



NOTTINGHAM GIRLS' ACADEMY

# **History Curriculum**

# Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Pupils should gain contextual knowledge and understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Pupils should be able to write clearly and concisely to record their findings about the past.

# Aims

The Nottingham Girls' Academy curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires; characteristic features of past non-European societies
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament', 'democracy' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, expressing them verbally and through written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- develop their ability, through the implementation of feedback, to write clearly and concisely when answering historical questions

gain historical perspective of cultural, economic, military, political, religious and social history; and between short- and long-term timescales

## Yr7 SoW









**Key idea/Question:** Focus for the lesson, which can be broken down (BUG or TBQ).

### Learning Journey:

- **Why? K&U:** This is the key idea broken down into specific elements
- **How? T&L:** How the key ideas/question is delivered to the students? How is content delivered for different abilities (HAPS/MAPS/LAPS)? Extended learning?
- **What?:** STEPs strand (historical skills), Qualities (including BUILD characteristics, SMSC & B.Vs, BEE) and wider skills

**Learning Challenge:** Creative task (E.G. Diary entry, Letter), Extended mark questions (individual 4, 6, 8, 12, 16 marks) with DRT tasks;

**Learning Consolidation:** spaced retrieval and spaced practice (terminology; recall activities & question booklets)

BUILD qualities:	Skills:		Other (SMSC, BV, BEE) (Cultural Capital, Enrichment):
Resilience -	Literacy and Numeracy		<b>Social</b> - personal development concerned with living in a community, rather than living alone.
Respect -	Communication		<b>Moral</b> - personal development relating to human behaviour especially the distinction between good and bad or right and wrong
Kindness -	Problem Solving		<b>Spiritual</b> - personal development relating to the spirit or soul and intangible
Tolerance -	Leadership		<b>Cultural</b> - personal development concerned with total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action
Creativity -	Collaboration		<b>Democracy</b> – take an active part in society and the democratic process by making decisions together. Share ideas, take turns, respect other peoples’ ideas and work together
Positivity -	Metacognition		<b>Rule of Law</b> – understand that rules matter. Know right from wrong, look after each other,
Aspiration -	Physical, Practical and Technical		<b>Individual liberty</b> – freedom for all. Take a controlled risk, have a go whilst feeling safe, try our best, develop self-esteem, and share feelings.
Integrity -	Digital Literacy		<b>Mutual respect and tolerance</b> – treat others how you would want to be treated. Everyone is valued, all cultures are celebrated, share and respect the opinions of others.
Empathy -			<b>BEE (Build employability experiences)</b> - This is links to careers, work placements, progress and achievement conversations.

**Key (for Wk. column):**

Data Entry

Parents evening

Wk	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
1								
	<b>What is history?</b>  (Could be extended to 2 lessons depending on when lessons fall in first week)	<b>KNOW</b> – and be able to recall different definitions of history <b>UNDERSTAND</b> – and be able to judge the definitions <b>LEARN HOW TO</b> – explain your own history	Quotes activity  Ranking the importance – Why we should study history  Own timeline (just key events)	Different levelled quotes  HAPs – Ranking can be justified	Complete own timeline (just key events)	Strand 1 Strand 2		
2	<b>What skills do I need to be a successful historian?</b>  Riccall’s skeleton mystery	<b>KNOW</b> – and be able to describe the stages of a historical enquiry <b>UNDERSTAND</b> – and be able to explain what happened to the Riccall skeletons <b>LEARN HOW TO</b> – conduct a historical enquiry	Intro to types of Evidence (Primary, secondary)  Skeletons mystery – source based activity	Working at own pace – option to work in groups or as class if needed	Evidence worksheet	Strand 1 Strand 2		
	<b>Riccall’s skeleton mystery</b>	<b>KNOW</b> – and be able to describe the stages of a historical enquiry <b>UNDERSTAND</b> – and be able to explain what happened to the Riccall skeletons <b>LEARN HOW TO</b> – conduct a historical enquiry	Continued.... Skeletons mystery – source based activity  Write up of findings			Strand 1 Strand 2		
3	<b>What is Chronology?</b>	<b>KNOW</b> – the meanings of the key words associated with chronology <b>UNDERSTAND</b> – and be able to explain how the dating system works <b>LEARN HOW TO</b> – Put events into chronological order	- Key definitions - Human timeline - Chronology worksheet		Issue text for Baseline test	Strand 1		
	<b>Why is an understanding</b>	<b>KNOW</b> –the meanings of the key words associated with chronology	Major time periods - Paired timeline activity	Historical timeline –	Complete written	Strand 1		

	of chronology important?	<b>UNDERSTAND</b> – and be able to explain how the dating system works <b>LEARN HOW TO</b> – Put events into chronological order	<ul style="list-style-type: none"> <li>- create own visual time line of time periods</li> <li>- Written task: Which time period would pupils most like to / not like to live in? Why?</li> </ul>	worksheet for those struggling to visualise and correctly space	task: Which time period would pupils most like to / not like to live in? Why?			
4	How do we know what century we are living in?	<b>KNOW</b> –the meanings of the key words associated with chronology <b>UNDERSTAND</b> – and be able to explain how the dating system works <b>LEARN HOW TO</b> – Put events into chronological order	Centuries – group calculation technique  Assorted work sheet			Strand 1		
		<b>Baseline Test</b>	Complete test			Strands 1 to 4		<b>Spaced practice:</b> Baseline Test
5	Who were the Romans?	<b>KNOW</b> – and be able to describe the extent of the Roman Empire <b>UNDERSTAND</b> – and be able to explain the advantages and disadvantages of having an empire	What do pupils already know? Brainstorm activity  Map exercise Benefits of an empire worksheet			Strand 3		
	Why did the Romans come to Britain?	<b>Feedback of Baseline Test</b>  <b>KNOW</b> – and be able to describe what life was like in Celtic Britain. <b>UNDERSTAND</b> – and be able to explain, and categorise, the reasons why the Romans invaded Britain. <b>LEARN HOW TO</b> – evaluate the most important reason why the Romans invaded Britain.	<b>Introduction to Steps and the Learning Journey for Yr7</b>  Card sort – story of how Romans came to Britain – create timeline Factors – sorting exercise Letter to Julius Caesar	Sentence starters on letter for LAP (writing frame)	Complete letter to Julius Caesar	Strand 1 Strand 3 Strand 4		<b>Spaced retrieval:</b> Historical Skills (Chronology and evidence)

6	Who was Boudicca?	<p><b>KNOW</b> – and be able to describe the key events of Boudicca’s life.</p> <p><b>UNDERSTAND</b> – and be able to evaluate the value of music as a source of evidence.</p> <p><b>LEARN HOW TO</b> – analyse sources</p>	<p>Cartoon strip – story recall</p> <p>Source comparison exercise (<b>Content and Provenance introduction</b>)</p> <p>-Source analysis worksheet</p> <p>‘How does source B differ from source A?’</p>	<p>Different Worksheets for LAP and HAP</p> <p>-Simple sources for intro</p>		<p>Strand 2</p> <p>Strand 3</p>	<p>‘How does source B differ from source A?’</p> <p><b>OR</b></p> <p>Usefulness / source opposes</p>	
	What was life like for people living in the Roman Empire?	<p><b>KNOW</b>- and be able to describe different experiences of life in the Roman Empire.</p> <p><b>UNDERSTAND</b> – and be able to explain why people’s experiences of the Roman Empire may differ, despite being from the same time period</p>	<p>Role play/Hot seating – 4 different characters explaining their experiences of the Empire.</p>	<p>Grouping of pupils</p>		<p>Strand 3</p> <p>Strand 2</p>		<p><b>Spaced retrieval:</b></p> <p>Historical Skills (Chronology and evidence)</p>
7	What did the Roman Empire do for Britain?	<p><b>KNOW</b> – and be able to explain the ways in which the Romans changed Britain.</p> <p><b>UNDERSTAND</b> – and be able to evaluate which changes, introduced by the Romans, were the most important.</p> <p><b>LEARN HOW TO</b> – analyse and evaluate change.</p>	<p>Comparison of people</p> <p>Written task-</p> <p>‘Explain how life was different for people living in the Roman Empire’</p>				<p>‘Explain how life was different for people living in the Roman Empire’</p>	
			<p>Video task and question sheet – what did the Romans do for Britain?</p>					<p><b>Spaced retrieval:</b></p> <p>Historical Skills (Chronology and evidence)</p>
8	<p>What did the Roman Empire do for Britain?</p> <p>(1/2 lesson)</p>	<p><b>KNOW</b> – and be able to explain the ways in which the Romans changed Britain.</p> <p><b>UNDERSTAND</b> – and be able to evaluate which changes, introduced by the Romans, were the most important.</p> <p><b>LEARN HOW TO</b> – analyse and evaluate change.</p>	<p>Diamond ranking exercise</p> <p>Explain/Justify decisions</p>					<p><b>Spaced practice:</b></p>

	Historical Skills Consolidation (1/2 lesson)		Historical Skills consolidation test					Historical skills (Chronology and evidence)
		Learning Challenge (Teacher assessed)					Currently – assorted GCSE style questions (Teacher assessed)	

## October Half-term

Wk	Key idea / Question	Why? K&U (Learning aims)	Learning Journey				Learning Challenge	Learning Consolidation
			How? T&L			What?		
			Main learning activities	Differentiation	Homework			
9	End of the Roman Empire	<b>KNOW</b> - why the Roman Empire became weak <b>UNDERSTAND</b> - why the Romans left Britain <b>LEARN HOW TO</b> - analyse what will happen to Britain now	Decision making activity  'Why did Rome fall' Research sheet – highlighting exercise	LAPs - Decision making activity working in groups  Worksheet to support				
		Feedback – Learning challenge AND Learning Consolidation	DRTs					Spaced retrieval: Romans
10	Sutton Hoo enquiry – Anglo Saxons  (1 ½ lessons)	<b>KNOW</b> – and be able to explain how to use evidence to solve a historical enquiry <b>UNDERSTAND</b> – and be able to make inferences about the people who created Sutton Hoo	Clue based enquiry – Sutton Hoo Burial	Different levelled clues -can work in groups or as class if needed.		Strand 1 Strand 2 Strand 3		
	Shared – Sutton Hoo mystery & next lesson	Shared – Sutton Hoo mystery & next lesson						Spaced retrieval: Romans



11	<b>What was life like in Anglo-Saxon times?</b> <b>(1 ½ lessons)</b>	<b>KNOW</b> – and be able to describe who the Anglo-Saxons were and why they came to Britain. <b>LEARN HOW TO</b> – explain how the Anglo Saxons lived in Britain	Recall – previous knowledge of Anglo Saxons Video clips (BBC class clips) Task sheet – questions on Anglo-Saxons ‘Describe two features of Anglo-Saxon life’  Table – comparison task between Romans and Anglo-Saxons				‘Describe two features of Anglo-Saxon life’ <b>(peer assessed)</b>	
	<b>Who actually were the Vikings?</b>	<b>KNOW</b> – and be able to describe the different ways the Vikings have been viewed. <b>UNDERSTAND</b> – and be able to explain, using sources, why the Vikings have been viewed in different ways. <b>LEARN HOW TO</b> – use sources to find out information about the past.	Source based activity – what do the sources tell you about the Vikings?			Strand 2		<b>Spaced retrieval:</b> Romans
12	<b>Were the Vikings vicious?</b>	<b>KNOW</b> – and be able to describe the different ways the Vikings have been viewed. <b>UNDERSTAND</b> – and be able to explain, using sources, why the Vikings have been viewed in different ways. <b>LEARN HOW TO</b> – use sources to find out information about the past	Written task – Were the Vikings vicious?	Sentence starters for LAP HAP – think about reliability of sources	Comparison sheet – all three settlements looked at. ? has this been done	Strand 2 Strand 4	?	
								<b>Spaced practice:</b> Chronology and Romans
13	<b>Why did England need a new king in 1066? The contenders to the Throne</b>	<b>KNOW</b> – and be able to describe the claims of the three contenders for the English throne.	Information analysis and complete table on different contenders. Written task – who should be king? Speech	Differentiated information		Stand 1 Strand 3 Strand 4		

		<b>UNDERSTAND</b> – and be able to evaluate which person had to strongest claim to the throne. <b>LEARN HOW TO</b> – evaluate the claims to the throne.						
	<b>The events of 1066</b>	<b>KNOW</b> – and be able to describe the events of 1066. <b>UNDERSTAND</b> – and be able to explain the reasons why the outcome of 1066 could have been different.	Guided role play – Think Through History activity			Strand 3		<b>Spaced retrieval:</b>
<b>14</b>	<b>The events of 1066</b>	<b>KNOW</b> – and be able to describe the events of 1066. <b>UNDERSTAND</b> – and be able to explain the reasons why the outcome of 1066 could have been different.	Questions to check understanding of events  Explain the reasons why the outcome of 1066 could have been different			Strand 1 Strand 3		
	<b>The Bayeux Tapestry</b>	<b>KNOW</b> – and be able to describe the events of 1066. <b>UNDERSTAND</b> – and be able to evaluate the usefulness of the Bayeux Tapestry. <b>LEARN HOW TO</b> – evaluate the usefulness of a source	Events of 1066 card sort Video clip Information sheet and questions Tapestry matching activity			Strand 2 Strand 3 Strand 4		<b>Spaced retrieval:</b>
<b>15</b>	<b>The Bayeux Tapestry</b>	<b>KNOW</b> – and be able to describe the events of 1066. <b>UNDERSTAND</b> – and be able to evaluate the usefulness of the Bayeux Tapestry. <b>LEARN HOW TO</b> – evaluate the usefulness of a source	Worksheet guiding students in assessing the usefulness of the Tapestry	Differentiated sheets		Strand 2 Strand 3 Strand 4	‘How useful is the Bayeux Tapestry’	
								<b>Spaced retrieval:</b>
<b>Christmas</b>								

Wk	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
16	The Evidence of John of Worcester	<b>KNOW</b> – and describe the events of 1066. <b>UNDERSTAND</b> and <b>LEARN HOW TO</b> evaluate the usefulness of John’s evidence.	Timed group starter questions Evidence and questions	Differentiated evidence and questions		Strand 2 Strand 3 Strand 4		
	The evidence of Guillaume of Jumieges	<b>KNOW</b> – and <b>LEARN HOW TO</b> describe the events of 1066. <b>UNDERSTAND</b> and <b>LEARN HOW TO</b> evaluate the usefulness of Guillaume’s evidence.	Evidence and comparison table Table evaluating all 3 pieces of evidence	Differentiated evidence	Revision for assessment	Strand 2 Strand 3 Strand 4		Spaced retrieval:
17		Learning Challenge (Teacher assessed)				Strands 1-4		
		Feedback – Learning challenge AND Learning Consolidation	Therapy tasks – DRT specific to strands.					
18	William’s problems	<b>KNOW</b> - some of the problems that William faced when he became King of England. <b>UNDERSTAND</b> and <b>LEARN HOW TO</b> suggest solutions to some of William’s problems	Letters task – students suggest possible solutions	Differentiated letters	Write letter to William as his advisor <b>Or</b> Hereward the Wake sheet	Strand 1 Strand 2 Strand 4		
	Harrying of the North	<b>KNOW</b> – how William gained control of England. <b>UNDERSTAND</b> – and <b>LEARN HOW TO</b> evaluate how successfully William controlled England. <b>LEARN HOW TO</b> – view events from different points of view.	Newspaper task	Differentiated tasks		Strand 3 Strand 4		
19	Feudal System and Domesday Book	<b>KNOW</b> – how William gained control of England. <b>UNDERSTAND</b> – and <b>LEARN HOW TO</b> evaluate how successfully William controlled England. <b>LEARN HOW TO</b> – view events from different points of view.						
	Castles	<b>KNOW</b> –how William gained control of England.						

		<b>UNDERSTAND</b> – and <b>LEARN HOW TO</b> evaluate how successfully William controlled England. <b>LEARN HOW TO</b> – view events from different points of view.						
20		Learning Challenge (Teacher assessed)					Qu about control by force or control by peaceful methods	
		Feedback – Learning challenge AND Learning Consolidation						
21	<b>Introduction to medieval realms</b>	<b>KNOW</b> – how power was distributed during the Middle Ages <b>UNDERSTAND</b> – and evaluate how power changed over the course of the Middle Ages <b>LEARN HOW TO</b> – identify who held the most power in the Middle Ages	Living graph/ chronology exercise to show how power changed over time	Differentiated card sort – HAP and LAP		Strand 1 Strand 3		
	<b>Structure and importance of the church</b>	<b>KNOW</b> – the structure of the Medieval church <b>UNDERSTAND</b> - why the medieval church was so important <b>LEARN HOW TO</b> - sort reasons into different categories	Sorting exercise Written paragraph Starter sheet – matching exercise	Differentiated text Sentence starters		Strand 1 Strand 3 Strand 4	GCSE question: 'Explain the importance of the medieval church'	
<b>February Half-term</b>								

Wk	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
22	What was life like in a monastery?	KNOW – the key features of life in a monastery UNDERSTAND and LEARN HOW TO - explain the role of monks and nuns in medieval society.	Sources activity	Differentiated clues		Strand 2 Strand 3 Strand 4		
	Why is Henry II being whipped?	KNOW - the stages of a historical enquiry.	Mystery activity Report on the whipping of Henry	Differentiated clues		Strand 2 Strand 3 Strand 4		

		<b>UNDERSTAND</b> – and <b>LEARN HOW TO</b> explain why Henry II was being whipped.						
23	Who was Thomas Becket and why was he murdered?	<b>KNOW</b> – how and why Thomas Becket was murdered <b>UNDERSTAND</b> and <b>LEARN HOW TO</b> - evaluate who was responsible for Becket's murder.	Becket business video clips/questions Letters writing task	Storyboard available		Strand 1 Strand 3 Strand 4		
	Who was to blame for Becket's murder?	<b>KNOW</b> – how and why Thomas Becket was murdered <b>UNDERSTAND</b> and <b>LEARN HOW TO</b> - evaluate who was responsible for Becket's murder.	Sorting task Evaluation table	Sentence starters for PEE paragraph		Strand 1 Strand 3		
24		Learning Challenge (Teacher assessed)						
		Feedback – Learning challenge AND Learning Consolidation						
25	What were the Crusades?	<b>KNOW</b> – what the Crusades were <b>UNDERSTAND</b> - and explain some reasons for the Crusades.	Crusades worksheet	Gap-fill LAP		Strand 3		
	Why did people join the Crusades?	<b>KNOW</b> – the reasons why people joined the Crusades. <b>UNDERSTAND</b> and <b>LEARN HOW TO</b> evaluate the reasons people joined the Crusades	Crusades source evaluation			Strand 1 Strand 2 Strand 4		
26	The Third Crusade	<b>KNOW</b> the problems faced on the Third Crusade <b>UNDERSTAND</b> and <b>LEARN HOW TO</b> evaluate the success of Richard I	Decision making worksheet			Strand 1 Strand 3		
	The consequences of the Crusades	<b>KNOW</b> – the positive consequences of the Crusades <b>UNDERSTAND</b> and <b>LEARN HOW TO</b> - evaluate the effects of the Crusades	Mind map or presentations					
27		Learning Challenge (Teacher assessed)						
		Feedback – Learning challenge AND Learning Consolidation						

Wk	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
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28	Role of a medieval king	<b>KNOW</b> – the role of a medieval king <b>UNDERSTAND</b> and <b>LEARN HOW TO</b> evaluate the limits on the powers of medieval kings				Strand 1 Strand 3		
	King John decision making game	<b>KNOW</b> – the problems King John faced <b>UNDERSTAND</b> and <b>LEARN HOW TO</b> evaluate the success of King John				Strand 1 Strand 3		
29	Events of King John’s life							
	Magna Carta	<b>KNOW</b> – the key features of Magna Carta <b>UNDERSTAND</b> the importance of Magna Carta	QOTD			Strand 1 Strand 3		
30	Assessment introduction – what is an essay and how do we plan one?	<b>KNOW</b> – the key features of an essay <b>UNDERSTAND</b> and <b>LEARN HOW TO</b> explain why the barons rebelled against King John				Strand 1 Strand 3 Strand 4		
		Learning Challenge (Teacher assessed)						
31		Feedback – Learning challenge AND Learning Consolidation						
	The Medieval Manor	<b>KNOW</b> – the key features of a medieval manor. <b>UNDERSTAND</b> – and be able to compare the medieval and modern periods.	Draw your own manor activity			Strand 3		
32	Life in Medieval England	<b>KNOW</b> – the key features of a medieval manor. <b>UNDERSTAND</b> – and be able to compare the medieval and modern periods.	Medieval peasant board game Market place activity			Strand 3		
		<b>KNOW</b> – the key features of a medieval manor.						

		UNDERSTAND – and be able to compare the medieval and modern periods.						
May Half-term								

Wk	Key idea / Question	Why? K&U (Learning aims)	Learning Journey				Learning Challenge	Learning Consolidation
			How? T&L			What?		
			Main learning activities	Differentiation	Homework			
33	Life in medieval Baghdad	KNOW –the key features of medieval Baghdad. UNDERSTAND – and be able to compare medieval Baghdad and medieval England.	Medieval Baghdad visit activity			Strand 3		
		KNOW – the key features of medieval Baghdad. UNDERSTAND – and be able to compare medieval Baghdad and medieval England.						
34	Alton before the Black Death							
	The Black Death – symptoms	KNOW - the symptoms of the Black Death. UNDERSTAND – what people in the Medieval period thought caused the Black Death and why they believed this.	Causes, symptoms, carousel activity					
35	The Black Death – preventions and cures	UNDERSTAND – how people tried to prevent and cure the Black Death.						
	The Black Death – consequences	KNOW – and be able to describe the consequences of the Black Death. UNDERSTAND – and evaluate the significance of the Black Death.	Life in Alton role play Consequences sorting activity				Diary of plague?	
36	Decisions of a Kentish villager – Peasants’ Revolt decision making	KNOW – the key events of the English Peasants’ Revolt. UNDERSTAND – and evaluate the significance of the English Peasants’ Revolt	Source Analysis					

	<b>Peasants' Revolt – the evidence of Thomas of Walsingham</b>	KNOW – the key events of the English Peasants' Revolt. UNDERSTAND – and evaluate the significance of the English Peasants' Revolt						
37	<b>Significance of the BD and PR</b>							
	<b>Tudor society/life</b>							
38	<b>The Reformation</b>							
	<b>Problems of Henry VIII</b>							
39	<b>Church changes role play</b>							
	<b>Tudor church changes</b>							
<b>End of Year</b>								

	<b>Closing the monasteries</b>							
	<b>Impact of the dissolution of the monasteries</b>							



## Yr8 SoW









**Key idea/Question:** Focus for the lesson, which can be broken down (BUG or TBQ).

**Learning Journey:**

- **Why? K&U:** This is the key idea broken down into specific elements
- **How? T&L:** How the key ideas/question is delivered to the students? How is content delivered for different abilities (HAPS/MAPS/LAPS)? Extended learning?
- **What?:** STEPs strand (historical skills), Qualities (including BUILD characteristics, SMSC & B.Vs, BEE) and wider skills

**Learning Challenge:** Creative task (E.G. Diary entry, Letter), Extended mark questions (individual 4, 6, 8, 12, 16 marks) with DRT tasks;

**Learning Consolidation:** Terminology; recall activities & retrieval practices

BUILD qualities:	Skills:		Other (SMSC, BV, BEE) (Cultural Capital, Enrichment):
Resilience -	Literacy and Numeracy		<b>Social</b> - personal development concerned with living in a community, rather than living alone.
Respect -	Communication		<b>Moral</b> - personal development relating to human behaviour especially the distinction between good and bad or right and wrong
Kindness -	Problem Solving		<b>Spiritual</b> - personal development relating to the spirit or soul and intangible
Tolerance -	Leadership		<b>Cultural</b> - personal development concerned with total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action
Creativity -	Collaboration		<b>Democracy</b> – take an active part in society and the democratic process by making decisions together. Share ideas, take turns, respect other peoples’ ideas and work together
Positivity -	Metacognition		<b>Rule of Law</b> – understand that rules matter. Know right from wrong, look after each other,
Aspiration -	Physical, Practical and Technical		<b>Individual liberty</b> – freedom for all. Take a controlled risk, have a go whilst feeling safe, try our best, develop self-esteem, and share feelings.
Integrity -	Digital Literacy		<b>Mutual respect and tolerance</b> – treat others how you would want to be treated. Everyone is valued, all cultures are celebrated, share and respect the opinions of others.
Empathy -			<b>BEE (Build employability experiences)</b> - This is links to careers, work placements, progress and achievement conversations.

**Key (for Wk. column):**

Data Entry	Parents evening
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Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
1								
	Introduction to 1500-1900	KNOW: the main periods of change and continuity in the standard of living from the Middle Ages to the present. UNDERSTAND: the main reasons why the standard of living changed at different points in time. LEARN HOW TO: create a graph showing change over a long period of time.	Living graph activity					
2	Introduction to 1500-1900	KNOW: the main periods of change and continuity in the standard of living from the Middle Ages to the present. UNDERSTAND: the main reasons why the standard of living changed at different points in time. LEARN HOW TO: create a graph showing change over a long period of time.	Living graph activity	Question sheets for Graph activity LAP		Strands: 1 & 3		<b>Spaced retrieval:</b> <ul style="list-style-type: none"><li>YR7 mixed topics retrieval booklet</li></ul>
	Tudor life	KNOW: and be able to describe key features of life in 1500 UNDERSTAND: the types of people and what they did in 1500 LEARN HOW TO: use sources to come to a decision	Sources carousel activity – complete table  Categorising/sorting exercise	Different tables for EAL and LAP.  Can do as whole class or carousel		Strands: 2 & 3		

3	<b>Elizabeth's problem</b>	<p>KNOW: and be able to describe some of the problems that Elizabeth I faced during her reign.</p> <p>UNDERSTAND: and be able to evaluate how successfully Elizabeth dealt with the problems.</p> <p>LEARN HOW TO: suggest solutions to historical problems.</p>	<p>Cut and stick sorting exercise of Elizabeth's problems.</p> <p>Write up of most important problem</p>	<p>Sentence starters</p> <p>Gap fill</p>		<p>Strands: 1, 3 &amp; 4</p>	<p>Strand 3 Question: "Describe two key features of Tudor Life" 4 marks</p> <p>(self-assessed)</p>	<p><b>Spaced retrieval:</b></p> <ul style="list-style-type: none"> <li>YR7 mixed topics retrieval booklet</li> </ul>
	<b>Causes of the Spanish Armada</b>	<p>KNOW: and be able to describe some of the reasons why King Philip launched an attack against Queen Elizabeth I.</p> <p>UNDERSTAND: and evaluate the reasons for the attack.</p> <p>LEARN HOW TO: use factors (supported with evidence/historical detail) to construct an explanation.</p>	<p>Reasons why Philip chose to invade -comprehension exercises</p> <p>Diary entry as King Philip</p>	<p>Differentiated tasks – writing frames and different level difficulty questions</p>		<p>Strands: 1, 3 &amp; 4</p>	<p>GCSE question: "Explain the differences between the planning and leadership of the English and Spanish forces during the Spanish Armada invasion"</p>	
4	<b>Spanish and English plans</b>	<p>KNOW: and be able to describe the strengths and weaknesses of England and Spain before the Spanish Armada.</p> <p>UNDERSTAND: and be able to evaluate which side was stronger.</p> <p>LEARN HOW TO: make judgements based on the evidence.</p>	<p>Analysis of battle plans activity – strengths and weaknesses.</p> <p>Top Trumps of leaders</p>	<p>Differentiated activities – top trumps or table.</p>		<p>Strands: 1, 3 &amp; 4</p>		<p><b>Spaced retrieval:</b></p> <ul style="list-style-type: none"> <li>YR7 mixed topics retrieval booklet</li> </ul>
	<b>Events and decisions of King Philip II</b>	<p>KNOW: the key events of the Spanish Armada</p> <p>UNDERSTAND: whether or not the events could have happened differently</p>	<p>Decision making activity – what did King Philip do?</p>			<p>Strands: 1 &amp; 3</p>		

5	<b>Events of the Spanish Armada</b>	KNOW: and be able to describe the events of the Spanish Armada UNDERSTAND: and be able to explain the reasons why the Spanish Armada failed LEARN HOW TO: use factors to explain why events happen	Video and task sheet Cut and stick of events	Differentiated cut and stick		Strands: 1, 3 & 4	GCSE question: "How convincing is interpretation A regarding the events of the Spanish Armada?"	<b>Spaced retrieval:</b> • YR7 mixed topics retrieval booklet
	<b>Why did the Spanish Armada fail?</b>	KNOW: the factors that led to the defeat of the Spanish Armada. UNDERSTAND: link and evaluate, the factors that led to the failure of the Spanish Armada. LEARN HOW TO: use factors to explain why.	Events recap – sorting exercise Card sort of reasons for failure Concept map Silent debate Planning sheet	LAP worksheet with reasons/ differentiated card sort.  HAP laminated sheet – extra reading.	Planning sheet and revision for assessment	Strands: 1, 2 & 3		
6	<b>Why did the Spanish Armada fail?</b>	KNOW: the factors that led to the defeat of the Spanish Armada. UNDERSTAND: link and evaluate, the factors that led to the failure of the Spanish Armada. LEARN HOW TO: use factors to explain why.	Events recap – sorting exercise Card sort of reasons for failure Concept map Silent debate Planning sheet	LAP worksheet with reasons/ differentiated card sort.  HAP laminated sheet – extra reading.	Planning sheet and revision for assessment	Strands: 1, 2 & 3		<b>Spaced retrieval:</b> • YR7 mixed topics retrieval booklet
		Learning Challenge (Teacher assessed)	Learning Challenge (Teacher assessed)				Defeat essay?	
7		Learning Consolidation						<b>Spaced Practice:</b> • YR7 mixed topics test
		Feedback – Learning challenge AND Learning Consolidation	DRTs					

8	<b>Elizabethan portraits</b>	KNOW: and be able to explain the 'secret language' of Elizabethan portraits UNDERSTAND: and be able to make a judgement regarding which portrait reveals most about Elizabeth I	Analysing portraits of Elizabeth			Strands: 2 & 3		
	<b>Gunpowder plot</b>	KNOW: and be able to describe the events of the Gunpowder Plot. UNDERSTAND: and be able to evaluate how effectively James dealt with the plot.	? Timeline activity – Elizabeth/James/Charles (to bridge the gap between topic 1 and topic 2)  Source activities			Strands: 1, 2 & 3		
<b>October Half-term</b>								

Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
9	Introduction to the life of Charles I	KNOW: and be able to describe some of the problems that Charles I faced as King. UNDERSTAND: and be able to explain why some people blame Charles I for the outbreak of the Civil War. LEARN HOW TO: suggest solutions to problems.	Decision making activity – worksheet with options		Create a fact file on Charles I - Sheet	Strand 3		
	Causes of the Civil War	KNOW: and be able to explain some of the causes of the English Civil War. UNDERSTAND: and be able to evaluate who is most to blame for the outbreak of the Civil War. LEARN HOW TO: categorise, link and evaluate causes.	Information sorting exercise  Written task – GCSE style question and example answer	Differentiated worksheets for LAP and EAL	Finish GCSE question started in lesson on causes	Strands: 1, 3 & 4		
10	Sides in the Civil War	KNOW: and be able to name the two sides in the English Civil War. UNDERSTAND: and be able to explain who supported each side.	HAP – Bristol study and card sort and Verney story on sides OR speech writing	Differentiated tasks (see main section)		Strand: 3		

			LAP – Different side definitions, Quotes table activity (Crown and Country txt bk).  Propaganda task	LAP – worksheet				
	<b>Course and nature of the ECW</b>	KNOW: and be able to describe the course and nature of the English Civil War. UNDERSTAND: and be able to explain, link and evaluate the causes of the Parliamentary victory.	Graph activity and textbook based activity	HAP- textbook reading and independent activity with graphs  LAP- worksheet and differentiated information	Sources homework sheet	Strands: 2, 3 & 4		
11	<b>Why did Parliament win the ECW?</b>	KNOW: and be able to explain the reasons why Parliament won the English Civil War. UNDERSTAND: and be able to link and evaluate the causes of the Parliamentary victory.	Video – Nasby DVD and question sheet			Strands: 1, 3 & 4		
	<b>Why did Parliament win the ECW?</b>	KNOW: and be able to explain the reasons why Parliament won the English Civil War. UNDERSTAND: and be able to link and evaluate the causes of the Parliamentary victory.	Card sort of reasons parliament won civil war	Differentiated work sheet		Strands: 1, 3 & 4		
12	<b>Assessment planning</b>	KNOW: and be able to explain the reasons why Parliament won the English Civil War. UNDERSTAND: and be able to link and evaluate the causes of the Parliamentary victory.	Finishing card sort from last lesson  Planning sheet	Differentiated planning sheets		Strands: 1, 3 & 4		
		Learning Challenge (Teacher assessed)	Complete assessment	Differentiated assessment				
13		Feedback – Learning challenge AND Learning Consolidation						

	<b>Was Charles Guilty?</b>	KNOW: and be able to describe the events of Charles' trial and execution UNDERSTAND: and be able to evaluate whether Charles actually deserved to die BE ABLE TO: make a judgement based on historical evidence	Day by day of trial work sheet and sorting task	Differentiated work sheet and sorting task		Strands: 1, 3 & 4		
14	<b>Life under Cromwell</b>	KNOW: and be able to explain how Oliver Cromwell changed England UNDERSTAND: and be able to evaluate how different life under Cromwell was compared to life under Charles I	Information and sources on Cromwell			Strands: 3 & 4		
	<b>Interpretations of Cromwell</b>	KNOW: and be able to explain how Oliver Cromwell changed England UNDERSTAND: and be able to evaluate how different life under Cromwell was compared to life under Charles I	Source based – how convincing question			Strands: 1, 2, 3 & 4		
15	<b>What was the Restoration?</b>							
	<b>Does Charles II deserve the title 'Merry Monarch'?</b>							

Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
16	Introduction to slavery	KNOW – and be able to describe what the term slavery means. UNDERSTAND – and be able to explain how slavery has been	Introduction to slavery research task/table	Differentiated sources		Strands: 3 & 4		

		used by different people at different times in history. LEARN HOW TO – analyse sources.		Gap-fill definitions LAP				
	<b>African Kingdoms</b>	KNOW – and be able to describe what Africa was like before slavery. UNDERSTAND – and be able to explain some of the achievements of the African kingdoms. LEARN HOW TO – work in groups to research.	Chronology task African Kingdoms research	Differentiated information/ question sheet		Strand 1 Strand 3 Strand 4		
17	<b>The Slave Trade Triangle</b>	KNOW – and be able describe what the Slave Trade Triangle was and how it worked. UNDERSTAND – and be able to explain how people justified slavery.	Trade triangle act-out Reasons for slavery sorting and ranking task Sources task	Sentence starters of trade triangle Different diagrams of slave trade triangle to fill in according to ability		1,2, 3 & 4		
	<b>The Middle Passage</b>	KNOW – and be able to describe what the Middle Passage was. UNDERSTAND – and be able to explain what conditions were like during the Middle Passage. LEARN HOW TO – analyse sources.	Analysing usefulness of Middle Passage sources Roots DVD Usefulness questions	Differentiated sources	Usefulness question for homework	2, 3 & 4		
18	<b>Life on a Slave Plantation</b>	KNOW – and be able to describe what life was like for slaves. UNDERSTAND – and be able to compare the lives of plantation slaves and field slaves. LEARN HOW TO – make comparisons based on evidence.	Roots auction scene from DVD Life on the plantations role play or Question sheets/presentations	LAP gap fill Differentiated information about slave plantations	Life as a slave source questions	1, 3 & 4		
	<b>Slave Resistance</b>	KNOW – and be able to explain the different methods slaves used to resist slavery.	Slave resistance card sort Research slave revolts and rebellions	HAP slave resistance and		1, 3 & 4		



		UNDERSTAND – and be able to evaluate the success of each method. LEARN HOW TO – explain your point of view.		revolts information				
19	<b>Abolition</b>	KNOW – and be able to explain how William Wilberforce helped to end slavery. UNDERSTAND – and be able to evaluate different interpretations of the abolition of slavery. LEARN HOW TO – analyse an interpretation.	Information on William Wilberforce/Amazing Grace trailer Role-play/research other abolitionists	Timeline of Wilberforce's life LAP BBC info on Wilberforce HAP Differentiated table for other abolitionists		Strand 1 Strand 3 Strand 4		
	<b>Methods of abolition</b>	KNOW – and be able to describe the different methods used by the abolitionists. UNDERSTAND – and be able to evaluate which of the methods was the most successful.	Source analysis of abolition methods Creative task			Strand 1 Strand 2 Strand 3		
20		Learning Challenge (Teacher assessed)						
		Feedback – Learning challenge AND Learning Consolidation						
21	CRM overview? Optional Trump lesson							
<b>February Half-term</b>								

Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
22	Lesson 1: Introduction the Industrial Revolution		Living graph activity and factors			Strands:		

	Lesson 2: Impact of the IR		Compare the images					
23	Lesson 1: Inventions match up		Inventions match up					
	Lesson 2: Working conditions in the IR							
24	Lesson 1: Living conditions in the IR							
	Lesson 2: The 1875 Pubic Health Act							
25	2 Lessons: Industrial protests/ Chartists							
26	1832/76 extension of the franchise?							
	Power of monarchy overview lesson							
27	Lesson 1: Assessment							
	Lesson 2: Feedback							

Easter

Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
28	Lesson 1: Life for women in 1900					Strands:		
	Lesson 2: The Suffragists							
29	Lesson 1: The tactics of the WSPU							
	Lesson 2: The tactics of the WSPU							
30	Lesson 1: The impact of WW1							
	Lesson 2: Assessment							
31	Lesson 1: Feedback							
	Lesson 2: The British Empire							
32	Lesson 1: The impact of the British Empire							
	Lesson 2: The impact of the British Empire							

May Half-term

Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
33	Lesson 1: De-colonisation					Strands:		
	Lesson 2: De-colonisation							
34	Lesson 1: South Africa before apartheid							
	Lesson 2: Life under apartheid							
35	Lesson 1: The ANC in the 1950s							
	Lesson 2: Sharpeville Massacre							
36	Lesson 1: Soweto Uprising							
	Lesson 2: The impact of Mandela and the ANC							
37	Lesson 1: End of apartheid							
38								
39								
End of Year								

## Yr9 SoW









**Key idea/Question:** Focus for the lesson, which can be broken down (BUG or TBQ).

**Learning Journey:**

- **Why? K&U:** This is the key idea broken down into specific elements
- **How? T&L:** How the key ideas/question is delivered to the students? How is content delivered for different abilities (HAPS/MAPS/LAPS)? Extended learning?
- **What?:** STEPs strand (historical skills), Qualities (including BUILD characteristics, SMSC & B.Vs, BEE) and wider skills

**Learning Challenge:** Creative task (E.G. Diary entry, Letter), Extended mark questions (individual 4, 6, 8, 12, 16 marks) with DRT tasks;

**Learning Consolidation:** Terminology; recall activities & retrieval practices

BUILD qualities:	Skills:		Other (SMSC, BV, BEE) (Cultural Capital, Enrichment):
Resilience -	Literacy and Numeracy		<b>Social</b> - personal development concerned with living in a community, rather than living alone.
Respect -	Communication		<b>Moral</b> - personal development relating to human behaviour especially the distinction between good and bad or right and wrong
Kindness -	Problem Solving		<b>Spiritual</b> - personal development relating to the spirit or soul and intangible
Tolerance -	Leadership		<b>Cultural</b> - personal development concerned with total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action
Creativity -	Collaboration		<b>Democracy</b> – take an active part in society and the democratic process by making decisions together. Share ideas, take turns, respect other peoples’ ideas and work together
Positivity -	Metacognition		<b>Rule of Law</b> – understand that rules matter. Know right from wrong, look after each other,
Aspiration -	Physical, Practical and Technical		<b>Individual liberty</b> – freedom for all. Take a controlled risk, have a go whilst feeling safe, try our best, develop self-esteem, and share feelings.
Integrity -	Digital Literacy		<b>Mutual respect and tolerance</b> – treat others how you would want to be treated. Everyone is valued, all cultures are celebrated, share and respect the opinions of others.
Empathy -			<b>BEE (Build employability experiences)</b> - This is links to careers, work placements, progress and achievement conversations.

**Key (for Wk. column):**

Data Entry	Parents evening
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Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
1								
	How will I be conducting my Learning Journey in Yr9 Humanities?		<ul style="list-style-type: none"><li>Books given out</li><li>Introduction to the rota system</li><li>Overview of Yr9 learning</li></ul>			Strand 2 Strand 3 Strand 4		
	What was life like in 1900?	KNOW: and be able to describe key features of life in 1900. UNDERSTAND: and be able to explain how far, and why, life changed between 1500 and 1900. LEARN HOW TO: make inferences from photographs.	<ul style="list-style-type: none"><li>Card sorting activity – life 1750-1900</li><li>Examine sources</li><li>Cooper and Redman comparison task</li></ul>					
2	What were the long term causes of WW1?	KNOW – and be able to explain how the map of Europe in 1914 is different to modern Europe. UNDERSTAND – and be able to explain the hopes and fears of each country in Europe in 1914. BE ABLE TO – make hypotheses.	<ul style="list-style-type: none"><li>Carousel task – countries of Europe in 1914</li></ul>			Strand 1 Strand 3 Strand 4		Spaced retrieval: Y8 topics
	What were the short term causes of WW1?	KNOW – and be able to describe the events leading up to the outbreak of WW1. UNDERSTAND – and be able to explain, and evaluate, how each event contributed to the outbreak of war. LEARN HOW TO – categorise and analyse the causes of an event.	<ul style="list-style-type: none"><li>MAIN sorting task</li><li>Assassination video clip</li><li>PEE paragraph or group debate if time allows</li></ul>			Strand 1 Strand 3 Strand 4		

	What was the most important cause of WW1?	<p>KNOW – and be able to describe the events leading up to the outbreak of WW1.</p> <p>UNDERSTAND – and be able to explain, and evaluate, how each event contributed to the outbreak of war.</p> <p>LEARN HOW TO – categorise and analyse the causes of an event.</p>	<ul style="list-style-type: none"> <li>• Story of Alphonse the Camel</li> <li>• Create concept map showing causes of WW1</li> </ul>		Complete Learning Challenge	Strand 1 Strand 3 Strand 4	Causes of WW1 concept map	<b>Spaced retrieval:</b> Y8 topics
3	Who fought in the trenches?	<p>KNOW – and be able to describe the range of different soldiers in WW1</p> <p>UNDERSTAND – and be able to explain why some men refused to fight, and what happened to them</p>	<ul style="list-style-type: none"> <li>• Horrible Histories clip – soldiers of the British Empire</li> <li>• Worksheet – soldiers of the British Empire</li> <li>• Worksheet – conscientious objectors</li> </ul>			Strand 1 Strand 3 Strand 4		
	What were conditions like in the trenches?	<p>KNOW – and be able to describe the key features of trenches.</p> <p>UNDERSTAND – and be able to explain some of the problems that soldiers faced.</p>	<ul style="list-style-type: none"> <li>• BBC animation – location of fighting</li> <li>• Trench jigsaw and diagram</li> <li>• Video clips – conditions in the trenches</li> </ul>	HAP – extra information from Y9 SHP textbook on conditions in the trenches		Strand 1 Strand 3		<b>Spaced retrieval:</b> Y8 topics
	What were conditions like in the trenches?	<p>KNOW – and be able to compare the different interpretations of life in the trenches</p> <p>UNDERSTAND – and be able to explain why there are different interpretations of trench life</p> <p>BE ABLE TO – explain and evaluate interpretations</p>	<ul style="list-style-type: none"> <li>• Analyse 4 trench Interpretations</li> </ul> <p>Extra lessons – analysing convincingness of Interpretations available if time allows</p>		Meanwhile, elsewhere – Russian Revolution	Strand 1 Strand 3 Strand 4	<p>Otto Dix's Trench Warfare painting opposes WW1. How do you know?</p> <p>How does the view given in the Blackadder clip differ from the painting?</p> <p>Why do the Interpretations differ?</p>	

4	Why did WW1 end?	<p>KNOW – and be able to describe the causes of WW1 ending.</p> <p>UNDERSTAND – and be able to explain which causes are most important and any links between the causes.</p> <p>BE ABLE TO – analyse sources.</p>	<ul style="list-style-type: none"> <li>End of war worksheet with information cards</li> </ul>			Strand 1 Strand 3 Strand 4		<b>Spaced retrieval:</b> Y8 topics
	What was the impact of WW1?	<p>KNOW – and be able to explain some of the problems faced by the European countries after WW1.</p> <p>UNDERSTAND – and be able to suggest solutions to these problems.</p> <p>LEARN HOW TO – problem solve.</p>	<ul style="list-style-type: none"> <li>Video clips showing the impact of WW1</li> <li>Complete table using information sheets</li> </ul>		WW1 quiz questions - Forms	Strand 1 Strand 2 Strand 3 Strand 4		
	Who were the dictators of the 1930s?	<p>KNOW – and be able to describe the rule of dictators in the 1930s</p> <p>UNDERSTAND – and be able to explain how the rise of dictatorship made war more likely.</p>	<ul style="list-style-type: none"> <li>Democracy and dictatorship sorting task</li> <li>Venn diagram comparing Hitler and Stalin</li> <li>Video clips – life in Nazi/Soviet dictatorships</li> </ul>	LAP – fill in table rather than Venn diagram		Strand 1 Strand 3 Strand 4		<b>Spaced retrieval:</b> Y8 topics
5	When did the war turn against Hitler?	<p>KNOW – and be able to describe the key events of WW2</p> <p>UNDERSTAND – and be able to evaluate which event was the key point that the war turned against Hitler</p>	<ul style="list-style-type: none"> <li>Table evaluating the key events of WW2 using Y9 SHP book</li> <li>May need part of next lesson to complete</li> <li>Class feedback/voting/debate</li> </ul>	LAP – reduce number of events examined				
	When did the war turn against Hitler?	<p>KNOW – and be able to describe the key events of WW2</p> <p>UNDERSTAND – and be able to evaluate which event was the key point that the war turned against Hitler</p>	<ul style="list-style-type: none"> <li>Complete worksheets evaluating the convincingness of Interpretations</li> <li>Complete Learning Challenge</li> </ul>	LAP – Interpretation 2 on Stalingrad HAP – El Alamein – two versions of	Complete Learning Challenge		How convincing is Interpretation A regarding the key turning point in WW2?	<b>Spaced retrieval:</b> Y8 topics



		LEARN HOW TO – answer convincing exam questions		source sheets HAP/MAP				
	What was life like in Britain during WW2?	KNOW – and be able to describe the key features of the Home Front UNDERSTAND – and be able to evaluate how far civilians lives changed during WW2 LEARN HOW TO – analyse sources	<ul style="list-style-type: none"> <li>National Archives sources analysis</li> </ul>	LAP – reduce number of sources used				
6	Was America right to bomb Japan?	KNOW – and be able to describe the effects of the atomic bomb drops UNDERSTAND – and be able to evaluate whether America's decision was justified	<ul style="list-style-type: none"> <li>Video clips on Hiroshima</li> <li>Evaluation task</li> <li>Paragraph explaining view on the dropping of the atom bomb</li> </ul>		WW1/WW2 Quiz questions - Forms			<b>Spaced retrieval:</b> Y8 topics
	Assessment – mixed Y8 topics							
	Assessment feedback							<b>Spaced retrieval:</b> Y8 topics
7								
8								
October Half-term								

Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
9								
10								

11								
	What was the Holocaust?	<p>KNOW – and be able to describe what the Holocaust was in simple terms</p> <p>UNDERSTAND – that learning about the Holocaust asks us to consider the personal and individual stories of millions of people</p> <p>BE ABLE TO – draw conclusions about the past based on a historical item.</p>	<ul style="list-style-type: none"> <li>Object analysis -child's - shoe</li> <li>Ascertain prior knowledge of the Holocaust</li> <li>Create own definition</li> </ul>		Holocaust reflections task	Strand 3 Strand 4		<b>Spaced retrieval:</b> WW1 and WW2
12	What was life like for Jews pre-1933?	<p>KNOW – and be able to explain what life was like for different Jewish people before WW2</p> <p>UNDERSTAND – and be able to explain some of the problems with using Photographs as historical evidence</p> <p>BE ABLE TO - use photographs as evidence</p>	<ul style="list-style-type: none"> <li>Overview video – what does it mean to be Jewish</li> <li>Pre-1933 Jewish life photos - HET</li> </ul>	Reduce number of photos - LAP		Strand 2 Strand 3		
	What were the origins and development of anti-Semitism?	<p>KNOW – and be able to describe the history of anti-Semitism</p> <p>UNDERSTAND – and be able to suggest some reasons why Jews have been victims of anti-Semitism</p> <p>BE ABLE TO - use evidence to find out about the past</p>	<ul style="list-style-type: none"> <li>History of anti-Semitism source analysis</li> <li>Hitler's laws chronology task and questions</li> </ul>	Source work can be done as a group – LAP Reduce number of laws - LAP		Strand 3 Strand 4		
13	How did the Nazis use anti-Semitic propaganda?	<p>KNOW – and be able to describe how the Nazis used propaganda to spread anti-Semitism</p> <p>UNDERSTAND – and be able to suggest some reasons why the Nazis persecuted the Jews</p> <p>BE ABLE TO - analyse propaganda</p>	<ul style="list-style-type: none"> <li>Analysis of Nazi propaganda</li> </ul>	Selection of sources	Holocaust reflections task	Strand 2 Strand 3	Exam question - Source A opposes Jews. How do you know?	<b>Spaced retrieval:</b> WW1 and WW2

	What was Kristallnacht and the Kindertransport?	KNOW – and be able to describe how Jewish persecution increased from 1938 onwards UNDERSTAND – and be able to explain how Britain reacted to this persecution	<ul style="list-style-type: none"> <li>Kristallnacht survivor clip</li> <li>Kindertransport source analysis task - HET</li> </ul>			Strand 2 Strand 3		
	How terrible were conditions in the ghettos?	KNOW – and be able to describe what conditions were like in the Ghetto UNDERSTAND – and evaluate how similar the different Ghettos were	<ul style="list-style-type: none"> <li>Clip from The Pianist</li> <li>Ghettos comparison task - HET</li> </ul>	Reduce number of ghettos examined - LAP		Strand 1 Strand 2 Strand 3	Exam question – Write an account of how anti-Semitism developed in Nazi Germany 1933-1938.	
14	How did persecution turn into genocide?	KNOW – and be able to describe how Nazi anti-Jewish policy evolved to continental mass murder during the Second World War and reflect on how this affected society. UNDERSTAND – and be able to explain how the Nazis created a network of sites in order to perpetrate the Holocaust.	<ul style="list-style-type: none"> <li>Final Solution activity - HET</li> </ul>	Reduce number of case studied examined - LAP	Holocaust reflections task			<b>Spaced retrieval:</b> WW1 and WW2
	What was the Final Solution?	KNOW – and be able to describe how Nazi anti-Jewish policy evolved to continental mass murder during the Second World War and reflect on how this affected society. UNDERSTAND – and be able to explain how the Nazis created a network of sites in order to perpetrate the Holocaust.	<ul style="list-style-type: none"> <li>Ghosts of Dachau song lyrics</li> <li>Photos/student questions about camps</li> <li>Survivor testimony clips</li> </ul>			Strand 3		
	Who was responsible for the Holocaust?	KNOW – and be able to define the terms perpetrator, bystander, resistor and victim UNDERSTAND – and be able to analyse who was responsible for the Holocaust.	<ul style="list-style-type: none"> <li>Dilemmas, choice and responses to the Holocaust task - HET</li> </ul>	Reduce number of cards - LAP		Strand 1 Strand 3 Strand 4		

15	How did the Holocaust end?	KNOW – and be able to explain how the Holocaust came to an end. UNDERSTAND – and be able to evaluate the challenges faced by the Holocaust survivors.	<ul style="list-style-type: none"> <li>Holocaust survivor clips</li> <li>Radio report from David Dimbleby and questions</li> <li>Zigi Shipper story activity - HET</li> </ul>		Holocaust reflections task	Strand 2 Strand 3		<b>Spaced retrieval:</b> WW1 and WW2
	How did people resist the Holocaust?	KNOW – and be able to describe the different types of resistance to the Holocaust – Jewish and non-Jewish. UNDERSTAND – and be able to explain why some people resisted the Holocaust.	<ul style="list-style-type: none"> <li>Resistance activity - HET</li> </ul>	Reduce number of case studies - LAP		Strand 3 Strand 4		
	Was justice done after the Holocaust?	KNOW – and be able to evaluate whether justice was done after the Holocaust. UNDERSTAND – and be able to explain the problems related to genocide justice cases.	<ul style="list-style-type: none"> <li>Justice activity - HET</li> </ul>			Strand 1 Strand 3 Strand 4		
<b>Christmas</b>								

Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
16	How should we remember a significant event such as the Holocaust?	KNOW – and be able to explain why the Holocaust is significant. UNDERSTAND – and be able to reflect on the different ways of remembering the Holocaust.	<ul style="list-style-type: none"><li>Evaluation of significance</li><li>Analysis of different Holocaust memorial statues – HET task</li><li>Design own statue</li></ul>		Holocaust quiz questions - Forms	Strand 1 Strand 3 Strand 4	Creative task – design own Holocaust memorial statue	<b>Spaced retrieval:</b> WW1 and WW2
	Assessment – WW1 and WW2							
	Assessment feedback							
17								

18								
19								
20								
21								
February Half-term								

Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
22	What will I be studying in GCSE History?		Course overview  Source work (focus on time periods, themes and factors)					
	Why were Hippocrates' ideas about medicine important?	KNOW – the key features of medicine in the Middle Ages. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	Supernatural explanations for disease  Natural explanations: Hippocratic ideas about medicine - Observation - Hippocratic Oath - Theory of the Four Humours  <ul style="list-style-type: none"><li>Hippocrates questions</li><li>4 Humours diagram</li></ul>		Seneca GCSE Pod			<b>Retrieval practice:</b> Exam skills
	Why were Galen's ideas about medicine important?	KNOW – the key features of medicine in the Middle Ages. UNDERSTAND – and evaluate which factors have most helped the development of medicine.	Galenic ideas about medicine - Theory of Opposites - Dissection - Books					

		LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	<ul style="list-style-type: none"> <li>Compare Galen and Hippocrates</li> </ul>					
23	Who treated the sick in the Middle Ages?	KNOW – the key features of medicine in the Middle Ages. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	The Medieval doctor: - Training - people who treated disease and illness  <ul style="list-style-type: none"> <li>Video clip on medieval dissection</li> <li>Notes on healers</li> </ul>		Seneca GCSE Pod		Explain the significance of the Theory of 4 Humours. 8 marks	
	What treatments were used in the Middle Ages?	KNOW – the key features of medicine in the Middle Ages. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	- beliefs about cause of illness - methods of testing for disease and illness  <ul style="list-style-type: none"> <li>Treatment source analysis</li> </ul>					<b>Retrieval practice:</b> Exam skills
	What did people in the Middle Ages believe caused the Black Death?	KNOW – the key features of medicine in the Middle Ages. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	The Black Death – beliefs about causes  <ul style="list-style-type: none"> <li>Simon Schama video clip and questions</li> <li>Source analysis – what did people think caused the plague</li> </ul>					
24	How did people in the Middle Ages respond to the Black Death?	KNOW – the key features of medicine in the Middle Ages. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	The Black Death – responses / treatments  <ul style="list-style-type: none"> <li>Source analysis – how did people respond to the plague</li> <li>Flagellants Horrible Histories clip</li> <li>Plague miracle cure advert</li> </ul>		Seneca GCSE Pod			
	How dangerous was surgery during the	KNOW – the key features of medicine in the Middle Ages. UNDERSTAND – and evaluate which factors have most helped the development of medicine.	- Surgery in medieval times, ideas and techniques - Galen and ideas about dissection					<b>Retrieval practice:</b> Exam skills

	Middle Ages?	LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	<ul style="list-style-type: none"> <li>Medieval surgery video clips</li> </ul>					
	How dangerous was surgery during the Middle Ages?	KNOW – the key features of medicine in the Middle Ages. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	- John Arderne <ul style="list-style-type: none"> <li>Notes on medieval surgery</li> <li>Questions on John Arderne</li> <li>Factors helping/hindering brainstorm</li> </ul>					
25	What was Public Health like during the Middle Ages?	KNOW – the key features of medicine in the Middle Ages. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	- Public health in the medieval town - Public health in monasteries <ul style="list-style-type: none"> <li>Label problems in the medieval town image</li> <li>List of evidence that public health wasn't terrible – video clip</li> <li>Label plan of Canterbury Abbey</li> </ul>		Seneca GCSE Pod		How useful is Source A for finding out about medieval public health? (8 marks)	
	What was Public Health like during the Middle Ages?	KNOW – the key features of medicine in the Middle Ages. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	- Coventry case study <ul style="list-style-type: none"> <li>Questions on Coventry</li> </ul>					<b>Retrieval practice:</b> Exam skills
	Did Christianity help medical progress in the Middle Ages?	KNOW – the key features of medicine in the Middle Ages. UNDERSTAND – and evaluate which factors have most helped the development of medicine.	- Medieval hospitals <ul style="list-style-type: none"> <li>Source analysis of medieval hospital and questions</li> </ul>					

		LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	•					
26	Did Christianity help medical progress in the Middle Ages?	KNOW – the key features of medicine in the Middle Ages. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	- Evaluation of the role of the Church in medicine  • Video clip – role of the church and notes • Cart sort activity • Judgement line – did religion help or hinder		Seneca GCSE Pod			
	Did Islam help medical progress in the Middle Ages?	KNOW – the key features of medicine in the Middle Ages. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	- The nature and importance of Islamic medicine and surgery - Role of the Crusades in the development of medicine  • Video clip – role of Islam and notes					<b>Retrieval practice:</b> Exam skills
	Why was there so little medical progress in the Middle Ages?	KNOW – the key features of medicine in the Middle Ages. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	-Evaluation of the factors/concept map  • Judgement line/concept map of factors affecting medieval medicine					
27	Why was there so little medical progress in the Middle Ages?	KNOW – the key features of medicine in the Middle Ages. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	-Evaluation of the factors/concept map  Judgement line/concept map of factors affecting medieval medicine		Seneca GCSE Pod			
			Complete Learning Challenge				Has religion been the main factor in the development of medicine in the Middle Ages? 16 marks	<b>Retrieval practice:</b> Exam skills



			Feedback on Learning Challenge		Medieval medicine quiz questions - Forms			
Easter								

Wk.	Key idea / Question	Why? K&U (Learning aims)	Learning Journey				Learning Challenge	Learning Consolidation
			How? T&L			What?		
			Main learning activities	Differentiation	Homework			
28	How did the Renaissance impact the development of medicine?	KNOW – the key features of medicine in the Renaissance. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	-Key inventions of the Renaissance and their impact on medicine  • Describe and draw 4 Renaissance inventions		Seneca GCSE Pod	Strands:		<b>Retrieval practice:</b> Medieval medicine
	Why is Vesalius significant?	KNOW – the key features of medicine in the Renaissance. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	-Impact of Vesalius on anatomy -Opposition to Vesalius  • Vesalius video clips and notes • Role of the individual char				Explain the significance of Vesalius/Pare/Harvey. 8 marks	
	Why is Pare significant?	KNOW – the key features of medicine in the Renaissance. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	-Impact of Pare of surgery -Opposition to Pare  • Pare video clip • Role of the individual chart • Compare Vesalius and Pare					
29	Why is Harvey significant?	KNOW – the key features of medicine in the Renaissance. UNDERSTAND – and evaluate which factors have most helped the development of medicine.	-Impact of Harvey on anatomy -Opposition to Harvey -Comparison of the 3 individuals  • Harvey video clip and notes		Seneca GCSE Pod			<b>Retrieval practice:</b> Medieval medicine

		LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	<ul style="list-style-type: none"> <li>• Role of the individual chart</li> <li>• Renaissance Pioneers sorting exercise</li> </ul>					
	What treatments and healers were available during the Renaissance?	KNOW – the key features of medicine in the Renaissance. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	-Renaissance treatments - Renaissance healers -Quackery <ul style="list-style-type: none"> <li>• Case study – death of Charles II</li> <li>• Notes – Renaissance treatments</li> <li>• Renaissance healers diagram</li> <li>• Quackery – video clip</li> </ul>					
	Had public health improved during the Renaissance?	KNOW – the key features of medicine in the Renaissance. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	-Great Plague of 1665 <ul style="list-style-type: none"> <li>• Great Plague sources sheet</li> <li>• Extra notes from textbook</li> </ul>				Compare the Black Death and the Great Plague. In what ways are they different? 8 marks	
30	Why was medicine so slow to change in the Renaissance?	KNOW – the key features of medicine in the Renaissance. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	<ul style="list-style-type: none"> <li>• -Factors concept map</li> </ul>		Seneca GCSE Pod			<b>Retrieval practice:</b> Medieval medicine
	How far had hospitals improved by 1900?	KNOW – the key features of medicine in the C19th. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	-Development of hospitals in the 1800s -Florence Nightingale <ul style="list-style-type: none"> <li>• Notes on the development of hospitals</li> <li>• Compare hospitals from medieval/Renaissance to C19th</li> </ul>				Explain the significance of Florence Nightingale (8 marks)	

			<ul style="list-style-type: none"> <li>Florence Nightingale video clip</li> <li>Significance of Nightingale table</li> </ul>					
	How did John Hunter improve surgery?	<p>KNOW – the key features of medicine in the C19th.</p> <p>UNDERSTAND – and evaluate which factors have most helped the development of medicine.</p> <p>LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.</p>	<p>-Impact of John Hunter on surgery</p> <ul style="list-style-type: none"> <li>John Hunter video clip and questions</li> <li>Significance grid</li> </ul>				Explain the significance of John Hunter (8 marks)	
31	Why was Jenner significant?	<p>KNOW – the key features of medicine in the C19th.</p> <p>UNDERSTAND – and evaluate which factors have most helped the development of medicine.</p> <p>LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.</p>	<p>-Inoculation</p> <p>-Jenner and the discovery of smallpox vaccine</p> <ul style="list-style-type: none"> <li>Jenner video clip and questions</li> <li>Cut and stick events of Jenner's discovery</li> </ul>		Seneca GCSE Pod		Explain the significance of Jenner. 8 marks	<b>Retrieval practice:</b> Medieval medicine
	Why was Jenner significant?	<p>KNOW – the key features of medicine in the C19th.</p> <p>UNDERSTAND – and evaluate which factors have most helped the development of medicine.</p> <p>LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.</p>	<p>-Opposition to Jenner and the smallpox vaccine</p> <ul style="list-style-type: none"> <li>Opposition role play characters and table</li> <li>Source analysis</li> </ul>				How useful is Source A for understanding why people opposed vaccinations? 8 marks	
	Assessment – Medieval medicine				Renaissance medicine quiz questions - Forms			
32	Feedback							<b>Retrieval practice:</b> Medieval medicine
	Why was Simpson significant?	<p>KNOW – the key features of medicine in the C19th.</p> <p>UNDERSTAND – and evaluate which factors have most helped the development of medicine.</p>	<p>-Discovery of anaesthetics</p> <p>-Role of Simpson and chloroform</p> <p>-Opposition to Simpson</p>		Seneca GCSE Pod			

		LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	<ul style="list-style-type: none"> <li>• C19th surgery video clip</li> <li>• Flow chart – discovery of anaesthetics</li> <li>• Opposition to Simpson cut and stick</li> <li>• Compare medieval and C19th surgery table</li> <li>•</li> </ul>					
	Why was Pasteur significant?	KNOW – the key features of medicine in the C19th. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	-Discoveries of Pasteur – development of germ theory  <ul style="list-style-type: none"> <li>• Source task – Pasteur’s discoveries</li> <li>• Factors task</li> </ul>					
<b>May Half-term</b>								

Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
33	Why was Lister significant?	KNOW – the key features of medicine in the C19th. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	-Semmelwiess and handwashing -Impact of Lister and antiseptics/carbolic acid -Opposition to Lister -Antiseptic and aseptic surgery  • Carbolic acid video • Question sheet – Semmelweiss and Lister# • Opposition to Lister cut and stick •		Seneca GCSE Pod	Strands:		Retrieval practice: Medieval medicine
	How far did surgery	KNOW – the key features of medicine in the C19th.	-Overview of surgery development and factors that helped					

	improve by 1900?	UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	<ul style="list-style-type: none"> <li>Development in surgery chronology task – label diagrams in correct order</li> </ul>					
	How did Pasteur and Koch make their discoveries?	KNOW – the key features of medicine in the C19th. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	-Discoveries of Pasteur and Koch -Acceptance of germ theory <ul style="list-style-type: none"> <li>Pasteur and Koch A3 sheet with questions</li> <li>Factors diagram</li> <li>Discoveries card sort</li> </ul>				How useful is Source A for a historian studying how scientists helped to improve the treatment of disease? 8 marks	
34	How did Pasteur and Koch make their discoveries?	KNOW – the key features of medicine in the C19th. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	-Discoveries of Pasteur and Koch -Acceptance of germ theory -Impact on treatments <ul style="list-style-type: none"> <li>Acceptance of germ theory ranking task</li> <li>Impact of scientists on treatments – note making</li> </ul>		Seneca GCSE Pod			<b>Retrieval practice:</b> Medieval medicine
	Why was Ehrlich significant?	KNOW – the key features of medicine in the C19th. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	-Impact of magic bullets <ul style="list-style-type: none"> <li>Questions on magic bullets</li> </ul>					
	Why was public health so poor in 1800?	KNOW – the key features of medicine in the C19th. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	-Public health conditions in 1900 -Causes of poor public health <ul style="list-style-type: none"> <li>Source analysis and video starter</li> <li>Identify factors hindering PH</li> </ul>					
35	Which factors most	KNOW – the key features of medicine in the C19th.	-The work of Edwin Chadwick -Cholera epidemics		Seneca GCSE Pod		Compare public health	<b>Retrieval practice:</b>

	helped to improve public health in the 1800s?	UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	<ul style="list-style-type: none"> <li>- leading to the Public Health Act of 1848</li> <li>-The work of William Farr</li> <li>-The work of John Snow</li> <li>-The Great Stink of 1854</li> <li>-The work of Octavia Hill</li> <li>-Pasteur proves germs cause disease</li> <li>-1867 the working classes get the vote</li> <li>-The Great Clean-Up of 1870s</li> <li>-Public Health Act 1875</li> <li>-The work of Joseph Bazalgette</li> </ul> <ul style="list-style-type: none"> <li>• Factors diagram</li> </ul>				in the medieval period with public health in the C19th. In what ways are they different? (8 marks)	Medieval medicine
	Which factors most helped to improve public health in the 1800s?	KNOW – the key features of medicine in the C19th. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	<ul style="list-style-type: none"> <li>The work of Edwin Chadwick</li> <li>-Cholera epidemics</li> <li>- leading to the Public Health Act of 1848</li> <li>-The work of William Farr</li> <li>-The work of John Snow</li> <li>-The Great Stink of 1854</li> <li>-The work of Octavia Hill</li> <li>-Pasteur proves germs cause disease</li> <li>-1867 the working classes get the vote</li> <li>-The Great Clean-Up of 1870s</li> <li>-Public Health Act 1875</li> <li>-The work of Joseph Bazalgette</li> </ul> <ul style="list-style-type: none"> <li>• Factors diagram</li> </ul>				Explain the significance of the 1848 Public Health Act. (8 marks)	
	Which factors most helped to improve public health in the 1800s?	KNOW – the key features of medicine in the C19th. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	<ul style="list-style-type: none"> <li>The work of Edwin Chadwick</li> <li>-Cholera epidemics</li> <li>- leading to the Public Health Act of 1848</li> <li>-The work of William Farr</li> <li>-The work of John Snow</li> <li>-The Great Stink of 1854</li> <li>-The work of Octavia Hill</li> </ul>					

			-Pasteur proves germs cause disease -1867 the working classes get the vote -The Great Clean-Up of 1870s -Public Health Act 1875 -The work of Joseph Bazelgette  <ul style="list-style-type: none"> <li>Factors diagram</li> </ul>					
36	Which factors most helped to improve public health in the 1800s?	KNOW – the key features of medicine in the C19th. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	<ul style="list-style-type: none"> <li>-Factors concept map</li> </ul>		C19th medicine quiz questions - Forms			<b>Retrieval practice:</b> Medieval medicine
	Assessment – Renaissance medicine							
	Feedback							
37	How was penicillin discovered?	KNOW – the key features of medicine in the C20th. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	-Role of Fleming -Role of Florey and Chain  <ul style="list-style-type: none"> <li>Flow chart – discovery of penicillin</li> </ul>		Seneca GCSE Pod		Explain the significance of penicillin. 8 marks	<b>Retrieval practice:</b> Renaissance medicine
	How was penicillin discovered?	KNOW – the key features of medicine in the C20th. UNDERSTAND – and evaluate which factors have most helped the development of medicine. LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	-Factors involved in the discovery of penicillin  <ul style="list-style-type: none"> <li>Label factors diagram with example</li> </ul>					
	What are the current medical issues?	KNOW – the key features of medicine in the C20th. UNDERSTAND – and evaluate which factors have most helped the development of medicine.	-Current world health problems -Overview of disease and infection theme					

		LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	<ul style="list-style-type: none"> <li>• Question sheet</li> <li>• Overview task</li> </ul>					
38	How far did surgery improve in the 1900s?	<p>KNOW – the key features of medicine in the C20th.</p> <p>UNDERSTAND – and evaluate which factors have most helped the development of medicine.</p> <p>LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.</p>	<p>-X-rays</p> <p>-Marie Curie</p> <p>-Fighting infection and disease</p> <p>-Blood transfusions</p> <p>-Plastic surgery</p> <p>-Transplant surgery</p> <p>-Imported anaesthetics</p> <p>- Keyhole and micro-surgery</p> <ul style="list-style-type: none"> <li>• Surgery in C20th table</li> </ul>		Seneca GCSE Pod			<b>Retrieval practice:</b> Renaissance medicine
	How far did surgery improve in the 1900s?	<p>KNOW – the key features of medicine in the C20th.</p> <p>UNDERSTAND – and evaluate which factors have most helped the development of medicine.</p> <p>LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.</p>	<p>-X-rays</p> <p>-Marie Curie</p> <p>-Fighting infection and disease</p> <p>-Blood transfusions</p> <p>-Plastic surgery</p> <p>-Transplant surgery</p> <p>-Imported anaesthetics</p> <p>- Keyhole and micro-surgery</p> <ul style="list-style-type: none"> <li>• Surgery in C20th table-</li> <li>• Timeline task – 1800s/1900s</li> <li>• Overview task</li> </ul>					
	How far did public health improve in the 1900s?	<p>KNOW – the key features of medicine in the C20th.</p> <p>UNDERSTAND – and evaluate which factors have most helped the development of medicine.</p> <p>LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.</p>	<p>-Booth and Rowntree</p> <p>-Liberal Reforms</p> <p>- Impact of WW1 and WW2</p> <p>-1911 National Insurance Act</p> <p>-Beveridge Report and the creation of the NHS</p> <p>-Current public health issues</p> <ul style="list-style-type: none"> <li>• Booth/Rowntree video and notes</li> <li>• Liberal Reforms table</li> </ul>					
39	How far did public health improve in the 1900s?	<p>KNOW – the key features of medicine in the C20th.</p> <p>UNDERSTAND – and evaluate which factors have most helped the development of medicine.</p>	<p>-Booth and Rowntree</p> <p>-Liberal Reforms</p> <p>- Impact of WW1 and WW2</p> <p>-1911 National Insurance Act</p> <p>-Beveridge Report and the creation of the NHS</p>		C20th medicine quiz questions - Forms		Government was the main factor improving public health. How far do you	<b>Retrieval practice:</b> Renaissance medicine



		LEARN HOW TO – analyse sources and evaluate factors as part of historical enquiry.	-Current public health issues <ul style="list-style-type: none"> <li>National Insurance Act notes</li> <li>Creation of the NHS video clip and notes</li> <li>Overview of public health theme</li> </ul>				agree with this statement? 16 marks	
	Assessment – medicine in the C19th							
	Assessment feedback							
End of Year								

## Yr10 SoW









**Key idea/Question:** Focus for the lesson, which can be broken down (BUG or TBQ).

**Learning Journey:**

- **Why? K&U:** This is the key idea broken down into specific elements
- **How? T&L:** How the key ideas/question is delivered to the students? How is content delivered for different abilities (HAPS/MAPS/LAPS)? Extended learning?
- **What?:** STEPs strand (historical skills), Qualities (including BUILD characteristics, SMSC & B.Vs, BEE) and wider skills

**Learning Challenge:** Creative task (E.G. Diary entry, Letter), Extended mark questions (individual 4, 6, 8, 12, 16 marks) with DRT tasks;

**Learning Consolidation:** Terminology; recall activities & retrieval practices

BUILD qualities:	Skills:		Other (SMSC, BV, BEE) (Cultural Capital, Enrichment):
Resilience -	Literacy and Numeracy		<b>Social</b> - personal development concerned with living in a community, rather than living alone.
Respect -	Communication		<b>Moral</b> - personal development relating to human behaviour especially the distinction between good and bad or right and wrong
Kindness -	Problem Solving		<b>Spiritual</b> - personal development relating to the spirit or soul and intangible
Tolerance -	Leadership		<b>Cultural</b> - personal development concerned with total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action
Creativity -	Collaboration		<b>Democracy</b> – take an active part in society and the democratic process by making decisions together. Share ideas, take turns, respect other peoples’ ideas and work together
Positivity -	Metacognition		<b>Rule of Law</b> – understand that rules matter. Know right from wrong, look after each other,
Aspiration -	Physical, Practical and Technical		<b>Individual liberty</b> – freedom for all. Take a controlled risk, have a go whilst feeling safe, try our best, develop self-esteem, and share feelings.
Integrity -	Digital Literacy		<b>Mutual respect and tolerance</b> – treat others how you would want to be treated. Everyone is valued, all cultures are celebrated, share and respect the opinions of others.
Empathy -			<b>BEE (Build employability experiences)</b> - This is links to careers, work placements, progress and achievement conversations.

**Key (for Wk. column):**

Data Entry	Trust data	Mocks	Work experience	Parents evening
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Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
1	Elizabeth							
2								
3								
4								
5								
6								
7								
8								
October Half-term								

Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
9								
10								
11								

12								
13								
14								
15								
Christmas								

Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
16						Strands:		
17								
18	C&T							
19								
20								
21								
February Half-term								

Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
22						Strands:		
23								
24								
25								
26								
27								
Easter								

Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
28						Strands:		
29								
30								
31								



## Yr11 SoW









**Key idea/Question:** Focus for the lesson, which can be broken down (BUG or TBQ).

### Learning Journey:

- **Why? K&U:** This is the key idea broken down into specific elements
- **How? T&L:** How the key ideas/question is delivered to the students? How is content delivered for different abilities (HAPS/MAPS/LAPS)? Extended learning?
- **What?:** STEPs strand (historical skills), Qualities (including BUILD characteristics, SMSC & B.Vs, BEE) and wider skills

**Learning Challenge:** Creative task (E.G. Diary entry, Letter), Extended mark questions (individual 4, 6, 8, 12, 16 marks) with DRT tasks;

**Learning Consolidation:** Terminology; recall activities & retrieval practices

BUILD qualities:	Skills:		Other (SMSC, BV, BEE) (Cultural Capital, Enrichment):
Resilience -	Literacy and Numeracy		<b>Social</b> - personal development concerned with living in a community, rather than living alone.
Respect -	Communication		<b>Moral</b> - personal development relating to human behaviour especially the distinction between good and bad or right and wrong
Kindness -	Problem Solving		<b>Spiritual</b> - personal development relating to the spirit or soul and intangible
Tolerance -	Leadership		<b>Cultural</b> - personal development concerned with total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action
Creativity -	Collaboration		<b>Democracy</b> – take an active part in society and the democratic process by making decisions together. Share ideas, take turns, respect other peoples’ ideas and work together
Positivity -	Metacognition		<b>Rule of Law</b> – understand that rules matter. Know right from wrong, look after each other,
Aspiration -	Physical, Practical and Technical		<b>Individual liberty</b> – freedom for all. Take a controlled risk, have a go whilst feeling safe, try our best, develop self-esteem, and share feelings.
Integrity -	Digital Literacy		<b>Mutual respect and tolerance</b> – treat others how you would want to be treated. Everyone is valued, all cultures are celebrated, share and respect the opinions of others.
Empathy -			<b>BEE (Build employability experiences)</b> - This is links to careers, work placements, progress and achievement conversations.

**Key (for Wk. column):**

Data Entry	Trust data	Mocks	External exams	Parents evening
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Wk	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
1								
	Overview of Germany 1890-1945	KNOW – and be able to describe the key events which took place in this period UNDERSTAND – and be able to evaluate which events will become the most significant	- PLC - Timeline activity - Discussion of which were the most significant events during this period					
2	How did the growth of parliamentary government and the influence of Prussian militarism shape Germany before WW1?	KNOW – and be able to explain how Germany was organised politically during the rule of the Kaiser and the influence that militarism had on the new Germany UNDERSTAND – and be able to evaluate who held the most power in Germany and how successfully they solved these problems	- Formation of Germany – map activity - definition of key terminology (Militarism, Kaiser) - Constitution of Germany in 1871 - Character of the Kaiser (source work)					Retrieval activities (one of the three lessons this week) – questions on all 4 topics
	How did Industrialisation, Social Reform and the growth of socialism shape Germany before WW1?	KNOW – and be able to explain how industrialisation, Social Reform and the growth of Socialism affected the new Germany UNDERSTAND – how Kaiser Wilhelm II and Germany responded to industrialisation and socialism	- Industrialisation – notes on the associated problems that faced Germany and the Kaiser due to this.  - Definition of / differences between Authoritarianism, Socialism and Communism  - Sources on changes in Germany classified into likes/ dislikes of the Kaiser  - Responses of the Kaiser to Industrialisation problems					
	How did the Naval Laws shape Germany before WW1?	KNOW – and be able to describe the Naval Laws 1898-1912	- Definitions of Empire and Weltpolitik - Kaisers aims (notes) - Table activity (Naval Laws)				Describe two problems faced by Kaiser	



		UNDERSTAND – the impact of these Naval Laws on Germany	<ul style="list-style-type: none"> <li>- Source analysis (SPD poster)</li> <li>- Statement categorisation</li> <li>- Practice question</li> </ul>				Wilhelm's governments in ruling Germany before 1914. (4 marks)	
3	How did WW1 impact Germany? (War weariness, economic problems and defeat)  (x2 lessons)	KNOW – and be able to explain the impact of WW1 on Germany UNDERSTAND – and be able to evaluate the seriousness of the problems Germany faced	<ul style="list-style-type: none"> <li>- Potential problems of WW1 for those fighting</li> <li>- German people – feelings about WW1</li> <li>- Classification and ranking exercise</li> </ul>					Retrieval activities (one of the three lessons this week) – questions on all 4 topics
			Red text book (pg 12) <ul style="list-style-type: none"> <li>- questions</li> <li>- create summary of 'Revolution' and 'Mutiny'</li> </ul> Establishment of Weimar after abdication of the Kaiser  Source analysis – feelings of German people at end of WW1				In what ways were the lives of the people in Germany affected by the First World War? Explain your answer (8 marks)	
	How did the end of the monarchy after WW1 impact Germany? The rise of the Weimar Republic	KNOW – what the Weimar Republic was; be able to explain the various problems faced by the Weimar Republic UNDERSTAND – and be able to evaluate the seriousness of the problems the Weimar Republic faced	Keyword/definition match up Timeline of new Weimar Republic Weimar Constitution – structure, advantages & disadvantages. Key political parties linked to political spectrum (Red txtbk pg16/17) – answer questions					
4	How did the Treaty of Versailles impact Germany? Defeat and the 'Stab in the Back' myth	KNOW – and be able to describe the repercussions of the TOV on the Weimar Republic UNDERSTAND – and be able to explain why Germany hated the TOV LEARN HOW TO – analyse sources	Terms of ToV. – table activity (recall – link to C&T unit)  ToV. Sources - identification of criticism (linked to LAMB.  Discussion of theory of 'Stab in the back' – why would certain people believe this? Who?					Retrieval activities (one of the three lessons this week) – questions on all 4 topics

			Postcard/Cartoon – source analysis.					
	How did the Treaty of Versailles impact Germany? Defeat and the 'Stab in the Back' myth	<p>KNOW – and be able to describe the repercussions of the TOV on the Weimar Republic</p> <p>UNDERSTAND – and be able to explain why Germany hated the TOV</p> <p>LEARN HOW TO – compare interpretation sources</p>	<p>Interpretation questions</p> <ul style="list-style-type: none"> <li>- Discussion of techniques</li> <li>- Plan</li> <li>- Write</li> <li>- Self/peer evaluate</li> <li>- Model answer, improve</li> </ul>				<p>How does Interpretation B differ from Interpretation A about the terms of the Treaty of Versailles?(4mks)</p> <p>Why might the authors of Interpretation A and B have a different interpretation of the Treaty?(4mks)</p>	
	How was Germany affected by post-war problems? Reparations, the Invasion of the Ruhr and Hyperinflation	<p>KNOW – and be able to explain the impact of reparations and hyperinflation on the Weimar Republic</p> <p>UNDERSTAND – and be able to explain the reasons for uprisings in the Weimar Republic</p>	<p>Red txtbk – pg.20</p> <ul style="list-style-type: none"> <li>- Practice questions on Reparations and Invasion of the Ruhr</li> </ul>					
	How was Germany affected by post-war problems? Reparations, the Invasion of the Ruhr and Hyperinflation	<p>KNOW – and be able to explain the impact of reparations and hyperinflation on the Weimar Republic</p> <p>UNDERSTAND – and be able to explain the reasons for uprisings in the Weimar Republic</p>	<p>Hyperinflation – video clip</p> <p>Event statements – reordering task</p> <p>White txtbk – pg 24</p> <ul style="list-style-type: none"> <li>- Effects of hyperinflation on different groups of people</li> <li>- source analysis for evidence of effects (positive and negative)</li> </ul> <p>Practice question</p>				<p>Which of the following had the greater impact on the German people:</p> <ul style="list-style-type: none"> <li>- The Treaty of Versailles.</li> <li>- The hyperinflation crisis of 1923.</li> </ul> <p>Explain your answer with reference to both events. (12 marks)</p>	
5	Weimar Republic problems – Uprisings (Spartacists, Red	<p>KNOW – and be able to describe the different uprisings which took place in the Weimar republic</p>	<p>Intro notes (uprisings) – link to political spectrum.</p> <p>Key terms defined (Putsch, Freikorps)</p>	<p>LAPs – use White &amp; Red txtbk – comparison</p>				<p>Retrieval activities (one of the three lessons this week) –</p>

	Rising in the Ruhr, Kapp Putsch)	UNDERSTAND – and be able to explain the impact of these uprisings	Questions on both Spartacist and Red Rising in the Ruhr uprisings (left wing)  Questions on Kapp Putsch (right wing)	summary of the 4 uprisings				questions on all 4 topics
	Weimar Republic problems – Uprisings (Munich Putsch)  (x 2 lessons)	KNOW – and be able to describe the different uprisings which took place in the Weimar republic UNDERSTAND – and be able to explain the impact of these uprisings	Hitler's early life – fact file  DAP to NSDAP transformation (Hitler's role)  Intro to Munich Putsch – video clip					
			Munich Putsch – questions / notes on the events (both Red and White txtbk can be used)  Concept map (could be plenary or Hwk)	HAPs – use white txtbk  Red – MAPs/LAPs	Concept map (could be plenary or Hwk)			
6	How far had Germany recovered by 1929 under Stresemann?  (x2 lessons)	KNOW – and be able to explain how Stresemann dealt with Germany's economic problems UNDERSTAND – and be able to evaluate how successfully he solved these problems	Intro to Stresemann  Decision making 'game' – Stresemann's options Table activity – recovery solutions/actions (Red txtbk pg.24/25) – must include -Locarno Pact -Dawes Plan -Young Plan	HAPs – use white txtbk pg.26/27				Retrieval activities (one of the three lessons this week) – questions on all 4 topics
			Statement classification (evaluating strength of recovery)  Opposition to efforts – Hindenburg et al  Why was the Stresemann era of the Weimar Republic been said to be a 'Golden Age'?					

	Cultural change during the Weimar Republic	<p>KNOW – and be able to describe how art and culture became more radical during the Weimar Republic</p> <p>UNDERSTAND – and be able to explain how culture affected the Weimar government</p>	<p>Jigsaw activity on cultural changes</p> <p>Interpretation practice questions</p>				<p>How does Interpretation C differ from Interpretation B about Weimar Culture? (4)</p> <p>Why might the authors of Interpretation B and C have a different interpretation about Weimar Culture (4)</p>	
7	<b>PART 1 – REVIEW and CONSOLIDATION</b>							Retrieval activities (one of the three lessons this week) – questions on all 4 topics
	How did the Wall Street Crash and the Depression impact Germany?		<p>What was the Wall Street Crash? How did it cause a Depression?</p> <p>Graph source analysis</p>	White txt bk pg46/47				
	<p>How did Hitler become Chancellor of Germany?</p> <p>Hitler's own appeal and Nazi methods</p> <p>(x1 ½ lessons)</p>		<p>Change of tactics between 1924 &amp; 1929</p> <p>Role of Hitler in shaping the NSDAP identity</p> <ul style="list-style-type: none"> <li>- Rallies</li> <li>- symbol</li> <li>- Speeches</li> </ul> <p>Role of SA</p>	HAPs - Source analysis (white txtbk 52 & 53)				
8	How did Hitler become		White txtbk – pg 49					Retrieval activities (one of the three

	Chancellor of Germany? Other factors (fear of communism, failings of the Weimar)  (½ lesson)							lessons this week) – questions on all 4 topics
	How did Hitler become Chancellor of Germany? A political deal		Election results – analysis of graph data  Who would vote / not vote for Hitler and why  The role of Papen and Hindenburg and Hitler's appointment as Chancellor					
	How did Hitler become Chancellor of Germany?		Factors - Ranking exercise  Practice question				Which of the following was the more important reason why Hitler became Chancellor? - The Depression - Fear of Communism Explain your answer with reference to both reasons. (12 marks)	

October Half-term

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9								
10								
11	Mock feedback		Health and the people – DRTs					
	Mock feedback		Elizabeth – DRTs					
	Mock feedback		C&T - DRTs					
12	How did Hitler become Dictator?  Reichstag Fire	Know – and be able to describe how Hitler eliminated all of his opposition Understand – and be able to evaluate the impact of events on Hitler and ordinary Germans						Retrieval activities (one of the three lessons this week) – questions on all 4 topics
	How did Hitler become Dictator?  Enabling Act and the banning of opposition	Know – and be able to describe how Hitler eliminated all of his opposition Understand – and be able to evaluate the impact of events on Hitler and ordinary Germans					Describe two problems faced by Hitler in consolidating his power. (4 marks)	
	How did Hitler become Dictator?  Night of the Long Knives	Know – and be able to describe what happened during the Night of the Long Knives Understand – and be able to evaluate the impact of the Night of the Long Knives					<b>How</b> does Interpretation A differ from Interpretation B about the strength of the Brownshirts (SA)? (4 marks)  <b>Why</b> does Interpretation	

							A differ from Interpretation B about the strength of the Brownshirts (SA)? (4 marks)	
13	Death of Hindenburg – How Hitler became Fuhrer	<p>Know – and be able to describe how the death of Hindenburg helped Hitler form his dictatorship</p> <p>Understand – and be able to explain the impact of Hindenburg's death</p>					<p>“Which of the following was the more important reason why Hitler was able to become Dictator of Germany by 1934?</p> <p>- The Enabling Act 1933</p> <p>The Night of the Long Knives 1934</p> <p>(12 marks)</p>	Retrieval activities (one of the three lessons this week) – questions on all 4 topics
	<b>PART 2 – REVIEW and CONSOLIDATION</b>							
	What were the three main aims of Hitler and the Nazis party?	<p>Know – and be able to explain the three main aims of the Nazis</p> <p>Understand – and be able to suggest ways in which this would affect the lives of German people</p>						
14	<p>How did Hitler improve the German economy?</p> <p>Employment and public works</p>	<p>Know – and be able to explain the economic policies of the Nazis</p> <p>Understand – and be able to evaluate how the Nazi economic policies affected people in Germany</p>						Retrieval booklet (one of the three lessons this week) – questions on all 4 topics

	How did Hitler improve the German economy?  Rearmament and self-sufficiency	Know – and be able to explain the economic policies of the Nazis Understand – and be able to evaluate how the Nazi economic policies affected people in Germany	1) Schacht's 'new plan' 1934-36 2) Goering's '4 year plan' 1937 onwards					
	How did Hitler improve the German economy?  Benefits and draw backs (including Strength Through Joy and Beauty of Labour)	Know – and be able to explain the economic policies of the Nazis Understand – and be able to evaluate how the Nazi economic policies affected people in Germany	- Strength Through Joy - Beauty of Labour					
15	The economy during WW2	Know – and be able to describe what happened to the German economy during WW2 Understand – and be able to explain the impact of WW2 on the German economy					In what ways were the people of Germany affected by WW2? (8 marks)	Retrieval activities (one of the three lessons this week) – questions on all 4 topics
<b>Christmas</b>								

Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
16	Women							
17	Youth							



18	Control of the Church							
	Aryan ideas, racial policy and persecution							
19	The Final Solution							
	Goebbels, the use of propaganda and censorship							
20								
	Nazi culture							
	Repression and the police state and the roles of Himmler, the SS and Gestapo							
21								
	Opposition and resistance							
February Half-term								

Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
22						Strands:		
23								

[illegible]

<b>Wk.</b>	<b>Learning Journey</b>						<b>Learning Challenge</b>	<b>Learning Consolidation</b>
	<b>Key idea / Question</b>	<b>Why? K&amp;U (Learning aims)</b>	<b>How? T&amp;L</b>			<b>What?</b>		
			<b>Main learning activities</b>	<b>Differentiation</b>	<b>Homework</b>			
<b>28</b>						Strands:		
<b>29</b>								
<b>30</b>								
<b>31</b>								
<b>32</b>								
<b>May Half-term</b>								

Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
33						Strands:		
34								
35								
36								
37								
38								
39								
End of Year								