

Summary Curriculum Map and Expectations

Subject: History

Subject leader / Head of Faculty: SMA/MRO

Year 7	Autumn term	Spring term	Summer term
<p>Key content; Main learning objectives, Knowledge, Skills, Understanding,</p>	<p>What is History?</p> <ul style="list-style-type: none"> • Mystery of the skeletons • Movement and settlement into the British Isles • What is an empire and why did the Romans bother to come to Britannia? • Why was the Roman Army so successful? • Did people love or hate living in the Roman Empire? 	<ul style="list-style-type: none"> • Why did William win the Battle of Hastings? • Did the English really hate William the Conqueror? • Why could no-one ignore the Church in Medieval Times? • Problems facing Medieval Kings- Controlling the Church 	<ul style="list-style-type: none"> • Problems facing Medieval Kings- Barons trying to control the King. • King John and the Magna Carta. • Muck and Misery- what was ordinary life like during the Middle Ages? • How to create a good historical story about the Black Death? • Which was the more significant event- the Black Death or the Peasants revolt?
<p>Formal Assessments</p>	<p>DIRT- 'The Mystery of the 52 skeletons- how did they die?'</p> <p>DIRT- 'Why was the Roman Army so successful?'</p>	<p>DIRT- 'Why did William win the Battle of Hastings in 1066?'</p> <p>DIRT' How useful is Source A in telling a historian about the death of Thomas Becket?'</p>	<p>DIRT- Annual Progress Test</p> <p>DIRT' How useful is Source A in telling a historian about the impact of the Black Death?'</p>
<p>Homework expectations (frequency, time commitment)</p>	<ul style="list-style-type: none"> • The History I Love-What do you want to learn in History? • A guide book on the local history of Bury for a group of tourists from China (who are part of a twinning visit) • Rotten Roman Project • Spelling Test on keywords from the half term 	<ul style="list-style-type: none"> • Candidate poster in 1066 • Castle Project and Presentation using history specific key terms. • Design a Doom Painting for the Church wall- with a description about what you have chosen and why • Spelling Test on keywords from the half term 	<ul style="list-style-type: none"> • Muck and Misery Theme Park and Presentation with a guidebook which explains what rides the park has got and why these have been included. • Black Death warning poster

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Year 8	Autumn term	Spring term	Summer term
<p>Key content; Main learning objectives, Knowledge, Skills, Understanding,</p>	<ul style="list-style-type: none"> • 1500s- Was it a good time to be living? • English Reformation- why did Henry VIII break with Rome? • How did Henry VIII close down the monasteries? • Did Henry VIII live up to his public image? • Counter reformation and Mary I • Elizabeth I and her problems 	<ul style="list-style-type: none"> • Why did the English Civil War begin in 1642? • Did King Charles I deserve to die? • How useful is Source A to historian in telling us about the execution of the King? • Was Cromwell a hero or a villain? • Balloon debate- who was losing power from 1660-1760? 	<ul style="list-style-type: none"> • Evil on their minds-Why did people believe in witches? • How did ideas change when great minds went to work? • Why was Thomas Clarkson so angry? • White gold and black misery- what were the horrors of the slave trade? • Why was the slave trade abolished in 1807? • How should the slave trade be remembered? • How should the British Empire be interpreted?
<p>Formal Assessments</p>	<p>DIRT- 'Source A supports the idea that Henry VIII broke with the Church for love. How do you know?'</p> <p>DIRT-'The failure of the Spanish Armada was due to poor leadership?' How far do you agree with this statement?</p>	<p>DIRT-Study Source A. How useful is this source to a historian studying the reasons why Charles and Parliament went to war?</p> <p>DIRT 'How does Source B differ from Source A about the sort of man Oliver Cromwell was?'</p> <p>'Why do the authors of Source A and B have different interpretations of Oliver Cromwell?'</p> <p>Challenge: 'How convincing is the Source A telling a historian about the sort of man Oliver Cromwell was?'</p>	<p>DIRT- Annual Progress Test</p> <p>DIRT 'Write an account of how witchcraft increased tension in villages in the 1600s.'</p> <p>DIRT How convincing is Source A in telling us about life on the plantations?</p>

<p>Homework expectations (frequency, time commitment)</p>	<ul style="list-style-type: none"> • Hello magazine on Henry VIII. • Project on Elizabethan Society as if they are a time traveller. They must report back on the exploration, fashions, theatre, poverty and punishment- create a booklet. 	<ul style="list-style-type: none"> • English Civil War Project- opportunity for some deep and independent learning. • Create a new statue for Oliver Cromwell and write down 4 things about him at the base. • Challenge- one for Parliament Square London and other Dublin, Ireland. 	<ul style="list-style-type: none"> • Write a play about the witchcraft trial for a 5 minute performance in front of the class. • Create an African mask in keeping with African culture with some research and detail to explain the different features and colours used. • Legacy- the Commonwealth. How has Britain's relationship with some of the Commonwealth changed over time.
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Summary Curriculum Map and Expectations

Subject: History

Subject leader / Head of Faculty: SMA/ MRO

Year 9	Autumn term	Spring term	Summer term
Key content; Main learning objectives, Knowledge, Skills, Understanding,	<ul style="list-style-type: none"> • Overview of 1750-1900- Why were so many people on the move between 1750-1900 • Fingers weary and worn- Why is it so difficult to find out what children's working conditions were really like? • A perfect wilderness of foulness-Why were the cities so unhealthy? • 'A policy of sewage'- Why did politicians pass the Public Health Act in 1875? • Growth of democracy • Women and the vote 	<ul style="list-style-type: none"> • Overview of the Twentieth Century • A Quick History of the First World War • So what was life really like in the trenches? • A quick understanding of dictatorship versus democracy in the inter-war period. • What did the Nazi Party stand for? • Life in Nazi Germany • Impact of the Second World War on Germany 	<ul style="list-style-type: none"> • How should we remember the Holocaust? • The United Nations: success or failure? • Why did the Cold War begin? • Who was to blame for the Cold War • Who benefitted the most from the Cuban Missile Crisis? • Vietnam and why did the US troops leave? • Twentieth Century- was there more to the Twentieth Century than war?
Formal Assessments	<p>DIRT- 'How useful is this Source A in telling us about children working in the factories?'</p> <p>DIRT-'Explain the significance of the suffragettes in achieving the vote for women in 1918.'</p>	<p>DIRT-Study Source A. How useful is this source to a historian studying the conditions in the trenches on the Western Front?'</p> <p>DIRT 'In what ways were the lives of German women affected by Nazis social policy?'</p>	<p>DIRT- Annual Progress Test</p> <p>DIRT 'Write an account of how treatment of the Jews escalated from 1939-1945.'</p> <p>DIRT' Compare the effects of warfare on civilian lives in the Second World War and the Vietnam War. In what ways were they similar?</p>
Homework expectations (frequency, time commitment)	<ul style="list-style-type: none"> • The 1700s were a time a great change and inventions were changing the way that cloth was being made- either making products faster, producing more or making higher quality. 	<ul style="list-style-type: none"> • Project investigating life on the Home Front- including propaganda, the role of the White Feather Movement and women, conscription and military tribunals, attacks from the air- Zeppelins and the Women's Land 	<ul style="list-style-type: none"> • Create a Holocaust Memorial with writing to explain why you have included the symbols, imagery etc. • Research on Twentieth Century- they will select an event, individual of their choice and they will produce a

	<p>Invent something which would improve our lives today.</p> <ul style="list-style-type: none">• Produce a blue badge speech and plaque for the Peterloo Massacre in 1819• Spelling test on the keywords	<p>Army.</p> <ul style="list-style-type: none">• Project focussing on key events of the Second World War- Dunkirk, D-Day and the dropping of the atomic bomb.	<p>presentation and deliver this to the class.</p>
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Subject: History

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Year 10	Autumn term	Spring term	Summer term
<p>Key content; Main learning objectives, Knowledge, Skills, Understanding,</p>	<p><u>German Depth Study Paper 1</u></p> <ul style="list-style-type: none"> • Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; industrialisation; social reform and the growth of socialism • Impact of the First World War: war weariness, economic problems; defeat; the abdication of the Kaiser • Post-war problems including reparations, the occupation of the Ruhr and hyperinflation. • Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch • The Munich Putsch; • The Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture. • The impact of the Depression: growth in support for the Nazis and other extremist parties • (1928–1932), including the role of the SA; Hitler’s appeal. • The failure of Weimar democracy: election results; the role of Papen 	<ul style="list-style-type: none"> • Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people ,including bombing, rationing, labour shortages, refugees. • Social policy and practice: reasons for policies, practices and their impact on women; young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution. • Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot. <p><u>Conflict and Tension 1918-1939 Paper 1</u></p> <ul style="list-style-type: none"> • The armistice: aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and • Lloyd George; the extent to which 	<ul style="list-style-type: none"> • The League of Nations: its formation and covenant; organisation; membership and how it changed; the powers of the League; the work of the League's agencies; the contribution of the League to peace in the 1920s, including the successes and failures of the League, such as the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria. • Diplomacy outside the League: Locarno treaties and the Kellogg-Briand Pact. • The collapse of the League: the effects of the Depression; the Manchurian and Abyssinian Crises and their consequences; the failure of the League to avert war in 1939. • The development of tension: Hitler's aims and Allied reactions; the Dollfuss Affair; the Saar; German rearmament, including conscription the Stresa Front; Anglo-German Naval Agreement. • Escalation of tension: remilitarisation of the Rhineland; Mussolini, the Axis and the Anti-Comintern Pact; Anschluss; reasons for and against the policy of

	<p>and Hindenburg and Hitler's appointment as Chancellor.</p> <ul style="list-style-type: none"> The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer. 	<p>they achieved their aims.</p> <ul style="list-style-type: none"> The Versailles Settlement: Diktat; territorial changes; military restrictions; war guilt and reparations. Impact of the treaty and wider settlement: reactions of the Allies; German objections; strengths and weaknesses of the settlement, including the problems faced by new states. 	<p>appeasement; the Sudeten</p> <ul style="list-style-type: none"> Crisis and Munich; the ending of appeasement. The outbreak of war: the occupation of Czechoslovakia; the role of the USSR and the Nazi- Soviet Pact; the invasion of Poland and outbreak of war, September 1939; responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain.
Formal Assessments	<p>DIRT- 'In what ways were the lives of the German people affected by events in Germany from 1918-23?'</p> <p>DIRT- Interpretations questions on the appeal of the Nazi Party OR the Night of the Long Knives</p>	<p>DIRT 'The main reason why Germany hated the Treaty of Versailles was because of its financial terms' How far do you agree with the statement?'</p>	<p>DIRT- Annual Progress Test</p> <p>DIRT Write an account of how events in Manchuria led to an international crisis between 1931 and 1933.</p> <p>DIRT 'The signing of the Nazi Soviet Pact was the main reason for the outbreak of the Second World War.' How far do you agree with this statement?</p>
Homework expectations (frequency, time commitment)	<ol style="list-style-type: none"> 'Describe two problems faced by Kaiser Wilhelm II in achieving his ambitions for Germany before 1914. 'In what ways were the lives of the Germany people affected/ changed by the First World War. Describe the weaknesses of the Weimar Constitution. Question from 1888-1914 Germany 'In what ways were the lives of the German people affected by events in Germany from 1918-23?' How does B differ from A about the events of the Munich Putsch? 	<ol style="list-style-type: none"> In what ways did the lives of German workers change as a result of Nazi policy Describe two ways in which the Second World War had an impact on ordinary German citizens. Question from 1929-1934 Describe two ways in which the Nazis controlled the lives of young people outside school. Describe two Nazi policies relating to women in Germany. Describe two ways in which Christians reacted to Nazi religious policy. 	<ol style="list-style-type: none"> The structure of the League made it fair and strong?' Source A is critical of the League of Nations. How do you know? Source A supports the League of Nations. How do you know? QUESTION on Germany- links with Hitler becoming Chancellor. 'The main consequence of the Manchurian crisis was that the League's reputation remained intact.' How far do you agree with this statement? Source A is critical of the League of Nations. How do you know? (Abyssinian Crisis)

	<p>7. Why might the authors of Interpretations A and B have different interpretations about..?</p> <p>8. Question from 1919-20 Germany</p> <p>9. Which interpretation do you find more convincing about ...?</p> <p>10. In what ways were the lives of the German people affected by the policies of Gustav Stresemann?</p> <p>11. Describe what was new and exciting about Weimar culture in the 1920s.</p> <p>12. Question from 1888-1923 topic area</p> <p>13. Describe two problems of the Depression on the German people.</p> <p>14. Describe two reasons why the Nazis became popular between 1929 and 1933.</p> <p>15. Question from 1924-9 topic area</p> <p>16. Which of the following was the more important reason why Hitler was appointed Chancellor of Germany in 1933</p> <ul style="list-style-type: none"> • The economic weakness of the Weimar Republic • The political weakness of the Weimar Republic. <p>17. Describe two consequences of the Reichstag Fire</p> <p>18. Describe two consequences of the Night of the Long Knives.</p>	<p>7. Question from life in Nazi Germany</p> <p>8. Describe two ways in which the Jews faced problems in Germany up to 1939</p> <p>9. Describe two ways in which the German people resisted and opposed Hitler and the Nazis.</p> <p><u>Conflict and Tension</u></p> <ol style="list-style-type: none"> 1. Newspaper account on the Treaty of Versailles 2. 'Reparations were the worst punishment imposed on Germany in the Treaty of Versailles.' How far do you agree with this statement? 3. QUESTION on Germany which links with post WW1 4. Source A opposes the Treaty....How do you know? 5. QUESTION on Germany which links with post WW1-1923 	<p>7. The main reason why the League of Nations failed was the Depression.' How far do you agree with this statement?</p> <ol style="list-style-type: none"> 1. Source B is critical of Hitler's foreign policy aims. How do you know? 2. Source A criticises the Anglo-German Naval Agreement. How do you know? 3. QUESTION on Germany- links with Hitler and dictatorship 4. Source A criticises Hitler's remilitarisation of the Rhineland. How do you know? 5. Source A criticises Hitler's taking of Austria. How do you know? 6. Source A criticises the policy of appeasement. How do you know? 7. QUESTION on Germany- links with life in Germany- the workers or the economy. 8. Source A opposes the signing of the Nazi Soviet Pact. How do you know? 9. Write an account of how events in the 1930s led to the outbreak of the Second World War.
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Year 11	Autumn term	Spring term	Summer term
<p>Key content; Main learning objectives, Knowledge, Skills, Understanding,</p>	<p><u>Medicine stands still</u> Medieval medicine: natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.</p> <ul style="list-style-type: none"> • Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques. • Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention. <p><u>The beginnings of change</u></p> <ul style="list-style-type: none"> • The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change. • Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter. • Prevention of disease: inoculation; 	<ul style="list-style-type: none"> • <i>Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers.</i> • <i>The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.</i> • <i>A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre.</i> • <i>The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem.</i> • <i>English sailors: Hawkins and Drake; circumnavigation 1577-1580, voyages and trade; the role of Raleigh.</i> • <i>Religious matters: English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication;</i> 	<p>Revision</p>

	<p>Edward Jenner, vaccination and opposition to change</p> <p><u>A Revolution in medicine</u></p> <p>The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies.</p> <ul style="list-style-type: none"> • A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery. • Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts. <p><u>Modern Medicine</u></p> <p>Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.</p> <ul style="list-style-type: none"> • The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole 	<p><i>the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.</i></p> <ul style="list-style-type: none"> • <i>Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact.</i> • <i>Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada</i> <p><i>Historical Enquiry: 2019 The Globe Theatre</i></p> <p><i>Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period. Sites will also illuminate how people lived at the time, how they were governed and their beliefs and values.</i></p> <p><i>The following aspects of the site should be considered:</i></p> <ul style="list-style-type: none"> • <i>Location</i> • <i>function</i> • <i>The structure</i> 	
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	<p>surgery.</p> <ul style="list-style-type: none"> • Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; NHS 	<ul style="list-style-type: none"> • <i>People connected with the site e.g. the designer, originator and occupants</i> • <i>Design</i> • <i>How the design reflects the culture, values, fashions of the people at the time</i> • <i>How important events/developments from the depth study are connected to the site.</i> 	
Formal Assessments	<p>DIRT- How useful is Source B to a historian studying Medieval surgery?</p> <p>DIRT- Compare the opposition to vaccination with opposition to using anaesthetics. In what ways was this similar?</p> <p>DIRT-‘Was war the main factor in the development of penicillin?’ Explain your answer with reference to war and other factors.</p>	<p>DIRT- Historical enquiry question ‘The main reason for building?’</p> <p>DIRT- Write an account of how Elizabeth dealt with plots and rebellions against her rule.</p>	Final Exams
Homework expectations (frequency, time commitment)	<ol style="list-style-type: none"> 1. How useful is Source A for understanding Medieval ideas about illness? 2. How useful is Source A for understanding the effects of the Black Death? 3. How useful is Source A to a historian studying the impact of 	<ol style="list-style-type: none"> 1. <i>Write an account of how Elizabethan government worked.</i> 2. <i>Explain what was important about the problems Elizabeth faced at the beginning of her reign.</i> 3. <i>Write an account of</i> 	

the Renaissance on Britain?

4. **QUESTION FROM CONFLICT AND TENSION**
5. Explain the significance of Vesalius.
6. Explain the significance of Pare.
7. Explain the significance of Harvey.
8. Compare treatments in the Middle Ages with the treatments in the seventeenth and eighteenth centuries. In what ways were they similar?
9. **QUESTION FROM CONFLICT AND TENSION**
10. Explain the significance of Jenner's work with vaccination.
11. **Explain the significance of Louis Pasteur.**
12. **How useful is Source A to a historian studying the importance of Robert Koch.**
13. **How useful is Source A for understanding how disease spread in the 1800s?**
14. **QUESTION from Conflict and tension**
15. **How useful is Source A to a historian trying to understand the development of public health in the nineteenth century?**
16. **Explain the significance of antibiotic resistance in the**

Elizabeth I's relationship with Parliament.

4. **QUESTION FROM HEALTH AND THE PEOPLE**
5. **Write an account of the failure of the Earl of Essex's rebellion.**
6. **Explain what was important about Elizabethan theatre.**
7. **Write an account of how poverty became widespread in Elizabethan England.**
8. **QUESTION FROM HEALTH AND THE PEOPLE**
9. **'How convincing is Interpretation A about exploration in the Elizabethan period?'**
10. **Write an account of how Elizabeth's policy towards Catholicism changed in the 1580s**
11. **Write an account of the ways in which Puritans challenged the Elizabethan Church.**
12. **Explain what was important about the advantages Queen Elizabeth had over those plotting against her.**
13. **QUESTION FROM HEALTH AND THE PEOPLE**
14. **How convincing is Interpretation A about Mary Queen of Scots? Explain your answer using the**

	<p><i>development of medicine.</i></p> <p>17. <i>Was war the main factor in the development on surgery in the twentieth century?' Explain your answer with reference to war and other factors.</i></p> <p>18. <i>Question from Conflict and tension</i></p> <p>19. <i>How useful is Source A to a historian studying the impact of the Liberal Reforms?</i></p>	<p><i>Interpretation on your contextual knowledge.</i></p> <p>15. <i>Write an account of the growing conflict between England and Spain from 1568-1587.</i></p> <p>16. <i>QUESTION FROM HEALTH AND THE PEOPLE</i></p> <p>17. <i>Write an account of the failure of the Spanish attempt to invade England in 1588</i></p>	
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