

## Walthamstow Academy – **History** Curriculum Journey

### Our Curriculum Intent

*Overview of curriculum – curriculum vision and curriculum principles:*

*The History Department at Walthamstow Academy is fully committed to all students making sustained and rapid progress to achieve or exceed their aspirational targets. All students are stretched and challenged every lesson in order to ensure they are able to achieve to their full potential in this important academic subject. Our goal is to enable all students to truly learn and understand some of the astonishing events, remarkable people and changes that have taken place in Britain and across the world, and to learn from past mistakes and recognise the importance of making a better future.*

- *To develop students' understanding of the chronological development of Britain and British history.*
- *To develop a rich, diverse and broad understanding of World History.*
- *To be able to critically analyse the British Empire, the end of Empire, and how the British Empire is remembered and commemorated.*
- *To ensure all students receive the same high-level teaching of all history units.*
- *To ensure that students will also experience a high level out of class learning experience with a range of trips, fiction and non-fiction documentaries and programmes, and virtual museum visits and visits to historical sites.*

### Our Curriculum Progression Model: 'Sequencing' and 'Progression' sections

**When sequencing material we aim to: KS3:**

- *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 nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and mistakes of mankind.*
- *Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' 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, including written narratives and analyses.*

Our Curriculum Progression Model: 'Sequencing' and 'Progression' sections

**When sequencing material we aim to at KS3:**

- *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.*
- *Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.*

**When sequencing material we aim to at KS4:**

- *Students build on the knowledge and skills developed at KS3.*
- *All students to study a broad range of histories and chronologies from the Middle Ages, Early Modern and modern periods.*
- *All students to study a range of diverse Histories including Black and ethnic minority, women's and working class Histories.*
- *Extended writing using provided stimuli and their own knowledge to explain several factors of change and continuity, causation, significance or similarity and differences over a wide period of time in year 10 and in depth in year 11.*
- *Analysing and evaluating a range of contemporary source evidence in order to explain the utility of historical sources to Historians using their contextual knowledge of the proposed historical enquiry. Furthermore, analysing a range of historical sources to further develop and deepen their subject knowledge of the historical period of study.*
- *Analysing and evaluating a range of Historian's interpretations in order to contrast in detail two Historians views about a significant event in history using their own contextual knowledge to explain why the two Historians disagree and argue different views.*

**Our Curriculum Progression Model: 'Sequencing' and 'Progression' sections**

**When sequencing material we aim to at KS5:**

- *Students to build on the knowledge and skills developed at ks3 and ks4.*
- *In y12 will study two Papers in which they will analyse and evaluate the History of Britain in breadth and the history of the USA in depth. Y12 students will develop high levels of analytical skills to explain continuity and change over a long period of time in their breadth study of social, economic and political changes in British society between 1918-79. And they will develop an in-depth understanding of the radical change in political philosophy that occurred between 1979-97 with the development of Thatcherite economic and political philosophies. Y12 students will analyse the historical controversy surrounding Thatcher's New Right economic and political philosophy and analyse different Historians' views about whether Thatcher's economic and political philosophy saved Britain from the political and economic crises of the 1970s and 1980s or whether her policies led to economic decline and social division.*
- *Y12 students will also explain continuity and change in US society between 1955-92. They will also develop high level source analysis skills, and compare and contrast two contemporary historical sources. Y12 students will develop their understanding of a wide range of diverse changes in US History; the Civil Rights movement and the inequality and racism facing Blacks in US society as well as other ethnic minorities; the women's movement, student movement; and the presidencies of each President between 199-92, including President Reagan and the New Right in the late 1970s and 1980s.*
- *In y13 students continue to develop their high level analytical, source analysis and explaining differences in Historian's views in relation to a historical controversy. (Coursework: Was Germany responsible for the outbreak of WWI?). And a breadth study of the social, economic and political changes in Britain between 1780-1928. Students develop high levels of subject knowledge about how Britain became a democracy, focusing on the development of political rights and freedoms of the working classes, women and the increasing role of w/c movements of Chartism and trades unionism. Students will also analyse a contemporary source on a range of these depth studies within the breadth studies topics.*

Half Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
	<p><b>Year 7 Curriculum Overview:</b>  <i>Students will study the History of migration to the British Isles over the last 10,000 years in order to understand that Britain has a diverse history of new waves of migrants establishing the British nation over hundreds of years. A range of diverse cultures have impacted the History of Britain. This is also an opportunity to develop students chronological understanding. Followed by the migration and conquest of Britain by the Normans and a chronological understanding of monarchs from 1066 to Richard III and the end of the War of the Roses. Along with the development of Britain / England during the middle ages there are also enquiries into the development of other diverse cultures to ensure students understand the diversity of history in the middle ages in Europe, the Middle East and Africa as well as the importance of the religions of Catholicism and Islam in the middle ages.</i></p>		
<p><b>Year 7 HT1</b></p>	<p><b>Unit Title:- Migration to Britain, 10,000BC to the 19th Century</b>  Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>The British Isles has been an island populated by a wide range of diverse migrations for the last 10,000 years. Students will study the discovery of Cheddar Man’ the oldest body found in Britain dating back 10,000 years. Students will understand the diverse natures of migrations from hunter gatherers to the Celts, Anglo-Saxons, Vikings, Normans, Jewish, African and Asian up to the 19<sup>th</sup> C.</li> <li>Students will learn the chronologies of the above migrations to Britain over the last 10,000 years in order to understand the chronology of migration to Britain.</li> <li>Students will understand how to design complex timelines describing in accurate chronological the contribution made by successive diverse migrations to Britain</li> <li>Students will learn ‘World Views’ unit developing students understand of medieval Eastern Empires; Ancient Baghdad and Constantinople.</li> </ul>	<p><b>Formative assessment:</b>  - Key questions and hinge questions designed into all lessons  - Student timelines  - Teacher questioning</p> <p><b>Summative assessment:</b>  - Q: Explain the main types of Migration to Britain between 8000BC and 800AD? 12 Marks</p>	<p>- Visit the ‘Cheddar Man’ at the ‘Human Evolution gallery’ at the Natural History Museum</p> <p><b>Cheddar Man documentary:</b>  <a href="https://www.nhm.ac.uk/discover/cheddar-man-mesolithic-britain-blue-eyed-boy.html">https://www.nhm.ac.uk/discover/cheddar-man-mesolithic-britain-blue-eyed-boy.html</a></p>
<p><b>Year 7 HT2</b></p>	<p><b>Unit Title: The Battle of Hastings, 1066</b>  Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Understand the crisis in England following the death of King Edward without a son. They will understand the 3 main rivals / contenders for the throne and the reasons for their claims to be the next legitimate heir.</li> <li>Understand the events leading up to the Battle of Stamford Bridge, the reasons for Godwinson’s victory.</li> <li>The background and key events leading up to the Battle of Hastings. The key events of the battle of Hastings. Key tactics of William of Normandy and Godwinson. The reasons for William’s victory and Godwinson’s defeat.</li> </ul>	<p><b>Formative assessment:</b>  - Key questions and hinge questions designed into all lessons  - Source analysis tasks  - Teacher questioning</p> <p><b>Summative assessment:</b>  - Q: ‘Tactics was the most important reasons wy William won the Battle of Hastings’</p>	<p><b>The Battle of Hastings: BBC Bitesize:</b>  <a href="https://www.bbc.co.uk/bitesize/topics/zshtyrd/articles/z9mw8hv">https://www.bbc.co.uk/bitesize/topics/zshtyrd/articles/z9mw8hv</a></p>

	<ul style="list-style-type: none"> <li>Key History skills of causation, significance and Source analysis. As well as extended analytical historical writing.</li> </ul>	<b>To what extent do you agree?</b> <b>15 Marks</b>	
<b>Year 7 HT3</b>	<b>Unit Title: The Norman Conquest</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>Students will understand how the ‘French’ Normans take control of Anglo-Saxon England by using a combination of force and Norman political, social and economic systems.</li> <li>The students will understand how Norman methods of force were very effective in taking control of England following the Battle of Hastings including; Motte and Bailey castles, stone castles, the ‘harrying of the North’ and the use of terror.</li> <li>Students will need to understand the ‘peaceful’ methods of control including the Feudal system and the Domesday book.</li> <li>Key skills: Identify the differences between sources and interpretations.</li> <li>Key skills: Introduce provenance (Nature, Origin, Purpose).</li> <li>Key skills: Introduce explaining paragraphs using PEEL (Point, Evidence, Explain and Link).</li> </ul>	<b>Formative assessment:</b> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation questions - Teacher questioning  <b>Summative assessment:</b> - Q: ‘Tactics was the most important reasons why William won the Battle of Hastings’  <b>To what extent do you agree?</b> <b>15 Marks</b>	<b>Visit Warwick Castle</b> <a href="https://www.warwick-castle.com/">https://www.warwick-castle.com/</a>
<b>Year 7 HT4</b>	<b>Unit Title: Religion in the Middle Ages (Christianity and Islam). Including the Crusades</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>What was the role of the Church in medieval England?</li> <li>What was the role of monks in medieval society?</li> <li>Why did people go on crusades?</li> <li>What was the impact?</li> <li>Why was religion significant in the Middle Ages?</li> <li>History skills: What to identify the historical significance of an event/individual using criterion.</li> <li>History skills: How to explain the significance of an event/individual in basic terms.</li> </ul>	<b>Formative assessment:</b> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation tasks - Teacher questioning  <b>Summative assessment:</b> Q: How useful is sources A for an enquiry about how important religion was in the middle ages? (4)	<b>British Museum Crusades exhibit:</b> <a href="https://www.britishmuseum.org/collection/term/BIOG89488">https://www.britishmuseum.org/collection/term/BIOG89488</a>
<b>Year 7 HT5</b>	<b>Unit Title: - Medieval Empires – Medieval Mali</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>What evidence can we use to investigate Medieval Mali?</li> <li>Who was Mansa Musa?</li> <li>How did Mansa Musa demonstrate his power?</li> </ul>	<b>Formative assessment:</b> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Teacher questioning	<b>Lost Kingdoms of Africa BBC documentary</b> <a href="https://www.bbc.co.uk/programmes/b00qbytc">https://www.bbc.co.uk/programmes/b00qbytc</a>

	<ul style="list-style-type: none"> <li>History skills: Analysing sources to identify the content and provenance and being able to link this to utility.</li> <li>History skills: Engage more with academic debates through structured writing.</li> </ul>	<b>Summative assessment:</b> <b>Q: How useful are sources A for an enquiry about the power of Mansa Musa? (8)</b>	
Year 7 HT6	<p><b>Unit Title: Revision for EOY UL assessment:</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Core units: The Battle of Hastings, 1066, Religion in the middle ages including Islam, Medieval Mali.</li> <li>History skills: Analysis and evaluation causation extended answer question.</li> <li>History skills: Source analysis using contextual own knowledge</li> <li>History skills: Analysing historical Interpretations.</li> </ul> <p><b>Unit: Challenges to Medieval Monarchs</b></p> <ul style="list-style-type: none"> <li>Why was it so difficult for monarchs to control the Church? (Becket).</li> <li>What was the Magna Carta and what was its impact?</li> <li>Was the Peasants revolt more significant than the other challenges?</li> </ul> <p><b>History skills:</b></p> <ul style="list-style-type: none"> <li>How to identify the message and tone of an interpretation.</li> <li>How to use their own knowledge to argue as to how convincing an interpretation is.</li> <li>How to identify the basic elements of a narrative account.</li> </ul>	<p><b>Formative assessment:</b> - Key questions and hinge questions designed into all lessons- - Teacher questioning - Source analysis tasks - Interpretation analysis tasks</p> <p><b>Summative assessment:</b> EOY UL Assessment</p> <p><b>Formative assessment:</b> - Key questions and hinge questions designed into all lessons- - Teacher questioning - Source analysis tasks - Interpretation analysis tasks</p>	<p><b>The Battle of Hastings: BBC Bitesize:</b> <a href="https://www.bbc.co.uk/bitesize/topics/zshtyrd/articles/z9mw8hv">https://www.bbc.co.uk/bitesize/topics/zshtyrd/articles/z9mw8hv</a></p> <p><b>Historian: Lucy Worsley Investigates:</b> <a href="https://www.bbc.co.uk/programmes/p0bvkh4q">https://www.bbc.co.uk/programmes/p0bvkh4q</a></p>
<b>Term</b>	<b>Curriculum Content</b>	<b>Assessment(s)</b> <i>(assessment title, duration and approx date)</i>	<b>Extra-Curricular Options</b> <i>(Places to visit; wider reading; clubs to join)</i>
<p><b>Year 8 Curriculum Overview:</b> <i>In year 8 students continue to develop their chronological understanding of the development of Britain between 1885 and 1901 Students are introduced to the beginning of the slave trade in Elizabethan England followed by the transatlantic slave trade and</i></p>			

<p><i>abolition. Students develop a chronological understand from year 7 to year 8 and the religious rollercoaster of the Tudor reformation from Henry VIII, Edward VI, Mary I and Elizabeth I and its final resolution following the English Civil War. Students continue to understand the development of the British Empire in Africa and India which prepares students' understanding of the end of the British Empire in year 9.</i></p>			
<p><b>Year 8 HT1</b></p>	<p><b>Unit Title: The English Reformation and the Tudor rollercoaster</b>  Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• What led to the European Reformation?</li> <li>• What were the differences between Catholicism and Protestantism?</li> <li>• Why did Henry VIII want to break from Rome? Religious , Succession or Financial</li> <li>• How did Edward VI change the church?</li> <li>• Does Mary deserve the nickname 'Bloody Mary'?</li> </ul> <p><b>History Skills:</b></p> <ul style="list-style-type: none"> <li>• How to identify the message of a source.</li> <li>• How to develop multi-causal explanations.</li> <li>• How to unpick and question interpretations and how historians have come to form them.</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Source analysis tasks</li> <li>- Interpretation tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative assessment:</b>  <b>Q: Explain the 3 main reasons why Henry VIII wanted to create a new Protestant Church of England? (12)</b></p>	<p><b>Visit: HAMPTON COURT PALACE:</b>  <a href="https://www.hrp.org.uk/hampton-court-palace/#gs.amv393">https://www.hrp.org.uk/hampton-court-palace/#gs.amv393</a></p>
<p><b>Year 8 HT2</b></p>	<p><b>Unit Title: Elizabeth 1, Early Years, 1558-88. Including the beginnings of the slave trade</b>  Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Challenges to Elizabeth's accession to the throne</li> <li>• Elizabeth's Religious Settlement</li> <li>• Elizabeth and the threat from Mary Queen of Scots</li> <li>• Trade, competition with Spain and the Royal African Company and the beginnings of the Slave trade.</li> </ul> <p><b>History Skills:</b></p> <ul style="list-style-type: none"> <li>• How to measure the extent of change.</li> <li>• How to describe the rate of change and its impact.</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Source analysis tasks</li> <li>- Interpretation tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative assessment:</b>  <b>Q: Explain the 3 main challenges Elizabeth faced when she became Monarch? (12)</b></p>	<p><b>Visit the Tower of London where Elizabeth was kept under house arrest between 1554-1555 by her sister Mary I before she became Queen</b>  <a href="https://www.hrp.org.uk/tower-of-london/#gs.amv58c">https://www.hrp.org.uk/tower-of-london/#gs.amv58c</a></p>
<p><b>Year 8 HT3</b></p>	<p><b>Unit Title: The Causes of the English Civil War</b>  Students will learn about/ develop skills of:</p>	<p><b>Formative assessment:</b></p>	<p><b>Visit Civil War Battlefields and battle re-enactments:</b></p>



	<ul style="list-style-type: none"> <li>• What were the long term causes of the ECW? (Catholic threat, 11-years tyranny, puritan challenges).</li> <li>• What were the short term causes of the ECW? (War and taxation).</li> <li>• Who fought who in the English Civil War?</li> </ul> <p><b>History Skills:</b></p> <ul style="list-style-type: none"> <li>• How to sequence events into a clear chronological narrative account.</li> <li>• How to develop analysis skills that will lead to them linking between events.</li> </ul>	<p>- Key questions and hinge questions designed into all lessons</p> <p>- Source analysis tasks</p> <p>- Interpretation tasks</p> <p>- Teacher questioning</p> <p><b>Summative assessment:</b></p> <p>- UL Common Assessment</p>	<p><a href="https://www.historyhit.com/guides/key-battlefield-sites-and-monuments-of-the-english-civil-war/">https://www.historyhit.com/guides/key-battlefield-sites-and-monuments-of-the-english-civil-war/</a></p>
Year 8 HT4	<p><b>Unit Title: The British Empire and the Slave trade. The Abolition of the Slave trade.</b></p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• What was the role of the British Empire in the TAST?</li> <li>• How did the TAST work?</li> <li>• How was the slave Trade abolished?</li> <li>a) White middle-class campaigns</li> <li>b) Black rebellions and campaigners</li> <li>c) Economic changes</li> </ul> <p><b>History Skills:</b></p> <ul style="list-style-type: none"> <li>• How to identify a line of argument in an interpretation.</li> <li>• To consider the value of a range of interpretations.</li> <li>• To use sources to support a view.</li> <li>• To come to a judgement.</li> </ul>	<p><b>Formative assessment:</b></p> <p>- Key questions and hinge questions designed into all lessons</p> <p>- Source analysis tasks</p> <p>- Interpretation tasks</p> <p>- Teacher questioning</p> <p><b>Summative assessment:</b></p> <p>Q: How useful are Sources A and B for an enquiry about the abolition of the Slave trade. (8)</p>	<p>Visit Royal Greenwich Museums ‘ Atlantic Worlds Exploitation, trade, war, enslavement and resistance’ Exhibition</p> <p><a href="https://www.rmg.co.uk/national-maritime-museum/attractions/atlantic-gallery-slavery-trade-empire">https://www.rmg.co.uk/national-maritime-museum/attractions/atlantic-gallery-slavery-trade-empire</a></p>
Year 8 HT5	<p><b>Unit Title: Revision for EOY UL assessment</b></p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Core topics: The Reformation and reasons for Henry VIII’s break from the Catholic Church, the English Civil War and the transatlantic slave trade, and abolition / abolitionists and slave uprisings</li> </ul> <p>Key Skills:</p> <ul style="list-style-type: none"> <li>• Analysis and evaluation extended answer question</li> <li>• Source analysis</li> <li>• Analysis of a Historian’s interpretation</li> </ul>	<p><b>Formative assessment:</b></p> <p>- Key questions and hinge questions designed into all lessons</p> <p>- Source analysis tasks</p> <p>- Interpretation tasks</p> <p>- Teacher questioning</p> <p><b>Summative assessment:</b></p> <p>- UL Common Assessment</p>	
Year 8 HT6	<p><b>Unit Title: The British Empire</b></p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• What was the British Empire? Why did countries desire them?</li> </ul>	<p><b>Formative assessment:</b></p>	<p>The British Museum’s ‘Learn how colonial relationships</p>



	<ul style="list-style-type: none"> <li>Why was Britain interested in North America</li> <li>How was Britain's relationship with India established and how did it change over time?</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>How to explain the impact of events and developments on people who experience them.</li> <li>How to analyse historical interpretations to identify historians' arguments.</li> </ul>	<p><b>- Key questions and hinge questions designed into all lessons</b></p> <ul style="list-style-type: none"> <li>- Source analysis tasks</li> <li>- Interpretation tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative assessment:</b> na</p>	<p>shaped the British Museum's collection in this object trail.' <a href="https://www.britishmuseum.org/visit/object-trails/collecting-and-empire-trail">https://www.britishmuseum.org/visit/object-trails/collecting-and-empire-trail</a></p>
<b>Term</b>	<b>Curriculum Content</b>	<b>Assessment(s)</b> <i>(assessment title, duration and approx. date)</i>	<b>Extra-Curricular Options</b> <i>(Places to visit; wider reading; clubs to join)</i>
<p><b>Year 9 Curriculum Overview:</b></p> <p><i>Students begin year 9 which focuses on the modern period of British and world history beginning with the First World War which develops students' understanding of the controversial causes of the war, and transformational impact of the war on the world and the beginning of the end of British Empire. Students learn how the British Empire ends in Africa and India with catastrophic effects on the formal colonies which is a legacy of the Empire. Students from year 7 to year 9 developing a high level and critical understanding of the British Empire and the legacy for the country they live in. Making this ks3 curriculum very much a diverse and inclusive history curriculum for WA students. There is also a depth study of the Holocaust in year 9 in which students can receive a deep understanding of the significance of the Holocaust which is taught during the period of Holocaust Memorial week so that they can also make links with PSHE lessons and other events taking place in the community, nationally and internationally. There is also an opportunity to develop students' understanding of other diverse histories including the women's suffrage movement and the civil rights movement in Britain and the USA and Britain's imperial past.</i></p>			
<b>Year 9 HT1</b>	<p><b>Unit Title: Causes of the First World War One</b></p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Who were the world's 'Great Powers'?</li> <li>What were the short-term causes of World War One? (Sarajevo and subsequent events).</li> <li>What were the long-term causes of World War one? (MAIN)</li> <li>What were the conditions in the trenches on the Western Front</li> </ul> <ul style="list-style-type: none"> <li>CASE STUDY: The Story of the British West Indies Regiment during WWI</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Explain why the war broke out when it did.</li> <li>How to identify the message of a range of sources, a focus is on satire, and to infer and explain their usefulness.</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Source analysis tasks</li> <li>- Interpretation tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative assessment:</b> <b>Q: Explain the 3 main causes of WWI (12)</b></p>	<p><b>Imperial War Museum:</b> <a href="https://www.iwm.org.uk/">https://www.iwm.org.uk/</a></p>

	<ul style="list-style-type: none"> <li>How to use interpretations from the German perspective to appreciate different perspectives and views from the period.</li> <li>Understand the experiences of soldiers from British colonies during WWI</li> </ul>		
Year 9 HT2	<p><b>Unit Title: The Suffragettes (WSPU)</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Why was suffrage desired by 19<sup>th</sup> century women and working-class men?</li> <li>Which group was most effective in increasing the impact of the campaign for women's suffrage?</li> <li>How far did WW1 help the campaign for universal suffrage?</li> <li>Why did women gain the vote in 1918?</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Analysing sources to identify the content and provenance and being able to link this to utility.</li> <li>Analysing interpretations to identify the differences between them, and which interpretation they agree with most.</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>Key questions and hinge questions designed into all lessons</li> <li>Source analysis tasks</li> <li>Interpretation tasks</li> <li>Teacher questioning</li> </ul> <p><b>Summative assessment:</b> Q: How useful are Sources A and B for an enquiry about the protest methods of the WSPU. (8)</p>	<p><b>Museum of London Suffragettes Exhibition:</b> <a href="https://www.museumoflondon.org.uk/discover/suffragettes">https://www.museumoflondon.org.uk/discover/suffragettes</a></p> <p><b>Suffragette the Movie:</b> <a href="https://www.channel4.com/programmes/suffragette">https://www.channel4.com/programmes/suffragette</a></p>
Year 9 HT3	<p><b>Unit Title: The Holocaust</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>How did life change for Jews under the Nazi regime? 1933-39.</li> <li>How did WWII effect European Jews?</li> <li>How were the Nazis able to implement the Final Solution?</li> <li>How far was Hitler responsible for the Final Solution?</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Analysing sources to identify the content and provenance and being able to link this to utility.</li> <li>Analysing interpretations to identify the differences between them, and which interpretation they agree with most.</li> <li>Using evidence to humanise Jewish people and develop an appreciation of their diversity.</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>Key questions and hinge questions designed into all lessons</li> <li>Source analysis tasks</li> <li>Interpretation tasks</li> <li>Teacher questioning</li> </ul> <p><b>Summative assessment:</b> Q: UL Common Assessment</p>	<p><b>Anne Frank's Diary:</b> <a href="https://www.annefrank.org/en/anne-frank/diary/">https://www.annefrank.org/en/anne-frank/diary/</a></p> <p><b>The Boy in the Striped Pyjamas: Novel by John Boyne</b></p> <p><b>The Boy in the Striped Pyjamas: Novel by John Boyne: Film</b> <a href="https://rakuten.tv/uk/movies/the-boy-in-the-striped-pajamas">https://rakuten.tv/uk/movies/the-boy-in-the-striped-pajamas</a></p>
Year 9 HT4	<p><b>Unit Title: End of the British Empire</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Scramble for Africa</li> <li>Decolonisation of Africa</li> <li>Independence of India and Partition</li> </ul> <p><b>Key Skills:</b></p>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>Key questions and hinge questions designed into all lessons</li> <li>Source analysis tasks</li> <li>Interpretation tasks</li> <li>Teacher questioning</li> </ul>	<p><b>Gandhi – directed by Richard Attenborough. Available on a range of streaming networks.</b> <a href="https://www.amazon.co.uk/Gandhi-Ben-Kingsley/dp/B00FYN72PO">https://www.amazon.co.uk/Gandhi-Ben-Kingsley/dp/B00FYN72PO</a></p>

	<ul style="list-style-type: none"> <li>• Continuity and Change</li> <li>• Analysing Sources' utility</li> <li>• Explain why the British granted independence to their colonies in Africa and India</li> <li>• Explain who was responsible for Partition, including the roles of Jawaharlal Nehru, Gandhi, Jinnah (Muslim League), Lord Mountbatten and the British government, Winston Churchill</li> </ul>	<b>Summative assessment:</b> <b>Na</b>	
<b>Year 9</b> <b>HT5</b>	<b>Unit Title: UL EOY Common Assessment</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Core units: Causes of WWI, Suffragettes, the Holocaust</li> </ul> Key Skills: <ul style="list-style-type: none"> <li>• Explain and evaluate the main causes of WWI (Alliances, Arms Race, Imperial Rivalries)</li> <li>• Analysing sources to identify the content and provenance and being able to link this to utility.</li> <li>• Analysing interpretations to identify the differences between them, and which interpretation they agree with most.</li> </ul>	<b>Formative assessment:</b> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation tasks - Teacher questioning  <b>Summative assessment:</b> - UL Common Assessment	
<b>Year 9</b> <b>HT6</b>	<b>Unit Title: Civil Rights: Britain a-nd USA</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• What should Doctor Harold Moody be remembered for?</li> <li>• Was there a typical post-war Black Migrant experience in Britain?</li> <li>• How much progress did Black campaigns make in the sixties?</li> <li>• What was the role of women in the British Black Power movement?</li> <li>• The Jim Crow Laws and segregation in the South. The emergence and significance of Martin Luther King</li> </ul> <b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Historical significance of Harold Moody</li> <li>• Analysing sources to identify the content and provenance and being able to link this to utility.</li> <li>• Evaluation of the role of women in the British Black Power Movement</li> <li>• Significance of Martin Luther King and the civil rights movement in the USA</li> </ul>	<b>Formative assessment:</b> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation tasks - Teacher questioning  - Summative assessment: na	<b>'Eyes on the Prize'. Award winning PBS documentary about the US Civil rights Movement. A must watch documentary for anyone interested in the development of the US Civil Rights Movement.</b> <a href="https://www.youtube.com/watch?v=Ts10IVzUDVw">https://www.youtube.com/watch?v=Ts10IVzUDVw</a>

Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
	<p><b>Year 10 Curriculum Overview:</b></p> <ul style="list-style-type: none"> <li>- In y10 students begin with their Paper 1 Breadth Study 'Medicine across Time, c1250-Present Day. This Paper develops students skills of explaining continuity and change over long periods of time in explaining continuity and change in the causes, treatment and prevention of disease. Students are familiar with the structure and success criteria for these types of questions because they have studied these types of questions throughout ks3. This Paper is the first GCSE Paper because it draws on the skills and knowledge students have developed in y7 and y8 of the Middle Ages, Reformation and religious changes, and y9 of the unit about conditions in the trenches and trench warfare in y9 which is part of the Paper 1 Historical Environment Study of Improvements in the treatment of injured soldiers on the Western Front, 1914-18.</li> <li>- The next Paper which students will study during y10 and the beginning of y11 is their Paper 3 Weimar Germany and Nazi Germany, 1918-39. This Paper has the same analysis and source analysis questions as Paper 1, therefore students are already familiar with the structure and success criteria for these high mark questions. Students also have the Historian Interpretations analysis question which they have studied the skills, structure and success criteria for the interpretation questions at ks3.</li> </ul>		
<p><b>Year 10 HT1</b></p>	<p><b>Unit Title: Paper 1: Causes, treatment and prevention of disease, c.1250-c.1500 (Middle Ages)</b></p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Importance of the Catholic Church in the middle ages</li> <li>• Sin as the most important cause of disease, prayer, going to church, Mass, pilgrimage, tithes and alms, are the most important treatment and prevention of disease.</li> <li>• Hippocrates (Greek) and the theory of the 4 humours and Galen (Roman) theory of the imbalance of the 4 humours causing disease as the second most important cause, treatment and prevention of disease.</li> <li>• Rebalance of the 4 humours as treatment and prevention of disease; bloodletting and purging.</li> <li>• Connections between Galen and the Church and reasons why this theory has been believed for over a thousand years and continues to be believed in the middle ages.</li> <li>• Other causes of disease: The planets, miasma. Other treatments and preventions: Physicians, Health Regimine, apothecaries, herbal treatments, treatments in the home.</li> <li>• CASE STUDY: Causes, treatment and prevention of the plague during the Black Death (compare continuity and change in KT2 1665 to the Plague)</li> <li>• CASE STUDY: Development of hospitals c1250-c1500 as hospitality by priests and nuns (continued development between c1500-Present Day).</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Source analysis tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative assessment:</b></p> <p><b>Q: Explain why there was very little change in the ideas of the causes of disease in the middle ages (12)</b></p>	<p><b>Medicine across time BBC Bitesize full content documentary for the gcse History</b></p> <p><a href="https://www.youtube.com/watch?v=1peT0h4b4Jk&amp;list=PL9bgSdxfgbwrj6YQ6RSh7GDfzmfErB055">https://www.youtube.com/watch?v=1peT0h4b4Jk&amp;list=PL9bgSdxfgbwrj6YQ6RSh7GDfzmfErB055</a></p>

	<p><b>History Paper 1 Assessment Skills:</b></p> <ul style="list-style-type: none"> <li>• Continuity and change (no change) of causes, treatment and prevention of disease c1250-c1500</li> </ul> <p><b>Unit Title: Paper 1: Causes, treatment and prevention of disease, c.1500-c1700 (Renaissance)</b></p> <p><b>Students will learn about/ develop skills of:</b></p> <ul style="list-style-type: none"> <li>• Continuity of Galen’s ideas about the theory of opposites, bloodletting and purging for ordinary people</li> <li>• Decline in the power of the Church following the reformation however, many ordinary people still believe in the power of prayer.</li> <li>• Development of the printing press.</li> <li>• Vesalius and his challenge to Galen and his book the Fabric of the Human Body.</li> <li>• William Harvey and blood circulation and his book which challenges Galen,</li> <li>• Sydenham and diagnosis, and Humanist ideas challenge to Galen.</li> <li>• Royal Society and their journal ‘Philosophical Translations’.</li> <li>• Technology of the microscope – Leeuwenhoek and ‘Animalcules’.</li> <li>• Continuity of miasma.</li> </ul> <p><b>History Paper 1 Assessment Skills:</b></p> <ul style="list-style-type: none"> <li>• Continuity and change of causes, treatment and prevention of disease c1250-c1500 to c1500-c1700</li> <li>•</li> </ul>		
<p>Year 10 HT2</p>	<p><b>Unit Title: Paper 1: Causes, treatment and prevention of disease, c.1500-c1700 (Renaissance)</b></p> <p><b>Students will learn about/ develop skills of:</b></p> <ul style="list-style-type: none"> <li>• CASE STUDY: Hospitals: Hospitality continuity and changes to Pest Houses</li> <li>• CASE STUDY: Black Death, 1348 causes, treatment and prevention compared to similarities and differences to the Plague, 1665</li> </ul> <p><b>History Paper 1 Assessment Skills:</b></p> <ul style="list-style-type: none"> <li>• CASE STUDY: Hospitals: Explain Continuity and change of causes, treatment and prevention of disease in hospitals c1250-c1500 to c1500-c1700</li> <li>• CASE STUDY: Black Death and the Plague: Explain Continuity and change of causes, treatment and prevention of disease c1250-c1500 to c1500-c1700</li> </ul> <p><b>Unit Title: Paper 1: Causes, treatment and prevention of disease, c.1700-c1900 (Enlightenment)</b></p>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Source analysis tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative assessment:</b></p> <p><b>Q5: ‘Harvey had the biggest impact on medicine in the period c1500-c1700’.</b></p> <p><b>How far do you agree?</b></p>	<p><b>The Science Museum: Understanding the Human Body Exhibition:</b></p> <p><a href="https://www.sciencemuseum.org.uk/objects-and-stories/understanding-body">https://www.sciencemuseum.org.uk/objects-and-stories/understanding-body</a></p>

	<p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Continuity of Galen and imbalance of the 4 humours, bloodletting and purging for ordinary people.</li> <li>• Continuity of miasma and the industrial revolution and urbanisation</li> <li>• Dr Bastian and his theory of ‘Spontaneous Generation’. (cause of miasma)</li> <li>• Pasteur and ‘Germ Theory’, 1865 proving microbes cause decay.</li> <li>• German Dr Koch the founder of modern bacteriology identifies over 20 bacteria using Petri dishes dye and a microscope. Including cholera and TB based on the research of Pasteur.</li> <li>• CASE STUDY: Edward Jenner and smallpox vaccine</li> <li>• CASE STUDY: John Snow and cholera – Broad Street pump, Soho experiment. The Big Stink, 1858, Public Health Acts, 1848 and 1875.</li> </ul> <p><b>Students will develop skills of:</b>  <b>Continuity and change of causes, treatment and prevention of disease c1500-c1700 to c1700-c1900</b></p>		<p><b>Visit Snow’s water pump in Soho:</b>  <a href="https://lookup.london/john-snow-water-pump/">https://lookup.london/john-snow-water-pump/</a></p>
<p><b>Year 10 HT3</b></p>	<p><b>Unit Title: Unit Title: Paper 1: Causes, treatment and prevention of disease, c.1700-c1900 (Enlightenment)</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• 3 Problems with surgery: Bleeding, pain and infection. Solutions: Simpson and chloroform, 1847 and Lister and carbolic acid, 1867 leading to antiseptic surgery.</li> <li>• CASE STUDY: Florence Nightingale, Crimean war and infection in field hospitals, (1853-56). Development of nursing profession. Pavilion hospital design and germ-free hospital design based on Pasteur’s germ theory.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>- Continuity and change of causes, treatment and prevention of disease c1500-c1700 to c1700-c1900</li> <li>- CASE STUDY: Hospitals: Explain Continuity and change of causes, treatment and prevention of disease in hospitals c1250-c1500 to c1500-c1700 and c1700-c1900</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Source analysis tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative Assessment:</b>  <b>Q5: ‘Pasteur’s germ theory was the most important development in medicine in the period between c1700-c1900 How far do you agree? (16)</b></p>	<p><b>Write an account of the way in which the NHS has impacted you and your families life in the last few years including doctors, hospitals, dentists, medicines and any other medical support.</b></p> <p><b>The history of the NHS:</b>  <a href="https://www.nuffieldtrust.org.uk/health-and-social-care-explained/the-history-of-the-nhs">https://www.nuffieldtrust.org.uk/health-and-social-care-explained/the-history-of-the-nhs</a></p> <p><b>History of Florence Nightingale:</b></p>

**Unit Title: Unit Title: Paper 1: Causes, treatment and prevention of disease, c1900 Present**

**Students will learn about:**

- Fleming and antibiotics. Chain and Florey and Magic Bullets (antibiotics).
- CASE STUDY: NHS 1948, NHS technology, prevention through healthy living campaigns.
- CASE STUDY: Smoking and lung cancer – government and NHS anti-smoking campaigns.
- Watson and Crick - Human genome project and genetics.

**Students will develop skills of:**

- Explaining and Evaluating Continuity and change of causes, treatment and prevention of disease c1900 to Present
- CASE STUDY: Hospitals: Explain and evaluate Continuity and change of causes, treatment and prevention of disease in hospitals c1900- Present

**Unit title: The British Sector of the Western Front, 1914-18: Injuries, treatment of soldiers in the trenches:**

- Background to trench warfare and conditions in the trenches.
- Aseptic surgery
- The work of the RAMC and FANY
- The Chain of Evacuation and changes to Casualty Clearing Stations and Base hospitals
- Types of weapons and injuries
- Developments in blood transfusion, 1915-17
- Key battles and injuries to soldiers, including gas warfare if relevant
- Gas warfare and injuries to soldiers (Chlorine gas, Mustard gas and Phosgene)
- Developments in brain surgery, plastic surgery, and brain surgery.

**Students will develop skills of:**

- Analysing the utility of 2 sources using contextual own knowledge
- Explaining how a historical enquiry could be followed up.
- Describing the key features of one aspect of the topic.

<https://www.womenshistory.org/education-resources/biographies/florence-nightingale>

**Mary Seacole:**

<https://education.nationalgeographic.org/resource/mary-seacole>

**The Battle of the Somme film:**

<https://www.youtube.com/watch?v=9BlbdNq1UCE>

**Afro=Caribbean, African and Indian soldiers on the Western Front:**

[https://www.youtube.com/watch?v=l9\\_zzBqIXBA](https://www.youtube.com/watch?v=l9_zzBqIXBA)

**Revision doc:**

[https://www.youtube.com/watch?v=iqehK\\_WpaLo](https://www.youtube.com/watch?v=iqehK_WpaLo)



<p><b>Year 10 HT4</b></p>	<p><b>Unit title: The British Sector of the Western Front, 1914-18: Injuries, treatment of soldiers in the trenches:</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• Background to trench warfare and conditions in the trenches.</li> <li>• Aseptic surgery</li> <li>• The work of the RAMC and FANY</li> <li>• The Chain of Evacuation and changes to Casualty Clearing Stations and Base hospitals</li> <li>• Types of weapons and injuries</li> <li>• Developments in X rays</li> <li>• Developments in blood transfusion, 1915-17</li> <li>• Key battles and injuries to soldiers, including gas warfare if relevant</li> <li>• Gas warfare and injuries to soldiers (Chlorine gas, Mustard gas and Phosgene)</li> <li>• Developments in brain surgery, plastic surgery, and brain surgery.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>• Analysing the utility of 2 sources using contextual own knowledge</li> <li>• Explaining how a historical enquiry could be followed up.</li> <li>• Describing the key features of one aspect of the topic.</li> </ul> <p><b>Unit title: Paper 3: Weimar and Nazi Germany, 1918-1939</b></p> <p><b>KT1: Weimar Germany, 1918-23:</b></p> <ul style="list-style-type: none"> <li>• Background to Germany and the First World War</li> <li>• German economic, social and political problems after WWI</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Source analysis tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative Assessment:</b></p> <p><b>Q2a: How useful are Sources A and B for an enquiry about the FANY? (8)</b></p>	<p><b>REVISION</b></p> <p>Chain of evacuation explanation. Including stretcher bearers:</p> <p><a href="https://www.youtube.com/watch?v=oFB7aSvVKeQ">https://www.youtube.com/watch?v=oFB7aSvVKeQ</a></p> <p><b>Developments in surgery, blood transfusions and surgery:</b></p> <p><a href="https://www.youtube.com/watch?v=vPL9rOPUIEQ">https://www.youtube.com/watch?v=vPL9rOPUIEQ</a></p>

<p>Year 10 HT5</p>	<p><b>Unit Title: KT1: Weimar Germany, 1918-23:</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• Treaty of Versailles and its key terms. German reaction to the harshness of the terms of the treaty</li> <li>• Dolchstoss and ‘Stab in the Back’ myth</li> <li>• Spartacist Revolt, (Communists), 1919 and reasons for failure</li> <li>• Kapp Putsch (Freikorps), 1920 and reasons for failure</li> <li>• Evaluation of the weakness of the Weimar democratic government</li> <li>• Strengths and weaknesses of the democratic Weimar Constitution</li> <li>• 1923 the year of crisis: French invasion of the Ruhr and Passive Resistance. Causes and effects of hyperinflation</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>• Analysing the cause and effects of 3 factors of an event</li> <li>• Analysing the utility of 2 sources using contextual own knowledge</li> <li>• Making 2 supported inferences from a source</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Interpretation analysis tasks</li> <li>- Source analysis tasks</li> <li>- Source inference tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative Assessment:</b></p> <p><b>Q2: Explain why Germans hated the Treaty of Versailles. (12)</b></p>	<p><b>Rise of the Nazis BBC Documentary:</b></p> <p><a href="https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics">https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics</a></p>
<p>Year 10 HT6</p>	<p><b>Unit Title: Weimar Germany, 1923-1929: Stresemann Recovery and ‘Golden Period’</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• Stresemann and the Dawes Plan, 1924 – Solving of the French Invasion of the Ruhr and paying reparations</li> <li>• Stresemann and the reasons for the solving of hyperinflation, 1924</li> <li>• The Young Plan, 1929</li> <li>• The effects of the Locarno Pact, 1925 and joining the League of Nations, 1926</li> <li>• The effects of the Kellogg-Briand Pact, 1928 <ul style="list-style-type: none"> <li>• Evaluation of Stresemann’s economic and foreign policies</li> </ul> </li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>• Analysing the cause and effects of 3 factors of an event</li> <li>• Analysing the utility of 2 sources using contextual own knowledge</li> <li>• Making 2 supported inferences from a source</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Interpretation analysis tasks</li> <li>- Source analysis tasks</li> <li>- Source inference tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Q3a: How useful are Sources A and B for an enquiry about Stresemann’s foreign policy. (8)</b></p>	<p><b>Rise of the Nazis BBC Documentary:</b></p> <p><a href="https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics">https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics</a></p>

Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
	<p><b>Year 11 Curriculum Overview:</b></p> <ul style="list-style-type: none"> <li>- <i>Students continue studying Paper 3 Weimar Germany and Nazi Germany, 1918-39 at the beginning of year 11. This Paper has the same analysis and source analysis questions as Paper 1, therefore students are already familiar with the structure and success criteria for these high mark questions. Students also have the Historian Interpretations analysis question which they have studied the skills, structure and success criteria for the interpretation questions at ks3.</i></li> <li>-</li> <li>- <i>The next paper that students will study in y11 is their Paper 2 Early Elizabeth, 1558-88 British depth study. Students have to answer to answer a range of extended answer analysis and evaluation questions which students have been developing these skills throughout ks3 and then with both their Paper 1 and Paper 3 gcse papers. Students have also studied the knowledge and the skills for this paper 2 unit in y8 as part of their Reformation unit at the beginning of y8. Therefore, students are familiar with the key content of this paper; Elizabeth's early problems; religious changes prior to Elizabeth's reign, Elizabeth's religious settlement; plots and Mary Queen of Scots; relations with Spain and the Armada.</i></li> <li>- <i>The final paper y11 students will study is their period study 'Superpower Relations and the Cold War, 1941-91. Students study Superpower Relations beginning with 'the marriage of convenience' between the USA and USSR during WWII against a common enemy – Nazi Germany, followed by deteriorating relations following WWII, détente and then the second Cold War and the end of Communism following Gorbachev's reforms during the 1980s. This is the final Paper because in many ways it is the most challenging to students because the exam questions are not the same as any of the questions in the previous 3 papers. Therefore, we teach it last in order to ensure that students fully understand the demands of this Cold War paper's assessment criteria. This paper focuses on the key historical skills of the effects / impacts of the key events of the Cold War, including the 'Narrative' exam question introduced in the new 2015 GCSE History specifications. The subject knowledge for this paper is new to the students however, students learn the structure, planning and success criteria for 'Narrative' question in y9 in the Causes of WWI unit and the y9 Holocaust unit.</i></li> </ul>		
<p><b>Year 11 HT1</b></p>	<p><b>Unit title: Paper 3: Weimar and Nazi Germany, 1918-1939</b></p> <p><b>Unit Title: KT1: Weimar Germany, 1918-23:</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• Spartacist Revolt, (Communists), 1919 and reasons for failure</li> <li>• Kapp Putsch (Freikorps), 1920 and reasons for failure</li> <li>• Evaluation of the weakness of the Weimar democratic government</li> <li>• Strengths and weaknesses of the democratic Weimar Constitution</li> <li>• 1923 the year of crisis: French invasion of the Ruhr and Passive Resistance. Causes and effects of hyperinflation</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Interpretation analysis tasks</li> <li>- Source analysis tasks</li> <li>- Source inference tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative Assessment:</b></p> <p><b>Q2: Explain the main challenges to the Weimar</b></p>	<p><b>Rise of the Nazis BBC Documentary:</b></p> <p><a href="https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics">https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics</a></p>

	<p><b>Unit Title: Weimar Germany, 1923-1929: Stresemann Recovery and ‘Golden Period’</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• Stresemann and the Dawes Plan, 1924 – Solving of the French Invasion of the Ruhr and paying reparations</li> <li>• Stresemann and the reasons for the solving of hyperinflation, 1924</li> <li>• The Young Plan, 1929</li> <li>• The effects of the Locarno Pact, 1925 and joining the League of Nations, 1926</li> <li>• The effects of the Kellogg-Briand Pact, 1928</li> <li>• Evaluation of Stresemann’s economic and foreign policies</li> <li>• Changes in society, 1924–29</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>• Analysing the cause and effects of 3 factors of an event</li> <li>• Analysing and evaluating 2 Historians’ interpretations and explaining their differing views using own contextual knowledge</li> <li>• Analysing the utility of 2 sources using contextual own knowledge</li> <li>• Making 2 supported inferences from a source</li> </ul>	<p><b>government between 1919-20. (12)</b></p>	
<p><b>Year 11 HT2</b></p>	<p><b>Unit Title: KT2 The Development of the Nazi Party, 1919-33</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• Background to Hitler and the DAP, 1919-20</li> <li>• The development of the NSDAP, 1920</li> <li>• Causes and consequences of the Munich Putsch, 1923</li> <li>• Consequences of the Munich Putsch: Mein Kampf, 1925</li> <li>• Reorganisation of the Nazi Party, 1925-28</li> <li>• Bamberg Conference, 1926</li> <li>• The ‘Lean Years’, 1925-28</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Interpretation analysis tasks</li> <li>- Source analysis tasks</li> <li>- Source inference tasks</li> <li>- Teacher questioning</li> </ul>	<p><b>Rise of the Nazis BBC Documentary:</b></p> <p><a href="https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics">https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics</a></p>

**Unit Title: KT2 The Development of the Nazi Party, 1919-33**

Students will learn about:

- The causes and effects of the Wall Street Crash on Germany
- The Great Depression 1929-32: The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.
- Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.
- Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.

**Unit title: Key topic 3: Nazi control and dictatorship, 1933–39**

- The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.
- The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.
- The role of the Gestapo, the SS, the SD and concentration camps.
- Nazi control of the legal system, judges and law courts.
- Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.
- Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936).
- Nazi control of culture and the arts, including art, architecture, literature and film.

**Students will develop skills of:**

- Analysing the cause and effects of 3 factors of an event
- Analysing and evaluating 2 Historians interpretations and explaining their differing views using own contextual knowledge
- Analysing the utility of 2 sources using contextual own knowledge
- Making 2 supported inferences from a source

**Summative Assessment:**

**Q3d: How far do you agree with Interpretation 2 about the reasons for the failure of the Munich Putsch?**

**Explain your answer, using both interpretations and your knowledge of the historical context. (20)**

<p>Year 11 HT3</p>	<p><b>Unit Title: Key topic 4: Life in Nazi Germany, 1933–39</b></p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Nazi views on women and the family.</li> <li>• Nazi policies towards women, including marriage and family, employment and appearance.</li> <li>• Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.</li> <li>• Nazi control of the young through education, including the curriculum and teachers.</li> <li>• Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.</li> <li>• Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.</li> <li>• Nazi racial beliefs and policies and the treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities.</li> <li>• The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>• Analysing the cause and effects of 3 factors of an event</li> <li>• Analysing and evaluating 2 Historians interpretations and explaining their differing views using own contextual knowledge</li> <li>• Analysing the utility of 2 sources using contextual own knowledge</li> <li>• Making 2 supported inferences from a source</li> </ul> <p><b>Unit Title: Early Elizabethan England, 1558–88: Key topic 1: Queen, government and religion, 1558–69</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• Elizabethan England in 1558: society and government.</li> <li>• The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths.</li> <li>• Challenges at home and from abroad: the French threat, financial weaknesses. 2 The ‘settlement’ of religion</li> <li>• Religious divisions in England in 1558.</li> <li>• Elizabeth’s religious settlement (1559): its features and impact.</li> <li>• The Church of England: its role in society.</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Interpretation analysis tasks</li> <li>- Source analysis tasks</li> <li>- Source inference tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative Assessment:</b></p> <p><b>Q3d: How far do you agree with Interpretation 2 about Nazi policies towards young people?</b></p> <p><b>Explain your answer, using both interpretations and your knowledge of the historical context. (20)</b></p> <p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Teacher questioning</li> </ul> <p><b>Summative Assessment:</b></p>	<p><b>Rise of the Nazis BBC Documentary:</b></p> <p><a href="https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics">https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics</a></p> <p><b>Elizabeth in the Tower of London:</b></p> <p><a href="https://www.hrp.org.uk/tower-of-london/history-and-stories/tower-of-london-prison/#gs.an01z0">https://www.hrp.org.uk/tower-of-london/history-and-stories/tower-of-london-prison/#gs.an01z0</a></p>
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	<ul style="list-style-type: none"> <li>Challenge to the religious settlement: The nature and extent of the Puritan challenge. The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.</li> <li>The problem of Mary, Queen of Scots: Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. Relations between Elizabeth and Mary, 1568–69.</li> </ul> <p><b>Unit title: Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>Plots and revolts at home: The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70.</li> <li>The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies.</li> <li>The reasons for, and significance of, Mary Queen of Scots’ execution in 1587.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>Analysing and evaluating the cause and effects of 3 factors of an event</li> <li>Analysing the cause and effects of 3 factors of an event</li> <li>Describing the key features of one aspect of the topic.</li> </ul>	<p><b>Q2: Explain the challenges faced by Elizabeth on her accession to the throne. (12)</b></p> <p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Teacher questioning</li> </ul> <p><b>Summative Assessment:</b></p> <p><b>Q3: ‘The Revolt of the Northern Earls was the greatest threat faced by Elizabeth’.</b></p> <p><b>How far do you agree</b></p>	
<p><b>Year 11 HT4</b></p>	<p><b>Unit title: Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>Relations with Spain: Political and religious rivalry. Commercial rivalry. The New World, privateering and the significance of the activities of Drake.</li> <li>Outbreak of war with Spain, 1585–88: English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley.</li> <li>Drake and the raid on Cadiz: ‘Singeing the King of Spain’s beard’.</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Teacher questioning</li> </ul>	<p><b>BBC Armada docu-drama:</b></p> <p><a href="https://www.bbc.co.uk/programmes/p02pkxkm">https://www.bbc.co.uk/programmes/p02pkxkm</a></p>



- The Armada: Spanish invasion plans. Reasons why Philip used the Spanish Armada.
- The reasons for, and consequences of, the English victory.

**Unit title: Key topic 3: Elizabethan society in the Age of Exploration, 1558–88**

**Students will learn about:**

- Education and leisure: Education in the home, schools and universities. Sport, pastimes and the theatre.
- The problem of the poor : The reasons for the increase in poverty and vagabondage during these years. The changing attitudes and policies towards the poor.
- Exploration and voyages of discovery: Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade. The reasons for, and significance of, Drake’s circumnavigation of the globe.
- Raleigh and Virginia: The significance of Raleigh and the attempted colonisation of Virginia. Reasons for the failure of Virginia.

**Students will develop skills of:**

- Analysing and evaluating the cause and effects of 3 factors of an event
- Analysing the cause and effects of 3 factors of an event
- Describing the key features of one aspect of the topic.

**Unit title: Superpower relations and the Cold War, 1941–91: Key topic 1: The origins of the Cold War, 1941–58**

**Students will learn about:**

- Early tension between East and West: The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences.
- The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.
- The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.
- The development of the Cold War: The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947.

**Summative Assessment:**  
**Q2: Explain why the Spanish Armada failed. (12)**

**Formative assessment:**  
 - Key questions and hinge questions designed into all lessons  
 - Teacher questioning

**Summative Assessment:**  
**Q3: ‘Bad planning was the main reason for the failure of the attempted colonisation of Virginia. How far do you agree? (16)**

**Formative assessment:**  
 - Key questions and hinge questions designed into all lessons  
 - Teacher questioning

**Summative Assessment:**  
**Q2: Write a narrative account analysing the key events of the USSR's takeover of the Satellite States in the period 1944–48**

**Visit the RSC: Stratford Upon Avon and the historic town:**  
<https://www.rsc.org.uk/>

**Visit the Globe theatre in London:**  
<https://www.shakespearesglobe.com/>

**Visit the Cold War Exhibition at the Imperial War Museum:**

[https://www.iwm.org.uk/search/stories?query=&filters%5Bsm\\_topic\\_name%5D%5BCold%20War%5D=on](https://www.iwm.org.uk/search/stories?query=&filters%5Bsm_topic_name%5D%5BCold%20War%5D=on)

- The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949).
- Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.
- The Cold War intensifies: The significance of the arms race. The formation of the Warsaw Pact.
- Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response. The international reaction to the Soviet invasion of Hungary.

**Unit title: Key topic 3: Superpower relations and the Cold War, 1941–91: Key topic 2: Cold War crises, 1958–70**

**Students will learn about:**

- Increased tension between East and West: The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61.
- Cold War crises: The construction of the Berlin Wall, 1961. Reaction to crisis: Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963.
- Opposition in Czechoslovakia to Soviet control: the Prague Spring.
- The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia.
- Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident. The events of the Cuban Missile Crisis.
- The consequences of the Cuban Missile Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968). • International reaction to Soviet measures in Czechoslovakia.

**Students will develop skills of:**

- Analysing and evaluating the effects consequences of 3 factors of an event in a narrative account over a short period of time
- Analysing the significance / importance of a key event during the Cold War

**Formative assessment:**

- Key questions and hinge questions designed into all lessons
- Teacher questioning

**Summative Assessment:**

**Q3: Explain the Importance of the Truman Doctrine (8)**

**Q3: Explain the importance of the construction of the Berlin Wall (8)**

**Cuban Missile Crisis documentary:**

<https://www.youtube.com/watch?v=hZcRqkObP2U>

<p><b>Year 11 HT5</b></p>	<p><b>Unit title: Key topic 3: Superpower relations and the Cold War, 1941–91: Key topic 3: The end of the Cold War, 1970–91</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• Attempts to reduce tension between East and West: Détente in the 1970s, SALT 1, Helsinki, and SALT 2.</li> <li>• The significance of Reagan and Gorbachev’s changing attitudes: Gorbachev’s ‘new thinking’ and the Intermediate-Range Nuclear Force (INF) Treaty (1987).</li> <li>• Flashpoints: The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts.</li> <li>• Reagan and the ‘Second Cold War’, the Strategic Defence Initiative.</li> <li>• The collapse of Soviet control of Eastern Europe: The impact of Gorbachev’s ‘new thinking’ on Eastern Europe: the loosening Soviet grip on Eastern Europe.</li> <li>• The significance of the fall of the Berlin Wall.</li> <li>• The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>• Analysing and evaluating the effects consequences of 3 factors of an event in a narrative account over a short period of time</li> <li>• Analysing the significance / importance of a key event during the Cold War</li> </ul> <p><b>REVISION FOR THE REMAINDER OF THE TERM</b></p>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Teacher questioning</li> </ul> <p><b>Summative Assessment:</b></p> <p><b>Q2: Write a narrative account analysing the key events of détente in the years 1970-79. (8)</b></p>	
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<b>Term</b>	<b>Curriculum Content</b>	<b>Assessment(s)</b> <i>(assessment title, duration and approx date)</i>	<b>Extra-Curricular Options</b> <i>(Places to visit; wider reading; clubs to join)</i>
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	<p><b>Year 12 Curriculum Overview:</b></p> <ul style="list-style-type: none"> <li>- In y12 students begin with their Paper 1 Breadth Study ‘Britain Transformed, 1918-97 with Historical Interpretations. They will study KT4 The changing quality of life, 1918-79 in which students develop a high level of understanding of the key social and economic changes in the British society between 1918-79. KT4 provides students the foundational understanding for the other 3 key topics.</li> <li>- KT3 is the next unit studied in y12 because it focuses on the social and cultural changes taking place in British society between 1918-79. This includes a range of diverse histories of New Commonwealth immigration and the Windrush Generation, also a breadth study of the changes in the role and status of women between 1918-79 including the women’s movement and feminism during the 1960s and 1970s.</li> </ul>		
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	<ul style="list-style-type: none"> <li>- KT2 is the next y12 paper 1 unit which is focused on the development of welfare, education and health between 1918-1979. Students have already covered aspects of the education system and healthcare in KT3 when learning about social class and inequalities between the classes. They also cover content in relation to the developments in welfare between 1918-79 including the creation of the welfare state which is the reason why the key topics for the Paper 1 Breadth Study are taught in this order because content for KT2 are taught in KT3 which means that students grasp the new knowledge at a much higher level.</li> <li>- In y12 students also study the Paper 2 Depth Study, USA Conformity and Challenge, 1955-92. Students complete the 4 key topics in chronological order because it is a depth study and each key topic follows on from the previous key topics. Students will study key topics 1 and 2 in y12 and key topics 3 and 4 in y13. The Paper 2 key topics and the paper 1 key topics 3 and 4 share a wide range of subject knowledge and concepts of continuity and change in relation to class, culture of consumerism, affluence, inequalities, teenage culture, popular culture and challenges to traditional culture. Therefore, these Paper 1 and Paper 2 key topics are taught concurrently in y12.</li> </ul>		
<p><b>Year 12 HT1</b></p>	<p><b>Unit Title: Democracies in change: Britain and the USA in the twentieth century: Paper 1, Option 1H: Britain transformed, 1918–97: Theme 4: The changing quality of life, 1918–79</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• Changing living standards: the impact of boom, crisis and recovery, and the significance of regional differences, 1918–39; the effects of ‘total war’ and austerity, 1939–51; the growth of a consumer society, 1951–79.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>• Analysing and evaluating continuity and changes of political, social and economic changes over a wide period of time</li> <li>• Leisure and travel: the growth of spectator sports from the 1920s; increased leisure time and the development of mass tourism from the 1930s; the impact of car ownership and travel developments, 1918–79.</li> </ul> <p><b>Unit Title: Democracies in change: Britain and the USA in the twentieth century: The USA, 1955–92: conformity and challenge: Theme 1: Affluence and conformity, 1955–63</b></p> <ul style="list-style-type: none"> <li>• Urbanisation and affluence: the changing nature of cities; expansion of the suburbs; highway development; growing ownership and use of cars; white collar jobs and service industries; consumerism and domestic technology.</li> <li>• Cultural conformity and challenge: suburban conformity and social change in film and TV; advertising; the challenge of teenage culture and music; ‘beatnik’ culture.</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Teacher questioning</li> </ul> <p><b>Summative Assessment:</b></p> <p><b>Q: To what extent did living standards change between 1918-79 (20)</b></p> <p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Source analysis tasks</li> <li>- Source inference tasks</li> <li>- Teacher questioning</li> </ul>	<p><b>Britain in the 1950s documentary:</b></p> <p><a href="https://www.youtube.com/watch?v=DqVwc6nrHjI">https://www.youtube.com/watch?v=DqVwc6nrHjI</a></p> <p><b>1950s US Documentary:</b></p> <p><a href="https://www.youtube.com/watch?v=qXOq04idCi4">https://www.youtube.com/watch?v=qXOq04idCi4</a></p>

	<p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>Analysing and evaluating continuity and changes of political, social and economic changes over a short period of time</li> </ul>	<p><b>Summative Assessment:</b>  <b>Q: Explain why so many Americans were willing to conform in the period between 1955-63. (20)</b></p>	
<p><b>Year 12 HT2</b></p>	<p><b>Unit Title: Paper 1, Option 1H: Britain transformed, 1918–97: Theme 4: The changing quality of life, 1918–79</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>Popular culture and entertainment: the impact of mass popular culture, including cinema, radio and music, 1918–79; the influence of television from the 1950s and youth culture, 1955–79.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>Analysing and evaluating continuity and changes of political, social and economic changes over a long period of time</li> </ul> <p><b>Unit Title: The USA, 1955–92: conformity and challenge: Theme 1: Affluence and conformity, 1955–63</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>The civil rights movement, including the Montgomery and Birmingham protests; the impact of the Washington march; the Ku Klux Klan and White Citizens' Committees.</li> </ul> <p><b>Unit Title: Theme 2 Protest and reaction, 1963–72</b></p> <ul style="list-style-type: none"> <li>Civil rights: the significance of Malcolm X, Black Power and the Black Panthers; King's changing priorities, including the campaigns in Selma and Chicago; King's achievements and the impact of his assassination; the work of Cesar Chavez.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>Analysing and evaluating continuity and changes of political, social and economic changes over a short period of time</li> <li>Analysing and evaluating utility of 2 contemporary sources content and provenance using contextual own knowledge. Students must analyse the 2 sources together</li> </ul>	<p><b>Formative assessment:</b>  - Key questions and hinge questions designed into all lessons  - Teacher questioning</p> <p><b>Summative Assessment:</b>  <b>Q: Comparing 2 Sources (Popular Culture)</b></p> <p><b>Formative assessment:</b>  - Key questions and hinge questions designed into all lessons  - Source analysis tasks  - Source inference tasks  - Teacher questioning</p> <p><b>Summative Assessment:</b>  <b>Q: 'The Montgomery Bus Boycott was the most successful civil rights campaign in the years between 1955'. How far do you agree? (20)</b></p>	<p><b>Visit Carnaby Street, London: The centre of the Swinging Sixties</b></p> <p><b>ITV News Debate: Is there a North South divide in Britain:</b>  <a href="https://www.youtube.com/watch?v=A3NEKSlzP_Y">https://www.youtube.com/watch?v=A3NEKSlzP_Y</a></p> <p><b>Eyes on the Prize: Award winning PBS documentary charting the Civil Rights Movement:</b>  <a href="https://www.youtube.com/watch?v=Ts10IVzUDVw&amp;list=PL0wK3r1sMvSZVth7XGlcpfLSjS3tAp90T">https://www.youtube.com/watch?v=Ts10IVzUDVw&amp;list=PL0wK3r1sMvSZVth7XGlcpfLSjS3tAp90T</a></p>

<p>Year 12 HT3</p>	<p><b>Unit Title: Paper 1, Option 1H: Britain transformed, 1918–97:</b> <b>Theme 3: Society in transition, 1918–79</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• Class and social values: class, social change and the impact of wars, 1918–51; the emergence of the ‘liberal society’, and its opponents, 1951–79.</li> <li>• The changing role and status of women: the right to vote and political advancement, 1918–79; changes in family life and the quest for personal freedoms, 1918–79.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>• Analysing and evaluating continuity and changes of political, social and economic changes over a long period of time</li> </ul> <p><b>Unit Title: The USA, 1955–92: conformity and challenge:</b> <b>Theme 2 Protest and reaction, 1963–72</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• Johnson’s Great Society, 1964–68: tackling poverty and unemployment; improving housing and education; Medicare and Medicaid; civil rights laws; Johnson’s achievements.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>• Analysing and evaluating continuity and changes of political, social and economic changes over a short period of time</li> <li>• Analysing and evaluating utility of 2 contemporary sources content and provenance using contextual own knowledge. Students must analyse the 2 sources together</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Teacher questioning</li> </ul> <p><b>Summative assessment:</b> <b>Q: To what extent did Britain become a liberal society during the 1960s and 1970s. (20)</b></p> <p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Source analysis tasks</li> <li>- Source inference tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative assessment:</b> <b>Q: Comparing 2 sources (Johnson’s Great Society Programme)</b></p>	<p>Visit the Imperial War museum: <a href="https://www.iwm.org.uk/">https://www.iwm.org.uk/</a></p>
<p>Year 12 HT4</p>	<p><b>Unit Title: The USA, 1955–92: conformity and challenge:</b> <b>Theme 2 Protest and reaction, 1963–72</b></p> <p><b>Students will learn about:</b></p>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Interpretation analysis tasks</li> <li>- Source analysis tasks</li> </ul>	

	<ul style="list-style-type: none"> <li>Protest and personal freedom: student protest; counterculture and its key features; the growth of the women’s movement; the impact of sexual liberalisation; the origins of gay rights.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>Analysing and evaluating continuity and changes of political, social and economic changes over a short period of time</li> <li>Analysing and evaluating utility of 2 contemporary sources content and provenance using contextual own knowledge. Students must analyse the 2 sources together</li> </ul> <p><b>Unit Title: Paper 1, Option 1H: Britain transformed, 1918–97:</b> <b>Theme 3: Society in transition, 1918–79</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>Race and immigration: immigration policies and attitudes towards ethnic minorities, 1918–39; the impact of the Second World War and new Commonwealth immigration; racial controversy and the impact of government policies on race relations and immigration, 1958–79.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>Analysing and evaluating continuity and changes of political, social and economic changes over a long period of time</li> </ul>	<ul style="list-style-type: none"> <li>- Source inference tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative assessment:</b> <b>Q: To what extent did the women’s movement achieve their aims between 1963-72 (20)</b></p> <p><b>Formative assessment:</b> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Source inference tasks - Teacher questioning</p> <p><b>Summative assessment:</b> <b>Q: To what extent did attitudes towards immigration change in the years 1918-79 (20)</b></p>	
<p><b>Year 12</b> <b>HT5</b></p>	<p><b>Unit Title: The USA, 1955–92: conformity and challenge:</b> <b>Theme 2 Protest and reaction, 1963–72 and Theme 3 Social and political change, 1973–80</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>Reactions to the counterculture, 1968–72: the rise of the ‘silent majority’; the role of the media in influencing attitudes; the impact of events in Vietnam and at Kent State; Nixon’s appeal and his attack on the Great Society.</li> <li>The extent of progress in individual and civil rights: the political and social impact of Roe v. Wade; women’s rights; workers’ rights; gay rights; Native American rights and the impact of Red Power; the status of black Americans.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>Analysing and evaluating continuity and changes of political, social and economic changes over a short period of time</li> </ul>	<p><b>Formative assessment:</b> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Source inference tasks - Teacher questioning</p> <p><b>Summative assessment:</b> <b>Q: To what extent was progress made in individual and civil rights in the years 1973-80? (20)</b></p>	



	<ul style="list-style-type: none"> <li>Analysing and evaluating utility of 2 contemporary sources content and provenance using contextual own knowledge. Students must analyse the 2 sources together</li> </ul> <p><b>Unit Title: Paper 1, Option 1H: Britain transformed, 1918–97:</b> <b>Theme 2: 2 Creating a welfare state, 1918–79</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>Providing social welfare: the extent, and nature of, social welfare provision, 1918–39; the impact of the Second World War, the Labour government and consensus, 1939–64; the reasons for increasing challenges to state welfare provision, 1964–79.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>Analysing and evaluating continuity and changes of political, social and economic changes over a long period of time</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>Key questions and hinge questions designed into all lessons</li> <li>Teacher questioning</li> </ul> <p><b>Summative assessment:</b></p> <p><b>Q: ‘The Second World War was the main reason for the introduction of welfare reforms in the years between 1918-79’. How far do you agree? (20)</b></p>	
<p><b>Year 12</b> <b>HT6</b></p>	<p><b>Unit Title: Paper 1, Option 1H: Britain transformed, 1918–97:</b> <b>Theme 2: 2 Creating a welfare state, 1918–79</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>Public health: health provision, 1918–45; the creation and impact of the National Health Service (NHS), 1945–79, and the challenge of medical advances.</li> <li>Education and widening opportunities: education policy, 1918–43; the significance of the ‘Butler Act’ 1944, and the development of comprehensive education to 1979; the growth and social impact of university education, 1918–79.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>Analysing and evaluating continuity and changes of political, social and economic changes over a long period of time</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>Key questions and hinge questions designed into all lessons</li> <li>Teacher questioning</li> </ul> <p><b>Summative assessment:</b></p> <p><b>Q: ‘The National Health Service was a great success in the period between 1948-79’. To what extent do you agree? (20)</b></p>	<p><b>BBC Panorama The Best Days 1977 Documentary TV Episode Britain’s Schools:</b> <a href="https://www.youtube.com/watch?v=tImx5Ktxbpl">https://www.youtube.com/watch?v=tImx5Ktxbpl</a></p>

Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
	<p><b>Year 13 Curriculum Overview:</b></p> <ul style="list-style-type: none"> <li>- In y13 students will also study and carryout research for their Paper 4 Coursework focusing on the Historical controversy about whether Germany was responsible for causing WWI. This coursework is focused on students developing the high level skill of analysing and evaluating 3 Historians' views and why they differ about what was the main cause of WWI. The coursework study and research is carried out in y13 because it is very challenging and therefore, students have been developing their capacity to read and understand Historians' works. Students have covered this topic at a high level in y9 but of course not sufficiently high enough for A level. Students have also been introduced to the key History skill of analysing and evaluating Historians' interpretations throughout ks3 and answering an Interpretation question as the main part of their GCSE Paper 3 depth study throughout ks4.</li> <li>- Finally, in y13 students study their Paper 1, Section C Interpretation question, analysing and evaluating different Historians' views about the Historical controversy about whether Thatcher's economic policies transformed the British economy between 1979-97. Students study this unit for Paper 1 last because at this point students have developed very high level skills of analysing and evaluating Historians' interpretations for their coursework study. Students also have developed relevant subject knowledge of the consensus economic policies and trade unionism militancy that developed between 1951-79. Therefore, students have a high level understanding of Thatcher's New Right arguments against post war consensus policies.</li> <li>- Students also study this Paper 1, Section C topic last because students will also have just completed their Paper 2 KT4 Unit in which they study the period of Reagan's presidential campaign and presidency in which he introduces his New Right economic policies. These Paper 2 lessons are scaffolded with subject knowledge in which students learn that similar economic policies were being introduced in Britain by Thatcher and the New Right and this will be the focus of their final Paper 1 Section C Interpretation question. Therefore, students have high level skills of analysing and evaluating Interpretation questions as well as having a very good understanding of the New Rights economic policies and their political challenge to the post war economic policies which increased the role of the government and government expenditure.</li> </ul>		
<p><b>Year 13 HT1</b></p>	<p><b>Unit Title: The USA, 1955–92: conformity and challenge: Theme 3 Social and political change, 1973–80</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• Changing popular culture: business interests in sports; the fragmentation of popular music; contradictions in film and TV, including the depiction of political and social tensions and a return to escapism; developments in news media.</li> <li>• The crisis of political leadership: the impact of Watergate on politics and the presidency; Ford, Carter and a new style of leadership; growing political disillusion, including the impact of the Iranian hostage crisis; the political impact of environmentalism.</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Interpretation analysis tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative assessment:</b> <b>Q: Comparing 2 Sources</b></p>	<p><b>All the President's Men:</b> <b>Hollywood film about the Watergate scandal:</b> <a href="https://www.youtube.com/watch?v=5InyOk-Mcao">https://www.youtube.com/watch?v=5InyOk-Mcao</a></p>

	<ul style="list-style-type: none"> <li>The impact of economic change on society: the effects of inflation on family incomes; the growth of homelessness; the oil crisis and the end of cheap energy; the impact of foreign competition; the response of the government.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>Analysing and evaluating continuity and changes of political, social and economic changes over a short period of time</li> <li>Analysing and evaluating utility of 2 contemporary sources content and provenance using contextual own knowledge. Students must analyse the 2 sources together</li> </ul> <p><b>Unit Title: COURSEWORK: Historical Controversy: Explain why Historian’s disagree about the main cause of World War One</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>Students given all the sources, research materials and mark scheme.</li> <li>Background to German foreign policy 1815-1890</li> <li>Wilhelm II’s departure from Bismarkian foreign policy, 1890</li> <li>Weltpolitik, 1894 and the role of foreign minister von Bulow</li> <li>The development of the Triple Alliance and the Triple Entente</li> <li>The Moroccan Crises, 1908 and 1911</li> <li>The Balkans Crises, 1908 and 1912-13</li> <li>The assassination of Franz Ferdinand and the July Crisis, June and July 1914</li> <li>Aggressive foreign policy and diplomacy during the July Crisis and mobilisation</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>Analysing Germany foreign policy 1815-1894</li> <li>Research the above topics using research materials and historians’ sources</li> </ul>		<p><b>Students provided with a wide range of resources and documentaries for their coursework</b></p>
<p><b>Year 13 HT2</b></p>	<p><b>Unit Title: Paper 3: Protest, agitation and parliamentary reform in Britain, c1780–1928: Theme 1 Reform of parliament</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>Changes in the franchise, c1780–1928: the franchise c1780 and its significance for representation of the people; pressures for change and reasons for resistance (key developments: the Representation of the People Acts of 1832, 1867, 1884, 1918 and 1928).</li> <li>Reform and redistribution, c1780–1928: the problems of representation c1780; the failure of Pitt’s proposals; reasons for resistance to, and key changes</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Interpretation analysis tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative assessment:</b></p> <p><b>Q: Political Rivalry was the main reason for Parliamentary</b></p>	<p><b>Blackadder sitcom satirising elections in the 18<sup>th</sup> C. BBC Iplayer</b></p>

	<p>brought by, reform (key developments: Representation of the People Acts 1832–1928, Redistribution Act 1885, the Ballot Act 1872, the Corrupt Practices Act 1883); the extent of change by 1928.</p> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>Analyse and evaluate the reasons for franchise reform and electoral reforms between 1815-1928. Explain whether the main factor for change was extra-Parliamentary pressure or political rivalry between the 2 main political parties, or a combination of both</li> </ul> <p><b>Unit Title: COURSEWORK: Historical Controversy: Explain why Historian’s disagree about the main cause of World War One</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>Teacher will review subject knowledge that students’ find challenging</li> <li>Teacher will provide examples and models about how to compare historians’ views using own knowledge context</li> <li>Teacher will show structure required for comparisons</li> <li>Teacher will explain how to reference their work</li> </ul>	<p><b>reform in the period 1815-1928’.</b></p> <p><b>How far do you agree? (20)</b></p>	
<p><b>Year 13 HT3</b></p>	<p><b>Unit Title: The USA, 1955–92: conformity and challenge: 4 Republican dominance and its opponents, 1981–92</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>New directions in economic policy: the impact of Reagan’s policies on workers and the family; the trade and budget deficit; the significance of Bush’s decision to raise taxes.</li> <li>The Religious Right and its critics: the promotion of traditional values; campaigns against abortion and homosexuality; Nancy Reagan’s ‘Just Say No’ campaign; the growth of bitter political divisions and their significance.</li> <li>Cultural challenge: trends in youth culture; the impact of technology on popular culture; the growth of cable television and the influence of MTV; the impact of the AIDS crisis; controversial social issues in film and television.</li> <li>Social change: the changing status of ethnic minorities; the impact of black American success in politics, business, sport and popular culture; the extent of</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Source analysis tasks</li> <li>- Source inference tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative assessment:</b></p> <p><b>Q: Comparing 2 sources (Reagan and the New Rightt)</b></p>	<p><b>PBS Reagan and the New Right documentary:</b></p> <p><a href="https://www.youtube.com/watch?v=oUEPiX3HbBg">https://www.youtube.com/watch?v=oUEPiX3HbBg</a></p>

racial tolerance and integration by 1992; the impact of women in politics and the workplace; the changing status of women by 1992.

**Students will develop skills of:**

- Analysing and evaluating continuity and changes of political, social and economic changes over a short period of time
- Analysing and evaluating utility of 2 contemporary sources content and provenance using contextual own knowledge. Students must analyse the 2 sources together

**Unit Title: Paper 3: Protest, agitation and parliamentary reform in Britain, c1780–1928: Theme 3 Contagious Diseases Acts and the campaign for their repeal, 1862–86**

**Students will learn about:**

- Reasons why the Contagious Diseases Acts were introduced, including the committee established in 1862 to look into extent of venereal disease in the armed forces.
- The Acts' impact on prostitutes and ordinary women.
- The roles of Josephine Butler and Elizabeth Wolstenholme and the significance of Ladies' Association for the Repeal of the Contagious Diseases Act; reasons for the Acts' repeal.

**Students will develop skills of:**

- Analysing and evaluating continuity and changes of political, social and economic changes over a short period of time
- Analysing and evaluating utility of a contemporary source's content and provenance using contextual own knowledge.

**Unit Title: Paper 3: Protest, agitation and parliamentary reform in Britain, c1780–1928: Theme 4 The Women's Social and Political Union, 1903–14**

**Students will learn about:**

- reasons for, and impact of, increased militancy after 1908.
- The roles of Emily Davison and Christabel, Emmeline and Sylvia Pankhurst; extent of the WSPU's success by 1914.
- Government attitudes to female suffrage and WSPU; reasons for the failure of the Women's Suffrage bill 1909, the Conciliation Committee and the Conciliation bills 1910 and 1911, and the Government Franchise bill 1913.

**Students will develop skills of:**

**Formative assessment:**

- Key questions and hinge questions designed into all lessons
- Source analysis tasks
- Source inference tasks
- Teacher questioning

**Summative assessment:**

**Q: Josephine Butler's leadership was the main reason for the repeal of the Contagious Diseases Act'. How far do you agree? (20)**

**'Suffragettes' Movie:**

<https://www.amazon.co.uk/Suffragette-Anne-Marie-Duff/dp/B01BHFHMU2>

	<ul style="list-style-type: none"> <li>Analysing and evaluating continuity and changes of political, social and economic changes over a short period of time</li> <li>Analysing and evaluating utility of a contemporary source's content and provenance using contextual own knowledge.</li> </ul>		
<p><b>Year 13 HT4</b></p>	<p><b>Unit Title: Paper 3: Protest, agitation and parliamentary reform in Britain, c1780–1928: Theme 1 Radical reformers, c1790–1819</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>Aims, tactics and impact of extra-parliamentary protest: the London Corresponding Society, 1792–93, the Spa Fields meetings, 1816, the Pentridge Rising, 1817, and Peterloo, 1819; extent of success by 1819.</li> <li>Government responses: the trial of the leaders of the London Corresponding Society and suspension of Habeas Corpus, 1794, the Treason Act and Seditious Meetings Act 1795, the Gagging Acts 1817 and the Six Acts 1819.</li> <li>The influence of Tom Paine and the Rights of Man, John Cartwright and the Hampden Clubs, William Cobbett and the Political Register; the role of Henry Hunt as a radical orator.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>Analysing and evaluating continuity and changes of political, social and economic changes over a short period of time</li> <li>Analysing and evaluating utility of a contemporary source's content and provenance using contextual own knowledge.</li> </ul> <p><b>Unit Title: Paper 1, Option 1H: Britain transformed, 1918–97:</b>  <b>Historical interpretations: What impact did Thatcher's governments (1979–90) have on Britain, 1979–97?</b></p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>The effect of Thatcher's economic policies.</li> <li>The extent to which state intervention and the public sector were 'rolled-back'.</li> <li>The extent of political and social division within Britain.</li> <li>The effect of Thatcherism on politics and party development.</li> </ul> <p><b>Students will develop skills of:</b></p> <ul style="list-style-type: none"> <li>Analysing and evaluating the different views of 2 Historian's about the success of Thatcher's economic policies during her term in office between 1979-90 and successive governments between 1990-97</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>Key questions and hinge questions designed into all lessons</li> <li>Source analysis tasks</li> <li>Source inference tasks</li> <li>Teacher questioning</li> </ul> <p><b>Summative assessment:</b>  <b>Q: Source Q (Extra-Parliamentary Pressure) (20)</b></p> <p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>Key questions and hinge questions designed into all lessons</li> <li>Interpretation analysis tasks</li> <li>Teacher questioning</li> </ul> <p><b>Q: Interpretation Q (20)</b></p>	<p><b>Watch 'Peterloo' the Movie:</b>  <a href="https://www.youtube.com/watch?v=LPU8GgZm2M">https://www.youtube.com/watch?v=LPU8GgZm2M</a></p> <p><b>The Peterloo Massacre Drama:</b>  <a href="https://www.youtube.com/watch?v=-BYK_1xH8wU">https://www.youtube.com/watch?v=-BYK_1xH8wU</a></p> <p><b>Thatcher: A Very British Revolution:</b>  BBC Series that tells you everything you need to understand for this Section C Interpretation Unit:  <a href="https://www.bbc.co.uk/programmes/m0005brf/episodes/guide">https://www.bbc.co.uk/programmes/m0005brf/episodes/guide</a></p> <p><b>Thatcher and Reagan BBC documentary:</b>  <a href="https://www.bbc.co.uk/iplayer/episode/m0016dvv/thatcher-reagan-a-very-special-relationship-series-1-episode-2">https://www.bbc.co.uk/iplayer/episode/m0016dvv/thatcher-reagan-a-very-special-relationship-series-1-episode-2</a></p>

<p><b>Year 13 HT5</b></p>	<p><b>Unit Title: REVISION</b></p>	<p><b>Formative assessment:</b> - Key questions and hinge questions designed into all lessons - Interpretation analysis tasks - Source analysis tasks - Source inference tasks - Teacher questioning</p> <p><b>Summative assessment:</b> A range of past papers</p>	
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