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| <p>To understand the meaning and purpose of chronology.</p> <p>To be able to analyse a source and its provenance.</p> <p>To be able to describe changes.</p> <p>To be able to identify the difference between a long term, short term and trigger cause.</p> <p>To recognise similarities and differences between two groups during the same time period.</p> <p>To begin to explore why interpretations of the past may differ from each other.</p> | <p>To be able to explore in depth the second order concept of Change and Continuity in order to identify the ways that England did and did not change under Norman rule.</p> <p>To use sources and interpretations in order to further explore the concepts of change and continuity.</p> | <p>To be able to identify the different ways people held power during the medieval period.</p> <p>Analyse interpretations of historians in order to explore and discuss wider views on power during the time period.</p> | <p>To be able to compare medieval powers from across the globe with England.</p> <p>To develop an understanding of similarity and difference and explore how comparative studies can reveal more about that past.</p> | <p>To be able to evaluate sources and interpretations</p> <p>To be able to use sources to create an argument as a historian would.</p> | <p>To begin to develop an understanding of significance using the five Rs.</p> <p>To analyse historical fiction in order to explore the concept of significance through interpretations of the past.</p> |
| <p>Scholarship:</p> <p>E.H.Carr<br/>Marc Morris<br/>Mary Beard</p>   | <p>Scholarship:</p> <p>Marc Morris<br/>Nicolas Vincent<br/>Christian Bace<br/>Robert Tombs<br/>James Hawes</p>  | <p>Scholarship:</p> <p>Dr Alixe Bovey<br/>J.R. Green<br/>D.M. Stenton<br/>J.R. Maddicott<br/>D. Baker</p>  | <p>Scholarship:</p> <p>Randall Mclver<br/>Jan Morris<br/>Jem Duducu</p>   | <p>Scholarship:</p> <p>Peter Frankopan<br/>Robert Low<br/>Susan Whitfield</p>  | <p>Scholarship:</p> <p>Dan Jones<br/>William Shakespeare<br/>Phillipa Gregory</p>  |

| Year 8   |   |  |   |   |  |
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| Unit 1   | Unit 2  | Unit 3   | Unit 4:   | Unit 5  | Unit 6   |
| <p>Unit Title: The Reformation</p> <p>EQ: Was the Reformation a religious rollercoaster?</p> <p>Unit length: 9 lessons</p> | <p>Unit Title: The English Civil War</p> <p>EQ: What were the causes and consequences of the English Civil War?</p> <p>Unit length: 9 lessons</p> | <p>Unit Title: Empire</p> <p>EQ: What was the impact of the British Empire</p> <p>Unit length: 9 lessons</p>                 | <p>Unit Title: The Transatlantic Slave Trade</p> <p>EQ: What was the legacy of the Transatlantic Slave Trade?</p> <p>Unit length: 9 lessons</p> | <p>Unit Title: The Industrial Revolution</p> <p>EQ: Was the Industrial Revolution a revolution for all?</p> <p>Unit length: 9 lessons</p> | <p>Unit Title: The First World War</p> <p>EQ: How did experiences of the First World War differ?</p> <p>Unit length: 9 lessons</p>       |
| <p><b>Domains of Knowledge:</b></p> <p>Religion<br/>Power<br/>Wealth<br/>Gender<br/>Technology</p>                         | <p><b>Domains of Knowledge:</b></p> <p>Religion<br/>Power<br/>Democracy<br/>Wealth<br/>Technology<br/>Ordinary Lives</p>                          | <p><b>Domains of Knowledge:</b></p> <p>Religion<br/>Empire<br/>Power<br/>Democracy<br/>Trade<br/>Race<br/>Ordinary Lives</p> | <p><b>Domains of Knowledge:</b></p> <p>Religion<br/>Empire<br/>Power<br/>Trade<br/>Race<br/>Ordinary Lives<br/>Protest</p>                      | <p><b>Domains of Knowledge:</b></p> <p>Technology<br/>Empire<br/>Wealth<br/>Power<br/>Protest<br/>Gender<br/>Ordinary Lives</p>           | <p><b>Domains of Knowledge:</b></p> <p>Empire<br/>Technology<br/>Wealth<br/>Power<br/>Race<br/>Gender<br/>Ordinary Lives<br/>Protest</p> |
| <p><b>Relevant Key Concepts:</b></p> <p>Change and Continuity<br/>Significance<br/>Historical Sources</p>                  | <p><b>Relevant Key Concepts:</b></p> <p>Cause and Consequence<br/>Significance<br/>Sources</p>  | <p><b>Relevant Key Concepts:</b></p> <p>Similarity &amp; Difference<br/>Significance<br/>Sources</p>                         | <p><b>Relevant Key Concepts:</b></p> <p>Significance<br/>Sources<br/>Interpretations</p>  | <p><b>Relevant Key Concepts:</b></p> <p>Change<br/>Continuity<br/>Similarity</p>  | <p><b>Relevant Key Concepts:</b></p> <p>Similarities<br/>Differences<br/>Interpretations</p>   |

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| Interpretations   | Interpretations  | Interpretations   |  | Difference<br>Sources<br>Interpretations   | Sources   |
| <b>Gateway knowledge:</b><br>Monarchy<br>Power<br>Christianity<br>Role of the Medieval Church   | <b>Gateway Knowledge:</b><br>Catholicism and Protestantism<br>Monarchy<br>Tudor England  | <b>Gateway Knowledge:</b><br>Empire<br>Trade<br>Religion<br>Medieval Powers   | <b>Gateway Knowledge:</b><br>British Empire<br>African Kingdoms<br>Silk Roads  | <b>Gateway Knowledge:</b><br>Industrialisation<br>Medieval England<br>Civil War<br>Feudal System   | <b>Gateway knowledge:</b><br>Empires<br>Conflict<br>Industrial Revolution   |
| <b>Assessment end-points:</b><br><br>Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing:<br><ul style="list-style-type: none"> <li>Substantive knowledge</li> <li>Source skills</li> <li>Comprehension of Interpretations</li> </ul> They will also answer a longer form question: <b>Was the Reformation a religious rollercoaster?</b> | <b>Assessment end-points:</b><br><br>Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing:<br><ul style="list-style-type: none"> <li>Substantive knowledge</li> <li>Source skills</li> <li>Comprehension of Interpretations</li> </ul> They will also answer a longer form question: <b>What were the causes and consequences of the English Civil War?</b> | <b>Assessment end-points:</b><br><br>Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing:<br><ul style="list-style-type: none"> <li>Substantive knowledge</li> <li>Source skills</li> <li>Comprehension of Interpretations</li> </ul> They will also answer a longer form question: <b>What was the impact of the British Empire?</b> | <b>Assessment end-points:</b><br><br>Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing:<br><ul style="list-style-type: none"> <li>Substantive knowledge</li> <li>Source skills</li> <li>Comprehension of Interpretations</li> </ul> They will also answer a longer form question: <b>What was the legacy of the Transatlantic Slave Trade?</b> | <b>Assessment end-points:</b><br><br>Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing:<br><ul style="list-style-type: none"> <li>Substantive knowledge</li> <li>Source skills</li> <li>Comprehension of Interpretations</li> </ul> They will also answer a longer form question: <b>Was the Industrial Revolution a revolution for all?</b> | <b>Assessment end-points:</b><br><br>Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing:<br><ul style="list-style-type: none"> <li>Substantive knowledge</li> <li>Source skills</li> <li>Comprehension of Interpretations</li> </ul> They will also answer a longer form question: <b>How did experiences of the First World War differ?</b> |
| <b>Disciplinary Knowledge:</b><br><br>To be able to measure the extent of change under each Tudor monarch during the Reformation.<br><br>To analyse sources and interpretations in order to explore the concept of change and continuity.   | <b>Disciplinary Knowledge:</b><br><br>To be able to analyse causes and consequences of the Civil War.<br><br>To analyse sources and interpretations in order to explore the concept of change and continuity.  | <b>Disciplinary Knowledge:</b><br><br>To be able to compare the consequences of the British Empire in a variety of colonial contexts.<br><br>To be able to analyse sources and interpretations in order to explore these consequences in depth.   | <b>Disciplinary Knowledge:</b><br><br>To be able to consider the significant legacy of the Transatlantic Slave Trade.<br><br>To analyse the relationship society has with sources and interpretations as part of its legacy.   | <b>Disciplinary Knowledge:</b><br><br>To be able to assess the extent of change.<br><br>To compare the similarities and differences between the experiences of the industrial revolution for different groups of people in society.<br><br>To use sources and interpretations to explore the concept of change in depth.   | <b>Disciplinary Knowledge:</b><br><br>To be able assess the similarities and differences between different war time experiences.<br><br>To explore why different people may have experienced the war differently and the effect this would have had.<br><br>To use sources and interpretations to explore the concept of change in depth.   |
| <b>Scholarship:</b><br>Eric Ives<br>Eamon Duffy<br>Jessie Childs<br>Jasper Ridley   | <b>Scholarship:</b>  | <b>Scholarship:</b><br>David Olusoga<br>Niall Ferguson<br>Richard Toye<br>Jeremy Paxman<br>John Keay  | <b>Scholarship:</b>  | <b>Scholarship:</b><br>Emma Griffin<br>Arnold Toynbee<br>David Olusoga<br>Eric Williams<br>Jeremy Black<br>Jon Weller  | <b>Scholarship:</b>   |

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| <b>Year 9</b>   |   |  |  |  |   |
| <b>Unit 1</b>   | <b>Unit 2</b>   | <b>Unit 3</b>  | <b>Unit 4</b>  | <b>Unit 5</b>  | <b>Unit 6</b>   |
| Unit Title: The Age of Extremes – Europe<br><br>EQ: What caused extreme ideologies to develop in Europe after the First World War ?<br><br>Unit length: 9 lessons | Unit Title: The Second World War<br><br>EQ: What was the most significant moment of the Second World War?<br><br>Unit length: 9 lessons | Unit Title: The Age of Extremes: Asia<br><br>EQ: What consequences did dictatorships have on East and Southeast Asia<br><br>Unit length: 9 lessons | Unit Title: The Holocaust<br><br>EQ: Why is it important to learn about the Holocaust?<br><br>Unit length: 9 lessons | Unit Title: Protest<br><br>EQ: What can a comparison of Civil Rights movements teach us about protest?<br><br>Unit length: 9 lessons | Unit Title: Modern Conflict<br><br>EQ: What can history teach us about modern day conflict and tension?<br><br>Unit length: 9 lessons |

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| <p><b>Domains of Knowledge:</b><br/>Dictatorship<br/>Authoritarian<br/>Fascist<br/>Communist<br/>Ideology<br/>Cult of Personality<br/>Mussolini<br/>Hitler</p>   | <p><b>Domains of Knowledge:</b><br/>Conflict<br/>Empire<br/>Religion<br/>Technology<br/>Power</p>   | <p><b>Domains of Knowledge:</b><br/>Dictatorship<br/>Authoritarian<br/>Communist<br/>Ideology<br/>Cult of Personality<br/>Stalin<br/>Mao</p>   | <p><b>Domains of Knowledge:</b><br/>Race<br/>Power<br/>Religion<br/>Ordinary Lives</p>  | <p><b>Domains of Knowledge:</b><br/>Race<br/>Religion<br/>Ordinary Lives<br/>Protest<br/>Democracy<br/>Power<br/>Gender</p>   | <p><b>Domains of Knowledge:</b><br/>Power<br/>Race<br/>Wealth<br/>Technology<br/>Conflict</p>  |
| <p><b>Relevant Key Concepts:</b><br/>Causation<br/>Similarity &amp; Difference<br/>Sources<br/>Interpretations</p>   | <p><b>Relevant Key Concepts:</b><br/>Significance<br/>Sources<br/>Interpretations</p>   | <p><b>Relevant Key Concepts:</b><br/>Consequence<br/>Similarity &amp; Difference<br/>Significance<br/>Sources<br/>Interpretations</p>  | <p><b>Relevant Key Concepts:</b><br/>Significance<br/>Sources<br/>Interpretations</p>   | <p><b>Relevant Key Concepts:</b><br/>Similarities and Differences<br/>Sources<br/>Interpretations</p>   | <p><b>Relevant Key Concepts:</b><br/>Change<br/>Continuity<br/>Similarities<br/>Differences<br/>Consequences<br/>Sources<br/>Interpretations</p>   |
| <p><b>Gateway knowledge:</b><br/>Causes of the First World War<br/>Consequences of the First World War<br/>Democracy<br/>Dictatorship</p>  | <p><b>Gateway knowledge:</b><br/>Extreme ideologies<br/>Europe post WW1<br/>WW1</p>   | <p><b>Gateway knowledge:</b><br/>Empire<br/>Ideology<br/>Right Wing<br/>Nationalism<br/>Left Wing<br/>Communism</p>  | <p><b>Gateway knowledge:</b><br/>What was the Holocaust<br/>Why were Jewish people persecuted<br/>Hitler and the Nazis<br/>Auschwitz<br/>Anne Frank</p>   | <p><b>Gateway knowledge:</b><br/>Chronology<br/>Empire<br/>Ideology<br/>Race</p>  | <p><b>Gateway knowledge:</b><br/>Extreme ideologies<br/>Conflict<br/>Empire<br/>Trade<br/>Migration</p>  |
| <p><b>Assessment end-points:</b></p> <p>Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing:</p> <ul style="list-style-type: none"> <li>Substantive knowledge</li> <li>Source skills</li> <li>Comprehension of Interpretations</li> </ul> <p>They will also answer a longer form question: <b>What caused Extreme Ideologies to develop in Europe after the First World War?</b></p> | <p><b>Assessment end-points:</b></p> <p>Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing:</p> <ul style="list-style-type: none"> <li>Substantive knowledge</li> <li>Source skills</li> <li>Comprehension of Interpretations</li> </ul> <p>They will also answer a longer form question: <b>What was the most significant moment of the Second World War?</b></p> | <p><b>Assessment end-points:</b></p> <p>Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing:</p> <ul style="list-style-type: none"> <li>Substantive knowledge</li> <li>Source skills</li> <li>Comprehension of Interpretations</li> </ul> <p>They will also answer a longer form question: <b>What were the consequences of extreme ideologies in East and Southeast Asia?</b></p> | <p><b>Assessment end-points:</b></p> <p>Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing:</p> <ul style="list-style-type: none"> <li>Substantive knowledge</li> <li>Source skills</li> <li>Comprehension of Interpretations</li> </ul> <p>They will also answer a longer form question: <b>Why is it important to learn about the Holocaust?</b></p> | <p><b>Assessment end-points:</b></p> <p>Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing:</p> <ul style="list-style-type: none"> <li>Substantive knowledge</li> <li>Source skills</li> <li>Comprehension of Interpretations</li> </ul> <p>They will also answer a longer form question: <b>What can civil rights movements teach us about protest?</b></p> | <p><b>Assessment end-points:</b></p> <p>Students will be able to recall and apply the knowledge they have gained from this unit of work to answer questions testing:</p> <ul style="list-style-type: none"> <li>Substantive knowledge</li> <li>Source skills</li> <li>Comprehension of Interpretations</li> </ul> <p>They will also answer a longer form question: <b>What can history teach us about modern day conflict and tension?</b></p> |
| <p><b>Disciplinary Knowledge:</b></p> <p>To be able to consider the concept of causation.</p> <p>To be able to analyse sources and historical interpretations in order to consider the concept of causation in depth.</p>  | <p><b>Disciplinary Knowledge:</b></p> <p>To be able to explore what is meant by significance and apply the five Rs of significance to a variety of events during the second world war.</p> <p>To apply source and interpretation analysis to an exploration of the concept of significance.</p>   | <p><b>Disciplinary Knowledge:</b></p> <p>To be able to analyse dictatorships through the consequences that they had and make comparisons between the consequences of different dictatorships.</p> <p>To apply source and interpretation analysis to understanding consequence.</p>   | <p><b>Disciplinary Knowledge:</b></p> <p>To be able to explain the significance of Nazi policies on the lives of Jewish people</p> <p>To be able to explain the significance of holocaust education.</p> <p>To apply source and interpretation analysis to an exploration of the fundamental significance to studying the Holocaust.</p>  | <p><b>Disciplinary Knowledge:</b></p> <p>To be able to analyse the similarities and differences between civil rights movements.</p> <p>To explore how civil rights movements and protest have changed over time.</p> <p>To apply source and interpretation analysis to an exploration of the theme of protest.</p>  | <p><b>Disciplinary Knowledge:</b></p> <p>To be able to explore modern conflict thematically and explain how the conflicts of today are linked to the past.</p> <p>To apply source and interpretation analysis to explore the causes of modern conflict and the ways that conflict has changed in the modern era.</p>   |
| <p><b>Scholarship:</b><br/>Eric Hobsbawm<br/>Ian Kershaw<br/>Frank Dikotter<br/>Richard Evans<br/>Gabriel Jackson</p>  | <p><b>Scholarship:</b></p>  | <p><b>Scholarship:</b><br/>Frank Dikotter<br/>Kenneth Thompson<br/>Eric Hobsbawm<br/>Tim Bouverie<br/>Paul Kennedy<br/>Nick Smart</p>  | <p><b>Scholarship:</b><br/>Detlef Garber<br/>Arek Hersh<br/>Eric Hobsbawm<br/>Laurence Rees<br/>Dan MacMillan<br/>Lyn Smith</p>   | <p><b>Scholarship:</b><br/>Patrick Finnigan<br/>Noam Chomsky<br/>Julia Wallace</p>  | <p><b>Scholarship:</b></p>   |

| Year 10  |  |  |  |   |  |   |   |  |   |
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| Autumn Half-Term 1 - Unit 1  |  | Autumn Term HT1/HT2 – Unit 2   |  | Autumn HT2 – Unit 3   |  | Spring HT1 – Unit 4   |   | Spring HT1 – Unit 5  |   |
| <p>Enquiry Question:<br/>How did Kaiser Wilhelm II's ambitions send Germany into disarray?</p> <p>Unit length: 11 lessons</p>  |  | <p>Enquiry Question:<br/>How did Hitler take advantage of a weakened republic?</p> <p>Unit length: 8 Lessons</p>   |  | <p>Enquiry Question:<br/>How did life change for Germans in Hitler's 'Third Reich'?</p> <p>Unit length: 12 lessons</p>  |  | <p>Enquiry Question:<br/>Why did the Cold War spill into the Korean peninsula?</p> <p>Unit length: 9 lessons</p>  |   | <p>Enquiry Question:<br/>Why did a fight for independence turn into a civil war in Vietnam?</p> <p>Unit length: 7 lessons</p>  |   |
| <p><b>Domains of Knowledge:</b></p> <p>Extremism<br/>Economy<br/>Politics<br/>Society<br/>Nationalism<br/>Imperialism<br/>Consequences<br/>Causation<br/>Significance</p>  | <p>Social Class<br/>War<br/>Industrialisation<br/>Democracy<br/>Monarchy<br/>Government<br/>Economy<br/>Rebellion<br/>Communism<br/>Capitalism</p> | <p><b>Domains of Knowledge:</b></p> <p>Extremism<br/>Economy<br/>Politics<br/>Society<br/>Nationalism<br/>Imperialism<br/>Consequences<br/>Causation<br/>Significance</p>  | <p>Social Class<br/>War<br/>Industrialisation<br/>Democracy<br/>Monarchy<br/>Government<br/>Economy<br/>Rebellion<br/>Communism<br/>Capitalism</p> | <p><b>Domains of Knowledge:</b></p> <p>Extremism<br/>Economy<br/>Politics<br/>Society<br/>Nationalism<br/>Imperialism<br/>Consequences<br/>Causation<br/>Significance<br/>Holocaust<br/>Anti-Semitism</p>   | <p>Social Class<br/>War<br/>Industrialisation<br/>Democracy<br/>Monarchy<br/>Government<br/>Economy<br/>Rebellion<br/>Communism<br/>Capitalism<br/>Religion<br/>Propaganda</p> | <p><b>Domains of Knowledge:</b></p> <p>Extremism<br/>Conflict<br/>Communism<br/>Capitalism<br/>Cold War<br/>Causation<br/>Consequence<br/>Significance<br/>Democracy<br/>Dictatorship<br/>Propaganda</p>  | <p>Government<br/>Politics<br/>Sources<br/>Imperialism<br/>Nationalism<br/>Modern Warfare</p> | <p><b>Domains of Knowledge:</b></p> <p>Extremism<br/>War<br/>Communism<br/>Capitalism<br/>Cold War<br/>Causation<br/>Consequence<br/>Significance<br/>Democracy<br/>Dictatorship<br/>Propaganda</p>  | <p>Government<br/>Politics<br/>Sources<br/>Imperialism<br/>Nationalism<br/>Modern Warfare</p> |
| <p><b>Relevant Key Concepts:</b></p> <p>Cause<br/>Consequence<br/>Significance<br/>Historical interpretations</p>  |  | <p><b>Relevant Key Concepts:</b></p> <p>Cause<br/>Consequence<br/>Significance<br/>Historical interpretations</p>  |  | <p><b>Relevant Key Concepts:</b></p> <p>Cause<br/>Consequence<br/>Significance<br/>Historical interpretations</p>   |  | <p><b>Relevant Key Concepts:</b></p> <p>Cause<br/>Consequence<br/>Significance<br/>Historical Sources</p>   |   | <p><b>Relevant Key Concepts:</b></p> <p>Cause<br/>Consequence<br/>Significance<br/>Historical Sources</p>  |   |
| <p><b>Gateway knowledge:</b></p> <p>Experiences of German soldiers in WW1 (Y8 Unit 6)<br/>Consequences of the end of WW1 (Y9 Unit 1)<br/>Empire (Y8 Unit 3)<br/>Extreme ideologies (Y9 Unit 1&amp;3)</p>   |  | <p><b>Gateway knowledge:</b></p> <p>Consequences of the Depression (Y9 Unit 1)<br/>Causes of the rise of the Nazis (Y9 Unit 1)<br/>Extreme ideologies (Y9 Unit 1&amp;3)</p>  |  | <p><b>Gateway knowledge:</b></p> <p>Weimar Germany (Y10 Unit 1)<br/>Weimar Culture (Y10 unit 1)<br/>WW2 (Y9 Unit 2)<br/>The Holocaust (Y9 Unit 4)</p>   |  | <p><b>Gateway knowledge:</b></p> <p>Cold War (Y9 Unit 3)<br/>Dictators in South-East Asia (Y9 Unit 3)<br/>Communism Vs. Capitalism (Y9 Unit 1&amp;3) (Y10 Unit 2)<br/>Extremism (Y9 Unit 1&amp;2) (Y10 Unit 1, 2 &amp; 3)<br/>Modern Warfare (Y9 Unit 6)</p>  |   | <p><b>Gateway knowledge:</b></p> <p>Cold War (Y9 Unit 3)<br/>Dictators in South-East Asia (Y9 Unit 3)<br/>Communism Vs. Capitalism (Y9 Unit 1&amp;3) (Y10 Unit 2)<br/>Extremism (Y9 Unit 1&amp;2) (Y10 Unit 1, 2 &amp; 3)<br/>Modern Warfare (Y9 Unit 6)</p>   |   |
| <p><b>Assessment end-points:</b></p> <p>Pupils will complete 3 of the 6 questions on the Germany paper. These will be the interpretation questions. (Q1, Q2, &amp; Q3).</p> <p><b>Concepts:</b></p> <p>Consequence<br/>Cause<br/>Interpretations</p> <p><b>Skills:</b></p> <p>Pupils will need apply the skill of understanding interpretations, which they will have built across KS3 and within this unit.</p> |  | <p><b>Assessment end-points:</b></p> <p>Pupils will complete 3 of the 6 questions on the Germany paper. These will be one of the interpretation questions, and the other two questions that are worth higher marks. (Q3, Q5, &amp; Q6).</p> <p><b>Concepts:</b></p> <p>Consequence<br/>Cause<br/>Significance<br/>Interpretations</p> <p><b>Skills:</b></p> <p>Pupils will need to apply the skill of understanding interpretations, which they have built in KS3 and Y10.</p> <p>Pupils will also need to apply their understanding of consequence to an explain question, which will</p> |  | <p><b>Assessment end-points:</b></p> <p>Pupils will complete a full Germany paper. (Democracy &amp; Dictatorship: Germany 1889-1945) – AQA.</p> <p><b>Concepts:</b></p> <p>Consequence<br/>Cause<br/>Significance<br/>Interpretations</p> <p><b>Skills:</b></p> <p>Pupils will need to apply the skill of understanding interpretations, which they have built in KS3 and Y10.</p> <p>Pupils will also need to apply their understanding of consequence to an explain question, which will require them to demonstrate their subject knowledge.</p> |  | <p><b>Assessment end-points:</b></p> <p>Pupils will complete the historical source analysis questions from this paper (Q1 &amp; Q2).</p> <p><b>Concepts:</b></p> <p>Cause<br/>Consequence<br/>Significance<br/>Sources</p> <p><b>Skills:</b></p> <p>Pupils will need to apply the skill of source analysis and understanding, which they have built throughout KS3 and across this unit.</p> <p>They will also need to apply their comparative historical writing to an exam question, which will ask them to compare the usefulness of historical sources.</p> |   | <p><b>Assessment end-points:</b></p> <p>Pupils will complete 2 of the questions that appear on the Korea &amp; Vietnam paper. These will be the 12-mark source question and the 8-mark 'write an account' question (Q2 &amp; Q3).</p> <p><b>Concepts:</b></p> <p>Cause<br/>Consequence<br/>Significance<br/>Sources</p> <p><b>Skills:</b></p> <p>Pupils will need to apply the skill of source analysis and understanding, which they have built throughout KS3 and across this unit.</p> <p>They will also need to apply their comparative historical writing to an exam question, which will</p> |   |

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|  | <p>require them to demonstrate their subject knowledge.</p> <p>Pupils will also need to combine their understanding of cause, consequence and significance to structure a compare question, which will require them to use their subject knowledge in order to formulate a historical argument.</p>  | <p>Pupils will also need to combine their understanding of cause, consequence and significance to structure a compare question, which will require them to use their subject knowledge in order to formulate a historical argument.</p>   |   | <p>ask them to compare the usefulness of historical sources.</p> <p>They will also need to explain the causes and consequences of historical using chronology to show explicit links between events.</p>  |
| <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Pupils should understand the consequences of Kaiser Wilhelm II's ambitions (Weltpolitik).</li> <li>They need to consider how WW1 and the peace treaty afterwards affected Germany politically, economically, and socially.</li> <li>Pupils should also understand how democracy was formed, and why it was so fragile during in Germany, during the 1920s.</li> </ul> | <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Pupils need to consider how Hitler appealed to the German masses.</li> <li>They need to understand how Hitler capitalised on the economic and political weakness of Weimar Germany.</li> <li>Pupils need to consider how Hitler transformed Germany from a democracy to a dictatorship and what the consequences of this were.</li> </ul> | <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Pupils should understand how life changed for Germans under the Nazi regime (socially/economically/culturally)</li> <li>They also need to consider the impact of WW2 on Germany.</li> <li>Pupils should understand how the Nazis conducted the religious persecution of the Jews and other minorities.</li> <li>Pupils need to understand how the Nazis controlled Germany through a variety of methods (terror/propaganda/censorship/fear)</li> <li>Finally, pupils should understand how Germans attempted to resist and rebel against the Nazi regime.</li> </ul> | <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Pupils need to understand the impact of the Cold War on South-East Asia, particularly Korea.</li> <li>They need to consider the role of the USA and the role of the USSR in creating conflict in the Korean peninsula.</li> <li>Finally, they will need to understand how the cause and consequences of the Korean War.</li> </ul> | <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Pupils need to understand the colonial history of Vietnam.</li> <li>They will need to consider how nationalism can lead to independence, but also conflict.</li> <li>Also, pupils will need to understand the role of the USA and USSR in perpetuating conflict in South-East Asia.</li> <li>Finally, they will need to consider how the conflict in Vietnam escalated.</li> </ul> |

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| Year 10   |  |  |  |  |  |
| Spring HT2/Summer HT1 – Unit 6  |  | Summer HT1 – Unit 7  |  | Summer HT2 – Unit 8  |  |
| <p>Enquiry Question:<br/>How did a small guerrilla army of peasants humiliate the might of the US army?</p> <p>Unit length: 14 lessons</p>  |  | <p>Enquiry Question:<br/>How did religion restrict the development of medical knowledge in the medieval period?</p> <p>Unit length: 8 Lessons</p>  |  | <p>Enquiry Question:<br/>Why did the Renaissance lead to a 're-birth' of medical knowledge in Europe?</p> <p>Unit length: 9 lessons</p>  |  |
| <p><b>Domains of Knowledge:</b></p> <p>Extremism<br/>War<br/>Communism<br/>Capitalism<br/>Cold War<br/>Causation<br/>Consequence<br/>Significance<br/>Democracy<br/>Dictatorship<br/>Propaganda</p> | <p>Government<br/>Politics<br/>Sources<br/>Imperialism<br/>Nationalism<br/>Guerrilla Warfare<br/>Protest</p> | <p><b>Domains of Knowledge:</b></p> <p>War<br/>Government<br/>The Black Death<br/>Medieval religion<br/>Islamic Empire<br/>Medieval church<br/>Religion<br/>Communication<br/>Chance/Luck<br/>Science &amp; Tech<br/>Individuals</p> | <p>Medieval Surgery<br/>Public Health<br/>Disease<br/>Treatments for disease<br/>Sources</p> | <p><b>Domains of Knowledge:</b></p> <p>War<br/>Government<br/>The Black Death<br/>Medieval religion<br/>Islamic Empire<br/>Medieval church<br/>Religion<br/>Communication<br/>Chance/Luck<br/>Science &amp; Tech<br/>Individuals</p> | <p>Medieval Surgery<br/>Public Health<br/>Disease<br/>Treatments for disease<br/>Sources<br/>The Reformation<br/>The Renaissance</p> |
| <p><b>Relevant Key Concepts:</b></p> <p>Cause<br/>Consequence<br/>Significance<br/>Historical Sources</p>   |  | <p><b>Relevant Key Concepts:</b></p> <p>Cause<br/>Consequence<br/>Change<br/>Continuance<br/>Historical Sources<br/>Significance</p>   |  | <p><b>Relevant Key Concepts:</b></p> <p>Cause<br/>Consequence<br/>Change<br/>Continuance<br/>Historical Sources<br/>Significance<br/>Similarities</p>  |  |

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| <p><u>Gateway knowledge:</u><br/>Cold War (Y9 Unit 3)<br/>Dictators in South-East Asia (Y9 Unit 3)<br/>Communism Vs. Capitalism (Y9 Unit 1&amp;3) (Y10 Unit 2)<br/>Extremism (Y9 Unit 1&amp;2) (Y10 Unit 1, 2 &amp; 3)<br/>Modern Warfare (Y9 Unit 6)<br/>Domino Theory (Y10 Unit 5)</p>   | <p><u>Gateway knowledge:</u><br/>Ancient Romans (Y7 Unit 1)<br/>Medieval Church (Y7 Unit 3)<br/>Islamic Empire (Y7 Unit 4)<br/>Silk Roads (Y7 Unit 5)</p>   | <p><u>Gateway knowledge:</u><br/>The Reformation (Y8 Unit 1)<br/>Empire (Y8 Unit 3)<br/>Medieval Medicine (Y10 Unit 7)</p>  |
| <p><u>Assessment end-points:</u><br/>Pupils will complete a full Korea &amp; Vietnam GCSE paper (Conflict &amp; Tension in Asia: 1950-1975) – AQA.</p> <p><u>Concepts</u><br/>Cause<br/>Consequence<br/>Significance<br/>Sources</p> <p><u>Skills:</u><br/>Pupils will need to apply the skill of source analysis and understanding, which they have built throughout KS3 and across this unit.</p> <p>They will also need to apply their comparative historical writing to an exam question, which will ask them to compare the usefulness of historical sources.</p> <p>They will also need to explain the causes and consequences of historical events using chronology to show explicit links between events.</p> <p>Finally, pupils will need to write a historical essay comparing the significance of causes and consequences of events in Korea/Vietnam.</p> | <p><u>Assessment end-points:</u><br/>Pupils will complete two questions from the Health &amp; The People paper. Q1 is a source usefulness question, that will require pupils to analyse a source from the medieval period and answer an 8-mark question. Q2 is a significance question focusing on the long-term and short-term impact of an aspect of medieval medicine.</p> <p><u>Concepts:</u><br/>Sources<br/>Significance<br/>Cause<br/>Consequence<br/>Change<br/>Continuance</p> <p><u>Skills:</u><br/>Pupils will need to apply the skill of source analysis and understanding, which they have built throughout KS3 and across this unit.</p> <p>Pupils will need to explain the significance of either a historical figure, event, idea, institution etc.</p> | <p><u>Assessment end-points:</u><br/>Pupils will complete two questions from the Health &amp; The People paper. Q1 is a source usefulness question, that will require pupils to analyse a source from the Renaissance period and answer an 8-mark question. Q3 is a similarities question, where pupils will have to write about similarities between an event/person/discovery etc from the Renaissance period with an event/person/discovery from the Medieval period.</p> <p><u>Concepts:</u><br/>Sources<br/>Significance<br/>Cause<br/>Consequence<br/>Change<br/>Continuance<br/>Similarities</p> <p><u>Skills:</u><br/>Pupils will need to apply the skill of source analysis and understanding, which they have built throughout KS3 and KS4.</p> <p>Pupils will need to use the 7 factors of change to spot similarities between two different time periods.</p> |
| <p><u>Disciplinary Knowledge:</u></p> <ul style="list-style-type: none"> <li>• Pupils need to understand how causes and consequences of US direct involvement in the Vietnam War.</li> <li>• They need to consider how the Vietnam impacted the Vietnamese and Americans at home and abroad.</li> <li>• Finally, they need to consider why events in the Vietnam War led to uproar in the US and within Vietnam.</li> </ul>  | <p><u>Disciplinary Knowledge:</u></p> <ul style="list-style-type: none"> <li>• Pupils need to consider the influence of the 7 factors of change (war, religion, individuals, communication, science &amp; tech, chance/luck, government) on medical development during the medieval period.</li> <li>• They will also need to consider how the 4 areas of medical development (surgery, public health, knowledge of causes of disease, treatments) have changed or continued without change across the medieval period.</li> <li>• Finally, pupils need to consider the impact of the Medieval Christian Church and the Islamic Empire on developing medicine.</li> </ul>   | <p><u>Disciplinary Knowledge:</u></p> <ul style="list-style-type: none"> <li>• Pupils need to consider the influence of the 7 factors of change (war, religion, individuals, communication, science &amp; tech, chance/luck, government) on medical development during the Renaissance period.</li> <li>• They will also need to consider how the 4 areas of medical development (surgery, public health, knowledge of causes of disease, treatments) have changed or continued without change across the Renaissance period.</li> <li>• Pupils will need to consider why the role of the church in medicine and science became smaller during the Renaissance time.</li> <li>• Finally, pupils need to consider how medical development has remained the same across the medieval and Renaissance periods and how it has changed.</li> </ul>                             |

| Year 11   |  |   |  |   |
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| Autumn HT1  | Autumn HT1   | Autumn HT1/HT2  | Autumn HT2   | Autumn HT2/Spring HT3   |
| <p>Unit Title:<br/>How did the Industrial Revolution lead to a revolution in medicine?<br/>Unit length: 8 lessons</p> | <p>Unit Title:<br/>How did medical knowledge and practices transform through the modern period?<br/>Unit length: 7 lessons</p> | <p>Unit Title:<br/>Why did Elizabeth inherit such a chaotic kingdom?<br/>Unit length: 6 lessons</p> | <p>Unit Title:<br/>Why was Elizabeth's role of Queen questioned by so many?<br/>Unit length: 6 lessons</p> | <p>Unit Title:<br/>How did Elizabeth turn transform England into a global superpower?<br/>Unit length: 10 lessons</p> |

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| <p><b>Domains of Knowledge:</b></p> <p>War<br/>Government<br/>Religion<br/>Communication<br/>Chance/Luck<br/>Science &amp; Tech<br/>Individuals</p>   | <p>Medieval Surgery<br/>Public Health<br/>Disease<br/>Treatments for disease<br/>Sources<br/>The Reformation<br/>The Renaissance<br/>The Industrial Revolution<br/>Satire<br/>Anaesthetics<br/>Antiseptics<br/>Vaccination</p> | <p><b>Domains of Knowledge:</b></p> <p>War<br/>Government<br/>Religion<br/>Communication<br/>Chance/Luck<br/>Science &amp; Tech<br/>Individuals<br/>WW1<br/>WW2<br/>The Welfare State<br/>Pharmaceutical Industry</p>   | <p>Medieval Surgery<br/>Public Health<br/>Disease<br/>Treatments for disease<br/>Sources<br/>The Reformation<br/>The Renaissance<br/>The Industrial Revolution<br/>Satire</p> | <p><b>Domains of Knowledge:</b></p> <p>Reformation<br/>Religion<br/>Power<br/>Economy<br/>Feudal System<br/>Government<br/>Law<br/>Foreign Affairs<br/>Society</p>   | <p>Politics<br/>Patriarchy<br/>Rebellion</p> | <p><b>Domains of Knowledge:</b></p> <p>Reformation<br/>Religion<br/>Power<br/>Economy<br/>Feudal System<br/>Government<br/>Law<br/>Foreign Affairs<br/>Society</p>  | <p>Politics<br/>Patriarchy<br/>Rebellion<br/>Succession</p> | <p><b>Domains of Knowledge:</b></p> <p>Reformation<br/>Religion<br/>Power<br/>Economy<br/>Feudal System<br/>Government<br/>Law<br/>Foreign Affairs<br/>Society</p>   | <p>Politics<br/>Patriarchy<br/>Rebellion<br/>Succession<br/>Colonisation<br/>Empire<br/>War<br/>Propaganda</p> |
| <p><b>Relevant Key Concepts:</b></p> <p>Cause<br/>Consequence<br/>Change<br/>Continuance<br/>Historical Sources<br/>Significance<br/>Similarities</p>   |  | <p><b>Key Concepts:</b></p> <p>Cause<br/>Consequence<br/>Change<br/>Continuance<br/>Historical Sources<br/>Significance<br/>Similarities</p>  |   | <p><b>Key Concepts:</b></p> <p>Cause<br/>Consequence<br/>Change<br/>Significance<br/>Interpretations<br/>Chronology</p>  |  | <p><b>Key Concepts:</b></p> <p>Cause<br/>Consequence<br/>Change<br/>Significance<br/>Interpretations<br/>Chronology</p>   |   | <p><b>Key Concepts:</b></p> <p>Cause<br/>Consequence<br/>Change<br/>Significance<br/>Interpretations<br/>Chronology</p>  |  |
| <p><b>Gateway knowledge:</b></p> <p>Medieval Medicine Y10 (Unit 7)<br/>Renaissance Medicine (Y10 Unit 8)<br/>The Industrial Revolution (Y8 Unit 5)</p>  |  | <p><b>Gateway knowledge:</b></p> <p>Medieval Medicine Y10 (Unit 7)<br/>Renaissance Medicine Y10 (Unit 8)<br/>Industrial Medicine Y11 (Unit 1)<br/>WW1 Y8 (Unit 6)<br/>WW2 Y9 (Unit 2)</p>   |   | <p><b>Gateway Knowledge:</b></p> <p>The Renaissance (Y10 Unit 8)<br/>The Reformation (Y8 Unit 1)</p>   |  | <p><b>Gateway Knowledge:</b></p> <p>The Renaissance (Y10 Unit 8)<br/>The Reformation (Y8 Unit 1)<br/>Elizabethan England (Y11 Unit 4)</p>   |   | <p><b>Gateway Knowledge:</b></p> <p>The Renaissance (Y10 Unit 8)<br/>The Reformation (Y8 Unit 1)<br/>Elizabethan England (Y11 Unit 4 &amp; 5)</p>  |  |
| <p><b>Assessment end-points:</b></p> <p>Pupils will complete two questions from the Health &amp; The People paper. Q1 is a source usefulness question, that will require pupils to analyse a source from the Industrial period and answer an 8-mark question. Q3 is a similarities question, where pupils will have to write about similarities between an event/person/discovery etc from the Industrial period with an event/person/discovery from the Renaissance period.</p> <p><b>Concepts:</b></p> <p>Sources<br/>Significance<br/>Cause<br/>Consequence<br/>Change<br/>Continuance<br/>Similarities</p> <p><b>Skills:</b></p> <p>Pupils will need to apply the skill of source analysis and understanding, which they have built throughout KS3 and KS4.</p> <p>Pupils will need to use the 7 factors of change to spot similarities between two different time periods.</p> |  | <p><b>Assessment end-points:</b></p> <p>Pupils will complete a full Britain: Health &amp; The People paper. Q1 is a source usefulness question, that will require pupils to analyse a source from the Industrial period and answer an 8-mark question. Q2 is a significance question focusing on the long-term and short-term impact of an historical event, individual or discovery. Q3 is a similarities question, where pupils will have to write about similarities between an event/person/discovery etc from one time period with an event/person/discovery from the time period before. Q4 will require pupils to compare the role of the 7 factors across time in regard to one of the four areas of medical development. They will need to write an essay answer, containing a paragraph about 4 different factors containing factual evidence across 4 different time periods.</p> <p><b>Concepts:</b></p> <p>Sources<br/>Significance<br/>Cause<br/>Consequence<br/>Change<br/>Continuance<br/>Similarities</p> <p><b>Skills:</b></p> <p>Pupils will need to apply the skill of source analysis and understanding, which they have built throughout KS3 and KS4.</p> |   | <p><b>Assessment end-points:</b></p> <p>Pupils will complete Q1 and Q3 of the Elizabethan England paper. Q1 is an interpretation question focusing on one interpretation, this will require pupils to pick out elements of the interpretation that link to their own knowledge about Elizabethan England. Q3 will be a write an account question, which will require pupils to explain an element of Elizabethan England, using their chronological understanding of events, incorporating their knowledge of how things changed and continued during Elizabeth's reign.</p> <p><b>Concepts:</b></p> <p>Interpretations<br/>Cause<br/>Consequence<br/>Change<br/>Continuance<br/>Chronology</p> <p><b>Skills:</b></p> <p>Pupils will need to apply the skill of understanding interpretations, which they have built in KS3 and Y10.</p> <p>Finally, pupils will need to consider how different elements of Elizabeth's reign changed and continued across her entire reign.</p> |  | <p><b>Assessment end-points:</b></p> <p>Pupils will complete Q1 and Q2 of the Elizabethan England paper. Q1 is an interpretation question focusing on one interpretation, this will require pupils to pick out elements of the interpretation that link to their own knowledge about Elizabethan England. Q2 is a significance question, where pupils will have to explain the importance of a particular aspect of Elizabeth's reign, this will require them to use the GRELF acronym (government, religion, economy &amp; society, law &amp; order, foreign affairs).</p> <p><b>Concepts:</b></p> <p>Interpretations<br/>Cause<br/>Consequence<br/>Change<br/>Continuance<br/>Chronology<br/>Significance</p> <p><b>Skills:</b></p> <p>Pupils will need to apply the skill of understanding interpretations, which they have built in KS3 and Y10.</p> <p>Finally, pupils will need to apply their understanding of historical significance and apply it to their knowledge of Elizabeth's reign.</p> |   | <p><b>Assessment end-points:</b></p> <p>Pupils will complete Q1 and Q3 of the Elizabethan England paper. Q1 is an interpretation question focusing on one interpretation, this will require pupils to pick out elements of the interpretation that link to their own knowledge about Elizabethan England. Q3 will be a write an account question, which will require pupils to explain an element of Elizabethan England, using their chronological understanding of events, incorporating their knowledge of how things changed and continued during Elizabeth's reign.</p> <p><b>Concepts:</b></p> <p>Interpretations<br/>Cause<br/>Consequence<br/>Change<br/>Continuance<br/>Chronology</p> <p><b>Skills:</b></p> <p>Pupils will need to apply the skill of understanding interpretations, which they have built in KS3 and Y10.</p> <p>Finally, pupils will need to consider how different elements of Elizabeth's reign changed and continued across her entire reign.</p> |  |

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|  | <p>Pupils will need to explain the significance of either a historical figure, event, idea, institution etc.</p> <p>Pupils will need to use the 7 factors of change to spot similarities between two different time periods.</p> <p>Pupils will need to use their historical knowledge and historical writing skills to formulate an argument, writing a comparative essay.</p>   |   |  |  |
| <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Pupils need to consider the influence of the 7 factors of change (war, religion, individuals, communication, science &amp; tech, chance/luck, government) on medical development during the Industrial period.</li> <li>They will also need to consider how the 4 areas of medical development (surgery, public health, knowledge of causes of disease, treatments) have changed or continued without change across the Industrial period.</li> <li>Pupils will need to consider how the role of government began to increase throughout the Industrial Period.</li> <li>Finally, pupils need to consider what made medical developments increase so rapidly during the Industrial period.</li> </ul> | <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Pupils need to consider the influence of the 7 factors of change (war, religion, individuals, communication, science &amp; tech, chance/luck, government) on medical development during the modern period.</li> <li>They will also need to consider how the 4 areas of medical development (surgery, public health, knowledge of causes of disease, treatments) have changed or continued without change across the Modern period.</li> <li>Pupils will need to consider how the role of government increased considerably after both WW1 &amp; 2.</li> <li>Finally, pupils need to consider how the influence of some factors, such as war, remained influential across all four time periods.</li> </ul> | <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Pupils need to consider how religion changed during the Reformation, how this was different from Mary I's reign, and why this created so many challenges for Elizabeth.</li> <li>Pupils will also need to consider how Elizabeth dealt with these challenges and how she maintained power and control in England.</li> </ul> | <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Pupils need to consider why marriage and succession was a big issue for Elizabeth.</li> <li>Pupils will also need to understand the issues Elizabeth faced home &amp; abroad.</li> <li>Finally, pupils will need to consider how Elizabeth's position was threatened throughout her reign and consider the significance of each rebellion that occurred.</li> </ul> | <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Pupils need to consider the significance of English colonisers such as Francis Drake and John Hawkins.</li> <li>Pupils also need to understand the impact of the conflict between Spain/France and England.</li> <li>Finally, pupils also need to consider what life was like in Elizabethan England and how it changed under her reign.</li> </ul> |

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| Year 11   |   | Spring HT3           | Spring HT4 | Summer Term |
| <p>Enquiry Question:</p> <p>What can historians learn about Elizabethan England from studying Drake's circumnavigation of the globe? (historical environment)</p> <p>Unit length: 4 lessons</p> |   | Revision & Exam Prep |            |             |
| <p><b>Domains of Knowledge:</b></p> <p>Reformation</p> <p>Religion</p> <p>Power</p> <p>Economy</p> <p>Feudal System</p> <p>Government</p> <p>Law</p> <p>Foreign Affairs</p> <p>Society</p>      | <p>Politics</p> <p>Patriarchy</p> <p>Rebellion</p> <p>Succession</p> <p>Colonisation</p> <p>Empire</p> <p>War</p> <p>Propaganda</p> |                      |            |             |
| <p><b>Key Concepts:</b></p> <p>Cause</p> <p>Consequence</p> <p>Change</p> <p>Significance</p> <p>Chronology</p>   |   |                      |            |             |
| <p><b>Gateway knowledge:</b></p> <p>The Renaissance (Y10 Unit 8)</p> <p>The Reformation (Y8 Unit 1)</p> <p>Elizabethan England (Y11 Unit 4,5, &amp; 6)</p>                                      |   |                      |            |             |
| <p><b>Assessment end-points:</b></p>  |   |                      |            |             |

Pupils will complete a full Elizabethan England paper. Q1 is an interpretation question focusing on one interpretation, this will require pupils to pick out elements of the interpretation that link to their own knowledge about Elizabethan England. Q2 is a significance question, where pupils will have to explain the importance of a particular aspect of Elizabeth's reign, this will require them to use the GRELF acronym (government, religion, economy & society, law & order, foreign affairs). Q3 will be a write an account question, which will require pupils to explain an element of Elizabethan England, using their chronological understanding of events, incorporating their knowledge of how things changed and continued during Elizabeth's reign. Q4 is a 16-mark question about the historical environment, pupils will need to write a comparative essay, comparing the significant features of Drake's circumnavigation of the globe.

Concepts

Interpretations

Cause

Consequence

Change

Continuance

Chronology

Significance

Skills:

Pupils will need to apply the skill of understanding interpretations, which they have built in KS3 and Y10.

Pupils will also need to consider how different elements of Elizabeth's reign changed and continued across her entire reign.

Pupils will also need to apply their understanding of historical significance and apply it to their knowledge of Elizabeth's reign.

Finally, pupils will need to apply essay writing skills and their knowledge of Francis Drake and his circumnavigation of the globe in order to write a comparative essay.

Disciplinary Knowledge:

- Pupil will need to consider the importance of each aspect of Drake's circumnavigation.