

## Kings College History Department: Curriculum Overview 2023-24

**Curriculum Intent:** The History Department offers a broad curriculum that does the following:

- Teaches the significant events that occurred during the time periods studied
- Explore how they affected people living at that time
- Understand how they have contributed to the world the world that we live in today.

Our aim is to challenge students through a variety of questioning techniques and tasks that require them to apply the knowledge they have learnt and understand the consequences of specific events. During KS3 each year group will have an emphasis placed upon a core historical skill. Students are expected to offer feedback on their own and others work in order to gain an understanding of what is required from them when asked specific questions. Ultimately, we are looking to develop the students critical thinking about the world around them.

Year 7	Term 1		Term 2		Term 3		End Points
	Module 1 [6 lessons]	Module 2 [7 lessons]	Module 3 [6 lessons]	Module 4 [7 lessons]	Module 5 [5 lessons]	Module 6 [5 lessons]	
	The Norman Conquest	The Importance of Religion	Life in Medieval England	The Plantagenets	Religion in Tudor England	Religion in Stuart England	
<b>Skill Focus – Narrative Accounts</b>							
<b>Content</b>	1] The Succession Crisis [1] 2] The Battles of 1066 [2] 3] William Gains Control [2] 4] The Long Term Impact of 1066 [1]	1] The Structure of the Christian Church [1] 2] The Church in an English Village [2] 3] The First Crusade [2] * revision lesson and exam time included.	1] Life in a medieval village and town [2] 2] Entertainment in medieval England [1] 3] Medicine in medieval England [1] 4] Crime, law and order in medieval England [1] 5] The importance of Chivalry and Heraldry [1]	1] Henry II and the Law [1] 2] Richard I and the Third Crusade [1] 3] John and the Magna Carta [2] 4] Henry III and the Provisions of Oxford [1]	1] Martin Luther and the 95 Theses [1] 2] Henry VIII and the Reformation [1] 3] Edward VI vs Mary I [1] 4] Elizabeth I, the Middle Way and the Armada [2]	1] The Gunpowder Plot [1] 2] Charles I and the Causes of the Civil War [2] 3] The Execution of Charles I [1] 4] The Reign of Oliver Cromwell [1] * revision lesson and exam time included	
<b>Significance</b>	End of Anglo-Saxon and Nordic influence in England. Greater focus on France and Central Europe – still to this day. Creation of the class system and influence of the land owning gentry	The idea of hierarchy and looking to others for guidance. The Crusades are still referred to in the modern world and its problems.	A system based on wealth still exists today. Medical treatments are still based on some medieval ideas. Ongoing medieval holy days.	Is medieval leadership different to leadership today? The importance of habeas corpus and the common law. The tensions that still exist in the Middle East The importance of Parliament in restricting the power of leaders.	Religion and religious schisms are still the basis for many conflicts in the modern world. The importance of diplomacy in solving problems. Religion was and is used to manipulate and control people.	Britain still has a constitutional monarchy – the monarch no longer controls power, parliament does The origins and beginnings of the move towards a United Kingdom. The origins of the religious divide in Northern Ireland.	Pupils can write historical narratives that are/include:  •Chronological/ sequential •Facts and events •Consequence
<b>Feedback Points</b>	Narrative Q: How did the death of Edward the Confessor lead to problems in 1066?	Exam Knowledge & Understanding / Narrative Q / Source Qs	Narrative Q: Why was life challenging for a medieval peasant?	Narrative Q: How the actions of King John led him to be seen as a bad King.	Narrative Q: How did religion disrupt the lives of people in Tudor England?	Exam Knowledge & Understanding / Narrative Q / Source Qs	
<b>Key Questions</b>	1] What was the problem in 1066? 2] Who were the contenders for the throne? 3] Why did they think they should be King? 4]What problems did Harold Godwinson face? 5] Who won the crown? 6] How did they end up winning the crown? 7] How did they gain control of England after winning? 8] How did 1066 change England forever?	1] How was religion organised in medieval Europe? 2] Who was the head of the Christian church in Western Europe? 3] What were monks and the clergy expected to do? 4] How did the church help people? 5] How did the church make life difficult for people? 6] What city was at the centre of the Crusades? 7] Why was this city important to Christians? 8] Why did the Crusades begin? 9] What were the key events of the First Crusade?	1] How was society different in medieval times? 2] What was life like in a medieval village? 3] What was life like in a medieval town? 4] What was Guildford like in medieval times? 5] What were the four humours? 6] How were people treated for illnesses? 7] Where did people get medicine from? 8] What surgery was carried out? 9] Why was surgery so dangerous? 10] How was law and order maintained?	1] What made a good King? 2] Who were the good Plantagenet Kings? 3] Why were they good Kings? 4] Who were the bad Plantagenet Kings? 5] Why were they bad Kings? 6] What was the common law? 7] How did habeas corpus change what a King could do? 8] How did the Magna Carta change what a King could do? 9] How did the Provisions of Oxford change government?	1] Why were people unhappy with the Catholic church? 2] Why did Henry VIII break from Rome? 3] How did Henry VIII treat the monasteries? 4] What were the two churches created by the Reformation? 5]How were the two churches different? 6] Why were the reigns of Edward VI and Mary I so different? 7] How did Elizabeth try to keep people happy? 8] What caused Spain to try and invade England?	1] Why did Catholics try to kill the King? 2] What caused the Catholics to fail? 3] How did Charles I upset Parliament? 4] What caused the Scots to rebel? 5] Why were the Parliamentarians victorious? 6] Why is Cromwell’s statue outside Parliament? 7] Why do some people see Cromwell as a tyrant?	
<b>Direct Vocab Instruction</b>	Ancestor; chronology; claimant; conquest; consequence; domesday; famine; feudal system; harry; heir; hierarchy; narrative; omen; rebel; subjugate; succession; tax	Anti-Semitism; chastity; clergy; crusade; excommunication; friary; heretic; massacre; Pope; penance; pilgrimage; purgatory; siege; tithe; trebuchet	burgess; cauterise; charter; communal; cottage industry; epidemic; famine; flagellation; guild; hue and cry; magistrate; miasma; pestilence; plague; posse; sanitation; sheriff; tithings; trepanning; trial; wattle and daub	civilisation; colonisation; commerce; Common Law; conflict; conquest; Habeas Corpus; hairshirt; heir; homage; nepotism; Parliament; penance; protocol; revolt; subjugate; tension	armada; compromise; conspiracy; heretic; hypocrisy; indulgence; reformation; schism; theses;	absolutist; Cavalier; commonwealth; fanatic; parliamentarian; protector; Puritan; rebellion; roundhead; totalitarian; tyrant;	
<b>Standardised Homework</b>	Lesson 3 Research Task - Lesson 6 – Source Question	Lesson 3 Key Questions Homework Lesson 6 – DVI Homework	Lesson 3 Research Task - Lesson 6 – Source Question	Lesson 3 Key Questions Homework Lesson 6 – DVI Homework	Lesson 3 Research Task Lesson 6 – Source Question	Lesson 3 Key Questions Homework Lesson 6 – DVI Homework	

Year 8	Term 1		Term 2		Term 3		End Points
	Module 1 [6 lessons]	Module 2 [7 lessons]	Module 3 [6 lessons]	Module 4 [7 lessons]	Module 5 [5 lessons]	Module 6 [5 lessons]	
	Exploration and Exploitation		The Industrial Revolution		The Story of World War One		
<b>Skill Focus – Usefulness of Sources</b>							
<b>Content</b>	1] The Age of Exploration [2] 2] The Treatment of Indigenous People [1] 3] Origins of the Slave Trade [1] 4] Life for an Enslaved Person [2]	1] The Abolition of Slavery [2] 2] The Causes and Impact of the US Civil War [2] 3] The Reconstruction [1] 4] Jim Crow – the USA vs the UK [1] * revision lesson and exam time included.	1] Pre-Industrial Britain and Guildford [1] 2] Technology and Transport Changes [2] 3] The Enclosure Act, the Move to Factories and Working Conditions [2]	1] Life in an Urban Slum [1] 2] Advances in Medicine: Jenner; Snow et al [2] 3] Protest During the Industrial Revolution: The Luddites and Suffrage [3] 4] Guildford Depth Study [1]	1] Imperialism in the 18 <sup>th</sup> and 19 <sup>th</sup> century [1] 2] Alliances in the 19 <sup>th</sup> Century [1] 3] Militarism in the 19 <sup>th</sup> and Early 20 <sup>th</sup> Century [1] 4] Nationalism in the 19 <sup>th</sup> and Early 20 <sup>th</sup> Century [1] 5] Technological Changes and Total War [2]	1] Life in the Trenches [1] 2] Propaganda and Recruitment [1] 3] Tactics in Key Battles [1] 4] Medical Advances in World War One [1] 5] Societal Changes Caused by the War [1] *revision lesson and exam time included	<p>Pupils can write historical narratives that are/include:</p> <ul style="list-style-type: none"> <li>•Chronological/ sequential</li> <li>•Facts and events</li> <li>•Consequence</li> </ul> <p>Pupils can also write responses that identify:</p> <ul style="list-style-type: none"> <li>•The usefulness of sources</li> <li>•Historical facts that support the sources</li> <li>•Potential problems with the source.</li> </ul>
<b>Significance</b>	Continued influence of European culture across the globe. The ongoing debate over reparations and imperialism.	The ongoing debate over reparations and imperialism. The continuing tensions in US society around race.	Understanding the socio-economic structure of the modern UK The creation of the class system in the UK.	The birth of the modern world Ongoing political protest over equality and fairness How your town has changed over the centuries	Ongoing geo-political tensions in the modern world The debate around the actions of the British Empire	The birth of modern warfare The move towards technological weapons – mass destruction How war has been a force for positive change	
<b>Feedback Points</b>	Source Q: What do the sources tell us about relationship between Europeans and indigenous people	Exam Knowledge & Understanding / Narrative Q [Life of slaves] / Source Qs [Actions of Europeans / Understanding abolition]	Source Q: How useful are two sources on technological advances	Source Q: Account of how industrial revolution changed Guildford and Britain	Source Q: Critical of Imperialism cartoon - carve up of world Supports imperialism – Rhodes text	Exam Knowledge & Understanding / Narrative Q [story of abolition]/ Source Qs [slavery & cause of WW1] / Interpretation [Ind. Revolution key change]	
<b>Key Questions</b>	<ol style="list-style-type: none"> <li>Why were European nations exploring the world?</li> <li>How did they exploit the indigenous people they encountered?</li> <li>What part did religion play in the exploitation?</li> <li>What were the stages involved in the life of an enslaved person?</li> <li>What was life like for an enslaved person?</li> </ol>	<ol style="list-style-type: none"> <li>What were the causes of the abolition of slavery?</li> <li>What caused the American Civil War?</li> <li>How were the lives of African Americans affected and changed by the war?</li> <li>What were the Jim Crow Laws?</li> </ol>	<ol style="list-style-type: none"> <li>What was the industrial revolution?</li> <li>How did technology develop?</li> <li>How did transport develop and change?</li> <li>How did work and living conditions change?</li> <li>What were the consequences for people's lives?</li> </ol>	<ol style="list-style-type: none"> <li>How did medicine develop?</li> <li>How did suffrage develop?</li> <li>Did the industrial revolution benefit everybody?</li> <li>Who opposed the changes taking place?</li> <li>How did the industrial revolution change Guildford?</li> </ol>	<ol style="list-style-type: none"> <li>What were the main causes of World War One?</li> <li>What are the key examples of each main cause?</li> <li>Why was World War One so different?</li> </ol>	<ol style="list-style-type: none"> <li>How did they convince people to go and fight?</li> <li>What was life like in the trenches?</li> <li>Why did so many people die?</li> <li>What caused the war to last so long?</li> <li>How did the war improve medical treatment?</li> <li>How did the war shape the modern world?</li> </ol>	
<b>Direct Vocab Instruction</b>	auction; colony; exploitation; exploration; plantation; primary; profit; secondary; slave; source; trade; transatlantic	abolition; boycott; campaign; profit; rebellion; reconstruction; revolution; succession	aqueduct; canal; cottage industry; domestic; industry; labour; life expectancy; mass production; mechanised; revolution; rural; sanitation; squalor; urban	anaesthetic; Chartist; Luddite; martyr; miasma; militant; sterile; suffrage; Suffragist	alliances; annexation; imperialism; interpretation; militarism; nationalism; stalemate; ultimatum	armistice; civilian; conscience; extremism; franchise; geo-politics; guerrilla; propaganda; prosthetics; reconstructive; prosthetics; reconstructive; self-determination; socialism; trauma	
<b>Standardised Homework</b>	Lesson 3 Research Task - Lesson 6 – Source Question	Lesson 3 Key Questions Homework Lesson 6 – DVI Homework	Lesson 3 Research Task - Lesson 6 – Source Question	Lesson 3 Key Questions Homework Lesson 6 – DVI Homework	Lesson 3 Research Task - Lesson 6 – Source Question	Lesson 3 Key Questions Homework Lesson 6 – DVI Homework	

Year 9	Term 1		Term 2		Term 3		End Points
	Module 1 [10 lessons]	Module 2 [10 lessons]	Module 3 [9 lessons]	Module 4 [9 lessons]	Module 5 [9 lessons]	Module 6 [9 lessons]	
	The Paris Peace Conference	The Rise of the Nazis	World War Two	The Holocaust	Post-World War Two	GCSE History Module 1: USA 1920-1973	
<b>Skill Focus – Understanding Interpretations</b>							
<b>Content</b>	1] Who were the Big Three and What Did They Want? [1] 2] The Content and Consequences of The Treaty of Versailles [1] 3] The League of Nations [1] 4] The Rise of Extremist Politics [2] 5] The Troubles of the Early Weimar [2] 6] 1923 – The Year of Three Crisis [2]	1] The Golden Years of the Weimar and the Wall Street Crash [1] 2] How Hitler Used The Wall Street Crash [1] 3] Hitler’s Consolidation of Power [2] 4] The Night of the Long Knives [1] 5] Life in Nazi Germany [2] 6] Hitler’s Foreign Policies 1933-39 [2]	1] The Nazi Blitzkrieg; Dunkirk and the Battle of Britain, 1939-40 [2] 2] Life During the Blitz [1] 3] Key Victories for the Allies – El Alamein, Midway and Stalingrad [2] 4] D-Day and Beyond [2] 5] Hiroshima [1] 6] Medical and Technological Advancements [1]	1] The Origins of the Holocaust [1] 2] Persecution and De-humanisation: Nazi Anti-Semitism [1] 3] From Persecution to Murder – The Einsatzgruppen [1] 4] Wannsee and the Final Solution [2] 5] Auschwitz-Birkenau [2] 6] Resistance and Liberation [2]	1] What Was the Iron Curtain? [1] 2] Why Was the West Scared of Communism? [1] 3] The Korean War [2] 4] Vietnam [2] 5] How Did the Cold War Affect Ordinary People? [1] 5] What Caused the End of the Cold War? [1]	1] What Was America Like in 1920? – Government; Politics and Social Groups [1] 2] What Caused the Boom in the 1920s? [2] 3] Economic Opportunity and Inequality in 1920s USA [3] 4] Social Opportunity and Inequality in 1920s USA [3]	<p>Pupils can write historical narratives that are/include:</p> <ul style="list-style-type: none"> <li>•Chronological/ sequential</li> <li>•Facts and events</li> <li>•Consequence</li> </ul> <p>Pupils can also write responses that identify:</p> <ul style="list-style-type: none"> <li>•The usefulness of sources</li> <li>•Historical facts that support the sources</li> <li>•Potential problems with the source.</li> </ul> <p>Pupils can also write responses that identify:</p> <ul style="list-style-type: none"> <li>•The opinions in an interpretation</li> <li>•Historical facts that support the opinion</li> <li>•Why the author held this opinion</li> <li>•Which opinion is more historically accurate</li> </ul>
<b>Significance</b>	The influence of extremist political parties in the modern world. The ongoing issue of inequality and how it affects countries.	The power and influence of banking and finance on people’s lives. The ongoing influence of extreme right-wing politics in the world.	Understanding how WW2 shapes the modern world – geopolitics The rise in influence of the USA.	The continued scourge of antisemitism in modern society. The use of genocide in modern conflicts – Rwanda.	The influence of the Cold War on modern geopolitics – Russia and China The impact on Europe – German re-unification.		
<b>Feedback Points</b>	Interpretation Q: How/Why Interpretations are different [Fairness of ToV]	Exam Knowledge & Understanding / Narrative Q [1923 Year of Crisis] / Source Qs [Criticism of ToV; What sources tell us about attitudes towards PPC]/ Interpretations [attitudes towards LoN]	Interpretation Q: How/Why Interpretations are different [Importance of Barbarossa and El Alamein] / Which is more convincing?	Narrative Q: Nazi Policies towards the Jews of Europe  Interpretation: Which interpretation is more convincing about the main cause of the holocaust?	Interpretation Q: How/Why Interpretations are different [The aims of communism] / Which is more convincing?	Exam Knowledge & Understanding / Narrative Q [How Nazis Gained Power] / Source Qs [Anti-Semitic; What sources tell us about attitudes towards Jews of Europe]/ Interpretations [why Allies won WW2]	
<b>Key Questions</b>	1. What were the aims of the Big Three? 2. Who achieved the most at the Paris Peace Conference? 3. What were the main terms of the Treaty of Versailles? 4. What was the League of Nations and what were its main aims? 5. How did the Treaty affect Germany? 6. Why was 1923 such an important year in Germany? 7. Why did the Peace Conference lead to a rise in extremist politics?	1. What did the Nazis believe? 2. What were Hitler’s main aims? 3. How did the Nazis seize power? 4. What was life like in Nazi Germany? 5. How were opponents of the Nazis treated? 6. How did Hitler lead Germany to war?	1. How close were the Nazis to winning the war? 2. What was life like in Britain during the war? 3. How did the Allies turn the tide of the war across the world? 4. How was the war in the West won? 5. How was the war in the East won? 6. How did World War Two change the world?	1. Why did Hitler and the Nazis hate the Jews of Europe? 2. Why and how did the Nazis persecute the Jews and other ethnic groups? 3. How did the Nazis move from persecution to murder? 4. Who was responsible for the start of the mass killings? 5. How did the Nazis implement the Final Solution? 6. How did Jewish people and others resist the Nazis?	1. Why was Europe divided after WW2? 2. How was Europe divided after WW2? 3. How did the West try to stop Communism? 4. What caused the proxy wars? 5. Did anyone win the Cold War?	1. How can a government help people? 2. What were the key social groups in the USA? 3. What economic advantages did the USA have in the 1920s? 4. Who benefitted from the economic advantages? 5. Who did not benefit from economic advantages? 6. What were the main social events in 1920s USA? 7. Who benefitted from these events? 8. Who did not benefit from these events?	
<b>Direct Vocab Instruction</b>	Anschluss; armistice; compromise; contradict; covenant; demilitarisation; disarmament; economy; idealist; inflation; interpretation; nationalism; negotiate; putsch; realist; reparations; self-determination; treaty	Alliances; antisemitism; Anschluss; dictatorship; economic depression; expansionism; Gestapo; imperialism; lebensraum; megalomania; militarism; nationalism; police state; totalitarian; volksdeutsche	antisemitism; bystander; concentration; conspiracy; Einsatzgruppen; eugenics; euthanasia; extermination; Final Solution; genocide; ghetto; holocaust; ideology; morality; persecution; pogrom; Untermensch; uprising	Amphibious; artillery; atomic; attrition; battalion; blitz; blitzkrieg; blockade; conference; evacuee; home front; kamikaze; liberation; phoney; radar; regiment; siege; war crime	collectivisation; containment; demilitarised; deterrent; doctrine; espionage; guerilla; ideology; influence; pact; politburo; proxy;	consumerism; economic; hedonism; laissez-faire; protectionism; social; tariffs	
<b>Standardised Homework</b>	Lesson 3 Research Task - What were the successes of the LoN Lesson 6 – Source Question Mussolini	Lesson 3 Key Question Homework Lesson 6 – DVI Homework	Lesson 3 Research Task - What were the Jewish populations of Eastern Europe pre 1939 Lesson 6 – Source Question Auschwitz	Lesson 3 Key Question Homework Lesson 6 – DVI Homework	Lesson 3 Research Task - What were the key aims of the UN Lesson 6 – Source Question Domino Theory	Lesson 3 Research Task - What economic advantages did the USA have? Lesson 6 – Revision Task: Republican Policies Mind Map	

Year 10	Term 1		Term 2		Term 3		End Points
	Module 1 [10 lessons]	Module 2 [10 lessons]	Module 3 [9 lessons]	Module 4 [9 lessons]	Module 5 [9 lessons]	Module 6 [9 lessons]	
	GCSE History Module 1: USA 1920-1973	GCSE History Module 1: USA 1920-1973	GCSE History Module 2: Conflict and Tension – The Cold War	GCSE History Module 2: Conflict and Tension – The Cold War	GCSE History Module 2: The Cold War	GCSE History Module 3: Health and the People	
<b>Skill Focus – Essay Questions</b>							
<b>Content</b>	<p>1930s USA</p> <p>1] The Effects of the Crash and the 1932 Election [1]</p> <p>2] The New Deal and the First Hundred Days [2]</p> <p>3] The Social and Economic Impact of the New Deal [2]</p> <p>4] How Effective Was the New Deal? [2]</p> <p>1940s USA</p> <p>1] The Social and Economic Effects of WW2 [1]</p> <p>2] Truman’s Fair Deal – Post WW2 USA [1]</p>	<p>1950s USA</p> <p>1] Economic Opportunity and Inequality in 1950s USA [2]</p> <p>2] Social Opportunity and Inequality in 1950s USA – Teenagers, Rock and Roll and Civil Rights [3]</p> <p>1960s USA</p> <p>1] Economic Opportunity and Inequality in 1960s USA – The New Frontier and the Great Society [2]</p> <p>2] Social Opportunity and Inequality in 1960s USA – Civil Rights and Women’s Lib [3]</p>	<p>Post WW2</p> <p>1] From Allies to Enemies – Tehran to the Bomb [2]</p> <p>2] The Iron Curtain [1]</p> <p>3] The Truman Doctrine and the Marshall Plan [2]</p> <p>4] The Berlin Blockade and Airlift [1]</p> <p>5] Communism in China [1]</p> <p>1950s</p> <p>1] Korea and Vietnam [2]</p>	<p>1950s (continued)</p> <p>2] NATO and the Warsaw Pact [1]</p> <p>3] The Space Race [1]</p> <p>4] The Arms Race [1]</p> <p>5] The Hungarian Uprising [2]</p> <p>6] McCarthyism, The Red Scare and Spies [1]</p> <p>1960s</p> <p>1] The U2 Crisis [1]</p> <p>2] The Paris Peace Conference [1]</p>	<p>1960s (continued)</p> <p>3] JFK and the Separation of Berlin [2]</p> <p>4] Cuba – From Revolution to Crisis [2]</p> <p>5] The Prague Spring [2]</p> <p>6] The Brezhnev Doctrine [1]</p> <p>1970s</p> <p>1] Nixon and Détente [2]</p>	<p>Medieval Medicine</p> <p>1] Origins of Medieval Medicine [1]</p> <p>2] Medieval Diagnosis and Treatment [1]</p> <p>3] The Importance of the Church [1]</p> <p>4] Medieval Surgery [1]</p> <p>5] Medical Progress in the Medieval Period – The Black Death [2]</p> <p>Early Modern Britain</p> <p>1] The Importance of the Renaissance [1]</p> <p>2] Diagnosis and Treatment in Early Modern Britain [2]</p>	<p>Pupils can write historical narratives that are/include:</p> <ul style="list-style-type: none"> <li>•Chronological/ sequential</li> <li>•Facts and events</li> <li>•Consequence</li> </ul>
<b>Feedback Points</b>	Interpretation Q: How/Why Interpretations are different Which one is more convincing? [Effectiveness of the New Deal]	Exam – Interpretation / Impact / Essay Q’s on USA Module	Sources Q: How are sources useful for studying relations between West and USSR	Narrative Q: Write an account of how the Hungarian Uprising led to an increase international tension in the 1950s	Essay Question: ‘The main cause of tension between the superpowers in the 1960s was the Cuban Missile Crisis’.	Exam – Interpretation / Impact / Essay Q’s on USA Module + Source /Narrative / Essay Q on Cold War	Pupils can also write responses that identify:
<b>Key Questions</b>	<ol style="list-style-type: none"> <li>How did the Wall Street Crash affect people.</li> <li>What did FDR want to do?</li> <li>What were the Three R’s?</li> <li>How did the New Deal help people?</li> <li>Who was not helped by the New Deal?</li> <li>Who opposed the New Deal?</li> <li>Why did they oppose the New Deal?</li> <li>Did the New Deal work?</li> <li>Which social groups saw change due to WW2?</li> <li>What changes did they see?</li> <li>How did the GI Bill benefit Americans?</li> <li>Who did not benefit from the GI Bill?</li> <li>What did the Fair Deal do?</li> </ol>	<ol style="list-style-type: none"> <li>How did Americans show off their wealth?</li> <li>Who did not benefit from the Second Boom?</li> <li>Why was their no crash?</li> <li>How did teenagers rebel?</li> <li>What were the key areas the civil rights movement tried to change?</li> <li>What were the key events in the civil rights movement?</li> <li>Who were the key individuals in the civil rights movement?</li> <li>Why did LBJ achieve more than JFK?</li> <li>What were the key events in the women’s liberation movement?</li> <li>Who were the key individuals in the women’s liberation movement?</li> </ol>	<ol style="list-style-type: none"> <li>What were the causes of the Cold War?</li> <li>What were the spheres of influence?</li> <li>How did the West look to act against communism?</li> <li>How did the communists look to act against the West?</li> <li>What were proxy wars?</li> <li>Why did south-east Asia become so important?</li> </ol>	<ol style="list-style-type: none"> <li>How did the spheres of influence affect people’s lives?</li> <li>Why did space become so important?</li> <li>What was Mutually Assured Destruction?</li> <li>How was MAD received?</li> <li>What caused the Hungarians to rebel?</li> <li>How did the USSR respond to the Hungarians?</li> <li>How did the USA respond to the Hungarians?</li> <li>Why did Americans believe McCarthy?</li> <li>How did the U2 Crisis affect US/USSR relations?</li> <li>Why was the Paris conference such a failure?</li> </ol>	<ol style="list-style-type: none"> <li>Why were the Soviets able to separate Berlin?</li> <li>What was the response to the building of the wall?</li> <li>How did Cuba and the USSR become allies?</li> <li>Who won the Cuban Missile Crisis?</li> <li>What caused the Czechs to rebel?</li> <li>How did the USSR respond to the Czechs?</li> <li>How did the USA respond to the Czechs?</li> <li>What did Brezhnev believe?</li> <li>What did Nixon believe?</li> <li>What problems did both men face?</li> <li>What did both men achieve?</li> </ol>	<ol style="list-style-type: none"> <li>Where did medieval physicians get their ideas from?</li> <li>How was medieval medicine similar to modern medicine?</li> <li>How was medieval medicine different to modern medicine?</li> <li>How was medieval surgery similar to modern surgery?</li> <li>How was medieval medicine different to modern surgery?</li> <li>What factors led to improvements in medieval medicine?</li> <li>What was the renaissance?</li> <li>How did it affect medicine?</li> <li>How was medical treatment and diagnosis different in early modern Britain?</li> </ol>	<ul style="list-style-type: none"> <li>•The usefulness of sources</li> <li>•Historical facts that support the sources</li> <li>•Potential problems with the source.</li> </ul> <p>Pupils can also write responses that identify:</p> <ul style="list-style-type: none"> <li>•The opinions in an interpretation</li> <li>•Historical facts that support the opinion</li> <li>•Why the author held this opinion</li> <li>•Which opinion is more historically accurate</li> </ul>
<b>Direct Vocab Instruction</b>	boondoggle; intervention; reform; regulation; socialism; unconstitutional;	consumerism; liberation; literacy; misogyny; policy; precedent; segregation; welfare	atomic; blockade; capitalism; communism; conference; containment; democracy; delegation; doctrine; guerrilla; ideology; influence; peninsula;	boycott; brinkmanship; coexistence; deterrent; mutually; pact; propaganda; summit; treaty; unilateral; uprising	accords; DEFCON; defection; détente; embargo; exile; manoeuvre; mercenary; policy; reform; strategic; volatile	Apothecary; buboes; cauterise; emetic; endemic; epidemic; flagellation; hospitality; humours; pandemic; physician; poultice; purge; quack; remedy;	
<b>Standardised Homework</b>	Lesson 3 Research Task – How successful was FDR in elections? Lesson 6 – Revision Task: 1920s President Hoover Mind Map	Lesson 3 - Key Question Homework Lesson 6 – DVI Homework	Lesson 3 Research Task – Which countries were communist by 1949? Lesson 6 – Revision Task: 1940s Conflict and Tension Revision Table	Lesson 3 - Key Question Homework Lesson 6 – DVI Homework	Lesson 3 Research Task – What was life like in separated Berlin? Lesson 6 – Revision Task: 1960s Revision Table	Lesson 3 - Key Q’s Homework Lesson 6 – DVI Homework	

Year 11	Term 1		Term 2		Term 3		End Points	
	Module 1 [9 lessons]	Module 2 [10 lessons]	Module 3 [9 lessons]	Module 4 [9 lessons]	Module 5 [9 lessons]	Module 6		
	GCSE History Module 3: British Depth Study – Health and the People	GCSE History Module 3: British Depth Study – Health and the People	GCSE History Module 4: Medieval England – The Reign of Edward I	GCSE History Module 4: Medieval England – The Reign of Edward I	GCSE History Revision			
<b>Skill Focus – Essay Questions</b>								
<b>Content</b>	Early Modern Britain (cont.) 3] Surgery in Early Modern Britain [1] 4] Improvements in Medicine – The Great Plague to John Hunter [1]  19 <sup>th</sup> Century Medicine 1] The Importance of Science [1] 2] Prevention, Diagnosis and Treatment the 19 <sup>th</sup> Century [2] 3] Surgery in the 19 <sup>th</sup> Century [2] 4] Other Innovations in 19 <sup>th</sup> Century Healthcare [1] 5] Improvements in Medicine – Cholera and Childbirth [1]	20 <sup>th</sup> Century Medicine 1] The Importance of Government in 20 <sup>th</sup> Century Healthcare [2] 2] Prevention, Diagnosis and Treatment the 20 <sup>th</sup> Century [2] 3] Surgery in the 20 <sup>th</sup> Century [2] 4] Improvements in Medicine – AIDS and Cancer [1]  Module 4 – Edward I 1] The Rights of the King, government, and people [3]	1] Life in Medieval England -Towns, Laws, Trade, Religion and Science [6] 2] Medieval military tactics and weaponry [1] 3] Edward I’s military campaigns in Wales [2]	1] Edward I’s Military Campaigns in Scotland [2] 2] Historical Environment Study [2]  Following completion of the course students begin revision sessions.	Revision sessions focusing on all four modules.		<b>Exams</b>	Pupils can write historical narratives that are/include:  •Chronological/ sequential •Facts and events •Consequence
<b>Feedback Points</b>	Q3 - Differences Between Diagnosis and Treatment of illness in 18 <sup>th</sup> and 19 <sup>th</sup> century	Essay Question – Chance was most significant factor in developing medical treatment?	Interpretation Q: How convincing is interpretation on relationship between Edward and nobles	Essay Q: The main consequence of trade was a new middle class – refer to historic site in answer			Pupils can also write responses that identify:	
<b>Key Questions</b>	1. What improvements were there in surgery by the 18 <sup>th</sup> century? 2. How was treatment of illness improved? 3. What held medicine back? 4. How did science develop in the 19 <sup>th</sup> century? 5. Why did science develop in the 19 <sup>th</sup> century? 6. Why were doctors able to diagnose illnesses better? 7. How did diagnosis help treatment? 8. What made surgery safer? 9. What is public healthcare? 10. How did it develop in the 19 <sup>th</sup> century?	1. How did governments help prevent and treat illness? 2. What led to the creation of the pharmaceutical industry? 3. How did surgery get so advanced? 4. Why can surgeons perform transplants? 5. Why is AIDS no longer fatal? Edward I 1. What was Edward like as a person? 2. What was Edward’s relationship with his father like? 3. How did Edward gain control of his kingdom? 4. Why was Robert Burrell so important? 5. How did Edward work with Parliament?	1. What was life like in a medieval town? 2. What did Edward do to maintain law and order? 3. Why did Edward struggle to maintain law and order? 4. Why was wool so important to England? 5. How did trade change England? 6. Why were the Jews of England targeted? 7. Why were Roger Bacon and Duns Scotus important? 8. How did armies attack in the medieval era? 9. Why did Edward invade Wales? 10. What are the four C’s?	1. Why did Edward invade Scotland? 2. What successes did Edward have? 3. What failures did Edward have? 4. How was Edward’s invasion different to Wales? 5. Why was the location of the site advantageous. 6. How did its structure help with its function 7. How did the site evolve? 8. Who was connected with the site 9. How did its design reflects the culture, values, fashions of the people at the time 10. What important events/developments are connected to the site?			•The usefulness of sources •Historical facts that support the sources •Potential problems with the source.  Pupils can also write responses that identify:  •The opinions in an interpretation •Historical facts that support the opinion •Why the author held this opinion •Which opinion is more historically accurate	
<b>Direct Vocab Instruction</b>	anaesthetic; antiseptic; aseptic; diagnosis; inoculation; laissez-faire; latrine; ligature; literacy; medicinal; miasma; plague; reform; utensils; vaccine;	Antibiotics; insurance; pharmaceutical radiotherapy; reconstructive; transfusion; transplant; burgess; Chancellor; duplicitous; escheaters; feudal; homage; hundred; pious; prerogative; statute	Anti-Semitism; bastide; cavalry; civilisation; colonisation; commerce; conquest; homage; guilds; merchant; petitions; purveyance; revenue; sheriff; siege; subinfeudation; trebuchet;	appropriation; culture; evolve; function; legacy; rebellion; schiltrom; symbolic				
<b>Standardised Homework</b>	Lesson 3 Research Task – What was an operation like in the 17 <sup>th</sup> century? Lesson 6 – Revision Task: Renaissance Medicine Revision Table	Lesson 3 - Key Question Homework Lesson 6 – DVI Homework	Lesson 3 Research Task – Background information on the historical environment Lesson 6 – Revision Task: How Edward Gained Power Mind map	Lesson 3 - Key Question Homework Lesson 6 – DVI Homework				