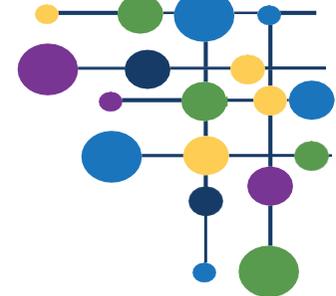


History

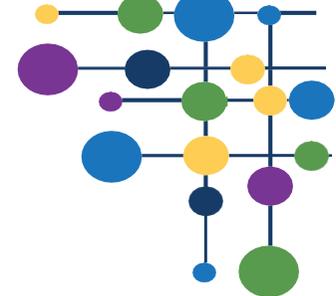
2021-2022 Programme of Study

The focus of History at Royds Hall is to ignite student's curiosity about the past in Huddersfield, Britain and the wider world. Through finding out about how and why communities have developed over time, our students are able to gain an understanding of how the past shapes the present. The study of history allows our students to engage with current affairs by developing a chronological framework for significant events in the past. In doing so, Royds historians develop knowledge, skills and understanding of the communities in which they live which enables our students to develop a context for their growing sense of identities and to make decisions about their personal choices, attitudes and values. In line with the National Curriculum Royds Hall School aims to ensure that all pupils: Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

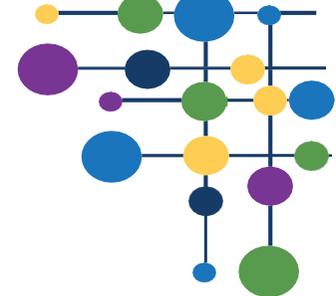
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7 2024/25	<p><u>Introduction to Historical Skills.</u></p> <p>Link to Prior Learning:</p> <p>Understanding where commonly studied historical periods at KS2 come within the broader historical context. (Ancient Egyptians, Ancient Greeks, Romans, Anglo-Saxons, Victorians, WW2).</p> <p>The difference between historical sources and interpretations by looking at an interpretation of the Roman era and historical sources about the Victorians.</p>	<p><u>Invasion, Conquest and Castles: Norman England.</u></p> <p><u>Local History Study: Castle Hill, Almondbury</u></p> <p>Link to Prior Learning:</p> <p>Link to Monarchy and Power in HT1 and draws on understanding of chronology as this is the first of four chronologically sequenced units in Y7.</p> <p>This unit will also draw on students conceptual</p>	<p><u>The Black Death</u></p> <p>Link to Prior Learning:</p> <p>Draws on understandings of the role of the church and feudalism from HT2.</p> <p>Key Historical Knowledge:</p> <p>Origin and spread of the disease - link to the origin and spread Covid-19 epidemic.</p> <p>Symptoms and the difference between</p>	<p><u>The Tudors & the Age of Exploration</u></p> <p>Link to Prior Learning:</p> <p>Chronological sequencing reinforces knowledge of chronology and different historical time periods.</p> <p>Links to Princes in the Tower and Elizabeth I from HT1.</p> <p>Draws on understandings of how a range of factors contribute to changes in society e.g. the decline of Feudalism (introduced in HT1 due to The Black Death and The Peasants Revolt (HT2). As well as understanding around the declining influence of the church, and increase in power surrounding Monarchy and the Crown (links to HT1 and HT2).</p>		<p><u>The Changing Face of Britain: 1750-1900</u></p> <p>Links to Prior Learning:</p> <p>Developments in changing State and Society in the Norman Conquest HT2 and The Tudors HT4/5.</p> <p>This unit will also draw on students conceptual understanding around Cause and consequence and historical significance.</p> <p>Key Historical Knowledge:</p>



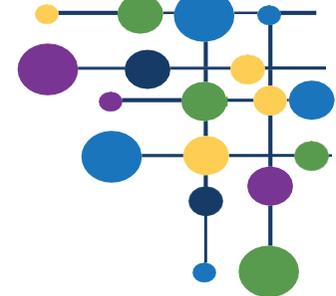
	<p>Key Historical Knowledge:</p> <p>Development of an understanding of why history is important to study and where it can take you in the future.</p> <p>Exploration of chronology and the broad historical time-periods (Medieval, Early-Modern, Industrial, 20th century) that students will encounter throughout KS3.</p> <p>How to analyse sources, make inferences and assess source reliability. The development of source skills will build on KS2 knowledge of Romans and through introducing the substantive concept of monarchy through Elizabeth I.</p> <p>Understanding of the process behind the production of historical interpretations, by exploring different interpretations of King John.</p> <p>Gain and understanding on what and how to conduct a historical enquiry – by unpicking the story of The Princes in the Tower. Making use of historical evidence to make historical claims.</p>	<p>understanding around change and continuity and ability to analyse and make a judgement on historical interpretations.</p> <p>Key Historical Knowledge:</p> <p>An understanding of who Edward the Confessor was and why his death caused a crisis for England.</p> <p>The three main contenders for the English crown in 1066.</p> <p>Changes and continuities to England under the Normans focussing on the statutory requirements of the development of the Church, State and Society e.g. the introduction of the Feudal System.</p> <p>An evaluation and study of the Norman motte-and-bailey fort on Castle Hill, Almondbury and what this can tell us</p>	<p>bubonic, pneumonic and septicemic plagues.</p> <p>Medieval understandings of the causes of the disease, examining the influence of religion, astrology and medieval science. Link to Covid-19 and contemporary ideas about the causes of illness, including around theories of 5G and government.</p> <p>Treatments of the Black Death, including the role of the Church and Monasteries.</p> <p>Social and Economic impact of the Black Death and how it contributed to the Peasants' Revolt.</p> <p>Throughout the unit students will engage with developing their procedural knowledge around the second order concept of similarity and difference – by identifying and analysing the differences between the impact of the 14th century pandemic and the Covid-19 pandemic.</p>	<p>This unit will also draw on students conceptual understanding around change and continuity and causation.</p> <p>Key Historical Knowledge:</p> <p>Students will gain an overview of the five Tudor monarchs their individual rules and their importance.</p> <p>A detailed examination of the English reformation. First by looking at Henry VIII's Break from Rome and religious differences in Europe and England. Then students will analyse the religious, social, economic and emotional impact of the constant changes the Reformation posed to the lives of ordinary people by conducting an in-depth study on the village of Morebath.</p> <p>Changes to domestic life for Tudor Society. Exploring life for the nobility and gentry and contrasting this by exploring issues of poverty and life for the poor.</p> <p>Exploring the story of Black Tudors who lived and prospered in Tudor England, and what types of historical evidence have been utilised by historian Miranda Kaufmann to uncover their stories and challenge traditional historical narratives and perceptions regarding Tudor England.</p> <p>Students will explore the Tudor Age of Exploration during Elizabeth I reign. Students will analyse how rivalry with Spain, warfare, wealth and religion were all factors that drove Elizabethan's to travel and establish/reinforce English connections in the New World, Europe, Asia, and North Africa.</p> <p>Students will engage with historical scholarship such as <i>'The voices of Morebath: reformation and rebellion in an</i></p>	<p>Changing systems of production, Domestic to Factory and the Rise of Capitalism.</p> <p>Urbanisation, living conditions and workhouses.</p> <p>New technology e.g. technology and how it paved the way for technological advancements today.</p> <p>Jobs and child labour</p> <p>Rise in materialism and consumerism</p> <p>Links to future learning:</p> <p>The British Empire and Trade Y8 HT1, the Transatlantic Slave Trade Y8 HT2/3, What makes Great Britain 'Great'? Y8 HT5</p> <p>Assessment:</p> <p>End of year assessment</p> <p>Low stakes quizzes every three lessons.</p>
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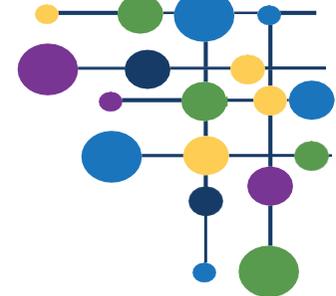
	<p>Understanding of historical second-order concepts (procedural knowledge) such as cause and consequence; historical significance and change and continuity through narratives exploring the murder of Thomas Beckett, the history of Chocolate and significant 20th century figures.</p> <p>Links to future learning:</p> <p>Establishes a historical skillset, broad chronological and conceptual understanding, as well as how to utilise subject-specific terminology that will underpin all future learning throughout KS3 and KS4.</p> <p>Assessment:</p> <p>Benchmark Assessment to be completed at mid-point.</p> <p>Low-stakes quiz and extended writing task with literacy focus.</p> <p>AFL and retrieval-based activities inbuilt throughout.</p>	<p>about life in Norman England.</p> <p>Throughout this unit Students will engage with historical scholarship from Simon Schama's <i>History of Britain</i> and Marc Morris' <i>the Norman Conquest</i>.</p> <p>Links to future learning:</p> <p>Knowledge of the Feudal System and changes to society links to the impact of the Black Death and The Peasant's Revolt in HT3.</p> <p>Assessment:</p> <p>Extended piece of writing to be completed at mid-point- "<i>The Normans brought a truckload of trouble...wiping out everything...culture, language, law and loyalty.</i>"</p> <p>How far do you agree with Schama's view of the Norman Conquest?</p>	<p>Students will engage with Scholarship from Peter Frankopan's <i>The Silk Roads</i>.</p> <p>Links to future Learning:</p> <p>GCSE Unit Medicine Through Time.</p> <p>Peasant's Revolt links to other examples of political protest and change such as The Civil Rights Movement Y8 HT4 and The Suffragette Movement Y9 HT 2/3.</p> <p>Assessment:</p> <p>Formal Assessment at the end of the Unit, assessing knowledge and historical skills.</p> <p>Low stakes quizzes every three lessons.</p> <p>AFL and retrieval-based activities inbuilt throughout.</p>	<p><i>English Village</i>' by Eamonn Duffy; Miranda Kaufmann's <i>'Black Tudors: The Untold Story'</i>, and <i>'The Time Traveller's Guide to Elizabethan England'</i> Ian Mortimer.</p> <p>Links to future learning:</p> <p>GCSE Unit Early Elizabethan England</p> <p>Looking at factors contributing to the development of the Church, State and Society in The Changing Face of Britain 1750-1900 HT6, What Makes Great Britain 'Great'? Y8 HT5.</p> <p>Concept of Empire introduced in this unit while exploring the Spanish Empire and England's attempt at colonisation (Roanoke), this will link and provide key context background for Y8 HT1 The British Empire.</p> <p>Concept of alliances which is covered when exploring Elizabeth, I relationship with the Moroccan King Sultan Ahmad Al-Mansur, will be returned to in Y8 HT6 WWI and Y9 HT3 Holocaust.</p> <p>Assessment:</p> <p>Formal assessment of historical skills and knowledge to be completed at mid-point.</p> <p>Extended pieces of writing answering the enquiry questions:</p> <ul style="list-style-type: none"> • In what ways did the Reformation matter to ordinary people? • Why was the world 'opening up' to Elizabeth I and her people? 	<p>AFL and retrieval-based activities inbuilt throughout.</p>
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		<p>Low stakes quizzes every three lessons.</p> <p>AFL and retrieval-based activities inbuilt throughout.</p>		<p>Low stakes quizzes every three lessons.</p> <p>AFL and retrieval-based activities inbuilt throughout.</p>	
<p>8</p> <p>2023/24</p>	<p><u>The British Empire</u></p> <p>Links to prior learning:</p> <p>The rise of capitalism during the Industrial Revolution Y7 HT6 and origins of Empire analysed during study on Elizabethan Exploration in Y7 HT 4/5.</p> <p>Key Historical Knowledge:</p> <p>Gain an understanding of key terms such as Empire, Colony, Coloniser. Emperor.</p> <p>Examine Empires throughout history and why a country wants to build an Empire.</p> <p>Which countries were colonised and why?</p> <p>What impact did colonisation have on religion, state and society in colonised countries (India, Africa, NZ and Australia) as well as in Britain?</p>	<p><u>African Empires, The Transatlantic Slave Trade & Abolition and Legacy</u></p> <p>Links to prior learning:</p> <p>Justification of slavery and the slave trade links to ideas of racial superiority HT1 and the rise in consumerism and materialism Y7 HT6.</p> <p>Students' skillset surrounding analysing historical sources and provenance introduced in Y7 HT1 and built upon throughout units in Y7 and Y8 HT1 will continue to be developed and assessed in this unit.</p> <p>Key Historical Knowledge:</p> <p>What is slavery and examples of slavery across history as an introduction to the concept.</p> <p>Exploring African Empires and civilisations prior to the Slave Trade – including the Empires of Benin and Mali. This will dispel any prior misconceptions of Africa as a 'dark continent.'</p> <p>Enslaved people's experiences and treatment during the Middle Passage and auctions, including an emphasis on resistance to dispel the historical interpretation of enslaved people as passive victims. This will be linked to historical scholarship: Marcus Rediker's book <i>The Slave Ship: A Human History</i>.</p> <p>Life on plantations and the exploring key individuals/groups stories of escape and resistance (e.g.</p>	<p><u>Thematic Unit: What makes Great Britain 'Great'? Focus on migration and the contribution of migrants to Britain.</u></p> <p>Links to prior learning:</p> <p>Norman Conquest Y7 HT2, Age of Exploration in Tudor England Y7 HT4/5, British Empire Y8 HT1.</p> <p>This unit will also draw on students conceptual of historical significance introduced in Y7 HT1 and built upon during Y7 HT6.</p> <p>Key Historical Knowledge:</p> <p>A chronological study of Migration to Britain from the Normans to the present day.</p> <p>Analysis of why the migration happens and how</p>	<p><u>Crime and Punishment: Whitechapel and Jack the Ripper</u></p> <p>Links to prior learning:</p> <p>Treatment of migrants in Britain HT5.</p> <p>Students' skillset surrounding analysing historical sources and provenance introduced in Y7 HT1 and built upon throughout units in Y7 and Y8 HT1 and HT2 will continue to be developed and assessed in this unit.</p> <p>Key Historical knowledge:</p> <p>Engaging with scholarship such as 'The Five' by Hallie Rubenhold, to give greater agency to the Ripper's victims.</p> <p>Examining living conditions in Whitechapel in 1888.</p>	<p><u>World War One</u></p> <p>Links to prior learning:</p> <p>Empire Building and Imperialism Y8 HT1</p> <p>What Makes Great Britain 'Great'- migration due to war and conflict Y8 HT 5</p> <p>Key Historical Knowledge:</p> <p>Alliances, imperialism, militarism, nationalism and assassination and how they contributed to the outbreak</p> <p>The features of Trench Warfare on the Western Front.</p> <p>General Haig and the Battle of the Somme. Evaluation of the interpretation that the battle was a 'failure' for the British Army.</p>

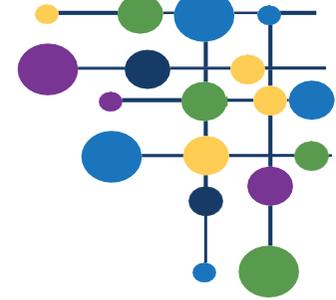


<p>Advantages and Disadvantages of colonisation.</p> <p>Resistance Movements and campaigns for Independence.</p> <p>Lasting Legacy of the British Empire for India, Africa, NZ and Australia.</p> <p>Links to future learning:</p> <p>Colonial thinking about racial superiority links to Slave Trade HT2/3 and study of US Civil Rights Movement.</p> <p>Links to theme of British Migration Y8 HT5.</p> <p>Links to Days that Changed the World- Mahatma Ghandi and the Salt March Y9 HT6, and Nelson Mandela's presidential victory in South Africa.</p> <p>Assessment:</p> <p>Formal Assessment at the end of the Unit, assessing knowledge and historical skills.</p> <p>Low stakes quizzes every three lessons.</p>	<p>Harriet Tubman and the Underground Railroad, Henry 'Box' Brown, William and Ellen Craft, and resistance songs).</p> <p>The Abolition movement end of the slavery and gaining 'freedom' in both Britain and the USA.</p> <p>Legacy of the Slave Trade- Link to contemporary issues and arguments including; debate around reparations to be paid to decedents, the Black Lives Matter Movement and Edward Colston Statue.</p> <p>Links to future learning:</p> <p>The link of slavery links to Civil Rights Movement in USA HT4 and Days that Changed the World- Nelson Mandela Y9 HT6.</p> <p>Assessment:</p> <p>Extended writing to be completed at mid-point – How useful is Source A for learning about Slave Auctions?</p> <p>Formal Assessment at the end of the Unit, assessing knowledge and historical skills.</p> <p>Low stakes quizzes every three lessons.</p> <p>AFL and retrieval-based activities inbuilt throughout.</p>	<p>the contributions made by the migrant group has shaped Britain today.</p> <p>Local History focus on cases of migration to Huddersfield (e.g. Migration of Belgian refugees to Huddersfield during WWI, Italian and German POW kept in Huddersfield during WWII, Migration in the 1950s and 60s due to the textile industry.)</p> <p>Treatment of BAME migrant groups in Britain, specifically focusing on the Windrush generation and their decedents between from the 1940-present.</p> <p>Links to future learning:</p> <p>Links to war and conflict and the influence on migration, WW1 Y9 HT1.</p> <p>Persecution and Genocide, Holocaust Y9 HT3.</p> <p>Struggle and protest for racial equality of the Windrush generation will link to US Civil Rights</p>	<p>Explore the failures of the police investigation and media coverage through analysing historical sources.</p> <p>Students will continue to develop their conceptual understanding of the second order-concept of similarity and difference by identifying and drawing parallels and differences between the cases of Jack the Ripper and the Yorkshire Ripper in the 1970s and 1980s.</p> <p>Links to future learning:</p> <p>Links to the Suffragette Movement in Y9 HT2.</p> <p>Assessment:</p> <p>Extended piece of Source Analysis - How useful is Source A for learning about why Jack the Ripper was never caught?</p> <p>Low stakes quizzes every three lessons.</p> <p>AFL and retrieval-based activities inbuilt throughout</p>	<p>The contribution that WWI Made to the development of new technology, medicine warfare techniques.</p> <p>Study on disability and exploring the interpretation that WWI marked a 'turning point' in attitudes towards the disabled.</p> <p>Understanding of who the conscientious objectors were, linking it to a local study exploring why Huddersfield was a hotbed for objectors during WWI (Arthur Gardiner).</p> <p>The role women played during WW1.</p> <p>The end of World War One and the Treaty of Versailles.</p> <p>Links to future learning:</p> <p>Arguments for giving women the vote- HT2</p> <p>Treaty of Versailles is important context for the rise of the fascism and the Nazi Party explored in HT3.</p>
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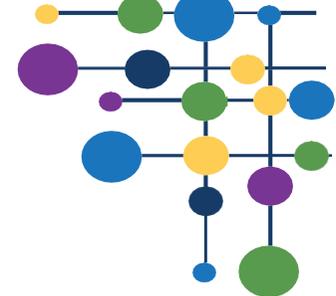


	<p>AFL and retrieval-based activities inbuilt throughout.</p>		<p>Movement Y9 HT5 (2021-22).</p> <p>Assessment:</p> <p>Extended piece of writing to be completed at the end of unit answering enquiry question: How has migration contributed to making Great Britain 'Great'?</p> <p>Low stakes quizzes every three lessons.</p> <p>AFL and retrieval-based activities inbuilt throughout.</p>		<p>Medicine on the Western Front – GCSE Paper One</p> <p>Weimar and Nazi Germany- GCSE Paper Three</p> <p>Assessment:</p> <p>End of Year Assessment assessing historical skills and knowledge.</p> <p>Low stakes quizzes every three lessons.</p> <p>AFL and retrieval-based activities inbuilt throughout</p>
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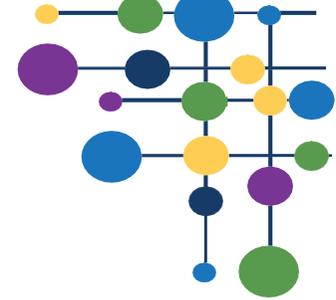
<p>9 2022/2 3</p>	<p><u>World War One</u></p> <p>Links to prior learning:</p> <p>Empire Building and Imperialism Y8 HT1</p> <p>What Makes Great Britain 'Great'- migration due to war and conflict Y8 HT 5</p> <p>Key Historical Knowledge:</p>	<p><u>Votes for Women</u></p> <p>Links to prior learning:</p> <p>The role of women in WW1-HT1.</p> <p>US Civil Rights Movement Y8 HT6 (2020-21 POS).</p> <p>Key Historical Knowledge:</p> <p>Arguments for and against giving women the vote.</p>	<p><u>The Rise of Dictatorships in the early 20th century</u></p> <p>Links to prior learning:</p> <p>Theme of persecution that is often an integral part of dictatorships is explored previously with the following: Y8 HT4 Persecution of Jewish migrants in the 18th century; Y8 HT6 US Civil Rights Movement (POS 2020-21)</p>	<p><u>The Holocaust including a Historic Environment Study: The Warsaw Ghetto</u></p> <p>Links to prior learning:</p> <p>Persecution: Y8 HT4 Persecution of Jewish migrants in the 18th century; Y8 HT6 US Civil Rights Movement (POS 2020-21) and Y9 HT2, Votes for Women.</p>	<p><u>Thematic Unit: What is a terrorist?</u></p> <p>Links to prior learning:</p> <p>The actions of the Suffragettes Y9 HT2.</p> <p>Themes of oppression and persecution links back to: Y8 HT6 US Civil Rights Movement (POS 2020-21) and Y9 HT4 Holocaust.</p>	<p><u>Days that changed the world: a history of significant events of the 20th Century</u></p> <p>Links to prior learning:</p> <p>This unit will also draw on students conceptual of historical significance introduced in Y7 HT1 and built upon during Y7 HT6 and Y8 HT4.</p>
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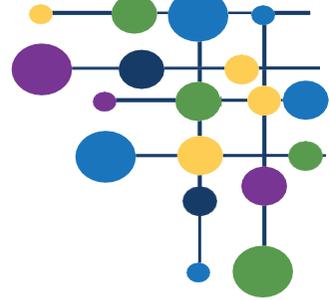
	<p>Alliances, imperialism, militarism, nationalism and assassination and how they contributed to the outbreak</p> <p>The features of Trench Warfare on the Western Front.</p> <p>General Haig and the Battle of the Somme. Evaluation of the interpretation that the battle was a 'failure' for the British Army.</p> <p>The contribution that WWI Made to the development of new technology, medicine warfare techniques.</p> <p>Study on disability and exploring the interpretation that WWI marked a 'turning point' in attitudes towards the disabled.</p> <p>Understanding of who the conscientious objectors were, linking it to a local study exploring why Huddersfield was a hotbed for objectors during WWI (Arthur Gardiner).</p> <p>The role women played during WW1.</p>	<p>The strategies and techniques of the Suffragists and Suffragettes.</p> <p>The role of government and key individuals (Millicent Fawcett, Emily Davidson, Emmeline Pankhurst, Herbert Asquith, David Lloyd George and the Liberal Government).</p> <p>Twentieth Century Legal Reform – The achievement and limitations of the 1918 Representation of the People's Act.</p> <p>How far has equality been achieved? Gender Pay Gap, Division of Childcare, Female CEOs, Veil Debate</p> <p>Women's Rights Internationally.</p> <p>Links to future learning:</p> <p>Violent actions of the Suffragettes links to What is a Terrorist HT5.</p> <p>Veil Debate links to what is Islamophobia in HT5.</p>	<p>and Y9 HT2, Votes for Women.</p> <p>Key Historical Knowledge:</p> <p>Reasons and causes for the rise of Right-Wing extremism and Fascism in Germany and Italy. This will be explored by looking at Adolf Hitler and the Nazi Party's rise and consolidation of power, as well as the dictatorship of Benito Mussolini.</p> <p>Rise of socialism and communism. By exploring Stalin's Russia and Chairman Mao's People's Republic of China.</p> <p>Exploring the similarities and differences between 20th century dictatorships to identify key features e.g. terror, persecution, propaganda, suppression of liberty.</p> <p>Links to future learning:</p> <p>Y9 HT4 The Holocaust</p> <p>Y9 HT5 What is Terrorism?</p>	<p>Genocide: HT3 What is a Terrorist?</p> <p>The Treaty of Versailles and the Impact on Germany- Y9 HT1 + HT2.</p> <p>Key Historical Knowledge:</p> <p>Overview on the concept of genocide and persecution, and exploring the different groups were persecuted during the Holocaust, to dispel any misconception that it was just the Jewish populace that were imprisoned and murdered.</p> <p>Early persecution of Jewish minorities in Germany. Including Kristalnacht in 1938.</p> <p>Exploration and understanding of life within The Warsaw Ghetto, and why continued persecution leads to resistance in the form of The Warsaw Ghetto Uprising.</p> <p>Life in Concentration Camps, including coverage on acts of resistance. The end of WW2 and Liberation</p>	<p>Key Historical Knowledge:</p> <p>What is Islamophobia and why does it exist?</p> <p>What is radicalisation and what techniques are used to radicalise individuals?</p> <p>What factors lead to someone carrying out an act of terror? The role that oppression and persecution play.</p> <p>The difference between Acts of Terror and violence carried out by an individual with mental health problems.</p> <p>Short Case Studies of the Suffragettes, IRA, Israeli-Palestinian Conflict, 9/11, 2011 Norway Attacks</p> <p>Links to future learning:</p> <p>Link to Days that Changed the World in HT6</p> <p>Assessment:</p> <p>Extended piece of writing at end of unit –</p>	<p>Civil Disobedience and non-violent protest of Gandhi and Mandela – Links to MLK and the US Civil Rights movement covered in Y8 HT6 (2020-21 POS).</p> <p>Resistance and legacy of the British Empire Y8 HT1.</p> <p>Fall of Berlin Wall will recap concept of communism covered in Rise of Dictators Y9 HT3.</p> <p>Key Historical Knowledge:</p> <p>Impact and significance of the 1929 Wall Street Crash and Great Depression.</p> <p>Significance of the 1930 Dhandi March (Salt March) of Mahatma Gandhi, and Gandhi role in bringing about Indian Independence from British rule.</p> <p>Impact and significance of the Atomic Bomb being dropped on Hiroshima and Nagasaki in 1945.</p>
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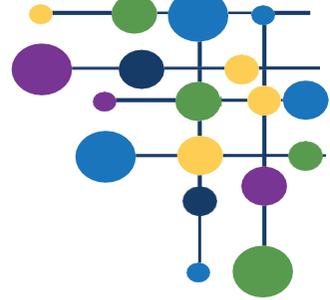
	<p>The end of World War One and the Treaty of Versailles.</p> <p>Links to future learning:</p> <p>Arguments for giving women the vote- HT2</p> <p>Treaty of Versailles is important context for the rise of the fascism and the Nazi Party explored in HT3.</p> <p>Medicine on the Western Front – GCSE Paper One</p> <p>Weimar and Nazi Germany- GCSE Paper Three</p> <p>Assessment:</p> <p>Extended piece of writing completed at mid-point in the unit –</p> <p>'Mud was the main problem that soldiers faced in the trenches during World War One.' How far do you agree?</p> <p>Low stakes quizzes every three lessons.</p> <p>AFL and retrieval-based activities inbuilt throughout.</p>	<p>The role of women in Weimar and Nazi Germany- GCSE Paper Three</p> <p>Assessment:</p> <p>Formal assessment at the end of the unit – assessing historical skills and knowledge.</p> <p>Low stakes quizzes every three lessons.</p> <p>AFL and retrieval-based activities inbuilt throughout</p>	<p>Y9 HT6 – WWII & pre-context for dropping of the Atomic Bomb on Hiroshima and Nagasaki.</p> <p>Assessment:</p> <p>Extended piece of writing mid-unit</p> <p>Low stakes quizzes every three lessons.</p> <p>AFL and retrieval-based activities inbuilt throughout.</p>	<p>Links to future learning:</p> <p>Oppression and Genocide: HT5: What is a Terrorist?</p> <p>Days that changed the world – the Dropping of the Atomic Bomb on Hiroshima and Nagasaki Y9 HT6.</p> <p>Edexcel GCSE - Weimar and Nazi Germany.</p> <p>Assessment:</p> <p>End of topic test – assessing historical skills and knowledge.</p> <p>Low stakes quizzes every three lessons.</p> <p>AFL and retrieval-based activities inbuilt throughout.</p>	<p>How far do you agree that Acts of Terror are primarily motivated by Religion? Two-sided argument supported by evidence with conclusion.</p> <p>Low stakes quizzes every three lessons.</p> <p>AFL and retrieval-based activities inbuilt throughout</p>	<p>Significance of Assassination of JFK in 1963.</p> <p>Significance of Apollo 11 mission and the moonlanding in 1969. With a specific focus on the advancements in science and technology by the 20th century.</p> <p>Understanding of the significance of the fall of the Berlin Wall in 1989.</p> <p>Understanding of the significance of Nelson Mandela becoming the president of South Africa in 1994, after years of imprisonment and suffering under apartheid.</p> <p>Assessment:</p> <p>End of year assessment – assessing historical skills and knowledge.</p> <p>Low stakes quizzes every three lessons.</p> <p>AFL and retrieval-based activities inbuilt throughout.</p>
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<p>10 2021/2 2</p>	<p>Early Elizabethan England: Paper Two Section B Edexcel GCSE.</p> <p>British Depth Study</p> <p>Key Topic 1:</p> <p>Key Topic 2:</p> <ul style="list-style-type: none"> • Plots and revolts against Elizabeth • Relations with Spain • Outbreak of war with Spain 1585-88 • The Armada 	<p>Early Elizabethan England: Paper Two Section B Edexcel GCSE.</p> <p>British Depth Study</p> <p>Key Topic 3:</p> <ul style="list-style-type: none"> • Education and Leisure • The problem of the poor • Exploration and voyages of discovery • Raleigh and Virginia 	<p>Medicine through time, c1250-present: Section B Paper One Edexcel GCSE</p> <p>Thematic Study</p> <p>Key Topic 1:</p> <ul style="list-style-type: none"> • Ideas about causes of disease and illness in Medieval England • Approaches to treatment and prevention in Medieval England • The Black Death <p>Key Topic 2:</p> <ul style="list-style-type: none"> • Ideas about causes of disease and illness in Renaissance England • Approaches to prevention and treatment in Renaissance England • William Harvey • The Great Plague 	<p>Medicine through time, c1250-present: Section B Paper One Edexcel GCSE</p> <p>Thematic Study</p> <p>Key Topic 3:</p> <ul style="list-style-type: none"> • Ideas about causes of disease and illness in 18th and 19th Century England • Approaches to prevention and treatment in 18th and 19th Century England • Cholera <p>Key Topic 4:</p> <ul style="list-style-type: none"> • Ideas about the causes of diseases and illness 1900-present • Approach to prevention and treatment 1900-present • Fleming, Florey and Chain's development of penicillin. • Lung Cancer 		<p>The American West, c1835-c1895: Paper Two Section A Edexcel GCSE</p> <p>Period Study</p> <p>Key Topic 1:</p> <ul style="list-style-type: none"> • The Plains Indians: their beliefs and way of life • Migration and early settlement • Conflict and Tension <p>Key Topic 2:</p> <ul style="list-style-type: none"> • The development of settlement in the West
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<p>11 2020/21</p>	<p>Recap and Reactivation &</p> <p>The American West, c1835-c1895: Paper Two Section A Edexcel GCSE</p> <p>Period Study</p> <p>Key Topic 1:</p> <ul style="list-style-type: none"> • The Plains Indians: their beliefs and way of life • Migration and early settlement • Conflict and Tension <p>Key Topic 2:</p> <ul style="list-style-type: none"> • The development of settlement in the West 	<p>The American West, c1835-c1895: Paper Two Section A Edexcel GCSE</p> <p>Period Study</p> <p>Key Topic 2 cntd.</p> <ul style="list-style-type: none"> • Ranching and the cattle industry • Changes in the way of life of the Plains Indians <p>Key Topic 3:</p> <ul style="list-style-type: none"> • Changes in farming, the cattle industry and settlement • Conflict and tension • The destruction of the Plains' Indians way of life. 	<p>Weimar and Nazi Germany, 1918-1939: Paper Three Edexcel GCSE</p> <p>Modern Depth Study</p> <p>Key Topic 1:</p> <ul style="list-style-type: none"> • The origins of the Republic 1918-19 • Early challenges to the Republic, 1919-23 • The recovery of the Republic, 1924-29 • Changes in society 1924-29 <p>Key Topic 2:</p> <ul style="list-style-type: none"> • Early development of the Nazi Party, 1920-22 • The Munich Pusche and learn years 1923-29 • Growth in Nazi support 1929-32 • How Hitler became Chancellor 1932-33 	<p>Weimar and Nazi Germany, 1918-1939: Paper Three Edexcel GCSE</p> <p>Modern Depth Study</p> <p>Key Topic 3:</p> <ul style="list-style-type: none"> • The creation of a dictatorship 1933-34 • The police state • Controlling and influencing attitudes • Opposition, resistance and conformity <p>Key Topic 4:</p> <ul style="list-style-type: none"> • Nazi policies towards women • Nazi policies towards the young • Employment and living standards • The persecution of minorities 	<p>Recap and Reactivation</p>	<p></p>
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Links to prior learning:

The Transatlantic Slave Trade HT2/3

Key Historical Knowledge:

Continued racism after slavery ended, KKK, voting rights, school segregation.

Difference between the North and South- The case of Emmett Till.

Key Individuals and the role they played in bringing about change. Martin Luther King, Rosa Parks.

An evaluation of how far equal rights have been achieved today. [Link to BLM movement.](#)

Links to future learning:

Ideas, protest and political power links to Suffragette Movement Y9 HT2

Treatment of BAME people links to What makes Britain 'Great'? HT5

Days that Changed the World- Nelson Mandela Y9 HT6

Assessment:

To what extent were African Americans free when the Slave Trade ended?

Assessing source utility and limitations.