

The Westleigh School History Department

Long Term Plans Year 7 to 11

	HT1 (Week 1-7)	HT2 (Week 8-15)	HT3 (Week 16-21)	HT4 (Week 22-27)	HT5 (28-32)	HT6 (Week 33-39)
<p style="text-align: center;">Year 7</p> <p>2 x 1 hour lessons per week</p>	<p>KQ: How do we be a successful historian? closing knowledge gaps from Key Stage 2 and looking forward to Key Stage 3</p>	<p>KQ: What did the Romans do for us?</p>	<p>KQ: Why did England get a French king?</p>	<p>KQ: Was life really rotten?</p>	<p>KQ: Was religion and life really a roller coaster?</p>	<p>KQ: Did the world really turn 'upside down'?</p>
	<p>Historical Skills</p> <p>Assessment/subject key piece:</p> <p>How useful are sources A and B to find out about History at Westleigh (lesson 5)</p> <p>Literacy focus: Writing - Inference skill activity</p>	<p>Roman Britain</p> <p>Assessment/subject key piece:</p> <p>Pompeii Newspaper article</p> <p>Literacy focus: Writing- Pompeii newspaper article</p>	<p>The Norman Conquest</p> <p>Assessment/subject key piece:</p> <p>Explain why William won at Hastings</p> <p>Literacy focus: Writing - Explain why William was able to win the Battle of Hastings</p>	<p>Life in the Middle Ages</p> <p>Assessment/subject key piece:</p> <p>'The King had absolute power in the middle ages' How far do you agree?</p> <p>Literacy focus: Oracy - Presentation on different elements of life eg hospitals, homes, differences between rich and poor and jobs</p>	<p>The break from Rome/ religious changes in Tudor England. Life in Tudor England</p> <p>Assessment/subject key piece:</p> <p>Explain why the Catholics were a threat to Elizabeth I</p> <p>Literacy focus: Oracy-Write a speech to persuade people to join the Church of England L6</p>	<p>Stuarts – English Civil War</p> <p>Assessment/subject key piece:</p> <p>Write a narrative account analysing the events of the English Civil War</p> <p>Literacy focus: Writing- Causation writing</p>
SMSC	<p>S – Pupils working in groups to build social skills</p> <p>C- significant events in British History</p>	<p>S- establishment of Christianity as a legacy of Rome</p> <p>C- Roman legend of Romulus and Remus</p> <p>M- Morality of the assassination of the dictator Julius Caesar</p>	<p>C- To understand how the Battle of Hastings impacted on British culture</p> <p>S- impact of the Norman conquest on England's social structure</p>	<p>S- living conditions in medieval England.</p> <p>M- the role of power in the medieval period,</p> <p>S- role of the Church in medieval society</p>	<p>S- changes in religion during the Tudor period</p> <p>M- the morals behind the medieval Church</p>	<p>S- rule of law and the role of the Parliament</p> <p>M- Should a King be executed?</p> <p>S- puritanism and the fear of witchcraft</p> <p>C- Rise in the role of Parliament and the start of constitutional monarchy.</p>

British Values	Individual liberty – through looking at significant individuals	Democracy – removal of the dictator Caesar Tolerance – lack of tolerance for the native Britons and the rebellion of Boudicca	Democracy – What England was like before democracy Tolerance – persecution of the north	The rule of law – looking into medieval law and order Individual liberty – looking into the Feudal system	Tolerance – lack of tolerance in the religious wars and trials of the Tudor period Rule of law – The powers of the monarch and the execution of a monarch (Mary Queen of Scots)	Rule of law – What happens when a King breaks the law? England as a republic. Tolerance – Puritan persecution of Catholicism. Democracy – Limited democracy in early modern England.
Purpose/Big Picture	To imbue pupils with the key historical skills in order that they will be able to access the curriculum.	To highlight Britain's role in a European empire which shaped much of the future. Modern day – role within Europe and relationships with the EU.	To understand how the last invasion of England led to the country which we now live in. In particular, the change of language and religion brought on by the Norman Conquest.	To understand how people lived during the medieval period. Investigation into the Black Death links to the Edexcel GCSE course. To understand the importance of the Magna Carta in setting up modern democracies.	This module will lay the foundations for the early Elizabethan England module of the GCSE course. To chart the changes experienced under the Tudor monarchs.	Big Picture – Links to modern constitutional monarchy and parliamentary democracy. Pupils will understand why the monarch is subject to the law.
Careers	Pupils will develop skills needed in the following industries: law, media, journalism, culture sector, accountancy, human resources and teaching.	Pupils will develop skills needed in the following industries: law, media, journalism, culture sector, accountancy, human resources and teaching.	Pupils will develop skills needed in the following industries: law, media, journalism, culture sector, accountancy, human resources and teaching.	Pupils will develop skills needed in the following industries: law, media, journalism, culture sector, accountancy, human resources and teaching.	Pupils will develop skills needed in the following industries: law, media, journalism, culture sector, accountancy, human resources and teaching.	Pupils will develop skills needed in the following industries: law, media, journalism, culture sector, accountancy, human resources and teaching.
Enrichment			Pupils will create a Bayeux Tapestry of me. Potential to visit Clitheroe Castle	Pupils will study a wide range of topics which will educate them in a wide range of topics including the role England played in the shaping of Wales and Scotland.	Rewards trip to Speke Hall Work on the Tudors will build on pupils' prior knowledge	Design a memorial for the Battle of Wigan Lane
Local study/depth study	What do you know about your family? Family research homework	Local: The Roman roads to Wigan and Leigh (Bryn Roman Road)	Depth: How did William revolutionise England	Depth study: Black Death	Local: Miles Gerrard, a Wigan martyr?	Local: The Battle of Wigan lane

Key knowledge	Students will develop key historical skills which enables them to study and question the past effectively.	Students will learn how Rome was formed and the Empire expanded; they will then go on to study the impact of the Roman Empire and it's legacy in Britian.	Students will learn the issue of the death of Edward the Confessor and the emerging tensions between contenders to the throne which resulted in the Battel of Hastings.	Students will learn how William the Conqueror consolidated his power over England and the impact of this on Medieval life. Students will learn the impact of the Black Death on life.	Students will understand why Henry VIII wanted a divorce from Catherine of Aragon and the consequences of this. Students will then go on to study the continuing problems of religion in England; before ending with the reign of Elizabeth I	Students will learn why people of England resented Charles 1 and the impact of this on causing the Civil War. Students will learn the key events of the war and the outcomes as a result.
Key skills	<p>Chronology</p> <p>Significance</p> <p>Source analysis</p> <p>Cause & consequence</p> <p>Interpretations</p>	<p>Interpretations</p> <p>Source analysis</p> <p>Chronology</p> <p>Judgement skills</p> <p>Cause & consequence</p>	<p>Cause & consequence</p> <p>Utility</p> <p>Chronology</p> <p>Significance</p> <p>Judgement skills</p> <p>Source analysis</p>	<p>Cause & consequence</p> <p>Utility</p> <p>Chronology</p> <p>Significance</p> <p>Judgement skills</p> <p>Source analysis</p>	<p>Source analysis</p> <p>Judgement skills</p> <p>Significance</p> <p>Cause & consequence</p> <p>Utility</p>	<p>Significance</p> <p>Cause and consequence</p> <p>Source analysis</p> <p>Judgement skills</p>

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<p>Year 8</p> <p>2 x 1 hour lesson per week</p>	<p>KQ: How did the Plains Indians lose their way of life?</p> <p>The development of the American West</p> <p>Assessment/subject key piece:</p> <p>Explain two consequences of Manifest Destiny for the way of life of the Plains Indians</p> <p>Literacy focus: Writing - Diary account of early pioneer on journey west</p>	<p>KQ: Does the British Empire still impact 2020/21?</p> <p>Rise/fall of the British Empire/Multiculturalism</p> <p>Assessment/subject key piece:</p> <p>Describe 2 features of the British Empire</p> <p>Literacy focus: Reading - Academic extract from Sashi Tharoor on British India</p>	<p>KQ: What lay behind the horrors of the Transatlantic Slave Trade?</p> <p>The Slave Trade</p> <p>Assessment/subject key piece:</p> <p>Explain why slavery was abolished by the British in 1807</p> <p>Literacy focus: Writing -Write a diary account explaining the conditions on board a ship during the Middle Passage</p>	<p>KQ: Did the French really get rid of the monarchy?</p> <p>French Revolution</p> <p>Assessment/subject key piece:</p> <p>Write a narrative account of the French Revolution</p> <p>Literacy focus: Reading - Account of execution</p>	<p>KQ: Why did most people in Manchester die before the age of 20?</p> <p>The Victorian era</p> <p>Assessment/subject key piece:</p> <p>'The role of government was the most important factor in improving living conditions' How far do you agree?</p> <p>Literacy focus: Oracy - Presentation of public health improvements</p>	<p>KQ: How did the lives of women change in the early 20th century?</p> <p>Suffragists and Suffragettes</p> <p>Assessment/subject key piece:</p> <p>Give 2 things you can infer from source A about the policy of the suffragettes</p> <p>Literacy focus: Writing - Speech writing to show the demands of the Suffragettes</p>
SMSC	<p>S- Plains Indian social structure</p> <p>S- Plains Indian religion and the role of Christianity in shaping US policy</p> <p>C – Introducing pupils to different cultures and allowing pupils to understand different culture’s views</p>	<p>S- Impact of the British Empire on the social make up of modern Britain</p> <p>M – The morality of the British Empire vs. self-rule</p> <p>S- World religions</p> <p>C- understanding the different cultures which made up the British Empire and then how these different cultures have influenced British culture in the 21st century.</p>	<p>S- Role of religion in the abolition of slavery</p> <p>M- The morality of slavery</p> <p>C- Looking into West African Culture</p>	<p>S- Living in France under Louis XVI.</p> <p>M- Discussing the morality behind absolute monarchy.</p> <p>C- The cultural impact that the French Revolution had on Europe.</p>	<p>S – living conditions in Industrial Manchester</p> <p>C – the impact of factory working on daily life in Britain</p>	<p>S – The role of women in British Society</p> <p>M- Pupils will discuss why everyone has the right to a vote.</p> <p>C- The role of the Suffragette movement in British culture.</p>

<p>British Values</p>	<p>Tolerance – Religious tolerance and the US government’s lack of tolerance</p> <p>Rule of law – Passing laws to control the Plains Indians</p>	<p>Tolerance – Looking into different religious beliefs</p> <p>Individual Liberty – Are citizens in an empire subject to individual liberty</p>	<p>Tolerance – The role of racism in the Transatlantic Slave Trade</p> <p>Democracy – role of democracy in the abolition of the British Slave trade</p> <p>Individual liberty – What happens when individual liberty is taken away</p>	<p>Rule of Law – The events of the revolution and the rule of the people.</p>	<p>Individual Liberty – Looking into the role played by child workers in industrial factories.</p> <p>Democracy – Why more men received the vote during the Industrial Period and then how this impacted on their lives.</p>	<p>Democracy – universal suffrage and the fight for it.</p> <p>Rule of Law – Were the Suffragette’s right to break the law in order to gain the vote.</p>
<p>Purpose/Big Picture</p>	<p>- Enable students to understand international key historical events that have shaped the development of the world</p>	<p>-Enable students to understand society we live in now and how this society has been shaped through past events</p>	<p>-Enable students to understand the economic foundations of Industrial Britain</p> <p>-Ensure students are aware of significant events in British History and their impact</p>	<p>-Enable students to understand how their local area has been influenced by historical events</p> <p>-Understand the social complexities which arose and their similarity to life in modern Britain</p>	<p>-Enable students to understand how their local area has been influenced by historical events</p> <p>-Understand the social complexities which arose and their similarity to life in modern Britain</p>	<p>-Enable students to understand how politically changing ideas lead to women gaining the vote.</p>
<p>Careers</p>	<p>This module will provide students with skills they will require to work in several industries including: museums and cultural establishments, media, law, business management, archive keeping and data management.</p>	<p>This module will provide students with skills they will require to work in several industries including: museums and cultural establishments, media, law, business management, archive keeping and data management.</p>	<p>This module will provide students with skills they will require to work in several industries including: museums and cultural establishments, media, law, business management, archive keeping and data management.</p>	<p>This module will provide students with skills they will require to work in several industries including: museums and cultural establishments, media, law, business management, archive keeping and data management.</p>	<p>This module will provide students with skills they will require to work in several industries including: museums and cultural establishments, media, law, business management, archive keeping and data management.</p>	<p>This module will provide students with skills they will require to work in several industries including: museums and cultural establishments, media, law, business management, archive keeping and data management.</p>
<p>Enrichment</p>	<p>Building Tipis</p> <p>Possible rewards trip the the Liverpool World Museum.</p>	<p>History video club: Bend it like Beckham</p>	<p>Rewards trip to the International slavery museum in Liverpool</p>		<p>Creative lesson on the changes to villages during the industrial period.</p> <p>History film club: Oliver Twist</p>	<p>History film club: Suffragette</p>

Local study/depth study	Depth: Plains Indians way of life	Depth: British India	Local: Did people from Wigan benefit from the Slave Trade: James Lindsay	Depth: French Revolution	Depth: Reform and change in the Industrial period Local: The Golborne Mining disaster	Local: How Manchester contributed to the votes for women movement
Key knowledge	Students will learn how the Plains Indians lived on the Great Plains, however throughout the 19 th century this was taken away by the US government. Students will at reasons for this and the consequences for both the Plains Indians and the US citizens	Students will learn how the British Empire developed over time and how it eventually came to an end. Students will study key colonies within the Empire and what life was life for these. Students will also study the positives and negatives of the empire, before eventually learning how the empire came to an end.	Students will learn about development of the Transatlantic Slave Trade and the countries involved in this. Students will then go on to look at life for Slaves in the USA and Caribbean. Students will end by looking at how attitudes towards slavery changed overtime resulting in its abolition.	Students will study the events of tension in France and the events that led to the overthrowing of the monarchy and the establishing of a Republic.	Students will learn how life in England changed from 1750 onwards. They will study how families moved from the countryside to towns and the impact of this on public health. Students will learn what life was like as a factory worker and how the Industrial Revolution impacted Britain and the world.	Students will learn how females were seen as 2 nd class citizens in society, however tis changed. Students will learn the reasons for change towards females within society and the outcome of this on changing laws and attitudes.
Key skills	Source analysis Significance Interpretations Change & continuity Judgement skills	Source analysis Judgement skills Significance	Source analysis Change & continuity Judgement skills	Change & continuity Chronology Significance	Change & continuity Judgement skills Source analysis Utility	Source analysis Judgment skills Significance

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<p style="text-align: center;">Year 9</p> <p style="text-align: center;">2 x 1 hour lessons per week</p>	<p>KQ: Why did World War One start?</p> <p>World War One</p> <p>Assessment/subject key piece:</p> <p>Explain why the First World War broke out in 1914</p> <p>Literacy focus: Oracy -Class debate on the most important cause of World War One</p>	<p>KQ: How did 'heroes' live in the trenches?</p> <p>World War One</p> <p>Assessment/subject key piece:</p> <p>Describe 2 features of life in a First World War trench</p> <p>Literacy focus: Writing -World War One soldiers diary entry</p>	<p>KQ: Why do it all over again?</p> <p>World War Two & Nazi Persecution</p> <p>Assessment/subject key piece:</p> <p>'Fear was the main way in which the Nazis controlled the German people' How far do you agree?</p> <p>Literacy focus: Reading- Analyse newspaper extract to gain information on Night of the Long Knives</p>	<p>KQ: What was life like on the Home Front?</p> <p>World War Two</p> <p>Assessment/subject key piece:</p> <p>How useful are sources A and B for an enquiry into the life of evacuated children?</p> <p>Literacy focus: Writing -Diary account of evacuee</p>	<p>KQ: Why were people persecuted in Nazi Germany?</p> <p><i>Holocaust</i></p> <p>Assessment/subject key piece:</p> <p>Explain how minorities were persecuted in Nazi Germany</p> <p>Literacy focus: Reading -Analysis of the build-up of Nazi persecution</p>	<p>KQ: What was the USA like in the 20th century?</p> <p>American in the 20th century</p> <p>Assessment/subject key piece:</p> <p>Explain the importance of public speeches for the end of segregation in the USA</p> <p>Literacy focus: Reading -Newspaper account showing the events of the Vietnam war</p>
<p>SMSC</p>	<p>S- Impact of WW1 on the British public, women doing war work and millions of men volunteering for the military</p> <p>M- To develop empathy and compassion amongst students</p> <p>C – To discuss how the country has addressed the question of remembrance and debate around the relevance of remembrance in the 21st century</p>	<p>S- Impact of WW1 on the British public, women doing war work and millions of men volunteering for the military</p> <p>M- To develop empathy and compassion amongst students</p> <p>C – To discuss how the country has addressed the question of remembrance and debate around the relevance of remembrance in the 21st century</p>	<p>S- Life in Nazi Germany: removal of social liberty.</p> <p>M – Was appeasement the correct policy for the British government to follow?</p>	<p>S: The impact of the Second World War on British society: impact on children, women and elderly men.</p> <p>M: Pupils will discuss the question: Were Britain correct to get involved in a second World War in 30 years?</p> <p>C: Pupils will analyse and discuss interpretations of the Second World War and its role in the idea of modern Britain</p>	<p>S: Pupils will look into the social effects if the Nuremberg Laws on ethnic minorities in Germany and Nazi occupied land.</p> <p>M: Pupils will look at and understand the dangers of religious, homophobic and disability intolerance.</p> <p>S: Pupils will learn about the key ideas and themes of Judaism</p> <p>C: Pupils will investigate into historical European anti-Semitism and look at the cultural</p>	<p>S: Pupils will look into the social impact of segregation in the USA. Pupils will also look at the role of nationalism and capitalism in the wars in Korea and Vietnam.</p> <p>M: Were the Americans right to engage in the Vietnam war.</p>

					contributions made by Jewish people.	
Fundamental British Values	<p>Individual liberty – pupils will look at the issues around the German invasion of France and will build on prior learning (British Empire and medieval England).</p> <p>Mutual Respect – looking at the relationship between British and German troops on the Western Front.</p>	<p>Individual liberty – pupils will look at the issues around the German invasion of France and will build on prior learning (British Empire and medieval England).</p> <p>Mutual Respect – looking at the relationship between British and German troops on the Western Front.</p>	<p>Rule of Law: Life in Nazi Germany – what happens when the law is controlled by one man?</p> <p>Tolerance: Pupils will discuss key concepts such as: What is anti-Semitism and what were the effects on the Jews of Europe?</p> <p>Mutual Respect: The dangers of the a lack of respect for other religions and cultures.</p>	<p>Mutual Respect: Pupils will look at how, during a time of national emergency, the British work together. This will be highlighted through looking at evacuation and the Home Guard.</p>	<p>Individual Liberty: Freedom of worship and of idea</p> <p>Mutual Respect: Respect for different cultures and religion</p> <p>Tolerance: Pupils will learn of the importance of religious tolerance and understand the richness of modern Britain</p>	<p>Mutual Respect: Pupils will look at the problems of a racist society and government.</p> <p>Tolerance: Pupils will also look at the US government’s lack of tolerance for Communism and Socialist ideas.</p>
Purpose and Big Picture	<p>- Enable students to understand key historical significant events which shaped and dominated modern Britain</p> <p>-Enable students to identify change and continuity in warfare over time</p>	<p>- Enable students to understand key historical significant events which shaped and dominated modern Britain</p> <p>-Enable students to identify change and continuity in warfare over time</p>	<p>- Enable students to understand the consequences of significant British events and how these shaped and influenced the lives of people in Britain at the time and subsequently</p> <p>-Enable students to be aware of international issues and how these influenced British events</p>	<p>- Enable students to understand the consequences of significant British events and how these shaped and influenced the lives of people in Britain at the time and subsequently</p>	<p>-Enable students to be aware of international issues and how these influenced British events</p>	<p>- Enable students to see how societies have changed and developed over time</p> <p>- Raising awareness of the social issues of racial diversity which existed in the USA</p>

Careers	Whilst studying this module pupils will develop skills which will allow them to peruse careers in the following industries: Culture sector, business management, law, policing, teaching, data analysis, archive management and the military.	Whilst studying this module pupils will develop skills which will allow them to peruse careers in the following industries: Culture sector, business management, law, policing, teaching, data analysis, archive management and the military.	Whilst studying this module pupils will develop skills which will allow them to peruse careers in the following industries: Culture sector, business management, law, policing, teaching, data analysis, archive management and the military.	Whilst studying this module pupils will develop skills which will allow them to peruse careers in the following industries: Culture sector, business management, law, policing, teaching, data analysis, archive management and the military.	Whilst studying this module pupils will develop skills which will allow them to peruse careers in the following industries: Culture sector, business management, law, policing, teaching, data analysis, archive management and the military.	Whilst studying this module pupils will develop skills which will allow them to peruse careers in the following industries: Culture sector, business management, law, policing, teaching, data analysis, archive management and the military.
Enrichment	History film club: War Horse Potential trip to the Imperial War Museum North Use of World War One artefacts to bring History into the classroom.	History film club: War Horse Potential trip to the Imperial War Museum North Use of World War One artefacts to bring History into the classroom.	History film club: Dunkirk	History film club: Goodnight Mr Tom Potential trip to the Imperial War Museum North	History film club: Boy in the striped pyjamas	History Film Club: Hidden Figures
Local study/depth study	Local: Recruitment in Leigh	Local: How did soldiers from Leigh experience World War One	Depth: Inter war policies	Local: Was Leigh impacted by evacuation?	Depth: Holocaust	Depth: Vietnam War

Key knowledge	Students will learn the tension and conflict that existed between European countries in the early 19 th century. Students will learn the long term, short term and trigger events of the First World War.	Students will learn how the war developed with the Schieffen Plan and how this resulted in Trench warfare. Students will learn the experiences of soldiers in the trenches and the living and fighting conditions. Students will also learn about key battels and weapons.	Students will learn how Germany was punished by the Treaty of Versailles and how this was viewed by different countries in Europe. Students will know how Germany resented this and how this resulted in the rise of anger in Germany.	Students will learn about the key causes of the outbreak of the second World War. Students will learn about key events both from a warfare point of view, but also how the war impacted the lives of everyday civilians in Britain.	Students will learn the reasons for Nazi growth in the late 1920s and early 1930s. Students will then study how Hitler consolidated his power over Germany and the reason for his hatred of the Jews and other ethnic minorities. Students will then learn how Jews and ethnic minorities were persecuted in Nazi Germany.	Students will learn about the issue of race in the USA and how African Americans were deemed as 2 nd class citizens. Students will learn how African Americans were treated and the varying responses and opposition to this. Students will then learn about the US involvement in the Vietnam War.
Key skills	Change & continuity Significance Interpretations Source analysis	Change & continuity Utility Source analysis Judgement skills	Source analysis Significance Judgement skills	Interpretations Source analysis Judgement skills Change & continuity Significance	Change & continuity Significance Source analysis Interpretations	Significance Source analysis Judgement skills Chronology

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<p style="text-align: center;">Year 10</p> <p style="text-align: center;">3 x 1 hour lessons per week</p>	<p style="text-align: center;">Medicine through time</p> <p>Literacy focus: Oracy - Class debate on the Theory of the 4 Humours</p> <p>Assessment/subject key piece:</p> <p>Explain why medical knowledge did not improve during the Medieval period</p>	<p style="text-align: center;">Medicine through time</p> <p>Literacy focus: Reading - Read key findings and research of Renaissance individuals</p> <p>Assessment/subject key piece:</p> <p>Explain one difference between Medieval and Renaissance understanding towards anatomy</p>	<p style="text-align: center;">Medicine through time /Western Front</p> <p>Literacy focus: Oracy - Class debate on the most important reasons why medicine improved across time</p> <p>Assessment/subject key piece:</p> <p>'The greatest development in treatment during the 20th century was Penicillin'. How far do you agree?</p>	<p style="text-align: center;">Weimar and Nazi Germany</p> <p>Literacy focus: Writing - Newspaper report on the terms and responses to the Treaty of Versailles</p> <p>Assessment/subject key piece:</p> <p>Give 2 inferences from source A about the Treaty of Versailles</p>	<p style="text-align: center;">Weimar and Nazi Germany</p> <p>Literacy focus: Writing - Write a letter explaining reasons why you oppose the Weimar constitution</p> <p>Assessment/subject key piece:</p> <p>Explain why the Munich Putsch failed in 1923</p>	<p style="text-align: center;">Weimar and Nazi Germany</p> <p>Literacy focus: Reading - Analysis of Nazi propaganda</p> <p>Assessment/subject key piece:</p> <p>How far do you agree with interpretation2 about the reasons for the successes of the Nazi Party</p>
	<p>SMSC</p>	<p>M – investigate moral and ethical issues</p> <p>S – Investigate moral viewpoints</p>			<p>S – explore beliefs and experiences</p> <p>M – recognition of right and wrong</p> <p>S – investigate moral issues</p> <p>C- Respect of diversity / governing systems</p>	
<p>British values</p>	<p>Individual liberty – looking at responsibility of individuals to seek improvement</p> <p>Tolerance – tolerance of religious vs non-religious approaches to medicine</p> <p>Respect- rights of equality for all to have access to world class health care</p>			<p>Rule of law – understanding of how laws to protect society can be used against society</p> <p>Democracy – understanding of democracy 1919-33 and how this changed to dictatorship post 1933</p> <p>Mutual respect – respect for individuals regardless of race, religion, sexuality or disability</p>		
<p>Purpose / Big picture</p>	<p>Students will understand and make</p>	<p>Students will link how society and views</p>	<p>Students will link how modern medicines we</p>	<p>Students will link to the different political and</p>	<p>Students will understand the idea of</p>	<p>Students will link the idea of removal of</p>

	<p>understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p>understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p>understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p>understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p>	<p>understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p>	<p>understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p>
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	HT1 (Week 1-7)	HT2 (Week 8-15)	HT3 (Week 16-21)	HT4 (Week 22-27)	HT5 (28-32)	HT6 (Week 33-39)
Year 11 3 x 1 hour lessons per week	Elizabethan England Literacy key piece: Oracy - Class debate on the greatest danger faced by Elizabeth Assessment/subject key piece: 'The greatest reason for opposition to Elizabeth was religion'. How far do you agree?	Elizabethan England Literacy key piece: Writing -Write a letter back home explaining the problems faced by the early settlers to North America Assessment/subject key piece: Explain why Raleigh's attempt to colonise Virginia failed?	American West Literacy key piece: Writing - Evaluate the impact of Manifest Destiny on the Plains Assessment/subject key piece: Explain the importance of the buffalo to Plains Indians survival.	American West Literacy key piece: Reading - Students to read diary of early pioneer/Homesteader Assessment/subject key piece: Write a narrative account analysing the relationship between the Plains Indians and US government	Revision and consolidation	Revision and consolidation
	SMSC	S – Explore beliefs and respect of faith M – investigate moral issues		M – understand moral and ethical issues S – Accept and understand diverse viewpoints		
British values	Tolerance of different cultures and religions – awareness of different beliefs and how this can cause conflict Rule of law – understanding of how laws can be used to help heal divisions		Tolerance of different cultures and religions – understand of how different cultures and lack of understanding can lead to conflict Democracy – understanding of democracy in civilised society			
Purpose / big picture	Students will be able to see and relate to how religion can lead to conflict	Students will begin to make links on the idea of multi-culturalism and the early roots of Modern Day Britain	Students will understand/make the early development of the USA	Students will begin to understand removal of the Plains Indians and there way o life	<i>Topics to be identified from mock examinations/gaps and will therefore differ for each student and class</i>	<i>Topics to be identified from mock examinations/gaps and will therefore differ for each student and class</i>
Careers	During this topic there will be a key focus on communication. From this careers such as		During this topic there will be an emphasis on foreign relations. Careers in the Civil Service and Foreign office will be discussed.			

	PR/Law/Business/Journalism which require communication skills will be emphasised			
Enrichment	Possible cohort visit to Tudor Speke Hall History film experience		History film experience	
Key content	-Students will study the foreign challenges faced by Elizabeth, in particular the Spanish Armada	-Students will study Elizabethan society and the lived of ordinary Elizabethans	-Students will study the role and lifestyle of the Plains Indians, the movement of early settlers West and the impact of this upon the Plains Indians	-Students will study the impact of the Civil War on the cattle industry and the development of the Great Plains, student will assess the importance of law and order before looking at the Plains Wars and removal of the Plains Indians way of life
Key skills	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts. AO3: analyse, evaluate and use sources (contemporary to the	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts. AO3: analyse, evaluate and use sources (contemporary to the

			<p>period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	
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