

Curriculum Intent Statement
Department of History
De Warenne Academy

Transition Statement 2020

As a History team we have taken the decision to move towards a three year Key Stage 3 and a two year Key Stage 4 curriculum model. The intent of this is to expose pupils to a broad and ambitious History Curriculum which is rich in skills and knowledge. This document details the transition from our current model to our new one.

Current Y8 pupils will no longer choose their options in Year 8 but rather in Year 9, allowing us to give pupils more opportunity to study local, national and international History including a wider variety of historical content, exposing them to a high level of sources, interpretations and perspectives on key historical issues.

We will also endeavour to enrich the curriculum more, with opportunities including a Local History Club and a local study for Year 7 pupils with a visit to Conisbrough Castle. We will also seek to find further opportunities for learning outside the classroom as we move through this curriculum transition.

Lessons for all year groups are outlined below in the curriculum statement below

Intent

We believe that pupils deserve a broad and ambitious History curriculum, rich in skills and knowledge, which immerses pupils in a range of cultures and engenders an enquiring and critical outlook on the world. Our History curriculum will give pupils the opportunity to:

- study issues at a local, national and international level in Ancient, Medieval, Early Modern and Modern time periods
- understand Britain's influence on the wider world
- study the history and influence of different peoples and places across time
- assess the impact of events on individual and communities
- be exposed to a high level of historical and conceptual vocabulary
- learn to interpret a broad range of sources including visual sources and propaganda
- be exposed to different peoples' perspectives on issues and events
- develop an understanding of how to apply and write about historical concepts such as causation; continuity and change; significance; consequence; diversity
- challenge received wisdom about historical figures and issues
- develop confidence in orating and debating historical issues and evaluate historical interpretations

Pedagogy	Enrichment	Sequencing	Key Concepts/Skills
<p>Our pedagogy is underpinned by:</p> <ul style="list-style-type: none"> enquiry based studies set within a broader historical context a focus on developing pupils' analytical writing by focussing on description, explanation and evaluation the regular use of live modelling and exemplar answers to demonstrate processes, standards and expectations a range of strategies to deepen knowledge so that it is committed to long term memory the importance of giving pupils regular opportunities to improve work interrogating current historical debates pupils understanding what they are doing well and how they need to improve pupils will develop new skills through a variety of interesting contexts to foster enjoyment pupils will develop a rich and deep subject knowledge 	<p>We will enrich our curriculum by:</p> <ul style="list-style-type: none"> establishing cross-curricular links providing on and off-site subject or topic related experiences offering opportunities for children to learn outdoors where appropriate holding Trust-wide competitions to celebrate best work and extraordinary effort encouraging pupils to contribute to the life of the school and the community, including remembrance activities developing partnerships with external providers that extend children's opportunities for learning build on their understanding of the importance of British values, including democracy, the rule of law, individual liberty and tolerance and respect improve their spiritual, social, moral and cultural understanding 	<p>Pupils learn within a coherent chronological framework because...</p> <ul style="list-style-type: none"> it allows key concepts and themes such as civilisation, society, government to be interwoven and promotes the ability to see the evolution of concepts it provides the opportunity to measure pace, extent and trends in change and continuity over time it means that pupils are able to make relevant links between historical episodes such as the black death and the industrial revolution there is progression between key stages 2, 3 and 4, with pupils being exposed to themes and content that will allow all pupils to access KS4 there is an increasing level of challenge and complexity to enquiries there is appropriate division of time between Ancient, Medieval, Early Modern and Modern topics pupils will develop a narrative of British history which is supported by theories of cognitive load 	<p>In History, pupils will develop a strong understanding of the meanings of key concepts, in different historical and geographical contexts:</p> <ul style="list-style-type: none"> Democracy. Civilisation. Empire. Monarchy. Parliament. Government. Peasantry. Society. Culture. Economy. Religion. State. Health. Justice. Beliefs. Power. <p>They will do so by developing skills in the following areas:</p>

			<ul style="list-style-type: none"> Significance; Interpretations; Perspectives; Causation; Consequence; Diversity; Change and continuity; Chronology; Source Analysis; Source Evaluation.
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History in our academy will provide pupils with the ability to think critically about the world in which they live and to question, rather than accept ‘received wisdom’. The History curriculum is sequenced chronologically to ensure pupils develop a narrative of British history and can place it into a context of world events. Concepts such as ‘government’ and ‘peasantry’ are introduced early to allow pupils to track the development of these ideas and define them within different contexts and cultures. For example, peasantry is introduced in Year 7 as part of the study of the Black Death and revisited in a different context during the French Revolution. This ensures pupils will see that historical terms evolve and adapt to context.

The curriculum has been designed to ensure that pupils gain an appreciation of divergent perspectives, rather than sticking to established historical norms. For example, in studying the Second World War, pupils are challenged to see the impact of the war on other countries that were attached to Britain through the Empire. They then seek to question the motives of Churchill’s decisions to divert resources to Britain and the impact that had on Bengal. Furthermore, we introduce pupils to characters and groups who have traditionally been ignored such as LGBT+ and Native Americans. This ensures that pupils receive a rounded education in History and is essential in teaching attitudes of tolerance. In History lessons, pupils will regularly apply new knowledge to conceptual questions. Each topic is framed around a challenging historical question which is linked to a second order concept. Lessons mirror this, with key questions forming the basis for each lesson enquiry. This will ensure pupils access and apply high level vocabulary with increasing rigour over their time in history classrooms. With plenty of opportunities to perform extended writing, we are confident that history is a highly rigorous and incredibly purposeful part of our curriculum.

History Curriculum Plan 2019-24

Year 7	7.1	7.2	7.3	7.4	7.5	7.6
	How successful were the Ancients?	How successful was the Norman Conquest of England?	What did people believe about the Black Death?	How significant was the English Reformation?	How far was the reign of Elizabeth I a 'Golden Age'?	How well did the Natives adapt to the Plains?
Knowledge	Ancient Greek culture, society, democracy, warfare, myth and philosophy; Ancient Greek approaches to health and medicine.; causes of the Roman invasion of Britain; impact of Roman rule of Britain on – society, culture, beliefs, economy, justice and the built environment; Roman beliefs about and approaches to health and medicine. <i>A local study of the impact of Roman Britain. – With a focus on Roman Danum</i>	Decline of the Roman Empire; society, culture and justice in Anglo-Saxon England; reasons for Viking invasions of England; strengths and weaknesses of England under Alfred the Great; succession crisis of and battles of 1066; reasons for William’s victory at Hastings; rebellions against William, 1068-69; reasons for and impact of the Harrying of the North, 1069; impact of the Norman Conquest on society, culture, religion and the built environment as well as aspects of continuity. <i>A local study on Conisbrough Castle – links to Norman control of the local area, including a site visit.</i>	Life in towns and villages in medieval England e.g. health, hobbies, work. The importance of the Christian church to the lives of people in Medieval England The spread of Islam and Islamic civilisation in the middle age; beliefs about the causes of illness in Britain e.g. natural, supernatural; spreading of the Black Death and responses to it; impact and significance of the Black Death including the revolt of 1381	The power of the monarchy by 1509; power and influence of the Catholic Church; growth of the Protestant Church; causes of the English Reformation; causes of the dissolution of the monasteries; changing nature of religion under Edward VI, Mary I and Elizabeth I; long-term impact of the Reformation <i>A local study linked to a monastery/abbey – Selby Abbey</i>	Legacy of the Reformation; Elizabeth’s Religious Settlement (1559); Reactions to the Religious Settlement (from Puritans and Catholics); 1569 revolt of the northern Earls; Catholic plots against Elizabeth including Mary, Queen of Scots; Questions about marriage; reasons for the rise in vagrancy; early exploration; black Tudors.	Geography and environment of the American West; beliefs and culture of the Native American tribes; importance of the buffalo; beliefs and methods of warfare; case study of the Sioux Nation; the myth of Native Americans (representations through popular media e.g. video games, film). <i>A local connection to Buffalo Bill’s Wild West show appearing in Doncaster in 1910.</i>
Skills/ Concepts	Causation; Consequence; Change and Continuity; Chronology; Source Analysis. <i>Democracy; Civilisation; Empire; Society; Culture; Health; Justice; Beliefs.</i>	Significance; Causation; Consequence; Diversity; Change and continuity; Source Analysis. <i>Democracy; Monarchy; Government; Peasantry; Society; Culture; Economy; Religion; Health; Justice; Power.</i>	Significance; Perspectives; Causation; Consequence; Diversity; Change and continuity. <i>Monarchy; Peasantry; Society; Culture; Economy; Religion; State; Health; Justice; Beliefs; Power.</i>	Significance; Interpretations; Perspectives; Causation; Consequence; Diversity; Change and continuity; Source Analysis. <i>Democracy; Monarchy; Parliament; Government; Peasantry; Society; Culture; Economy; Religion; State; Justice; Beliefs; Power.</i>	Perspectives; Causation; Consequence; Diversity; Change and continuity; Chronology; Source Analysis. <i>Empire; Monarchy; Parliament; Government; Peasantry; Society; Culture; Economy; Religion; State; Justice; Beliefs.</i>	Perspectives; Consequence; Diversity; Change and continuity; Chronology; Source Analysis; Source Evaluation. <i>Civilisation; Empire; Society; Culture; Economy; Health; Justice; Beliefs.</i>
SMSC – British values	Democracy and the rule of law.	Democracy and the rule of law.	Tolerance.	Tolerance.	Mutual respect and tolerance.	Mutual respect and tolerance.
Literacy focus	Applying a high level of accurate historical detail to pieces of extended writing.	Using categories to organise descriptive writing e.g. society; culture.	Using connectives and phrases that develop explanations.	Organising explanations around categories/factors.	Developing ways to provide a balanced assessment of an essay title.	Using unusual terminology accurately. Developing language to assess importance.
Links to prior learning	This will depend on KS2 experiences.	This topic develops ideas about control over a conquered peoples, building on understanding of this process from 7.1.	Ideas about the power of the church are developed from 7.1 and an understanding of the longevity of the influence of Roman ideas on health.	Develops ideas about the power of the church and whether this declined due to the Reformation, challenging the authority of the church.	Improves understanding of the aftermath of the Reformation. Also develops ideas about the progress of culture and society from medieval times.	A comparative for pupils to assess ideas on society and culture; allows pupils to consider western ideas of civilisation.
Preparation for future learning	7.2; 7.4; 8.4; 8.6; 9.3 introduces democracy which pupils will often revisit and see this term evolve. 7.3; 8.5; 9.1 introduces ideas health and medicine to allow pupils to assess change over time.	7.3; 7.4; 7.5; 8.1; 8.6; 9.3; 9.4 introduces power of the monarchy and methods of control to conquer/control a country. Pupils will see a variety of manifestations of monarchical control in subsequent topics. 8.4 definitions of peasantry.	7.4; 7.5; 8.1 introduces the power of the church and its influence over ideas. 8.5; 9.1; 10.1 develops foundational knowledge on approaches to health and medicine , pupils can then refer to this for comparison to measure progress as well as providing some explanation for Britain’s industrialization due to wages.	7.5; 8.1 to understand the rift between the church and state, helps to understand the tensions between catholic and protestant leaders e.g. Charles I and parliament. 10.4; 10.5 understanding different forms of practice in Catholic and Protestant churches.	8.1; 10.4; 10.5 to gain an understanding of the relationship between the monarch and government. Origins of the empire with colonization of Virginia and early exploration also help understanding of 8.2 8.3 study of black Tudors helps to contextualise Britain’s role in slavery.	8.2 to provide an example of conquering on a global scale, the competition between European nations. 8.3 informs on the initial colonisation of America which links to the development of slavery. 10.5; 11.1 provides foundational knowledge.
Assessment	Big Write 1: ‘The Ancient Greeks were a very successful civilisation.’ How far do you agree? Explain your answer. Big Write 2: ‘The Britons’ lives were improved by Roman Rule.’ How far do you agree?	<i>Big Write: ‘The Vikings were just fearsome warriors.’ How far do you agree?</i> <i>December exams</i>	<i>Big Write 1: ‘The church was the most important part of medieval peoples’ way of life.’ How far do you agree?</i> <i>Big Write 2: ‘The Black Death had a significant impact on the medieval way of life.’ How far do you agree?</i>	<i>Big Write 1: Explain why Kirkstall Abbey was ruined in 1539.</i> <i>Big Write 2: Explain why there was opposition to the English Reformation.</i>	<i>Big Write 1: Explain why there was a rebellion against Elizabeth in 1569.</i> <i>Big Write 2: ‘Elizabeth’s reign was a ‘Golden Age’ for England.’ How far do you agree?</i>	<i>Big Write: Explain why the buffalo was so important to the Native Americans.</i> <i>July exams</i>

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Year 8	8.1	8.2	8.3	8.4	8.5	8.6
	How significant was the English Civil War?	How Britain was able to create the biggest Empire the world has ever seen?	What was the impact of slavery on Africa?	How violent was the French Revolution?	Did everyone benefit from the Industrial Revolution?	Why did so many people die for the vote?
Knowledge	Gunpowder Plot; beliefs about monarchy incl. Divine Right of kings; relationship between monarchy and parliament between James I and Charles I; causes of the outbreak of war between crown and parliament; major events of the war including NASEBY... ; reasons for Charles' execution; Cromwell's Protectorate; restoration of the monarchy.	Reasons for the growth of the British Empire in C18th including warfare; colonisation of India – causes and consequence; reasons for the Opium Wars with China; interpretations of the British Empire's impact/significance. <i>A local connection – Doncaster and the British Empire.</i> <i>Mining in Denaby</i>	Civilisation in Africa before the Transatlantic Slave Trade The impact of the slave trade on Africa Conditions and treatment of slaves on the middle passage and plantations The life of Olaudah Equiano The causes of abolition of TST in the British Empire	Causes of the Revolution including absolutism; character of Louis XVI and Marie Antoinette; significance of the Tennis Court Oath; trial and execution of Louis including the reasons for his execution; Robespierre and the Terror; impact of the Revolution – Napoleon.	Changing nature of life in England between 1750 and 1900; Reasons for industrialisation of Britain; Impact of industrialisation on society e.g. children; changing nature of medical understanding; developments in surgery during C19th e.g. anaesthetics and antiseptics. <i>A local study on the Doncaster Train Plant and its impact on life in Doncaster.</i> <i>Thomas Crapper and the invention of the toilet.</i>	Attitudes towards women during C19th including the influence of Queen Victoria; rise of the suffrage movement amongst the working classes; rise of the female suffrage movement; methods of the suffragist and suffragette campaigns; Interpretations of the Suffragette campaign; role of women during the First World War; reasons for women gaining limited suffrage in 1918. <i>A local study on the "rebel daughters of Doncaster".</i>
Skills/ <i>Concepts</i>	Significance; Perspectives; Causation; Consequence; Change and continuity; Chronology; Source Analysis; Source Evaluation. <i>Democracy; Empire; Monarchy; Parliament; Government; Society; Economy; Religion; State; Justice; Beliefs; Power</i>	Significance; Interpretations; Perspectives; Causation; Consequence; Diversity; Source Analysis; Source Evaluation. <i>Democracy; Civilisation; Empire; Society; Culture; Economy; Religion; State; Justice; Beliefs.</i>	Significance; Perspectives; Consequence; Diversity; Change and continuity. <i>Civilisation; Empire; Society; Culture; Economy; Religion; State; Beliefs; Power.</i>	Significance; Perspectives; Causation; Consequence; Change and continuity; Source Analysis. <i>Democracy; Monarchy; Government; Peasantry; Society; Culture; Economy; Religion; State; Justice; Beliefs; Power.</i>	Significance; Perspectives; Causation; Consequence; Diversity; Change and continuity; Chronology; Source Analysis; Source Evaluation. <i>Democracy; Empire; Parliament; Government; Peasantry; Society; Culture; Economy; State; Health; Justice.</i>	Significance; Interpretations; Perspectives; Causation; Diversity; Change and continuity; Source Analysis. <i>Democracy; Monarchy; Parliament; Government; Peasantry; Society; Economy; State; Justice; Beliefs; Power.</i>
SMSC – British Values	Democracy and tolerance.	Mutual respect and tolerance.	Mutual respect and tolerance.	Democracy and the rule of law.	Democracy and mutual respect.	Democracy and the rule of law.
Literacy focus	Using specialist terms to explain significance.	Writing with clarity.	Using specialist terminology e.g. abolition and developing language used to explain.	Using challenging and unfamiliar language i.e. French terms such as Ancien Regime.	Distinguishing between language to explain causes and consequences.	Using terms to describe social hierarchy/class.
Links to prior learning	Conflict between parliament and monarchy due to religion and power, origins in the Reformation and Elizabethan England.	Early expansionism under Elizabeth I and the rivalries between European powers that developed under the Tudors.	Pupils will have seen examples of black peoples' role in England under the Tudors. They have seen the expansion of Britain as an Empire nation and will now switch focus to examine impact this had on Africa and those people taken as slaves.	The Civil War topic introduces ideas around social contract and questions about the status of the monarch which are re-examined here in a different context. Also provides a different example of the use of ' peasantry '.	Explaining the reasons for Britain's industrialisation is helped by the long-term impact of Black Death, expansion of Britain into an Empire and the problems in France with labour and wages under the Ancien Regime.	The development of the rights of ordinary people since the diminishing of rights under the Normans. The impact of industrialisation and ideas of rights and freedoms from France.
Preparation for future learning	8.2; 9.1; 9.5 developments in warfare . 8.4 tensions between state and the people, ideas of social contract. 8.6 increasing role of parliament informs importance of electoral system.	8.3 introduces expansion into America which gave rise to slave trade. 8.5; 10.2 introduces the empire as a cause of industrialisation and rivalries with European powers. 9.1; 9.5 provides understanding as to why Britain benefited from empire soldiers in 20 th conflict. 10.6 helps to explain Britain's role in America.	8.3 introduces the problems associated with industrial development to provide a more critical mindset when they examine the impact of industrialisation on British society. 9.2; 9.6 introduces the reasons for inequality between races which was fought against in USA during C20th.	8.5; 8.6 helps to explain the fears of the British government about electoral reform and fears of revolution in the early 1800s. Also refers to France's role in American War of Independence as a further cause of tension in Britain and changing role of Empire. 10.1 introduces the shifting role of attitudes towards authority.	8.6 the impact of progress on society and demands for greater rights – urbanization. 9.1; 9.4 the mechanization of war and reasons for development of defensive warfare due to technology. 10.2 foundational knowledge of the impact of industrialization on surgical developments.	9.1 informs understanding of the demands placed on ordinary men in fighting for Britain and the role of women in FWW. 9.2; 9.3 allows comparison between the powers of ordinary people in Britain, USA and Germany in the 1920s. 10.3 role of women in the First World War.
Assessment	Big Write 1: Explain why the Civil War started in 1642. Big Write 2: 'The English had no choice but to execute Charles I.' How far do you agree?	Big Write: 'The British mainly relied on warfare to grow its Empire.' How far do you agree? Explain your answer. December exams	Big Write 1: 'The main result of the TST was the dehumanising of slaves.' How far do you agree? Big Write 2: 'Female activists played the most important role in bringing about the abolition of the Slave Trade.' How far do you agree?	Big Write 1: 'The French had no choice but to execute Louis XVI.' How far do agree? Big Write 2: 'Very little changed in France as a result of the French Revolution.' How far do you agree?	Big Write 1: Explain why Britain was industrialised from 1750 to 1900. Big Write 2: 'Ordinary people's lives became worse as a result of industrialisation between 1750 and 1900.' How far do you agree?	Big Write: 'The Great Reform Act (1832) achieved nothing.' How far do you agree? July exams

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Year 9	9.1	9.2	9.3	9.4	9.5	9.6
	How significant was the First World War?	Did everyone benefit from the ‘boom’?	Why were the Nazis able to come to power in Germany?	How much control did the Nazis have over the people of Germany?	What were the major turning points of the Second World War?	How significant was Martin Luther King jnr for the development of black Civil Rights?
Knowledge	Changes in the nature of warfare during the FWW; reasons for the war of attrition; trench environment and impact upon soldiers including shell shock; reasons for the high level of casualties at the Battle of the Somme; social impact of the war e.g. on work, housing and attitudes; involvement and significance of soldiers from the Empire; aftermath of the war e.g. destruction, political chaos, Treaty of Versailles <i>A local study of involvement in the First World War</i> <i>Rossington Colliery – The testing of Bomb Fuses</i>	Causes of the economic boom; Henry Ford; developments in entertainment – jazz, literature, cinema; social inequality- KKK, Jim Crow laws, red scare; prohibition; gangsters – Al Capone, speakeasies; causes of the Wall St. Crash and impact (Great Depression)	Impact of the First World War on Germany; early development of the Nazi party and their ideology; impact of the Wall St. Crash; reasons for the rise in support for extremism in Germany; Hitler’s appointment as Chancellor; events leading to Hitler becoming Fuhrer of Germany.	Life for Jews living in Germany and occupied Europe in the 1930s and 40s; causes and significance of Kristallnacht; increase in aggression towards Jews culminating in the ‘Final Solution’; treatment of prisoners in concentration camps including Jews, homosexuals, asocials and gypsies; resistance to the persecution of Jews in Germany and occupied Europe; impact of the holocaust (shoah) upon Jewish communities including migration to Israel	The reasons for the rise of Nazism in Germany; the development of tension in Europe in the 1930s – reasons for appeasement and the escalation of militarism in Nazi foreign policy; British preparations for the war including evacuation, rationing, women’s land army; significance of major events in the war including Dunkirk, the Battle of Britain, the Battle of the Atlantic, Stalingrad, D-Day; role and significance of Alan Turing’s Enigma Machine <i>A local Study of Doncaster during the War – including the Train Plant and its work on munitions.</i>	The impact of the ending of slavery including segregation; ‘Black Renaissance’ in the 1920s; significance of the murder of Emmett Till; methods of the Civil Rights movement including bus boycotts and the march on Washington; role and significance of Martin Luther King Jnr; reasons for improvements in Black Civil Rights between 1964 and 1968
Skills/ <i>Concepts</i>	Significance; Causation; Consequence; Diversity; Change and continuity; Chronology. <i>Democracy; Empire; Monarchy; Government; Society; Economy; State; Health.</i>	Perspectives; Causation; Consequence; Diversity; Change and continuity; Source Analysis; Source Evaluation. <i>Democracy; Government; Society; Culture; Economy; Justice; Beliefs.</i>	Causation; Consequence; Chronology; Source Analysis; Source Evaluation. <i>Democracy; Government; Society; Culture; Economy; Religion; State; Beliefs; Power.</i>	Interpretations; Consequence; Diversity; Change and continuity; Source Analysis; Source Evaluation. <i>Democracy; Government; Society; Culture; Economy; Religion; State; Justice; Beliefs; Power.</i>	Significance; Interpretations; Perspectives; Consequence; Diversity. <i>Empire; Society; Culture; Economy; State; Health.</i>	Significance; Interpretations; Perspectives; Causation; Consequence; Diversity; Change and continuity; Source Analysis; Source Evaluation. <i>Democracy; Civilisation; Government; Society; Culture; Economy; Religion; Justice; Beliefs; Power.</i>
SMSC – British values	Individual liberty and mutual respect.	Individual liberty and tolerance.	Individual liberty and democracy.	Individual liberty and tolerance.	Individual liberty and tolerance.	Individual liberty and tolerance.
Literacy focus	Writing to express the extent of change.	Language to analyse and evaluate sources.	Using specialist terms to explain causation.	Evaluating the language used in sources.	Organising ideas around criteria.	Using specialist terms to assess significance.
Links to prior learning	Pupils need to reflect on the methods of warfare they have previously studied, such as civil war and in Britain’s empire building to provide insight into the changes that took place in the FWW.	Themes from slavery will be revisited here as well as the rights and freedoms of the individual as explored in the British context of the suffrage movement.	Pupils have studied various forms of democracy – Ancient Greece, French, British and will now see how democracy can be exploited and weakened by circumstance.	A number of topics have examined the development of control over a population such as the Norman Conquest and British Empire topics. This topic will demonstrate some of the similarities in approaches taken to control a populace.	Strong links to the First World War topic and this builds on the rising tensions between European and world powers as studied when looking at the impact of the FWW and rise of Nazism.	This topic develops ideas of protest as studied during the suffrage topic as well as picking up the narrative of treatment of black people in America from the end of slavery.
Preparation for future learning	10.3 provides understanding of the changes in warfare that affected the developments in treatments on WF.	11.2 understanding the developments in society/culture of the 1920s and its impact on Europe; role of USA in supporting Germany’s economic recovery in the 1920s.	11.2; 11.3 foundational knowledge for the rise of Nazism in Germany including the political systems in Weimar Germany.	11.3; 11.4 impact of Nazi policies on the population of Germany including persecution of Jews and undesirables.	10.2 provides context for progress in medicine during the SWW e.g. pupils will look at the development of penicillin in 10.2	11.3; 11.4 comparison of persecution of black people with that of Jews/undesirables in Nazi Germany, also context for attitudes during 1936 Olympics towards Jesse Owens.
Assessment	Big Write 1: Explain why the British Army suffered heavy casualties during the Battle of the Somme. Big Write 2: Explain why British society experienced major change as a result of the First World War.	Big Write: ‘The economic boom benefitted all American citizens.’ How far do you agree? December exams	Big Write 1: Explain why there was a rise in support for the Nazi party between 1929 and 1933. Big Write 2: Explain why Hitler was able to become Fuhrer in 1934.	Big Write 1: Write a narrative account analysing the persecution of minorities under Nazi rule 1933-1945. Big Write 2: Explain why there was little opposition to the Nazi regime in Germany.	Big Write 1: ‘The evacuation of Dunkirk was a total disaster for the allies.’ How far do you agree? Big Write 2: ‘The German failure at Stalingrad was the major turning point of the Second World War.’ How far do you agree?	Big Write: ‘Treatment of African-Americans changed very little between 1865 and 1955.’ How far do you agree? July exams

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Year 10	10.1	10.2	10.3	10.4	10.5	10.6
	To what extent did the church hold back medical progress between c. 1250 and 1700?	How important was technology for revolutionising medicine and health between c.1700 and the present day?	How successful were attempts to treat British soldiers on the Western Front?	What was the greatest challenge facing Elizabeth I on her accession to the throne?	Did life improve for people in Elizabethan England?	How and why did the US government encourage the settlement of the West?
Knowledge	Ancient ideas of Hippocrates and Galen The role of the Church Ideas on the Cause of Disease: Miasmata, Four Humours Theory, Theory of Opposites, Astrology, Religion Case Study: The Black Death, 1348-49 Developments in the Renaissance Period The role of Individuals: Harvey, Vesalius, Sydenham Change in Attitudes: Printing Press, Royal Society Care and Treatment in the Renaissance: Hospitals, Bloodletting, Purging Case Study: The Great Plague, 1665	Changing Ideas on the Cause of Disease: Germ Theory Prevention of Disease: Vaccination, Government Action Case Study: Cholera Care and Treatment: Nightingale, Simpson, Lister, Aseptic Surgery Modern Ideas on the Cause of Disease: DNA, Human Genome Project, Lifestyle Choices The role of Government: NHS, Smoking, Diet, Alcohol New Treatments: Magic Bullets, Penicillin Technology: X-Rays, MRI Scans, CT Scans, Laparoscopic Surgery, Robotic Surgery Case Study: Lung Cancer <i>Link developments to Doncaster e.g. 1875 Public Health Act, Doncaster Royal Infirmary.</i>	Trench System Key Battles in WWI: Somme, Ypres, Arras, Cambrai The Chain of Evacuation for injured soldiers New Techniques in Treatment: Wound excision, The Thomas Splint, Mobile X-Ray units, Blood Transfusions, Brain Surgery, Plastic Surgery <i>A study of the historic environment. – Possible visit to the Battle Fields in France/Belgium.</i> <i>Local connection with the War Memorial.</i>	Religious Divide in England: Catholics, Protestants, Puritans Questions surrounding Elizabeth: Legitimacy, Gender, Finances The Religious Settlement and the challenges: The Act of Supremacy, The Act of Uniformity, Puritan Opposition, Counter-Reformation, Papacy The Threat of Mary, Queen of Scots Rivalry with Spain	The Spanish Armada: Raid on Cadiz, Reasons for the failure of the Armada Education and Leisure in Elizabethan England Exploration in Elizabethan England: Triangular Trade, New Technologies, Drake's Circumnavigation of the World, Colonisation of Virginia	Way of Life of Plains Indians: Tribes and Society, Indian Appropriations Act, Buffalo Early Migration: The Oregon Trail, Manifest Destiny, Gold Rush, Fort Laramie Treaty Case Studies: The Donner Party, Mormons Continued Migration: Pacific Railroad Act, Homestead Act Growth of Settlement: Exoduster Movement, Oklahoma Land Rush Farming: Homesteaders, problems for farmers, Civil War, Growth of the Cattle Industry
Skills/ <i>Concepts</i>	Significance; Causation; Consequence; Change and continuity; Chronology <i>Civilisation; Monarchy; Government; Peasantry; Society; Religion; State; Health; Beliefs; Power.</i>	Significance; Causation; Consequence; Change and continuity; Chronology <i>Civilisation; Monarchy; Parliament; Government; Society; Culture; Economy; Religion; State; Health; Beliefs.</i>	Perspectives; Change and continuity; Chronology; Source Analysis; Source Evaluation. <i>Democracy; Empire; Government; Society; Economy; State; Health; Beliefs.</i>	Significance; Perspectives; Causation; Consequence; Diversity; Chronology; Source Analysis	Significance; Perspectives; Causation; Consequence; Diversity; Chronology; Source Analysis	Significance; Perspectives; Causation; Consequence; Diversity; Change and continuity; Chronology; Source Analysis
SMSC	Mutual respect and tolerance.	Mutual respect and tolerance.	Individual liberty and democracy.	Mutual respect Role of the individual	Mutual respect Role of the individual	Mutual respect Role of the individual
Literacy focus	Writing a balanced argument.	Explaining using factors to organise writing.	Writing to analyse and evaluate sources; reading challenging sources.	Writing a Balanced Argument Identifying and explaining reasons why.	Writing a Balanced Argument Identifying and explaining reasons why.	Writing a Balanced Argument Identifying and explaining reasons why.
Links to prior learning	Ideas of Ancient Empires and their significance. Life in Medieval England and responses to the Black Death	Industrialisation and the impact on people's health	Key events of World War One from Y9.	Revisiting the Reformation and the divide between Catholics and Protestants in England and Europe.	Elizabeth's reign as Queen – problems encountered and the extent to which it can be considered a 'Golden Age'	The way of life of Plains Indians and their fundamental beliefs about society and nature
Preparation for future learning	10.4, 10.5 understanding the overarching themes of power in the medieval period i.e. importance of the church and role of monarchs.	10.3 developments in medicine up to 1914.	11.2, 11.3 provides understanding of the nature and impact of the FWW.	Pupils may go on to study aspects of this at A-level	Pupils may go on to study aspects of this at A-level	Pupils may go on to study aspects of this at A-level
Assessment	Explain why there was limited progress in the treatment of disease in the period c1250-c1500. (12) Explain one way in which treatment of disease was similar in the period c1250-c1500 to treatment of disease in the period c1500-c1700. (4) 'Ideas on the cause of disease made little progress during the period c1250-c1700'. How far do you agree? (4)	'There was limited progress in understanding the cause of disease in the period c1250-c1700'. How far do you agree? (16) Explain why there was progress in the treatment of disease in the period c1900-present. (12)	Paper One Section A	Describe two features of the Act of Supremacy. (4) Explain why Elizabeth was in a weak position as monarch when she became Queen in 1558. (12)	Explain why medical understanding improved in the period c1500-c1700. (12) 'The main reason for voyages of exploration during Elizabeth's reign was to increase England's wealth'. How far do you agree? (16)	Write a narrative account analyzing the increase in westward migration in the period 1840-51. (8) Explain the importance of the Goodnight-Loving Trail for the growth in cattle industry. (8)

History Curriculum Plan 2019-24

Year 11	11.1	11.2	11.3	11.4	11.5	
	How did conflict escalate on the Great Plains?	Why did the Weimar Republic fail to last beyond 1933?	How was Hitler able to take complete control of Germany?	How did life change for people in Nazi Germany, 1933-39?	Revision	
Knowledge	Conflict: Little Crow's War, The Sand Creek Massacre, Red Cloud's War, President Grant's Peace Policy The Great Sioux War: Black Hills, Little Bighorn, Wounded Knee Lawlessness: Gold Rush, Law Officers, Outlaws, Ok Corral, Johnson and Lincoln County Wars Extermination of the Buffalo	Early Challenges to the Weimar Republic 1918-23: German Revolution, Weimar Constitution, the Treaty of Versailles, Dolchstoss, Political extremists, Ruhr Crisis, Hyperinflation Weimar Recovery 1924-29: Stresemann, Dawes Plan, Young Plan, Rentenmark, Locarno Pact, Kellogg-Briand Pact, League of Nations Hitler's Rise to Power: Early German Workers' Party, Munich Putsch, Reorganisation of the Nazi Party, Impact of the Wall St Crash Growth in support for the Nazi Party	Hitler Becomes Chancellor Consolidation of Power: Reichstag Fire, Enabling Act, Removal of Opposition, Night of the Long Knives, Death of Hindenburg Police State: Gestapo, SS, SD Methods of Propaganda and censorship to achieve control Extent of Opposition to the Nazi Party: Youth Groups, Religion	Nazi Policies towards women: Traditional views, Marriage, Childbirth Nazi Policies Towards Young People: Education, Hitler Youth, League of German Maidens Nazi Policies on Employment: Reich Labour Service, Invisible Unemployment, German Labour Front Living Standards in Germany: KDF, Volkswagen, RAD Persecution of Minorities: Slavs, Homosexuals, Disabled People, Communists Persecution of Jews: Anti-Semitism, Nuremberg Laws, Kristallnacht	Based on priorities resulting from mock exams.	
Skills/ Concepts	Significance; Perspectives; Causation; Consequence; Diversity; Change and continuity; Chronology; Source Analysis Civilisation; Government; Society; Culture; Economy; Justice; Beliefs.	Interpretations; Perspectives; Causation; Consequence; Diversity; Change and continuity; Chronology; Source Analysis; Source Evaluation. Democracy; Government; Society; Culture; Economy; Religion; State; Beliefs; Power.	Interpretations; Perspectives; Causation; Consequence; Diversity; Change and continuity; Chronology; Source Analysis; Source Evaluation. Democracy; Government; Society; Culture; Economy; Religion; State; Justice; Beliefs; Power.	Significance; Interpretations; Perspectives; Causation; Consequence; Diversity; Change and continuity; Chronology; Source Analysis; Source Evaluation. Democracy; Government; Society; Culture; Economy; Religion; State; Justice; Beliefs.		
SMSC	Mutual respect and individual liberty.	Tolerance and democracy.	Democracy and individual liberty.	Democracy, tolerance and individual liberty.		
Literacy focus	Explaining and assessing the importance of consequences.	Using political and unfamiliar language.	Writing to evaluate interpretations.	Writing to evaluate interpretations.		
Links to prior learning	The way of life of Plains Indians and the potential conflict that it will create with other cultures	Links to the significance of World War One and the impact of the scale of war	The rise of fascism in the post-World War One era and the reasons for this	How life changed for key groups living under Nazi Rule, e.g. Jews, disabled people, homosexuals		
Preparation for future learning	Pupils may go on to study aspects of American history at A-Level.	11.3, 11.4 the systems of democracy in Germany during Weimar years is used to explain the rise of the Nazis and their exploitation of the law.	11.4 the methods used to take control inform the extent to which the Nazis were able to control Germany.	Any modern European study at A-Level and Higher Education is informed by the study of this topic.		
Assessment	Explain the importance of the Battle of Little Bighorn (1876) for relations between Plains Indians and the US government. (8) Explain why there were improvements in surgery in the period c1800-present. (12)	Paper One Mock Exam Paper Three Mock Exam	Explain why the Nazi Party increased in popularity in the period 1929-33. (12) How far do you agree with Interpretation One about the methods of control used by the Nazi Party? (16)	Paper Two Mock Exam Paper One/Three Mock Exam	GCSE exams.	