

## Curriculum Planning (History)

### Rationale

In order to achieve these aims we have developed a 2 year Key Stage 3 and 3 Year Key Stage 4 Curriculum which is progressive.

The key vehicle for this will be the two Substantive concepts that underpin the History curriculum; **'Governance'** and **'Society'**. By building the curriculum around these two concepts the ultimate aim of ensuring that pupils Cultural Capital will be enriched. The curriculum is broken into manageable sections for students but also the repetition of inquiry question formats makes recognising the economic, political and social patterns easier. This will allow a mixture of both the Grand Narrative approach to history and the disciplinary approach of interrogating different points of view about the past.

We recognise the importance of imbuing our students with knowledge of the impact made by different genders, races, and cultures to our History. Lessons will challenge pupils view of the world enabling them to become global citizens.

When pupils complete their study of History, whether that be following Key Stage 3 or 4, they will have developed the skills required to make them effective historians. This means they will have the following knowledge of the opast and disciplinary skills:

#### Knowledge

- To understand the factors which have shaped the modern world in which our students live, macro and micro.
- To understand the development of British values over time.
- To be aware of the positive & negative impact that Britain has had on the wider world and that the wider world has had on Britain.
- To know enough about other periods and cultures not to fall prey to British exceptionalism.
- To understand patterns of cause and effect in history.
- To know key turning points in history, both British and world.

#### Skills

- To be able to synthesise ideas from multiple sources of information.
- To demonstrate understanding of second order concepts.
- To be able to understand how & why interpretations came about & to judge their historical merit.



- To understand the key components of source utility.

## **Intent**

The purpose of History at TMWS is to increase the cultural capital of all our students by developing both their knowledge of the wider world and their ability to become rational agents in the society in which they find themselves. Through the study of history, they can learn from the mistakes of those in the past as well as consider how they can best be a force for change today.

## **Pedagogical Methodology**

In Key Stage 3, in line with the National Curriculum, we have taken a broadly chronological approach. This makes cause and effect easier to recognise and also allows us to harness the power of narrative to aid in knowledge retention.

In Key Stage 4 our curriculum is interleaved based upon the ideas of John Dunlosky so as to promote pupils metacognition and allow for deeper knowledge retention throughout the qualification. Our exam board of choice is the AQA and so as to fit in with our 2 Key Concepts we study; Germany 1890-1945, Conflict & Tension 1894-1918, Britain Health & the People & Elizabethan England 1568-1603.

We stay up to date with the latest pedagogical ideas through membership of the Historical Association and are own research and thinking on History teaching.

Pupils will be able to carry out a Historical Enquiry based on the following question:

What is the significance of **GOVERNANCE & SOCIETY** to the changes that have taken place in Britain since 1066?

Enquiry questions across Y7 & Y8 will allow pupils to encounter the knowledge and disciplinary skills that will allow them to build an effective historical enquiry.

The disciplinary skills are based around second order concepts suggested by both the National Curriculum and the Historical Association. They include:

- Significance
- Change & Continuity
- Causation
- Consequence
- Interpretations
- Source Analysis

## **Assessment**

Assessment of pupils is based around our 2 key concepts (Governance & Society). Assessments are split into 3 kinds:

1. Summative Assessment-Knowledge Tests generating quantitative data.
2. Informal Assessments- Low stakes skills/knowledge practice followed by quality feedback. Contributes towards key skills and allows teachers to monitor progress towards key concepts.
3. Formal Assessment- Based around GCSE question stems, sat in exam style conditions. Quality feedback to follow alongside the collection of quantitative data to inform progress and identify pupils that need further intervention.

In KS3, as part of our drive to provide pupils the grounding to produce an effective historical enquiry, our main focus will be on 'Account' style questions that will link to the enquiry questions that are the building blocks of the Curriculum. As KS3 continues we will introduce other questions that will allow pupils to build the skills desired for a complex historical enquiry, such as, interpretation analysis, source analysis & comparison questions. As mentioned earlier, GCSE question stems are used, not to start GCSE History early, but to prepare pupils for the demands of this qualification and to fulfil the overall curriculum intent.

## **Foundation Learning**

Foundation Learners receive adapted access to the mainstream History Curriculum in lessons delivered by the Humanities HLTA, Caroline Hall. The overall aim is for Foundation Learners to build the basic skills that go with the subject allowing them a knowledge of the past both in Britain and the wider world and to develop their critical thinking skills.

Just as with the mainstream curriculum Foundation Learners will enhance their Cultural Capital by exposure to themes relevant to their local area, nationally and internationally.

Foundation Learners are also welcome to study History as a GCSE with lessons tailored to meet their needs through experienced TA's and the latest pedagogical ideas around SEND learning.

In Year 7 & 8, Foundation Learners will cover the following areas:

Year 7

Autumn – A general overview of 'What is History' – timeline importance. The Anglo Saxons

Spring – The Black Death and The Great Fire of London

Autumn – William Shakespeare – the life and times of



Year 8

Autumn – The Industrial Revolution

Spring – Slavery and America’s Civil Rights

Summer – WW1 and WW2

### Long term planning grid

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	What is History? Norman Conquest	Medieval England/The Black Death	Medieval England/War of the Roses	Tudors	Tudors/Stuarts	Stuarts & Georgians
8	Industrial Revolution	Industrial Revolution/Slavery in the Americas	Slavery in the Americas/WWI	WWI	1919-1945	1919-1945
9	Rotation/ Enquiry	Rotation /Enquiry	Rotation/ Britain Health & the People	Britain Health & the People	Britain Health & the People/Elizabethan England	Elizabethan England
10	Elizabethan England	Elizabethan England/Britain Health & the People	Britain Health & the People	Britain Health & the People/Conflict & Tension	Conflict & Tension/Elizabethan England (Historic Environment)	Conflict & Tension/Trial Exam (Paper 2)
11	Conflict & Tension/Germany 1890/1945	Germany 1890/1945/ Trial Exam	Germany 1890/1945	Germany 1890/1945/ Trial Exam/Exam Preparation	Exam Preparation	Final Exam (June)



## Medium Term Planning

Key:

- Significance & Difference= S&D
- Change & Continuity= C&C
- Causation= CAU
- Consequence= CON
- Interpretations= INT
- Source Analysis= SAN

Topic	Big Questions	Lesson	Key Knowledge and Skills / Assessment	Links to other subjects
Year 7				
What is History?	What is the purpose of studying History?	1	Introduction to KS3 History <b>SIG</b>	
	Chronology-What is the importance of chronology when studying History?	2	Developing the key skill of Chronology allowing pupils to practice to develop understanding of importance of the skill. <b>CON C&amp;C</b>	Maths
	Historical Enquiry-What is it and how do we carry it out?	3	Introduction to the idea of a Historical Enquiry and some of the key skills needed to complete one-main focus on 'Account' questions <b>INT SIG</b>	
How do the factors of Chance & Skill influence the outcome of the Battle of Hastings?	Anglo Saxons- What are their origins and why did they come to Britain?	1	An introduction to pre-1066 England and the arrival of Anglo-Saxons. <b>SIG</b>	Geography
	Saxon England-What made England an attractive place to rule in 1066?	2	Examination of the features of pre-Conquest England that made it attractive to invaders. <b>CAU</b>	Geography
	Who should be King?- Who had the best	3	Examination of the 3 protagonists vying for the throne following the	



	claim to the English throne in 1066?		death of Edward the Confessor <b>CAU</b>	
	The Battle of Hastings-How did William of Normandy win the Battle?	4	The story of the Battle of Hastings. The key decisions, events and outcome of the battle. <b>CON</b>	
	The Battle of Hastings: Chance or Skill-What was the key factor responsible for the Norman victory?	5	Reviewing how far chance or skill can be credited for the result of the Battle. <b>CAU</b> <b>Assessment 1</b>	
	The Bayeux Tapestry-How useful is this artefact for understanding the Battle of Hastings?	6	Analysis of the Bayeux Tapestry-the main contemporary source for the Battle of Hastings. Opportunity to introduce pupils to ideas such as propaganda. <b>SAN</b>	Art
	The Domesday Book-How did this survey help William control England?	7	Understanding of the changes made by William to English society focusing mainly on his methods of control. Opportunity to consider long term methods of government involvement. <b>C&amp;C</b>	S&E
How did England change following the Norman Conquest?	England after the Conquest-How was England ruled by the Plantagenet Kings?	1	Review of the changes made in the way that England was ruled considering the pros & cons of absolute monarchy. <b>C&amp;C</b>	Geography
	The Feudal System-What was life like for Medieval peasants?	2	Impact of the Norman style governance on those living in rural communities such as Wicstun. <b>CON</b> <b>S&amp;D</b>	S&E
	Medieval Towns- What was life like in a Medieval town?	3	Understanding of the developments of Towns in the Middle Ages highlighting the differences between rural life. Opportunities to link to contemporary English towns and cities. <b>S&amp;D</b>	Geography



What problems are caused by conflict between the Church & the Crown?	Why was the Church so influential at this time?	1	Review of different elements of Church influence-Power of belief, economic, education. <b>CAU</b>	S&E
	Thomas Becket- Who was to blame for his death?	2	Investigation of the murder of Thomas Becket judging where the blame lies. Henry II, the Knights or Becket himself. <b>INT</b> Assessment 2	S&E
What was the significance of the Black Death for Medieval England?	How did Bubonic & Pneumonic Plague affect England?	1	Introduction to the Black Death. Symptoms of plague main focus alongside spread and results of the pandemic. <b>CAU</b>	Science Geography S&E
	Treatments- Could Medieval plague treatments have worked?	2	Focus on the response that medieval people had towards this threat. Opps for discussion on lack of science, power of religion and belief. <b>CON</b>	Science S&E
	How did the plague spread so quickly through the British Isles?	3	Factors that influenced the spread of Plague through Britain with examination of the true causes as opposed to the perception. <b>CAU</b> <b>CON</b>	Geography Science
	How did the Black Death affect England in the long/short term?	4	Focus on the affect on the socio-economic affect the Black Death had on different groups in England. Specifically, the emerging consciousness of the peasantry. <b>CON</b> <b>S&amp;D</b> Assessment 3	Geography S&E
How did Civil War during the 15th Century change the way England was governed?	Why was this rebellion significant for the development of democracy?	1	Developing on the changes to the peasantry following the Black Death and the move away from the Feudal System. Focus on the event that first exhibited political consciousness of the working classes. <b>CON</b>	S&E
	Who had a better claim to the throne of England	2	Introduction to the causes of the Wars of the Roses. Focus	



	following the death of Henry V?		on the internecine conflicts within the ruling classes and ideas around the qualities needed to rule. <b>CAU</b>	
	The Battle of Towton- What can sources tell us about significant battles?	3	Source analysis lesson focusing on one of the most significant battles of the Woftr. <b>SAN</b>	
	The Princes in the Tower- were the Princes murdered?	4	A murder mystery lesson showcasing the difficulties for historians where evidence is limited and the brutality of late medieval England. <b>CON</b>	English
	Was Richard III as bad as some historians make out?	5	Focus on how interpretations of major historical figures can be influenced by contemporary propaganda ad change thanks to historical enquiry. <b>INT</b>	
What was the impact of Henry VIII's divorce from Catherine of Aragon?	Was Henry VII a successful king?	1	Considering how success for a monarch in the 15/16 <sup>th</sup> Century can be judged. Introducing the Tudor dynasty. <b>INT</b>	
	Did Henry VIII divorce for love or money?	2	A key lesson in the curriculum. England's break from Rome is considered with focus on Henry's motivations. Links to previous lessons on relationship between Church & State. <b>CAU</b>	S&E
	Who was Henry VIII's most 'successful' wife?	3	The role of Royal women in the 16 <sup>th</sup> Century is considered highlighting the dynastic pressures faced by the need to produce a male heir to the throne. <b>INT</b> <b>S&amp;D</b>	S&E
	What was the impact of the establishment of the Church of England?	4	A lesson that sets up the religious turmoil that would categorise governance in England up to the Glorious Revolution. <b>CON</b>	S&E





			<b>Assessment 4</b>	
	Why did Edward VI's advisers fail to stop Mary Tudor becoming Queen?	5	Focus on the attempts to prevent Mary Tudor becoming Queen with emphasis on the religious implications and importance of dynastic connections when monarch's ascend to the throne. <b>CON</b>	S&E
	Mary Tudor- Was it fair to call her Bloody Mary?	6	A historical challenge to the interpretation of Mary as a vicious persecutor or paranoid fanatic. Links to later lessons on challenges for Elizabeth I	
Why did Elizabeth decide to execute Mary Queen of Scots?	Why did Elizabeth I stay unmarried?	1	Examining how Elizabeth coped with the conflicting demands of an expectation to marry and produce an heir versus running the country. <b>INT</b>	
	Was Elizabeth right to execute Mary Queen of Scots?	2	Consideration of the decisions made by Elizabeth with regard to the biggest challenge of her reign. Chance to link to impact of religious issues. <b>CON</b>	S&E
	The Spanish Armada- What was the main reason for the English victory?	3	The fallout from the execution of Mary. Students can build an understanding of the way different factors can combine to bring a result. <b>CAU</b> <b>Assessment 5</b>	
	William Shakespeare- Did Shakespeare really write his plays?	4	A lesson on one of the main pastimes in Elizabethan society; the theatre. Lesson allows pupils to consider the problems that historians face when missing key evidence having to fill in the gaps. <b>INT</b>	English
How was the power of kings challenged during the time of the Stuarts & the Georgians?	Why did the Gunpowder Plot go wrong?	1	A further exploration of the tensions between Protestant and Catholics. Also an opportunity to overturn pupils common misconceptions regarding the plot and the role of Guy Fawkes. <b>CAU</b>	S&E



	How did Charles I contribute to the start of the Civil War?	2	Lesson highlights the growing conflict between Parliament and a monarch that believed in 'The Divine Right of Kings' <b>CAU</b>	
	The Great Fire of London- Was the result of the Fire positive or negative?	3	Links to previous lesson on the impact of the Black Death; showcases the positive results that can follow a catastrophe. <b>CON</b>	Geography
	The Glorious Revolution of 1688- Was it really 'Glorious'?	4	A key event in English history that is often forgotten. The movement of power from the Crown to the landed aristocracy which edges the country closer to modern democracy. <b>C&amp;C</b>	
	The Act of Union- Why did understand how Britain became 'Great Britain'?	5	The foundation of the current nation state. Allows pupils to understand the political and economic reasons for the union in a time when it has been under threat. <b>CAU</b>	
	The 'Madness' of King George- Why was this not a significant challenge to democracy?	6	This lesson highlights the changing importance of the monarch and their role in governance. <b>C&amp;C</b>	

Year 8

British governance & society? How did the Industrial Revolution lead to changes to	How did changes in production lead to this revolution in Britain?	1	A lesson to introduce the Industrial Revolution. Key to this is the understanding of the change in the mode of production and the overall impact that had on the UK. <b>C&amp;C</b> <b>S&amp;D</b>	Geography
	Hogarth's Gin Lane- What social problems were caused by the Industrial Revolution?	2	A focus on the social issues created by the move to mass production and urban expansion. Pupils are shown how the availability of cheap gin led to social disorder in the 18 <sup>th</sup> Century. <b>SAN</b>	Art (William Hogarth)
	What was it like to live in a city/town during the Industrial Revolution?	3	Pupils will consider the problems caused by the mass immigration to urban areas with little planning.	English (links to Dickens etc.)



			<b>CON</b>	
	Why did the Government help to improve living conditions in the Industrial Revolution?	4	A great chance for pupils to understand how governance & society go hand-in-hand. The spread of the franchise in the 19 <sup>th</sup> Century can be directly linked to Public Health policy that helped the working classes. <b>C&amp;C</b> <b>Assessment 1</b>	Geography English
What impact did the Industrial Revolution have on working conditions in Britain?	How did work differ for different people at this time?	1	Builds understanding that different groups had different experiences of changing workplaces during the Industrial Revolution. <b>S&amp;D</b>	English Geography
	Coal Mining-How were people affected in different ways by this Industry?	2	Introduction to Coal mining (Case Study for working conditions). Main focus on the miners and overall impact of coal production. <b>CON</b> <b>S&amp;D</b> <i>Trip to National Coal Mining Museum complements these lessons but has been suspended due to Covid regulations.</i>	Geography
	Coal Mining- How did this industry affect communities in the 19th Century?	3	Focus on how the increase in Coal mining affected communities in areas like Yorkshire. Links available to post-industrial Britain. <b>Assessment 2</b>	Geography
What was the long-term impact of the Atlantic Slave Trade?	What is Slavery? - How do we define Slavery in the 21st Century?	1	Introduction this enquiry. Context for pupils on the long-term social impact that Slavery has on the 21 <sup>st</sup> Century with links to BLM etc. <b>CON</b>	S&E
	The Triangular Trade- What motivated the Atlantic Slave Trade?	2	Why does a supposedly civilized society develop one of the most sophisticated Slave Trades in history? Pupils investigate the diversification of trade in the Atlantic and the reasons. <b>CAU</b>	Geography



The Middle Passage- What were conditions like for Slaves transported to the Americas?	3	The notorious journey across the Atlantic made by millions of Slaves is revealed to pupils. <b>SAN</b>	
How were Slaves sold in the Americas?	4	Slave Auctions are the main focus of this lesson. Pupils will understand why traders used this method and what they were like for Slaves. <b>SAN</b>	
How were Slaves treated on Plantations?	5	The different roles and experiences found by slaves living and working on plantations. Opportunity to develop idea that slaves could be institutionalised and even value their existence. <b>S&amp;D</b>	
What was the most effective form of resistance?	6	Pupils to understand that laves did resist in both active and passive ways. Examples given and effectiveness judged. <b>INT</b>	
How effective was the Underground Railroad at helping slaves to escape?	7	A Case Study of slave resistance- the Underground Railroad is explored including the role of Harriet Tubman. <b>CON</b> <b>Assessment 3</b>	
What were the reasons for the end of the Slave Trade?	8	The role of the Abolitionists in the end of the Slave Trade is explored with local figure William Wilberforce referenced. Understanding that Slavery would continue despite the end of the Trade. <b>INT</b>	
Was the end of Slavery in the British Empire and the USA positive or negative overall?	9	Beginning to look at the long term social impact of the slave trade in UK/USA. The financial impact and treatment of former slaves are all considered. <b>CON</b>	
What was the legacy of Slavery in 20th Century America?	10	Segregation in the US Southern States is considered along with the attitudes that led to the Jim Crow Laws. <b>CON</b>	S&E



	What was the most effective method of protest used by Martin Luther King?	11	The effectiveness of peaceful protest extolled by the likes of MLK is considered. <b>INT</b>	S&E
	Did Malcolm X campaign for Civil Rights more effectively than MLK?	12	A comparison of the more militant approach favoured by the likes of Malcolm X and consideration of the more effective method. <b>S&amp;D</b>	S&E
	How similar is the BLM movement to MLK's Civil Rights Movement of the 1960's?	13	To bring the enquiry up to date we will look at the recent Black Lives Matter protests and the reaction to them and consider how they are inspired by previous Civil Rights movements. <b>C&amp;C</b>	
Why was there stalemate on the Western Front between 1914-1917?	What is the most important factor that created tension up to 1914?	1	Lesson introducing the key factors that contributed to the outbreak of WWI. Key focus on understanding of understanding how factors can work together. <b>CAU</b>	
	Which type of source is most useful for understanding the impact of the death of Franz Ferdinand?	2	Pupils to build an understanding that discovering the specifics of an event can be complex and requires different sources whose utility must be considered. <b>SAN</b>	
	How did Britain get soldiers to fight in WWI?	3	The mass recruitment of a British standing army is the main focus with an examination of propaganda and the role of guilt/peer pressure. <b>SAN</b>	Art
	Which was the most important factor that enabled trench warfare to develop on the Western Front?	4	A key lesson in the enquiry. The idea of stalemate is introduced with the associated factors that led to the situation. <b>CAU</b>	
	How did the use of trenches create stalemate?	5	Focus in on the Trench systems used on the Western Front. What features did they use to protect soldiers? What	



			were conditions like in the trenches? <b>SAN</b>	
	What type of source is the most useful for finding out about the Western Front?	6	How can different sources be pieced together by historians to give an accurate picture of the trenches and combat? What issues are there with certain kind of sources?	
	What was it really like to fight on the Western Front?	7	A key part of a historians development is understanding that misconceptions exist and need to be overturned. This lesson looks at some of the myths of the Western Front. <b>S&amp;D</b> Assessment 4	
	The Battle of the Somme: Is the term 'Lions led by Donkeys' fair?	8	The most infamous Battle of WWI but did the decisions made by the Generals, such as Haig & Rawlinson, lead to greater bloodshed than necessary. <b>INT</b>	
	Was shellshock treated effectively during WWI?	9	The mental impact of the war on soldiers ill-prepared for slaughter on an industrial scale is considered. Methods of treatment used at the time form the main focus here. <b>CON</b>	Biology
	Are poems useful to historians studying WWI?	10	The relevance of poets such as Owen and Brooke for historians seeking to understand the mindset of soldiers are considered. Lots of breadth to consider the social class system involved on the Western Front. <b>SAN</b> <b>S&amp;D</b>	English
	How did WWI affect our community?	11	Local Study. Pupils to consider how local soldiers experienced the war. Either direct relatives or those recorded on the Market Weighon War memorial.	S&E
	What role did soldiers from around the world have during WWI?	12	Pupils are often unaware of the make-up of the British Army in WWI. This lesson looks at the contribution of	Geography



			imperial and Commonwealth soldiers to the war and the differing attitudes towards them based on race. S&D	
	What was the main factor behind the breaking of stalemate on the Western Front?	13	Links to lesson 4 in this enquiry question. How do the allies and the German Army learn the lessons of the past 3 years to make significant breakthroughs in 1918. CAU Assessment 5	
	What motivated the terms of the Treaty of Versailles?	14	The motivation behind the 'Big 3's' decisions to punish Germany following the 1918 Armistice. Links to rise of extremism. CON	
How did the end of WWI impact upon global governance & society?	Were the 1920's really 'Roaring'?	1	Society immediately following WWI is considered. Changes in terms of increasing social freedoms and greater availability of household items are held up against the continuing issues faced by the working classes. C&C S&D	Geography
	Which social group felt the effects of the Depression the most?	2	The relative prosperity of the 1920's comes to an end with the Wall St Crash and the Great Depression. The lesson looks at how different groups are impacted by economic disasters. Links to modern economy available.	Geography Business Studies
	What was the main reason for the popularity of the Nazis in the 1930's?	3	The rise of extremism in Germany is considered. How could this have happened in a country so similar to Britain? CAU	S&E
	Appeasement-Was it a cowardly policy?	4	The emergence of Nazi Germany as an aggressive military force in the 1930's and the complex decisions faced by European powers in response to this. INT	
How did British society	How did the Blitz affect ordinary Britons?	1	Lesson looks at the impact the bombing of cities like London	Geography



react and adapt to the challenges presented by WWII?			had on the morale of the British people. Also, an opportunity to consider the validity of the phrase 'Blitz Spirit'. <b>SAN</b>	
	How far did the Home Front make a positive contribution to the war effort?	2	WWII was total warfare; this lesson considers how this affected Britons. Did the Home Front make a significant contribution? <b>INT</b>	
	Evacuation- Did Evacuees have a positive experience?	3	Hundreds of children were evacuated from cities to areas such as East Yorkshire. Lesson considers the experiences of these children. <b>S&amp;D</b>	
	Was the evacuation of British troops at Dunkirk a success or a failure?	4	Can an event like Operation Dynamo be perceived both as a success and a failure? How can these events be used as propaganda? <b>SAN</b>	
	The Battle of Britain- Which source is best to understand the battle?	5	How do different sources tell us about the experiences of pilots that fought in the Battle of Britain? Is there utility similar to other sources from different battles? <b>SAN</b>	
	What different factors led to the success of the Allied forces on D-Day?	6	A vastly complex invasion with many different elements. Was the planning or the execution of the invasion more significant? <b>INT</b>	

## GCSE

Year 9- Subject becomes optional. Taster sessions September-December will focus on the Holocaust to ensure that all pupils will receive History lessons on this subject. This also complements the links forged by the Humanities Faculty with Holocaust Memorial Day which is marked by the school each year.

All lessons and content based around the AQA GCSE History 81845 Specification & Scheme of Work content launched in 2018.

Paper 2 to employ interleaving from Year 9 (2020 onwards). Focus on ensuring long term understanding of content and placement of units within a chronology.





Nb. Timings allow for teaching time missed through extra-curricular activities, work experience & trial exams.

Spring Term	Britain Health & the People	Context Medieval Medicine The Renaissance
Summer Term	Elizabethan England (Includes study of Historic Environment-changes yearly & appointed by AQA)	Elizabeth & her court Difficulties of a female ruler (Succession, Essex rebellion) Religious Settlement Puritans Catholic plots & Rebellions Mary Queen of Scots Golden Age (Fashion, Architecture, Entertainment) The Poor (Attitudes, The Poor Law) Trade & Exploration Conflict with Spain
Summer Term	Britain Health & the People	18/19 <sup>th</sup> Century (Industrial Revolution)

## Year 10

Autumn Term- Includes Trial Exam	Britain Health & the People	20 <sup>th</sup> Century Medicine (Development of Surgery, Penicillin, Establishment of the NHS) 21 <sup>st</sup> Century- Healthcare today, Public Health, surgery & Anatomy
Autumn Term/Spring Term	Conflict & Tension 1894-1918	Causes of WWI
Spring Term/Summer Term (dependant on term length)	Conflict & Tension 1894-1918	Stalemate Ending the War



Summer Term- Includes Trial Exam (Modified Paper 2)	Germany 1890-1945	Kaiser Wilhelm II & the difficulties of ruling Germany  Impact of WWI  Weimar Germany & Stresemann Era  Impact of the Depression  Failure of Weimar Democracy  Establishment of Hitler's Dictatorship
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## Year 11

Autumn Term- Includes Trial Exam (Modified Paper 1/2)	Germany 1890-1945	Experiences of Germans under the Nazis- Economic changes, Social Policy & Practice & Control
Spring/Summer Term- Includes Trial Exams (Papers 1 & 2) & Terminal Exams (usually first week of June)	Exam Preparation, Review & Retrieval	Focus on ensuring pupils are fully prepared for the summer examinations. Includes work on technique, knowledge retrieval/application and design of exam papers by students to facilitate this.

Sharing of medium term plans will allow each subject to reflect and re-order content to support colleagues in other subjects or teach content making links to other subjects explicit.

### **Short Term Planning**

Individual lesson resources and assessments to include high quality texts and images. Lessons should promote the explicit teaching of vocabulary and give opportunities to speak, read and write extensively using high-level subject vocabulary. Core numeracy skills should be incorporated into lessons where they can be covered in a real world context.

Opportunities should be created to support the wider curriculum:

- PSHE / RSE
- Careers
- Citizenship and British Values
- Financial Education

Planning should be shared across the department.



The Market Weighton School

*Expect More - Achieve More*

Teachers can adapt lessons to match needs to students.