

SHS History Department Curriculum Map 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 LIVING AND BELIEVING	LIVING AND BELIEVING What mattered to ordinary people in the Medieval world?	LIVING AND BELIEVING What mattered to ordinary people in the Medieval world?	LIVING AND BELIEVING How (and why) did the Renaissance World see an explosion of ideas? (link to the Age of Enlightenment)	LIVING AND BELIEVING How should we write the history of the Industrial Revolution in Britain?	LIVING AND BELIEVING How should we write the history of the Industrial Revolution in Britain?	LIVING AND BELIEVING Did changing social attitudes change 20 th century Britain?
Lessons	<p>England</p> <p>Background: 1-3 Iron Age, Roman and Anglo-Saxon Britain</p> <p>Community 4 Medieval village life 5 Medieval towns</p> <p>Church 6 Game of Heaven and Hell: the life of a monk 7 Black Death: causes and treatments</p> <p>King (or Queen), Church, Nobles and People (how society worked): 8 King or Church? Thomas Becket 9 Magna Carta: King and nobles 10 Peasant's Revolt: King and people</p>	<p>Mali Empire 10-11 The impact and importance of Mansa Musa</p> <p>Islamic Empire 12 Expansion of the Empire from the 600s 13 Life in, and achievements of, Baghdad</p> <p>Assessment: Black Death and the importance of religion</p>	<p>New ideas: Humanism and Protestantism 1 Causes of the Reformation in England and Europe: Martin Luther 2 Henry VIII and the Reformation Parliament 3 Impact of the Reformation on communities</p> <p>Technological change: 4-5 Impact of exploration, new technology and the printing press (including Drake and relations with Spain), international trade and the start of the Slave Trade (John Hawkins)</p>	<p>1 Causes of the Industrial Revolution 2 Historical links to the Slave Trade</p> <p>Public health 3-4 Growth of cities (Bradford), the actions of philanthropists (Titus Salt) and the changing role of Government (Edwin Chadwick)</p> <p>Campaigns led by women 5 Caroline Norton and the Matrimonial Causes Act 6 Josephine Butler: repeal of the Contagious Diseases Acts</p>	<p>Poverty 7 Workhouses (Gressenhall: local history)</p> <p>Education 8 including child prisoners</p> <p>Attitudes to crime 9-10 Elizabeth Fry, Pentonville and policing</p> <p>Assessment: Interpretations of the Industrial Revolution</p>	<p>Attitudes to race 1-2 The impact of immigration from the West Indies, including the Race Relations Act and the aftermath 3 The role of the British Civil Rights Movement (Notting Hill) 4 Life today</p> <p>Attitudes to gender and sexuality 5 Women's suffrage 6 Women's War 7 Legislation from the Swinging Sixties 8 The Women's Movement and Pride (link to Stonewall Riots)</p> <p>Assessment: The extent of change in the lives of Black Britons</p>

	11 Queen Matilda/ Eleanor of Aquitaine: the role of Queens in male society		<p>Challenges to religion: the rise of science in the Enlightenment</p> <p>6 Plague (compare to the Black Death) 7 Charles II and the Royal Society</p> <p>Developments in art and culture from the Renaissance</p> <p>8-9 Leonardo da Vinci Black Africans in Renaissance Art</p> <p>The role of Queens</p> <p>10 Mary I 11 Mary Queen of Scots and Elizabeth I 12 Queen Anne</p> <p>Assessment: Comparison between the Black Death and the Plague, in context</p>			
<p>Key skills Based on 3 key ideas: <i>1. growing complexity of content in developing knowledge and understanding, layered every four terms</i></p>	<p>Knowledge and understanding: Comparing key features of Medieval England, Mali and Baghdad (underlying themes of religious belief and comparing contemporary ideas about the role of Church and monarchs</p>	<p>Knowledge and understanding: Comparing key features of Medieval England, Mali and Baghdad (underlying themes of religious belief and comparing contemporary ideas about the role of Church and monarchs</p>	<p>Knowledge and understanding: Giving reasons (introducing the idea of factors for change) for the explosion of ideas in the Renaissance and Age of Enlightenment</p>	<p>Knowledge and understanding: Beginning to consider how History is written and doing it ourselves (History as an academic subject, not just the past) by focusing on the power of new ideas in the Industrial Revolution</p>	<p>Knowledge and understanding: Beginning to consider how History is written and doing it ourselves (History as an academic subject, not just the past) by focusing on the power of new ideas in the Industrial Revolution</p>	<p>Knowledge and understanding: Making clear links between History topics and the world today, through a focus on social changes in, and attitudes to, gender, race and sexuality (and making links to these issues</p>

<p><i>through a thematic approach</i></p> <p>2. development of skills in second-order concepts is based upon repeated use over different topics across the year</p> <p>3. incremental skills development in source analysis and evaluation of interpretations</p>	<p>in relation to ordinary people)</p> <p>Explanation and analysis of second-order concepts: Focus on describing and explaining: -Cause and consequence (e.g. Black Death, Thomas Becket) -Change and continuity (e.g. Magna Carta, Peasants Revolt) -Significance (e.g. Church)</p> <p>Source analysis: Learning to make inferences from sources with supporting detail from source</p> <p>Evaluating interpretations: Focusing on describing and explaining two sides of the story, and making judgements</p>	<p>in relation to ordinary people)</p> <p>Explanation and analysis of second-order concepts: Focus on describing and explaining: -Cause and consequence (e.g. reasons for progress, impact on population) -Similarity and difference (e.g. Baghdad and the West) -Significance (e.g. developments in Africa and the East)</p> <p>Source analysis: Learning to make inferences from sources with supporting detail from source</p> <p>Evaluating interpretations: Focusing on describing and explaining two sides of the story, and making judgements</p>	<p>Explanation and analysis of second-order concepts: Focus on describing and explaining: -Cause and consequence (e.g. reasons/factors for new ideas) -Change and continuity (e.g. extent of new ideas) -Similarity and difference (e.g. how similar/different were these new ideas) -Significance (e.g. of these new ideas)</p> <p>Source analysis: Learning to make inferences from sources with supporting detail from source</p> <p>Evaluating interpretations: Focusing on describing and explaining two sides of the story, and making judgements</p>	<p>Explanation and analysis of second-order concepts: Focus on describing and explaining: -Cause and consequence (why the Industrial Revolution happened, impact on cities) -Change and continuity (e.g. extent of change in attitudes to women, poverty, education and crime) -Similarity and difference (e.g. how similar/different were these changing attitudes) -Significance (e.g. of the period overall)</p> <p>Source analysis: Comparing source content, with two or more sources Linking source content to own knowledge</p> <p>Evaluating interpretations: Making inferences from historians' views with supporting detail from interpretations</p>	<p>Explanation and analysis of second-order concepts: Focus on describing and explaining: -Cause and consequence (why the Industrial Revolution happened, impact on cities) -Change and continuity (e.g. extent of change in attitudes to women, poverty, education and crime) -Similarity and difference (e.g. how similar/different were these changing attitudes) -Significance (e.g. of the period overall)</p> <p>Source analysis: Comparing source content, with two or more sources Linking source content to own knowledge</p> <p>Evaluating interpretations: Making inferences from historians' views with supporting detail from interpretations</p>	<p>raised in the Industrial Revolution module)</p> <p>Explanation and analysis of second-order concepts: Focus on describing and explaining: -Cause and consequence (e.g. reasons for migration to Britain and its consequences for Black Britons, the Women's Suffrage campaign) -Change and continuity (e.g. extent of change in attitudes to women, race and sexuality) -Similarity and difference (e.g. how similar/different were these changing attitudes) Significance (e.g. of the period overall in changing social attitudes)</p> <p>Source analysis: Comparing source content, with two or more sources Linking source content to own knowledge</p>
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						Evaluating interpretations: Making inferences from historians' views with supporting detail from interpretations
Personal development/cultural capital	-The power of religion and spiritual ideas -Understanding of different cultures/expanding world view, challenging stereotypes Careers: Literacy skills Analytical skills Social policy/Law/Politics	-The power of religion and spiritual ideas -Understanding of different cultures/expanding world view, challenging stereotypes Careers: Literacy skills Analytical skills Social policy/Law/Politics	-Challenges to religion from science: the power of new ideas Careers: Literacy skills Analytical skills Social policy Art and science	-How individuals can make a difference -Changing attitudes to women's rights, poverty, education and crime, linked to social class Careers: Literacy skills Analytical skills Social policy/Law/Politics	-How individuals can make a difference -Changing attitudes to women's rights, poverty, education and crime, linked to social class Careers: Literacy skills Analytical skills Social policy/Law/Politics	-Changing social attitudes to gender, race and sexuality, with links to attitudes today: how much has changed and why? Careers: Literacy skills Analytical skills Social policy/Law/Politics
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8 POWER AND PROTEST	POWER AND PROTEST How did the Normans gain and keep control of England?	POWER AND PROTEST How was the power of Kings challenged in the 1600s?	POWER AND PROTEST Case-study: The French Revolution	POWER AND PROTEST Who benefited from the British Empire?	POWER AND PROTEST How has terrorism changed the 20 th /21 st century world?	POWER AND PROTEST Case-study: The Women's Suffrage Movement
Lessons	<i>How did William I keep control?</i> Norman Conquest 1-2 Migration to Britain pre-1066: Romans, Vikings and Anglo-Saxons 3 Who should be King?	<i>English Civil War and its aftermath</i> 1-2 Recap of Magna Carta, Peasants Revolt, Henry VIII and the Reformation Parliament Causes of the Civil War	<i>French Revolution</i> 1 Who had power in Europe in 1780 2 Life in pre-revolutionary France Causes and events 3 The Estates system	<i>Slave trade</i> 1 Links to Year 7 lessons on Slave Trade; the perspective in Liverpool/Bristol: why did slavery develop? 2 Middle Passage 3 Conditions on plantations	<i>Conflict in the Middle East</i> 1-2 Long-term causes/events 3 Differing viewpoints (Parallel Histories) 4 Impact on/of terrorist groups	<i>The campaign</i> 1 Why did women want the vote? 2 Suffragettes and Suffragists: aims and methods 3 Government response and its impact

	<p>4 Battle of Stamford Bridge 5-6 Battle of Hastings</p> <p>Consequences 7-8 Feudal system, Domesday Book and Harrying of the North/Hereward the Wake 9-10 Castles</p> <p>Assessment: Reasons for the Norman victory</p>	<p>3 The Diggers and Levellers 4 Oliver Cromwell 5-6 Glorious Revolution</p> <p>The Ming Dynasty 7 The power of the Ming Dynasty 8 Reasons for decline 9 Links to the English Civil War</p> <p>Assessment: The impact of the Civil War and its aftermath on the changing nature of government in England</p>	<p>4. The Bourgeois revolution 5. Summer of 1789 6. Declaration of the Rights of Man 7. Louis XVI's execution 8. Terror 9. Marie-Antoinette</p> <p>Aftermath 10 Napoleon and the Napoleonic Wars 11 Was it worth it?</p> <p>Assessment: Interpretations of the French Revolution</p>	<p>4 Slave rebellions 5 Abolition: reasons</p> <p>Empire 6 Background to the British Empire 7 Seven Years War and American War of Independence 8 Australia 9-10 The rulers and the ruled by 1900: Opium Wars and Zimbabwe 11 The Benin bronzes: what do they tell us about Empire?</p> <p>Spotlight on India 12 The East India Company 13 Impact on India</p> <p>Assessment: Who benefitted from Empire?</p>	<p>5 The situation today: nature/extent of change</p> <p>Conflict in Ireland 6-7 Long-term causes 8 Differing viewpoints (Parallel Histories) 9 Impact on/of terrorist groups 10 The situation today: nature/extent of change</p> <p>How has the nature of protest changed in the 20th century? 11 The impact of Gandhi's philosophy of peaceful protest 12 Protest today: review</p> <p>Assessment: Impact of terrorism on Northern Ireland the Middle East</p>	<p>Case-studies 4 Kitty Marion 5 Emily Davison 6 Princess Sophia Duleep Singh</p> <p>7 Why did women achieve the vote?</p> <p>Assessment: Source work on Emily Davison</p>
<p>Key skills Based on 3 key ideas: <i>1. growing complexity of content in developing knowledge and understanding, layered every</i></p>	<p>Knowledge and understanding: Layering knowledge and understanding by returning to the Middle Ages and focusing more explicitly on methods of power and control used by monarchs in relation to</p>	<p>Knowledge and understanding: Linking back to Theme 1 and attempts in the Middle Ages to challenge royal power, now focusing on the English Civil War and its impact on relations between King,</p>	<p>Knowledge and understanding: Linking back to Autumn 2 and relations between King, Parliament and People. Why was the French Revolution so significant?</p>	<p>Knowledge and understanding: Linking back to key theme of Slavery running through Year 7 and the Industrial Revolution, students examine the Transatlantic Slave Trade and evaluate different interpretations of the</p>	<p>Knowledge and understanding: Linking back to previous themes of power, control, race and Empire, students consider the reasons for and impact of Terrorism in the</p>	<p>Knowledge and understanding: Linking back to the previous themes of relations between people and Parliament and Year 7 focus on Peterloo, Chartism and actions of women in the 20th century</p>

<p><i>four terms through a thematic approach</i></p> <p><i>2. development of skills in second-order concepts is based upon repeated use over different topics across the year</i></p> <p><i>3. incremental skills development in source analysis and evaluation of interpretations</i></p>	<p>ordinary people (Theme 1)</p> <p>Explanation and analysis of second-order concepts: Focus on describing and explaining: -Cause and consequence (e.g. reasons for the Norman invasion and its results) -Significance (e.g. of the Norman invasion in British history)</p> <p>Source analysis: Exploring how provenance impacts on sources (one source)</p> <p>Evaluating interpretations: Making developed comparisons between interpretations with support</p>	<p>Parliament and People. What was happening in China at the same time?</p> <p>Explanation and analysis of second-order concepts: Focus on describing and explaining: -Cause and consequence (e.g. reasons for and results of the English Civil War) -Change and continuity (e.g. how were relations between monarch and Parliament changing?) -Similarity and difference (e.g. links to the Ming Dynasty?) -Significance (e.g. importance of the Civil War)</p> <p>Source analysis: Exploring how provenance impacts on sources (comparing sources)</p> <p>Evaluating interpretations: Making developed comparisons between</p>	<p>Explanation and analysis of second-order concepts: Focus on describing and explaining: -Cause and consequence (e.g. reasons for and results of the French Revolution) -Change and continuity (e.g. how were relations between monarch and Parliament changing?) -Similarity and difference (e.g. links to the English Civil War and the Ming Dynasty?) -Significance (e.g. importance of the French Revolution)</p> <p>Source analysis: Exploring how provenance impacts on sources (comparing sources)</p> <p>Evaluating interpretations: Making developed comparisons between interpretations with support</p>	<p>British Empire, considering who benefitted and who did not, and why, reaching a clear judgement</p> <p>Explanation and analysis of second-order concepts: Focus on describing and explaining: -Cause and consequence (e.g. reasons for and results of the Slave Trade, and the development of the British Empire) -Similarity and difference (e.g. experiences of Empire) -Significance (e.g. importance of the Slave Trade and Empire to Britain and its economy)</p> <p>Source analysis: Using source content and provenance (from Year 7) to make <i>developed</i> comments about reliability of source, linked to own knowledge</p> <p>Evaluating interpretations: Linking interpretations to explicit own knowledge</p>	<p>modern world, using two case-studies</p> <p>Explanation and analysis of second-order concepts: -Cause and consequence (e.g. background to the Troubles) -Significance (e.g. of terror tactics in the modern world)</p> <p>Source analysis: Using source content and provenance (from Year 7) to make <i>developed</i> comments about reliability of sources, linked to own knowledge</p> <p>Evaluating interpretations: Linking interpretations to explicit own knowledge</p>	<p>feminist movement, students consider the position, attitudes to and actions of women in the Women's Suffrage Movement in greater depth than in Year 7</p> <p>Explanation and analysis of second-order concepts: -Cause and consequence (e.g. reasons for protest) -Similarity and difference (e.g. analysis of differing aims and tactics) -Significance (e.g. of the women's actions in context, and the 1918 Act)</p> <p>Source analysis: Using source content and provenance (from Year 7) to make <i>developed</i> comments about reliability of sources, linked to own knowledge</p> <p>Evaluating interpretations: Linking interpretations to explicit own knowledge</p>
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		interpretations with support				
Personal development/ cultural capital	-Understanding the role of invasion in British history, and challenging what it means to be 'British' Careers: Literacy skills Analytical skills Social policy/ Law/ Politics	-Awareness of the early development of democracy in Britain, and the political power of ordinary people in making change Careers: Literacy skills Analytical skills Social policy/Law/ Politics	-Awareness of the development of democracy in France and the political power of ordinary people in making change, as well as the positive and negative impact of political struggle on ordinary citizens Careers: Literacy skills Analytical skills Social policy/Law/ Politics	-Understanding the impact of racist attitudes on other nations, and Britain's role in slavery and Empire, making links to the extent of changing attitudes, and continuing problems, today -How protest can lead to change Careers: Literacy skills Analytical skills Social policy/Law/ Politics	-Awareness of the background to Islamic terrorism and less well-known, the reasons for and impact of terrorism (or freedom fighting) in Northern Ireland (close to home) Careers: Literacy skills Analytical skills Social policy/Law/ Politics	-Awareness of the particular struggle for women to achieve the vote, in the context of the War, and the complexity of attitudes to women at the time (and today) Careers: Literacy skills Analytical skills Social policy/Law/ Politics
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 CONFLICT AND CO-OPERATION	CONFLICT AND CO-OPERATION Why can't historians agree about Medieval conflict? Early Modern case-study: The Spanish Armada 1588	CONFLICT AND CO-OPERATION How have Black Americans experienced conflict and co-operation in attitudes to race from the 1600s to today?	CONFLICT AND CO-OPERATION How should we write the history of the First World War?	CONFLICT AND CO-OPERATION Case-study: What does Germany tell us about conflict and co-operation in Europe between the Wars?	CONFLICT AND CO-OPERATION How did World War Two become a World War?	CONFLICT AND CO-OPERATION Why did the Cold War begin, and how did it impact on the 20 th century world?
Lessons	Crusades 1-2 Causes and experiences of the Crusades	1-2 Slave Trade in the Deep South, rebellions and the Underground Railroad (Harriet Tubman)	1-2 Causes 3 Preparation and propaganda 4 Trench life	1 Treaty of Versailles Rise of dictators	1-2 Causes (including the role of Appeasement) 3-4 Blitzkrieg and Dunkirk	1 Causes 2 The Iron Curtain, the Berlin Blockade and the Hungarian Uprising

	<p>3 Comparing historians' views</p> <p>Conflict with Wales (Owain Glyn Dwr) 4 Why did Owain Glyn Dwr rebel? 5 Owain Glyn Dwr: hero or rebel? Historians' views</p> <p>Conflict with Scotland 6 Interpretations of William Wallace 7 How successful was Robert Bruce in the War of Independence?</p> <p>Case-study: The Spanish Armada 8-9 England's relations with Spain 10 The events of the Armada and its consequences 11 Reasons for victory</p> <p>Assessment: Why did the Spanish Armada fail?</p>	<p>3 Emancipation Proclamation, the Jim Crow Laws and Plessy vs Ferguson 4 The rise of the KKK, 1920s and World War Two 5-7 NAACP, the Civil Rights Movement, Rosa Parks and Martin Luther King; the role of federal government 8 Malcolm X and Black Power 9 Black America 1980s-today</p> <p>Assessment: The importance of Martin Luther King (compared to other factors) to Civil Rights for African-Americans</p>	<p>5-6 Battle of the Somme (underlying debate Gary Sheffield) 7 'Shot at Dawn' 8 Conscientious Objectors 9 A World War</p> <p>Spotlight throughout on local history</p> <p>Assessment: Interpretations on the view that the First World War can be characterised as 'Lions led by donkeys'</p>	<p>2 Ideologies: Communism vs Capitalism, Soviet Russia</p> <p>Nazi Germany 3-4 Weimar Germany: challenges up to 1923, the role of Stresemann and the Wall Street Crash 5 Hitler's rise to power 6-7 Life in Nazi Germany</p> <p>Assessment: Different views of the Hitler Youth</p>	<p>5 Battle of Britain 6 1941: a turning point (Pearl Harbour and Stalingrad) 7 D-Day 8-9 Atomic bomb (and its impact for the world)</p> <p>Holocaust 10-12 How did the Holocaust happen?</p> <p>Spotlight throughout on local history</p> <p>Assessment: Dunkirk source analysis/ Should the atomic bomb have been dropped on Japan?</p>	<p>3 Berlin Wall 4 Cuban Missile Crisis 5 Prague Spring</p> <p>6 Reagan and Gorbachev 7 The fall of the Wall and the end of the Cold War</p> <p>Assessment: The Berlin Wall</p>
<p>Key skills Based on 3 key ideas: <i>1. growing complexity of content in developing</i></p>	<p>Knowledge and understanding: Building upon knowledge of Medieval life (particularly the power of the Church) and the Battle of</p>	<p>Knowledge and understanding: Linking to previous modules focusing on Slavery, race and Empire, students trace the history of black</p>	<p>Knowledge and understanding: Linking back to the Year 7 module on writing the history of the Industrial Revolution and with</p>	<p>Knowledge and understanding: Linking together previous and successive modules through the Treaty of Versailles, students zone-in on the theme of</p>	<p>Knowledge and understanding: Linking back to the focus on world history over the past three years, students study the Second World War</p>	<p>Knowledge and understanding: Building upon all the topics in Year 9, students will consider a 'cold war' of ideas like racial conflict in</p>

<p><i>knowledge and understanding, layered every four terms through a thematic approach</i></p> <p><i>2. development of skills in second-order concepts is based upon repeated use over different topics across the year</i></p> <p><i>3. incremental skills development in source analysis and evaluation of interpretations</i></p>	<p>Hastings in Year 8 and focusing on the context of Medieval historiography, specifically why historians write as they do. Links/comparisons made with Early Modern conflict through the Spanish Armada.</p> <p>Explanation and analysis of second-order concepts: -Cause and consequence (e.g. why people went on Crusades) -Change and continuity (e.g. in historians' attitudes to Medieval conflict) -Similarity and difference (e.g. in historians' attitudes to Medieval conflict) -Significance (e.g. of Jerusalem)</p> <p>Source analysis: Comparing reliability of different sources, linked to own knowledge</p> <p>Evaluating interpretations:</p>	<p>people in America, in particular post-Slavery, comparing the impact of the Civil Rights Movement with federal government and social attitudes on the attainment of civil rights and equality, and analysing the nature and extent of change. A conflict of ideas, linking forward to the Cold War</p> <p>Explanation and analysis of second-order concepts: -Cause and consequence (e.g. reasons for the abolition of slavery and its results) -Change and continuity (e.g. how far attitudes to African-Americans changed) -Similarity and difference (e.g. similarities and differences in attitudes and reasons for this) -Significance (e.g. of the Civil Rights Movement)</p>	<p>improved skills in evaluating historical interpretations, students evaluate interpretations of the First World War throughout a variety of topics, and reach judgements.</p> <p>Explanation and analysis of second-order concepts: -Cause and consequence (e.g. causes of the First World War) -Change and continuity (e.g. changing views of the First World War) -Similarity and difference (e.g. in views of Conscientious Objectors, 'Shot at Dawn' etc.)</p> <p>Source analysis: Analysing the usefulness of a source, linked to own knowledge</p> <p>Evaluating interpretations: As Autumn 2, with increasingly complex interpretations</p>	<p>conflict (impact of World War One and build-up to World War Two; conflict of ideologies Fascism and Communism) and co-operation (the extent to which Hitler 'spoke to' and reflected the concerns of ordinary Germans through Nazi policies)</p> <p>Explanation and analysis of second-order concepts: -Cause and consequence (e.g. reasons for weakness in Weimar Government; reasons for rise of Hitler) -Change and continuity (e.g. new ideas of the 1920s) -Similarity and difference (e.g. in interpretations of Nazi policies)</p> <p>Source analysis: Analysing the usefulness of a source, linked to own knowledge</p> <p>Evaluating interpretations: As Spring 1, with increasingly complex interpretations</p>	<p>in its international context.</p> <p>Explanation and analysis of second-order concepts: -Cause and consequence (e.g. causes of the War) -Significance (e.g. importance of the Atomic Bomb)</p> <p>Source analysis: Analysing the usefulness of more than one source, linked to own knowledge</p> <p>Evaluating interpretations: As Spring 2, with increasingly complex interpretations</p>	<p>America (and again including America), but this time in post-War Europe. Students can also make links to the context of changing social attitudes in the 20th century (Year 7) and terror tactics (Year 8)</p> <p>Explanation and analysis of second-order concepts: -Cause and consequence (e.g. causes of the Cold War and key events) - Change and continuity (e.g. of the extent of threat) Significance (e.g. of key events)</p> <p>Source analysis: Analysing the usefulness of more than one source, linked to own knowledge</p> <p>Evaluating interpretations: As Summer 2, with increasingly complex interpretations</p>
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	Making developed judgements on interpretations, linked to own knowledge	<p>Source analysis: Comparing reliability of different sources, linked to own knowledge</p> <p>Evaluating interpretations: Making developed judgements on interpretations, linked to own knowledge</p>				
Personal development/ cultural capital	<p>-Improved knowledge of the histories of Wales and Scotland</p> <p>-Links made between Wales, Scotland and England</p> <p>Careers: Literacy skills Analytical skills Social policy/Law/ Politics</p>	<p>-The role of protest in achieving change: different types of protest and different levels of success</p> <p>-Different attitudes to race (from both black and white viewpoints) and reasons for this</p> <p>-Links to modern America</p> <p>Careers: Literacy skills Analytical skills Social policy/Law/ Politics</p>	<p>-Attitudes to peace and war</p> <p>-Changing attitudes to mental health</p> <p>-Challenging stereotypes of who fought in World War One</p> <p>-Focus on family history</p> <p>Careers: Literacy skills Analytical skills Social policy/Law/ Politics</p>	<p>-Understanding key 20th century ideologies relevant today: Fascism and Communism</p> <p>-Reasons for support for extremist ideologies among 'ordinary people'</p> <p>-Impact of extremist ideologies</p> <p>Careers: Literacy skills Analytical skills Social policy/Law/ Politics</p>	<p>-Focus on family history</p> <p>-Links to the world today: impact of the War on international relations</p> <p>-Long-term Anti-Semitic attitudes and the Holocaust: improved awareness and understanding</p> <p>Careers: Literacy skills Analytical skills Social policy/Law/ Politics</p>	<p>-Focus on international politics with links to modern day</p> <p>-Understanding of the political and economic significance of the USA</p>
Year 10 GCSE History content	<p>GCSE Paper 1: Migration c800-modern day</p> <p>Key topic 1: c800-1500</p>	<p>GCSE Paper 1: Migration c800-modern day</p> <p>Key topic 3: 1700-1900</p>	<p>GCSE Paper 1: Migration c800-modern day</p> <p>Key topic 4: 1900-modern day</p>	<p>GCSE Paper 3: Germany 1918-39</p> <p>Overview of the 20th century</p>	<p>GCSE Paper 3: Germany 1918-39</p> <p>Hitler's rise to power, 1919-33</p>	<p>GCSE Paper 3: Germany 1918-39</p> <p>Control in Nazi Germany 1933-39</p>

	<p>-Reasons for and context of migration -The experience and impact of migrants -Case study: Viking York</p> <p>Key topic 2: 1500-1700 -Reasons for and context of migration -The experience and impact of migrants -Case studies: Sandwich and Canterbury, the Huguenots</p> <p>Assessment topics: Reasons for migration, migrant experience (positive and negative) and migrant impact (political, economic cultural)</p>	<p>-Reasons for and context of migration -The experience and impact of migrants -Case studies: 19th century Liverpool, Jewish migrants in the East End</p> <p>Assessment topics: Reasons for migration, migrant experience (positive and negative) and migrant impact (political, economic cultural)</p>	<p>-Reasons for and context of migration -The experience and impact of migrants -Case studies: Bristol and the Bus Boycott Asian migrants in Leicester</p> <p>Historic Environment: Notting Hill c1948-70 -Local environment -Influence of Caribbean culture -Racism and policing -Black activism</p> <p>Assessment topics: Reasons for migration, migrant experience (positive and negative) and migrant impact (political, economic cultural), Notting Hill</p>	<ul style="list-style-type: none"> • Review ideologies and key political terms <p>Weimar Germany 1919-33</p> <ul style="list-style-type: none"> • What impact did World War One have on Germany? Why was the Weimar Government so weak by 1923? • How 'golden' were the Golden Years? • What impact did the Wall Street Crash have on Weimar Germany? <p>Assessment topics: weakness of early Weimar, the Golden Years</p>	<ul style="list-style-type: none"> • How did Hitler take control of the early Nazi Party up to 1921? Munich Putsch: success or failure? • How did the Nazi Party change 1924-29? • Why did Hitler become Chancellor by 1933? <p>Assessment topics: Munich Putsch, changes to the Nazi Party 1924-28, how/why Hitler became Chancellor by 1933 (debate)</p>	<ul style="list-style-type: none"> • How did Hitler consolidate his power 1933-34? (from Chancellor to Dictator) • How did the Nazis use terror to keep control? • How did the Nazis use propaganda to keep control? <p>Assessment topics: how Hitler became a dictator, the use of terror and propaganda, the Churches</p> <p>Life in Nazi Germany 1933-39</p> <ul style="list-style-type: none"> • How and why did the Nazis control young people? • How successful were Nazi youth policies? • How did the Nazis control women? How successful were Nazi policies towards women? • Did the Nazis perform an economic miracle? • How and why did the Nazis persecute the Jews and other minorities?
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						Assessment topics: the effectiveness and success of Hitler's social and economic policies, the treatment of Jews and other minorities in Nazi Germany
Key skills: Regular practice of exam questions testing exam skills, which are embedded into lessons	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) Exam skills practice	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) Exam skills practice	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) A03: Source analysis Exam skills practice	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) A03: Source analysis (question 3a) A04: Evaluation of interpretations (question 3b-d) Exam skills practice	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) A03: Source analysis (question 3a) A04: Evaluation of interpretations (question 3b-d) Exam skills practice	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) A03: Source analysis (question 3a) A04: Evaluation of interpretations (question 3b-d) Exam skills practice
Personal development/ cultural capital	-Reasons for migration to Britain through history -Why some migrant groups are more welcomed than others, and why experiences vary -the contributions made by migrants to British society, economy and culture Careers:	-Reasons for migration to Britain through history -Why some migrant groups are more welcomed than others, and why experiences vary -the contributions made by migrants to British society, economy and culture Careers:	-Cultural impact of migrants in Notting Hill -Challenges presented by racist attitudes -Police-community relations in Notting Hill -The origins and impact of black activism Careers: Literacy skills	-How to deal with the losing side (Versailles but also everyday life) -Different ways of running a country (PR, Article 48): what works? -Left and right wing views: what are they? -The impact of radical art and culture on society in difficult times -Understanding how the economy works	-How can extremist ideas grow? -Why do some people believe in extremist ideas? -What impact does economic dislocation have on political extremism? Careers: Literacy skills Analytical skills	-How can democracy be eroded? Improved understanding of the structures of dictatorship -How people can be controlled, often unwittingly, and how to challenge this: growing awareness Careers: Literacy skills Analytical skills

	Literacy skills Analytical skills Social policy/Law/ Politics/Business/ Economics	Literacy skills Analytical skills Social policy/Law/ Politics/Business/ Economics	Analytical skills Social policy/Law/ Politics/Business/ Economics	Careers: Literacy skills Analytical skills Social policy/Law/ Politics/Business/ Economics	Social policy/Law/ Politics/Business/ Economics	Social policy/Law/ Politics/Business/ Economics
Year 11 GCSE content	<p>GCSE Paper 2: Early Elizabethan England 1558-1588</p> <p>Queen, Government and Religion 1558-69</p> <ul style="list-style-type: none"> • How did Elizabethan society work? • What challenges faced Elizabeth I at the start of her reign? • How should Elizabeth deal with the problem of religion? • Who challenged Elizabeth's Religious Settlement? • How and why was Mary Queen of Scots such a threat? <p>Challenges to Elizabeth, 1569- 1588</p> <ul style="list-style-type: none"> • How much of a threat was the Rebellion of the Northern Earls? • How significant were the Catholic plots against Elizabeth? 	<p>GCSE Paper 2: Early Elizabethan England 1558-1588</p> <p>Challenges to Elizabeth, 1569- 1588</p> <ul style="list-style-type: none"> • Why were Anglo-Spanish relations so tense? • What led England and Spain to War? • Why did England defeat the Spanish Armada? <p>Elizabethan Society</p> <ul style="list-style-type: none"> • How and why did education change in Elizabethan times? • How did leisure change in Elizabethan times? • Why did poverty increase in Elizabethan times? • How and why did attitudes to poverty change? 	<p>GCSE Paper 2: Superpower Relations and the Cold War 1943-1991</p> <p>The origins of the Cold War, 1941-58</p> <ul style="list-style-type: none"> • Why did the Cold War begin? • What impact did the Truman Doctrine and Marshall Plan have on Superpower relations? How did the arms race develop? • How and why was Berlin divided, and what was the impact of this? • Why was the Soviet invasion of Hungary so significant? <p>Cold War Crises, 1958-70</p> <ul style="list-style-type: none"> • Why was the Berlin Wall built? What was the impact of the building of the Berlin Wall? 	<p>GCSE Paper 2: Superpower Relations and the Cold War 1943-1991</p> <p>The end of the Cold War, 1970-1991</p> <ul style="list-style-type: none"> • What was Détente? • How did the Soviet invasion of Afghanistan impact on the Cold War? How and why did Reagan and Gorbachev change their views? • Why did Eastern Europe disintegrate? • What explains the fall of the USSR? <p>Assessment topics: the events of Détente, the significance of Afghanistan, the impact of Star Wars, the changing attitudes of Reagan and Gorbachev, Gorbachev's new ideas, reasons for the collapse of Eastern Europe,</p>	<p>Revision</p> <p>Migration c800-modern day (including Notting Hill)</p> <p>Germany 1918-1939</p> <p>Elizabeth I 1558-1588</p> <p>Cold War 1943-1991</p>	<p>Revision</p> <p>Migration c800-modern day (including Notting Hill)</p> <p>Germany 1918-1939</p> <p>Elizabeth I 1558-1588</p> <p>Cold War 1943-1991</p>

	<p>Assessment topics: challenges to Elizabeth at the start of her reign, the Religious Settlement, Rebellion of the Northern Earls and Plots</p>	<ul style="list-style-type: none"> • Why did Elizabethans explore? • Why colonise? • Why did early attempts at colonisation fail? <p>Assessment topics: -Relations with Spain, Drake, Spanish Armada -Changes to education and leisure, causes of and changing attitudes to poverty, reasons for exploration, reasons why early colonisation failed</p>	<ul style="list-style-type: none"> • Why was the Bay of Pigs so significant? • How close did we come to nuclear war in 1962? • What were the consequences of the Cuban Missile Crisis? • Why was there opposition to Soviet control in Prague? • Why was the Brezhnev Doctrine introduced? • What were the consequences of the Prague Spring? <p>Assessment topics: -The conferences, the impact of the Truman Doctrine, the effects of the arms race, the division of Berlin and its impact (including NATO and the Warsaw Pact), cases, effects and consequences of the Hungarian Uprising -Causes and impact of the building of the Berlin Wall, significance of the Bay of Pigs, consequences of the Cuban Missile Crisis, causes, events</p>	<p>reasons for the fall of the USSR</p>		
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			and consequences of the Prague Spring			
Key skills: Regular practice of exam questions testing exam skills, which are embedded into lessons	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) Exam skills practice	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) Exam skills practice	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) Exam skills practice	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) Exam skills practice		
Personal development/ cultural capital	-Definitions of being 'female' and how these can be used, exploited and challenged -Different definitions of femininity: two very different Queens -Political challenges to authority and the forms these can take Careers: Literacy skills Analytical skills Social policy/Law/ Politics/ Economics	-Understanding social structures in their historical context and the impact of social class on education and attitudes to poverty -British attitudes to other nations and respect for their beliefs; desire for power, land and money and how this can manifest itself Careers: Literacy skills Analytical skills Social policy/Law/ Politics/ Economics	-The pros and cons of Capitalism and Communism -What do democracy and dictatorship mean in practice? -Ethics of nuclear weapons Careers: Literacy skills Analytical skills Social policy/Law/ Politics/Business/ Economics	-The importance of human and civil rights -What does freedom mean? -What works best? Political co-operation or threats? Words or weapons? -Do nuclear weapons make war less likely? Careers: Literacy skills Analytical skills Social policy/Law/ Politics/Business/ Economics		

Please complete this with your Department. Please enter the titles of lessons or activities from your Schemes of Work that fit each section.		
Name of Department	HISTORY	

	<p>Spiritual Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. Students develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.</p>	<p>Moral Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. Students develop the knowledge/skills necessary to make responsible moral decisions.</p>	<p>Social Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.</p>	<p>Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.</p>	<p>Personal development Examples specifically related to: Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p>
Year 7	<p>Medieval World Why was the Christian Church so important in Medieval England? What does the Black Death tell us about Medieval religious beliefs?</p> <p>Renaissance and Enlightenment What was the Reformation? How did the Reformation impact on England? The Break with Rome What was the impact of Henry's changes on ordinary people? Dissolution of the Monasteries What do responses to the Great Plague of 1665 tell us about changing thinking and believing? The rise of science</p>	<p>Medieval World Did Medieval Kings have all the power? (Thomas Becket, Magna Carta, Peasant's Revolt) Why did Matilda not become Queen?</p> <p>Renaissance and Enlightenment Does Bloody Mary deserve her nickname? Should Mary Queen of Scots be executed?</p> <p>Industrial Revolution How hard was child labour, and how did the Government get involved? Why were there challenges to the political system by ordinary people? Were Victorian workhouses fair to the Victorian poor? Did Victorian workhouses offer children the opportunity to improve their lives? Did Victorian prisons work?</p>	<p>Medieval World What was life like in a Medieval village? What were conditions like in Medieval towns? Did Medieval Kings have all the power? (Thomas Becket, Magna Carta, Peasant's Revolt)</p> <p>Industrial Revolution What was life like in Victorian cities and who tried to improve them? Was life in Saltaire a change for the better? How hard was child labour, and how did the Government get involved? Why were there challenges to the political system by ordinary people? Why is it important to remember the Chartists? Were Victorian workhouses fair to the Victorian poor? Did Victorian workhouses offer children the opportunity to improve their lives? Did Victorian prisons work? What does Caroline Norton tell us about how far the status of Victorian women changed?</p> <p>20th Century Social Change</p>	<p>Medieval World What did Medieval travellers discover in Baghdad? What can we learn about Mansa Musa and everyday life in the Mali Empire?</p> <p>Renaissance and Enlightenment How did the Reformation impact on England? The Break with Rome What was the impact of Henry's changes on ordinary people? Dissolution of the Monasteries What was the Renaissance and how did it change the world? What do responses to the Great Plague of 1665 tell us about changing thinking and believing? The rise of science</p>	

			<p>Why did women gain the vote? How did life change during the Swinging Sixties? How successful were the Women's Movement and Pride in the 1970s?</p>	<p>How and why did art and architecture change during the Renaissance?</p> <p><u>20th Century Social Change</u> What was the impact of post-War migration from the 1940s? What did the British Civil Rights Movement achieve? Was is life like for Black Britons today?</p>	
Year 8		<p><u>English Civil War</u> Why did Edmund and Ralph end up at War? (the English Civil War) Oliver Cromwell: hero or villain?</p> <p><u>Slavery and Empire</u> Why did slavery happen? Why were slave conditions so dreadful? Why was the slave trade abolished? How did the British Empire develop from the 1500s? Who benefitted from the British Empire? What should European museums do with African 'loot'?</p>	<p><u>Norman Conquest</u> Why did William win the Battle of Hastings?</p> <p><u>English Civil War</u> Which side would you support in the English Civil War? What was the impact of the Civil War on ordinary people? Why did the power of the monarch decline in England?</p> <p><u>Slavery and Empire</u> How did the Indians resist the British?</p> <p><u>Terrorism</u> What is terrorism, and how does it impact on us today? Why has Islamic terrorism grown? What is the Arab-Israeli conflict? What is the background to the conflict in Northern Ireland? What happened in the Troubles, and why? What was the impact of the Troubles in Northern Ireland?</p>	<p><u>Norman Conquest</u> Who should be King?</p> <p><u>Ming Dynasty</u> How did the Ming Dynasty come to power? What was life like in Beijing during the Ming Dynasty? Were the Emperors to blame for the collapse of the Ming Dynasty?</p> <p><u>Slavery and Empire</u> How did the British take control of India? What impact did the British have on India?</p>	<p><u>Norman Conquest</u> How did William I take control of England?</p>

			How did the Troubles come to an end, and is there lasting peace in Northern Ireland?		
Year 9	<p><u>Holocaust</u> What is the background to the Holocaust? Why were Jews persecuted in Nazi Germany? Why were Jews placed in ghettos? How did the Final Solution happen? How did the Jews fight back?</p>	<p><u>Medieval Conflict</u> Why did people go on Crusades? What was it like to fight in the Crusades? Why do historians disagree about the Crusades? How should we remember Owain Glyn Dwr? How accurate is Hollywood's interpretation of William Wallace?</p> <p><u>First World War</u> What caused the First World War? Does Haig deserve his nickname 'Butcher of the Somme'? Who were the Conchies, and were they right not to fight? Shot at dawn: should the men be pardoned?</p> <p><u>Second World War</u> Was Appeasement a mistake? Why did the Second World War become a World War? Pearl Harbour and the Japanese Prisoner of War camps Was America right to drop the atomic bomb? When was the world closest to nuclear war? The Cuban Missile Crisis</p>	<p><u>Medieval Conflict</u> Why did Owain Glyn Dwr rebel? How successful was Robert the Bruce in the War of Independence?</p> <p><u>Civil Rights in the USA</u> What are the origins of the Civil Rights Movement in America? Why is Harriet Tubman so significant? Did lives improve after the Emancipation Proclamation? Who were the KKK and what impact did they have? Why is the story of Rosa Parks so important? What did the Civil Rights Movement achieve in the 1950s and 1960s? Why did black people turn to Black Power?</p> <p><u>First World War</u> How were men persuaded to join up? How well prepared were soldiers for what was to face them?</p> <p><u>Second World War</u> Why were childrens' experiences of Evacuation so different? How did the British people survive the Blitz? What impact did the Second World War have on everyday life?</p>	<p><u>First World War</u> How did the First World War become a World War?</p>	<p><u>Second World War</u> Why were childrens' experiences of Evacuation so different? How did the British people survive the Blitz?</p>
Please complete this with your Department. Please enter the titles of lessons or activities from your Schemes of Work that fit each section.					

Name of Department:		HISTORY			Key Stage 4	
	<p>Spiritual Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.</p>	<p>Moral Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.</p>	<p>Social Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.</p>	<p>Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.</p>	<p>Personal development Examples specifically related to: Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p>	
Year 10	<p><u>MIGRATION</u> Why did people migrate to Britain before 800? How did changes in the period 1500-1700 impact on migration? Why did migration increase 1700-1900? 1900-modern day: what changes led to increased migration?</p>	<p><u>MIGRATION</u> How were Jewish people treated in Britain before 1500? Why were migrant experiences so different? How positive were African, Indian and Roma experiences 1500-1700? What were migrant experiences 1700-1900? How positive have migrant experiences been in the 20th century? Issues of war, race and politics</p>	<p><u>MIGRATION</u> Why did people migrate to Britain before 800? Who migrated to England c800-1500 and why? Vikings, Normans, Jewish people and Europeans What were the experiences of Medieval migrants? What impact did Medieval migrants have on Britain? What was the economic impact of migrants 1500-1700? What impact did migrants have on Britain 1700-1900? How have migrants in Notting Hill campaigned for change?</p> <p><u>GERMANY</u> What impact did World War One have on Germany? Why was the Weimar Government weak from the start? How golden were the Golden Years? How far did living standards change in Weimar Germany?</p>	<p><u>MIGRATION</u> Why did Europeans, Africans and Indians migrate to Britain in the period 1500-1700? What was the cultural impact of migrant groups 1500-1700? Who were the Windrush generation and why did they migrate to Britain? Why have European migrants moved to Britain since the 1970s? What impact has migration had on Notting Hill?</p> <p><u>GERMANY</u> How did art and culture change in Weimar Germany?</p>	<p><u>GERMANY</u> How far did living standards change in Weimar Germany? How far did life improve for women in Weimar Germany? How successfully did the Nazis control young people? How successful were Nazi policies towards women? Why did the Nazis persecute Jews and other minorities?</p>	

			<p>How far did life improve for women in Weimar Germany? Why did the Weimar Government collapse by 1934? How did Hitler rise to power? Munich Putsch: success or failure? How did the Nazi Party change their tactics 1924-29? How did Hitler become Chancellor by 1933? Why did the German people turn to the Nazis by 1933? How did Hitler consolidate his power and become Dictator by 1934? How did the Nazis keep control? Terror and Propaganda Why did Hitler try to control the Churches? Who opposed the Nazis and why? How successfully did the Nazis control young people? How successful were Nazi policies towards women? Did the Nazis perform an economic miracle? Why did the Nazis persecute Jews and other minorities?</p>	<p>How did the Nazis use art and culture to spread their ideas?</p>	
Year 11	<p><u>ELIZABETH I</u> Who were the Tudors?</p> <p><u>COLD WAR</u> What was the Cold War and why did it begin? How and why did Eastern Europe become independent from the USSR? Why did the USSR collapse by 1991?</p>	<p><u>ELIZABETH I</u> What challenges did Elizabeth I face in terms of religion? What was the Religious Settlement, and how successful was it? What challenges did Elizabeth face with her Religious Settlement? The Puritans, the Northern Rebellion and the Catholic Plots Why was Mary Queen of Scots finally executed?</p> <p><u>COLD WAR</u></p>	<p><u>ELIZABETH I</u> How were Elizabethan society and Government organised? What challenges did Elizabeth I face at the start of her reign? What were Elizabeth's aims in foreign policy? Why did Anglo-Spanish relations worsen from 1566?</p>	<p><u>ELIZABETH I</u> <u>Why did early attempts at colonisation fail in Elizabethan times?</u></p>	<p><u>ELIZABETH I</u> How far did education improve in Elizabethan times? Why was poverty such a problem in Elizabethan times? How far did attitudes to poverty change in Elizabethan times?</p>

		<p>What was the arms race? What caused the Cuban Missile Crisis? What were the key events and consequences of the Cuban Missile Crisis? Why did the Second Cold War begin?</p>	<p>How far did education improve in Elizabethan times? What impact did social class have on Elizabethan education and leisure? Why was poverty such a problem in Elizabethan times? How far did attitudes to poverty change in Elizabethan times? Why did Elizabethans explore?</p>		
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Please complete this with your Department. Please enter the titles of lessons or activities from your Schemes of Work that fit each section.

Name of Department:

Key Stage 5

	<p>Spiritual Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.</p>	<p>Moral Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.</p>	<p>Social Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.</p>	<p>Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.</p>	<p>Personal development Examples specifically related to: Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p>
Year 12	<p><u>CIVIL RIGHTS IN THE USA</u> What were the religious influences on the Civil Rights Movement?</p>	<p><u>RUSSIA</u> Why did the Purges happen? <u>CIVIL RIGHTS IN THE USA</u> How significant were the achievements of the Civil Rights Movement by 1980?</p>	<p><u>RUSSIA</u> How did the Bolsheviks seize power in October 1917 (and how did the nature of the seizure of power influence the Soviet regime)? How successful was Soviet government control over the media? How were cults of personality used?</p>	<p><u>RUSSIA</u> What was the policy of Russification? How successful was Collectivisation? <u>CIVIL RIGHTS IN THE USA</u></p>	<p><u>RUSSIA</u> What impact did the First World War have on Russia? How successful was War Communism? NEP: success or failure? How far did Stalin's economic reforms transform the USSR?</p>

			<p>How effective was Soviet government control over culture and the arts? How successful was the Soviet government in providing social security for the people between 1917 and 1985? What were the key features of social stability under 'developed socialism'? How far did the role and status of women change under Soviet rule? How and why did Government attitudes towards the family change? How successful were Soviet government attempts to improve the provision of education?</p> <p><u>CHINA</u> How successful were the Communists in creating a political system that would give them control of power? To what extent did the status of women change between 1949 and 1976? How successful were the changes made to education and health provision? Why did the Communists attempt to change Chinese culture? How did the Communists seek to destroy the practice of religion?</p> <p><u>CIVIL RIGHTS IN THE USA</u> What was the nature of the Civil Rights Movement? How significant was Martin Luther King? How did Martin Luther King and Malcolm X compare? How significant were the achievements of the Civil Rights Movement by 1980?</p>	<p>How far did attitudes to race change 1865-1980?</p>	<p>How successful was the Soviet government in providing social security for the people between 1917 and 1985? What were the key features of social stability under 'developed socialism'? How far did the role and status of women change under Soviet rule? How and why did Government attitudes towards the family change? How successful were Soviet government attempts to improve the provision of education?</p> <p><u>CHINA</u> To what extent did the status of women change between 1949 and 1976? How successful were the changes made to education and health provision?</p>
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Year 13			<u>TUDORS</u> How effective were the key developments in Tudor government and administration? How did the relationship between the state and the Church change? How effectively were the localities governed? How significantly did the government of the localities change? How far did the relationship between the Crown and the country change?		
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