

Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Focus	<p>7.1 Was the Roman invasion good for Britain?</p> <ul style="list-style-type: none"> • What was life in Roman Britain like? • How have interpretations of Boudica been used? • What was the impact of the Roman empire on the Anglos Saxons? <p>Historical concept – change & continuity/ interpretations</p> <p>Substantive concept- Imperialism, Nationalism</p> <p>7.2 How has migration impacted Britain from 400 AD to the modern day?</p> <ul style="list-style-type: none"> • THEMATIC STUDY • Why did migrants come to Britain? • What were the experiences of migrants? • What was the impact of migration? • Lessons on Maritime curriculum <p>Historical concept – change & continuity/ cause and consequence/ similarity and difference</p> <p>Substantive concept- Civil rights, colonialism, minority, Nationalism, racism</p>	<p>7.2 How has migration impacted Britain from 400 AD to the modern day?</p> <ul style="list-style-type: none"> • Why did migrants come to Britain? • What were the experiences of migrants? • What was the impact of migration? <p>Historical concept – change & continuity/ cause and consequence/ similarity and difference</p> <p>Substantive concept- Civil rights, colonialism, minority, Nationalism, racism</p> <p>7.3 How did the Normans control England?</p> <ul style="list-style-type: none"> • How did a Norman become King of England? • How much did England change as a result of the Norman Conquest? • What was the legacy of Norman rule? <p>Historical concept – change & continuity/cause and consequence/significance</p> <p>Substantive concept: Feudal, Authority, Gentry, Hierarchy</p>	<p>7.4 – Dan Jones on the Plantagenets-“These Kings murdered, betrayed and tyrannised to spectacular success.” Do you agree?</p> <ul style="list-style-type: none"> • What was the Anarchy? • How have people viewed Richard? • Does King John deserve his reputation? • Was Edward I a ‘good’ King? <p>Historical concept– historical interpretations/ evidence</p> <p>Substantive concept- Tyranny, Usurper, Parliament, Absolute and limited monarchy</p>	<p>7.4 – Dan Jones on the Plantagenets-“These Kings murdered, betrayed and tyrannised to spectacular success.” Do you agree?</p> <ul style="list-style-type: none"> • What was the Anarchy? • How have people viewed Richard? • Does King John deserve his reputation? • Was Edward I a ‘good’ King? <p>Historical concept– historical interpretations/ evidence</p> <p>Substantive concept- Tyranny, Usurper, Parliament, Absolute and limited monarchy</p> <p>7.5 How difficult was Medieval life?</p> <ul style="list-style-type: none"> • What was life like in Medieval Britain? • What were the causes and symptoms of the black death? • What was the impact of the Black death on Britain? • Why did the Peasant’s revolt? <p>Historical concept – Change & continuity/cause and consequence/significance</p> <p>Substantive concept- Pilgrimage, Skilled labourers, revolution, Tariff</p>	<p>7.5 How difficult was Medieval life?</p> <ul style="list-style-type: none"> • What was life like in Medieval Britain? • What were the causes and symptoms of the black death? • What was the impact of the Black death on Britain? • Why did the Peasant’s revolt? <p>Historical concept – Change & continuity/cause and consequence/significance</p> <p>Substantive concept- Pilgrimage, Skilled labourers, revolution, Tariff</p> <p>7.6 Which Tudor had the most significant impact on Britain?</p> <ul style="list-style-type: none"> • How did Henry VII start a dynasty? • Why did Henry break with Rome? • Did Henry abuse his power with his wives? • What was Edwards’s role in the Kett’s rebellion? • Who was Lady Jane Grey? • Was “Bloody Mary” deserving of her name? • Was Elizabeth reigning in a “Golden Age”? <p>Historical concept – Change & continuity/cause and consequence/significance/ Interpretation</p> <p>Substantive concept- Illegitimacy, Papacy, Sovereignty</p>	<p>7.6 Which Tudor had the most significant impact?</p> <ul style="list-style-type: none"> • How did Henry VII start a dynasty? • Why did Henry break with Rome? • Did Henry abuse his power with his wives? • What was Edwards’s role in the Kett’s rebellion? • Who was Lady Jane Grey? • Was “Bloody Mary” deserving of her name? • Was Elizabeth reigning in a “Golden Age”? <p>Skills Focus – significance</p> <p>Historical concept – Change & continuity/cause and consequence/significance/ Interpretation</p> <p>Substantive concept- Illegitimacy, Papacy, Sovereignty</p> <p>7.7 What role has maritime history played in the making of the UK?</p> <ul style="list-style-type: none"> • THEMATIC STUDY • Who were the Black Tudors? Mary Rose • Spanish Armada • Francis Drake • Trading ships • Nelson • Local History: The Gloucester-Kate Argyll <p>Historical concept – Change & continuity/cause and consequence/significance/ Interpretation</p> <p>Substantive concept- Imperialism, Nationalism,</p>

Sequencing	After the introductory unit, Year 7, 8 and 9 take a chronological approach. Where this is not the case, justification will be provided, and some important thematic references are given below.					
Homework	Pupils revise from knowledge organisers – directed by class teacher, building to KO quiz in class to practice retrieval and prepare for half termly assessment.	Pupils revise from knowledge organisers – directed by class teacher, building to KO quiz in class to practice retrieval and prepare for half termly assessment.	Pupils revise from knowledge organisers – directed by class teacher, building to KO quiz in class to practice retrieval and prepare for half termly assessment.	Pupils revise from knowledge organisers – directed by class teacher, building to KO quiz in class to practice retrieval and prepare for half termly assessment.	Pupils revise from knowledge organisers – directed by class teacher, building to KO quiz in class to practice retrieval and prepare for half termly assessment.	Pupils revise from knowledge organisers – directed by class teacher, building to KO quiz in class to practice retrieval and prepare for half termly assessment.
Formal Assessment	<p>1 – KO Test 15 questions from this half term.</p> <p>2 - Was the Roman invasion good for Britain? Historical concept – change & continuity/ interpretations</p>	<p>1 - Knowledge Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2 – How has migration impacted Britain from 400 AD to the modern day? Historical concept – change & continuity/ cause and consequence/ similarity and difference</p>	<p>1 - Knowledge Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2 – Dan Jones on the Plantagenets-“These Kings murdered, betrayed and tyrannised to spectacular success.” Do you agree? Historical concept– historical interpretations/ evidence</p>	<p>1 - KO Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2 – How difficult was Medieval life? Historical concept – Change & continuity/cause and consequence/significance</p>	<p>1 - KO Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2 – Which Tudor had the most significant impact on Britain? 1 Historical concept – Change & continuity/cause and consequence/significance/ Interpretation</p>	<p>1 - KO Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2 What role has maritime history played in the making of the UK? Historical concept – Change & continuity/cause and consequence/significance/ Interpretation</p>

Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Focus	<p>8.1- How far were James I and Charles I "Divine" rulers?</p> <ul style="list-style-type: none"> Were the Catholic framed? What was the impact of Jamestown? Were the Pilgrim Father's persecuted? Why were women persecuted during the witch trials? Did James conform to Stuart ideas of non-hetrosexuality? Why did the Civil war break out? Long and short term causes <p>Historical concept-Cause and consequence/Change and continuity/Historical interpretations/ Significance</p> <p>Substantive concept-Absolute and limited Monarchy, revolution, Authority, Parliament, Reform, Radical,Soverignty</p> <p>8.2- Did the Civil war turn the world upside down?</p> <ul style="list-style-type: none"> Who were the two sides of the Civil war? What was new about the New Model Army? Why was King Charles I 	<p>8.2- Did the Civil war turn the world upside down?</p> <ul style="list-style-type: none"> What was life like under the Puritans? Was Cromwell the "curse of Ireland?" Who was the Merry Monarch? (Restoration) What was the Glorious revolution? <p>Historical concept-Cause and consequence/Change and continuity/Historical interpretations/ Significance</p> <p>Substantive concept-Absolute and limited Monarchy, revolution, Authority, Parliament, Reform, Radical,Soverignty</p> <p>8.3- Was the Benin kingdom a "primitive tribe?"</p> <ul style="list-style-type: none"> Why study African Kingdoms? How did Benin become an empire? What was life like in the Kingdom of Benin? Did the Kingdom of Benin have a golden age? 	<p>8.3- Was the Benin kingdom a "primitive tribe?"</p> <ul style="list-style-type: none"> Why study African Kingdoms? How did Benin become an empire? What was life like in the Kingdom of Benin? Did the Kingdom of Benin have a golden age? Should the Benin Bronzes be returned? <p>Historical concept – Similarity and difference/interpretations</p> <p>Substantive concept-Military campaign, colonialism, Imperialism, racism</p> <p>8.4 –Why was the transatlantic slave trade abolished in 1833?</p> <ul style="list-style-type: none"> Why did the transatlantic slave trade begin? How did the slavery change the Gold Coast? <p>Historical concept – Cause & consequence/ Change & continuity/ Similarity and difference/Historical interpretation</p> <p>Substantive concept-Political campaign, Bill, colonialism, Imperialism, racism, Civil rights, Resistance, Abolition</p>	<p>8.4 -Why was the transatlantic slave trade abolished in 1833?</p> <ul style="list-style-type: none"> What were the experiences of the enslaved people? Middle passage/Auction/Life on the plantation How did enslaved Africans resist slavery? (Jamaica) Why was Slavery abolished? <p>Historical concept – Cause & consequence/ Change & continuity/ Similarity and difference/Historical interpretation</p> <p>Substantive concept-Political campaign, Bill, colonialism, Imperialism, racism, Civil rights, Resistance</p> <p>8.5- Was the British Empire a force for good or evil in the world?</p> <ul style="list-style-type: none"> How was the empire created? What was the East India company? What was the East Indian Mutiny? What was the British Raj? Why were prisoners sent to Australia? How did Australia grow from a prison colony to a settlement? 	<p>8.5- How far did the Industrial Revolution bring about a 'dawn of liberty' for the working classes?</p> <ul style="list-style-type: none"> What was the Industrial Revolution? What does Emma Griffin mean by "Liberty's Dawn"? Why did work change during the Industrial Revolution? Did industrial working life benefit men more than women and children? What was it like to live in an industrial city? How did politics change during the Ind Rev? <p>Historical concept-cause and consequence, change and continuity, significance, source enquiry, interpretation, similarity and difference</p> <p>Substantive concept-Bill, Campaign, Civil rights, Industrialisation, Middle and working class, Parliament, Revolution, Skilled labourers, Suffrage, Trade Union</p>	<p>8.6- Did the industrial revolution bring liberty for the working classes?</p> <p>Skill Focus – change and continuity & significance Historical concept-cause and consequence, change and continuity, significance, source enquiry, interpretation, similarity and difference</p> <p>Substantive concept-Bill, Campaign, Civil rights, Industrialisation, Middle and working class, Parliament, Revolution, Skilled labourers, Suffrage, Trade Union</p> <p>8.7 –What do the lives of Jack the Ripper's victims tell us about Victorian England? Case study- Whitechapel 1870-1900: Crime, policing and the inner city of Victorian London.</p> <ul style="list-style-type: none"> How were the police structured in the Industrial period? What were the living conditions like in Whitechapel in the 1880's? Why were workhouses so significant in Whitechapel? Why did immigration cause tensions in Whitechapel? How significant were the problems in policing in Whitechapel?

	<p>sentenced to death?</p> <p>Historical concept- Cause and consequence/Change and continuity/Historical interpretations/ Significance</p> <p>Substantive concept- Absolute and limited Monarchy, revolution, Authority, Parliament, Reform, Radical, Sovereignty</p>	<ul style="list-style-type: none"> Should the Benin Bronzes be returned? <p>Historical concept – Similarity and difference/interpretations</p> <p>Substantive concept- Military campaign, colonialism, Imperialism, racism</p>		<p>Historical concept – change & continuity/ cause & consequence/similarity and difference/Historical interpretation</p> <p>Substantive concept- Colonialism, nationalism, Imperialism, Resistance</p>		<ul style="list-style-type: none"> What did the Jack the Ripper murders reveal about Whitechapel in 1888? What impact did the murders have on Victorian London? <p>Historical concept-cause and consequence, change and continuity, significance, source enquiry, interpretation, similarity and difference</p> <p>Substantive concept-Bill, Campaign, Civil rights, Industrialisation, Middle and working class, Parliament, Revolution, Skilled labourers, Suffrage, Trade Union</p>
Sequencing	<p>After the introductory unit, Year 7, 8 and 9 take a chronological approach. Where this is not the case, justification will be provided, and some important thematic references are given below.</p>					
Homework	<p>Pupils revise from knowledge organisers – directed by class teacher, building to KO quiz in class to practice retrieval and prepare for half termly assessment.</p>	<p>Pupils revise from knowledge organisers – directed by class teacher, building to KO quiz in class to practice retrieval and prepare for half termly assessment.</p>	<p>Pupils revise from knowledge organisers – directed by class teacher, building to KO quiz in class to practice retrieval and prepare for half termly assessment.</p>	<p>Pupils revise from knowledge organisers – directed by class teacher, building to KO quiz in class to practice retrieval and prepare for half termly assessment.</p>	<p>Pupils revise from knowledge organisers – directed by class teacher, building to KO quiz in class to practice retrieval and prepare for half termly assessment.</p>	<p>Pupils revise from knowledge organisers – directed by class teacher, building to KO quiz in class to practice retrieval and prepare for half termly assessment.</p>
Formal Assessment	<p>1 – KO Test 20 questions from this half term.</p> <p>2- How far were James I and Charles I "Divine" rulers? Responsibility of Charles I on the Civil war.</p> <p>Historical concept- Cause and consequence/Change and continuity/Historical interpretations/ Significance</p>	<p>1 - Knowledge Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2 What was Africa like before the Slave trade?</p> <p>Historical concept – Cause & consequence, Change & continuity, Similarity and difference</p>	<p>1 - Knowledge Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2 Why was the Slave trade abolished?</p> <p>Historical concept – Cause & consequence/ Change & continuity/ Similarity and difference/Historical interpretation</p>	<p>1 - Knowledge Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2- Was the British Empire a force for good or evil in the world?</p> <p>Historical concept – change & continuity/ cause & consequence/similarity and difference/Historical interpretation</p>	<p>1 - Knowledge Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2- How far did the Industrial Revolution bring about a 'dawn of liberty' for the working classes?</p> <p>Historical concept-cause and consequence, change and continuity, significance, source enquiry, interpretation, similarity and difference</p>	<p>1 - Knowledge Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2- What do the lives of Jack the Ripper's victims tell us about Victorian England?</p> <p>Skill Focus – change and continuity & significance</p> <p>Historical concept-cause and consequence, change and continuity, significance, source enquiry, interpretation, similarity and difference</p>

Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Focus	<p>9.1 – Were the British troops of World War I "Lions led by Donkey's?"</p> <ul style="list-style-type: none"> • Did an assassination cause WWI? • What were people's attitudes to war when it started? • How tough was life on the western front? Conditions • The battle of the Somme-lion's led by Donkey's? • Why was WW1 a global war? • Should war be able to define an objector a criminal? • Why did the USA enter the war in 1917? • Was the treaty of Versailles fair? • Armistice • What was the impact of WWI? <p>Historical concept – change & continuity/ Cause & consequence/ Historical interpretation/Evidence</p> <p>Substantive concept-Imperialism, Nationalism, Militarism, Foreign policy, total and Industrial war, Propaganda</p>	<p>9.2 – How could the world allow the holocaust to happen?</p> <ul style="list-style-type: none"> • How were Hitler's views shaped by his upbringing? • How did the great depression lead to fascism? • What happened when the Nazi's began running Germany? • What was typical pre-war 'Jewish life' like across Europe? • How did life change for the Jews under the Nazis? • How was Kristallnacht a turning point in the treatment of the Jews? • How were some children saved from the Holocaust?- Kindertransport <p>Historical concept – change & continuity/ Cause & consequence/ Historical interpretation/Evidence/ Similarity and difference</p> <p>Substantive concept-Imperialism, Nationalism, Militarism, Dictator, Racism, Genocide, Populism, Recession, Fascism, Persecution, Populism</p>	<p>9.3 - What was the turning point in the allied victory in World war 2?</p> <ul style="list-style-type: none"> • Was Dunkirk a Success or failure for the British? • Was the battle of Britain the most important turning point of war?How were people affected by the Blitz? • Was Barbarossa a turning point? • Was Pearl Harbour a turning point in the war? • Why was D Day a successful assault for the Allies? <p>Historical concept – Change & continuity, cause & consequence, Significance, Historical interpretation</p> <p>Substantive concept: Military Campaign, Foreign policy</p>	<p>9.4 When was the Cold War hottest?</p> <ul style="list-style-type: none"> • Was the atomic bomb justified? • What happened to Germany after WW2? • What were the Satellite States? Case study: Hungary/Vietnam • Did the world nearly end in 1962?-Cuban Missile Crisis • How did the Cold War end? <p>Historical concept – change & continuity, cause & consequence, historical interpretation, significance</p> <p>Substantive concept- Autocracy, Capitalism, Class, Communism, Dictator, Fundamentalism, socialism, Usurper, Totalitarianism, Revolution (uprising)</p>	<p>9.5 How did people fight for their civil rights from 1900-present day in the United States?</p> <ul style="list-style-type: none"> • THEMATIC STUDY • Did the abolition of slavery end inequality? • What was the impact of Jim Crow Laws? • What happened to Emmett Till? • Rosa Parks • MLK and Malcolm X <p>Historical concept – change & continuity, cause & consequence/Similarity and difference/Evidence</p> <p>Substantive concept- Campaign, Civil liberties and rights, Constitution, Persecution, Racism, Radical, Racism, Reform , resistance, revolution, suffrage</p>	<p>9.6 - How did people fight for their rights from 1900-present day in the United Kingdom?</p> <ul style="list-style-type: none"> • THEMATIC STUDY • Suffergettes vs Suffergists • What was the impact of Emily Davidson? • What was the impact of WWI on women's rights? • What is an immigrant? • How did the riots of 1919 amd 1981 change British Civil rights? Brixton/Notting Hill etc. • Racism in Britain- Brixton/Notting Hill etc. • LGBTQA+ -How were people treated in the early 19th century due to their sexuality? • What was the impact of the stonewall riots? <p>Historical concept – change & continuity, cause & consequence/Similarity and difference/Evidence</p> <p>Substantive concept- Campaign, Civil liberties and rights, Constitution, Persecution, Racism, Radical, Racism, Reform , resistance, revolution, suffrage</p>
Sequencing	After the introductory unit, Year 7, 8 and 9 take a chronological approach. Where this is not the case, justification will be provided, and some important thematic references are given below.					

Homework	Pupils revise from knowledge organisers – directed by class teacher, building to KO quiz in class to practice retrieval and prepare for half termly assessment.	Pupils revise from knowledge organisers – directed by class teacher, building to KO quiz in class to practice retrieval and prepare for half termly assessment.	Pupils revise from knowledge organisers – directed by class teacher, building to KO quiz in class to practice retrieval and prepare for half termly assessment.	Pupils revise from knowledge organisers – directed by class teacher, building to KO quiz in class to practice retrieval and prepare for half termly assessment.	Pupils revise from knowledge organisers – directed by class teacher, building to KO quiz in class to practice retrieval and prepare for half termly assessment.	Pupils revise from knowledge organisers – directed by class teacher, building to KO quiz in class to practice retrieval and prepare for half termly assessment.
Formal Assessment	<p>1 - KO Test 15 questions from this half term.</p> <p>2- Were the British troops of World War I "Lions led by Donkey's?"</p> <p>Historical concept – change & continuity/ Cause & consequence/ Historical interpretation/Evidence</p>	<p>1 - Knowledge Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2- How could the world allow the holocaust to happen?</p> <p>Historical concept – change & continuity/ Cause & consequence/ Historical interpretation/Evidence/ Similarity and difference</p>	<p>1 - Knowledge Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2- What was the turning point in the allied victory in World war 2?</p> <p>Historical concept – Change & continuity, cause & consequence, Significance, Historical interpretation</p>	<p>1 - Knowledge Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2- When was the Cold War hottest?</p> <p>Historical concept – change & continuity, cause & consequence, historical interpretation, significance</p>	<p>1 - Knowledge Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2- How did people fight for their civil rights from 1900-present day in the United States?</p> <p>Historical concept – change & continuity, cause & consequence/Similarity and difference/Evidence</p>	<p>1 - Knowledge Test 15 questions from this half term and 5 questions from previous learning.</p> <p>2- How did people fight for their rights from 1900-present day in the United Kingdom?</p> <p>Historical concept – change & continuity, cause & consequence/Similarity and difference/Evidence</p>

Year 10

Qualification	GCSE Edexcel History					
Topic	<p>Medicine – Introduction: The Ancient World</p> <p>Medicine – Medieval and Renaissance</p>	<p>Medicine – Industrial revolution</p> <p>Medicine – Modern world</p>	<p>Including Historic Environment: Western Front (38 lessons)</p>	<p>Early Elizabethan England – Queen, government and religion, 1558–69</p> <p>Challenges to Elizabeth at home and abroad</p>	<p>Early Elizabethan England – Challenges to Elizabeth at home and abroad (Cont.)</p> <p>Society in the Age of Exploration (38 lessons)</p>	<p>American West-c. 1835-c1895</p> <p>The early settlement of the west, c.1835-c1895</p> <p>Development of the Plains, c1862-c1876</p>
Sequencing	<p>Medicine will be taught broadly chronologically but with a thematic approach to limit confusion. The thematic course allows students to further develop chronology of time periods to develop. The historic environment element is best taught separately. (This will be taught at the end of the topic and the source work skills will support the Germany paper.)</p>			<p>Elizabethan England will be taught broadly chronologically in order to aid understanding of why things happened when they happened. Particularly important sequencing is outlined below.</p>		<p>American West is the second topic of paper 2. It is the period study. It allow students to have the knowledge to prepare for Paper 2 in its entirety and is taught chronologically in terms of the modules of study as well broadly chronologically as within the events of the topic.</p>
	<p>The medicine course begins in 1250. But if students are to have any meaningful understanding of medical ideas in the medieval period and understand the renaissance, they must first study Hippocrates and Galen.</p>	<p>Key themes will be set out which will be followed throughout the course:</p> <ul style="list-style-type: none"> • Beliefs about the cause of disease • Treatments • Preventions • Hospitals • Training of doctors • Public health/ government intervention • Factors that contribute to change or continuity <p>Each of these will be considered in the period being studied and then contrasted with other periods to assess change and continuity.</p> <p>This is more effective than teaching a strict chronology, particularly in the industrial revolution and the modern world,</p>	<p>Historic environment will be taught last and out of chronological order to allow sufficient time to develop historical skills necessary and specif to this section of the unit. The extra time will allow skills to develop that can be applied to the Modern World study: Germany</p>	<p>Challenges builds on the knowledge learned in Queen Government and religion, 1558-69</p> <p>Students can now see why Mary, Queen of Scots), was the figurehead of any plot or why the first plot started in the north.</p>	<p>Understanding England's place in Europe on Elizabeth's accession helps to explain why Spain became a greater threat than France up to 1588.</p> <p>To help students understand why enclosures and sheep farming increased poverty students are reminded of medieval peasant life (Year 7, Spring 2)</p>	

		because so many things happen at a similar time it can be hard for students to understand what area of medicine is being changed and why it is changing at that particular time.				
Homework	Set fortnightly and alternating between: GCSE Pod-Knowledge skills Exam questions-exam skills	Set fortnightly and alternating between: GCSE Pod-Knowledge skills Exam questions-exam skills	Set fortnightly and alternating between: GCSE Pod-Knowledge skills Exam questions-exam skills	Set fortnightly and alternating between: GCSE Pod-Knowledge skills Exam questions-exam skills	Set fortnightly and alternating between: GCSE Pod-Knowledge skills Exam questions-exam skills	Set fortnightly and alternating between: GCSE Pod-Knowledge skills Exam questions-exam skills
Formal Assessment/Feedback	Medieval DIRT activity 1250-1500 Explain why there was continuity in ideas about the cause of disease during the period c.1250-1500. (12 marker)	18 th -19 th Century DIRT activity 2020 Medicine through time paper Q4 (4 marker) and Q6 (16 marker)	20 th Century DIRT activity The British sector of the Western Front Exam Paper 2020 Paper Medicine through time Q 1 and 2(a) and (b)			

Year 11

Qualification	GCSE Edexcel History					
Topic	American West-c. 1835-c1895 Development of the Plains, c1862-c1876 (Cont.) Conflicts and conquest c1876-1895	Weimar Germany Hitler's rise to power	Hitler's rise to power (Cont) Nazi Germany (38 lessons)	Revision		
Sequencing	American West is the second topic of paper 2. It is the period study. It allow students to have the knowledge to prepare for Paper 2 in its entirety and is taught chronologically in terms of the modules of study as well broadly chronologically as within the events of the topic. The final topic uses the knowledge of early settlement and development of the plains and highlights the impact on the Native Plains Indians (Americans.)	To aid revision it makes sense to teach the Weimar period, as far as possible, without teaching about Hitler (the students already have a general understanding of who he was from Spring Year 9); and then looking at his rise to power (Spring 1) highlighting the things he would not have liked about the Weimar government (e.g Versailles) This introduces students to some of the key elements of Nazi ideology which shaped the way they governed (Spring 1)	Some of Nazi policy is contrasted with the Weimar period, again to aid revision. (e.g. the status and role of women.)			
Homework	Set fortnightly and alternating between: GCSE Pod-Knowledge skills Exam questions-exam skills	Set fortnightly and alternating between: GCSE Pod-Knowledge skills Exam questions-exam skills	Set fortnightly and alternating between: GCSE Pod-Knowledge skills Exam questions-exam skills			
Formal Assessment/Feedback	Q2: Narrative analysis question-Mormons	Year 11 Paper 2 Mock: Early Elizabethan England and American West	Year 11 Mock 2 Weimar Republic			