

What are the aims and intentions of this curriculum?

The aims and intentions of the History Curriculum is that students can have deeper knowledge of the various History topics. Through this they can remember long term the content that they have been taught and integrate new knowledge into larger concepts. Additionally, students are expected to develop the range of skills needed to become confident in their own opinions, make well supported judgements and expressing them articulately using keywords from topics taught and include historical vocabulary. The students are also expected to sit trial examinations to develop and nurture stamina and technique over time. This is to prepare the students for the end of KS4 GCSE History examination where they are expected to employ all the skills and content taught over the two-year period. Finally, the students are expected to become well rounded, healthy, and resilient learners. Through this they are emotionally and mentally prepared to cope with the demands of learning and the pressures, which adolescent years can bring.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	Anglo Saxon Norman England	<ul style="list-style-type: none"> The battles of Gate Fulford and Stamford Bridge. The Battle of Hastings <p>Establishing Control</p> <ul style="list-style-type: none"> The submission of the Earls, 1066 <p>Rewarding followers and establishing control of the borderlands.</p> <ul style="list-style-type: none"> Rewarding Anglo Saxon Loyalty Rewarding William’s followers Establishing control of the Borderlands Reasons for building castles. <p>The Causes and Outcomes of Anglo-Saxon resistance, 1068-71</p> <ul style="list-style-type: none"> The revolt of Edwin and Morcar in 1068. Edgar the Aethling and the Rebellions in the North, 1069 The Anglo-Saxon Danish attack on York. Hereward the Wake and rebellion at Ely, 1070-71. 	<p>Students will be engaged in topics about Anglo Saxon and the beginning of Norman England.</p> <p>They are expected to develop</p> <ul style="list-style-type: none"> Critical thinking skill. The skill of showing cause and effect. The skill of writing well developed argument with a well-reasoned conclusion. The skill of organising content The Skill of independent learning. <p>The skill of identify the key features associated with a topic.</p>	<ul style="list-style-type: none"> Group presentations Debates Research Project In class assessment Anglo Saxon and Norman England Portfolio (Essay Practice on each type of questions, [Feature, explain why, How far do you agree?])
Autumn 1	Anglo Saxon and Norman England	<p>The Legacy of the resistance to 1087</p> <ul style="list-style-type: none"> The Harrying of the North, 1069-70 <p>Changes in landownership from Anglo Saxon to Norman, 1066-87.</p> <ul style="list-style-type: none"> Landownership and rebellion <p>Maintaining royal power</p>	<p>Students will be engaged in topics about Norman England.</p> <p>They are expected to develop</p> <ul style="list-style-type: none"> Critical thinking skills. The skill of showing cause and effect. 	<ul style="list-style-type: none"> Group presentations Debates Research Project In class assessment

		<ul style="list-style-type: none"> • Military Strength, The legitimate successor, coinage and writs, Journey around England, Owning the land, Oath- taking <p>Revolts of the Earls, 1075</p> <ul style="list-style-type: none"> • Ralph de Gael, Earl of East Anglia, Roger de Breteuil, Earl of Hereford, Waltheof, Earl of Northumbria. <p>The Feudal System and the Church</p> <ul style="list-style-type: none"> • The Feudal System, The Feudal Hierarchy, The nature of Feudalism <p>The Church in England</p> <ul style="list-style-type: none"> • Stigand and Lanfranc Normanisation of the Church <p>Norman Government</p> <ul style="list-style-type: none"> • Forest Laws, Regents, Earls, Domesday Book, Sheriffs <p>The Norman Aristocracy Career and Significance of Bishop Odo William I and his sons.</p>	<ul style="list-style-type: none"> • The skill of writing well developed argument with a well-reasoned conclusion. • The skill of organising content • The Skill of independent learning. • The skill of identify the key features associated with a topic. 	<ul style="list-style-type: none"> • Anglo Saxon and Norman England Portfolio (Essay Practice on each type of questions, [Feature, explain why, How far do you agree?])
Autumn 2	Medicine through Time, c1250- present	<p>Medicine in Medieval England c1250-c1500</p> <p>Cause of Disease - (Religious, Supernatural, miasma, Rational)</p> <p>Prevention and Treatment - (Supernatural, Rational) Herbal remedies</p> <ul style="list-style-type: none"> • Physician, Apothecary, Barber Surgeon, Hospitals, Home <p>Individuals (Hippocrates- Four Humours Theory, Galen Theory of Opposites)</p> <p>Case Study – Black Death- Flagellation, Quarantine</p> <p>Medicine in Renaissance England c1500-c1700</p> <p>Causes</p> <ul style="list-style-type: none"> • Continuities (Miasma, Church, supernatural beliefs) • Changes (Decline in the importance regarding the Four Humours and analysis of urine. <p>Prevention and Treatment</p>	<p>Students will be engaged in topics about Medicine Through Time, c1250-1700.</p> <p>They are expected to develop</p> <ul style="list-style-type: none"> • Critical thinking skills. • The skill of showing cause and effect. • The skill of writing well developed argument with a well-reasoned conclusion. • The skill of organising content • The Skill of independent learning. • The skill of identifying change and continuity. • The skill of highlighting the significance individuals play in each period. 	<ul style="list-style-type: none"> • Group presentations • Debates • Research Project • In class assessment • Medicine through Time (Essay Practice on each type of questions, [Change/Difference, explain why, How far do you agree?]) • Mock Examinations (Full GCSE papers.)

		<p>Continuities – Bloodletting, Herbal remedies, removal of bad air, use of apothecaries & surgeon for poor and role of women caring for the sick who could not go to hospitals.</p> <p>Changes – People looked for Chemical cures for diseases, Renaissance hospitals began to treat people with wounds and infectious diseases and Pest Houses.</p> <p>Individuals Thomas Sydenham- English Hippocrates Vesalius – On the Fabric of the Human Body. William Harvey – Circulation of Blood</p>		
<p>Spring 1</p>	<p>Medicine through Time, c1250- present</p>	<p>Medicine in Industrial England c1700-c1900 Causes Continuities – Miasma Theory, Influence of the Church during epidemics and the supernatural.</p> <p>Changes – Germ Theory disproved Spontaneous Generation Theory and believed that germs causes disease in human body.</p> <p>Prevention and Treatment</p> <ul style="list-style-type: none"> • Hospital Care – Nightingale • Surgery – Simpson and Lister • Vaccinations – Jenner • Cholera- Snow • Public Health Act 1848, Great Stink – 858 and public Health Act – 1875. <p>Individuals (Louis Pasteur, Robert Koch, Florence Nightingale, James Simpson, Robert Lister, Edward Jenner, John Snow)</p> <p>Medicine in Modern England c1900- present Causes</p>	<p>Students will be engaged in topics about Medicine Through Time, c1700-present.</p> <p>They are expected to develop</p> <ul style="list-style-type: none"> • Critical thinking skills. • The skill of showing cause and effect. • The skill of writing well developed argument with a well-reasoned conclusion. • The skill of organising content • The Skill of independent learning. • The skill of identifying change and continuity. • The skill of highlighting the significance individuals play in each 	<ul style="list-style-type: none"> • Group presentations • Debates • Research Project • In class assessment • Medicine through Time (Essay Practice on each type of questions, [Change/Difference, explain why, How far do you agree?]) • Mock Examinations (Full GCSE papers.)

		<p>DNA- 1953- Scientist understood how hereditary diseases were caused.</p> <p>Lifestyle Choices impact health – Smoking, poor diet, alcohol, sharing of body fluids and exposure to excessive amount of sun.</p> <p>Improvement in diagnosis- X-ray, CT/MRI scans, ultrasound, Blood testing and pressure monitor.</p> <p>Prevention and Treatment</p> <p>Magic Bullets- Salvarsan 606, Antibiotics – Alexander Fleming,</p> <p>High- tech medical/surgical treatment- NHS Hospitals, GP’s dentist's ambulance services & health services.</p> <p>Government lifestyle campaigners- Change4life & campaign warning of dangers of drug/ binge drinking.</p> <p>Individuals</p> <p>Crick and Watson, Paul Ehrlich, Alexander Fleming, Florey and Chain.</p>	<p>period.</p>	
<p>Spring 2</p>	<p>The British Sector of the Western Front</p>	<ul style="list-style-type: none"> • Infection and the Move towards Aseptic Surgery. • Development of X-rays • Development of blood transfusions and storage of blood. <p>Context of the British Sector of the Western Front</p> <ul style="list-style-type: none"> • The Ypres, Salient, The Somme, Arras, Cambrai. • Impact of the terrain on helping the wounded- (Difficult to move around, night communication was difficult, collecting wounded from No Man’s Land was dangerous etc) <p>Helping the Wounded on the Western Front.</p> <p>Evacuation route, Stretcher bearers, Regimental Aid Post, Field Ambulance and Dressing Station, Base Hospitals, Underground Hospitals at Arras, RAMC, FANY</p> <p>Conditions requiring treatment on the Western Front.</p> <p>Ill Health- Trench Fever, Trench Foot, Shell Shock)</p>	<p>Students will be engaged in topics about The British Sector of the Western Front.</p> <p>They are expected to develop</p> <ul style="list-style-type: none"> • Critical thinking skills. • The skill of showing cause and effect. • The skill of writing well developed argument with a well-reasoned conclusion. • The skill of examining the usefulness of sources based on provenance and own knowledge. • The skill of organising content • The Skill of independent 	<ul style="list-style-type: none"> • Group presentations • Debates • Research Project • In class assessment • Medicine through Time (Essay Practice on each type of questions, Feature, How useful? Follow up on sources, explain why, How far do you agree?) • Mock Examinations (Full GCSE papers.)

		<p>Weapons of war – Machine guns, artillery, Shrapnel, Chlorine Gas, Phosgene Gas, Mustard Gas.</p> <p>The impact of the Western Front on Medicine.</p> <p>The Thomas Splint, X-rays, Mobile X-rays. Blood Transfusion, Blood bank at Cambrai, Brain surgery Plastic Surgery.</p>	<p>learning.</p> <ul style="list-style-type: none"> • The skill of identifying change and continuity. • The skill of highlighting the significance individuals play in each period. 	
Summer 1		Revision of all content topics		