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Public Health  
in History  
(GCSE Taster  
Sessions)

What can we  
learn about  
persecution/  
discrimination in  
History?

What was Europe  
like after World  
War 1?

Why did a  
'Great War'  
happen?

Industrial Revolution  
and Booming  
Population

How were the Ancient  
Egyptians and the  
Incans similar?

What was life like in  
Medieval Britain ?  
(Depth Study)

Why did the Tudor  
monarchs have  
problems with the  
church?

What challenges did  
Elizabeth I face?

Who Killed the  
Tollund Man?  
Significant Individuals  
Biography (Research)

7

What was life like  
during World War 2?  
(Depth Study)

What is Chronology and  
how can we build our  
Historical Skills?

5

What was it like to live  
in the Stone Age?

How have leisure &  
entertainment activities  
changed over time?  
(Thematic Study)

Who were the Maya  
and where did they  
Live?

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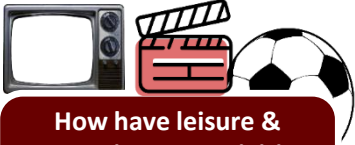

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What was it like to live  
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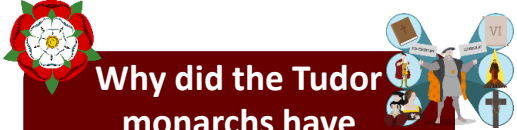
Who were the Maya  
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Live?







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Scheme of Learning	<div><p>What was it like to live in the Stone Age?</p></div>	<div><p>How have leisure &amp; entertainment activities changed over time? (Thematic Study)</p></div>	<div><p>Who were the Maya and where did they Live?</p></div>
Knowledge	<ul style="list-style-type: none"><li>• To understand the significance of the findings at Skara Brae.</li><li>• To recognise the way of life for people during the Iron Age.</li><li>• To identify different interpretations of the uses of Stone Henge.</li><li>• To reflect on the different evidence surrounding the Druids.</li></ul>	<ul style="list-style-type: none"><li>• To reflect on the various ways we enjoy leisure activities.</li><li>• To establish a comparison with historical interests against today’s society.</li><li>• To begin to identify continuity and changes in the way we have consumed media and content within the previous century.</li><li>• Be able to debate the impacts of technology use in today’s society.</li></ul>	<ul style="list-style-type: none"><li>• To understand the ritual elements of Maya religion and be able to describe some of the gods in good detail.</li><li>• Research information that allows them to judge the significance of corn and chocolate.</li><li>• Describe the different features of Maya cities and what it might have been like to live there.</li><li>• To identify the writing and number system used by the Maya people and be able to apply it to communicate using words and completing mathematical sums.</li></ul>
Sequencing Statements/ Cross Curricular Learning		Drama – Design your own movie posters (Year 8)	
Enrichment Opportunities and British Values	Fieldwork study to Stone Henge.		

Scheme of Learning	 <p>What is Chronology and how can we build our Historical Skills?</p>	 <p>What was life like during World War 2? (Depth Study)</p>	 <p>What was life like during World War 2? (Depth Study)</p>
Knowledge	<ul style="list-style-type: none"><li>• To understand the different periods of History studied.</li><li>• To understand the significance of chronological order .</li><li>• To identify the different types of evidence used by Historians.</li><li>• To recognise bias and it’s relevance in History.</li></ul>	<ul style="list-style-type: none"><li>• To recognise the key events in chronological order of World War 2 and begin to evaluate the significance of long term impacts.</li><li>• To recognise the role of women in WW2</li><li>• Understand what it would have been like to as an evacuee during the war.</li><li>• To understand how the jobs of soldiers compare to being in the military today.</li></ul>	<ul style="list-style-type: none"><li>• Identify the common foods available through rationing and begin to reflect on potential impacts of the shortages.</li><li>• Understand what it would have been like to as an evacuee during the war.</li><li>• To understand the effectiveness of propaganda in WW2.</li></ul>
Sequencing Statements/ Cross Curricular Learning	<ul style="list-style-type: none"><li>• Retrieval: What History have we studied so far in Year 5?</li></ul>	<ul style="list-style-type: none"><li>• What is Chronology and how can we build our Historical Skills? (Year 6)</li><li>• Why did a ‘Great War’ happen? (Year 8)</li></ul> <p>Careers – Research of the Army and Navy websites to compare job roles historically.</p> <p>English – Short Story &amp; Character Description</p>	<ul style="list-style-type: none"><li>• Why did a ‘Great War’ happen? (Year 8)</li></ul>
Enrichment Opportunities and British Values			

Scheme of Learning	<div>Who Killed the Tollund Man?</div> <div>Significant Individuals Biography (Research)</div> 	<div>How were the Ancient Egyptians and the Incans similar?</div> 	<div>What was life like in Medieval Britain ? (Depth Study)</div> 
Knowledge	<ul style="list-style-type: none"><li>To begin to collate evidence together to interpret historical events.</li><li>To make reflective judgements on evidence.</li><li>To consider past and future significance of key individuals and create a biographical piece of writing.</li></ul>	<ul style="list-style-type: none"><li>To reflect on the legacy of civilizations in today's society.</li><li>To explore artefacts from both civilizations to compare and contrast their use.</li><li>To learn how to display information to aid learning of others and challenge understanding.</li><li>To use knowledge of artefacts to curate a museum display of Incan life.</li></ul>	<ul style="list-style-type: none"><li>To campaign for the right candidate to win the throne of England in 1066.</li><li>To reflect on the impacts of battles in 1066 for all involved.</li><li>To learn about how William controlled England under his Norman reign.</li><li>To identify on the methods of castle development throughout the middle ages.</li><li>To understand what life was like for medieval peasants in towns and villages.</li><li>To consider the impacts of the Black Death on the world.</li><li>To determine if Robin Hood was fact or fiction.</li></ul>
Sequencing Statements/ Cross Curricular Learning	<ul style="list-style-type: none"><li>What is Chronology and how can we build our Historical Skills? (Year 6)</li></ul>	<ul style="list-style-type: none"><li>Opportunities to reflect on prior learning of Ancient Egypt (Years 3-4)</li></ul> <div>Careers – What does a museum curator do?</div>	<ul style="list-style-type: none"><li>Public Health in History (Year 8)</li><li></li></ul>
Enrichment Opportunities and British Values			<ul style="list-style-type: none"><li>Create a Castle Competition</li></ul> <div> DEMOCRACY THE RULE OF LAW</div>

<b>Scheme of Learning</b>	<div><p><b>Why did the Tudor monarchs have problems with the church?</b></p></div>
<b>Knowledge</b>	<ul style="list-style-type: none"><li>• To reflect on who led the country during the Tudor reign.</li><li>• To reflect on how and why Henry took away the power from the Catholic church.</li><li>• To examine the different interpretations of Mary I's reign as Queen.</li></ul>
<b>Sequencing Statements/ Cross Curricular Learning</b>	<ul style="list-style-type: none"><li>• What was life like in Medieval Britain ? (Year 7)</li></ul>
<b>Enrichment Opportunities and British Values</b>	

Scheme of Learning	 <b>What challenges did Elizabeth I face?</b>	 <b>Industrial Revolution and Booming Population</b> 	 <b>Why did a 'Great War' happen?</b>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>To identify the use of portraits by Elizabeth to communicate with her people.</li> <li>To evaluate the challenges Elizabeth faced as Queen during her reign as fallout from the Reformation.</li> <li>To understand why the relationship with Spain broke down and the reasons as to why the Armada failed.</li> <li>To reflect on Elizabeth's successes as Queen.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise the most significant changes between British towns between 1750-1900.</li> <li>To be able to describe and explain the population changes in towns during these years.</li> <li>To recognise the issues that were caused by a sudden shift of rural to urban migration.</li> <li>To explain the conditions faced by workers during this period and how laws changed to attempt to improve them.</li> </ul>	<ul style="list-style-type: none"> <li>To identify the causes of World War 1 in both the long and short term.</li> <li>To understand the powerful nations in the build up to the conflict.</li> <li>To reflect on how propaganda was used to recruit.</li> <li>To understand the conditions faced by soldiers in the trenches.</li> <li>To begin to evaluate the posthumous pardons of 2006.</li> <li>To reflect on the consequences of the conflict.</li> <li>To decide if it truly deserves the title 'The Great War'.</li> </ul>
<b>Sequencing Statements/ Cross Curricular Learning</b>	<ul style="list-style-type: none"> <li>Why did the Tudor monarchs have problems with the church? (Year 7)</li> </ul>	<ul style="list-style-type: none"> <li>Public Health in History (Year 8)</li> </ul> <p><b>Geography - Why do people migrate?</b></p>	<ul style="list-style-type: none"> <li>What was life like during World War 2? (Depth Study)</li> </ul> <p><b>English – War poetry and Attitudes to War</b></p>
<b>Enrichment Opportunities and British Values</b>	 <p>DEMOCRACY THE RULE OF LAW</p>		 <p>INDIVIDUAL LIBERTY THE RULE OF LAW</p>

Scheme of Learning	 <div>What was Europe like after World War 1?</div>	<div>What can we learn about persecution/ discrimination in History?</div>  	 <div>Public Health in History (GCSE Taster Sessions)</div>
Knowledge	<ul style="list-style-type: none"><li>To understand the motives behind the terms of the Treaty of Versailles.</li><li>To reflect on the severity of the punishments awarded to Germany.</li><li>To analyse the longer term consequences of WW1 on Europe and the world.</li><li>To reflect on whether WW1 was worth winning.</li><li>To understand what the Weimar Republic was.</li><li>To look at hyperinflation in Germany in the 1920s.</li><li>To understand what is meant by the term 'Great Depression'.</li></ul>	<ul style="list-style-type: none"><li>To describe transatlantic slave trade and how it fitted in to the trade triangle.</li><li>To reflect on how slaves were transported across the middle passage.</li><li>To identify the day to day routines for slaves and to evaluate the harshest conditions faced.</li><li>To understand how and why slavery was abolished by Britain in 1807.</li><li>To reflect on the civil rights movement and racial segregation in the USA.</li><li>To identify discrimination of Jewish people in Nazi Germany.</li></ul>	<ul style="list-style-type: none"><li>To identify significant events in the history of medicine.</li><li>To reflect on the practices of medicine throughout different eras.</li><li>To understand the developments of surgery in the early 19<sup>th</sup> century.</li><li>To use evidence to solve the mystery of Cholera in British towns.</li></ul>
Sequencing Statements/ Cross Curricular Learning	<ul style="list-style-type: none"><li>Why did a 'Great War' happen? (Year 8)</li><li>What was life like during World War 2? (Depth Study)</li></ul>	<ul style="list-style-type: none"><li>What was Europe like after World War 1? (Year 8)</li><li>What was life like during World War 2? (Depth Study)</li></ul> <div>Music – Blues (Year 8)</div>	<ul style="list-style-type: none"><li>What was life like in Medieval Britain ? (Year 7)</li><li>Industrial Revolution and Booming Population (Year 8)</li><li>Introduction to KS4 concepts (Year 9+)</li></ul>
Enrichment Opportunities and British Values	 <div>THE RULE OF LAW</div>	<div>MUTUAL RESPECT</div>  <div>INDIVIDUAL LIBERTY</div>  <div>THE RULE OF LAW</div>  <div>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</div>  <div>DEMOCRACY</div> 	 <div>THE RULE OF LAW</div>