

9

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?

Why did England go
to war with itself?

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


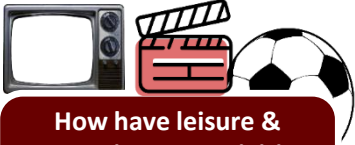

What is Chronology and
how can we build our
Historical Skills?






Significant Individuals
Biography (Research)

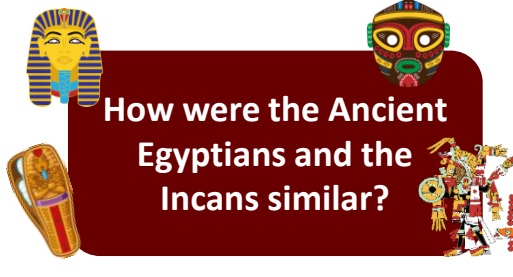
Who were the Maya
and where did they
Live?

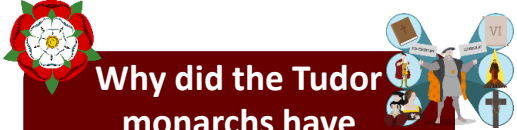


How have leisure &
entertainment activities
changed over time?
(Thematic Study)






What was it like to live
in the Stone Age?












Scheme of Learning	<div><p>What was it like to live in the Stone Age?</p></div>	<div><p>How have leisure & 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">• To understand the significance of the findings at Skara Brae.• To recognise the way of life for people during the Iron Age.• To identify different interpretations of the uses of Stone Henge.• To reflect on the different evidence surrounding the Druids.	<ul style="list-style-type: none">• To reflect on the various ways we enjoy leisure activities.• To establish a comparison with historical interests against today’s society.• To begin to identify continuity and changes in the way we have consumed media and content within the previous century.• Be able to debate the impacts of technology use in today’s society.	<ul style="list-style-type: none">• To understand the ritual elements of Maya religion and be able to describe some of the gods in good detail.• Research information that allows them to judge the significance of corn and chocolate.• Describe the different features of Maya cities and what it might have been like to live there.• 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.
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">• To understand the different periods of History studied.• To understand the significance of chronological order .• To identify the different types of evidence used by Historians.• To recognise bias and it’s relevance in History.	<ul style="list-style-type: none">• To recognise the key events in chronological order of World War 2 and begin to evaluate the significance of long term impacts.• To recognise the role of women in WW2• Understand what it would have been like to as an evacuee during the war.• To understand how the jobs of soldiers compare to being in the military today.	<ul style="list-style-type: none">• Identify the common foods available through rationing and begin to reflect on potential impacts of the shortages.• Understand what it would have been like to as an evacuee during the war.• To understand the effectiveness of propaganda in WW2.
Sequencing Statements/ Cross Curricular Learning	<ul style="list-style-type: none">• Retrieval: What History have we studied so far in Year 5?	<ul style="list-style-type: none">• What is Chronology and how can we build our Historical Skills? (Year 6)• Why did a ‘Great War’ happen? (Year 8) <p>Careers – Research of the Army and Navy websites to compare job roles historically.</p> <p>English – Short Story & Character Description</p>	<ul style="list-style-type: none">• Why did a ‘Great War’ happen? (Year 8)
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">To begin to collate evidence together to interpret historical events.To make reflective judgements on evidence.To consider past and future significance of key individuals and create a biographical piece of writing.	<ul style="list-style-type: none">To reflect on the legacy of civilizations in today's society.To explore artefacts from both civilizations to compare and contrast their use.To learn how to display information to aid learning of others and challenge understanding.To use knowledge of artefacts to curate a museum display of Incan life.	<ul style="list-style-type: none">To campaign for the right candidate to win the throne of England in 1066.To reflect on the impacts of battles in 1066 for all involved.To learn about how William controlled England under his Norman reign.To identify on the methods of castle development throughout the middle ages.To understand what life was like for medieval peasants in towns and villages.To consider the impacts of the Black Death on the world.To determine if Robin Hood was fact or fiction.
Sequencing Statements/ Cross Curricular Learning	<ul style="list-style-type: none">What is Chronology and how can we build our Historical Skills? (Year 6)	<ul style="list-style-type: none">Opportunities to reflect on prior learning of Ancient Egypt (Years 3-4) <div>Careers – What does a museum curator do?</div>	<ul style="list-style-type: none">Public Health in History (Year 8)
Enrichment Opportunities and British Values			<ul style="list-style-type: none">Create a Castle Competition <div> DEMOCRACY THE RULE OF LAW</div>

Scheme of Learning	<div><p>Why did the Tudor monarchs have problems with the church?</p></div>
Knowledge	<ul style="list-style-type: none">• To reflect on who led the country during the Tudor reign.• To reflect on how and why Henry took away the power from the Catholic church.• To examine the different interpretations of Mary I's reign as Queen.• To identify the use of portraits by Elizabeth to communicate with her people.• To evaluate the challenges Elizabeth faced as Queen during her reign.• To understand why the relationship with Spain broke down and the reasons as to why the Armada failed.
Sequencing Statements/ Cross Curricular Learning	<ul style="list-style-type: none">• What was life like in Medieval Britain ? (Year 7)
Enrichment Opportunities and British Values	<div><p>THE RULE OF LAW</p><p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p></div>

Scheme of Learning	 <p>Why did England go to war with itself?</p>	 <p>Industrial Revolution and Booming Population</p>	 <p>Why did a 'Great War' happen?</p>
Knowledge	<ul style="list-style-type: none"> To understand why people believed in witchcraft. To recognise the significance of parliament in Britain. To understand the significant battles of the English civil war. To reflect on the trial of Charles I To evaluate whether Oliver Cromwell was a hero or a villain to democracy. 	<ul style="list-style-type: none"> To recognise the most significant changes between British towns between 1750-1900. To be able to describe and explain the population changes in towns during these years. To recognise the issues that were caused by a sudden shift of rural to urban migration. To explain the conditions faced by workers during this period and how laws changed to attempt to improve them. 	<ul style="list-style-type: none"> To identify the causes of World War 1 in both the long and short term. To understand the powerful nations in the build up to the conflict. To reflect on how propaganda was used to recruit. To understand the conditions faced by soldiers in the trenches. To begin to evaluate the posthumous pardons of 2006. To reflect on the consequences of the conflict. To decide if it truly deserves the title 'The Great War'.
Sequencing Statements/ Cross Curricular Learning	<ul style="list-style-type: none"> Why did the Tudor monarchs have problems with the church? (Year 7) <p>PSHE – What is democracy and what is meant by parliament?</p>	<ul style="list-style-type: none"> Public Health in History (Year 8) <p>Geography - Why do people migrate?</p>	<ul style="list-style-type: none"> What was life like during World War 2? (Depth Study) <p>English – War poetry and Attitudes to War</p>
Enrichment Opportunities and British Values	 <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">• To understand the motives behind the terms of the Treaty of Versailles.• To reflect on the severity of the punishments awarded to Germany.• To analyse the longer term consequences of WW1 on Europe and the world.• To understand what the Weimar Republic was.• To look at hyperinflation in Germany in the 1920s.• To understand what is meant by the term 'Great Depression'.	<ul style="list-style-type: none">• To describe transatlantic slave trade and how it fitted in to the trade triangle.• To reflect on how slaves were transported across the middle passage.• To identify the day to day routines for slaves and to evaluate the harshest conditions faced.• To understand how and why slavery was abolished by Britain in 1807.• To reflect on the civil rights movement and racial segregation in the USA.• To identify discrimination of Jewish people in Nazi Germany.	<ul style="list-style-type: none">• To identify significant events in the history of medicine.• To reflect on the practices of medicine throughout different eras.• To understand the developments of surgery in the early 19th century.• To use evidence to solve the mystery of Cholera in British towns.
Sequencing Statements/ Cross Curricular Learning	<ul style="list-style-type: none">• Why did a 'Great War' happen? (Year 8)• What was life like during World War 2? (Depth Study)	<ul style="list-style-type: none">• What was Europe like after World War 1? (Year 8)• What was life like during World War 2? (Depth Study) <p>Music – Blues (Year 8)</p>	<ul style="list-style-type: none">• What was life like in Medieval Britain ? (Year 7)• Industrial Revolution and Booming Population (Year 8)• Introduction to KS4 concepts (Year 9+)
Enrichment Opportunities and British Values	 <p>THE RULE OF LAW</p>	 <p>MUTUAL RESPECT</p>  <p>INDIVIDUAL LIBERTY</p>  <p>THE RULE OF LAW</p>  <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p>  <p>DEMOCRACY</p>	 <p>THE RULE OF LAW</p>