

History

Curriculum Principles

- Our unifying 'sentence' is: "The History Department ensured that all students acquired the knowledge and the disciplinary concepts that enabled them to be successful at university or a real alternative."

By the end of their education, a student of History at Dixons Unity Academy will:

- Know how an understanding of the past is developed from the available evidence and how that understanding contributes both to their personal development and to their deeper engagement with the world around them. Students will appreciate the importance of developing and extending a broad body of historical knowledge. Students will demonstrate awareness that rigorous History is rooted in evidence and will know how to use sources critically and constructively for a specific purpose. The students will appreciate why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them. Finally, students will know how to organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.
- Understand why the study of History is a valuable pursuit in itself; that it has immense cross-curricular importance; and that the academic skills it requires are eminently transferable.

To achieve a true understanding of History, topics have been intelligently sequenced based on the following rationale:

- Academic and popular history deals mainly with the substance of the past – content, arranged according to perspective and interpretation. The DUA History Department recognises that whilst AO progression would suggest a clear distinction between first (knowledge) and second (process) order concepts, the two are intrinsically linked, mutually reinforcing and consequently will be presented in conjunction. We place great emphasis on key concepts but never at the expense of substantive knowledge. To this end the pedagogy deployed is much informed both by M. Riley's 'enquiry question' and C. Counsell's 'hinterland' of knowledge.
- As a departmental philosophy we start with the understanding that the past and present are not the same and that people in the past were therefore different in their attitudes and beliefs in ways that were determined by the contexts in which they lived. By way of shorthand this is termed 'understanding of people in the past', a designation which includes concepts such as chronological understanding, empathy and diversity. This understanding is used to ask further questions centred on concepts of cause, consequence, change and continuity – we call this category of concepts 'describing and explaining the past'. Finally, we explore how history is and has been constructed, which includes concepts of significance and interpretations, which is termed 'interpreting the past'.
- Enquiry questions knit together longer sequences of lessons and as such lend structure and direction to a series of activities. Such enquiries provide the goal for a final, substantial and motivating activity through which students demonstrate understanding gleaned in the prior lessons.
- Within individual lessons there is recognition that the quality of historical thinking is profoundly influenced both by pupils' grasp of substantive knowledge and their use of second-order or procedural concepts that provide the foundation of History. Consequently, the importance of both is made explicit and consistently modelled so that students understand both what History is and how they can construct it for themselves. It is also by making these things explicit that students are able to understand how to get better at History as opposed to simply knowing more information.
- How the departmental philosophy, use of enquiry questions and individual lessons interact within the curriculum is well illustrated by the example of 'substantive concepts'. Substantive concepts are used to refer to the way people and societies work and include, for example, political concepts such as state, government and power and economic concepts such as trade, wealth and tax. These concepts can cause difficulty for pupils because they are abstract in nature and their meaning can shift over time. As such substantive concepts are continually revisited throughout the key stages and old learning interleaved with new in order to develop a coherent understanding of specialised terminology. The 12 substantive concepts that the curriculum is based around are; Revolution, Empire, Invasion, Conflict, Social Hierarchy, Government, Attitudes and Beliefs, Taxation, Peasantry, Migration, Technological Innovation and Resistance. (See Curriculum Mapping)

The History curriculum will address social disadvantage by addressing gaps in students' knowledge and skills":

- No subject is better placed than History to academically advantage students otherwise impeded by social and personal circumstances. History can help in two keyways, though of course each is a composite of various elements. The basic distinction is between content and skills. In neither area is History the only contributor, but it is a major force in both. Whilst its content and skills are vital for all students, its importance in challenging disadvantage is worth stressing.
- Content is the most obvious characteristic of any subject. History, dealing as it does with the sum of human experience, involves familiarity with a body of information and ideas shared by educated citizens. In detail or in passing key personalities, events, concepts and controversies are visited and revisited both over time and space. The defining characteristics of democracy, for example, can be considered and argued about in a host of historical perspectives, including franchise extension in Britain. The vocabulary of such a discussion – ballot, parliament, referendum, Act of Parliament, Council, Cabinet, Lords, consent and so forth is the common currency of involved citizens. In the same way, political and economic concepts such as socialism, fascism, capitalism, totalitarianism,



nationalism routinely figure in debate. Specific events are also part of the shared understanding which arise from the acquisition of powerful knowledge, some are national – 1066 and some are more universal, such as the Holocaust. Our History Curriculum gives Disadvantaged students access to the cultural, religious, scientific and political history that otherwise would only be accessible to those from an advantaged background. As a department, we are sensitive both to the fact that individual students come to the subject with different frames of reference and bodies of knowledge and to the opportunities we have to widen students' horizons.

- Literacy is a key part of the Historian's armoury. Throughout our teaching we prioritise handling written sources at the most sophisticated level possible, guiding students in accordance with their individual needs. Oral and visual sources are also used extensively, and here too we help students to grasp and critique the ideas and information offered. In a world awash with ideas and information, both reliable and otherwise, our careful consideration of how sources can be judged and arguments challenged, or articulated and evidenced, is of vital importance. Of value for all students, but in particular for students with English as an EAL issue, is our development of vocabulary. This of course includes a body of specific terms – Industrial Revolution or Act of Parliament, for example – but also the nuances central to historical exposition and debate, such as rebellion/rising/mutiny/war of independence. The literacy and critical skills thus developed are regularly used and tested in written work, discussion and debate, with support and pursuit of growing confidence always to the fore. This last is a key part of our sensitivity in dealing with SEND students. History is an excellent field for exploring material likely to enthuse students and susceptible of being accessed in different ways and at different levels.
- Students are, of course, individuals. By helping them to access the range of human experience recorded in History everyone acquires better perspective both on their own needs and experiences and those of others. Empathy is a central requirement for any genuine understanding of the past and its value informs the present. On a broader scale, learning about the differences and similarities between cultures and societies enhances students' understanding of the present as well as the past.

We fully believe that History can contribute to the personal development of students at Dixons Unity Academy:

- History leads to great personal development as it changes the way students see the world by providing a wider frame of reference than the present – aiding both our students and their communities.
- At DUA students are prepared to flourish in a society that exhibits high levels of literacy, numeracy and scientific and historical understanding. The History Department supports this through the purposeful development of a body of substantive knowledge that provides students with not just an ordered understanding of the past but a usable past: one that equips them with the knowledge and understanding to place themselves in a context and to appreciate where they have come from and where they might be going.
- This knowledge is continually questioned, organised, analysed and interpreted in a multiplicity of arenas so that students develop micro- and macro-understandings of the human experience – not fragmented knowledge of individual narratives. In this way the study of History undertaken by students provides a forum for exploring issues of identity and inherited cultures, a means to understand the present, and a method of developing the knowledge and skills essential to the functioning of an educated citizen in a complex society. Furthermore, it liberates our students as individuals as they are provided with the intellectual weapons to guard against intolerance and create doubt in closed minds.
- The students' development of a detailed understanding of the identity of differing communities, cultures and nations, and knowledge of the past – however that past be constructed - provides our students with the tools to moderate their ever developing personal beliefs and philosophies via informed and responsible scepticism. Coming to grips with the way that rival arguments can be constructed in good faith and require careful and considered judgements encourages an attitude of mind is thus of inestimable value for individuals and for the societies of which they are a part

Our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice, and guidance that students are exposed to:

- Throughout KS3 and KS4 students will encounter a wide-range range of both historic and current vocations.
- Links between historical knowledge and skills and specific professional expertise will be explicitly highlighted. Of particular relevance here are the promises of a career in law, politics, journalism, research, or the media.
- Guest speakers will be invited to speak to the students and model the value of a historical understanding.
- During KS4 students explicitly study the development of medicine in Britain and the department will liaise closely with the Science department to promote STEM jobs.

A true love of History involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- Out of class resources are promoted to extend students' knowledge and to encourage intrinsic curiosity.
- Authentic sources – both pictorial and written – are used at all opportunities to invite debate about artistic and linguistic evolution.
- Students are exposed to historiography and further reading is promoted.
- The ever-changing relationship between the present and the past is emphasised to show the continuing relevance of the discipline and its profound depths.



Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this subject, at each key stage from Year 7 through to Year 11, to equip students with the cultural capital they need to succeed in life. Our powerful, knowledge-rich curriculum teaches both substantive knowledge (facts; knowing that something is the case; what we think about) and procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

	Cycle 1	Cycle 2	Cycle 3	
YEAR 7	New learning	<p>Introduction: England before 1066</p> <p>Conflict: How did a Norman become a king of England?</p> <p>How much did England change during the Norman Conquest?</p> <p>Why did kings struggle to rule England?</p>	<p>Ordinary Life: What was it like to live in Medieval England?</p> <p>How did the Black Death change peoples' lives?</p> <p>Were the rebels of 1381 heroes or villains?</p>	<p>World Study: How did the Mongols create a world empire?</p> <p>How was Baghdad connected to the wider world?</p> <p>Ordinary life and revolution: How did everyday life change between 1500-1750?</p> <p>What was revolutionary about the period 1500-1750?</p>
	Revisited learning		Substantive: Invasion, Social Hierarchy, Government, Attitude and Beliefs, Taxation, Peasantry, Empire and Resistance	Substantive: Empire, Government, Social Hierarchy, Peasantry, Conflict and Invasion
			Disciplinary: Change and Continuity Historical Investigation	Disciplinary: Cause and Consequence, Interpretations, Diversity, Change and Continuity, Historical Investigation
	NC Links	The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066. The development of Church, state and society in Medieval Britain 1066-1509	The development of Church, state and society in Medieval Britain 1066-1509	The study of a significant society or issue in world history and its interconnections with other world developments. The development of Church, state and society in Britain 1509-1745
	Additional information	Career: heritage management	Career: pathologist	Career: curator
YEAR 8	New learning	<p>Pre-Colonial Africa</p> <p>What made Thomas Clarkson so angry?</p> <p>The Abolition of the Transatlantic Slave Trade</p>	<p>The impact of the Industrial Revolution on peoples' lives</p> <p>How did men win the right to vote in 1867?</p> <p>What were the experiences of people in the British Empire?</p> <p>Why did views of the trenches change over the course of the first World War?</p>	<p>What do the stories of the 'often forgotten armies' reveal about the Western Front?</p> <p>How and why did the Holocaust happen?</p> <p>Gandhi and decolonisation in India</p>
	Revisited learning	Substantive: Empire, Government, Attitudes and Beliefs, Taxation, Migration, Resistance	Substantive: Revolution, Empire, Invasion, Conflict, Social Hierarchy, Government, Attitudes and Beliefs, Taxation, Peasantry, Migration, Technological Innovation, Resistance	Substantive: Empire, Invasion, Conflict, Government, Attitudes and Beliefs, Migration, Resistance
		Disciplinary: Significance, Cause and Consequence, Historical Investigation	Disciplinary: Cause and Consequence, Change and Continuity, Historical Investigation, Interpretations, Diversity	Disciplinary: Cause and Consequence, Significance, Historical Investigation, Interpretations, Diversity



		Cycle 1	Cycle 2	Cycle 3
	NC Links	Ideas, political power, industry and empire: Britain, 1745-1901	Ideas, political power, industry and empire: Britain, 1745-1901 Local history study – Leeds in the Industrial Revolution	Challenges for Britain, Europe and the wider world 1901 to the present day.
	Additional information	Career: Historian	Career: Urban planner	Career: Medicine
YEAR 9 NON SPECIALIST	New learning	Why did civilians in the Second World War find themselves at greater risk of death than ever before? How did Dictatorship affect peoples' lives?	How do we tell the story of migration to Britain? How have ordinary people campaigned for equal rights?	How have ordinary people campaigned for equal rights? When did ordinary life really improve for ordinary people?
	Revisited learning	Substantive: Revolution, Empire, Invasion, Conflict, Social Hierarchy, Government, Attitudes and Beliefs, Technological Innovation, Resistance	Substantive: Empire, Conflict, Social Hierarchy, Government, Attitudes and Beliefs, Taxation, Migration, Resistance	Substantive: Empire, Conflict, Social Hierarchy, Government, Attitudes and Beliefs, Taxation, Migration, Resistance, Technological Innovation
		Disciplinary: Cause and Consequence, Historical Investigation, Diversity	Disciplinary: Cause and Consequence, Change and Continuity, Significance, Interpretations	Disciplinary: Cause and Consequence, Change and Continuity, Significance, Interpretations, Diversity
	NC Links	Challenges for Britain, Europe and the wider world 1901 to the present day		
	Additional information	Hiroshima memorial Peace Park	Virtual tour Museum of London	Virtual visit Virtual tour of the US Civil Rights trail Robben Island Prison virtual tour
YEAR 9 GCSE	New learning	Exam specification: EDEXCEL GCSE HISTORY - Option 11 (Thematic) Theme 1 – Ideas about the causes of disease c1250-present Theme 2 – Approaches to treatment c1250-present	Theme 2 – Approaches to treatment c1250-present Theme 2 – Approaches to prevention c1250-present	Theme 3 – Approaches to prevention c1250-present Theme 4 – The Historic Environment – injuries, treatment and the trenches 1914-1918
	Revisited learning	Substantive: Government, Attitudes and Beliefs, Peasantry, Technological Innovation Disciplinary: Cause and Consequence, Change and Continuity, Diversity	Substantive: Government, Attitudes and Beliefs, Peasantry, Technological Innovation Disciplinary: Cause and Consequence, Change and Continuity, Diversity	Substantive: Government, Attitudes and Beliefs, Conflict, Invasion, Technological Innovation Disciplinary: Cause and Consequence, Change and Continuity, Diversity, Historical Investigation
	Additional information	Career: Public Relations	Career: Police	Career: Civil Service
YEAR 10	New learning	Exam specification: EDEXCEL GCSE (9-1) Period Study Option P3: The American West c1835-c1895: Part 1: The early settlement of the West c1835-c1862 Part 2: The development and settlement in the West c1862-c1876	Part 3: Changes in farming, The Cattle Industry and Settlement c1876-c1895 Medieval Depth Option B1: Anglo Saxon and Norman England, c1060-c1088 Part 1: Anglo-Saxon and Norman England c1060-1066	Part 2: Securing the kingdom 1066-1087 Part 3: Norman England 1066-1088



	Cycle 1	Cycle 2	Cycle 3
Revisited learning	Substantive: Invasion, Conflict, Social Hierarchy, Government, Attitude and Beliefs, Migration	Substantive: Invasion, Conflict, Social Hierarchy, Government, Taxation, Attitude and Beliefs, Migration	Substantive: Invasion, Resistance, Peasantry, Conflict, Social Hierarchy, Government, Taxation, Attitude and Beliefs
	Disciplinary: Cause and Consequence, Significance	Disciplinary: Cause and Consequence, Significance, Change and Continuity, Diversity, Historical Investigation	Cause and Consequence, Significance, Change and Continuity, Diversity
Additional information	Career: law	Career: National Trust	Career: journalism
New learning	Modern Depth Option 30: Russia and the Soviet Union 1917-1941	Part 3: Stalin's rise to power and dictatorship, 1924-41	Revision and Exams
	Part 1: The Revolutions of 1917	Part 4: Economic and social changes, 1924-41	
	Part 2: The Bolsheviks in Power 1917-24		
	Substantive: Revolution, Empire, Invasion, Conflict, Social Hierarchy, Government, Taxation, Attitude and Beliefs, Peasantry, Resistance	Revolution, Empire, Invasion, Conflict, Social Hierarchy, Government, Taxation, Attitude and Beliefs, Peasantry, Resistance, Technological Innovation	
	Disciplinary: Cause and Consequence, Significance, Change and Continuity, Historical Investigation	Disciplinary: Cause and Consequence, Significance, Change and Continuity, Historical Investigation	
Revisited learning	Source evaluation Evaluation of Interpretations	Source evaluation Evaluation of Interpretations	
Additional information	Career: author	Revision skills	

YEAR 11



Year 7 LTP

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	<p>Booklet 1 – Introduction</p> <p>L1 - The mystery of the skeletons</p>	<p>L2 - Iron Age Britain, AD40.</p> <p>L3 - Roman Britain, AD250.</p>	<p>L4 - Saxon England, AD650.</p> <p>L5 - Who made the biggest difference to life in Britain before 1066?</p>	<p>Booklet 2 – Conflict</p> <p>How did a Norman become king of England?</p> <p>L1 - Who were the Normans?</p> <p>L2 - The succession crisis in 1066</p>	<p>L3 - William's invasion plan.</p> <p>L4 - The Battles of 1066 and coronation.</p>	<p>L5 - William's victory at Hastings.</p> <p>L6 - DIRT.</p>	<p>L7 – Bayeux Tapestry</p> <p>L8 - John of Worcester and Guilleame of Jumieges.</p>	<p>How much did England change during the Norman Conquest?</p> <p>L9 – Landowning and the feudal system.</p> <p>L10 – Motte and bailey castles.</p>	<p>L11 - The Domesday Book.</p> <p>L12 – How much change? DIRT.</p>	<p>Booklet 3 – Power</p> <p>Why did kings struggle to rule England?</p> <p>L1 – The power of the Catholic Church.</p> <p>L2 - The murder in the Cathedral, 29 December 1170</p>	<p>L3 – Why was Thomas Becket murdered?</p> <p>L4 - Was King John really a bad king?</p>	<p>L5 – The First Barons' War and Magna Carta.</p> <p>L6 - Why did Henry III struggle to rule England?</p>	<p>L7 - How did the barons reduce royal power under Henry III?</p> <p>L8 - How did Edward I restore royal power?</p>
Cycle 2	<p>L9 - Why did kings struggle to rule England?</p>	<p>Booklet 4 – Ordinary life</p> <p>What was it like to live in medieval England?</p> <p>L1 – The organisation of society.</p> <p>L2 – The importance of religion.</p>	<p>L3 – Medieval towns and public health.</p> <p>L4 – Medieval medicine – could they help the sick?</p>	<p>How did the Black Death change people's lives?</p> <p>L5 – What was the Black Death?</p> <p>L6 – The Black Death and the Silk Road</p>	<p>L7 – Treating the Black Death.</p> <p>L8 – How did the Black Death change people's lives?</p>	Assessment weeks	Assessment weeks	<p>Were the rebels of 1381 heroes or villains?</p> <p>L9 – The events of the Peasant' Revolt.</p>	<p>L10 – The causes of the Peasant' Revolt.</p> <p>L11 - DIRT.</p>	<p>L12 - What happened to Wat Tyler?</p> <p>L13 – Were the rebels of 1381 heroes or villains?</p>	<p>L14 – Rats and rebels. Which had the biggest impact on people's lives?</p> <p>L15 - DIRT</p>	<p>Booklet 5 – World Study</p> <p>How did the Mongols create a world empire?</p> <p>L1 – Genghis Khan.</p> <p>L2 - Mongol Expansion.</p>	<p>L3 – Controlling the Mongol Empire.</p> <p>L4 - Pax Mongolica.</p>
Cycle 3	<p>DIRT.</p> <p>How was Baghdad connected to the wider world?</p> <p>L5 – The rise of Islam.</p>	<p>L6 - Baghdad and the Silk Road.</p> <p>L7 - The Islamic Gold Age.</p>	<p>L8 - The decline of the Abbasid Caliphate.</p>	<p>Booklet 6 – Ordinary life and revolution</p> <p>How did everyday life change between 1500 and 1750?</p>	<p>How did everyday life change between 1500 and 1750?</p>	<p>What was revolutionary about the period 1500-1750?</p> <p>L1 – Why was the work of Leonardo da Vinci revolutionary?</p> <p>L2 – Why was the invention of the printing press revolutionary?</p>	<p>Revision - Norman Conquest</p> <p>Revision - How much did England Change during the Conquest?</p>	<p>Revision - Why did kings struggle to rule England?</p> <p>Revision - Life in Medieval England / Black Death</p>	Assessment weeks	Assessment weeks	<p>L3 – Why was the Reformation revolutionary?</p>	<p>L4 – How did religion in England change between 1500 and 1600?</p> <p>L5 – Monarchs and parliament (1509 to 1649)</p>	<p>L6 - Was there an English Revolution in the period 1640-1660?</p>



Year 8 LTP

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	<p>Booklet 7 – Pre-colonial Africa (DAT).</p> <p>L1 – TBC</p> <p>L2 – TBC</p>	<p>L3 – TBC</p> <p>L4 - TBC</p>	<p>Booklet 8 – Britain’s transatlantic slave trade.</p> <p>What made Thomas Clarkson so angry?</p> <p>L1 – The Clarkson mystery.</p> <p>L2 – How did the slave trade work?</p>	<p>L3 – Why was Clarkson’s challenge so difficult?</p> <p>L4 - The experiences of enslaved people (Middle Passage).</p>	<p>L5 - The experiences of enslaved people (Plantations).</p> <p>L6 – DIRT and revision. - transatlantic slave trade</p>	<p>Why did Britain abolish the slave trade between 1807 and 1833?</p> <p>L7 – The Acts of 1807 and 1833.</p> <p>L8 - The Zong massacre.</p>	Assessment weeks	Assessment weeks	<p>L9 – The remarkable life of Olaudah Equiano.</p> <p>L10 - Clarkson and the Society for the Abolition of the Slave Trade (1787). DIRT.</p>	<p>L11 – William Wilberforce and the campaign in parliament (1789-1807).</p> <p>L12 - The Sugar Boycotts (1791-1792).</p>	<p>L13 – Sam Sharpe and the slave rebellion in Jamaica (1831-1832).</p> <p>L14 - Concept mapping – individuals and events. DIRT.</p>	<p>Booklet 9 – Ordinary life and democracy.</p> <p>Enquiry - What was the impact of the Industrial Revolution on people’s lives, 1750-1900?</p> <p>L1 – What was the Industrial Revolution?</p> <p>L2 - The story of Dr Baker.</p>	<p>L3 – What can sources tell us about life in Industrial Leeds?</p> <p>L4 - The impact of the Industrial Revolution on women’s lives.</p>
Cycle 2	<p>L5 - The impact of the Industrial Revolution on children’s lives.</p> <p>L6 - Review of interpretations – positive (Griffin) and negative (Toynbee).</p>	<p>How did men win the right to vote in 1867?</p> <p>L7 – What was wrong with British elections?</p> <p>L8 – Peterloo, 1919: what did they want and did they get it?</p>	<p>L9 – The Reform Riots, 1831.</p> <p>L10 - How did the Chartists try to win the vote?</p>	<p>L11 - So who was proved right? The Reform Act of 1867.</p> <p>L12 - DIRT.</p>	<p>Booklet 10 - Empire and conflict</p> <p>Should we be proud of the British Empire?</p> <p>L1 - Overview of the British Empire, 1600-1900.</p> <p>L2 - Why did the British want an empire?</p>	<p>L3 – How do historians disagree about the British Empire?</p> <p>L4 - Case study – Africa.</p>	<p>L5 - Case study – India.</p> <p>L6 - Should we be proud of the British Empire? DIRT.</p>	<p>Why did views of the trenches change over the course of the First World War?</p> <p>L7 - What caused the First World War?</p> <p>L8 - Why did so many men volunteer to fight in WWI?</p>	<p>L9 – Fighting in the trenches.</p> <p>L10 – The Battle of the Somme.</p>	<p>L11 – First World War poets (Wilfred Owen and John Macrae).</p> <p>L12 - The DORA and government censorship.</p>	<p>L13 – The reaction to the film, <i>The Battle of the Somme</i>.</p> <p>L14 - Using sources to explain views of the trenches.</p>	<p>What do the stories of the ‘often forgotten armies’ reveal about the Western Front?</p> <p>L15 – Ganga Singh.</p> <p>L16 – Algerian troops.</p>	<p>L17– Chinese Labour Corps.</p> <p>L18 – Mike Mountain Horse.</p>
Cycle 3	<p>Booklet 11 –The Holocaust</p> <p>L1 – What was the Holocaust?</p> <p>L2 - Jewish life in Europe before WW2 (prejudices in Europe).</p>	<p>L3 – Jewish life in Europe before WW2 (Nazis rise to power)</p> <p>L4 - Jewish life in Europe before WW2 (Nazis rule of Germany).</p>	<p>L5 – Jewish life in Europe before WW2 (anti-Jewish laws, the Anschluss and Kristallnacht).</p> <p>L6 - Europe’s Jews in WW2. The creation of ghettos.</p>	<p>L7 – Europe’s Jews in WW2. The Holocaust by bullets and the Final Solution.</p> <p>L8 - How and why did the Holocaust end?</p>	<p>L9 – Holocaust responses. Jewish resistance in the ghettos.</p> <p>L10 - Who was responsible for the Holocaust?</p>	<p>L11 - The British government and its response to the Holocaust. Interpretations.</p> <p>L12 - DIRT.</p>	<p>L13 – What was it like to survive the Holocaust?</p>	<p>Revision - Transatlantic slave trade</p> <p>Revision - Industrial Revolution</p>	Assessment weeks	Assessment weeks	<p>Booklet 12 – Empire</p> <p>L1 – British Empire and decolonisation</p> <p>L2 – How important was Gandhi in ending British rule?</p>	<p>L3 – Did India’s role in the First World War help them to gain independence?</p> <p>L4 – Why was the Amritsar Massacre important and how did Gandhi respond?</p>	<p>L5 – Why was Gandhi’s Salt March so effective?</p> <p>L6 – Was it really World War Two that helped Indian gain her independence?</p>



Year 9 CORE LTP

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	How did German bombing affect British civilians?	How did Allied bombing affect German civilians?	How did the atomic bomb affect Japanese civilians?	Was the bombing of civilians justified?	Stand up, speak out: is the bombing of civilians ever justified?	How has conflict continued to affect civilians since WWII?	How has conflict continued to affect civilians since WWII?	DIRT What did Stalin believe in?	How did Stalin control the Soviet Union?	How did Stalin change life in the Soviet Union?	What did Hitler believe in?	How did Hitler control Germany?	How did Nazi rule change life in Germany?
Cycle 2	What does 'typically British' mean?	How should the story of migration be told?	Migration stories.	Migration stories.	Why is it difficult to summarise the stories of those who have migrated to Britain?	Why is it difficult to summarise the stories of those who have migrated to Britain?	Revision – How were British civilians affected by bombing?	Assessment	Did the militant tactics of the Suffragettes help or hinder?	How did women finally win the right to vote?	Debate: would Sylvia Pankhurst be disappointed with the position of women today?	How typical were the experiences of Jesse Owens?	How did Black Americans campaign for equal rights in the 20 th Century?
Cycle 3	How much had been achieved by the 1950s?	How much had been achieved by the 1960s?	How much had been achieved by the 1970s?	To what extent has life really improved for Black Americans?	How did Nelson Mandela go from prisoner to president?	How did Nelson Mandela go from prisoner to president?	Why did apartheid finally end?	Revision – Civil Rights	Assessment Weeks	Assessment Weeks	What can Beveridge's Five Giants tell us about life in Britain before WWII?	How strong were the Five Giants in the 1930s?	Which invention has done most to improve ordinary life?

Year 9 GCSE LTP

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	<p><u>Booklet 1 – Ideas about disease</u></p> <p>L1 – Medieval – religious / non-religious ideas</p> <p>L2 – Medieval – reasons for lack of progress</p>	<p>L3 – Medieval – The Black Death (case study).</p> <p>L4 – Renaissance – reasons for progress, c.1500-c.1700.</p>	<p>L5 – Renaissance – old and new ideas</p> <p>Paper 1, question 3. DIRT</p>	<p>L6 – Renaissance – Thomas Sydenham and the Royal Society</p> <p>L7 - Renaissance – Andreas Vesalius and William Harvey (case study).</p>	<p>Paper 1, question 4. DIRT</p> <p>L8 – Industrial – Spontaneous Generation Theory and Germ Theory</p>	<p>L9 – Industrial – the importance of Robert Koch</p> <p>L10 – Industrial – reasons for progress.</p>	<p>L11 – Modern – Hereditary causes (discovery of DNA)</p> <p>L12 – Modern – Lifestyle and diagnosis</p>	<p>L13 – Review of progress over time in understanding the causes of disease.</p> <p><u>Booklet 2 – Approaches to treatment</u></p> <p>L1 – Medieval – religious / non-religious treatment</p>	<p>L2 – Medieval – healers – physicians, apothecaries and barber surgeons</p> <p>L3 – Medieval – medieval surgery. DIRT.</p>	<p>L4 – Medieval – medieval hospitals</p> <p>L5 – Renaissance – old and new treatments</p>	<p>L6 – Renaissance – old and new treatments</p> <p>Paper 1, question 3. DIRT</p>	<p>L7 - Renaissance – changes in hospitals.</p> <p>L8 – Industrial – hospitals and nursing</p>	<p>L9 – Industrial – surgery (pain)</p> <p>L10 – Industrial – surgery (infection)</p>
Cycle 2	<p>Paper 1, question 5/6. DIRT</p>	<p>L11 – Modern – magic bullets and high-tech treatments</p> <p>L12 – Modern – Penicillin (case study).</p>	<p>L13 – Modern – the National Health Service (1948).</p>	<p>L14 - Review of progress over time – approaches to treatment</p>	<p><u>Booklet 3 – Approaches to prevention</u></p> <p>L1 – Medieval – methods of prevention</p> <p>L2 – Renaissance – old and new approaches to prevention</p>	<p>Paper 1, question 3. DIRT</p> <p>L3 – Renaissance – the Great Plague of 1665 (case study).</p>	<p>Revision - Ideas about disease</p> <p>Revision - Ideas about treatment</p>	<p>Assessment weeks</p>	<p>Assessment weeks</p>	<p>L4 – Industrial- Jenner and smallpox vaccination (case study)</p>	<p>L5 – Industrial – Dr John Snow and the cholera epidemic in London in 1854 (case study)</p>	<p>L6 – Industrial – the British government's attitude towards public health reform</p> <p>Paper 1, question 4. DIRT</p>	<p>L7 – Modern – approaches to prevention after 1900.</p>
Cycle 3	<p>L8 – Modern – the fight against lung cancer (case study)</p>	<p>L9 – Review of progress over time – approaches to prevention.</p> <p>Paper 1, question 5/6. DIRT</p>	<p><u>Booklet 4 – Injuries, treatment and the trenches.</u></p> <p>L1 – The trenches and key places on the Western Front, 1914-1918.</p>	<p>L2 – Problems of transport and stretcher bearers</p> <p>Paper 1, question 2 (a). DIRT.</p>	<p>L3 – Medical conditions on the Western Front.</p> <p>L4 – The effects of poison gas attacks</p>	<p>L5 – Evacuating soldiers from the frontline – chain of evacuation</p>	<p>L6 – Casualty Clearing Stations and following up sources.</p> <p>DIRT.</p>	<p>Revision - Ideas about Prevention</p> <p>Revision - Ideas about Treatment</p>	<p>Assessment weeks</p>	<p>Assessment weeks</p>	<p>L7 – Base hospitals and the underground hospital at Arras.</p> <p>L8 – New techniques in the treatment of wounds and infection</p>	<p>L9 – Blood transfusions and the Blood Bank at Cambrai.</p> <p>Paper 1, question 1 – DIRT and practice.</p>	<p>L10 – Developments in brain surgery and plastic surgery.</p>



Year 10 GCSE LTP

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	<p>American West</p> <p>Early settlement of the West, 1835-62:</p>	<p>The Great Plains and the Plains Indians.</p> <p>Survival on the Great Plains.</p> <p>US government policy towards Plains Indians.</p>	<p>Factors encouraging migration West</p> <p>Manifest destiny and the Gold Rush of 1849</p>	<p>The Donner Party's migration, 1846-7</p> <p>The Mormon migration, 1846-7. DIRT</p> <p>The Mormons in the Salt Lake Valley</p>	<p>Early farmers on the Great Plains.</p> <p>- The Fort Laramie Treaty of 1851.</p> <p>The problem of lawlessness. .</p>	<p>Early attempts to tackle lawlessness.</p> <p>The significance of the American Civil War.</p>	<p>Revision – Ideas about the ,cause treatment and prevention of disease of disease</p>	<p>Assessment</p>	<p>The importance of the Pacific Railroad Act, 1862.</p> <p>Farming on the Great Plains</p>	<p>Problems of law and order in railroad towns</p> <p>The growth of the cattle industry, 1861-1876. DIRT.</p> <p>Cattle ranching on the Great Plains..</p>	<p>The growth of the cattle industry, 1861-1876. DIRT.</p> <p>Cattle ranching on the Great Plains..</p>	<p>US government policy towards Plains Indians.</p> <p>Chief Little Crow and his reservation war, 1862.</p>	<p>The Sand Creek Massacre, 1864.</p> <p>Red Cloud's war, 1866-68.</p>
Cycle 2	<p>Conflict and conquest 1876-95.</p> <p>Changes in farming</p> <p>The decline of the cattle industry</p>	<p>The reasons for the Exoduster migration.</p> <p>importance of the Oklahoma Land Rush</p>	<p>Reasons for lawlessness and Billy the Kid.</p> <p>The shootout at the OK Corral</p>	<p>The Johnson County War, 1892.</p> <p>The Battle of the Little Big Horn.</p>	<p>Ghost Dance and Wounded Knee. DIRT.</p> <p>The extermination of the buffalo.</p>	<p>Life on the reservations.</p> <p>The importance of the Dawes Act, 1887</p>	<p>Anglo-Saxon England and the Norman Conquest, 1060-1066.</p>	<p>The Anglo-Saxon social system.</p> <p>The power of Anglo-Saxon monarchs.</p>	<p>Anglo-Saxon government.</p> <p>The legal system and the economy.</p>	<p>The Anglo-Saxon Church.</p> <p>The power of the House of Godwin.</p>	<p>The rising against Tostig in 1065.</p> <p>The succession crisis of 1066.</p>	<p>The battles of September.</p> <p>Hastings - events and armies</p>	<p>The reasons for the Norman victory</p>
Cycle 3	<p>William in power - 1066-1087.</p> <p>The submission of the earls.</p> <p>Rewarding followers</p> <p>The Marcher earldoms.</p>	<p>Motte and bailey castles</p> <p>Edwin and Morcar's Revolt, 1068.</p> <p>The rebellions in the North, 1069.</p>	<p>The rebellion at Ely, 1070-1071</p> <p>The Harrying of the North, 1069-1071.</p> <p>Consequences of the Harrying</p>	<p>Changes to land ownership, 1066-1087.</p> <p>Maintaining and promoting royal power.</p> <p>The reasons for the Revolt of the Earls, 1075.</p>	<p>The defeat of the Revolt of the Earls</p> <p>The feudal system and feudalism</p>	<p>The reasons for the feudal system.</p> <p>The reasons for Lanfranc's reforms.</p>	<p>Consequences of Lanfranc's appointment, 1070</p> <p>. Everyday life in England after 1066</p> <p>Changes to government (centralisation).</p>	<p>Revision – West American overview</p>	<p>Assessment Weeks</p>	<p>Assessment Weeks</p>	<p>The 'forest' and the Forest laws.</p> <p>The reasons for the Domesday Survey.</p>	<p>Norman aristocratic culture.</p> <p>The career of Bishop Odo of Bayeux.</p> <p>Robert's rebellion of 1077-1080.</p>	<p>William's death and the disputed succession.</p> <p>The Big Story of England, 1060-1088.</p>



Year 11 GCSE LTP

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	The revolutions of 1917.	Threats to the tsarist government in early 1917. The growth of organised opposition to the tsarist government.	The impact of the First World War on Russia. The February Revolution and the abdication of the Nicholas II	Interpretations of the February Revolution. DIRT. The failures of the Provisional Government.	The significance of the Kornilov Revolt, August 1917. Lenin's return to Russia and growing support for the Bolsheviks	The Bolshevik seizure of power, October 1917 Interpretations of the Bolshevik Revolution, October 1917. DIRT.	Early Bolshevik decrees of November to December Political opponents: The Constituent Assembly.	The murder of the Romanovs. The Treaty of Brest-Litovsk. The reasons for and events of the Russian Civil War.	The reasons for the victory of the Reds. Interpretations of the Russian Civil War. DIRT.	Assessment	Assessment	The Bolshevik dictatorship. The Kronstadt Mutiny of 1921. The power of the Communist Party and Politburo.	The failure of War Communism. The introduction of the New Economic Policy in 1921. Reactions to the NEP at the 10 th Party Congress of 1921.
Cycle 2	Communist policies on women. Communist policies on education and culture.	Stalin, 1924-41. The rivals for power in the Politburo. Stalin's victory in the power struggle.	The reasons for the purges of the 1930s. The events and effects of the purges.	The 'Gulag' camp system. Interpretation of the terror. DIRT.	State control of the media, education and religion. The new Soviet Constitution, 1936. 'Cult of Stalin'.	Economic and social changes, 1924-1941. Reasons for the collectivisation. The main features of collectivisation.	Successes and failures of collectivisation. Interpretations of collectivisation.	The reasons for rapid industrialisation. The Five-Year-Plans. The success and failures of the Five-Year-Plans.	Assessment	Assessment	Interpretations of the Five-Year-Plans. Life in the Soviet Union (countryside and towns).	Changes in the position of women. The persecution of ethnic minorities in the 1930s.	Revision: Ideas about the cause of disease Ideas about the treatment of disease Ideas about the treatment of disease
Cycle 3	Revision Western Front	Revision American West	Revision American West	Revision Anglo Saxon and Norman England	Revision Anglo Saxon and Norman England	Revision American West	Revision Anglo Saxon and Norman England	Revision Medicine through Time					