Curriculum Rationale:

Woolwich Polytechnic School for Girls offers a 3-year KS3 curriculum, providing students with three hour-long lessons a fortnight.

Due to the scope of History as a subject, any construction of a History curriculum inevitably leads to absences and prioritisation of content. We have chosen to teach the topics we have because:

- We feel they are significant for all our students to cover, prior to the selection of GCSE options and the narrowing of our cohort
- They help build the substantive and disciplinary knowledge required for further study as part of a five-year curriculum and beyond

In making our topic selections, we have considered a number of key issues:

Scope

- We want our curriculum to provide students with a broad understanding of different time periods.
- We want our curriculum to address history at local, national and international level, helping them to draw comparisons between different cultures, societies, groups and individual experiences.
- Our curriculum addresses macro and micro narratives, as some individual schemes of work zoom out to focus on breadth, while others zoom in to focus on depth.

Diversity

- We want our curriculum to address a wide range of histories and to prioritise a bottom-up rather than top-down understanding of the time periods we are discussing.
- Our schemes of work encompass a diverse range of different source materials and pedagogical techniques.
- Our curriculum aims to meet the needs of a diverse range of learners, ensuring that it is accessible to those with specific learning needs, while also challenging our highest attainers.

Coherence

- We want our curriculum to be sequenced in a logical manner within individual academic years and across Key Stage 3.
- Synoptic links are drawn between different schemes of work and conceptual understanding of key substantive and second-order concepts is developed over the 3 years.

In our curriculum selection and structure, we have ensured that we ask ourselves two key questions for each scheme of work we plan:

1. **Why this topic?**
2. **Why now?**

Synoptic links between these topics and those studied in Years 7 and 8 are made. Themes such as empire, money and trade, war and conflict, discrimination and rights, and revolution are threaded through the three years, enabling students to speak with authority on each. It is our hope that students will be able to draw from a wide pool of examples and comparisons across time and place, providing them with a holistic grounding in UK and world history, which increases their cultural capital and produces informed and active citizens.

Organisation of the curriculum:

The curriculum is organised into 2-4 broad topics in each academic year in order to provide coherent themes to the substantive content our students are learning. Each theme is then broken down into smaller-scale enquiries that foreground a particular key 'hero' second order concept. This is done in order to allow us to cycle through and return to these concepts more regularly, and to 'chunk' our larger units into smaller and more manageable pieces of learning for our students.

The second order concepts of chronology, cause and consequence (referred to in this document as 'causation' for ease), change and continuity and significance are our main 'hero' consequences identified here. Those of evidence and interpretations have been addressed in our planning as 'procedural knowledge', as they are such integral parts of the role and processes of an historian that they feature in almost every lesson we teach.

Year 7			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**
Autumn 1	**How has our Borough changed over time?**	This unit's aim is to help students to gain a 'big picture' overview of chronology through the narrow geographical lens of local history. The reason for this is to help students to understand the relevance of History to them and their lives.	**Hero concept:** ➢ **Chronology** ➢ **Change and continuity** – identifying what changed; categorising types of change **Substantive knowledge:** ➢ Describing time – chronology & time periods ➢ Key features of life in different periods – pre-

		It consists of 8 small enquiries (1-2 lessons each) that give a 'taster' of the key second order concepts that History is organised around, although chronology and change and continuity are the big hero concepts here. It also gives students a brief introduction to key features of life in different time periods in order to create a schema that students are able to hang future learning from.	history, Roman, Viking, Anglo-Saxon, Medieval, Early Modern (Tudor and Stuart Britain), Modern (18th and 19th centuries), 20th century **Disciplinary knowledge:** Literacy: P-E paragraphs *(link to 4 mark GCSE questions)*: ➢ How to make a point ➢ Selecting and deploying evidence to support a point Language: ➢ Key terminology (see literacy curriculum document) Evidence: ➢ Making inferences from a source ➢ Supporting inferences with evidence from a source – content only
Autumn 2, Spring 1 & 2	**Understanding the Medieval World**	This unit focuses on two civilisations during the Medieval Period – Medieval Britain and the Medieval Islamic World. The reason for this is to help students to understand that a single period of History was experienced differently depending on where a person lived (building on the conceptual understanding of 'similarity and difference', or 'diversity'). It is divided into 4 smaller enquiries that each focus on building the foundational disciplinary knowledge of the key second order concepts.	**Enquiries and hero concepts:** 1. ***Why did William win the Battle of Hastings?*** – **causation** (categorising topic-specific causes) 2. ***How was power established and challenged in Medieval England?*** - **change and continuity** (identifying what changed and what stayed the same, categorising types of change, describing the impact of change) 3. ***Why was the Medieval Period a 'Golden Age' for Islam?*** - **causation** (categorising topic-specific causes) 4. ***To what extent was the Medieval Period an age of conflict for the Middle East?*** – **change and continuity** (identifying what changed and what stayed the same, describing the impact of change)

			Substantive knowledge: ➢ The Norman Conquest ➢ The impact of the Norman Conquest – establishment of Feudal System, Harrying of the North, the Doomsday Book, building of castles ➢ Key events in the Medieval period – signing of Magna Carta, Black Death, the Peasants' Revolt, the murder of Thomas Beckett ➢ Key features of life in the Medieval Period – countryside vs towns, housing, health, social hierarchies, religion ➢ The 'Golden Age' of the Islamic Empire – power and conquest, religious and social life, development of knowledge, art and architecture ➢ The Crusades – main events, impact on both East and West **Disciplinary knowledge:** Literacy: P-E-E paragraphs *(link to GCSE: 8 mark impact question)*: ➢ How to make a point ➢ Selecting and deploying evidence to support a point ➢ Developing an explanation Writing a simple account *(link to GCSE: 8 mark account)*: ➢ Organising a description of events into a logical sequence Language: ➢ Key terminology (see literacy curriculum document) Evidence: ➢ Making inferences from a source

			➢ Supporting inferences with evidence from a source – content and provenance Interpretations: ➢ Defining what an interpretation is ➢ Matching interpretations to a summary
Summer 1 & 2	**Monarchy and religion in Early Modern Britain**	This unit focuses on Tudor Britain and aims to build on student understanding of monarchy and religion and their associated power structures. It asks students to consider how the nature of both the monarchy and religion changed in England during the 16th century. It is divided into 3 smaller enquiries that each focus on building the foundational disciplinary knowledge of the key second order concepts.	**Enquiries and hero concepts:** 1. ***Who were the Tudors?*** – **significance** (explaining why an individual was significant) 2. ***Why did Henry VIII Break with Rome?*** – **causation** (categorising topic-specific causes, judging which cause(s) is/are the most significant) 3. ***How did Henry and his children create a religious rollercoaster in England?*** – **change and continuity** (identifying what changed and what stayed the same, describing the impact of change, describing and explaining the extent of change) **Substantive knowledge:** ➢ The Tudor family trees ➢ The English Reformation – Break with Rome, differences between Catholicism and Protestantism, reasons for Henry's decision to Break with Rome ➢ Changes to religion during the reigns of Edward VI, Mary I and Elizabeth I **Disciplinary knowledge:** Literacy: P-E-E paragraphs *(link to GCSE: 8 mark impact question)*: ➢ How to make a point ➢ Selecting and deploying evidence to support a

			point ➢ Developing an explanation Writing a simple account*(link to GCSE: 8 mark account)*: ➢ Organising a description of events into a logical sequence Language: ➢ Key terminology (see literacy curriculum document) <u>Evidence</u>: ➢ Making inferences from a source ➢ Supporting inferences with evidence from a source – content and provenance ➢ Choosing relevant contextual knowledge *from a provided list* to support inferences <u>Interpretations</u>: ➢ Matching interpretations to a summary ➢ Supporting interpretations with contextual knowledge *from a provided list*

Year 8			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**
Autumn 1	**How has migration shaped English identity over time?**	The unit returns to the chronological schema that was established in Topic 1 of Year 7, but on a national rather than local scale. The aim is to build upon students' broad chronological understanding by tracing one theme through English	**Enquiries and hero concepts:** 1. ***Who were the first 'English' people?*** – **causation** (judging and evaluating relative importance of causes, explaining how causes lead to consequences) 2. ***Were the Romans, Anglo-Saxons and Vikings colonisers or creators of English identity?*** –

		history ('English' rather than 'British' is used here due to the fact that Britain did not exist during the early parts of the topic covered). This thematic study traces different migrant groups who came to England at different times, providing students with a snap-shot into life in these periods and the different impacts that migrant groups arriving changed and contributed to 'English' identity. As such, it problematises the concept of 'Englishness' and helps promote student understanding of the diversity of our national cultural identity. The unit is split into 4 smaller enquiries that each focus on building the foundational disciplinary knowledge of the key second order concepts of causation and change and continuity.	**change and continuity** (describing the impact of change, describing and explaining the duration of change) 3. ***How was Medieval and Early Modern Britain impacted economically and socially by migration?*** – **change and continuity** (categorising types of change, describing and explaining the duration of change) 4. ***How has Irish and Commonwealth migration shaped our cities since the 18th centuries?*** – **change and continuity** (identifying and describing turning points that lead to change, explaining how different people experienced change and continuity) **Substantive knowledge:** ➢ Recapping describing time – chronology & time periods ➢ Migration – key terminology ➢ Which groups migrated and when ➢ Impact of migrant groups on England culturally, socially and economically **Disciplinary knowledge:** Literacy: P-E-E paragraphs *(link to GCSE: 8 mark impact question)*: ➢ How to make a point ➢ Selecting and deploying evidence to support a point ➢ Developing an explanation Writing a simple account *(link to GCSE: 8 mark account)*: ➢ Organising a description of events into a logical sequence Language:

			➢ Key terminology (see literacy curriculum document) Evidence: ➢ Making inferences from a source ➢ Supporting inferences with evidence from a source – content and provenance ➢ Choosing relevant contextual knowledge to support inferences Interpretations: ➢ Matching interpretations to a summary ➢ Supporting interpretations with contextual knowledge
Autumn 2	**West African Empires**	This unit revisits the two major time periods covered in Year 7 – the Medieval and Early Modern periods, but focusing on a different geographical location – West Africa. It also re-establishes the concept of 'empire', covered in the Medieval unit in Year 7. The aim of the unit is to explore two major empires that emerged in West Africa during this period – the Mali Empire and the Benin Empire. While studying this unit, students will be asked to draw comparisons between what was happening in West Africa with what was happening in both England and the Middle East. The unit is split into 2 enquiries which	**Enquiries and hero concepts:** 1. ***How did Empires flourish in West Africa in the Medieval Period?*** – **significance** (selecting relevant criteria to explain why an individual was significant) 2. ***What can sources teach us about the rise and fall of the Benin Empire?*** – **causation** (categorising causes – short term and long term, explaining how causes lead to consequences) and **evidence** **Substantive knowledge:** ➢ Geography of Western Africa in the Medieval and Early Modern Periods ➢ Recapping of key features and events of the Medieval and Early Modern Periods in English and Middle Eastern history ➢ Mansa Musa and the Mali Empire – biography – status, power and wealth, pilgrimage and significance of religion in power structures in the Mali Empire

		each foreground a different second order concept.	➢ The Oba and the Benin Empire – establishment of the Benin Empire, life in the Benin Empire at its height (re-capping the concept of a 'Golden Age'), reasons for the fall of the Benin Empire **Disciplinary knowledge:** Literacy: P-E-E paragraphs *(link to GCSE: 8 mark significance question)*: ➢ Formulating a point that indicates a judgment ➢ Selecting and deploying multiple pieces of evidence to support a point ➢ Developing an explanation Writing an account *(link to GCSE: 8 mark account)*: ➢ Organising an explanation of events into a logical sequence ➢ Using language associated with cause and consequence Language: ➢ Key terminology (see literacy curriculum document) Evidence: ➢ Making inferences from a source ➢ Supporting inferences with evidence from a source – content and provenance ➢ Choosing relevant contextual knowledge to support and develop inferences Interpretations: ➢ Summarising interpretations ➢ Supporting interpretations with contextual knowledge

Spring 1 & 2	**"Revolutions"**	This unit aims to introduce and problematise the idea of 'revolutions' in History by looking at two very different types of revolution. The French Revolution, a violent and political revolution will be introduced to students first. They will then look at the Industrial Revolution – a technological and social revolution. The unit is split into two very distinct enquiries, but with the aim that direct comparisons will be drawn between the nature of the two.	**Enquiries and hero concepts:** 1. ***Did Louis XVI cause the downfall of the French monarchy?*** – c**ausation** (categorising causes – topic-specific causes, judging and evaluating relative importance of causes, explaining how causes lead to consequences) 2. ***How has the Industrial Revolution been interpreted?*** – **change and continuity** (categorising types of change and describing speed / rate of change) and **interpretataions** **Substantive knowledge:** ➢ Life before the French Revolution – the Ancien Regime ➢ Causes of the French Revolution – Louis XVII and Marie Antoinette's lifestyles, economic factors including inflation and the price of bread, the role of Enlightenment thinking ➢ Key events of the French Revolution including the Oath of the Tennis Court and the Storming of the Bastille ➢ Factors that led to the development of the Industrial Revolution ➢ Ways in which life in Britain changed as a result of the Industrial Revolution – including work, where people lived, the emergence of the cities, the landscape and impact on the environment, life for children and the poor **Disciplinary knowledge:** Literacy: Constructing multiple P-E-E paragraphs *(link to GCSE: 8 mark impact & causation questions)*: ➢ Formulating a point that indicates a judgment ➢ Selecting and deploying multiple pieces of evidence to support a point

			➢ Developing an explanation Writing an account *(link to GCSE: 8 mark account)*: ➢ Organising an explanation of events into a logical sequence ➢ Using language associated with cause and consequence Language: ➢ Key terminology (see literacy curriculum document) <u>Evidence</u>: ➢ Making inferences from a source ➢ Supporting inferences with evidence from a source – content and provenance ➢ Choosing relevant contextual knowledge to support and develop inferences <u>Interpretations</u>: ➢ Summarising interpretations ➢ Supporting interpretations with contextual knowledge
Summer 1 & 2	**Our rights**	This unit focuses on the development of civil rights in Britain. While it largely focuses on the 20th century, it begins by looking at key turning points in our rights in earlier periods, allowing students to recap and deepen their chronological understanding of periods already covered. It is split into three distinct units that aim to build up the wider picture of the key events, people, protests and laws that have contributed to the	**Enquiries and hero concepts:** 1. ***What are the major turning points in our right to vote?*** – **causation** (explaining how causes lead to consequences, judging and evaluating relative importance of causes and consequences) 2. ***Why did women win the vote?*** – **causation** (categorising causes – topic-specific causes, judging and evaluating relative importance of causes) 3. ***Which 20th century protest movements impacted Britain the most?*** – **significance** (devising criteria to explain significance, recognising and explaining how using different

		development of our rights.	criteria can lead to different judgments) **Substantive knowledge:** ➢ Key events leading to the development of rights in Britain including Magna Carta and the Peasants Revolt (Medieval), the English Civil War (Early Modern), the Chartist movement (19th century) ➢ First wave feminism – the Suffragists and Suffragettes methods and the relative successes of their protests ➢ The impact of WW1 on the decision to extend the franchise to women ➢ 20th century protest movements including the League of Coloured Peoples, the Bristol Bus Boycott, the Brixton Uprisings, second wave feminism, Ban the Bomb and hippies, the Bradford 12 **Disciplinary knowledge:** Literacy: Constructing multiple P-E-E paragraphs *(link to GSCE: 8 mark significance and impact questions)*: ➢ How to make a point ➢ Selecting and deploying multiple pieces of evidence to support a point ➢ Developing an explanation Writing a conclusion: ➢ Summarising arguments presented ➢ Reaching a judgment Writing an account *(link to GCSE: 8 mark account)*: ➢ Organising an explanation of events into a logical sequence ➢ Using language associated with cause and consequence Language:

			➢ Key terminology (see literacy curriculum document) Evidence: ➢ Making inferences from a source ➢ Supporting inferences with evidence from a source – content and provenance ➢ Choosing relevant contextual knowledge to support and develop inferences Interpretations: ➢ Summarising interpretations ➢ Supporting interpretations with contextual knowledge

Year 9			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**
Autumn 1 & 2	**What was Britain's legacy on the world between the 16th and 20th centuries?**	This unit is a breadth study that looks at the global impact of the British Empire. Spanning five centuries of history, lessons take students on a journey through North America, Asia, Africa, Australia, and Britain itself, in order to examine the nature and extent of the change that Britain's imperial project brought to world. It is split into 2 separate enquiries	**Hero concepts:** 1. ***What was the impact of the Empire on Britain and the World?*** **change and continuity** (categorising types of change, evaluating the extent of change, explaining why different people experienced change and continuity differently) 2. ***Why did Britain establish and abolish New World Slavery*** – **significance** (judging the relative significance of a range of factors, recognizing and explaining how using different criteria can lead to different judgments, devising different historical

		– the first takes a broad overview of the Empire's impact on the world. The second focuses specifically on Britain's role in New World Slavery, as well as the causes of Abolition in Britain and across its Empire. This has been tackled in a separate enquiry in order to give sufficient weight and time to this difficult topic. However, slavery will be referenced in earlier units on America and Africa. In addition to developing pupil understanding of key substantive concepts such as empire and imperialism, each enquiry also foregrounds a key second order concept.	questions to judge significance) **Substantive knowledge:** ➢ Reasons why Britain was able to gain an empire ➢ Impact of the Empire on the Americas – Native American experiences, formation of the USA, the Caribbean and sugar ➢ Establishment of control of India – use of conquest and trade, tthe East India Company, Partition ➢ The Scramble for Africa and impact of the British Empire on Africa – including Nigeria and South Africa ➢ Reasons for establishment of a colony in Australia and impact on Aboriginal peoples ➢ Impact of the Empire on people in Britain and how the Empire has been interpreted ➢ What is slavery? ➢ Britain's role in the establishment of New World Slavery and the Triangular Trade Route ➢ Reasons for the abolition of slavery **Disciplinary knowledge:** Literacy: Constructing multiple P-E-E paragraphs *(link to GSCE: 8 mark significance and impact questions)*: ➢ How to make a point ➢ Selecting and deploying multiple pieces of evidence to support a point ➢ Developing an explanation Writing a conclusion: ➢ Summarising arguments presented ➢ Reaching a judgment Writing an account *(link to GCSE: 8 mark account)*:

			➢ Organising an explanation of events into a logical sequence ➢ Using language associated with cause and consequence Language: ➢ Key terminology (see literacy curriculum document) <u>Evidence</u>: ➢ Making inferences from a source ➢ Supporting inferences with evidence from a source – content and provenance ➢ Choosing relevant contextual knowledge to support and develop inferences <u>Interpretations</u>: ➢ Summarising interpretations ➢ Supporting interpretations with contextual knowledge
Spring 1 & 2, Summer 1 & 2	**20th century conflicts**	This that to provide students with an understanding of key conflicts that took place across the 20th century. Many of these conflicts are considered 'musts' in any History curriculum. They have been selected due to their importance in shaping the contemporary world and to help our students understand the geopolitical climate of today. It is split into 5 separate enquiries which each foreground a specific second order concept. The first three enquiries focus on	**Enquiries and hero concepts:** 1. ***Why did the world go to war in 1914?*** – **causation** (categorising and linking causes, making causal links, judging and evaluating the relative importance of causes using counterfactual arguments) (5 lessons) 3. ***What was so 'Great' about World War 1?*** – **significance** (selecting relevant criteria to explain why an event is significant, judging the relative significance of a range of factors, recognizing and explaining how using different criteria can lead to different judgments) 2. ***Why was WW1 not the "war to end all wars"?*** – **causation** (categorising and linking causes and consequences, making consequential links, judging and evaluating the relative

		the two world wars, while enquiry four looks at one of the major events and impacts of WW2 – the Holocaust. The final enquiry looks at more localized conflicts, but ones that had (and still have) major significance to the global community – challenging of Apartheid in South Africa, the Civil War in Ireland, and the Israeli-Palestinian Wars.	importance of consequences using counterfactual arguments) - end 3. ***How did World War 2 affect people in Britain and its Empire?*** – **change and continuity** (categorising types of change, explaining whether changes involved progress, regression, evolution or just a different state or experience, explaining why different people experienced change and continuity differently) 4. ***How can we explain and understand the Holocaust?*** – **causation** (categorising and linking causes and consequences, making consequential links, judging and evaluating the relative importance of consequences using counterfactual arguments) - end 5. ***How did the nature of conflict change after 1945?*** **Substantive knowledge:** ➢ Causes of WW1 – militarism, alliances, imperialism and nationalism. The assassination of Archduke Franz Ferdinand ➢ Impact of WW1 – political, social, economic ➢ Impact of WW1 in the short and medium term – the Treaty of Versailles, growing anger in Germany, beginnings of the end of Empire ➢ Causes of WW2 – failures of appeasement and military aggression of the Nazis ➢ The Holocaust – the slow chipping away of Jewish civil rights, who else was targeted by the Nazis, individual experiences of Ghettos, Concentration Camps, Death Camps and liberation (focus on Leon Greenman's story) ➢ Conflicts after 1945 – the Cold War, Irish Civil

			War, Israel-Palestine, apartheid – **significance** (devising different historical questions to judge significance, explore how judgments on historical significance have varied across different time periods) **Disciplinary knowledge:** Literacy: Constructing multiple P-E-E paragraphs *(link to GSCE: 8 mark significance and impact questions)*: ➢ Making a clear and well-argued point that directly answers the question ➢ Selecting and deploying multiple pieces of evidence to support a point ➢ Developing an explanation and linking back to the question / ahead to the rest of the argument Writing a conclusion: ➢ Summarising arguments presented ➢ Reaching a judgment that considers both factors / links factors together Writing an account *(link to GCSE: 8 mark account)*: ➢ Organising an explanation of events into a logical sequence ➢ Using language associated with cause and consequence ➢ Deploying relevant and detailed Historical evidence to develop the account Language: ➢ Key terminology (see literacy curriculum document) Evidence: ➢ Making inferences from a source ➢ Supporting inferences with evidence from a

			source – content and provenance ➢ Choosing relevant contextual knowledge to support and develop inferences ➢ Evaluating evidence <u>Interpretations</u>: ➢ Summarising interpretations ➢ Supporting interpretations with contextual knowledge ➢ Evaluating interpretations

Year 10			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**
Autumn 1 & Autumn 2	**America 1920-1973: Opportunity and Inequality**	This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice.	**Assessment Objectives (Skills):** **AO1:** demonstrate knowledge and understanding of the key features and characteristics of the period studied **AO2**: explain and analyse historical events and periods studied using second-order historical concepts **AO4**: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

		Students will study the political, economic and cultural aspects of these two developments and the role ideas played in brining about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.	**Substantive knowledge:** Part One: American people and the 'Boom': ➢ The 'Boom': benefits; advertising and the consumer society; hire purchase; mass production, including Ford and the motor industry; inequalities of wealth; Republican government policies; stock market boom. ➢ Social and cultural developments: entertainment, including cinema and jazz; the position of women in society, including flappers. ➢ Divided society: organised crime, prohibition and their impact on society; the causes of racial tension, the experiences of immigrants and the impact of immigration; the Ku Klux Klan; the Red Scare and the significance of the Sacco and Vanzetti case. Part Two: Bust – Americans' experiences of the Depression and New Deal ➢ American society during the Depression: unemployment; farmers; businessmen; Hoover's responses and unpopularity; Roosevelt's

			election as president. ➢ The effectiveness of the New Deal on different groups in society: successes and limitations including opposition towards the New Deal from the Supreme Court, Republicans and Radical politicians; Roosevelt's contribution as president; popular culture. ➢ The impact of the Second World War: America's economic recovery; Lend Lease; exports; social developments, including experiences of African-Americans and women. Part Three: Post-war America ➢ Post-war American society and economy: consumerism and the causes of prosperity; the American Dream; McCarthyism; popular culture, including Rock and Roll and television. ➢ Racial tension and developments in the Civil Rights Campaigns in the 1950s and 1960s: Segregation laws; Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts 1964 and 1968.

			➢ America and the 'Great Society': the social policies of Presidents Kennedy and Johnson relating to poverty, education and health; the development and impact of feminist movements in the 1960s and early 1970s, including the fight for equal pay; the National Organisation for Women, Roe v Wade (1973), the Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment.
Spring 1 & 2	**Elizabethan England, c.1568-1603**	This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study focuses on major events in Elizabeth's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.	**Assessment Objectives (Skills):** **AO1:** demonstrate knowledge and understanding of the key features and characteristics of the period studied **AO2**: explain and analyse historical events and periods studied using second-order historical concepts **AO4**: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. **Substantive knowledge:** Part One: Elizabeth's court and Parliament ➢ Elizabeth I and her court:

			background and character of Elizabeth I, court life, including patronage; key ministers. ➢ The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601. Part Two: Life in Elizabethan Times ➢ A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre. ➢ The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem. ➢ English sailors: Hawkins and Drake; circumnavigation 1577-1580, voyages and trade; the role of Raleigh. Part Three: Troubles at home and abroad ➢ Religious matters: the question of religion, English Catholicism and

			Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters. ➢ Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and it impact. ➢ Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.
Summer 1 & 2	**PPEs and Revision** **Conflict & Tension between East and West, 1945-1972**	This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements	**Assessment Objectives (Skills):** **AO1:** demonstrate knowledge and understanding of the key features and characteristics of the period studied **AO2**: explain and analyse historical events and periods studied using second-order historical concepts **AO3:** analyse, evaluate and use sources

		during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.	(contemporary to the period) to make substantiated judgements, in the context of historical events studied. **Substantive knowledge:** Part One: The Origins of the Cold War ➢ The end of the Second World War: Yalta and Potsdam Conferences; the division of Germany; contrasting attitudes and ideologies of the USA and the USSR, including the aims of Stalin, Churchill, Roosevelt, Attlee and Truman; effect of the dropping of the atom bomb on post-war superpower relations. ➢ The Iron Curtain and the evolution of East-West rivalry; Soviet expansion in Eastern Europe; US policies; the Truman Doctrine and Marshall Plan, their purpose and Stalin's reaction; Cominform; Comecon; Yugoslavia; the Berlin Blockade and Airlift.

Year 11			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**

Autumn 1	**Conflict & Tension between East and West, 1945-1972**	This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.	**Assessment Objectives (Skills):** **AO1:** demonstrate knowledge and understanding of the key features and characteristics of the period studied **AO2**: explain and analyse historical events and periods studied using second-order historical concepts **AO3:** analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. **Substantive knowledge:** Part Two: The Development of the Cold War ➢ The significance of events in Asia for superpower relations: USSR's support for Mao Tse-tung and Communist revolution in China, and the military campaigns waged by North Korea against the UN and by the Vietcong against France and the USA. ➢ Military rivalries: the arms race; membership and purposes of NATO and the Warsaw Pact; the space race, including Sputnik, ICBMs, Polaris, Gagarin, Apollo. ➢ The 'Thaw': Hungary, the protest

		This thematic study enables students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the period during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in	movement and the reforms of Nagy; Soviet fears, how they reacted and the effects on the Cold War; the U2 Crisis and its effects on the Paris Peace Summit and the peace process. Part Three: Transformation of the Cold War ➢ Berlin Wall: reasons for its construction and Kennedy's response. ➢ Tensions over Cuba: Castro's revolution, the Bay of Pigs and the missile crisis; the roles of Castro, Khrushchev, Kennedy; fears of the USA and reaction to missiles on Cuba; dangers and results of crisis. ➢ Czechoslovakia: Dubeck and the Prague Spring movement; USSR's response to the reforms; the effects the Prague Spring movement; USSR's response to the reforms; the effects the Prague Spring had on East-West relations, including the Warsaw Pact; the Brezhnev Doctrine. ➢ Easing of tension: sources of tension, including the Soviets' record on human rights; the reasons for Detente and for SALT 1; the part played by key individuals Brezhnev

		isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.	and Nixon.
Autumn 2	**Britain: Health and the People. C.1000 to Present Day**	This thematic study enables students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the period during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that	**Assessment Objectives (Skills):** **AO1:** demonstrate knowledge and understanding of the key features and characteristics of the period studied **AO2**: explain and analyse historical events and periods studied using second-order historical concepts **AO3:** analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. **Substantive knowledge:** Part One: Medicine Stands Still ➢ Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about causes of illness. ➢ Medical progress: the contribution of

		impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people. Students will show an understanding of how factors worked together to bring about particular developments at a particular time, how they related and their impact upon society. Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress,	Christianity to medical progress and treatment: hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques. ➢ Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs and its causes, treatment and prevention. Part Two: The Beginnings of Change ➢ The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Pare and William Harvey; opposition to change. ➢ Dealing with disease; traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter. ➢ Prevention of disease: inoculation, Edward Jenner, vaccination and opposition to change. Part Three: A Revolution in Medicine ➢ The development of Germ Theory

		and the significance of the change(s). They should also be able to distinguish between different types of causes and consequences, such as short/long-term causes, intended/unintended consequences. This option focuses on the following questions: • Why has there been progress in the health of the British peiope? • How and why had the pace and scale of medical development varied at different times? • What impact has medical progress had on people and society? • How and why have different factors been more important than others for individual	and its impact on the treatment of disease in Britain; the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrich and magic bullets; everyday medical treatments and remedies. ➢ A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery. ➢ Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health improvement, including the 1848 and 1875 Public Health Acts. The importance of the following factors: • War • Superstition and religion • Chance • Government • Communication • Science and technology • The role of the individual in encouraging or inhibiting change

		medical developments? • What is the significance of key individuals or events in the history of medical development?	
Spring 1	**PPEs** **Britain: Health and the People. C.1000 to Present Day**	This thematic study enables students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the period during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider	**Assessment Objectives (Skills):** **AO1:** demonstrate knowledge and understanding of the key features and characteristics of the period studied **AO2**: explain and analyse historical events and periods studied using second-order historical concepts **AO3:** analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. **Substantive knowledge:** Part Four: Modern Medicine ➢ Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.

		world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people. Students will show an understanding of how factors worked together to bring about particular developments at a particular time, how they related and their impact upon society. Students will develop an understanding of the varying rate of change, why change happened when it did, whether	➢ The impact of war and technology on surgery: plastic surgery; blood transfusions; x-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery. ➢ Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing, the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choice and the issues of healthcare in the 21st century. The importance of the following factors: • War • Superstition and religion • Chance • Government • Communication • Science and technology • The role of the individual in encouraging or inhibiting change

		change brought progress, and the significance of the change(s). They should also be able to distinguish between different types of causes and consequences, such as short/long-term causes, intended/unintended consequences. This option focuses on the following questions: • Why has there been progress in the health of the British peiope? • How and why had the pace and scale of medical development varied at different times? • What impact has medical progress had on people and society? • How and why have different factors been more important than	

		others for individual medical developments? • What is the significance of key individuals or events in the history of medical development?	
Spring 2 & Summer 1	**Revision**		