

Progression map: breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum. It enables teachers to see the big picture of pupils' learning: what content is taught in which year group.

| Key Concepts | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
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| Cause & Consequence | HT1, HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 |
| Similarity & Difference | HT1, HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 |
| Significance | HT1: HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 |
| Evidence | HT1: HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 |
| Sources | HT1: HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 |
| Interpretations | HT1: HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 | HT1, HT2, HT3, HT4, HT6 |

Long-term plan: organises the knowledge from the progression map into units to give an overview of what is taught when in your curriculum. It provides a starting point for medium term planning.

| Year 7 | | | | | |
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| Autumn Term 1: | Autumn 2: | Spring Term 1 | Spring 2: | Summer Term 1 | Summer Term 2 |
| Unit Title: 1066 & All That EQ: How did William maintain control of England after 1066 ? Unit length: 12 lessons | Unit Title: The Silk Roads (1) EQ: How did the Silk Roads shape the world ? Unit length: 12 lessons | Unit Title: The Silk Roads (2) EQ: How far did faith and conquest shape the Silk Roads ? Unit length: 12 lessons | Unit Title: The Crusades EQ: Was religion the most important cause of the Crusades Unit length: 10 lessons | Unit Title: Medieval Power EQ: Who held power in Medieval England ? Unit length: 12 lessons | Unit Title: The Medieval World EQ: How did England compare with other Medieval Powers ? Unit length: 11 lessons |
| Domains of Knowledge: Authority Conflict Conquest Earl Feudal system Hierarchy Oppression Resistance | Domains of Knowledge: Mercantilism Protectionism Tariff Pilgrimage Trade Religion Knowledge Disease Literacy | Domains of Knowledge: Mercantilism Protectionism Tariff Pilgrimage Trade Religion Knowledge Holy War | Domains of Knowledge World Building 1095 Why did people join the Crusades ? Antioch Muslim Caliphates Christendom Holy Lands and Holy Wars Pilgrimage | Domains of Knowledge Henry II and Thomas Becket's murder King John and the Magna Carta The Reformation of the Church Henry VIII and the power of the Church Edward VII Mary I Elizabeth I | Domains of Knowledge: Murder in the Cathedral King John & Magna Carta Henry VIII Mansa Musa Great Zimbabwe Ming Dynasty Ottoman Empire |
| Relevant Key Concepts: Chronology Change Continuity Consequence Interpretations Sources Significance | Relevant Key Concepts: Chronology Diversity Change Continuity Consequence Significance Interpretations | Relevant Key Concepts: Chronology Diversity Change Continuity Consequence Significance Interpretations | Relevant Key Concepts: Chronology Diversity Change Continuity Consequence Significance Interpretations | Relevant Key Concepts: Chronology Change Continuity Cause Consequence Significance Interpretations | Relevant Key Concepts: Cause and Consequence Similarity & Difference Significance Evidence Sources Interpretations |
| Gateway knowledge: Normans William the Conqueror Harold Godwinson Battle of Hastings | Gateway knowledge: The Normans Empire | Gateway knowledge: The Normans The Silk Roads (1) Understanding of trade routes Understanding of where China and Baghdad are located International trade Religion | Gateway knowledge: The Normans The Silk Roads Religion Conflict | Gateway knowledge: Understanding of the challenges of being a monarch Understanding of Christianity Understanding of Henry VIII | Gateway knowledge: The Silk Roads Medieval Power |

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| <p>Assessment end-points:</p> <p>Low-Stakes Assessment: L4</p> <p>Assessment: L10 Source question based on how William was able to control England after 1066</p> | <p>Assessment end-points:</p> <p>Low-Stakes Assessment: L4</p> <p>Assessment:L6 'Constantinople was the most significant destination along the Silk Road'. How far do you agree ?</p> | <p>Assessment end-points:</p> <p>Low-Stakes assessment: L4</p> <p>Assessment: L15 'Religion was the main reason why people travelled along the Silk Road' How far do you agree ?</p> | <p>Assessment end-points:</p> <p>Low-Stakes assessment: L4</p> <p>Assessment: L10 How far do you agree with Sheila's view that the Crusades had nothing to do with religion ?</p> | <p>Assessment end-points:</p> <p>Low-Stakes assessment: L4</p> <p>Assessment: L8 'The Church held the most power in the Medieval World. How far do you agree ?</p> | <p>Assessment end-points:</p> <p>Low-Stakes Assessment: L4</p> <p>Assessment: L8 'England was the most powerful place in the Medieval world'. How far do you agree ?</p> |
| <p>Disciplinary Knowledge:</p> <p>To be able to identify and explain the differences between a source and an interpretation</p> <p>To be able to evaluate sources and interpretations</p> <p>To be able to answer the assessment question at the end of this unit using a range of skills developed throughout this unit</p> | <p>Disciplinary Knowledge:</p> <p>To be able to evaluate sources and interpretations</p> <p>To be able to answer the assessment question at the end of this unit using a range of skills developed throughout this unit</p> | <p>Disciplinary Knowledge:</p> <p>To be able to explain the significance of the Silk Roads to regional and international trade</p> <p>To be able to analyse the connections between the Silk Roads and the wider world</p> <p>To be able to evaluate sources and interpretations as well as judging their usefulness</p> <p>To be able to answer the assessment question at the end of this unit using a range of skills developed throughout this unit</p> | <p>Disciplinary Knowledge:</p> <p>To be able to evaluate sources and interpretations</p> <p>To be able to answer the assessment question at the end of this unit using a range of skills developed throughout this unit</p> | <p>Disciplinary Knowledge:</p> <p>To be able to identify the differences between Catholicism & Protestantism</p> <p>To be able to explain why there was religious change during the Tudor period</p> <p>To be able to evaluate sources and interpretations as well as judging their usefulness</p> <p>To be able to justify which medieval monarch was the most powerful</p> <p>To be able to answer the assessment question at the end of this unit using a range of skills developed throughout this unit</p> | <p>Disciplinary Knowledge:</p> <p>To be able to explain the significance of the challenges to monarchs in this period</p> <p>To be able to evaluate interpretations and historical scholarship on this period</p> <p>To be able to answer the assessment question at the end of this unit using a range of skills developed throughout this unit</p> |
| <p>Scholarship:</p> <p>Marc Morris Nicolas Vincent Christian Bace Robert Tombs James Hawes</p> | <p>Scholarship:</p> <p>Peter Frankopan Robert Low Susan Whitfield</p> | <p>Scholarship:</p> <p>Peter Frankopan Roberto Marin-Guzman Salma Khadra John Lawton</p> | <p>Scholarship:</p> <p>Dan Jones Ibn Al Hasan E.H. Gombrich Christopher Tyerman John France Jonathan Riley-Smith T. Ashbridge H. Mayer</p> | <p>Scholarship:</p> <p>Dr Alixe Bovey J.R. Green D.M. Stenton J.R. Maddicott D. Baker</p> | <p>Scholarship:</p> <p>Randall McIver Jan Morris Jem Duducu</p> |

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| Year 8 | | | | | |
| Autumn Term 1: | Autumn 2: | Spring Term 1 | Spring 2: | Summer Term 1 | Summer Term 2 |

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| Unit Title: The Reformation EQ: Why did England's relationship with the Papacy crumble? Unit length: 12 lessons | Unit Title: What do we do with Monarchs we don't like ? EQ: Why did Monarchy fall out of fashion ? Unit length: 12 lessons | Unit Title: The Changing World 1750 - 1900 EQ: Was the Industrial Revolution Liberty's Dawn ? Unit length: 12 lessons | Unit Title: The Age of Exploration EQ: How similar was the experience of Empire in India, Africa and Australia? Unit length: 13 lessons | Unit Title: The Edwardians EQ: 'To what extent was Edwardian England the 'Land of Hope & Glory' ?' Unit length: 12 lessons | Unit Title: Suffrage & Protest EQ: What was the most significant protest of the last 200 years ? Unit length: 12 lessons |
| Domains of Knowledge: Power of the Medieval Church Criticisms of the Church in England How to analyse sources. Evidence of Monarchical rebellion against Papal Power. The influence of Martin Luther and European Reformists. The Renaissance Henry VIII The Reformation | Domains of Knowledge: The Enlightenment Charles I and the Civil War Why was King George III so unpopular ? Who was George Washington ? American Revolution Regicide in France French Revolution | Domains of Knowledge: Industrialisation Factories Coal Mines Inventions Middle Passage Legacy of the Middle Passage Napoleon and Nelson The Witchcraze Charles Darwin | Domains of Knowledge: What are empires ? Why did the British want an empire ? How did America become a British colony ? The British in India The British in Australia The Mongol Empire The Aztec Empire Were all Empires the same ? | Domains of Knowledge: Who were the Edwardians ? British Class system British Empire Not so Great Britain Titanic | Domains of Knowledge: 1848 Revolution? Who were the Chartists & Match girls? Elsewhere: Irish potato famine Who were the suffragettes? Emily Davison American Civil Rights MLK & Malcolm X Stonewall Riots & LGBTQ+ Detroit Race Riots BLM & #Me Too |
| Relevant Key Concepts: Cause and Consequence Similarity & Difference Significance Historical Sources Interpretations | Relevant Key Concepts: Cause and Consequence Similarity & Difference Significance Evidence Sources Interpretations | Relevant Key Concepts: Chronology Diversity Continuity Change Consequence Interpretations Sources Significance | Relevant Key Concepts: Cause and Consequence Similarity & Difference Significance Evidence Sources Interpretations | Relevant Key Concepts: Cause and Consequence Similarity & Difference Significance Evidence Sources Interpretations | Relevant Key Concepts: Chronology Diversity Change Consequence Interpretations Sources Significance |
| Gateway knowledge: Monarchy Power Christianity Role of the Medieval Church | Gateway Knowledge: Absolute Monarchy Authority Dictator Executive Parliament Revolution Royal Court | Gateway Knowledge: Industrialisation Middle Class Working Class Dictator Tariff | Gateway Knowledge: Knowledge of Empires Impact of Britain around the world Knowledge of key terms – economic, political and strategic Knowledge of how to identify similarities and differences of different empires across time | Gateway knowledge: Knowledge of where the Edwardian Era is located chronologically Understanding of the terms Gentry, Rich, First Class, Middle Class and Working class The Titanic | Gateway knowledge: The changing role of women in society Women's suffrage movement in the 1920s Patriarchal society |
| Assessment end-points: Low-Stakes Assessment :L4 Assessment: L7 ‘‘What was the most significant cause of the Reformation?’’ | Assessment end-points: Low-Stakes assessment: L4 Assessment: L7 How useful are sources A and B to a historian studying the reasons why monarchy fell out of fashion ? | Assessment end-points: Low-Stakes assessment L4 Assessment: L8 ‘How far do you agree with Emma Griffin's view that the Industrial Revolution was Liberty's Dawn ?’ | Assessment end-points: Low-Stakes assessment: L4 Assessment: L8 How similar were the experiences of the British Empire in India, Africa and Australia ? | Assessment end-points: Low Stakes assessment: L4 Assessment: To what extent was Edwardian England the 'Land of Hope & Glory' ? | Assessment end-points: Assessment: ‘The campaign for Women's suffrage was the most significant protest of the last 200 years’. How far do you agree ? |
| Disciplinary Knowledge: To understand what the Reformation was. | Disciplinary Knowledge: To be able to analyse sources and historical interpretations | Disciplinary Knowledge: To be able to analyse sources and historical interpretations | Disciplinary Knowledge: To be able to analyse sources and historical interpretations | Disciplinary Knowledge: | Disciplinary Knowledge: To be able to analyse sources and historical interpretations |

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| <p>To understand what the causes and consequences of the Reformation were.</p> <p>To understand the significance of the Reformation.</p> <p>To understand the influence of the Renaissance.</p> | <p>To be able to answer the assessment question at the end of this unit using a range of skills developed throughout this unit</p> | <p>To be able to answer the assessment question at the end of this unit using a range of skills developed throughout this unit</p> | <p>To justify positive and negative impacts of the British Empire</p> <p>To be able to answer the assessment question at the end of this unit using a range of skills developed throughout this unit</p> | <p>To be able to analyse sources of information and their usefulness to a historian</p> <p>To be able to answer the assessment question at the end of this unit using a range of skills developed throughout this unit</p> | <p>To be able to analyse the significance of individuals over a set period.</p> <p>To be able to answer the assessment question at the end of this unit using a range of skills developed throughout this unit</p> |
| <p>Scholarship:</p> <p><i>'The Reformation Experience'</i> - Eric Ives</p> <p><i>'The Voices of Morebath: Reformation and Rebellion in an English Village'</i> - Eamon Duffy</p> <p><i>'God's Traitors'</i> - Jessie Childs</p> <p><i>'The Canterbury Tales'</i> - Geoffrey Chaucer</p> | <p>Scholarship:</p> <p>Simon Beale</p> <p>Julie Marks</p> | <p>Scholarship:</p> <p>Emma Griffin</p> <p>Arnold Toynbee</p> <p>David Olusoga</p> <p>Eric Williams</p> <p>Jeremy Black</p> <p>Jon Weller</p> | <p>Scholarship:</p> <p>David Olusoga</p> <p>Niall Ferguson</p> <p>Richard Toye</p> <p>Jeremy Paxman</p> <p>John Keay</p> | <p>Scholarship:</p> <p>AJP Taylor</p> <p>Max Arthur</p> <p>Bruce Atkinson</p> | <p>Scholarship:</p> <p>Fern Riddell</p> <p>David Avery</p> <p>Edward Royle</p> <p>Clare Balding</p> |

| Year 9 | | | | | |
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| Autumn Term 1: | Autumn 2: | Spring Term 1 | Spring 2: | Summer Term 1 | Summer Term 2 |
| <p>Unit Title: The First World War</p> <p>EQ: To what extent were Black soldiers expendable - then forgettable ?</p> <p>Unit length: 12 lessons</p> | <p>Unit Title: The Inter War Years</p> <p>EQ: Was the Weimar Republic doomed from the start ?</p> <p>Unit length: 12 lessons</p> | <p>Unit Title: The Age of Extremes: Europe</p> <p>EQ: Why did the C20th become an 'Age of Extremes' in Europe ?</p> | <p>Unit Title: The Age of Extremes: Asia</p> <p>EQ: Why did the C20th become an 'Age of Extremes' in Asia ?</p> | <p>Unit Title: The Holocaust</p> <p>EQ: How could the Holocaust have happened ?</p> | <p>Unit Title: The Post War World</p> <p>EQ:</p> |

| | | Unit length: 12 lessons | Unit length: 12 lessons | Unit length: 12 lessons | Unit length: 12 lessons |
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| Domains of Knowledge: Causes of the First World War Enlistment Conscription Experiences of British soldiers Experiences of Muslim soldiers Experiences of Caribbean soldiers Experiences of African soldiers | Domains of Knowledge: Armistice November Criminals Constitution Proportional Representation Frikorps Spartacists Putsch Hyperinflation | Domains of Knowledge: Dictatorship Authoritarian Fascist Communist Ideology Cult of Personality Mussolini Hitler Franco | Domains of Knowledge: Dictatorship Authoritarian Communist Ideology Cult of Personality Stalin Mao | Domains of Knowledge: What is identity ? What was life like for Jewish people before the Nazis What rights & freedoms did Jewish people lose under the Nazis Police Battalion 101 Dilemmas facing Jewish people Resisters & Rescuers | Domains of Knowledge: Colonialism Empires Kingdoms British Values First World War Inter War Years Age of Extremes The Holocaust |
| Relevant Key Concepts: Cause and Consequence Significance Sources Interpretations | Relevant Key Concepts: Cause and Consequence Significance Interpretations Sources | Relevant Key Concepts: Cause and Consequence Similarity & Difference Significance Evidence Sources Interpretations | Relevant Key Concepts: Cause and Consequence Similarity & Difference Significance Evidence Sources Interpretations | Relevant Key Concepts: Cause and Consequence Similarity & Difference Significance Evidence Sources Interpretations | Relevant Key Concepts: Cause and Consequence Similarity & Difference Significance Evidence Sources Interpretations |
| Gateway knowledge: British Empire Industrial Revolution Propaganda Censorship | Gateway knowledge: First World War Long, short, and trigger causes Technology of war | Gateway knowledge: What was the Holocaust Why were Jewish people persecuted Hitler and the Nazis Auschwitz Anne Frank | Gateway knowledge: Significance Continuity Change Cause Consequence Interpretations Sources | Gateway knowledge: What was the Holocaust Why were Jewish people persecuted Hitler and the Nazis Auschwitz Anne Frank | Gateway knowledge: What is the United Nations What are Human Rights ? What are Human Rights abuses ? |
| Assessment end-points: Low stakes assessment L4 Assessment: L10 'Black soldiers in the First World War were expendable and then forgettable'. How far do you agree with the view of David Olusoga ? | Assessment end-points: Low-Stakes assessment: L4 Assessment: L8 'The Weimar Republic was doomed from the start'. How far do you agree ? | Assessment end-points: Low stakes assessment L4 Assessment: L10 How far do you agree with Frank Dikotter's view that a dictator must instil fear in his people ? | Assessment end-points: Low-Stakes assessment: L4 Assessment: L8 How useful are Sources A, B and C to a historian studying why dictators came to power in Asia ? | Assessment end-points: Low-Stakes assessment: L4 Assessment: L8 What does learning about the choices people made during the Holocaust teach us about the power and impact of our choices today ? | Assessment end-points: Low-Stakes assessment: L4 Assessment: L6 'Colonialism was the main cause of human rights abuses. How far do you agree ? |
| Disciplinary Knowledge: To be able to analyse sources and historical interpretations To be able to answer the assessment question at the end of this unit using a range of skills developed throughout this unit | Disciplinary Knowledge: To be able to analyse sources and historical interpretations To be able to answer the assessment question at the end of this unit using a range of skills developed throughout this unit | Disciplinary Knowledge: To be able to analyse sources and historical interpretations To be able to answer the assessment question at the end of this unit using a range of skills developed throughout this unit | Disciplinary Knowledge: To be able to explain the significance of Nazi policies on the lives of Jewish people To be able to answer the assessment question at the end of this unit using a range of skills developed throughout this unit | Disciplinary Knowledge: To be able to explain the significance of Nazi policies on the lives of Jewish people To be able to answer the assessment question at the end of this unit using a range of skills developed throughout this unit | Disciplinary Knowledge: To be able to analyse sources and historical interpretations To be able to answer the assessment question at the end of this unit using a range of skills developed throughout this unit |
| Scholarship: Eric Hobsbawm A.J.P. Taylor Ruth Henig Richard Smith Sir Richard J Evans Margaret MacMillan Peter Hart Annette Becker David Olusoga June Purvis William Philpott Philip Warner | Scholarship: Julia Boyd Benjamin Carter Hett Fritz Stern E. Weitz John Hiden Richard J Evans Margaret MacMillan Richard Bessel Jonathon Wright Colin Storer | Scholarship: Frank Dikotter Kenneth Thompson Eric Hobsbawm Tim Bouverie Paul Kennedy Nick Smart | Scholarship: Frank Dikotter Kenneth Thompson Eric Hobsbawm Tim Bouverie Paul Kennedy Nick Smart | Scholarship: Detlef Garber Arek Hersch Laurence Rees Dan MacMillan Lyn Smith | Scholarship: Patrick Finnigan Noam Chomsky Julia Wallace |

| Year 10 | | | | |
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| Autumn Term | Spring Term 1 | Spring 2: | Summer Term 1 | Summer Term 2 |
| Unit Title: The Kaiser's Germany & Weimar Germany: 1890 – 1929 Unit length: 30 lessons | Unit Title: Hitler's Rise to Power & Nazi Germany Unit length: 15 lessons | Unit Title: Health & the People: Medicine Stands Still & the Beginnings of Change Unit length: | Unit Title: Health & the People: A revolution in Medicine Unit length: | Unit Title: Health & the People: Modern Medicine Unit length: |
| Domains of Knowledge: Unification of Germany 1890 The importance of Kaiser Wilhelm II Weltpolitik Navy Laws Two Power Standard The German Parliament Impact of the First World War Abdication of the Kaiser Treaty of Versailles 'Stab in the Back' myth November Criminals Political & Economic Threats to the Weimar Republic 1923: The Year of Crisis Stresemann & the 'Golden Years' The Wall Street Crash | Domains of Knowledge: The Great Depression Increase in support for the Nazis The 1932 & 1933 Elections Hitler becomes Chancellor The Reichstag Fire The Emergency Decree The Enabling Act Night of the Long Knives Hitler establishes a dictatorship Propaganda, Control & Terror Nazi Economic policies Nazi policies towards Women Nazi policies towards Education & the Youth Opposition to the Nazis Nazi policies towards undesirables | Domains of Knowledge: Medieval Medicine Galen & Vesalius Consequences of the Black Death Impact of the Renaissance on Britain Impact of Pare & Harvey on Renaissance Medicine The Great Plague | Domains of Knowledge: Who was John Hunter ? Edward Jenner & Smallpox How was pain conquered ? How important were Pasteur, Lister & Koch ? Germ Theory Medicine in Industrial Britain Cholera & the Great Stink | Domains of Knowledge: Penicillin & the development of modern medicine Advances in treatment since 1945 Antibiotics Alternative medicine Impact of war & technology on surgery Reports of Booth & Rowntree Liberal Social Reforms Improvements in Children's health Th Beveridge Report The Welfare State Creation of the NHS |
| Relevant Key Concepts: AO1: Demonstrate knowledge & understanding of the key features & characteristics of the period studied AO2: Explain & analyse historical events & periods studied using second-order concepts (KS3 History LTP) AO3: Analyse, evaluate & use sources (contemporary to the period) to make judgements in the context of historical events studied) AO4: Analyse, evaluate & make substantiated judgements about interpretations (including how & why interpretations may differ) in the context of historical events studied | Relevant Key Concepts: AO1: Demonstrate knowledge & understanding of the key features & characteristics of the period studied AO2: Explain & analyse historical events & periods studied using second-order concepts (KS3 History LTP) AO3: Analyse, evaluate & use sources (contemporary to the period) to make judgements in the context of historical events studied) AO4: Analyse, evaluate & make substantiated judgements about interpretations (including how & why interpretations may differ) in the context of historical events studied | Relevant Key Concepts: AO1: Demonstrate knowledge & understanding of the key features & characteristics of the period studied AO2: Explain & analyse historical events & periods studied using second-order concepts (KS3 History LTP) AO3: Analyse, evaluate & use sources (contemporary to the period) to make judgements in the context of historical events studied) AO4: Analyse, evaluate & make substantiated judgements about interpretations (including how & why interpretations may differ) in the context of historical events studied | Relevant Key Concepts: AO1: Demonstrate knowledge & understanding of the key features & characteristics of the period studied AO2: Explain & analyse historical events & periods studied using second-order concepts (KS3 History LTP) AO3: Analyse, evaluate & use sources (contemporary to the period) to make judgements in the context of historical events studied) AO4: Analyse, evaluate & make substantiated judgements about interpretations (including how & why interpretations may differ) in the context of historical events studied | Relevant Key Concepts: AO1: Demonstrate knowledge & understanding of the key features & characteristics of the period studied AO2: Explain & analyse historical events & periods studied using second-order concepts (KS3 History LTP) AO3: Analyse, evaluate & use sources (contemporary to the period) to make judgements in the context of historical events studied) AO4: Analyse, evaluate & make substantiated judgements about interpretations (including how & why interpretations may differ) in the context of historical events studied |
| Gateway knowledge: Consequences of the First World War (KS3 LTP) Knowledge of the main terms of the TOV Knowledge of the reasons why the people of Germany voted for Hitler | Gateway knowledge: Understanding of the problems facing the Weimar Republic Understanding of the reasons why Hitler & the Nazis were seen as the solutions to Germany's problems Understanding of how the Nazis treated undesirables in Nazi Germany (KS3 LTP) | Gateway knowledge: Reasons for poor medical knowledge (KS3 LTP) Causes & Consequences of the Black Death (KS3 LTP) Similarities between the Black Death & The Great Plague (KS3 LTP) | Gateway knowledge: Knowledge of the advances made in Medicine during the Middle Ages Knowledge of the impact of key individuals during the 'Revolution in Medicine' Understanding of the similarities between the Cholera epidemic & Great Stink & both the Black Death & Great Plague | Gateway knowledge: Knowledge of the advances made in Medicine during the Renaissance period Understanding of government reforms & how they helped improve medical knowledge & treatment in the modern era Understanding of the role played by war & technology in medical advances in this period |
| Assessment end-points: Concepts: To be able to explain the reasons why Kaiser Wilhelm II was jealous of his cousin King George V To be able to evaluate the consequences of the First World War & Treaty of Versailles on Germany To be able to explain the problems facing the Weimar Republic & why 1923 was a year a crisis | Assessment end-points: Concepts: To be able to explain how & why support for the Nazis increased in 1929 To be able to evaluate the reasons why Hitler became Chancellor in 1933 & how he was able to turn Germany into a dictatorship by 1934. | Assessment end-points: Concepts: To be able to explain what medicine was like in the Middle Ages To be able to evaluate the medical progress made in this period and explain the beginnings of public health awareness in the Middle Ages. | Assessment end-points: Concepts: To be able to explain the impact of the Renaissance on medical understanding & development in this period. To be able to evaluate & explain how medical understanding of the causes & prevention of diseases was developing in this period | Assessment end-points: Concepts: To be able to identify, explain & evaluate the advances made in medical science in the C19th To be able to explain the impact of Germ Theory on medical understanding of the causes of disease & their treatment |

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| <p>To be able to analyse the steps taken by Stresemann to help Germany to recover from the problems of 1923</p> <p>To be able to analyse and evaluate interpretations & sources within their historical context</p> <p>Skills:</p> <p>To be able to answer end of topic & end of unit tests on this unit demonstrating the disciplinary & procedural knowledge required to answer questions relating to AO1, AO2, AO3 & AO4 from the Key Concepts</p> <p>To be able to complete Paper 1 of the AQA GCSE History paper on Germany and Conflict & Tension in Asia 1950-1975 by demonstrating the disciplinary & procedural knowledge required to answer questions relating to AO1, AO2, AO3 & AO4 from the Key Concepts</p> | <p>To be able to explain & evaluate the impact of Nazi policies on the economy, women, children, education & undesirables</p> <p>To be able to analyse & evaluate interpretations & sources within their historical context</p> <p>Skills:</p> <p>To be able to answer end of topic & end of unit tests on this unit demonstrating the disciplinary & procedural knowledge required to answer questions relating to AO1, AO2, AO3 & AO4 from the Key Concepts</p> <p>To be able to complete Paper 1 of the AQA GCSE History paper on Germany and Conflict & Tension in Asia 1950-1975 by demonstrating the disciplinary & procedural knowledge required to answer questions relating to AO1, AO2, AO3 & AO4 from the Key Concepts</p> | <p>Skills:</p> <p>To be able to answer end of topic & end of unit tests on this unit demonstrating the disciplinary & procedural knowledge required to answer questions relating to AO1, AO2, AO3 & AO4 from the Key Concepts</p> <p>To be able to complete Paper 2 of the AQA GCSE History paper on Elizabethan England & Health & The People by demonstrating the disciplinary & procedural knowledge required to answer questions relating to AO1, AO2, AO3 & AO4 from the Key Concepts</p> | <p>Skills:</p> <p>To be able to answer end of topic & end of unit tests on this unit demonstrating the disciplinary & procedural knowledge required to answer questions relating to AO1, AO2, AO3 & AO4 from the Key Concepts</p> <p>To be able to complete Paper 2 of the AQA GCSE History paper on Elizabethan England & Health & The People by demonstrating the disciplinary & procedural knowledge required to answer questions relating to AO1, AO2, AO3 & AO4 from the Key Concepts</p> | <p>To be able to evaluate the impact of modern treatment methods on disease</p> <p>To be able to evaluate the role of government in the creation of the Welfare State, NHS and Modern Public Health</p> <p>To evaluate the impact of war & technology on the development of surgery</p> <p>To be able to analyse & evaluate interpretations & sources within their historical context</p> <p>Skills:</p> <p>To be able to answer end of topic & end of unit tests on this unit demonstrating the disciplinary & procedural knowledge required to answer questions relating to AO1, AO2, AO3 & AO4 from the Key Concepts</p> <p>To be able to complete Paper 2 of the AQA GCSE History paper on Elizabethan England & Health & The People by demonstrating the disciplinary & procedural knowledge required to answer questions relating to AO1, AO2, AO3 & AO4 from the Key Concepts</p> |
| Disciplinary Knowledge: | Disciplinary Knowledge: | Disciplinary Knowledge: | Disciplinary Knowledge: | Disciplinary Knowledge: |

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| Year 11 | | | |
| Autumn Term 1: | Spring Term | Summer Term 1 | Summer Term 2 |
| Unit Title: | Unit Title: | | |

| Unit Title: Health & the People: A revolution in Medicine | Revision and Exam Preparation Unit length: 30 lessons | Revision | Exams |
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| Domains of Knowledge: Who was John Hunter ? Edward Jenner & Smallpox How was pain conquered ? How important were Pasteur, Lister & Koch ? Germ Theory Medicine in Industrial Britain Cholera & the Great Stink Penicillin & the development of modern medicine Advances in treatment since 1945 Antibiotics Alternative medicine Impact of war & technology on surgery Reports of Booth & Rowntree Liberal Social Reforms Improvements in Children's health Th Beveridge Report The Welfare State Creation of the NHS | Domains of Knowledge: The Kaiser's Germany Weimar Germany Hitler's Germany Elizabeth & the Succession Crisis Elizabeth and the Religious question Catholic Plots against Elizabeth Mary Queen of Scots The Golden Age of Elizabethan England Problems with the Poor Causes, Events and Consequences of the Korean War Causes, Events and Consequences of the Vietnam War Development of Medical knowledge and treatments through time | | |
| Relevant Key Concepts: AO1: Demonstrate knowledge & understanding of the key features & characteristics of the period studied AO2: Explain & analyse historical events & periods studied using second-order concepts (KS3 History LTP) AO3: Analyse, evaluate & use sources (contemporary to the period) to make judgements in the context of historical events studied) AO4: Analyse, evaluate & make substantiated judgements about interpretations (including how & why interpretations may differ) in the context of historical events studied | Key Concepts: AO1: Demonstrate knowledge & understanding of the key features & characteristics of the period studied AO2: Explain & analyse historical events & periods studied using second-order concepts (KS3 History LTP) AO3: Analyse, evaluate & use sources (contemporary to the period) to make judgements in the context of historical events studied) AO4: Analyse, evaluate & make substantiated judgements about interpretations (including how & why interpretations may differ) in the context of historical events studied | | |
| Gateway knowledge: Knowledge of the advances made in Medicine during the Middle Ages Knowledge of the impact of key individuals during the 'Revolution in Medicine' Understanding of the similarities between the Cholera epidemic & Great Stink & both the Black Death & Great Plague Knowledge of the advances made in Medicine during the Renaissance period Understanding of government reforms & how they helped improve medical knowledge & treatment in the modern era Understanding of the role played by war & technology in medical advances in this period | Gateway knowledge: Consequences of the First World War (KS3 LTP) Knowledge of the main terms of the TOV Knowledge of the reasons why the people of Germany voted for Hitler Understanding of the problems facing the Weimar Republic Understanding of the reasons why Hitler & the Nazis were seen as the solutions to Germany's problems Understanding of how the Nazis treated undesirables in Nazi Germany (KS3 LTP) Reasons for poor medical knowledge (KS3 LTP) Causes & Consequences of the Black Death (KS3 LTP) Similarities between the Black Death & The Great Plague (KS3 LTP) Knowledge of the advances made in Medicine during the Middle Ages Knowledge of the impact of key individuals during the 'Revolution in Medicine' Understanding of the similarities between the Cholera epidemic & Great Stink & both the Black Death & Great Plague Knowledge of the causes, events and consequences of the Korean War Knowledge of the causes, events and consequences of the Vietnam War Knowledge of the problems with Elizabeth's Succession Understanding of the religious problems facing Elizabeth and how she overcame them Knowledge of the Catholic Plots against Elizabeth Understanding of why the Elizabethan Era is regarded as a 'Golden Age' | | |
| Assessment end-points: | Assessment end-points: | | |

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| <p>Concepts:</p> <p>To be able to explain the impact of the Renaissance on medical understanding & development in this period.</p> <p>To be able to evaluate & explain how medical understanding of the causes & prevention of diseases was developing in this period</p> <p>Skills:</p> <p>To be able to answer end of topic & end of unit tests on this unit demonstrating the disciplinary & procedural knowledge required to answer questions relating to AO1, AO2, AO3 & AO4 from the Key Concepts</p> <p>To be able to complete Paper 2 of the AQA GCSE History paper on Elizabethan England & Health & the People by demonstrating the disciplinary & procedural knowledge required to answer questions relating to AO1, AO2, AO3 & AO4 from the Key Concepts</p> <p>To be able to identify, explain & evaluate the advances made in medical science in the C19th</p> <p>To be able to explain the impact of Germ Theory on medical understanding of the causes of disease & their treatment</p> <p>To be able to evaluate the impact of modern treatment methods on disease</p> <p>To be able to evaluate the role of government in the creation of the Welfare State, NHS and Modern Public Health</p> <p>To evaluate the impact of war & technology on the development of surgery</p> <p>To be able to analyse & evaluate interpretations & sources within their historical context</p> | <p>Concepts:</p> <p>To be able to answer exam questions and complete exam papers on the each topic</p> <p>Skills:</p> <p>To be able to answer end of topic & end of unit tests on this unit demonstrating the disciplinary & procedural knowledge required to answer questions relating to AO1, AO2, AO3 & AO4 from the Key Concepts</p> <p>To be able to complete Paper 1 and Paper 2 of the AQA GCSE History paper by demonstrating the disciplinary & procedural knowledge required to answer questions relating to AO1, AO2, AO3 & AO4 from the Key Concepts</p> | | |
| <p>Disciplinary Knowledge:</p> | <p>Disciplinary Knowledge:</p> | | |