|  | **Learning Overview** | **Learning Overview** | **Learning Overview** | **Learning Overview** | **Learning Overview** | **Learning Overview** |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 7** | **Anglo Saxon England, succession crisis and Norman Conquest to Hastings.**  *The Romans left England in 410AD which left England undefended.*  *The Anglo-Saxons is a name given to a number of tribes that came from Denmark, Northern Holland and Northern Germany including Angles, Saxons and Jutes.*  *They settled and were in England roughly from 410-1066.*  *AS society was a hierarchy (King, Earls, Thegns, Cerols, Peasants, Slaves). Witan helped king make important decisions.*  *Most AS were Cerols/ peasants and grew enough to survive? Simple buildings made from wattle and daub. Fire important. Children worked (Picking plants/firewood) and became adults from 10.*  *Towns were not much bigger than villages but included a gate/ fence and a mint.*  *AS life was hard, Jobs included, charcoal burner, coin stamper, and builder.*  *Over time they became Christian and believed in word of the Church and Heaven and Hell.*  *Community approach to Crime and punishment through tithing and hue and cry. Also ordeals and wergild.* | ***The Norman Conquest***  *Edward the Confessor died in Jan 1066 with no heir to the throne = succession crisis. 3 Main contenders to the throne.*  *Harold Godwinson: English, Earl of Wessex, powerful family with brothers on the Witan, Sub-Regulus, Novissima Verba.*  *Harald Hardrada: King of Norway, strong fighter, family kings before.*  *William Duke of Normandy:*  *Post Obitum (1051), blood relative, promised by Godwinson in 1064.*  *Jan 1066 – Godwinson takes the throne, William furious and wants to invade and gains Papal banner to make it a holy war and increase support.*  ***Events****: William prepares to invade and HG is waiting. W cannot cross no wind. HG sends fyrd away.*  *Hardrada and Tostig invade and HG has to march to Yorkshire to fight them at Stamford Bridge. HG wins.*  *Wind changes – day after.*  *William invades and goads HG to attack him by burning villages. William sets up castle and waits.*  *Hastings: William at bottom of hill. Cavalry, archers and infantry.*  *HG at top – shield wall.*  *Feigned retreat = key tactic as is gonfanon and moving archers. William wins and waits to be crowned but no one comes.* | **Life in the Middle Ages to include how William took control. Castles.**  *William faced rebellions when taking over England so was forced to make some changes to AS society to assert control.*  ***Terror:*** *William burned villages on his way to London to get the AS to submit to him. He built* ***motte and bailey castles*** *as he travelled which intimidated the locals. At the* ***Harrying of the North*** *he burned villages and salted fields.*  ***Hereward the Wake*** *– concessions used.*  ***Feudal System****: (King, barons, knights, villeins) William changed the hierarchy to give him more control. Removed AS from positions of power and earls replaced by 180-200 barons. All about land and military service.*  ***Domesday survey and book****. Record of everything for tax and land ownership.*  ***Legal system****. Remained similar to AS but introduced trial by combat as well as primogeniture, forest laws and murdrum fines all to give him additional power.*  ***Key changes****: for most AS life stayed the same but they had a Norman lord. AS nobility wiped out and replaced by Normans including in the positions of power in The Church.* | **The Black Death (link to life in Middle Ages) Peasants revolt**  *Towns such as London have grown in the Middle Ages due mainly to trade but as a result living conditions and Public Health has deteriorated: Animals slaughtered on streets, no sanitation (no germ theory), rules not enforced, nowhere to put rubbish. Poor housing.*  ***Black Death 1348****. Arrived on fleas on rats from China/Asia.*  ***Beliefs****: Miasma, God, Planets, 4 Humours, pointy shoes , enemies.*  ***Treatments****: Sweet smelling herbs, bleeding/purging, barber surgeons, praying/flagellants.*  *ST – 40% died, food shortages. LT – Peasants in demand, feudal system changed, impact on rich.*  *Statute of Labourers and Poll Tax introduced –* ***led to peasants revolt.***  *Leaders =Wat Tyler and John Ball. King = Richard II (10 when crowned).*  *Consequences – Failed and leaders killed.*  *LT – No more Poll Tax or Statute of Labourers. However took a long time for Feudal System to end.* | **Tudors, Henry VIII and reformation.**  Disagreements about succession led to War of Roses. Yorkshire (White) and Lancs (Red). Henry Tudor of Lancs marries Elizabeth of York and unites the roses to start the Tudor Dynasty.  *Henry VIII popular and talented king. Famous for 6 wives but desperate for male heir.*  *At the same time dissatisfaction across Europe with* ***Catholic Church*** *over indulgences, hypocrisy of priests. German monk Martin Luther challenged The Church and led to development of* ***Protestantism****.*  *Henry’s desire to divorce Anne Boleyn and pope’s refusal led to reformation in England and* ***dissolution of monasteries****. Protestantism was unpopular with Catholics. When Edward VI succeeds (9) = very protestant leads to banning of Catholic practices.*  *Mary I is Catholic = changes religion back. Burns Protestants at the stake and given name Bloody Mary. Resentment builds between Catholics and Protestants and the influence of Catholic Spain.* | **Elizabeth and end of Tudors**  Elizabeth Succeeds and develops **Middle Way** to try to please Catholics and Protestants but not all happy.  Mary Queen of Scots (Catholic) plots against her through **Babington Plot.**  *Philip II of Spain was angry with England partly due to execution of Mary Queen of Scots but also due to English provocation.* ***Armada*** *developed to invade.*  *England win. (Smaller ships, delays in Spanish soldiers, storm, cannons).*  ***Consequences****: Reduced power of Spain, Protestantism strengthened, England begins period of naval dominance and start to develop an* ***Empire.***  Empire developed due to trading posts and profit but also from fighting and taking territory from countries like Spain.  James I carried on development of Empire – 13 in modern USA. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 8** | **The British Empire with a focus on the British Empire in India.**  *Empire is a set of countries/ territories that are controlled by a* ***mother country****. These are called* ***colonies****.*  *Following war with Spain Britain turned to naval power and began to develop bases for* ***privateers*** *in Caribbean.*  *As trading prospered then the Empire developed mainly into East Coast of USA through 13 colonies. Religious aspect through Pilgrim Fathers/ Puritans.*  ***7 years war*** *(1756-63) led to great gains in size of BE but also new trading centres also developed such as India through the* ***East India Trading Company.***  *India was changing as the* ***Mughal Empire*** *broke up at the same time the* ***EIC*** *were taking over. They used force, puppet rulers and their monopoly in trade to control India. Then British Government took direct control.*  *British exploitation of Indian resources made Britain rich and powerful at expense of Indians but Britain did develop India.*  *Some Indians rebelled such as at the Sepoy mutiny/rebellion.* | **The slave trade and its implications.**  *Transatlantic Slave Trade was triangular. Displacement of millions of Africans to America/Caribbean to grow sugar, cotton and tobacco.*  *Complex causes but all gained except slaves. Slave ship owners made vast profits as did plantation owners which further encouraged the trade. Led to development of factories and industry in England to cater for trade.*  *The slaves were exchanged for guns, pots/pans, beads etc. The proliferation of guns in Africa changed tribal relations and led to active capture of slaves.*  ***Middle Passage*** *was horrendous. Tight and loose packed. On arrival slaves were auctioned and split from families. Slave life was tough but there were* ***variations*** *in how they were treated some slaves rebelled and were severely punished.*  *The* ***Underground Railway*** *was an escape route for American slaves to* ***free states****.* ***Harriet Tubman*** *is famous for escaping and helping slaves.*  *Slavery was* ***abolished*** *for many reasons including religious, and economic but mainly as slave owners were given generous* ***compensation*** *which kick-started the* ***industrial revolution****.* | **The Enlightenment and age of revolutions.**  *The enlightenment was a period in the 18th Century when people started to reason and question ideas about society and politics it built on the 17th Century’s Scientific Revolution.*  *Enlightenment thinkers questioned ideas such as sovereignty, monarchy, the power of religion and the way society was organised.*  ***Joseph Wright*** *and Derby highly significant. Ideas about industry were coming out of Derby and Wright’s use of light to show enlightenment was revolutionary.*  *Living in an* ***absolute monarchy*** *where the monarch has all the power has positives and negatives.*  ***John Locke:*** *We are born with Natural Rights – Life, liberty, health possessions.*  ***Montesquieu*** *– Separation of powers, making laws, enforcing laws and deciding if a law has been broken.*  ***Voltaire*** *–Liberty, religious freedom and freedom of speech.*  ***Rousseau –*** *democracy. All men should be able to vote for leaders.*  *These new ideas may have led to the Age of Rebellions.* | **Did the Enlightenment lead to the American and French Revolutions?**  ***Catherine the Great*** *the leader of Russia was considered to be an “Enlightened Despot” because she introduced enlightenment ideas but kept held of her power.*  *The American Revolution (war of independence) was partly caused by a lack of sovereignty in the 13 colonies. The colonies had different approaches to freedom with those in the north having individual freedoms.*  *Franklin and Jefferson, key figures in the war, were influenced by enlightenment ideas.* ***Boston Tea Party*** *was about sovereignty* ***and*** *taxation.* ***Declaration of Independence*** *included some enlightenment ideas such as a* ***separation of powers.***  ***French Revolution*** *1889. The 3 estates system in* ***Ancien France*** *was unfair. The peasants made up 97% and included a new class of Bourgeoisie but paid most tax. The aristocracy and Clergy had all the power and influence. King Louis XVI was a despot but was greatly in debt. He agreed to share some power at the* ***Estates General*** *but many didn’t think he was serious. The Bourgeoisie called a National Assembly, stormed the Bastille and made the* ***Declaration of Man and the Citizen*** *which promised Liberty, equality and fraternity.* | ***The Industrial Revolution***  *Life expectancy and population had remained roughly the same for 1000 years. The* ***Agricultural Revolution*** *created new ways of growing crops such as* ***Turnip Townshend*** *and this resulted in more food and* ***increased population****.*  *Prior to this most products were manufactured in* ***cottage industries****, increased demand meant that there was a need for more products.* ***Arkwright*** *created the water powered cotton spinning frame at* ***Cromford.*** *Other inventions such as* ***steam engines*** *started to industrialise other industries as factories did not need to be near water. The new products needed better transport so* ***canals and railways*** *developed. The rapid change affected groups of people in different ways but* ***children*** *and poor people had to suffer difficult working and living conditions.*  ***Derby*** *developed rapidly as a town during the industrial revolution and remains industrial today.* | **What can we learn about life in Victorian Britain from the crimes of Jack the Ripper?**  *Jack the Ripper was the nickname for a serial killer who* ***murdered 5 prostitutes*** *in* ***Whitechapel , London in 1888*** *during the reign of* ***Queen Victoria.*** *The Victorian era was a time of great invention but not all benefited from these inventions.*  *Poor conditions such as unemployment, alcoholism, maze like streets, a lack of street lights and* ***pea-soupers*** *may have helped him evade capture.*  *The witnesses differed in their descriptions of who the murderer was.*  *The press were significant in sensationalising the murders.*  *Two police forces, the City of London and Metropolitan were in competition to catch him.*  *Methods of detection were poor in comparison with modern policing.*  *Historians today cannot agree who JTR was.* |

|  | **Learning Overview** | **Learning Overview** | **Learning Overview** | **Learning Overview** | **Learning Overview** | **Learning Overview** |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 9** | **WW1**  *Long term causes of WW1 include militarism in particular the desire for a German navy, alliances in Europe, imperialism and the desire for a German empire, Nationalism, especially in the Balkans and dissatisfaction with Austria-Hungary. The* ***assassination of Franz Ferdinand*** *triggered the war but pressure had been building for many years.*  *The German Schlieffen Plan failed which resulted in a race to the sea and trench warfare on the Western Front. Trench life was difficult not just for soldiers but also commanders. Soldiers did not spend all their time on the* ***front line.***  *Young men were encouraged to fight through techniques such as* ***propaganda*** *and those that refused were imprisoned.*  *There are differing interpretations of the* ***Battle of the Somme*** *but 19,240 British soldiers killed on 1st July 1916.*  *The* ***roles of women*** *changed during the war as they were essential for the war effort.*  *Germany nearly won the war after* ***Russia*** *stopped fighting and the* ***Spring Offensive 1916*** *but signed an* ***armistice on 1st November 1918.*** | **WW1 continued/ Suffragettes/ Inter-war period**  *WW1 was responsible for great change but many were unsatisfied with the status quo before the war. (Link to enlightenment ideas).* ***Suffragists*** *were a group of women who campaigned peacefully for women’s suffrage. Later* ***Suffragettes*** *used more militant tactics including bombing and violent protest. Government responses such as the force feeding women and WW1 may also have helped* ***some*** *women get the vote after WW1****. Alice Wheeldon*** *could she be said to be a courageous advocate.* ***Lord Curzon*** *and Alice Wheeldon had different views about women’s suffrage and this was common.*  ***Communism*** *as an ideology was created by* ***Karl Marx*** *and Fredrich Engles. Changes in Russian society and the way the* ***Tsar*** *ruled Russia resulted in revolutions in Russia and the Bolsheviks (Communists) took control in a violent revolution in 1917.*  *The leaders of many countries in Europe feared that Communism would spread.* | **Inter-war period to include, Communism, fascism, rise of Nazis, appeasement**  *The* ***Treaty of Versailles*** *(June 1919). Was designed to create a peaceful Europe and deal with Germany after WW1. It reduced Germany’s* ***land, military****, enforced* ***reparations*** *of £6.6 Billion and forced Germany to accept* ***Blame*** *for WW1.*  *An ideology called* ***Fascism*** *developed in Europe in the 1920s in places like Italy. Fascist governments were highly nationalist and* ***dictatorships****.*  ***Adolf Hitler*** *became leader of the Nazi Party in Germany. The* ***Wall Street Crash*** *of 1929 led to a depression and people turned to extremist parties like fascists and communists. This is one of the reasons that Hitler became leader of Germany in Jan 1933.* ***Hitler’s foreign policy*** *aims included the aggressive taking over of land in Eastern Europe and rearmament which led to an increase in tensions in 1930s. The British policy was to* ***appease*** *Hitler at first and there are varying interpretations of how effective this was. Appeasement is one of the* ***causes of WW2****.* | **War crimes and The Holocaust\***  *The* ***1949 Geneva Convention*** *defines war crimes very clearly. The following events in WW2 can be considered war crimes.*   * *The destruction of* ***Lidice*** * *The siege of* ***Leningrad*** * *The blitz of* ***Coventry*** * *The bombing of* ***Dresden*** * *The dropping of an atomic bomb on* ***Hiroshima***   *Derby was not as badly bombed as Coventry. This is for various reasons including the importance of* ***Rolls Royce.***  *What was Jewish life in Europe like before the Holocaust?*  *What was life like for Jews before World War 2 and how did it change?*  *What was Kristallnacht & how did it affect Jewish individuals and communities?*  *How do we define the Holocaust? Who was Schindler & what did he do?*  *How did Nazi laws target Jews?*  *What was life like for Jews in the ghettos?*  *What were the Nazi concentration camps? Case study of Auschwitz-Birkenau.*  *Resistance, liberation, the concept of rescuers.*  *\*please note that* ***Holocaust lessons are taught in conjunction with the RE department.*** | **Cold War - focus on the Vietnam War.**  ***The Cold War*** *refers to a period of tension between the USA and USSR and their allies between 1945-91.*  ***British concerns*** *about communism contributed to the development of the Cold War.*  ***Nuclear weapons*** *and later the space programme increased tension but may have kept the war cold due to* ***MAD theory****.*  *The division of Germany after WW2 and* ***West Berlin*** *were significant in the extension of the cold war as was the deployment of nuclear missiles on* ***Cuba.***  *The Cold War was also significant in Asia.* ***Domino Theory*** *led to American intervention in* ***Vietnam****.*  ***Guerrilla tactics*** *used by the* ***Viet Cong*** *were highly effective.*  *The Vietnam War had severe consequences for not only the people in Vietnam through the use of* ***Napalm*** *and* ***Agent Orange*** *but also for American soldiers and led to division in US society.* | **Ancient medicine (Bridging unit to Year 10).**  *Many people in the ancient world had* ***supernatural beliefs*** *about the causes of illness and this led to treatments like* ***trephining****. However many treatments were* ***natural*** *such as the use of* ***herbal remedies****.*  *The Ancient Egyptian* ***Theory of the Channels*** *changed medicine in Ancient Egypt as it led to more natural ideas about why people were ill.*  *This was further developed by* ***Hippocrates*** *in Ancient Greece and his* ***Theory of the 4 Humours****.*  ***Galen i****n Rome also believed in the theory of the 4 humours but his work on medicine and* ***anatomy*** *was so* ***detailed*** *and complete that people believed it to be true.* ***Roman Public Health*** *was highly advanced but they still had plagues and epidemics as they didn’t know what caused illness.* |

|  | **Learning Overview** | **Learning Overview** | **Learning Overview** | **Learning Overview** | **Learning Overview** | **Learning Overview** |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 10** | **Medicine through Time**  ***Medieval medicine****: including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments.*  *The medieval doctor; training, beliefs about cause of illness.*  *Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques.*  *Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.*  ***The beginnings of change***  *The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change.*  *Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter.*  *Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.* | *Medicine Through Time*  ***A revolution in medicine***  *The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies.*  *A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.*  *Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts.*  ***Modern medicine***  *Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments* | **Medicine/ Norman England**  ***The impact of war and technology on surgery****: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.*  ***Modern public health:*** *the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.*  **The Normans: conquest and control**  Causes of Norman Conquest, including the death of Edward the Confessor, the claimants and claims.  Military aspects: Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon and Norman tactics; military innovations, including cavalry and castles. | **Norman England**  ***Establishing and maintaining control****: the Harrying of the North; revolts, 1067–1075; King William’s leadership and government; William II and his inheritance.*  ***Life under the Normans***  *Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as ordeals, ‘murdrum’; inheritance; the Domesday Book.*  ***Economic and social changes and their consequences****: Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life; Forest law.* | **Norman England**  ***The Norman Church and monasticism***  *The Church: the Anglo-Saxon Church before 1066; Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals; Church organisation and courts; Church-state relations; William II and the Church; the wealth of the Church; relations with the Papacy; the Investiture Controversy.*  *Monasticism: the Norman reforms, including the building of abbeys and monasteries; monastic life; learning; schools and education; Latin usage and the vernacular.*  ***The Historic Environment of Norman England*** | **Germany 1890-1945**  ***Germany and the growth of democracy***  *Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.*  *Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.*  ***Weimar democracy: political change and unrest, 1919–1923****, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.* |
|  | **Learning Overview** | **Learning Overview** | **Learning Overview** | **Learning Overview** | **Learning Overview** | **Learning Overview** |
| **Year 11** | **Germany 1890-1945**  ***Germany and the Depression***  *The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler’s appeal.*  *The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler’s appointment as Chancellor.*  *The establishment of Hitler’s dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.*  ***The experiences of Germans under the Nazis***  *Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.*  *Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.* | ***Germany/ Conflict and tension 1918-39***  ***Control****: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.*  ***Peacemaking***  *The armistice: aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims.*  *The Versailles Settlement: Diktat; territorial changes; military restrictions; war guilt and reparations.*  *Impact of the treaty and wider settlement: reactions of the Allies; German objections; strengths and weaknesses of the settlement, including the problems faced by new states.* | **Conflict and tension 1918-39**  ***The League of Nations and international peace***  *The League of Nations: its formation and covenant; organisation; membership and how it changed; the powers of the League; the work of the League's agencies; the contribution of the League to peace in the 1920s, including the successes and failures of the League, such as the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria.*  *Diplomacy outside the League: Locarno treaties and the Kellogg-Briand Pact.*  *The collapse of the League: the effects of the Depression; the Manchurian and Abyssinian crises and their consequences; the failure of the League to avert war in 1939.* | **Conflict and tension/ revision**  ***The origins and outbreak of the Second World War***  *The development of tension: Hitler's aims and Allied reactions; the Dollfuss Affair; the Saar; German rearmament, including conscription; the Stresa Front; Anglo-German Naval Agreement.*  *Escalation of tension: remilitarisation of the Rhineland; Mussolini, the Axis and the Anti-Comintern Pact; Anschluss; reasons for and against the policy of appeasement; the Sudeten Crisis and Munich; the ending of appeasement.*  *The outbreak of war: the occupation of Czechoslovakia; the role of the USSR and the Nazi-Soviet Pact; the invasion of Poland and outbreak of war, September 1939; responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain.* | **Revision** |  |