

	HT1 (Week 1-7)	HT2 (Week 8-15)	HT3 (Week 16-21)	HT4 (Week 22-27)	HT5 (28-32)	HT6 (Week 33-39)
	<i>Medicine through time</i>	<i>Medicine through time</i>	<i>Medicine through time /Western Front</i>	<i>Weimar and Nazi Germany</i>	<i>Weimar and Nazi Germany</i>	<i>Weimar and Nazi Germany</i>
Year 10 3 x 1 hour lessons per week	Literacy focus: Oracy - Class debate on the Theory of the 4 Humours Assessment/subject key piece: Explain why medical knowledge did not improve during the Medieval period	Literacy focus: Reading - Read key findings and research of Renaissance individuals Assessment/subject key piece: Explain one difference between Medieval and Renaissance understanding towards anatomy	Literacy focus: Oracy - Class debate on the most important reasons why medicine improved across time Assessment/subject key piece: 'The greatest development in treatment during the 20 th century was Penicillin'. How far do you agree?	Literacy focus: Writing - Newspaper report on the terms and responses to the Treaty of Versailles Assessment/subject key piece: Give 2 inferences from source A about the Treaty of Versailles	Literacy focus: Writing - Write a letter explaining reasons why you oppose the Weimar constitution Assessment/subject key piece: Explain why the Munich Putsch failed in 1923	Literacy focus: Reading - Analysis of Nazi propaganda Assessment/subject key piece: How far do you agree with interpretation2 about the reasons for the successes of the Nazi Party
GCSE study in preparation for KS5	There are 3 History courses available in the local colleges that lead from the GCSE study of History: Ancient History Medieval History Modern History Whilst the topics studied on the GCSE course do not link directly to the post 16 offers, the historical skills of analysis, interpretation, judgement and evaluation are woven throughout these.					
SMSC	M – investigate moral and ethical issues S – Investigate moral viewpoints			S – explore beliefs and experiences M – recognition of right and wrong S – investigate moral issues C- Respect of diversity / governing systems		
British values	Individual liberty – looking at responsibility of individuals to seek improvement Tolerance – tolerance of religious vs non-religious approaches to medicine Respect- rights of equality for all to have access to world class health care			Rule of law – understanding of how laws to protect society can be used against society Democracy – understanding of democracy 1919-33 and how this changed to dictatorship post 1933 Mutual respect – respect for individuals regardless of race, religion, sexuality or disability		
Purpose / Big picture	Students will understand and make links on the basis of modern medicine on Medieval and Ancient ideas	Students will link how society and views within society are influenced by varying factors	Students will link how modern medicines we use today were created as a result of World War One	Students will link to the different political and voting systems we have in the UK.	Students will understand the idea of international cooperation and the success of countries working diplomatically together	Students will link the idea of removal of rights to modern day societies and the negatives from this
Careers	Understanding of a range of career opportunities within medicine E.G Surgeon, GP, Researcher, Nurse and Anatomist			Understanding and development of legal skills – interpreting different sources and evidence and then using this to make valid and justified judgements.		
Enrichment	Once re-opened, possible cohort visit to Thackeray Medical Museum in Leeds Possible visit from Front Line Living History Research on Commonwealth War Graves World War One Cinema Film experience			Possible visit to Imperial War Museum North		
Key knowledge	-Students will study Medieval attitudes towards causes, treatment, prevention and surgery and the appropriate influencing	-Students will study the influence of the decline of the church during the renaissance and the impact of this on	-Students will study key developments in Industrial and Modern Day medicine and change and continuity over time.	-Students will study the early development of the Weimar Republic and its successes and failures. They will also study the early	-Students will study the early development of the Weimar Republic and its successes and failures. They will also study the early	-Students will study Hitler's rise to power and he consolidates his role as leader of Germany.

	<p>factors. Students will understand the impact of Roman and Greek ideas.</p> <p>Students will understand and make links on the basis of modern medicine on Medieval and Ancient ideas</p>	<p>medicine and medical developments.</p> <p>-Students will identify change and continuity between the Medieval and renaissance periods.</p> <p>Students will link how society and views within society are influenced by varying factors</p>	<p>-Students will study the factors that have impacted change.</p> <p>-Students will study the Western Front in World War One and how the terrain, conditions and injuries led to medical advancements.</p> <p>Students will link how modern medicines we use today were created as a result of World War One</p>	<p>development of the Nazi party.</p> <p>Students will link to the different political and voting systems we have in the UK.</p>	<p>development of the Nazi party and the successes of the Weimar Republic during the Lean Years.</p> <p>Students will understand the idea of international cooperation and the success of countries working diplomatically together</p>	<p>Students will link the idea of removal of rights to modern day societies and the negatives from this</p>
Key skills	<p>AO1: demonstrate knowledge and 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>AO1: demonstrate knowledge and 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>AO1: demonstrate knowledge and 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>AO1: demonstrate knowledge and 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>AO1: demonstrate knowledge and 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>AO1: demonstrate knowledge and 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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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
Covid missed learning	Students will be given opportunities on regular occasions to recap and revise the topics taught during Covid lockdowns. This will enable those who did not access online learning full access to the course and will act of revision for those that did access online learning.					
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 PR/Law/Business/Journalism which require communication skills will be emphasised		During this topic there will be an emphasis on foreign relations. Careers in the Civil Service and Foreign office will be discussed.			

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	

<p>Key skills</p>	<p>AO1: demonstrate knowledge and 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>AO1: demonstrate knowledge and 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>AO1: demonstrate knowledge and 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>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations</p>	<p>AO1: demonstrate knowledge and 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>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations</p>	
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