

## Subject Curriculum intent map LTP

SUBJECT: History



### Curriculum Intent:

Through the study of History, we will enable students to develop a coherent knowledge of the past both in Britain and that of the wider world. Through our curriculum we inspire students to ask questions about the past in order to develop a curiosity that facilitates the skills of weighing up evidence through critical thinking and scrutinise arguments in order to form informed judgments. We aim to motivate students to understand the importance of diversity within and between different societies as well as the complexity of people's lives and between social groups. Finally, we wish to stimulate a lifelong love of the subject which enables students to place their own identity and challenges within their lives and time, within the context of events and change over time.

Students follow a broad and balanced, chronological 5-year curriculum that facilitates the study of the following disciplinary concepts:

- Cause and consequence
- Change and continuity
- Similarity and difference
- Historical significance.
- Analysing evidence
- Evaluating interpretations

#### Year 7

- Breadth Study, Britain and the wider world 3000BC – 1900AD

#### Year 8

- 20<sup>th</sup> Century Modern Depth Study: Britain and the wider world 1900AD- 1945

#### Year 9

- Period study: Civil Rights in America
- Thematic studies:
  - Local Study: Changes in society, culture and technology
  - Crime and Punishment 1000- present
  - What challenges did the British face when treating the injured on the Western Front?

#### 10 and 11.

- Paper 1: Medicine through time, 1215-present (Breadth Study)
- Paper 2: Early Elizabethan England, 1558-88 (British Depth Study)
- Paper 3: Weimar and Nazi Germany, 1933 – 39 (Modern Depth Study)
- \*Paper 2: Super Power Relations 1945-1991 (Period study to be reintroduced if full content specification is sat in June 2023)

### Aims: National Curriculum

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

<p><b>Year 7</b></p> <p><b>Breadth Study: Change and continuity in Britain and the Wider World 3000BC – Present.</b></p>	<p>Big Question: How did the ancient civilisations influence the modern world?</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>✓ Ancient Egypt and Farming</li> <li>✓ Mesopotamia and the introduction of writing</li> <li>✓ Ancient Greece and stone structures of the Acropolis</li> <li>✓ Rome and the development of cities and empires</li> <li>✓ Pompei – art and architecture of the ancient world</li> <li>✓ Religion beliefs and their importance in society</li> <li>✓ Ancient Britain in the Iron Age</li> </ul> <p>KPI Explain how Ancient Civilisations influenced the modern world?</p> <p>You may refer to the following in your answer:</p> <ul style="list-style-type: none"> <li>✓ Writing</li> <li>✓ Rivers</li> </ul> <p>You must also use information of your own.</p> <p>Key Concepts: Cause and consequence Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question</p> <p>KPI How useful is source A into an enquiry on how Ancient Civilisations influenced the modern world?</p> <p>Key Concepts: Significance Utility of evidence Source Analysis</p> <p><b>Areas of national curriculum met:</b> At least one study of a significant society or issue in world history and its interconnections with other world developments</p> <p>Areas built upon From KS2</p> <ul style="list-style-type: none"> <li>✓ The Roman Empire and its impact upon Britain</li> <li>✓ The achievements of the earliest civilizations</li> <li>✓ A non-European society that provides contrasts with British history</li> </ul>	<p>Big Question: Why was William able to take control of England in 1066? The Origins of nation 790-1200 AD</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> <li>✓ Reasons for and consequences of the Viking invasion</li> <li>✓ Why was there a battle for the crown in 1066?</li> <li>✓ Who was the strongest contender for the throne in 1066?</li> <li>✓ Why did William win the battle of Hastings?</li> <li>✓ How did Harold Die?</li> <li>✓ How did William use Castles to keep control of England?</li> </ul> <p>KPI Why did William win the Battle of Hastings? You may refer to the following in your answer:</p> <ul style="list-style-type: none"> <li>✓ Luck</li> <li>✓ Leadership skills</li> </ul> <p>Key Concepts: Cause and consequence Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question</p> <p>KPI 'Arrow slits were the most effective feature in helping to defend a castle.' How far do you agree?</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>✓ Archers</li> <li>✓ The moat</li> </ul> <p>Key Concepts: Cause and consequence Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question A02: Making judgments and conclusions</p> <p><b>Areas of national curriculum met:</b> The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</p> <ul style="list-style-type: none"> <li>✓ The changing nature of political power in Britain, traced through selective case studies (Vikings)</li> <li>✓ A study in depth into a significant turning point</li> </ul> <p>The development of Church, state and society in Medieval Britain 1066-1509</p> <ul style="list-style-type: none"> <li>✓ The Norman Conquest</li> </ul> <p>Areas built upon From KS2</p> <ul style="list-style-type: none"> <li>✓ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<p>Big question: Where did power truly lie in the Medieval World?</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> <li>✓ What was the importance of the Feudal system?</li> <li>✓ What was life like in Medieval England? (incl Domes daybook)?</li> <li>✓ Who was responsible for the death of Thomas Beckett?</li> <li>✓ What did people think caused the Black Death?</li> <li>✓ What impact did the Black Death have in England?</li> <li>✓ How did the Black Death lead to the peasants' revolt?</li> </ul> <p>KPI: How useful is source A for an enquiry into the murder of Thomas Becket?</p> <p>Key Concepts: Cause and consequence Utility of evidence Source Analysis</p> <p>Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question A03: Analysis and evaluation of source material in order to assess for utility</p> <p>KPI 'The Black death changed England for the Better.'</p> <p>How far do you agree with this view?</p> <p>You may include the following in your answer:</p> <ul style="list-style-type: none"> <li>✓ Paid work</li> <li>✓ Population</li> </ul> <p>You must also include information of your own.</p> <p>Key Concepts: Cause and consequence Change and continuity Significance</p> <p>Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question A02: Making judgments and conclusions</p> <p><b>Areas of national curriculum met:</b> The development of Church, state and society in Medieval Britain 1066-1509</p> <ul style="list-style-type: none"> <li>✓ The struggle between Church and crown</li> <li>✓ Society, economy and culture</li> <li>✓ The Black Death and its social and economic impact</li> <li>✓ The Peasants' Revolt</li> </ul> <p>KS4 builds upon this with reference to:</p> <ul style="list-style-type: none"> <li>✓ The power of the Church over the understanding of the causes of disease, treatment and prevention, with particular reference to the Black Death case study.</li> </ul>	<p>Big question: How did the Wars of the Roses lead to the Tudor Dynasty?</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> <li>✓ What was the Wars of the Roses?</li> <li>✓ How did Richard III become King: The mystery of the Princes in the Tower</li> <li>✓ Was Richard a great King?</li> <li>✓ Why did Henry Tudor win the Battle of Bosworth Field?</li> <li>✓ How did Henry VII solve his problems?</li> <li>✓ Why did Henry VIII become king?</li> </ul> <p>KPI: How useful are Sources A and B for an enquiry into who was responsible for the disappearance of the Princes in the Tower? Builds upon work done on analysis of utility of sources in previous topic.</p> <p>Key Concepts: Cause and consequence Utility of evidence Source Analysis</p> <p>Skills: A01 demonstration and application of knowledge and understanding A03: Analysis and evaluation of source material in order to assess for utility</p> <p>KPI: Why did Henry VII win the battle of Bosworth Field?</p> <p>You may include the following in your answer:</p> <ul style="list-style-type: none"> <li>✓ His army</li> <li>✓ Use of weapons</li> </ul> <p>You must also use information of your own. Skill = Explanation, knowledge recall and judgement.</p> <p>Key Concepts: Cause and consequence Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question</p> <p><b>Areas of national curriculum met:</b> The development of Church, state and society in Medieval Britain 1066-1509</p> <ul style="list-style-type: none"> <li>✓ the Wars of the Roses; Henry VII and attempts to restore stability</li> </ul> <p>KS4 builds upon this with reference to:</p> <ul style="list-style-type: none"> <li>✓ Understanding the family lineage of Elizabeth I</li> </ul>	<p>Big Question: What were the causes and consequences of the Break from Rome?</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> <li>✓ Why did Henry Break from Rome?</li> <li>✓ How did Henry break from Rome?</li> <li>✓ What were the short-term consequences of the Break from Rome?</li> <li>✓ What were the long-term consequences of the Break from Rome?             <ul style="list-style-type: none"> <li>o Edward</li> <li>o Mary</li> <li>o Elizabeth</li> </ul> </li> </ul> <p>KPI: Why did Henry break from Rome?</p> <p>You may include the following in your answer:</p> <ul style="list-style-type: none"> <li>✓ Money</li> <li>✓ His desire to have a son</li> </ul> <p>You must also include information of your own.</p> <p>Key Concepts: Cause and consequence Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question</p> <p>KPI: 'Mary Tudor deserves to be remembered as Bloody Mary' How far do you agree with this view?</p> <p>You may include the following in your answer:</p> <ul style="list-style-type: none"> <li>✓ Philip of Spain</li> <li>✓ Burning of Protestants</li> </ul> <p>You must also include information of your own. Skill = <i>forming an argument, cause and consequence description, knowledge recall, explanation, judgment.</i></p> <p>Key Concepts: Cause and consequence Interpretations Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question A02: Making judgments and conclusions</p> <p>KPI: Explain one way in which religious divisions were similar in the reigns of Henry VIII and Elizabeth I Key Concepts: Similarity and difference Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question</p> <p><b>Areas of national curriculum met:</b> The development of Church, state and society in Britain 1509-1745</p> <ul style="list-style-type: none"> <li>✓ The English Reformation and the counter-Reformation (Henry VIII-Mary I).</li> </ul> <p>KS4 builds upon this with reference to:</p> <ul style="list-style-type: none"> <li>✓ The Elizabethan Religious settlement and conflict with Catholics</li> <li>✓ Society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature (Early Elizabethan England 1558-1588).</li> </ul>	<p>Big Question: Why did the English question the divine right of Kings?</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> <li>✓ How did Elizabeth restore the break from Rome?</li> <li>✓ Who were the Stuarts and how did they come to rule England?</li> <li>✓ Was Charles I responsible for the English Civil War?</li> <li>✓ Why was Charles I executed?</li> <li>✓ Was the rule of Oliver Cromwell an improvement on the rule of Charles I?</li> <li>✓</li> </ul> <p>KPI: How useful are sources A and B for an enquiry into conditions on board a Transatlantic Slave ship? skill = reliability/ utility/ inference/ analysis</p> <p>Key concepts: Utility of evidence Source analysis</p> <p>Skills: A01 demonstration and application of knowledge and understanding A03: Analysis and evaluation of source material in order to assess for utility</p> <p>KPI: 'Life changed for the worse for black people after the abolition of slavery' How far do you agree with this view?</p> <p>You may include the following in your answer:</p> <ul style="list-style-type: none"> <li>✓ Segregation</li> <li>✓ The KKK</li> </ul> <p>You must also include information of your own</p> <p>Key Concepts: Change and continuity Empathy</p> <p>Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question A02: Making judgments and conclusions</p> <p><b>Areas of national curriculum met:</b> Ideas, political power, industry and empire: Britain, 1745-1901</p> <ul style="list-style-type: none"> <li>✓ Britain's transatlantic slave trade: its effects and its eventual abolition</li> </ul> <p>Students then build upon this in year 8:</p> <ul style="list-style-type: none"> <li>✓ Treatment of African Americans in the interwar period, segregation and the KKK</li> <li>✓ The Civil Rights movement</li> </ul> <p>This allows students to build synoptic knowledge to assess change and continuity over time.</p> <p>KS4 builds upon this with reference to:</p> <ul style="list-style-type: none"> <li>✓ Voyage and exploration in the reign of Elizabeth I, with particular focus on the economic benefits of the slave trade.</li> </ul>
<p><b>Year 8</b></p>	<p>Big Question: Why was World War One the 'War to End all Wars'?</p>	<p>Big Question: Why was World War One the 'War to End all Wars'?</p>	<p>Big Question: What was life like in America in the interwar years?</p>	<p>Big Question: Why should the Holocaust be remembered?</p>	<p>Big Question: Why were the allies victorious in World War Two?</p> <p><i>Knowledge:</i></p>	

<p><b>20<sup>th</sup> Century Depth Study, Britain and the wider world 1900 – present</b></p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>✓ <i>What were the long term causes of World War One?</i></li> <li>✓ <i>What were the short term causes of World War One?</i></li> <li>✓ <i>Why did Oliver Hopkins go to war?</i></li> <li>✓ <i>Why did men enlist?</i></li> </ul> <p><b>KPI</b> Judgement question on the causes of World War One. ‘The assassination of Franz Ferdinand was the main cause of World War One’ How far do you agree with this view?</p> <ul style="list-style-type: none"> <li>• The alliance system</li> <li>• The shooting in Sarajevo</li> </ul> <p>You must also use information of your own.</p> <p><b>Key Concepts:</b> Cause and consequence Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question A02: Making judgments and conclusions</p> <p>Explanation question on the reasons for enlistment in 1914. Why did Men Enlist between 1914-18? You may include the following in your answer: Oliver Hopkins Conscription</p> <p>You must also use information of your own.</p> <p><b>Key Concepts:</b> Cause and consequence Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question</p> <p><b>Areas of national curriculum met:</b> Challenges for Britain, Europe and the wider world 1901 to the present day</p> <ul style="list-style-type: none"> <li>✓ the First World War and the Peace Settlement</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>✓ <i>How were the men prepared for conditions in the Trenches?</i></li> <li>✓ <i>What were conditions like in the trenches?</i></li> <li>✓ <i>Weapons</i></li> <li>✓ <i>Why was the Battle of the Somme significant?</i></li> <li>✓ <i>Were Lions led by donkeys?</i></li> <li>✓ <i>Why was Harry Farr shot at Dawn?</i></li> <li>✓ <i>Did the Treaty of Versailles lead to a just and lasting peace?</i></li> </ul> <p><b>KPI</b> How useful are sources B and C for investigating trench conditions?</p> <p><b>Key Concepts:</b> Cause and consequence Utility of evidence Source Analysis</p> <p><b>Skills:</b> A01 demonstration and application of knowledge and understanding A03: Analysis and evaluation of source material in order to assess for utility</p> <p><b>KPI</b> Why was Harry Farr shot at Dawn? You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• He was suffering from Shell shock</li> <li>• The charge of cowardice was correct.</li> </ul> <p>You must also use information of your own.</p> <p><b>Key Concepts:</b> Cause and consequence Empathy Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question</p> <p><b>Areas of national curriculum met:</b> Challenges for Britain, Europe and the wider world 1901 to the present day</p> <ul style="list-style-type: none"> <li>✓ the First World War and the Peace Settlement</li> </ul> <p>KS4 builds upon this with reference to:</p> <ul style="list-style-type: none"> <li>✓ The impact of conditions in the trenches upon medical treatment and the development of technology and surgery on the Western Front (Paper 1 – Thematic Environment: Medicine on the Western front).</li> <li>✓ The impact of the Treaty of Versailles socially, politically and economically upon Germany; leading to the rise of the Nazi party (Paper 3: Weimar and Nazi Germany 1933-1939).</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>✓ <i>How did America respond to the end of WW1?</i></li> <li>✓ <i>Why did America have a boom?</i></li> <li>✓ <i>What were the Roaring 20s?</i></li> <li>✓ <i>How far did the lives of women improve?</i></li> <li>✓ <i>Why was Prohibition unsuccessful?</i></li> <li>✓ <i>Why were the gangsters so powerful?</i></li> <li>✓ <i>How powerful were the KKK?</i></li> <li>✓ <i>What was the impact of the Great depression?</i></li> </ul> <p><b>KPI</b> Life changed for the better for women in 1920s’ how far do you agree with this view?</p> <p>You may include the following in your answer:</p> <ul style="list-style-type: none"> <li>• Flappers</li> <li>• Traditional roles</li> </ul> <p>You must also use information of your own.</p> <p><b>Key Concepts:</b> Cause and consequence Change and continuity Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question A02: Making judgments and conclusions</p> <p><b>KPI:</b> How useful are sources A and B for investigating the treatment of Black Americans in America in 1920s?</p> <p><b>Key Concepts:</b> Utility of evidence Source Analysis Skills: A01 demonstration and application of knowledge and understanding A03: Analysis and evaluation of source material in order to assess for utility</p> <p><b>Areas of national curriculum met:</b> Challenges for Britain, Europe and the wider world 1901 to the present day</p> <ul style="list-style-type: none"> <li>✓ The inter-war years: The Great Depression and the rise of dictators</li> <li>✓ Women’s suffrage</li> </ul> <p>Study of a significant society or issue in world history and its interconnections with other world developments</p> <ul style="list-style-type: none"> <li>✓ USA in the 20<sup>th</sup> century</li> </ul> <p>KS4 builds upon this with reference to:</p> <ul style="list-style-type: none"> <li>✓ The Origins of the Cold War and the long-term reasons for anti-communist propaganda</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>✓ <i>How have the Jews been persecuted throughout History?</i></li> <li>✓ <i>What was the impact of the Nuremberg laws?</i></li> <li>✓ <i>What was the impact of Kristallnacht?</i></li> <li>✓ <i>How were the Ghettos used as a method of control?</i></li> <li>✓ <i>What was the final solution?</i></li> <li>✓ <i>What experience did an inmate endure in a concentration camp?</i></li> </ul> <p><b>KPI</b> Why did the Nuremberg laws strip the Jews of their freedom?</p> <p>You may include the following in your answer:</p> <ul style="list-style-type: none"> <li>• Economic impact</li> <li>• Social impact</li> </ul> <p>You must also include information of your own.</p> <p><b>Key Concepts:</b> Change and continuity Cause and consequence Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question A02: Making judgments and conclusions</p> <p><b>KPI:</b> How did the Jewish population suffer in the ghettos? You may use the following in your answer: *Food *Housing</p> <p>You must also use information of your own</p> <p><b>Key Concepts:</b> Cause and consequence Empathy Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question</p> <p><b>Areas of national curriculum met:</b> Challenges for Britain, Europe and the wider world 1901 to the present day</p> <ul style="list-style-type: none"> <li>✓ The Holocaust</li> </ul> <p>KS4 builds upon this with reference to:</p> <ul style="list-style-type: none"> <li>✓ Reasons for and implementation of persecution against the Jews in consolidating control of Nazi Germany between 1933-1939 (Paper 3: Weimar and Nazi Germany 1933-1939).</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Key causes of WW2:</b> <ul style="list-style-type: none"> <li>○ TOV</li> <li>○ Rise of Hitler</li> <li>○ Appeasement</li> </ul> </li> <li>✓ <i>Interpretations of events at Dunkirk</i></li> <li>✓ <i>Reasons for German defeat in the Battle of Britain</i></li> <li>✓ <i>Impact of the Blitz upon the people of Britain</i></li> <li>✓ <i>Importance of D-Day as a turning point in the War</i></li> <li>✓ <i>Impact of the death of Hitler and the atomic bomb for victory in Europe</i></li> <li>✓ <i>Was Churchill a great war time leader?</i></li> </ul> <p><b>KPI</b> How useful are sources A and B for an enquiry into the events at Dunkirk? Key Concepts: Utility of evidence Source Analysis Skills: A01 demonstration and application of knowledge and understanding A03: Analysis and evaluation of source material in order to assess for utility</p> <p><b>KPI</b> Why were Germany defeated in the Battle of Britain? You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• British radar technology</li> <li>• Hitler’s changing tactics</li> </ul> <p><b>Key Concepts:</b> Causation Significance</p> <p>Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question</p> <p>KS4 builds upon this with reference to: The Origins of the Cold War and the impact of the relationship between the allies</p>
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<p><b>Year 9</b></p> <p><b>Period study</b></p> <p><b>Thematic studies</b></p>	<p><b>Big question: How did the Civil Rights movement change the course of History?</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>✓ <i>Why did the Civil Rights movement begin in the USA?</i></li> <li>✓ <i>Why was Emmett Till murdered?</i></li> <li>✓ <i>What was the Significance of the Montgomery bus boycott?</i></li> <li>✓ <i>Why did Little Rock riot?</i></li> <li>✓ <i>What role did Martin Luther King play in The Civil Rights Movement?</i></li> <li>✓ <i>What contribution was made by</i></li> </ul>	<p><b>Local Study Big question: How has society, culture and technology changed in the North-east 1750-present</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>✓ <i>How did Then Northeast help to kick start the Industrial Revolution?</i></li> <li>✓ <i>How important was the role of George Stephenson in the Industrial Revolution?</i></li> <li>✓ <i>How dangerous was life down the pit?</i></li> <li>✓ <i>Why was the Burns pit disaster significant for Stanley?</i></li> <li>✓ <i>How important was ship building for the Northeast?</i></li> </ul>	<p><b>Big Question: How has the balance of power changed in Britain 1215-present?</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>✓ How significant was the Magna Carta in limiting the powers of the Monarchy?</li> <li>✓ How far were the actions of Guy Fawkes in the gun powder plot justified?</li> <li>✓ How far did Charles I abuse his power as monarch?</li> <li>✓ To what extent was the rule of Oliver Cromwell an improvement on Charles I?</li> </ul>	<p><b>Big Question: Crime and Punishment 1000- 1700: How have approaches to crime, punishment and law enforcement changed in the years 1000- 1700?</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>✓ <i>How was crime punished in Anglo- Saxon England?</i></li> <li>✓ <i>How effective were Norman methods of law enforcement?</i></li> <li>✓ <i>Why did heresy and treason become a crime?</i></li> <li>✓ <i>What was the significance of the witch craze?</i></li> </ul>	<p><b>Big Question: Crime and Punishment 1700-present: How have approaches to crime, punishment and law enforcement changed in the years 1700 - present?</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>✓ <i>Why did poaching, smuggling and highway robbery become a problem for authorities between 1700-1900?</i></li> <li>✓ <i>How did the Tolpuddle martyrs show changing attitudes towards what was viewed as criminal activity?</i></li> <li>✓ <i>How effective was transportation as a</i></li> </ul>	<p><b>Big Question: What challenges did the British face when treating the injured on the Western Front?</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>✓ What were the problems of transport and communication on the Western</li> </ul>
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	<p><i>Malcolm X during the Civil Rights movement?</i></p> <ul style="list-style-type: none"> <li>✓ <i>What changes were the Black Panthers trying to make? Can they be justified?</i></li> <li>✓ <i>What does the Black Lives Matter movement mean?</i></li> </ul> <p>KPI: Why was Emmett Till murdered? You may include the following in your answer:</p> <ul style="list-style-type: none"> <li>• The colour of his skin</li> <li>• He didn't understand the laws.</li> </ul> <p>Key Concepts: Cause and consequence Empathy Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question</p> <p>KPI: How far do you agree with Interpretation 2 about the role of Martin Luther King in the Civil Rights Movement? Explain your answer, using both interpretations and your knowledge of the historical context. Key concepts Historical significance Evaluating interpretations Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question A04: Evaluating interpretations</p> <p><b>Areas of national curriculum met:</b> Study of a significant society or issue in world history and its interconnections with other world developments</p> <ul style="list-style-type: none"> <li>✓ USA in the 20<sup>th</sup> century</li> </ul> <p>This topic builds upon 8.3 – America in the interwar years. This allows students to assess change and continuity over time, up to the present day and the origins and impact of the Black lives matter movement</p>	<ul style="list-style-type: none"> <li>✓ <i>Was Emily Davison's death an accident?</i></li> <li>✓ <i>Were the Jarrow marchers justified?</i></li> <li>✓ <i>What impact did the miners strike have upon Durham?</i></li> </ul> <p>KPI: Why was the Burns Pit disaster significant for Stanley? You may use the following in your answer</p> <ul style="list-style-type: none"> <li>• Impact upon the family of the miners</li> <li>• Health and safety</li> </ul> <p>Key Concepts: Cause and consequence Historical significance Empathy Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question</p> <p>KPI: How useful are sources A and B for an enquiry into the Miners' Strike in 1984? Key Concepts: Utility of evidence Source Analysis Skills: A01 demonstration and application of knowledge and understanding A03: Analysis and evaluation of source material in order to assess for utility</p> <p><b>Areas of national curriculum met:</b> A local history study</p> <p>Ideas, political power, industry and empire: Britain, 1745-1901</p> <ul style="list-style-type: none"> <li>✓ Britain as the first industrial nation – the impact on society</li> </ul> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <ul style="list-style-type: none"> <li>✓ women's suffrage</li> </ul> <p><b>KS4 builds upon this with reference to:</b></p> <ul style="list-style-type: none"> <li>✓ Public health of the poor in the 19<sup>th</sup> century and the impact upon life expectancy (Paper 1: Medicine through time 1250-present)</li> </ul>	<ul style="list-style-type: none"> <li>✓ How important was the Chartist movement in leading to rights for the common man?</li> <li>✓ Who did more for women's rights: The suffragettes vs the suffragists</li> <li>✓ How did the will of the people ensure justice was achieved after the Hillsborough disaster?</li> </ul> <p>KPI: 'The rule of Oliver Cromwell was an improvement on the rule of Charles I.' How far do you agree? You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Charles I abuse of power</li> <li>• Cromwell's role as Lord Protector</li> </ul> <p>Key Concepts: Change and continuity Similarity and Difference Historical significance Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question A02: Making judgments and conclusions</p> <p>KPI: How useful are sources A and B for an enquiry into the struggle for women's suffrage?</p> <p>Utility of evidence Source Analysis Skills: A01 demonstration and application of knowledge and understanding A03: Analysis and evaluation of source material in order to assess for utility</p> <p><b>Areas of national curriculum met:</b></p> <p>The development of Church, state and society in Medieval Britain 1066-1509</p> <ul style="list-style-type: none"> <li>✓ Magna Carta and the emergence of Parliament</li> <li>✓ the English campaigns to conquer Wales and Scotland up to 1314</li> </ul> <p>The development of Church, state and society in Britain 1509-1745</p> <ul style="list-style-type: none"> <li>✓ The causes and events of the civil wars throughout Britain</li> <li>✓ Society, economy and culture across the period</li> </ul> <p>Ideas, political power, industry and empire: Britain, 1745-1901</p> <ul style="list-style-type: none"> <li>✓ Party politics, extension of the franchise and social reform</li> </ul> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <ul style="list-style-type: none"> <li>✓ women's suffrage</li> <li>✓ Social, cultural and technological change in post-war British society</li> </ul> <p><b>KS4 builds upon this with reference to:</b></p> <p>Paper 2: Early Elizabethan England, students have a greater understanding of the religious conflict between Catholics and protestants. Also develop a greater understanding of the features of puritanism to enable greater context as to why the religious settlement was challenged.</p> <p>Paper 1: Medicine through time, considers the role of the vote in giving power to the people – essential in understanding the 1875 PH act.</p>	<p><i>Why did this change over time?</i></p> <ul style="list-style-type: none"> <li>✓ <i>How far did law enforcement methods improve in the early modern period? (Town constable, Night watch men, hue and cry, thief catchers, thief takers, justices of the peace)</i></li> </ul> <p>KPI: 'The role of local communities was the most important factor affecting law enforcement during the Middle Ages.' You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Tithings</li> <li>• Trial by ordeal</li> </ul> <p>Key Concepts: Cause and consequence Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question A02: Making judgments and conclusions</p> <p><b>Areas of national curriculum met:</b></p> <p>The development of Church, state and society in Medieval Britain 1066-1509</p> <ul style="list-style-type: none"> <li>✓ The Norman conquest</li> </ul> <p>The development of Church, state and society in Britain 1509-1745</p> <ul style="list-style-type: none"> <li>✓ Society, economy and culture across the period for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature</li> </ul> <p>Ideas, political power, industry and empire: Britain, 1745-1901</p> <ul style="list-style-type: none"> <li>✓ Party politics, extension of the franchise and social reform</li> </ul> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <ul style="list-style-type: none"> <li>✓ Social, cultural and technological change in post-war British society</li> </ul> <p><b>KS4 builds upon this with reference to:</b></p> <p>Helps students to understand how society progressed between the 4 different time periods of Medieval, Early modern, Industrial and modern time periods to support Paper 1 Medicine through time. Also enables students to revisit the significance of the role of the church in state matters. Considers the role of the vote in giving power to the people – essential in understanding the 1875 PH act.</p>	<p><i>punishment for crime?</i></p> <ul style="list-style-type: none"> <li>✓ <i>How far were methods of policing improved in the 18<sup>th</sup> and 19<sup>th</sup> centuries? (Night watch men, town Constable, bow street runners, met police, mounted patrols) Case study: Pentonville prison</i></li> <li>✓ <i>Case study: why was Jack the Ripper never caught?</i></li> <li>✓ <i>How and why did the use of capital punishment change over time? Case study Derick Bentley</i></li> <li>✓ <i>How have changes in society impacted crime and punishment in 21<sup>st</sup> century?</i></li> <li>✓ <i>How effective are modern methods of policing in 21<sup>st</sup> century? (forensics/ specialist departments).</i></li> </ul> <p>KPI: Explain why smuggling, poaching and highway robbery became such serious problems for the authorities.</p> <ul style="list-style-type: none"> <li>• Import tax</li> <li>• Increase in highways</li> </ul> <p>Key Concepts: Cause and consequence Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question</p> <p><b>Areas of national curriculum met:</b></p> <p>The development of Church, state and society in Medieval Britain 1066-1509</p> <ul style="list-style-type: none"> <li>✓ society, economy and culture: for example, feudalism, religion in daily life</li> </ul> <p>The development of Church, state and society in Britain 1509-1745</p> <ul style="list-style-type: none"> <li>✓ Society, economy and culture across the period for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature</li> </ul> <p>Ideas, political power, industry and empire: Britain, 1745-1901</p> <ul style="list-style-type: none"> <li>✓ Britain as the first industrial nation – the impact on society</li> <li>✓ Party politics, extension of the franchise and social reform</li> </ul> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <ul style="list-style-type: none"> <li>✓ Social, cultural and technological change in post-war British society</li> </ul> <p><b>KS4 builds upon this with reference to:</b></p> <p>Helps students to understand how society progressed between the 4 different time periods of Medieval, Early modern, Industrial and modern time periods to support Paper 1 Medicine through time. Also enables students to revisit the significance of the role of the church in state matters</p>	<p>front?</p> <ul style="list-style-type: none"> <li>✓ What were the main injuries of the soldiers who fought on the Western Front?</li> <li>✓ How effective was the chain of evacuation?</li> <li>✓ What were the new developments in surgery and medicine on the Western Front?</li> </ul> <p>KPI: How useful are Sources A and B for an enquiry into the work of the stretcher bearers on the Western Front? Explain your answer, using Sources A and B and your knowledge of the historical context. Key Concepts: Utility of evidence Source Analysis Skills: A01 demonstration and application of knowledge and understanding A03: Analysis and evaluation of source material in order to assess for utility</p> <p><b>Areas of national curriculum met:</b> Challenges for Britain, Europe and the wider world 1901 to the present day</p> <ul style="list-style-type: none"> <li>✓ the First World War</li> </ul> <p><b>KS4 builds upon this with reference to:</b></p> <p>Leads into Medicine through time unit and prepares students to enter ks4 with a knowledge of the themes in Section A of Paper 1</p>
<p><b>Year 10</b></p>	<p><b>Paper 2: Early Elizabethan England 1558-1588</b> Assessment Task: Elements of Paper1, Paper 2, Paper 3 Big Question: 1. What were the issues of Queen government and religion,1558- 1569?</p>	<p><b>Paper 3: Weimar and Nazi Germany</b> Assessment Task: Elements of Paper1, Paper 2, Paper 3 Big Question:</p>	<p><b>Paper 3: Weimar and Nazi Germany</b> Weimar and Nazi Germany Assessment Task: Elements of Paper1, Paper 2, Paper 3</p>			

Knowledge: To be reviewed from last year

- ✓ The situation on Elizabeth's accession
- ✓ The settlement of religion
- ✓ Challenges to the religious settlement
- ✓ The Problem of Mary, Queen of Scots

KPI: 'Religion was Elizabeth's main problem in the years 1558-1569.' How far do you agree?

You may use the following in your answer

- The settlement of religion
- The arrival of MQS in England in 1568

You must also use information of your own

Key concepts

Cause and consequence

Skills: A01 demonstration and application of knowledge and understanding

A02: Analysis of knowledge linking to question

A02: Making judgments and conclusions

Big Question:

2. What challenges did Elizabeth face at home and abroad 1569-88?

Knowledge:

- ✓ Plots and revolts at home
- ✓ Relations with Spain
- ✓ Outbreak of war with Spain 1585-88
- ✓ The Armada

KPI: Explain why the Revolt of the Northern Earls increased the Catholic threat towards Elizabeth in the years 1569-1586. (12 marks)

You may use the following in your answer.

- Mary Queen of Scots and the marriage plot
- The Earls of Westmorland and Northumberland

You must also use knowledge of your own.

Key concepts:

Cause and consequence

Skills: A01 demonstration and application of knowledge and understanding

A02: Analysis of knowledge linking to question

KPI: The Decline in Anglo Spanish Relations in the years 1569-85 was caused by Elizabeth I.' How far do you agree with this view?

You may include the following in your answer:

- The role of Francis Drake
- The Netherlands

You must also include information of your own.

Key concepts:

Cause and consequence

Skills: A01 demonstration and application of knowledge and understanding

A02: Analysis of knowledge linking to question

A02: A02: Making judgments and conclusions

Big Question:

3. What were the key features of Elizabethan society in the age of exploration?

Knowledge:

- ✓ Education and leisure
- ✓ The problem of the poor
- ✓ Exploration and voyages of discovery
- ✓ Raleigh and Virginia

KPI: 'Society was divided in Elizabethan England'. How far do you agree?

You may use the following in your answer:

- Education
- Pastimes

You must also include information of your own.

Key concepts:

Cause and consequence

Skills: A01 demonstration and application of knowledge and understanding

A02: Analysis of knowledge linking to question

A02: A02: Making judgments and conclusions

KPI: Explain why Raleigh's colonisation of Virginia failed in the years 1585-6

You may use the following in your answer:

- The Ship, *the Tiger*
- The Native Algonquians

You must also include information of your own

Key concepts:

Cause and consequence

Skills: A01 demonstration and application of knowledge and understanding

A02: Analysis of knowledge linking to question

Links back to KS3 curriculum:

- ✓ The Break from Rome (7.5)
- ✓ Long term consequences of the Break from Rome, the Reigns of Mary I and Elizabeth I (7.5)
- ✓ The Transatlantic slave trade and Britain's role within this (7.6)

1. What were the issues facing the Weimar Republic 1918-29?

Knowledge:

- ✓ 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

KPI: How far do you agree with interpretation 2 about the impact of the Treaty of Versailles on the Republic? (20 marks)

Key concepts:

Cause and consequence

Historical significance

Evaluating interpretations

Skills: A01 demonstration and application of knowledge and understanding

A02: Analysis of knowledge linking to question

A04: Evaluating interpretations

KPI: Explain why the Weimar Republic was challenged in the years 1919-1923. You may use the following in your answer:

- The unpopularity of the Weimar Republic (TOV)
- The Spartacist Uprising

You must also use information of your own. (12 marks)

Key concepts:

Cause and consequence

Skills: A01 demonstration and application of knowledge and understanding

A02: Analysis of knowledge linking to question

KPI: How useful are sources B and F for an enquiry into the recovery of the Weimar Republic between 1923 and 1929? (8 marks)

Key Concepts:

Utility of evidence

Source Analysis

Skills: A01 demonstration and application of knowledge and understanding

A03: Analysis and evaluation of source material in order to assess for utility

KPI: Study interpretations 2 and 3. They give different views about the attitudes towards women in Weimar Germany.

What is the main difference between these views? Explain your answer using details from both

interpretations (4 marks)

How far do you agree with interpretation 1 about the changes in society between 1924-9? (16 marks +4 SPAG)

Key concepts:

Cause and consequence

Change and continuity

Evaluating interpretations

Skills: A01 demonstration and application of knowledge and understanding

A02: Analysis of knowledge linking to question

A04: Evaluating interpretations

Big question

2. How did Hitler rise to power 1919-33?

Knowledge:

- ✓ Early development of the Nazi Party 1920-22
- ✓ The Munich Putsch and the Lean years, 1923-29
- ✓ Growth of Nazi support 1929-32
- ✓ How Hitler became chancellor 1932-33

KPI: Explain why the Munich putsch failed (12 marks)

You may use the following in your answer:

- The German army
- The Bavarian leaders.

Key concepts:

Cause and consequence

Skills: A01 demonstration and application of knowledge and understanding

A02: Analysis of knowledge linking to question

KPI: 3b. Study interpretations 1 and 3. They give different views about the reasons for the appeal of the Nazi party to the German people 1929-33. What is the main difference between these views? (4 marks)

3c. Suggest one reason why Interpretations 1 and 3 give different views about the reasons for the appeal of the Nazi Party

(4 marks).

Key concepts:

Cause and consequence

Big Question:

3. How did the Nazis develop control and a dictatorship 1933-39?

Knowledge:

- ✓ The creation of a dictatorship 1933-34
- ✓ The police state
- ✓ Controlling and influencing attitudes
- ✓ Opposition, resistance and conformity

KPI: How useful are sources A and B for an enquiry into who was responsible for the Reichstag fire? (8 marks)

Key Concepts:

Utility of evidence

Source Analysis

Skills: A01 demonstration and application of knowledge and understanding

A03: Analysis and evaluation of source material in order to assess for utility

KPI: Explain why Hitler was able to consolidate his dictatorship in the years 1933- 1934.

You may use the following in your answer.

- Enabling Act 1933
- Night of the Long Knives, 1934.

You must also use information of your own.

Key concepts:

Cause and consequence

Skills: A01 demonstration and application of knowledge and understanding

A02: Analysis of knowledge linking to question

KPI: How useful are Sources C and D for an enquiry into the main aims of the Gestapo? (8 marks)

Key Concepts:

Utility of evidence

Source Analysis

Skills: A01 demonstration and application of knowledge and understanding

A03: Analysis and evaluation of source material in order to assess for utility

Big question

4. What was life like in Nazi Germany 1933-39?
  - ✓ Nazi policies towards women
  - ✓ Nazi policies towards the young
  - ✓ Employment and living standards
  - ✓ The persecution of minorities

KPI: 3b. Study Interpretations 1 and 2. They give different views about Nazi policies towards women.

What is the main difference between these views?

(c) Suggest **one** reason why Interpretations 1 and 2 give different views about Nazi policies towards women.

You may use Sources B and C to help explain your answer.

3d. How far do you agree with Interpretation 2 about Nazi policies towards women?

Explain your answer, using both interpretations and your knowledge of the historical context.

Key concepts:

Cause and consequence

Evaluating interpretations

Skills: A01 demonstration and application of knowledge and understanding

A02: Analysis of knowledge linking to question

A04: Evaluating interpretations

KPI: Explain why the Nazis were able to reduce unemployment in Germany in the years 1933-39

You may use the following in your answer:

- rearmament
- autobahns

Key concepts:

Cause and consequence

Skills: A01 demonstration and application of knowledge and understanding

A02: Analysis of knowledge linking to question

KPI: How far do you agree with interpretation 1 about the events of Kristallnacht in 1938? (16 marks +4SPaG)

Key concepts:

Cause and consequence

Historical significance

Evaluating interpretations

Skills: A01 demonstration and application of knowledge and understanding

A02: Analysis of knowledge linking to question

		<p>Evaluating interpretations Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question A04: Evaluating interpretations</p> <p>KPI: How useful are Sources B and C for an enquiry into the strength of democracy in Germany by 1932? Key Concepts: Utility of evidence Source Analysis Skills: A01 demonstration and application of knowledge and understanding</p> <p>A03: Analysis and evaluation of source material in order to assess for utility</p> <p><b>Links back to KS3 curriculum:</b> ✓ The peace settlement and the TOV (8.2) ✓ The role of America in the economic Recovery of Europe (8.3)</p>	<p>A04: Evaluating interpretations</p> <p><b>Links back to KS3 curriculum:</b> ✓ Appeasement (8.5) ✓ The Holocaust (8.4)</p>
<p><b>Year 11</b></p>	<p><b>Paper 3: Weimar and Nazi Germany 1933-39</b></p> <p>Assessment Task: Elements of Paper1, Paper 2, Paper 3</p> <p>Big Question: ✓ What were the issues facing the Weimar Republic 1918-29?</p> <p>Knowledge: ✓ 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> <p>KPI: Study interpretations 2 and 3. They give different views about the attitudes towards women in Weimar Germany. What is the main difference between these views? Explain your answer using details from both interpretations (4 marks)</p> <p>How far do you agree with interpretation 1 about the changes in society between 1924-9? (16 marks +4 SPAG) Key concepts: Cause and consequence Change and continuity Evaluating interpretations Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question A04: Evaluating interpretations</p> <p>Big question ✓ How did Hitler rise to power 1919-33?</p> <p>Knowledge: ✓ Early development of the Nazi Party 1920-22 ✓ The Munich Putsch and the Lean years, 1923-29 ✓ Growth of Nazi support 1929-32 ✓ How Hitler became chancellor 1932-33</p> <p>KPI: 3b. Study interpretations 1 and 3. They give different views about the reasons for the appeal of the Nazi party to the German people 1929-33. What is the main difference between these views? (4 marks)</p> <p>3c. Suggest one reason why Interpretations 1 and 3 give different views about the reasons for the appeal of the Nazi Party (4 marks). Key concepts: Cause and consequence Evaluating interpretations Skills: A01 demonstration and application of knowledge and understanding A02: Analysis of knowledge linking to question A04: Evaluating interpretations</p> <p>KPI: How useful are Sources B and C for an enquiry into the strength of democracy in Germany by 1932? Key Concepts: Utility of evidence Source Analysis Skills: A01 demonstration and application of knowledge and understanding A03: Analysis and evaluation of source material in order to assess for utility</p> <p>Big Question: ✓ How did the Nazis develop control and a dictatorship 1933-39?</p> <p>Knowledge: ✓ The creation of a dictatorship 1933-34 ✓ The police state ✓ Controlling and influencing attitudes ✓ Opposition, resistance and conformity</p> <p>KPI: Explain why Hitler was able to consolidate his dictatorship in the years 1933- 1934. You may use the following in your answer.</p>	<p>✓ Full content papers 1, 2,3 ✓ Knowledge:</p> <p><b>Revision Paper 1: Medicine through time 1215-present</b> <b>Will begin with section 5 – this was taught first as bridging unit in year 9</b></p> <p><b>Types of exam question and skills practiced based on bespoke need of Students/ class and to be planned by individual teacher in communication with HoD</b></p> <p>Topic 1: Medicine in Medieval England 1250-1500 ✓ Ideas about the causes of disease and illness ✓ Approaches to treatment and prevention ✓ Dealing with the Black Death</p> <p>Topic 2: The Medical Renaissance in England 1500-1700 ✓ Ideas about the causes of disease and illness ✓ Approaches to treatment and prevention ✓ Dealing with the Great Plague in London 1665</p> <p>Topic 3: Medicine in 18<sup>th</sup> and 19<sup>th</sup> century Britain ✓ Ideas about the causes of disease and illness ✓ Approaches to treatment and prevention ✓ Fighting Cholera in London, 1854</p> <p>Topic 4: Medicine in modern Britain 1900-present ✓ Ideas about the causes of disease and illness ✓ Approaches to treatment and prevention ✓ Fleming, Florey and Chain's development of Penicillin ✓ The fight against lung cancer in 21<sup>st</sup> century</p> <p>Topic 5: ✓ What were the key developments in medicine and surgery prior to WW1? ○ A-Septic surgery ○ X-rays ○ Blood transfusions? ✓ How was the trench system developed? ✓ What were the key battles fought on the Western Front? ✓ What were the problems of transport and communication on the Western front? ✓ What were the main injuries of the soldiers who fought on the Western Front? ✓ How effective was the chain of evacuation? ✓ What were the new developments in surgery and medicine on the Western Front? ✓ How important was the role of the RAMC and FANY in delivering medical treatment on the Western Front?</p> <p><b>Revision paper 2: Early Elizabethan England 1558-1588</b></p> <p>Topic 1: Queen, government and religion 1558-69: ✓ The situation on Elizabeth's accession ✓ The settlement of religion ✓ Challenges to the religious settlement ✓ The problem of Mary Queen of Scots</p> <p>Topic 2: Challenges to Elizabeth at home and abroad, 1569, 88. ✓ Plots and revolts at home ✓ Relations with Spain and the Netherlands ✓ Outbreak of war with Spain ✓ The Spanish Armada</p> <p>Topic 3: Elizabethan Society in the age of Exploration, 1558-88: ✓ Education and leisure ✓ The problem of the poor ✓ Exploration and voyages of discovery</p>	<p>Paper 1 Skills:</p> <p>A01: Knowledge of the key features and characteristics of this period A02: Analysis of second order concepts: A02: Making reasoned and sustained judgments. A03: Source analysis and use (the ability to frame Historical Questions)</p> <p>Paper 2 Skills:</p> <p>A01: Knowledge of the key features and characteristics of this period A02: Analysis of second order concepts: A02: Making reasoned and sustained judgments.</p>

- ✓ Enabling Act 1933
- ✓ Night of the Long Knives, 1934.

You must also use information of your own.

Key concepts:

Cause and consequence

Skills: A01 demonstration and application of knowledge and understanding

A02: Analysis of knowledge linking to question

KPI: How useful are Sources C and D for an enquiry into the main aims of the Gestapo? (8 marks)

Key Concepts:

Utility of evidence

Source Analysis

Skills: A01 demonstration and application of knowledge and understanding

A03: Analysis and evaluation of source material in order to assess for utility

Big question

- ✓ What was life like in Nazi Germany 1933-39?
- ✓ Nazi policies towards women
- ✓ Nazi policies towards the young
- ✓ Employment and living standards
- ✓ The persecution of minorities

KPI: 3 (a) Study Sources B and C. How useful are Sources B and C for an enquiry into Nazi policies towards women? Explain your answer, using Sources B and C and your knowledge of the historical context. (8)

Key Concepts:

Utility of evidence

Source Analysis

Skills: A01 demonstration and application of knowledge and understanding

A03: Analysis and evaluation of source material in order to assess for utility

KPI: How far do you agree with interpretation 2 about the events of Kristallnacht in 1938? (16 marks +4SPaG)

Key concepts:

Cause and consequence

Historical significance

Evaluating interpretations

Skills: A01 demonstration and application of knowledge and understanding

A02: Analysis of knowledge linking to question

A04: Evaluating interpretations

**Links back to KS3 curriculum:**

- ✓ The peace settlement and the TOV (8.2)
- ✓ The role of America in the economic Recovery of Europe (8.3)
- ✓ Appeasement (8.5)
- ✓ The Holocaust (8.4)

- ✓ Raleigh and Virginia

#### Revision Paper 3: Weimar and Nazi Germany 1918-139

##### Topic 1: The Weimar Republic 1918-29

- ✓ 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

##### Topic 2: Hitler's rise to power 1919-33

- ✓ Early development of the Nazi Party 1920-22
- ✓ The Munich Putsch and the Lean years, 1923-29
- ✓ Growth of Nazi support 1929-32
- ✓ How Hitler became chancellor 1932-33

##### Topic 3: Nazi control and dictatorship 1933-39

- ✓ The creation of a dictatorship 1933-34
- ✓ The police state
- ✓ Controlling and influencing attitudes
- ✓ Opposition, resistance and conformity

##### Topic 4: Life in Nazi Germany 1933-39

- ✓ Nazi policies towards women
- ✓ Nazi policies towards the young
- ✓ Employment and living standards
- ✓ The persecution of minorities.

Paper 2 Skills:

A01: Knowledge of the key features and characteristics of this period

A02: Analysis of second order concepts:

A03: A03: Source analysis and use (the ability to frame Historical Questions)

A04: Evaluation of interpretations.