures and parts of the League.
3	Content	How did the League of Nations succeed at helping people?	<ul style="list-style-type: none"> How did the League help people – commissions and organisations COP analysis of a source
4	Content	How successful were the League of Nations at dealing with conflict in the 1920s?	<ul style="list-style-type: none"> 1920s success and failures – key acts of aggression that were dealt with.
5	Content	How did other treaties damage the reputation of the League in the 1920s?	<ul style="list-style-type: none"> Other agreement made outside of the League – Fact files. COP analysis of a source – How do you know?
6	RTP	Why did international cooperation decline in the 1930s?	<ul style="list-style-type: none"> Impact of the Great Depression and the rise of dictators.
7	Content	What was the Manchurian Crisis?	<ul style="list-style-type: none"> Causes, events and consequences of the Manchurian Crisis
8	Content	How did the League react to the crisis and why did this make them look weak?	<ul style="list-style-type: none"> Reaction of the League. Independent practice – Write an account of the Abyssinian Crisis (8)
9	Content	What was the Abyssinian Crisis?	<ul style="list-style-type: none"> Causes, events and consequences of the Abyssinian Crisis. COP analysis of a source.
10	Content	How did the League react to the crisis and why did this make them look weak?	<ul style="list-style-type: none"> Reaction of the League. Could be another opportunity for independent practice – Write an account of the Abyssinian Crisis (8)
11	Content	Was the League of Nations destined to fail?	<ul style="list-style-type: none"> Consolidation of the reasons for the failure of the League – free recall

			and links to the whole topic.
12	RTP Synoptic	Assessment –The structural weakness of the League of Nations was the main reason why the League of Nations failed. How far do you agree with this statement?	<ul style="list-style-type: none"> ▪ Essay practice Q4 – 16 Marks + 4 SPaG ▪ Knowledge Quiz - ___/15 League of Nations ▪ Answer to be assessed for WCF

Learning Chunk 8	Recall	Number of lessons	6
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Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Recall	How did America recover from the Great Depression?	<ul style="list-style-type: none"> ▪ Find it fix it ▪ Analysis task to help students analyse why America recovered from the Great Depression. ▪ Independent practice – exam question
2	Recall	Which key individual did the most to influence health in the 19th Century?	<ul style="list-style-type: none"> ▪ Free recall ▪ Explanations of impact ▪ Consolidation through a revision strategy
3	Recall	How far did public health develop in the 19th Century?	<ul style="list-style-type: none"> ▪ Free recall ▪ Explanation of how public health developed in the 19th Century ▪ Consolidation through a revision strategy
4	Recall	Why was 1066 a year in Crisis?	<ul style="list-style-type: none"> ▪ Free recall – timeline of 1066 ▪ Independent practice – How convincing is interpretation A?
5	Recall	Historical Environment: How did William control Yorkshire?	<ul style="list-style-type: none"> ▪ Free recall of historical environment ▪ Consolidation through revision strategy
6	RTP	What aspect of the Treaty caused the most resentment?	<ul style="list-style-type: none"> ▪ Free recall of the key terms of the Treaty of Versailles. ▪ COP analysis of a source ▪ Independent practice – How useful.

Learning Chunk 9	What was the main reason for the outbreak of World War Two?	Number of lessons	14
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Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
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1	Recall	What were Hitler's foreign policy aims?	<ul style="list-style-type: none"> WCF – Useful source analysis – Look out for the use of content, own knowledge and the provenance. Key foreign policy aims – Volksdeutsche, Lebensraum
2	Content	How did other countries react to Hitler's foreign policies?	<ul style="list-style-type: none"> Reactions from key countries – why they did not get involved and why they were either worried or indifferent to Hitler's aims. Could be an opportunity for independent practice – Write an account of Hitler's foreign policy aims. (8)
3	Content	How did Hitler use allies to strengthen his position?	<ul style="list-style-type: none"> Key allies for Hitler – who would make him stronger and who did he want to ally with?
4	Content	How did Hitler put Germany on the road to a war?	<ul style="list-style-type: none"> Dollfuss affair and the Anglo-German Naval Agreement Why are the League preoccupied during the early 1920s? Recall key issues the League is dealing with – Abyssinia.
5	Content	How did Hitler reoccupy the Rhineland?	<ul style="list-style-type: none"> Causes, events and consequences of the reoccupation of the Rhineland. Could be an opportunity for independent practice – How useful are Sources B and C to a historian studying the reoccupation of the Rhineland (12)
6	Content	Why was the Anschluss successful?	<ul style="list-style-type: none"> Causes, events and consequences of the Anschluss Link back to the Dollfuss Affair Deliberate teaching of the names of the three leaders Write an account of the Anschluss (8)
7	Content	What was the Sudeten Crisis?	<ul style="list-style-type: none"> WCF of the Anschluss question Causes, events and consequences of the Sudetenland
8	RTP	Why was Munich a failure?	<ul style="list-style-type: none"> Low stakes quiz – 15 Source analysis of Munich Analysis of whether it was a success or failure
9	Content	How did Britain and France react to Hitler's actions between 1933-39?	<ul style="list-style-type: none"> Reaction by Britain and France – further information for the use of appeasement.
10	Content	Was appeasement the right policy to follow?	<ul style="list-style-type: none"> Analysis of appeasement – why it was used at the time and whether it was the correct policy to follow. Who were the opponents of appeasement?
11	Content	Why was the Nazi-Soviet Pact formed?	<ul style="list-style-type: none"> Why was the pact formed? Who benefitted from it? Why did it bring the world closer to war? COP analysis of a couple of sources.
12	Content	Why did Hitler invade Poland?	<ul style="list-style-type: none"> German invasion and British ultimatum
13	Content	Historiography: Was Hitler a master mind or opportunist?	<ul style="list-style-type: none"> Historiography of the causes of the Second World War.
14	RTP Synoptic	Assessment – 'Appeasement was the main reason for the outbreak of WWII.' How far do you agree with this	<ul style="list-style-type: none"> Essay practice Q4 – 16 Marks + 4 SPaG Knowledge Quiz - ___/15 Causes of WWII

	statement?	Answer to be assessed for WCF
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Learning Chunk 10	Recall- Bespoke to Class and Teacher	Number of lessons	6
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Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Recall		▪
2	Recall		▪
3	Recall		▪
4	Recall		▪
5	Recall		▪
6	Recall		▪
7	Recall		▪
8	Recall		▪
9	Recall		▪

Year 11 Summer Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Recall					
Learning Intentions:					
Pedagogical Approaches: <ul style="list-style-type: none"> • Free Recall • Modelling • Independent Practice • Quizzing 					
Subject Specific Knowledge:					

Learning Chunk 11	Recall		Number of lessons	6
Lesson number	Type of Lesson		Learning Intentions	Lesson Structure
1	Recall			▪
2	Recall			▪
3	Recall			▪

4	Recall		▪
5	Recall		▪
6	Recall		▪
7	Recall		▪
8	Recall		▪
9	Recall		▪
10	Recall		▪
11	Recall		▪
12	Recall		▪
13	Recall		▪
14	Recall		▪
15	Recall		▪
16	Recall		▪