

Curriculum Scheme

History



Believe, Succeed, Together

Curriculum Scheme

The fundamental aim of a curriculum scheme is to coherently plan and sequence the cumulative acquisition of subject content to facilitate retention, recall and application.

CREATE Curriculum

Curriculum schemes are underpinned by the CREATE Curriculum which brings together the key interrelated aspects of curriculum structure, design and delivery into a single coherent entity.

CREATE Element	Description
Challenge	Stretch and extend learning to foster a deeper understanding beyond the content of the National Curriculum and GCSE specifications.
Regulate	Plan, monitor and evaluate specific aspects of learning to foster greater responsibility and independence – DRAFT.
Enhance	Consolidate and develop transferable literacy and numeracy skills.
Adapt and Assess	Adapt teaching to take account of different pupils' needs and provide an opportunity for all pupils to achieve. Undertake regular in-class assessment to monitor strengths and highlight specific areas of improvement.
Target	Consolidate identified strengths and develop and overcome areas of improvement.
Enrich	Enhance physical and emotional wellbeing; develop social, spiritual, moral and cultural capital; and provide opportunities and experiences to successfully transition to the next stage from secondary education.

Curriculum Allocation

Year Group	7	8	9	10	11
Number of Lessons	2	2	2	3	3

Curriculum Intent

History is a National Curriculum foundation subject – refer to [National Curriculum History Programmes of Study](#)

Key Stage 1

Learning Intentions
<ul style="list-style-type: none">• Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.• Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].• The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].• Significant historical events, people and places in their own locality.

Key Stage 2

Learning Intentions
<ul style="list-style-type: none">• Changes in Britain from the Stone Age to the Iron Age.• The Roman Empire and its impact on Britain.• Britain's settlement by Anglo-Saxons and Scots.• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.• A local history study.• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China.• Ancient Greece – a study of Greek life and achievements and their influence on the western world.• A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. <p>Click here for Non-Statutory Examples</p>

Key Stage 3

Learning Intentions

- The development of Church, state and society in Medieval Britain 1066-1509.
- The development of Church, state and society in Britain 1509-1745.
- Ideas, political power, industry and empire: Britain, 1745-1901.
- Challenges for Britain, Europe and the wider world 1901 to the present day.
- The Holocaust.
- A local history study.
- The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066.
- At least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th century].

Click here for [Non-Statutory Examples](#)

Key Stage 4

History is a GCSE option subject - [Edexcel GCSE History \(1HI0\)](#)

Learning Intentions

- Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history and of the wide diversity of human experience.
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Curriculum Assessment

Key Stage 3 Indicative Competencies

Grade	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance	Sources and Evidence	Interpretations
8+	Engage with and analyse historical arguments about cause and consequences	Construct clear analysis about the amount of/ importance of change/ continuity	Engage with historical debate on diversity and experience	Weigh up different judgements on significance	Evaluate a range of sources to reach conclusions	Evaluate and analyse interpretations to reach supported judgements about why they differ
7	Judge the importance of different causes and consequences	Analyse change and continuity	Recognise groups experiences differ and this will change in different time periods	Explain why people have different ideas about significance	Consider the importance of the NOP (nature, origin and purpose) of a source to answer questions	Evaluate interpretations and reach judgements about their differences
6	Classify consequences (LT/ST) and explain links between causes	Start to analyse the type and amount of change/ continuity	Use criteria like race to explain differences in experience	Use criteria to judge how significant events are e.g. scale of impact	Evaluate sources to find the most relevant information to answer questions	Use own knowledge and understanding to suggest why interpretations differ
5	Explain why a consequence occurred/ why it may differ, suggest how causes may be linked	Describe the type and amount of change/ continuity	Explain why different groups experience events differently	Explain why I think something is significant	Start to evaluate sources to find evidence to help answer questions	Start to suggest why interpretations may differ
4	Identify causes and state different consequences for different groups	Identify change and continuity within/ across different time periods	Identify whose experiences will be different	Make my own choices about significant events with some reasons	Find strengths and weaknesses in sources for particular questions	Understand what an interpretation is and find the differences
3	State the cause/ consequence of events	Show knowledge and understanding of some changes studied	State a similarity/ a difference in people's experiences	State what I think is significant	Use sources to answer more developed questions – beyond basic comprehension	Understand interpretations and spot differences between them
2	Match a cause to its consequence	Spot what has changed and stayed the same	Spot similarities and differences in people's experiences	Select the most important events	Use sources to answer questions – comprehension	Read and understand different interpretations
1	Know what consequence means	Spot what has changed or stayed the same	Spot what is similar or different for groups	Spot important events	Find answers to simple questions in a source	Read and understand parts of an interpretation

Key Stage 4 GCSE Scheme of Assessment

Edexcel GCSE History Scheme of Assessment

Curriculum Overview

Key Stage 3

Year Group	Autumn Term	Spring Term	Summer Term
7	<p>Anglo Saxons “Should Anglo Saxon Britain be known as the Dark Ages?” <i>Change and continuity</i></p> <p>Norman Conquest “Did the Normans bring a truckload of trouble?” <i>Significance</i></p>	<p>Crusades “God, Greed or Glory as the motivator to go on crusade?” <i>Significance</i></p> <p>African Kingdoms – The Kingdom of Mali “How and why did the Kingdom of Mali rise and fall?” <i>Cause and consequence</i></p> <p>Reformation “How much did Tudor’s change their mind about religion?” <i>Change and continuity</i></p>	<p>Empire India “What was the impact of the British Empire in India?” <i>Sources/ interpretations</i></p> <p>Empire Africa “How was the African experience of the British Empire different to the Indian experience?” <i>Similarity/difference</i></p>
8	<p>Slavery “Why was Slavery abolished in the British Empire in 1833?” <i>Sources</i></p> <p>Empire British America “What was the impact of the British Empire in America?” <i>Significance</i></p> <p>Industrial Revolution “Was the Industrial Revolution really a time of progress?” <i>Similarity/difference</i></p>	<p>Russian Revolution “What caused the Russian Revolution?” <i>Cause and consequence</i></p> <p>WW2 “The people's war? How were civilians affected by the Second World War?” <i>Interpretations</i></p>	<p>Nazi Germany “Why did so many German people support the Nazis?” <i>Cause and Consequence</i></p> <p>Stalin’s Russia “Was Russia better after the revolution?” <i>Change and Continuity</i></p>
9	<p>Holocaust “How could the Holocaust have happened?” <i>Sources</i></p> <p>Cold War “Which superpower was most responsible for confrontations during the Cold War?” <i>Significance</i></p>	<p>Civil Rights USA and UK “How do the British and American Civil Rights movements compare?” <i>Similarity/difference</i></p> <p>Women’s History – medieval-ww1 “How do women’s experiences throughout History differ to those of men?” <i>Interpretations</i></p>	<p>WW1 – Causes, events, medicine “Why did we win WW1?” <i>Cause and consequence</i></p> <p>“How did WW1 change the world of medicine?” <i>Sources</i></p>

Key Stage 4

Year Group	Autumn Term	Spring Term	Summer Term
10	Medicine and American West	American West and Elizabeth	USA - Civil Rights and Vietnam
11	Medicine and American West Elizabeth	USA - Civil Rights and Vietnam Revision	Revision and GCSE Examinations

Curriculum Content

Year 7

Topic	Anglo Saxons (Change and Continuity) 14 lessons						
NC Learning Intention	<ul style="list-style-type: none"> The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066. A local history study. 	C	R	E	A	T	E
Lesson Learning Intentions	<p><i>Enquiry Question: Should Anglo Saxon Britain be known as the Dark Ages?</i></p> <ul style="list-style-type: none"> Introduction to History – primary school experience of History, why and how we study it, chronology What was life like in England before the Anglo Saxons arrived? – Who were the Romans and why were they here? What was their impact on England? Why did the Romans leave? – What was happening to their empire and why did they leave Britain? What impact did this have on towns initially? Why did Anglo Saxons come to Britain? Knowledge assessment and study of push and pull factors What was Anglo-Saxon Society like? – use of primary source material (Artefacts) and Boewulf to discover more about society The Saxon Prince – Local History Study. IT lesson if possible looking at the excavation and what it can teach us Did Alfred deserve to be The Great? Why did the Vikings invade? What did Alfred do to earn this title? Revision Assessment – a mixture of knowledge questions, tier 3 terminology definitions and an essay addressing the enquiry question DRAFT – whole class feedback to support students in making improvements 	✓	✓	✓	✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercises for every starter (retrieval practice) Source work – reading primary sources to gain knowledge of the time Analysing sources - primary Look at Cause and Consequence e.g. Why did the Romans leave? 	✓	✓	✓	✓	✓	✓

	<ul style="list-style-type: none"> • Look at Change and continuity - what changed when they left, what stayed the same, were there improvements? • Discussion of interpretations and why they present different views of events and what these can teach us e.g. why do some say it is the Dark Ages and other disagree? • Plan and write balanced answers reaching judgements to the enquiry question • Use the sources to investigate the Saxon King remains found in Southend • Knowledge test • Assessment – Essay and knowledge 						
Resources	<ul style="list-style-type: none"> • Video clips • Worksheets • Powerpoints on the system • News articles on the Saxon King excavation • IT rooms 	✓	✓	✓	✓	✓	✓
DRAFT	<p>Knowledge test and final assessment</p> <p>WCF and DRAFT tasks to be set by teacher as appropriate to their performance and to allow improvements to be made</p>		✓			✓	
Literacy	<p>Tier 3 vocabulary: Empire, Villa, emperor, Archaeologist, Barbarian, Invasion, Anglo-Saxon, Ine, Offa's Dyke,</p> <p>Tier 2 vocabulary: compare, contrast, analyse, interpretation, cause, explain, migration</p>			✓			✓
Numeracy	<p>Chronology</p> <p>Centuries</p>			✓			✓
Challenge	<p>HW Meanwhile Elsewhere – The Spread of Islam (as a comparison to the Dark Ages)</p> <p>History Club Anglo Saxon Craft activities</p>	✓					✓

Topic	Norman Conquest (Interpretations) 14 lessons	C	R	E	A	T	E
NC Learning Intention	<ul style="list-style-type: none"> The development of Church, state and society in Medieval Britain 1066-1509. 						
Lesson Learning Intentions	<p>Enquiry Question: Did the Normans bring a truckload of trouble?</p> <ul style="list-style-type: none"> Who were the contenders for the throne in 1066? Why was there a position to fill? What were the strengths and weaknesses of each? Why did William win the Battle of Hastings? What were the key events and turning points of the battle? What is an interpretation? Engage with Schama's interpretation of the Normans. How are interpretations created by Historians and how do we judge them? Why did William face problems when he first became King? How did the Anglo Saxons feel about the French ruler and his men? Early Norman Rule – What did the unhappy Anglo-Saxons do to challenge William? How did he respond? How does this relate to Schama's interpretation? Feudal System and Norman Society – how did William try to control England with new hierarchy's and organisation? How does this relate to Schama's interpretation? Knowledge Test Norman Castles – Why were castles built? How were they designed? How did people feel about them? How does this relate to Schama's interpretation? Norman Law and the Church – How did William change the laws of England? Were these positive changes? How does this relate to Schama's interpretation? Did they bring a Truckload of Trouble? Final analysis of the enquiry Assessment DRAFT 	✓	✓	✓	✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercises for every starter (retrieval practice) Source work – reading primary and secondary sources to gain knowledge of the time Analysing sources - primary Analysing the interpretations of Historians Look at Cause– Why did William win? Group work and role play – e.g. the three contenders 	✓	✓	✓	✓	✓	✓

Resources	<ul style="list-style-type: none"> • Schama's interpretation – extracts of his work • Primary and secondary source material • Video clips • Castle Building shopping list • Role play cards for contenders • Powerpoints 	✓	✓	✓	✓	✓	✓
DRAFT	<p>Knowledge test and interpretation analysis</p> <p>WCF and DRAFT tasks to be set by teacher as appropriate to their performance and to allow improvements to be made</p>		✓				
Literacy	<p>Tier 3 vocabulary: invasion, conquest, Norman, Harrying, Motte and Bailey, Feudal System, Murdrum, Hue and Cry</p> <p>Tier 2 vocabulary: analyse, interpretation, cause and consequence,</p>			✓			
Numeracy	<p>Chronology</p> <p>Castle building shopping game</p>			✓			
Challenge	<p>Castle Building homework project</p> <p>History Club craft projects - castles</p>	✓					✓

Topic	Crusades (Significance) 7 lessons	C	R	E	A	T	E
NC Learning Intention	The development of Church, state and society in Medieval Britain 1066-1509. A society or issue in world history						
Lesson Learning Intentions	Enquiry Question: God, Greed or Glory; what was the motivator to go on crusade? <ul style="list-style-type: none"> What is a crusade? What was happening in the East? What were reasons men had to go on crusade? God Greed or Glory? Expand on each and the role of the Pope What was the journey like? What dangers did they face? How does this relate to motives? God Greed Glory The capture of Jerusalem – how did the crusaders behave? How does this relate to their motives? God Greed or Glory Final analysis – what is your judgement and knowledge assessment 	✓		✓	✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercises for every starter (retrieval practice) Source work – reading primary and secondary sources to gain knowledge of the time Analysing sources - primary e.g. Pope Urban II's speech 	✓		✓	✓		✓
Resources	<ul style="list-style-type: none"> Powerpoints for each lesson Video clips Worksheets provided with each lesson Character roles Maps of the journey 	✓		✓	✓		✓
DRAFT	n/a						
Literacy	Tier 3: Pope, Crusade, Knight, Holy Land Tier 2: Muslim, Christian, Jerusalem			✓			
Numeracy	n/a						
Challenge	Work with Frankopan's Book 'Silk Roads'	✓					✓

Topic	African Kingdoms – Mali (Cause and Consequence) 7 lessons	C	R	E	A	T	E
NC Learning Intention	<ul style="list-style-type: none"> At least one study of a significant society or issue in world history and its interconnections with other world developments 						
Lesson Learning Intentions	<p>Enquiry Question: “How and why did the Kingdom of Mali rise and fall?”</p> <ul style="list-style-type: none"> How do historians know about the kingdom of Mali? (discussion of how we knew about Rome and Anglo Saxons) why is so little covered on this topic? Historical Interpretations of Mali – analysing interpretations assessment DRAFT How did the Kingdom grow? What was the role of Mansa Musa in the growth of the Kingdom? Why did the Kingdom of Mali fall? 	✓	✓	✓	✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercises for every starter (retrieval practice) Source work – reading primary and secondary sources to gain knowledge of the time Analysing sources - primary Analysing interpretations Knowledge test and interpretations 	✓	✓	✓	✓		✓
Resources	<ul style="list-style-type: none"> Powerpoints for each lesson Video clips Information sheets from History folder Worksheets provided with each lesson African Kingdoms textbooks 	✓		✓	✓	✓	✓
DRAFT	<p>Knowledge questions and consequence focussed assessment</p> <p>WCF and DRAFT tasks to be set by teacher as appropriate to their performance and to allow improvements to be made</p>		✓		✓	✓	
Literacy	<p>Tier 3 vocabulary: Mansa Musa, Mali, Pilgrimage, Mosque, Ghana, Hajj</p> <p>Tier 2 vocabulary: Trade, Kingdom, Culture</p>			✓			
Numeracy	Chronology			✓			

Challenge	Research project on Benin/ Songhay	✓					✓
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Topic	Reformation (Change and continuity) 7 lessons	C	R	E	A	T	E
NC Learning Intention	<ul style="list-style-type: none"> The development of Church, state and society in Britain 1509-1745. 						
Lesson Learning Intentions	<p>Enquiry Question: How much did the Tudor's change their mind about religion?</p> <ul style="list-style-type: none"> How much did Henry VIII change religion in England? How did people respond? Was it a huge change for daily life? How much did Edward VII change religion in England? How did people respond? Was it a huge change for daily life? How much did Mary I change religion in England? How did people respond? Was it a huge change for daily life? How much did Elizabeth change religion in England? How did people respond? Was it a huge change for daily life? Overview – How much did people actually change their mind about religion? Revision and Assessment DRAFT 	✓	✓	✓	✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercises for every starter (retrieval practice) Source work – reading primary and secondary sources to gain knowledge of the time Analysing sources - primary Comparing legal change to daily life 	✓	✓	✓	✓	✓	✓
Resources	<ul style="list-style-type: none"> Powerpoints for each lesson Video clips Information sheets from History folder Worksheets provided with each lesson Religious rollercoaster sheet for recording notes 	✓		✓	✓	✓	✓

DRAFT	Assessment will be answering the enquiry question – reaching a judgement - and knowledge questions WCF and DRAFT tasks to be set by teacher as appropriate to their performance and to allow improvements to be made		✓		✓	✓	
Literacy	Tier 3 vocabulary: Reformation, Catholic, Pope, Protestant, Heresy, Treason Tier 2 vocabulary: Judgement, Analyse, religion,			✓			
Numeracy	Analysis of statistics – numbers each executed for treason and heresy, protests in each reign – comparison of stats to reach judgements			✓			
Challenge	Visit to/ screening of ‘Six’ The Musical	✓					✓

Topic	Empire – India (sources/ interpretations) 14 lessons	C	R	E	A	T	E
NC Learning Intention	<ul style="list-style-type: none"> Ideas, political power, industry and empire: Britain 1745-1901 						
Lesson Learning Intentions	<p>Enquiry Question: What was the impact of the British Empire in India?</p> <ul style="list-style-type: none"> What is an empire? Why is it important we study the British Empire? Why did Britain want an Empire? How did Britain get an Empire? What was India like before Britain invaded? The invasion of India Knowledge test The end of company rule Why did the Indians mutiny? Why do Indians refer to this as a war of independence instead? (interpretation) What was the impact of the empire on Britain and India? How did India get independence? What is the aftermath of independence? (partition) Assessment – knowledge test and interpretation analysis 	✓	✓	✓	✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercises for every starter (retrieval practice) Source work – reading primary and secondary sources to gain knowledge of the time Analysing sources - primary and secondary Interpretations – use, analyse, debate 	✓		✓	✓		✓

	<ul style="list-style-type: none"> Group tasks 						
Resources	<ul style="list-style-type: none"> Powerpoints for each lesson Video clips Information sheets from History folder Worksheets provided with each lesson British empire textbooks 	✓		✓	✓	✓	✓
DRAFT	Interpretation analysis and knowledge test WCF and DRAFT tasks to be set by teacher as appropriate to their performance and to allow improvements to be made		✓		✓	✓	
Literacy	Tier 3 vocabulary: sepoy, East India Company, invasion, mutiny, Ghandi Tier 2 vocabulary: Hindu, Muslim, famine, partition			✓			
Numeracy	Chronology			✓			
Challenge	LT effects of empire -attitudes research	✓					✓
Topic	Empire – Africa (Similarity / difference) 12 lessons						
NC Learning Intention	<ul style="list-style-type: none"> Ideas, political power, industry and empire: Britain 1745-1901 	C	R	E	A	T	E
Lesson Learning Intentions	<p>Enquiry Question: “How did the African experience of the British Empire compare to the Indian experience?</p> <ul style="list-style-type: none"> Recap Mali and Mansa Musa Why did we want an empire in Africa? Expectations? Compare to India learnt previously and Mansa Musa How did Britain gain an empire in Africa? Scramble for Africa What were the outcomes of the Anglo-Zulu war? How did the Boer war impact Brits at home? How did Africa gain independence? How does this compare to India and their independence? Overview – comparison of the British role in each empire Assessment – knowledge test on similarities and differences 	✓	✓	✓	✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercises for every starter (retrieval practice) Source work – reading primary and secondary sources to gain knowledge of the time Analysing sources - primary and secondary 	✓	✓	✓	✓	✓	✓

	<ul style="list-style-type: none"> Group tasks 						
Resources	<ul style="list-style-type: none"> Powerpoints for each lesson Video clips Information sheets from History folder Worksheets provided with each lesson British Empire textbooks 	✓		✓	✓	✓	✓
DRAFT	Knowledge test and similarities/ differences WCF and DRAFT tasks to be set by teacher as appropriate to their performance and to allow improvements to be made		✓		✓	✓	
Literacy	Tier 3 vocabulary: Empire, Mansa Musa, Zulu, Rorke's Drift, Boer Tier 2 vocabulary: exploit, independence			✓			
Numeracy	Chronology, comparison of India stats, chronology test, venn diagrams			✓			
Challenge	Discussion of statues in the news – BLM protests. Why do we study this topic? Relevance today	✓					✓

Curriculum Content

Year 8

Topic	The Slave Trade (sources) 10 lessons	C	R	E	A	T	E
NC Learning Intention	Ideas, political power, industry and empire: Britain 1745-1901 Study of a significant society or issue in world history and its interconnections with other world developments						
Lesson Learning Intentions	Enquiry Question: Why was slavery abolished in the British Empire in 1833? <ul style="list-style-type: none"> Triangular Trade – how did the slave trade work? Who profited? Middle Passage – what were conditions like for slaves on the Middle Passage? Arrival – how were slaves sold? What was life like on a plantation? How did lives of slaves differ? Did some slaves revolt? Were they successful? Knowledge test and source analysis 		✓	✓	✓	✓	✓

	<ul style="list-style-type: none"> • DRAFT • Abolition – how did the movement start? Who was involved? What methods did they use? • Debate - which group is most important in the abolition of the slave trade? • Overview 						
Lesson Tasks	<ul style="list-style-type: none"> • Low stakes knowledge retrieval exercises for every starter (retrieval practice) • Source work – reading primary and secondary sources to gain knowledge of the time, analysis of propaganda produced by traders/ gov/abolitionists • Analysing sources - primary • Group work 	✓	✓	✓	✓		✓
Resources	<ul style="list-style-type: none"> • Clips from History Channel, Roots, 12 years a slave • Sources to analyse • Powerpoints from the folder • Worksheets, reading for meaning tasks, sources from the folder • Maps • New Textbooks • Extracts from 'In the blood' 		✓		✓	✓	✓
DRAFT	Source analysis assessment WCF and DRAFT tasks to be set by teacher as appropriate to their performance and to allow improvements to be made		✓				
Literacy	Tier 3 vocabulary: Trade, Triangular Trade, Abolition, Middle Passage, Plantation, auction Tier 2 vocabulary: similarity, difference, analyse, comprehend, source,			✓			✓
Numeracy	Chronology			✓			✓
Challenge	Discussions of events in America in the news today – links?	✓					✓

Topic	Empire (significance) 8 lessons	C	R	E	A	T	E
NC Learning Intention	Ideas, political power, industry and empire: Britain 1745-1901 Study of a significant society or issue in world history and its interconnections with other world developments						
Lesson Learning Intentions	<p>Enquiry Question: “What was the impact of the British Empire in America?”</p> <ul style="list-style-type: none"> Recap – what is an empire, why did we want one, how did we behave in other countries that were colonies of ours? What was North America like before the British arrived? How did our Empire begin? (Tudors, New World) What impact did we have on indigenous peoples in the New World? What was life like in our colonies? Why did the Americans revolt? Why did the Americans win? Overview – what impact did we have in America? How does it compare to India and Africa? 			✓	✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercises for every starter (retrieval practice) Source work – reading primary and secondary sources to gain knowledge of the time, analysis of propaganda produced by traders/ gov/abolitionists Analysing sources - primary Group work 	✓		✓	✓		✓
Resources	<ul style="list-style-type: none"> New Textbooks on empire Sources to analyse Powerpoints from the folder Worksheets, reading for meaning tasks, sources from the folder Maps 				✓	✓	✓
DRAFT	n/a		✓				
Literacy	Tier 3 vocabulary: Jamestown, Empire, Colony, New World, Indigenous Tier 2 vocabulary: Independence, Power, Exploration, migration, immigrant			✓			✓
Numeracy	Chronology			✓			✓
Challenge	Meanwhile She – research project for HW on Women who fought in the American Revolution	✓					✓

Topic	Industrial Revolution (similarity/ difference) 10 lessons	C	R	E	A	T	E
NC Learning Intention	Ideas, political power, industry and empire: Britain 1745-1901						
Lesson Learning Intentions	<p>Enquiry Question: Was the Industrial Revolution really a time of progress?</p> <ul style="list-style-type: none"> • How do we judge significance? (and in this case progress) • What was life like in England before the Industrial Revolution? Why did change come about? • Factories – condition, profit – was this evidence of progress? • Mining – conditions, profit – was this evidence of progress? • Health – living conditions, PH Acts, • Medical advancements, new diseases – was this evidence of progress? • Transport – what were the developments? What was the impact? - was this evidence of progress? • Final summing up using criteria for progress • DRAFT task 	✓	✓	✓	✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> • Low stakes knowledge retrieval exercises for every starter (retrieval practice) • Source work – reading primary and secondary sources to gain knowledge of the time • Analysing sources - primary • Group work e.g. Mrs Miggins murder mystery (Cholera) • 	✓	✓	✓	✓		✓
Resources	<ul style="list-style-type: none"> • Powepoints in the folder • Resource sheets • Homework project sheets • Video clips embedded into powerpoints • Extracts from Historiography 		✓		✓	✓	✓
DRAFT	Assessment: Was the IR a time of progress? Essay weighing up before and after. WCF and DRAFT tasks to be set by teacher as appropriate to their performance and to allow improvements to be made		✓				
Literacy	Tier 3 vocabulary: Revolution, Absolute Monarch, Estates, National Assembly, Taxation, Tier 2 vocabulary: similarity, difference, cause, analyse, comprehend, universal, infuriate, antagonise, status, social structure			✓			✓
Numeracy	Chronology,			✓			✓

Challenge	Meanwhile She – Catherine the Great research project	✓				✓	
Topic	Russian Revolution (cause and consequence) 10 lessons						
NC Learning Intention	Study of a significant society or issue in world history and its interconnections with other world developments (WW1, WW2, Communism)	C	R	E	A	T	
Lesson Learning Intentions	<p>Enquiry Question: What were the causes of the Russian Revolution?</p> <ul style="list-style-type: none"> • Long Term Causes of the Revolution <ul style="list-style-type: none"> ○ Organisation of Russian Society, ○ shortcomings of the Tsar (comparison of these issues to French Revolution), ○ problems with Russian development (video comparing this to us, Germany and France at the time) • Short term causes – <ul style="list-style-type: none"> ○ Bloody Sunday, attempts to petition the Tsar and then strike ○ his responses to this (compare to modern day strikes – whats the difference now?) • Knowledge test • The Role of WW1 – <ul style="list-style-type: none"> • How did this make the situation in Russia even worse? • Lenin <ul style="list-style-type: none"> • Who was he • What was his role • Interpretations of Lenin • February Revolution <ul style="list-style-type: none"> • was it all about bread? • Causes and events • October Revolution – <ul style="list-style-type: none"> ○ events, ○ outcome, ○ discussion of interpretations of this (Figes vs Lenin) • Summing up – main causes and significance of each one. 	✓	✓	✓	✓	✓	✓
Lesson Tasks	• Low stakes knowledge retrieval exercises for every starter (retrieval practice)	✓	✓	✓	✓	✓	

	<ul style="list-style-type: none"> • Source work – reading primary and secondary sources to gain knowledge of the time • Study of interpretations – analysis, reasons for different interpretations of the same event • Historiography – use of Figes book throughout and his analysis of events • Look at Cause and Consequence e.g. What were the causes of the revolution? Categorising these – LT/ST and Economic, Political, Social • Look at similarity and difference – compare to French and American Revolutions, Russia before the revolution and during. Would communism make things better? • Decision making game – analysing the Tsars decisions during Bloody Sunday and the strikes 						
Resources	<ul style="list-style-type: none"> • Powerpoints in the folder • Resource sheets • Homework project sheets • Video clips embedded into powerpoints • Figes 'Revolutionary Russia' – book and extracts 		✓		✓	✓	✓
DRAFT	<p>Knowledge test</p> <p>WCF and DRAFT tasks to be set by teacher as appropriate to their performance and to allow improvements to be made</p>		✓				
Literacy	<p>Tier 3 vocabulary: Revolution, Absolute Monarch, Serf, Peasant, Industrialisation,</p> <p>Tier 2 vocabulary: similarity, difference, cause, analyse, comprehend, universal, infuriate, antagonise, status, social structure, petition</p>			✓			✓
Numeracy	Chronology, using graphs, statistics			✓			✓
Challenge	Meanwhile Elsewhere – Chinese Communist Revolution project	✓					✓

Topic	World War Two (interpretations) 12 lessons	C	R	E	A	T	E
NC Learning Intention	Challenges for Britain, Europe and the wider world 1901- present day A local History Study						
Lesson Learning Intentions	Enquiry Question: Why was World War Two known as the People's War? <ul style="list-style-type: none"> • Causes of WW2 and who was involved? • Dunkirk – role of 'people's war' interpretation • Evacuation – role of 'people's war' interpretation • Battle of Britain - role of 'people's war' interpretation • Knowledge test • The Blitz - role of 'people's war' interpretation • Home Front (rationing, shelters, women at work) role of 'people's war' interpretation • Soldiers of the Empire • D Day - role of 'people's war' interpretation • VE Day - role of 'people's war' interpretation • Summing up and answer enquiry question • DRAFT 	✓	✓	✓	✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> • Low stakes knowledge retrieval exercises for every starter (retrieval practice) • Source work – reading primary and secondary sources to gain knowledge of the time • Analysing sources - primary, propaganda in particular and what this can teach us • Analysis and use to interpretations • Impact – Discussions why do we remember this was still today? Why is it known as the people's war? Who created this interpretation 	✓	✓	✓	✓	✓	✓
Resources	<ul style="list-style-type: none"> • Powepoints in the folder • Resource sheets • Homework project sheets • Video clips embedded into powerpoints 		✓		✓	✓	✓
DRAFT	Knowledge and interpretations test		✓				

	WCF and DRAFT tasks to be set by teacher as appropriate to their performance and to allow improvements to be made						
Literacy	Tier 3 vocabulary: Evacuation, Blitzkrieg, Spitfire, Messerschmitt, Propaganda, penicillin Tier 2 vocabulary: interpretation, rationing, morale			✓			✓
Numeracy	Chronology, stats comparison BoB,			✓			✓
Challenge	Meanwhile elsewhere : what was the war like for people living in Germany?	✓					✓
Topic	Nazi Germany (Cause and Consequence) 14 lessons						
NC Learning Intention	A study of a significant society or issue in world history and its interconnections with other world developments Challenges for Britain, Europe and the wider world 1901 to the present day	C	R	E	A	T	E
Lesson Learning Intentions	Enquiry Question: Why did so many German people support the Nazis? <ul style="list-style-type: none"> • Democracy and Dictatorship – what are the main features? Why so popular after WW1? • Germany after WW1 –Versailles and Hyperinflation • How did Hitler become leader of the Nazis? • How did the Munich Putsch impact Nazi tactics? • How did Weimar problems help the Nazis? • Norheim case study – Why did the people of Norheim support the Nazis? • How did Hitler become Chancellor? • How did Hitler become Fuhrer? Knowledge test Hitler in power • How did the Nazis deal with their opposition? How did the Nazis control Germany? – SS, SA, Gestapo, Camps, persecution • Did the Nazis win over women? • Did the Nazis win over children? • Did the Nazis win over the workers? • Summary and assessment on enquiry question 	✓	✓	✓	✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> • Low stakes knowledge retrieval exercises for every starter (retrieval practice) • Source work – reading primary and secondary sources to gain knowledge of the time • Analysing sources - primary, propaganda in particular and what this can teach us • Change and continuity – how did peoples lives change under Hitler’s rule? 	✓	✓	✓	✓		✓
Resources	<ul style="list-style-type: none"> • Powerpoints in the folder 		✓		✓	✓	✓

	<ul style="list-style-type: none"> • Resource sheets • Homework project sheets • Video clips embedded into Powerpoints 						
DRAFT	Knowledge test and essay answering the enquiry question WCF and DRAFT tasks to be set by teacher as appropriate to their performance and to allow improvements to be made		✓				
Literacy	Tier 3 vocabulary: Dictatorship, Fascism, Nazi, Concentration Camp, Reichstag, Gestapo, SS, SA, Hyperinflation, Versailles Tier 2 vocabulary: cause, consequence, discriminate, eradicate, indoctrination, treaty			✓			✓
Numeracy	Chronology, Statistics, Use of maths to brainwash in Nazi schools			✓			✓
Challenge	Meanwhile elsewhere half term research project – Spanish Civil War	✓					✓

Topic	Stalin's Russia (Change and continuity) 12 lessons	C	R	E	A	T	E
NC Learning Intention	A study of a significant society or issue in world history and its interconnections with other world developments						
Lesson Learning Intentions	<p>Enquiry Question: Why did the Russian Revolution not lead to a better life for most Russian people?</p> <ul style="list-style-type: none"> Recap Democracy and Dictatorship – what are the main features? Why so popular after WW1? Features in Germany? What were the causes of the Russian Revolution and key events? What would a better life look like? Set out criteria (2 lessons potentially) Lenin's rule of Russia and the Civil War – was this a better life? Lenin's death and Stalin's rise Agriculture – collectivisation - was this a better life? Consider different groups' perspectives Industry -5 year plans - was this a better life? Consider different groups' perspectives The Terror – Gulags, show trials, purges The role of Propaganda – the cult of personality – source analysis skills Daily life in the USSR – religion, culture, education, censorship Comparison to Nazi Germany Revision and summary Assessment DRAFT 	✓	✓	✓	✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercises for every starter (retrieval practice) Source work – reading primary and secondary sources to gain knowledge of the time Analysing sources - primary, propaganda in particular and what this can teach us Change and continuity – what were lives like before the Rev and under Stalin? 	✓	✓	✓	✓	✓	✓
Resources	<ul style="list-style-type: none"> Powerpoints in the folder Resource sheets Homework project sheets Video clips embedded into Powerpoints 		✓		✓	✓	✓
DRAFT	<p>Knowledge test and essay answering the enquiry question</p> <p>WCF and DRAFT tasks to be set by teacher as appropriate to their performance and to allow improvements to be made</p>		✓				
Literacy	Tier 3 vocabulary: Dictatorship, Communism, USSR, Soviet, Pravda, collectivisation, kulak, gulag, NKVD,			✓			✓

	Tier 2 vocabulary: propaganda, continuity, change, censorship, purge						
Numeracy	Chronology, Statistics – 5 year Plans etc, Ven Diagrams			✓			✓
Challenge	Comparison of USSR and North Korea today	✓					✓

Year 9

Topic	Holocaust	C	R	E	A	T	E
NC Learning Intention	Study of a significant society or issue in world history and its interconnections with other world developments (USA in the 20 th Century)						
Lesson Learning Intentions	<p>Enquiry Question: Why was the Holocaust allowed to happen?</p> <ul style="list-style-type: none"> • The early stages of the Holocaust – changing laws in Germany • The Ghettos – Germany, Poland • Ghetto Resistance – how some Jews fought back • Final solution and Auschwitz • Knowledge test • Resistance – from Jews and civilians • Other groups impacted by the Holocaust • Liberation of the camps • Revision • Final Assessment • DRAFT 			✓	✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> • Low stakes knowledge retrieval exercises for every starter (retrieval practice) • Source work – reading primary and secondary sources to gain knowledge of the time • Analysing sources - primary, propaganda in particular and what this can teach us • Regular feedback on the enquiry – why do they think people allowed this to happen? • Group tasks investigating sources and interpretations • Analysis of photographic evidence from Auschwitz 	✓	✓	✓	✓		✓
Resources	<ul style="list-style-type: none"> • Powerpoints in the R drive • Resource sheets • Video clips embedded into Powerpoints 		✓		✓	✓	✓
DRAFT	Whole class feedback on final assessment and tasks for students to complete to improve their work		✓				
Literacy	<p>Tier 3 vocabulary: Dictatorship, Nazi, Ghetto, Holocaust, Genocide</p> <p>Tier 2 vocabulary: propaganda, resist, perpetrator, bystander, Jew</p>			✓			✓

Numeracy	Chronology, Statistics,			✓			✓
Challenge	'How Useful' questions are the most challenging of the source assessment question types so these will be presented as challenge tasks	✓					✓

Topic	Cold War (significance) 14 lessons	C	R	E	A	T	E
NC Learning Intention	Challenges for Britain, Europe and the wider world 1901-present day						
Lesson Learning Intentions	<p>Enquiry Question: Which superpower was most responsible for confrontations during the Cold War?</p> <ul style="list-style-type: none"> • Why was there a Cold War? – recap democracy, dictatorship and communism • Europe's division after WW2 – was it fair? Did one country create tension over the others? • Berlin Airlift – Who was responsible for this confrontation? • What caused the Hungarian Uprising? • Why was the Berlin Wall constructed and what was its significance? Who was responsible for this confrontation? • Bay of Pigs - Who was responsible for this confrontation? • Cuba Missile Crisis - Who was responsible for this confrontation? • Knowledge Test • Prague Spring - Who was responsible for this confrontation? • Vietnam and Korea – how did this contribute to tensions? Who was responsible for this confrontation? • Afghanistan - Who was responsible for this confrontation? • Revision 	✓	✓	✓	✓	✓	✓

	<ul style="list-style-type: none"> • Assessment • DRAFT 						
Lesson Tasks	<ul style="list-style-type: none"> • Low stakes knowledge retrieval exercises for every starter (retrieval practice) • Source work – reading primary and secondary sources to gain knowledge of the time • Analysing sources - primary, propaganda in particular and what this can teach us • Similarity and difference – life either side of the wall, life in Russia pre-and post-Stalin, • Decision making games - CMC 	✓	✓	✓	✓		✓
Resources	<ul style="list-style-type: none"> • Powerpoints in the folder • Resource sheets • Homework project sheets • Video clips embedded into Powerpoints 		✓		✓	✓	✓
DRAFT	<p>Research projects</p> <p>WCF and DRAFT tasks to be set by teacher as appropriate to their performance and to allow improvements to be made</p>		✓				
Literacy	<p>Tier 3 vocabulary: Communism, Capitalism, Cold War, USSR, Civil Liberties, Persecution, Dictatorship, Satellite States</p> <p>Tier 2 vocabulary: similarity, difference, labour, analysis, propaganda, occupy, protest, boycott,</p>			✓			✓
Numeracy	Chronology, Statistics,			✓			✓
Challenge	Research project – Politics and the Olympics (Germany 1936, Hungary, Munich, Mexico, Moscow, LA)	✓					✓

Topic	Civil Rights (similarity/difference) 12 lessons	C	R	E	A	T	E
NC Learning Intention	Challenges for Britain, Europe and the wider world 1901-present day						
Lesson Learning Intentions	<p>Enquiry Question: How did the British and American Civil Rights movements differ?</p> <ul style="list-style-type: none"> • Civil Rights in the USA – what were the Jim Crow Laws? How were black Americans treated? • Black people in the UK - Windrush and experiences of Black arrivals from the Commonwealth – how do these two countries compare in their treatment of Black Americans? Literacy tests and voting rights • Emmett Till (2 lessons) • Kelso Cochrane and the Notting Hill Riots – how does this compare to the treatment of Emmett Till? • Bus Boycott – USA and UK • Sit ins – USA and UK (Local History organiser born in Essex) • Leadership in the USA – MLK and the March on Washington (Civil Rights Act) • Selma and the Voting Rights Act compared to the British Race Relations Act and MLK’s speech to Britain • Emergence of Black Power – USA and UK • Civil Rights today – BLM USA and UK 	✓	✓	✓	✓	✓	✓

	<ul style="list-style-type: none"> • Summary and assessment • DRAFT 						
Lesson Tasks	<ul style="list-style-type: none"> • Low stakes knowledge retrieval exercises for every starter (retrieval practice) • Source work – reading primary and secondary sources to gain knowledge of the time • Analysing sources - primary, propaganda in particular and what this can teach us • Similarity and difference –in experiences, leadership, legal status, reactions of others, representation/ interpretations, why US Civil Rights movement is so much better known? 	✓	✓	✓	✓		✓
Resources	<ul style="list-style-type: none"> • Powerpoints in the folder • Resource sheets • Video clips embedded into Powerpoints • Literacy test example 		✓		✓	✓	✓
DRAFT	Assessment comparing the two (knowledge and essay) WCF and DRAFT tasks to be set by teacher as appropriate to their performance and to allow improvements to be made		✓				
Literacy	Tier 3 vocabulary: Segregation, Lynching, Boycott, Black Power, literacy tests Tier 2 vocabulary: interpretation, civil rights, discriminate, voting			✓			✓
Numeracy	Chronology, Statistics, venn diagrams			✓			✓
Challenge	Projects – citizenship links – what more can we do to tackle racism in the UK? (can look at sport in particular)	✓					✓

Topic	Women's History (interpretations) 10 lessons	C	R	E	A	T	E
NC Learning Intention	Study of a significant society or issue in world history						
Lesson Learning Intentions	<p>Enquiry Question: How did men's and women's experiences of key historical events in Britain differ?</p> <ul style="list-style-type: none"> • Women in Medieval England • The Witch Trials of the 1600s (local History) • Women in Industrial England – Why did the 5 meet such an untimely end? What do their murders teach us about how women were treated in the 1800s? • Nightingale and Seacole – how do views of these two women in History compare? What does their work and reactions to them teach us about views of women at this time? • Assessment – interpretations • DRAFT • Suffrage movement – why was it necessary? • Women in WW1 – what roles did they take on? How does this compare to the experiences and treatment of men? • Women in WW2 – spies and pilots – how does this compare to the experiences and treatment of men? 	✓	✓	✓	✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> • Low stakes knowledge retrieval exercises for every starter (retrieval practice) • Source work – reading primary and secondary sources to gain knowledge of the time • Analysing sources - primary, propaganda in particular and what this can teach us • Analysing interpretations - strengths, weaknesses, purpose 	✓	✓	✓	✓		✓
Resources	<ul style="list-style-type: none"> • Powerpoints in the folder • Resource sheets • Homework project sheets • Video clips embedded into Powerpoints • Hallie Reubenhold 'The Five' as a new interpretation of women's History – Jack the Ripper in particular • Historiography on Medieval women • Witch Trials Essex resources 		✓		✓	✓	✓
DRAFT	<p>Research interpretations assessment on Nightingale and Seacole</p> <p>WCF and DRAFT tasks to be set by teacher as appropriate to their performance and to allow improvements to be made</p>		✓				

Literacy	Tier 3 vocabulary: trial, Nightingale, Seacole, Jack the Ripper, Industrial, Ammunition, persecution Tier 2 vocabulary: similarity, difference, interpretation, discrimination, sexism, misogyny			✓			✓
Numeracy	Chronology, Statistics,			✓			✓
Challenge	Eleanor of Aquitaine research project	✓					✓

Topic	WW1 (cause and consequence) 13 lessons	C	R	E	A	T	E
NC Learning Intention	Challenges for Britain, Europe and the wider world 1901 to the present day						
Lesson Learning Intentions	Enquiry Question: Why is WW1 known as the Great War? <ul style="list-style-type: none"> Causes of WW1 – Militarism, Alliances, Imperialism (recap scramble for Africa and empire) Nationalism (2 lessons to cover assassination too) Cover ST and LT and the differences Assessment on the causes of WW1 DRAFT Why did men join up? – analysis of propaganda Where was this war fought? – trench systems What were the new weapons of WW1? What difference did these make to the fighting? The Somme – Why was this battle so devastating? Source analysis (2 lessons) Shell Shock – Harr Farr investigation into Soldiers of empire – why were they so willing to fight? What was their contribution? End of WW1 – what was the main reason we won? Summary of enquiry question 	✓	✓	✓	✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercises for every starter (retrieval practice) Source work – reading primary and secondary sources to gain knowledge of the time Analysing sources - primary, propaganda in particular and what this can teach us Games – top trumps 	✓	✓	✓	✓		✓
Resources	<ul style="list-style-type: none"> Powerpoints in the folder Resource sheets Homework project sheets Video clips embedded into Powerpoints WW1 weapons top trumps 		✓		✓	✓	✓

	<ul style="list-style-type: none"> • Top trumps cards • New Textbooks 						
DRAFT	Research projects WCF and DRAFT tasks to be set by teacher as appropriate to their performance and to allow improvements to be made		✓				
Literacy	Tier 3 vocabulary: trench, alliance, imperialism, empire, nationalism, colony, Somme, Artillery, Machine Gun, Shrapnel, propaganda Tier 2 vocabulary: cause, consequence, interpretation			✓			✓
Numeracy	Chronology, Statistics,			✓			✓
Challenge		✓					✓

Topic	WW1 and WW2 (sources) 13 lessons	C	R	E	A	T	E
NC Learning Intention	Challenges for Britain, Europe and the wider world 1901 to the present day						
Lesson Learning Intentions	<p>Enquiry Question: How did both wars change the world?</p> <p>WW1 – impact on medicine and world peace</p> <ul style="list-style-type: none"> • What were the injuries and illnesses of WW1? • How were soldiers treated? Evacuation route • What new developments in diagnosis, prevention and treatment were there as a result of this war? • What was done after the War to try and avoid more wars? • Source Assessment • DRAFT <p>WW2 impact on medicine and world peace</p> <ul style="list-style-type: none"> • Why was Penicillin developed and what impact did it have? • How did the government take action to improve health due to the war? – vaccines, health campaigns, propaganda • Start of Nuclear warfare – Atom Bomb • Aftermath – UN • Why do we have an NHS and welfare state? • Did the UN work? Have we avoided wars since? (link WW2 to Cold War) 	✓	✓	✓	✓	✓	✓

Lesson Tasks	<ul style="list-style-type: none"> • Low stakes knowledge retrieval exercises for every starter (retrieval practice) • Source work – reading primary and secondary sources to gain knowledge of the time • Analysing sources - primary, propaganda in particular and what this can teach us, how we judge the utility of sources • Interpretations analysis 	✓	✓	✓	✓	✓
Resources	<ul style="list-style-type: none"> • Powerpoints in the folder • Resource sheets • Homework project sheets • Video clips embedded into Powerpoints 		✓		✓	✓
DRAFT	Source Assessment WCF and DRAFT tasks to be set by teacher as appropriate to their performance and to allow improvements to be made		✓			
Literacy	Tier 3 vocabulary: Thomas Splint, Penicillin, NHS, Welfare State, X-Ray, Evacuation Route Tier 2 vocabulary: analyse, reliability, utility,			✓		✓
Numeracy	Chronology, Statistics,			✓		✓
Challenge	Belgium Trip – trench warfare and medicine	✓				✓

Year 10

Topic	Medicine Through Time	C	R	E	A	T	E
NC Learning Intention	Develop and extend knowledge and understanding of specified periods n British History Organise and communicate historical knowledge and understanding in different ways and reach substantiated conclusions Investigate issues critically Make valid historical claims using a range of sources						
Lesson Learning Intentions	Students will study the following themes within each time period and the role they played in medical change/continuity: Science and Tech, Attitudes, War, Institutions, Individuals. Another common thread is: ideas about cause of disease, prevention methods, diagnosis, treatment Medieval <ul style="list-style-type: none"> • Hippocrates and Galen’s ideas, • the role of the Church in continuity of medical ideas and in care giving, • The Black Death Renaissance <ul style="list-style-type: none"> • Reduction in Church Power, • development of the Printing Press and its impact, • Vesalius, • Harvey, • Sydenham, (the impact of these three individuals on medical knowledge) • The Great Plague (change and continuity from the BD) 18th and 19th C <ul style="list-style-type: none"> • Spontaneous Generation – Germ theory, • Vaccines, • Cholera, • increase in government intervention, • developments in hospital care – Nightingale, Simpson, Lister 20thC-present <ul style="list-style-type: none"> • Magic Bullets and Penicillin, • DNA, • Lung Cancer treatment and prevention, • Government campaigns, 			✓	✓	✓	✓

	<ul style="list-style-type: none"> improved technology in diagnosis and treatment, <p>The British Sector of the Western Front</p> <ul style="list-style-type: none"> Trench warfare, Injuries sustained, the setting up and work of the Evacuation Route, improvements in treatment and care e.g. plastic surgery, x-rays, blood transfusions, the role of Stretcher Bearers and Women (nurses, ambulance drivers etc) 						
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercises for every starter (retrieval practice) Historiography – use of Time travellers guide to Medieval and Elizabethan England, Wounded Look at Cause and Consequence e.g. Why was there continuity in ideas? Reasons for change Significance – significance diagrams looking at criteria for and judging significance of the impact of key individuals Source Analysis – WW1 and asking questions to follow up sources Plan and write balanced essays weighing up two sides of the argument e.g. “There was little progress during the Renaissance ” 	✓	✓	✓	✓		✓
Resources	<ul style="list-style-type: none"> Extracts from key texts Powerpoints and resources in the folder Trip to Belgium Source material on WW1 		✓		✓	✓	✓
DRAFT	<p>Essay question – 12m/16m at regular intervals and 2 full tests</p> <p>WCF and DRAFT for every essay and test. Tasks to be set by teacher as appropriate to their performance and to allow improvements to be made</p>		✓				
Literacy	<p>Tier 3: miasma, spontaneous generation, germ theory, DNA, Black Death, Great Plague, Prevention, Treatment, Diagnosis, Trench, Thomas Splint, Tank, Evacuation Route</p> <p>Tier 2: institutions, analysis, explanation, utility, significance, conclusion,</p>			✓			✓
Numeracy	Chronology and use of dates, statistics and recall of these			✓			✓
Challenge	Research project into roles of Mary Seacole, Rosalind Franklin, Elizabeth Garrett-Anderson, Marie Curie	✓					✓

Topic	American West	C	R	E	A	T	E
NC Learning Intention	Develop and extend knowledge and understanding of specified societies in wider world History Organise and communicate historical knowledge and understanding in different ways						
Lesson Learning Intentions	<p>Early Settlement of the West c 1835-1862</p> <ul style="list-style-type: none"> Survival of the Plains Indians and their adaptations, Early government action towards the Plains Indians and impact on their lives of acts passed, Push and pull factors for early migration – Oregon trail, Mormons, 49'ers, Donner Party <p>Development of the Plain c1862-1876</p> <ul style="list-style-type: none"> Pacific Railroad and Homestead Act and its impact, problems faced by homesteaders and solutions they developed, growth of the cattle industry and changing roles of cowboys, conflicts between ranchers and homesteaders Further change to Plains Indians way of life – reservations, Little Crows War, Sand Creek Massacre, Red Cloud's War <p>Conflicts and conquest c1876-1895</p> <ul style="list-style-type: none"> Decline of the cattle industry, improvements in the lives of the homesteaders, Oklahoma Land Rush and the Exodusters, Law makers and breakers, Battle of Little Bighorn and destruction of the Plains Indians way of life 			✓	✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercises for every starter (retrieval practice) Exam question planning and practice Timelines and chronology work to support narrative questions Use of maps to understand and illustrate changes in America Plan and write exam answers explaining importance, consequence and making links 	✓	✓	✓	✓		✓
Resources	<ul style="list-style-type: none"> Photographs and maps Powerpoints and resources in the folder Video clips e.g. Sundance Sheets on key individuals/ stories 		✓		✓	✓	✓

	<ul style="list-style-type: none"> Tony Robinsons Wild West documentary series 						
DRAFT	Regular exam practice on the 3 question types and 2 full tests WCF and DRAFT for every essay and test. Tasks to be set by teacher as appropriate to their performance and to allow improvements to be made		✓				
Literacy	Tier 3: claim, corral, Exoduster, marshal, nomadic, ranch, reservation, rustling, sheriff, vigilante, homesteader, Manifest Destiny, Law and order, federal, frontier, migration Tier 2: analysis, narrative, importance, significance, impact, consequence, population			✓			✓
Numeracy	Chronology and use of dates, statistics and recall of these			✓			✓
Challenge	Life of Native Americans today – research project and class discussion Genocide before the term existed – how can we tell this was premeditated and a deliberate government action?	✓					✓

Topic	Elizabeth I						
NC Learning Intention	Develop and extend knowledge and understanding of specified periods in British history Organise and communicate historical knowledge and understanding in different ways and reach substantiated conclusions	C	R	E	A	T	E
Lesson Learning Intentions	<p>Queen, government and religion 1558-69</p> <ul style="list-style-type: none"> • How was Tudor society organised? • How much power did a monarch have at this time? • How was her government organised? What problems did she face on her accession? • What were the details of the religious settlement and it's impact e.g. responses and challenges, • Why did MQS pose a threat? <p>Challenges to Elizabeth at home and abroad</p> <ul style="list-style-type: none"> • Revolt of the Northern Earls, Ridolfi Throckmorton and Babington Plots, • Role of Walsingham, • Execution of Mary, Queen of Scots, • Declining relations with Spain – why? • The Netherlands and Spanish Inquisition, • Build up to and failure of the Armada <p>Elizabethan society 1558-88</p> <p>Changes in:</p> <ul style="list-style-type: none"> • education, • treatment of the poor • leisure time, • Reasons for increased exploration, • Drake's Circumnavigation, • Roanoke and its failure 			✓	✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> • Low stakes knowledge retrieval exercises for every starter (retrieval practice) • Exam question planning and practice 	✓	✓	✓	✓		✓

	<ul style="list-style-type: none"> • Historiography –Timetraveller’s guide to Elizabethan England, The Watchers, Elizabeth a study in insecurity, The Armada • Timelines and chronology • Studying key people and their interactions dinner party seating task • Plan and write exam answers explaining, debating and reaching conclusions 					
Resources	<ul style="list-style-type: none"> • Portraits, paintings and maps • Extracts from historiography • Powerpoints and resources in the folder • Video clips e.g.Armada scene from Elizabeth film, Dan Snow’s Armada • Film - Eliabeth 	✓		✓	✓	✓
DRAFT	Regular exam practice on the 3 question types and 2 full tests WCF and DRAFT for every essay and test. Tasks to be set by teacher as appropriate to their performance and to allow improvements to be made	✓				
Literacy	Tier 3: Catholic, Papal, nobility, navigation, privateer, puritan, Protestant, enclosure, inflation, legitimacy, circumnavigation, cipher, revolt, monarch Tier 2: analyse, explain, exemplify, society, significance, perspective, prominent, compromise			✓		✓
Numeracy	Chronology and use of dates, statistics and recall of these			✓		✓
Challenge	Black Tudors research project	✓				✓

Topic	Civil Rights						
NC Learning Intention	Develop and extend knowledge and understanding of specified periods in wider world history and of the wide diversity of human experience Engage in historical enquiry Make valid historical claims by using a range of sources in their historical context Develop an awareness of why different interpretations have been constructed Organise and communicate historical knowledge and understanding in different ways and reach substantiated conclusions	C	R	E	A	T	E
Lesson Learning Intentions	Development of the Civil Rights Movement 1954-60 <ul style="list-style-type: none"> ○ Life in the South for Black Americans and the Jim Crow Laws, Progress in education: ○ Brown v Topeka and its consequences (+ and -), ○ Little Rock 9 – their significance and consequences and the role of the President, ○ The Montgomery Bus Boycott and the birth of peaceful protest and MLK’s role in this, ○ the 1957 Civil Rights Act and its limitations, ○ Opposition to desegregation: the KKK, WCC and the Emmett Till case. Protest, progress and radicalism 1960-75 <ul style="list-style-type: none"> ○ Greensboro sit-ins – inspiration, role of ordinary people, media ○ Freedom Rides – challenge to refusal to desegregate, KKK reaction and that of the police, role of the President ○ Mereridith – importance of State vs Federal law, role of the President and Governor, white violent reaction ○ Peace marches: Birmingham, MoW, Freedom Summer and murders: role of the media and King’s controversial methods ○ Selma – role of the police, role of MLK, media attention and the impact – VR Act ○ Legislation during the presidencies of JFK and Johnson Radicalisation			✓	✓	✓	✓

	<ul style="list-style-type: none"> ○ Malcolm X – change in his ideology over time, his role as inspiration to black men in the North, his message of self defence and separatism ○ Black Power – Olympic protest, Black is Beautiful ○ Black Panthers -grassroots community impact vs legal change ○ Riots and the Kerner Report – why they rioted, details, findings of the report ○ MLK’s failure in the North – North v South comparison to explain the lack of impact 						
Lesson Tasks	<ul style="list-style-type: none"> ● Low stakes knowledge retrieval exercises for every starter (retrieval practice) ● Historiography – Let Freedom Ring for source material, ● Timelines and chronology ● Plan and write exam answers explaining, debating and reaching conclusions, analysing sources and interpretations ● Consideration of impact (+ and -) and the extent of change. 	✓	✓	✓	✓		✓
Resources	<ul style="list-style-type: none"> ● Photos, maps of USA, DVDs ● Extracts from historiography ● Powerpoints and resources in the folder ● Video clips e.g. The Kennedy’s for Meredith ● Film - The Butler and Selma 		✓		✓	✓	✓
DRAFT	<p>Regular exam practice on the questions, particular focus on HU and Interpretation questions</p> <p>Full exam papers</p> <p>WCF and DRAFT for every essay and test. Tasks to be set by teacher as appropriate to their performance and to allow improvements to be made</p>		✓				
Literacy	<p>Tier 3: segregation, boycott, Black Power, Supreme Court, lynching, Dixiecrat, separatism, sit-ins</p> <p>Tier 2: analyse, explain, exemplify, interpretation, negotiate, counter,</p>			✓			✓
Numeracy	Chronology and use of dates, statistics and recall of these			✓			✓
Challenge	Civil Rights movement in the UK research project	✓					✓

Topic	Vietnam						
NC Learning Intention	Develop and extend knowledge and understanding of specified periods in wider world history and of the wide diversity of human experience Engage in historical enquiry Make valid historical claims by using a range of sources in their historical context Develop an awareness of why different interpretations have been constructed Organise and communicate historical knowledge and understanding in different ways and reach substantiated conclusions	C	R	E	A	T	E
Lesson Learning Intentions	US involvement in the Vietnam war, 1954-75 <ul style="list-style-type: none"> ○ Reasons for initial US involvement: Dien Bien Phu and France, Domino Theory, Diem's weaknesses ○ Increased involvement under JFK – strategic hamlets, overthrow of Diem and Chemical warfare ○ Increasing threat of the Vietcong – their tactics and support ○ Gulf of Tonkin Incident and Resolution ○ Johnson's escalation – Operation Rolling Thunder, Search and Destroy ○ Impact of US tactics on support in Vietnam, success in Vietnam ○ Tet Offensive – its significance, role of media, US gains and losses and NV gains and losses ○ Nixon Doctrine and Vietnamisation ○ US attacks on Laos and Cambodia Reactions to, and the end of, US involvement in Vietnam 1964-75 <ul style="list-style-type: none"> ○ Reasons for growing opposition at home – role of media, draft, students ○ My Lai massacre ○ Kent State protest ○ Support at home – Hard Hats and silent majority ○ Peace Process and US withdrawal 			✓	✓	✓	✓

	○ Reasons for failure						
Lesson Tasks	<ul style="list-style-type: none"> • Low stakes knowledge retrieval exercises for every starter (retrieval practice) • Historiography – source and interpretation material, • Timelines and chronology • Photographs of the conflict and protest • Analysis of source utility • Plan and write exam answers explaining, debating and reaching conclusions, analysing sources and interpretations • Consideration of impact (+ and -) and the extent of change. 	✓	✓	✓	✓		✓
Resources	<ul style="list-style-type: none"> • Photos, maps of Vietnam, DVDs • Extracts from historiography • Powerpoints and resources in the folder • Video clips 		✓		✓	✓	✓
DRAFT	Regular exam practice on the questions, particular focus on HU and Interpretation questions Full exam papers WCF and DRAFT for every essay and test. Tasks to be set by teacher as appropriate to their performance and to allow improvements to be made		✓				
Literacy	Tier 3: communism, capitalism, containment, Domino Theory, Viet Cong, guerrilla, draft, morale, negotiation, napalm, agent orange, congress Tier 2: analyse, explain, exemplify, interpretation, negotiate, counter,			✓			✓
Numeracy	Chronology and use of dates, statistics and recall of these - death, cost of the war			✓			✓
Challenge	Australian role in Vietnam research project	✓					✓

Year 11

This year will be a revision year – covering all the topics from year 10 as revision.

Topic	Medicine Through Time					
NC Learning Intention	Develop and extend knowledge and understanding of specified periods in British History Organise and communicate historical knowledge and understanding in different ways and reach substantiated conclusions Investigate issues critically	C	R	E	A	T E

	Make valid historical claims using a range of sources					
Lesson Learning Intentions	<p>Students will study the following themes within each time period and the role they played in medical change/continuity: Science and Tech, Attitudes, War, Institutions, Individuals. Another common thread is: ideas about cause of disease, prevention methods, diagnosis, treatment</p> <p>Medieval</p> <ul style="list-style-type: none"> • Hippocrates and Galen’s ideas, • the role of the Church in continuity of medical ideas and in care giving, • The Black Death <p>Renaissance</p> <ul style="list-style-type: none"> • Reduction in Church Power, • development of the Printing Press and its impact, • Vesalius, • Harvey, • Sydenham, (the impact of these three individuals on medical knowledge) • The Great Plague (change and continuity from the BD) <p>18th and 19th C</p> <ul style="list-style-type: none"> • Spontaneous Generation – Germ theory, • Vaccines, • Cholera, • increase in government intervention, • developments in hospital care – Nightingale, Simpson, Lister <p>20thC-present</p> <ul style="list-style-type: none"> • Magic Bullets and Penicillin, • DNA, • Lung Cancer treatment and prevention, • Government campaigns, • improved technology in diagnosis and treatment, <p>The British Sector of the Western Front</p> <ul style="list-style-type: none"> • Trench warfare, • Injuries sustained, • the setting up and work of the Evacuation Route, • improvements in treatment and care e.g. plastic surgery, x-rays, blood transfusions, 			✓	✓	✓

	<ul style="list-style-type: none"> the role of Stretcher Bearers and Women (nurses, ambulance drivers etc) 						
Lesson Tasks	<ul style="list-style-type: none"> Low stakes knowledge retrieval exercises for every starter (retrieval practice) Historiography – use of Time travellers guide to Medieval and Elizabethan England, Wounded Look at Cause and Consequence e.g. Why was there continuity in ideas? Reasons for change Significance – significance diagrams looking at criteria for and judging significance of the impact of key individuals Source Analysis – WW1 and asking questions to follow up sources Plan and write balanced essays weighing up two sides of the argument e.g. “There was little progress during the Renaissance ” 	✓	✓	✓	✓		✓
Resources	<ul style="list-style-type: none"> Extracts from key texts Powerpoints and resources in the folder Trip to Belgium Source material on WW1 		✓		✓	✓	✓
DRAFT	Essay question – 12m/16m at regular intervals and 2 full tests WCF and DRAFT for every essay and test. Tasks to be set by teacher as appropriate to their performance and to allow improvements to be made		✓				
Literacy	Tier 3: miasma, spontaneous generation, germ theory, DNA, Black Death, Great Plague, Prevention, Treatment, Diagnosis, Trench, Thomas Splint, Tank, Evacuation Route Tier 2: institutions, analysis, explanation, utility, significance, conclusion,			✓			✓
Numeracy	Chronology and use of dates, statistics and recall of these			✓			✓
Challenge	Variety of exam question choices – some will be directed to the more challenging ones	✓					✓

Topic	American West						
NC Learning Intention	Develop and extend knowledge and understanding of specified societies in wider world History Organise and communicate historical knowledge and understanding in different ways	C	R	E	A	T	E
Lesson Learning Intentions	Early Settlement of the West c 1835-1862 <ul style="list-style-type: none"> Survival of the Plains Indians and their adaptations, 			✓	✓	✓	✓

	<ul style="list-style-type: none"> • Early government action towards the Plains Indians and impact on their lives of acts passed, • Push and pull factors for early migration – Oregon trail, Mormons, 49'ers, Donner Party <p>Development of the Plain c1862-1876</p> <ul style="list-style-type: none"> • Pacific Railroad and Homestead Act and its impact, • problems faced by homesteaders and solutions they developed, • growth of the cattle industry and changing roles of cowboys, • conflicts between ranchers and homesteaders • Further change to Plains Indians way of life – reservations, Little Crows War, Sand Creek Massacre, Red Cloud's War <p>Conflicts and conquest c1876-1895</p> <ul style="list-style-type: none"> • Decline of the cattle industry, • improvements in the lives of the homesteaders, • Oklahoma Land Rush and the Exodusters, • Law makers and breakers, • Battle of Little Bighorn and destruction of the Plains Indians way of life 						
Lesson Tasks	<ul style="list-style-type: none"> • Low stakes knowledge retrieval exercises for every starter (retrieval practice) • Exam question planning and practice • Timelines and chronology work to support narrative questions • Use of maps to understand and illustrate changes in America • Plan and write exam answers explaining importance, consequence and making links 	✓	✓	✓	✓		✓
Resources	<ul style="list-style-type: none"> • Photographs and maps • Powerpoints and resources in the folder • Video clips e.g. Sundance • Sheets on key individuals/ stories • Tony Robinsons Wild West documentary series 		✓		✓	✓	✓
DRAFT	Regular exam practice on the 3 question types and 2 full tests WCF and DRAFT for every essay and test. Tasks to be set by teacher as appropriate to their performance and to allow improvements to be made		✓				
Literacy	Tier 3: claim, corral, Exoduster, marshal, nomadic, ranch, reservation, rustling, sheriff, vigilante, homesteader, Manifest Destiny, Law and order, federal, frontier, migration Tier 2: analysis, narrative, importance, significance, impact, consequence, population			✓			✓

Numeracy	Chronology and use of dates, statistics and recall of these			✓			✓
Challenge	Variety of exam question choices – some will be directed to the more challenging ones	✓					✓

Topic	Elizabeth I						
NC Learning Intention	Develop and extend knowledge and understanding of specified periods in British history Organise and communicate historical knowledge and understanding in different ways and reach substantiated conclusions	C	R	E	A	T	E
Lesson Learning Intentions	<p>Queen, government and religion 1558-69</p> <ul style="list-style-type: none"> • How was Tudor society organised? • How much power did a monarch have at this time? • How was her government organised? What problems did she face on her accession? • What were the details of the religious settlement and it's impact e.g. responses and challenges, • Why did MQS pose a threat? <p>Challenges to Elizabeth at home and abroad</p> <ul style="list-style-type: none"> • Revolt of the Northern Earls, Ridolfi Throckmorton and Babington Plots, • Role of Walsingham, • Execution of Mary, Queen of Scots, • Declining relations with Spain – why? • The Netherlands and Spanish Inquisition, • Build up to and failure of the Armada <p>Elizabethan society 1558-88 Changes in:</p> <ul style="list-style-type: none"> • education, • treatment of the poor • leisure time, • Reasons for increased exploration, • Drake's Circumnavigation, • Roanoke and its failure 						
Lesson Tasks	<ul style="list-style-type: none"> • Low stakes knowledge retrieval exercises for every starter (retrieval practice) • Exam question planning and practice 	✓	✓	✓	✓		✓

	<ul style="list-style-type: none"> • Historiography –Timetraveller’s guide to Elizabethan England, The Watchers, Elizabeth a study in insecurity, The Armada • Timelines and chronology • Studying key people and their interactions dinner party seating task • Plan and write exam answers explaining, debating and reaching conclusions 					
Resources	<ul style="list-style-type: none"> • Portraits, paintings and maps • Extracts from historiography • Powerpoints and resources in the folder • Video clips e.g.Armada scene from Elizabeth film, Dan Snow’s Armada • Film - Eliabeth 	✓		✓	✓	✓
DRAFT	Regular exam practice on the 3 question types and 2 full tests WCF and DRAFT for every essay and test. Tasks to be set by teacher as appropriate to their performance and to allow improvements to be made	✓				
Literacy	Tier 3: Catholic, Papal, nobility, navigation, privateer, puritan, Protestant, enclosure, inflation, legitimacy, circumnavigation, cipher, revolt, monarch Tier 2: analyse, explain, exemplify, society, significance, perspective, prominent, compromise			✓		✓
Numeracy	Chronology and use of dates, statistics and recall of these			✓		✓
Challenge	Variety of exam question choices – some will be directed to the more challenging ones	✓				✓

Topic	Civil Rights	C	R	E	A	T	E
NC Learning Intention	Develop and extend knowledge and understanding of specified periods in wider world history and of the wide diversity of human experience Engage in historical enquiry Make valid historical claims by using a range of sources in their historical context Develop an awareness of why different interpretations have been constructed Organise and communicate historical knowledge and understanding in different ways and reach substantiated conclusions						
Lesson Learning Intentions	Development of the Civil Rights Movement 1954-60 <ul style="list-style-type: none"> ○ Life in the South for Black Americans and the Jim Crow Laws, Progress in education: ○ Brown v Topeka and its consequences (+ and -), ○ Little Rock 9 – their significance and consequences and the role of the President, ○ The Montgomery Bus Boycott and the birth of peaceful protest and MLK’s role in this, ○ the 1957 Civil Rights Act and its limitations, ○ Opposition to desegregation: the KKK, WCC and the Emmett Till case. Protest, progress and radicalism 1960-75 <ul style="list-style-type: none"> ○ Greensboro sit-ins – inspiration, role of ordinary people, media ○ Freedom Rides – challenge to refusal to desegregate, KKK reaction and that of the police, role of the President ○ Mereridith – importance of State vs Federal law, role of the President and Governor, white violent reaction ○ Peace marches: Birmingham, MoW, Freedom Summer and murders: role of the media and King’s controversial methods ○ Selma – role of the police, role of MLK, media attention and the impact – VR Act ○ Legislation during the presidencies of JFK and Johnson Radicalisation			✓	✓	✓	✓

	<ul style="list-style-type: none"> ○ Malcolm X – change in his ideology over time, his role as inspiration to black men in the North, his message of self defence and separatism ○ Black Power – Olympic protest, Black is Beautiful ○ Black Panthers -grassroots community impact vs legal change ○ Riots and the Kerner Report – why they rioted, details, findings of the report ○ MLK’s failure in the North – North v South comparison to explain the lack of impact 						
Lesson Tasks	<ul style="list-style-type: none"> ● Low stakes knowledge retrieval exercises for every starter (retrieval practice) ● Historiography – Let Freedom Ring for source material, ● Timelines and chronology ● Plan and write exam answers explaining, debating and reaching conclusions, analysing sources and interpretations ● Consideration of impact (+ and -) and the extent of change. 	✓	✓	✓	✓		✓
Resources	<ul style="list-style-type: none"> ● Photos, maps of USA, DVDs ● Extracts from historiography ● Powerpoints and resources in the folder ● Video clips e.g. The Kennedy’s for Meredith ● Film - The Butler and Selma 		✓		✓	✓	✓
DRAFT	<p>Regular exam practice on the questions, particular focus on HU and Interpretation questions</p> <p>Full exam papers</p> <p>WCF and DRAFT for every essay and test. Tasks to be set by teacher as appropriate to their performance and to allow improvements to be made</p>		✓				
Literacy	<p>Tier 3: segregation, boycott, Black Power, Supreme Court, lynching, Dixiecrat, separatism, sit-ins</p> <p>Tier 2: analyse, explain, exemplify, interpretation, negotiate, counter,</p>			✓			✓
Numeracy	Chronology and use of dates, statistics and recall of these			✓			✓
Challenge	Variety of exam question choices – some will be directed to the more challenging ones	✓					✓

Topic	Vietnam						
NC Learning Intention	Develop and extend knowledge and understanding of specified periods in wider world history and of the wide diversity of human experience Engage in historical enquiry Make valid historical claims by using a range of sources in their historical context Develop an awareness of why different interpretations have been constructed Organise and communicate historical knowledge and understanding in different ways and reach substantiated conclusions	C	R	E	A	T	E
Lesson Learning Intentions	US involvement in the Vietnam war, 1954-75 <ul style="list-style-type: none"> ○ Reasons for initial US involvement: Dien Bien Phu and France, Domino Theory, Diem's weaknesses ○ Increased involvement under JFK – strategic hamlets, overthrow of Diem and Chemical warfare ○ Increasing threat of the Vietcong – their tactics and support ○ Gulf of Tonkin Incident and Resolution ○ Johnson's escalation – Operation Rolling Thunder, Search and Destroy ○ Impact of US tactics on support in Vietnam, success in Vietnam ○ Tet Offensive – its significance, role of media, US gains and losses and NV gains and losses ○ Nixon Doctrine and Vietnamisation ○ US attacks on Laos and Cambodia Reactions to, and the end of, US involvement in Vietnam 1964-75 <ul style="list-style-type: none"> ○ Reasons for growing opposition at home – role of media, draft, students ○ My Lai massacre ○ Kent State protest ○ Support at home – Hard Hats and silent majority ○ Peace Process and US withdrawal 			✓	✓	✓	✓

	<ul style="list-style-type: none"> ○ Reasons for failure 						
Lesson Tasks	<ul style="list-style-type: none"> • Low stakes knowledge retrieval exercises for every starter (retrieval practice) • Historiography – source and interpretation material, • Timelines and chronology • Photographs of the conflict and protest • Analysis of source utility • Plan and write exam answers explaining, debating and reaching conclusions, analysing sources and interpretations • Consideration of impact (+ and -) and the extent of change. 	✓	✓	✓	✓		✓
Resources	<ul style="list-style-type: none"> • Photos, maps of Vietnam, DVDs • Extracts from historiography • Powerpoints and resources in the folder • Video clips 		✓		✓	✓	✓
DRAFT	<p>Regular exam practice on the questions, particular focus on HU and Interpretation questions</p> <p>Full exam papers</p> <p>WCF and DRAFT for every essay and test. Tasks to be set by teacher as appropriate to their performance and to allow improvements to be made</p>		✓				
Literacy	<p>Tier 3: communism, capitalism, containment, Domino Theory, Viet Cong, guerrilla, draft, morale, negotiation, napalm, agent orange, congress</p> <p>Tier 2: analyse, explain, exemplify, interpretation, negotiate, counter,</p>			✓			✓
Numeracy	Chronology and use of dates, statistics and recall of these - death, cost of the war			✓			✓
Challenge	Variety of exam question choices – some will be directed to the more challenging ones	✓					✓