

| History | Autumn Term | | Spring term | | Summer term | |
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| Year 7 | 1 | 2 | 3 | 4 | 5 | 6 |
| Topic Summary | Being British: Where do we fit in ? Where do we come from? | Being British: How did the Normans control Britain? | Power and the People: Who has power in England- King, God or the people? | Power and the People: Who has power in England- King or God? | Power to the People: How did Parliament get a voice? | Power to the People: How did the people get a voice? |
| Thinking Hard | Changing the World Roman Invention significance enquiry | Acquiring Knowledge Understanding the nature of feudal society | Not fearing failure Source analysis | Creating independence Developing awareness of the importance of other cultures on the development of Britain | Developing Literacy Was the Civil war inevitable? | Changing the World How did people gain the vote? |
| Developing Character | Self Assurance Empathy with a Celt-hot seating activity | Grit What is the nature of leadership? | Optimism How can one person or group change a society? | Grit What is a martyr | Gratitude - how has our modern democracy been created? | Self-control What is a suffragette? Grit-Plight of the Suffragettes |
| Understanding Diversity | Understanding mental and physical diversity Roman vs. Celtic society. Origins of multi-racial Britain. Female leaders- Boudicca. | Acquiring cultural capital Saxon vs Norman society. Origins of English language (e.g. influence of French). Architectural heritage of Britain- cathedrals, castles etc... | Being a world citizen Why is Jerusalem so important to Jews, Muslims and Christians? | Respecting Human RightsHow important was Religion to everyday life? | Awareness of where you live How did Britain become Britain | Understanding Democracy The fight for the vote. |
| Literacy Reading, Oracy | Oracy- hot-seating Celtic historical figures. Reading BBC article on the bath house found in Chichester. Writing tourist article to visit Roman Chichester. | Reading visitors' guide to Norman Portchester. Writing exam style significance question on Hastings and Norman methods of control. Oracy- communicating structure of a castle to peers. | Writing source analysis of the murder of Thomas Becket. Oracy and reading- performing the murder of Thomas Becket play. | Writing source analysis of the Peasants' Revolt. Reading War of the Roses fact file. | Reading and interrogating evidence for the disappearance of the Princes in the Tower. Oracy- performing Elizabeth's 'Armada Speech'. Extended writing evaluating Mary Tudor's 'bloody' reputation. | Reading and oracy- two speeches, one from suffragette era Britain, one contemporary speech from Afghanistan. Then compare the treatment of women. Writing assessment of the Great Reform Act. |
| Gatsby, Careers | Understanding the tourist industry | Initial introduction into job hierarchies | | | | The fight for employment equality |
| Mental and Physical Well-being | Importance of staying hydrated | Planning for physical success. | Facing problems of conscience. Understanding the physical and emotional consequences of illness. | Facing problems of conscience. | Portraying yourself in the media/ personal media profiles. | Facing change - how to deal with it on a personal level. |
| Cross-Curricular Links | Local study- Roman Chichester | Local Study -Portchester Castle; Link with Technology, castle sites are linked on the raw materials available; making product in the modern world. Geo link - environments influencing types of raw materials available | Understanding our rights in England/Link church to English work on Macbeth from Aut 1./Links to E&P, RHSE & Art doom paintings and the use of moral codes to reinforce hierarchy. | What is meant by religious tolerance?Link to E&P/RHSE nature of Christianity/ importance of morality. | Local study- How did the civil war affect the South? | Analysis of historical cartoons/ PSHE/ RHSE gender relationships. |
| Extra-Curricular Links | Local study- Roman Chichester | Local Study -Portchester Castle; Link with Technology, castle sites are linked on the raw materials available; making product in the modern world. Geo link - environments influencing types of raw materials available | Link church to English work on Macbeth from Aut 1./Links to E&P, RHSE/SMSC & Art doom paintings and the use of moral codes to reinforce hierarchy. | Link to E&P/RHSE/SMSC nature of Christianity/ importance of morality. | Site visit- Portchester Castle | Understanding of democracy PSHE/ RHSE/SMSC gender relationships. |
| Students will be able to / will learn | Timelines-place value maths/graphs Science | Languages- importance of the Normans in the development of the English language. | Link church to English work on Macbeth from Aut 1./Links to E&P, RHSE/SMSC & Art doom paintings and the use of moral codes to reinforce hierarchy. | Link to E&P/RHSE/SMSC nature of Christianity/ importance of morality. | Site visit- Portchester Castle | Understanding of democracy PSHE/ RHSE/SMSC gender relationships. |
| Precise Learning Endpoints | 1) Explain what the Roman Empire was, why they invaded Britain, and what reception the Romans received. 2) Explain why the Roman Army was such a successful fighting force. 3) Recall significant Roman inventions - aqueducts, straight roads, glass. 4) Explain the significance of Roman inventions (as | 1) Explain contenders to the throne in 1066 and the reasons for William the Conqueror's eventual victory at Hastings. 2) Recall key features of Norman rule (Feudal System, castle design, Domesday Book). 3) Analyse the effectiveness of Norman control on the English population. | 1) Will be able to describe what can be learnt from a source 2) Will be able to analyse the importance of the provenance of a source on its reliability. 3) Use the Crusades to show understanding of the short term and long term consequences. 4) Explain the immediate impact of the spread of the Black Death on medieval | 1) Explain the key causes of the Peasants' Revolt. 2) Analyse the impact of the Peasants' Revolt on the developing English society. 3) Describe the key events of the Wars of the Roses. 4) Develop a judgement on the significance of the War of the Roses. 5) To explain the key features of and differences between the Catholic and Protestant | 1) Recall the religious changes of the Tudor dynasty. 2) Describe the rule and impact of Elizabeth I. 3) Explain the long and short term causes of the English Civil War. 4) Analyse the changing nature of royal power and authority during the 16th and 17th centuries. 5) Describe the impact of the Great Plague and Great Fire of | 1) Recall how England, Scotland, Wales, and Ireland united to become the United Kingdom. 2) Explain the development of voting rights in the period 1830 to 1930. 3) Describe the work, impact and legacy of the suffragette movement. 4) Analyse the levels of continuity and change in voting rights between the years 1830 to 1930. |
| Subject (change to your subject) | Autumn Term | | Spring term | | | |
| Year 8 | 1 | 2 | 3 | 4 | 5 | 6 |
| Topic Summary | Our Impact on the World: Industrial Revolution | Our Impact on the World: Slavery | Our Impact on the World: Empire | Impact from the World: WW1 | Impact from the World: Russia | Impact from the World: USA |
| Thinking Hard | Changing the World Was industrialisation positive or negative? | Creating independence Why do different historians disagree ? | Changing the World What was Empire? Was it good or bad? | Acquiring Knowledge How do we analyse causation? | Developing Literacy Key concepts and ideologies | Creating AmbitionWhat are the effects of economic change? |
| Developing Character | Curiosity Would you be a factory owner in 1800? | Mindfulness Can I empathise with a slave? | Optimism Would I go to the New World? | Mindfulness Would I have been a conscientious objector? | Self -control Terrorist or freedom fighter? | Optimism- Boom and bust/ New Deal |
| Understanding Diversity | Understanding of where you live - Why is Waterlooville weird? Exploring Waterlooville's Victorian past. Also looking at cultural divides in Industrial Towns and Cities (rich/poor living conditions) | Respecting Human rights Slavery interactive activity to understand the life of a slave and allow students to empathise with the experience of other cultures negatively affected by western civilisation. | Exploring the multicultural benefits of the British Empire on Britain today by looking at the positive impact diversity can have on society. While questioning and dissecting the problematic idea that Britain should be 'proud' of its Empire (links to India and Windrush lessons). | Highlighting the role of the 'unsung heroes.' Looking at the contributions of soldiers from the British Empire and the stigma faced by conscientious objectors for standing up for their beliefs. | Understanding Democracy What is Communism? The students first opportunity to study the History of a country without explicit links to the British history they have been exploring in the curriculum. Widens students understanding of different cultures. | Continues the theme of Y8 of looking at History from a global perspective. Allows Students to understand the impacts of Poverty and the uneven recovery from the Great Depression based upon your gender and the colour of your skin. |
| Literacy Reading, Oracy | Oracy: Students must develop a teaching tool and teach students about one of the key developments in transport. Reading: Students read testimonials from factory workers describing the treatment of child workers. Writing: A factory report on the improvements made to working conditions in Robert Owen's Cotton Mill. | Oracy: Slave ship activity allows students to understand the degrading and dehumanising treatment of slaves. Reading: Slave Diary extract (Mary Prince). Writing: Students write a newspaper article on the HMS Brisk and its role in stopping the transport of slaves after the Abolition Act. | Oracy: Group activity where students must plan the establishment of the Roanoke Colony. Students must justify their group decisions to the class with a persuasive argument. Reading: BBC article on the Windrush generation and their treatment upon arrival in Britain. Writing: Exam Style question, students must explain the benefits of diversity and how the British Empire has created a diverse Britain by selecting two pieces of evidence and justifying their choices. | Oracy: Students have to role play as the Allied leaders to understand the difficulties of making a Treaty of Versailles that was acceptable to all and consider the issues of this approach. Reading: Extracts exploring whether Haig was a bad commander at the Battle of the Somme. Writing: Exam practice of a balanced argument regarding whether Haig was a bad commander or wrongly blamed. | Oracy: Could you be a better Tsar? Game. Students must make choices and justify them to the class using precise and specified topic vocabulary. Reading: Evidence report of the Murder of Grigori Rasputin (introduction to Russia). Writing: Animal Farm Historical review. Students must explain why Animal Farm is useful in explaining the impact of the Russian Revolution and why they would recommend other schools use it. | Oracy: Students must debate and consider which group were most greatly impacted by the depression and why. Reading: Article and card sort activity comparing the experiences of the Cinderella Man and America in the 1920s and 30s. Writing: Extended writing piece to explain whether the students believe it was the New Deal or WW2 which pulled America out of the Great Depression. |
| Gatsby, Careers | Employment traditions around Britain compared to the locality. | Wide ranging roles in the Royal Navy today. | Understanding the origins of multi-national corporations in the business world today. | | | Living and working in a capitalist system- the requirements of setting up your own business. Allows understanding the influence of government policy on the workplace |
| Mental and Physical Well-being | Balancing work and leisure | Dealing with bullying and discrimination. | Dealing with bullying and discrimination. | The difficulties of PTSD. | | Dealing with family difficulties and tragedies. |
| Cross-Curricular Links | Local -study Life for the poor | Working with primary information to test hypothesis | Reference back to Black History Month- The story of the Bristol bus boycott/Geography - developing economies/SMSC cultural links with influences of British Empire. | Justification of judgements- forming a conclusion/English- war poetry /SMSC morality of war and conscientious objectors. | Contrasting democracy to other political ideologies/English- use of metaphors to illustrate a point/ SMSC- Understanding of cultural diversity in Russia. | English - Link to of Mice and Men /SMSC moral imperati |

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| Extra-Curricular Links | Gatsby - Understanding the workplace and workers rights. | Links with black History Month/ SMSC and working with multiple subject in the curriculum - the story of Mary Prince | Geography - developing economies/ SMSC cultural links with influences of British Empire.Reference back to Black History Month- The story of the Bristol bus boycott | English- war poetry / SMSC morality of war and conscientious objectors. | English -use of metaphors to illustrate a point/ SMSC - Understanding of cultural diversity in Russia. | English - Link to of Mice and Men / SMSC moral imperatives of role of govt. |
| Precise Learning Endpoints | 1) Recall that people moved to towns and cities during the Industrial Revolution, and that this had profound effects on society, the economy and transport. 2) Explain that living and working conditions were affected negatively by the Industrial Revolution 3) Analyse that different societal groups were affected differently by the Industrial Revolution. 4) Recall the significance of Waterlooville, Portsmouth and the Royal Navy during the Industrial Revolution. | 1) Recall how the Industrial Revolution contributed to the growth of the Transatlantic Slave Trade. 2) Describe the conditions of the Middle Passage and the treatment of enslaved people on plantations. 3) Explain how the abolition of the slave trade came about UK. 4) Recall the importance of the underground railroad, the work of Harriet Tubman, and the US Civil War in causing abolition in the USA. 5) Analyse the lasting legacy of the slave trade around the world. | 1) Recall key reasons why Britain wanted an empire. 2) Recall the key events of Walter Raleigh's life and the events of the Roanoke colony. 3) Explain how British rule affected India. 4) Analyse the legacy of the British Empire on contemporary British society and the impact of the Windrush Generation and multicultural Britain. | 1) Recall the short and long-term causes of WW1. 2) Explain how British attitudes to war were affected by propaganda. 3) Explain the conditions of trench warfare and impact of notable World War One battles. 4) Come to judgement as to whether Haig deserves his reputation as 'Butcher of the Somme' 5) Analyse why WW1 came to an end and the impact of the Treaty of Versailles on Germany. | 1) Evaluate evidence to come to a judgement on who killed Rasputin. 2) Describe the social context of Russia before WW1. 3) Evaluate how WW1, the social context of Russia and the poor decisions of Nicholas II led to the fall of Tsardom in Russia and the Communist Revolution 4) Evaluate whether the Provisional Government was doomed to fail. 5) Recall key features of Communism and Capitalism. 6) Analyse how the characters in Orwell's 'Animal Farm' serve as a metaphor for the different groups within Russia during the Revolution. 7) Explore how the three pigs, and the development of 'Animalism' in the farm serve as a metaphor for the tyranny of Stalin in the Soviet Union. | 1) Recall how immigration shaped modern America. 2) Explain why the US 'boomed' in the 1920s and the ways in which society changed. 3) Explain what Prohibition was and its impact on American society. 4) Evaluate the causes of the Great Depression and how it affected different socio-economic groups. 5) Analyse whether the New Deal or WW2 was the main reason for the US economic recovery from the Great Depression. 6) Recall the key features of the American Dream 7) Evaluate how James Braddock's life mirrored the successes and failures of the US in the inter-war period. |
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| Year 9 | 1 | 2 | 3 | 4 | 5 | 6 |
| Topic Summary | Making of the Modern World: Germany | Making of the Modern World: The Holocaust | Making of the Modern World: WW2 | Making of the Modern World: Cold War | Challenges of the Current World: Terrorism/Inequality/Health | Medicine: The health of Britain |
| Thinking Hard | Developing literacy - Was the Weimar Republic doomed to failure? Developing writing skills to analyse two perspectives. | Changing the world - How was it allowed to happen? | Creating independence - How did the world repeat its mistakes? Revisiting writing skills to analyse two perspectives. | Acquiring knowledge - What is a Cold War? | Creating ambition - Are we learning the lessons from the past? | Not fearing failure Analysing the usefulness of sources |
| Developing Character | Mindfulness - Political spectrum | Grit - Empathy with a minority group. | Gratitude - Life during the Blitz | Self-control - Would I have pushed the button? | Mindfulness - Victims of tragedy | Curiosity- why was the supernatural an everyday theme? |
| Understanding Diversity | Understanding democracy - Facism v Democracy and comparing how life changed between the two systems. Focus placed upon the acceptance of homosexuality in German cities in the 1920s and the removal of civil rights in the 1930s. | Respecting human rights: The persecution of Jews and Minority Groups. An in depth look at the Holocaust and the tackling of students common false assumptions in regards to the Holocaust. | Understanding what life was like during the Blitz and the impact upon the British people. Also focusing on the contributions of other countries, particularly America. | Diversity during the Cold War. The impact of Katherine Johnson on the Space Race. The impact of America and Russia imposing themselves on Vietnam and Afghanistan. | Tackling harmful stereotypes and common misconceptions. Exploring terrorism through the lens of the media and its choice on who they label as a 'freedom fighter' and who they choose to call a 'terrorist.' | Understanding the difference between the superstitious and the supernatural and the impact this had on peoples lives. Highlighting the impact Greek and Roman culture has had on our medical understanding. |
| Literacy Reading, Oracy | Oracy: Students have to create a teaching tool and explain to other students the problems that Germany faced shortly after the War. Reading: Guided reading activity on the lasting impact of the Treaty of Versailles. Writing: Balanced argument explaining why Germany was not all 'doom and gloom' by contrasting the challenges faced by Germany with its 1920s 'Golden Years.' | Oracy: Students debate whether the League of Nations was good at its job, using evidence collected. Reading: Students read a series of extracts about the experience of Holocaust survivors in concentration camps. Writing: Students write an extended piece of writing on why it is important to remember the Holocaust. | Oracy: Atom Bomb debate, should America have used Nuclear Force. Reading: Article exploring whether it is correct to consider Dunkirk to be a success. Writing: Students create their own persuasive propaganda to get America to join the war in the wake of the Pearl Harbor attacks. | Oracy: Cuban Missile Crisis decision making game. Students have to choose and explain their choices in handling the Cuban Missile Crisis and trying to avoid nuclear war. Reading: Article on Katherine Johnson's contribution to the US Space Program (link to Hidden Figures). Writing: Extended writing where students have to pick and explain the most important consequence of Detente based on the three impacts explored in the lesson. | Oracy: Class Discussion on the way the media chooses to portray certain events or individuals. Reading: 9/11 article/timeline on the events of the day and why the timeframe of events created such a shocking impact. Writing: GCSE style question asking students to rank the impacts of 9/11 in order of importance/significance. | Oracy: Students must create a learning resource and teach other students about one group who treated the sick in the Middle Ages. Reading: Extract describing the treatment of a patient using Christian medicine. Students must pinpoint the different treatments used. Writing: Exam Practice Question on the causes of illness and disease in the Middle Ages. |
| Gatsby, Careers | Key principles of working in a global economy. | Careers in digital media, journalism. | Roles in the military and politics. Importance of vital core skills - of the likes of teamwork, negotiation, collaboration. | Opportunities in technology based manufacturing. | Understanding the responsibilities of careers in journalism and the media. | Careers working in NHS/biological sciences - emphasis on diversity in science industry. |
| Mental and Physical Well-being | Pressures on fitting in or conforming to societal expectations | Dealing with trauma. | Fear of current events in the modern World. | Fear of current events in the modern World. | How the media might influence your mental health. | The importance of physical well-being. |
| Cross-Curricular Links | SMSC Racism | Genocide/ SMSC -Morality of the Holocaust | Cause and Causation / SMSC -Morality of the atomic bomb. | Non-European studies Cuba and Vietnam/ SMSC -morality of the Vietnam war | Links to technology/media/RHSE/ SMSC with the consequences of social media | Chronological analysis of development/ SMSC - influence of moral code on science. |
| Extra-Curricular Links | Links to Black History Month - racism study - 1936 Olympics & Jesse Owen. | English links - background and provenance of a literacy piece. | Local study: Royal Armouries (Portsmouth's role) | Developing English Vocabulary- working with English department | Gatsby- changing nature of the modern workplace | Links to E&P with the nature of Church doctrine |
| Precise Learning Endpoints | 1) Recall that Weimar faced political threats from Nazi's and Communists as well as an economic crisis due to hyperinflation. 2) Explain how the Nazis focused on prioritising childrens education and women's domestic roles. 3) Analyse which Nazi method of control was most effective in sustaining their power- terror or persuasion. | 1) Recall how the Nazi Regime persecuted Jewish people in the lead up to World War Two, particularly the role and impact of Kristalnacht in the rise of Anti-Semitism. 2) Explain how the Holocaust took place. 3) Analyse the accounts of Holocaust survivors, and the Holocaust's lasting legacy. | 1) Recall the key causes of the second world war (League of Nations and Appeasement). 2) Explain the effectiveness of the Blitzkrieg and the Dunkirk evacuation. 3) Explain the impact of the Blitz on British society. 4) Analyse the key turning points of WW2 and their impact on the war (Pearl Harbour, Eastern Front, North Africa). | 1) Describe how the dropping of the Atomic bomb created a rift between the USA and USSR 2) Recall key features of Communism and Capitalism. 3) Explain why Berlin and Cuba were 'hotspots' of the Cold War. 4) Evaluate the impact of Vietnam and Afghanistan in ending the Cold War 5) Analyse why the Soviet Union collapsed. | 1) Understand the different types of terrorism (religious, biological, eco), with relevant case studies such as the IRA. 2) Explain the events and consequences of 9/11. 4) Analyse whether the media is becoming more influential on world events. | 1) Recall medieval beliefs about the causes of illness and disease (Punishment from God, War, Famine, the Church). 2) Explain why public health was poor in medieval towns 3) Analyse the significance of Renaissance inventions and individuals (Pare, Harvey, Vesalius) in the progression of medical knowledge. |
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| Year 10 | 1 | 2 | 3 | 4 | 5 | 6 |
| Topic Summary | Medicine: The health of Britain | Medicine: The health of Britain | Elizabethan England | Elizabethan England | Elizabethan England | Germany 1919-1939 |
| Thinking Hard | Mastery of learning Understanding of factors of change | Creating Ambition How does war affect the health of Britain? | Developing Literacy Understanding the importance of provenance | Creating independence How to prove and disprove historical interpretations. | Acquiring Knowledge What is meant by the hierarchy of society? | Not fearing failure How might a government be created? |
| Developing Character | Curiosity -why is it important- Jenner? | Optimism- how will medicine progress? | Grit- how could a woman control Tudor England? | Would I have the self -control to persist with the Middle way? | Gratitude - how does my life compare to that of Tudor times? | Mindfulness- keeping calm in the Weimar Republic |

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| Understanding Diversity | Understanding environmental diversity Effects of the inequality of income. Also looking in depth at diverse key figures such as Andreas Vesalius. | Understanding the role of government in reducing social inequality and looking at modern disease case studies such as HIV/AIDS and tackling harmful stereotypes. Rosalind Franklin role of women in science | Being a World citizen. Understanding religious differences and the pitfalls of attempting to control or restrict others beliefs. | Appreciating the impact Elizabeth had in defying and disproving gender stereotypes and challenging traditional views of a monarch. | Awareness of the diverse living conditions of the rich and the poor as well as exploring poverty and the treatment of the homeless. | Understanding the changing nature of rights on the role of women in German society and the groundbreaking growing acceptance of the freedom of sexuality, particularly in Berlin. |
| Literacy Reading, Oracy | Oracy: Students have to prepare group presentations on key Renaissance figures and explain their findings to the class. Reading: The treatment of King Charles II article to understand the changing medical treatments of the era. Writing: Source analysis of the two sources relating to Jenner and his struggle to get the public to support vaccinations. | Oracy: Students create a teaching tool to help their peers understand an element of the Medicine Case Study topic. Reading: Article looking at the impact of Florence Nightingale and how the NHS have adopted many of her ideas. Writing: Practice 16 mark development question on public health. | Oracy: Religious differences relay activity. Students have to communicate and sort different facts about the Protestant and Catholic faith. Reading: Sources on Elizabeth's childhood to better understand her and the monarch she would become. Writing: Source analysis extended writing on Elizabethan entertainment. | Oracy: Kirk O' Field House Mystery. Students have to communicate to piece together and solve the mystery of a picture of the Kirk House explosion and its links to Mary QoS. Reading: Mary Queen of Scots short biography to understand Mary's life and explain why she is a threat to Elizabeth. Writing: Explanation of which of the three catholic plots against Elizabeth were the most dangerous and why in preparation for assessment. | Oracy: Character cards looking at different types of vagabonds (meet and greet activity). Reading: Description of an Elizabethan Home (Hardwick Hall), students fill in worksheet as they 'travel' through the house. Writing: Balanced argument summarising whether the Puritan or Catholic threat were more dangerous to Elizabeth (16 marks). | Oracy: Class debate, was Weimar doomed to fail as the source suggests? Reading: Two sources on the impact of Hyperinflation. Writing: Extended writing explaining how Stresemann was able to help Germany's economy recover and ordering the factors based on impact and significance. |
| Gatsby, Careers | Careers in the biological sciences | Careers working in the NHS. Reinforcing the role of female scientists -Rosalind Franklin. | | | Career links to the modern tourist industry. | |
| Mental and Physical Well-being | Promoting good health | Accessing support from the NHS. | Understanding media pressure for looks. | The dangers of stereotyping and expectations | | Economic pressures and their effect on health. |
| Cross-Curricular Links | Understanding the nature of pandemics/SMSC- understanding links between morality and progress of Science/RHSE-importance of vaccinations. | RHSE/SMSC role of the NHS and its provision/Black History month- the role of Mary Seacole/ Gatsby - Franklin | Making links between different concepts/SMSC- Links between faith, monarchy and law. | SMSC Promoting religious and cultural understanding and tolerance/RHSE- Relationships origins of gender expectations. | English and Drama- How did the Elizabethan theatre reflect society? | Re-cap - nature of democratic values SMSC/E&P - anti-semitism and the protection of religious values |
| Extra-Curricular Links | Science Jenner and the development of the vaccination | Science - the nature of Germ theory/ the story of Rosalind Franklin. | Link church to English work on Macbeth from Aut 1. | Links to E&P with the nature of Church doctrine | English and Drama- How did the Elizabethan theatre reflect society? Site visit to Hampton Court. | SMSC/E&P -anti-semitism and the protection of religious values./Re-cap - nature of democratic values |
| Precise Learning Endpoints | 1) Recall key individuals of the Renaissance and their contributions to the advancement of medicine 2) Explain the underlying beliefs behind the treatment of Charles II 3) Analyse the extent to which Jenner's vaccination for smallpox improved preventions. 4) To analyse what role of government should be in dealing with public health and patient care. | 1) Recall key milestones in the development of germ theory and vaccination 2) Explain how war has contributed to medical progress 3) Analyse how the industrial revolution transformed the area of Ancoats, and what has been the legacy and lessons learnt from Ancoats. | 1) Recall the key differences between Catholics and Protestants. 2) Explain the features of the Elizabethan Rich and Poor. 3) Analyse reactions to the theatres and why they were opposed. 4) To explain the role of the Royal Court, Privy council , and Royal progresses. 5) To explain how Elizabeth used propaganda to reinforce her position. | 1) Recall how the lives of the rich and poor were significantly different in the Elizabethan Era. 2) Describe the actions taken by Elizabeth's Government with the Poor Law 3) Explain the key features of the new houses of the Gentry (windows, long gallery, chimneys, manicured gardens). 4) Analyse the importance of entertainment in the Elizabethan times (cruel sports and ball games) 5) Evaluate the role of the theatre in Elizabethan society and its role as a propaganda tool. | 1) Explain the purpose and impact of Elizabeth's Middle Way Religious Settlement. 2) Describe why Mary Queen of Scots, the Rebellion of the Northern Earls, the issuing of the Papal Bull, and the extreme Catholics were a significant threat to Elizabeth's Religious Settlement and rule. 3) Analyse the threat the Puritans posed to Elizabeth's Religious Settlement and rule. | 1) Recall the problems the Treaty of Versailles posed to the Weimar Government (limited army, reparations, loss of territory, blame for the war). 2) Explain the early challenges Weimar faced from the political left (communism) and the right (Fascism - Nazi). 3) Analyse the impact of Hyperinflation and Weimars ability to recover thanks to the work of Stresemann. 4) Evaluate the Golden Years and their economic and social impact. |
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| Year 11 | 1 | 2 | 3 | 4 | 5 | 6 |
| Topic Summary | Germany 1919-1939 | USA 1930-2000 | USA 1930-2000 | Exam Preparation | Exam preparation | |
| Thinking Hard | Not fearing failure What was the importance of the Wall Street crash? | Changing the World How was democracy preserved? | Creating Ambition - Analysis of the political ideology on American lives. | Creating independence How to illustrate mastery of the 4 History topics. | Creating independence How to illustrate mastery of the 4 History topics. | |
| Developing Character | Grit -understanding different historical arguments. | Self-control- understanding the fight for civil rights. | Curiosity - Are the US presidents role-models for the world? | Grit - can I show independence in structuring my practice exam questions on my own? | Self-assurance- Illustrating that my revision has enabled me to master knowledge of all the key topics. | |
| Literacy Reading, Oracy | Oracy: Reichstag Role Play, highlighting how the Nazi's eventually came to power via democratic means. Reading: Guided Reading 'The Night of the Long Knives' Article. Writing: GCSE source question practice looking at the purpose of Nazi propaganda. | Oracy: Students discuss and break down sources showing opposition to the New Deal. Reading: Students read and summarise first hand accounts of black people's experiences of racism and change during the Second World War. Writing: Practice questions on the Depression and New Deal in preparation for Mock 1. | Oracy: Cuban Missile Crisis decision making game. Students have to choose and justify which actions they think President Kennedy would take. Reading: Watergate Scandal evidence. Students look at the evidence and impacts of the Watergate Scandal. Writing: Practice question on the impact of Pop Culture and what made the biggest difference to life in America from three options. | Oracy : justifying an understanding of the one sided nature of an interpretation. Reading: sources for meaning, in context, and forming a judgement based on provenance. Writing: to explain, analyse, and justify significance in exam questions. | Oracy ; justifying an understanding of the one sided nature of an interpretation. Reading: sources for meaning, in context, and forming a judgement based on provenance. Writing: to explain, analyse, and justify significance in exam questions. | |
| Gatsby, Careers | Oracy: Reichstag Role Play, highlighting how the Nazi's eventually came to power via democratic means. Reading: Guided Reading 'The Night of the Long Knives' Article. Writing: GCSE source question practice looking at the purpose of Nazi propaganda. | Gatsby - Understanding the changing nature of the working world, and governments' influence upon that workplace. | Reference back to Black History month- Role MLK, & the black power movement. | Honing exam structures and revision techniques to prepare for future professional qualifications and exams in the future. | Honing exam structures and revision techniques to prepare for future professional qualifications and exams in the future. | |
| Mental and Physical Well-being | Economic pressures on health and well being. | Experiencing prejudice and its effects on wellbeing. | | To prepare students for the exam in a calm, planned and orderly fashion, to reduce student stress. | To prepare students for the exam in a calm, planned and orderly fashion, to reduce student stress. | |
| Cross-Curricular Links | Gatsby - Understanding the workplace and nature of employment policies. | Gatsby - Understanding the changing nature of the working world, and governments influence upon that workplace./SMSC morality of government role in intervening in society. | Reference back to Black History month- Role MLK, & the black power movement. SMSC- social and moral aspects of US civil rights movement. | Exam and revision strategies that can be shared in preparation for all subjects. | Exam and revision strategies that can be shared in preparation for all subjects. | |
| Extra-Curricular Links | E&P -anti-semitism and the protection of religious values. | Link to German domestic policy. | Geography - developing economies | | | |

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| Year 7 | 1 | 2 | 3 | 4 | 5 | 6 |
| Precise Learning Endpoints | 1) Recall how the Nazis were able to rise to power after the Wall Street Crash. 2) Explain how the Nazi's controlled Germany through their economic and social policies. 3) Analyse Hitlers foreign policy to justify whether it was planned or was he an opportunist. | 1) Recall how the US recovered from the impact of the Great Depression. 2) Explain how WW2 helped America to revitalise their economy. 3) To gain a secure understanding of the Elizabeth, medicine and Germany papers. | 1) Analyse the impact of the American Dream in the 50s 2) Recall how the Civil Right Movement started and why it was important. 3) Explain how the Cold War developed and changed America. 3) Analyse the impact and legacies of the Presidents of the 70s-90s and their scandals. | 1) Explain how the Cold War developed and changed America.2) How did US foreign policy have to adapt after the Cold War? 3) Prepared for the Elizabeth paper 4) Prepared for the Germany paper | 1) Prepared for the USA. paper 2) Prepared for the Medicine paper | |