

HISTORY 5 Year curriculum Overview

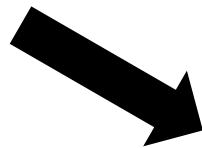


Y7 Aims	Y7 Cohort 2021-22 Broader concepts:	
	<ul style="list-style-type: none"> Historical concepts: chronology; continuity and change; cause and consequence; similarity, difference and significance Wider Concepts: Development of church, state and society; political and industrial development. 	
	Skills:	Knowledge:
	PEEL paragraphs Explaining causation Analysing significance Writing an analytical narrative Source analysis Making a supported judgement	Why did William win the Battle of Hastings? leadership, preparation or just luck? Why was Conisbrough Castle built? A military outpost or a centre of commerce Should we study the Black Death? What did people believe about the causes and how ere they affected by it and how relevant is it? Why was there a Civil War in England? What were the long and short term causes? Was the British Empire a force for good? What was the Empire; why was it established and who gained from it What was life like in the Ancient African Empires? How cruel was slavery? How and why did slavery develop and what were conditions like on a plantation How did black people in America fight for Civil Rights? Why is it important to study the history of black people in this country?
Recall:		
Students may recall the names of some of the Tudor monarchs and some basic information about them. They may have some knowledge of key concepts such as chronology.		

Y8 Aims	Y8 Cohort 2021-22 Broader concepts:	
	Historical concepts: chronology; continuity and change; cause and consequence; similarity, difference and significance Wider concepts: development of government - democracy & dictatorship; morality of total warfare & genocide.	
	Skills:	Knowledge:
	PEEL paragraphs Explaining causation Analysing significance Writing an analytical narrative Source analysis Making a supported judgement	What was the most important cause of WW1? Nationalism, alliance system or militarism? What motivated men to stay in the trenches? Comradeship, fear or the food? Remembrance and the school community Local study: Sheffield Pals Was Hitler's rise to power inevitable? Was it part of his master plan or did fate conspire How effective were Nazi methods of control? How effective was the SS and fear against propoganda and the Hitler Youth Was appeasement justified? Was it right to give away Austria and the Sudetenland? Was there a significant turning point in WW2? Dunkirk, Pearl Harbour the breaking of Enigma? Was the atomic bomb justified? Can the death rate of Hiroshima be justified in the context of the Japanese philosophy on war How could the Holocaust have happened? Discrimination - persecution to the Death Camps provide the narrative account Why did the suffrage movement lose support? What was the suffrage movement ; what did it want ; what were their methods and why did they split?
Recall:		
Students will recall significance criteria (Y7), source analysis skills (Y7). They will recall key knowledge from Y7 about the Battle of Hastings, features of a castle, the Black Death, Tudor religion and the British Empire.		

Note: This plan has been individually mapped for each year group, considering that cohorts have covered content in a different order due to lockdowns.

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Y9 Cohort 2021-22 Broader concepts:

- Historical Concepts: chronology; continuity and change; cause and consequence; similarity, difference and significance
- **Wider Concepts:** Ideas about the cause of disease and illness; approaches to prevention and treatment; and case studies, individuals and institutions (Church and government), science and technology and attitudes in society, science and technology; nature of illness and the provision of medical care.

Skills:

1. Describing time periods, explaining change and continuity, chronology, making comparisons, explaining significance.
2. Chronology, change and continuity, progress and regress, significance, factors of change.
3. Analyse, evaluate and use contemporary sources to make substantiated judgements, in the context of the historical events studied,

Knowledge:

1. **The Development of Church, State and Society in Tudor England**
 - > **Contextual introduction: Where are we now? Exploration of life in Ancient times**
 - Life in Tudor England, Tudor leisure and pastimes, Education in Tudor England, Poverty and the Poor Laws.
 - Elizabeth's background and the pressure for Elizabeth to marry.
 - Tudor religion: Criticisms of Catholicism, the Religious Settlement.
 - Foreign Policy: The Dutch Revolt, Exploration, Causes and events of the Spanish Armada.
 - The significance of Mary Queen of Scots.
2. **Early Elizabethan England 1558-1588**
 - The situation on Elizabeth's accession (*legitimacy, gender, marriage*)
 - Elizabeth's 'Religious Settlement' 1559, and challenges to this (*Acts of Supremacy, Uniformity and Royal Injunctions, Puritan challenges and Catholic challenges*)
 - Mary Queen of Scots' execution (*Mary's claim to the throne and involvement in plots*)
 - Plots and revolts in England (*Revolt of the Northern Earls, Ridolfi, Throckmorton and Babington plots*)
 - Rising tensions with Spain and the Armada 1588 (*political, religious and commercial rivalry, the Netherlands and Dudley, Singeing of the King of Spain's Beard, Spanish invasion plans, causes and consequences of victory*)
 - Education and leisure (*home, schools, universities, sports, pastimes and theatre*)
 - The problem of the poor (*reasons for vagabondage, changing attitudes*)
 - Exploration, voyages of discovery and the colonisation of Virginia (*new technology, trade, Drake's circumnavigation of the globe, failure of Virginia*)
3. **Medicine Through Time**
 - Continuation of beliefs from Hippocrates and Galen
 - Influence of the Church and the supernatural
 - Natural causes of illness (4 Humors) and natural to treat disease, such as bloodletting and purging, and herbal remedies
 - Case study of the Black Death.
 - Scientific approach to causes of disease, supported and promoted through the Royal Society.
 - The power of the Church decreased.
 - Case studies William Harvey and Andreas Vesalius .
 - New theories about the cause of disease were slow to develop and spread, however, and that old ideas, such as miasma, persisted.
 - The case study of the Great Plague
 - Impact science had on understanding about causes and treatment of disease,
 - Pasteur and Koch's work
 - Case studies look at Edward Jenner and his smallpox vaccination, and John Snow and his theory about the spread of cholera. Surgical techniques- anesthetics and antiseptics,
 - Florence Nightingale
 - Impact of the NHS and government lifestyle campaigns such as mass vaccinations.
 - Improvements in diagnosis and treatment.
 - Case study on Fleming, Florey and Chain.
 - Case study of the fight against lung cancer

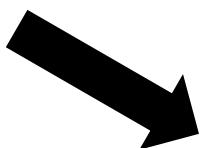
Recall:

Students will recall key knowledge about the Black Death (Y7), features of the Renaissance (Y7) and key features of WWI trenches (Y8)

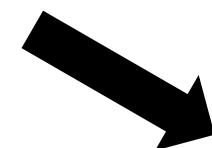
Y9 Aims



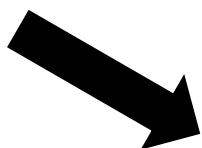
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Y10 Aims	Y10 Cohort 2021-22 Broader concepts:	
	<ul style="list-style-type: none"> • Historical concepts: chronology; continuity and change; cause and consequence; similarity, difference and significance • Wider Concepts: Government, impact of religion, social and economic issues, migration, lawlessness, conflict. 	
	Skills:	Knowledge:
	<ul style="list-style-type: none"> • Explaining consequences • Writing an analytical narrative • Analysing significance • Describing key features • Explaining causation • Making a supported judgement 	<p><u>The American West, c.1835-1895</u></p> <ul style="list-style-type: none"> ➤ Plains Indians' beliefs and way of life (<i>social and tribal structures, land, Indian Appropriations Act</i>) ➤ Migration and early settlement 1835-62 (<i>Oregon Trail, Manifest Destiny, Gold Rush</i>) ➤ Reasons for conflict and tension (<i>Fort Laramie Treaty 1851</i>) ➤ The development of settlement of the west 1862-76 (<i>Homestead Act, Pacific Railroad Act, Timber Culture Act, law and order</i>) ➤ The development of ranching and the cattle industry (<i>Iliff, McCoy, Goodnight, cowboys, rivalry</i>) ➤ Changes in farming methods ➤ Conflict and tension (<i>Billy the Kid, Wyatt Earp, Johnson County War, Battle of the Little Bighorn, Wounded Knee Massacre</i>) ➤ Conflict with the Plains Indians and destruction of their way of life (<i>Peace Policy, Indian Wars 1862-68, extermination of buffalo, Dawes Act</i>) <p><u>Early Elizabethan England 1558-1588</u></p> <ul style="list-style-type: none"> ➤ The situation on Elizabeth's accession (<i>legitimacy, gender, marriage</i>) ➤ Elizabeth's 'Religious Settlement' 1559, and challenges to this (<i>Acts of Supremacy, Uniformity and Royal Injunctions, Puritan challenges and Catholic challenges</i>) ➤ Mary Queen of Scots' execution (<i>Mary's claim to the throne and involvement in plots</i>) ➤ Plots and revolts in England (<i>Revolt of the Northern Earls, Ridolfi, Throckmorton and Babington plots</i>) ➤ Rising tensions with Spain and the Armada 1588 (<i>political, religious and commercial rivalry, the Netherlands and Dudley, Singeing of the King of Spain's Beard, Spanish invasion plans, causes and consequences of victory</i>) ➤ Education and leisure (<i>home, schools, universities, sports, pastimes and theatre</i>) ➤ The problem of the poor (<i>reasons for vagabondage, changing attitudes</i>) ➤ Exploration, voyages of discovery and the colonisation of Virginia (<i>new technology, trade, Drake's circumnavigation of the globe, failure of Virginia</i>) <p><u>Complete Medicine Through Time</u></p>
	Recall:	
Students will recall key features of Tudor religion (Y7), aspects of the Renaissance (Y7, Y9), Medicine and Western Front knowledge in all areas (Y9).		



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Y11 Aims	Y11 Cohort 2021-22 Broader concepts:	
	<ul style="list-style-type: none"> Historical concepts: chronology; continuity and change; cause and consequence; similarity, difference and significance. Wider Concepts: Dictatorships and democracy, persecution of minority groups, economic and political crises, the police state, propaganda 	
	Skills:	Knowledge:
	<ul style="list-style-type: none"> Explaining causation Assess the usefulness of sources Explain how and why interpretations differ Evaluate interpretations in historical context 	<p><u>Weimar and Nazi Germany, 1918-1939</u></p> <ul style="list-style-type: none"> The Weimar Republic 1918-29: its origins, early challenges, its recovery and changes in society (<i>abdication of Kaiser, armistice, 'stab in the back' theory, Treaty of Versailles, Kapp Putsch, Spartacist Rising, challenges of 1923 hyperinflation and French occupation of the Ruhr, reasons for economic and domestic recovery under Stresemann, changes in the standard of living</i>) Early development of the Nazi Party, the Munich Putsch and the lean years (1920-1929) (<i>Hitler's early career, setting up the Nazi Party, 25 point programme and SA, Munich Putsch 1923, Mein Kampf, Bamberg Conference</i>) Growth in support for the Nazi Party and Hitler's rise to power (1929-33) (<i>Growth of unemployment, growth of support for Communist Party, appeal of Hitler, propaganda, SA, Political Deal 1932</i>) Hitler's creation of a dictatorship (1933-34) (<i>Reichstag Fire, Enabling Act, Rohm, Night of the Long Knives, death of Hindenburg, Hitler becomes Fuhrer</i>) Nazi control: The police state and controlling attitudes, resistance to this (<i>Gestapo, SS, SD, concentration camps, control of judges and courts, policies towards the church and the Concordat, propaganda and control of the arts, opposition to the Nazis</i>) Life in Nazi Germany 1933-39: policies towards young people and women, employment and living standards and the persecution of minorities (<i>importance of women's domestic role, Hitler Youth, League of German Maidens, control of education, labour service, autobahns, rearmament, invisible unemployment, The Labour Front, Strength Through Joy, Beauty of Labour, Nazi racial policies, treatment of minorities, boycott Jewish businesses, Nuremburg Laws, Kristallnacht</i>) <p><u>Early Elizabethan England 1558-1588 (TBC - subject to exam changes)</u></p> <ul style="list-style-type: none"> The situation on Elizabeth's accession (<i>legitimacy, gender, marriage</i>) Elizabeth's 'Religious Settlement' 1559, and challenges to this (<i>Acts of Supremacy, Uniformity and Royal Injunctions, Puritan challenges and Catholic challenges</i>) Mary Queen of Scots' execution (<i>Mary's claim to the throne and involvement in plots</i>) Plots and revolts in England (<i>Revolt of the Northern Earls, Ridolfi, Throckmorton and Babington plots</i>) Rising tensions with Spain and the Armada 1588 (<i>political, religious and commercial rivalry, the Netherlands and Dudley, Singeing of the King of Spain's Beard, Spanish invasion plans, causes and consequences of victory</i>) Education and leisure (<i>home, schools, universities, sports, pastimes and theatre</i>) The problem of the poor (<i>reasons for vagabondage, changing attitudes</i>) Exploration, voyages of discovery and the colonisation of Virginia (<i>new technology, trade, Drake's circumnavigation of the globe, failure of Virginia</i>)
	Recall:	
Students will recall Key knowledge of the development of Medicine (Y9), the Western Front (Y9), American West (Y10), Early Elizabethan England (Y10).		