

## Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Enquiry Question</b>	How did Health and Hygiene improve in Britain over time?	How significant was the Norman invasion?  What do sources reveal about Medieval life?	How did the Silk Roads shape our world?	How far did the Reformation change people's lives?	Should Elizabethan England be referred to as a 'golden age'?	How did people cope when their lives were turned 'upside down'?
<b>Links to National Curriculum</b>	Development of state and society from Roman Britain to 19 <sup>th</sup> Century (long arc of development)  Consolidation of chronological knowledge from before 1066	The development of Church, state and society in Medieval Britain 1066-1509	Study of a significant society or issue in world history and its interconnections with other world developments	The development of Church, state and society in Medieval Britain 1066-1745	The development of Church, state and society in Britain 1509-1745	The development of Church, state and society in Britain 1509-1745  The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066  A local history study
<b>Disciplinary Knowledge</b>	AO1: chronology and key historical terms  AO2: Change and Continuity	AO2: Cause and consequence  AO2: Significance  AO3: Source analysis – inference and reliability	AO4: Interpretations	AO2: cause and consequence	AO2: Significance AO3: Utility AO4: interpretations	AO1: Chronology AO2: Change and Continuity AO2: Causation AO3: Source analysis – inference and reliability AO4 Interpretations
<b>HW opportunities</b>		Castles project  Basingstoke Domesday Book	M, E Zimbabwe			Basing House/ The Vyne project

Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Enquiry Question</b>	What was the global impact of the Transatlantic slave trade?	Why are there different interpretations of Empire?	How did the Industrial Revolution shape our world?	How did protest movements help to develop our rights today?	Why is the First World War so significant?	How did a revolution in Russia change the world?
<b>Links to National Curriculum</b>	Ideas, political power, industry and empire: Britain, 1745-1901  Study of a significant society or issue in world history and its interconnections with other world developments	Ideas, political power, industry and empire: Britain, 1745-1901  Study of a significant society or issue in world history and its interconnections with other world developments	Ideas, political power, industry and empire: Britain, 1745-1901	Ideas, political power, industry and empire: Britain, 1745-1901  Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day  Study of a significant society or issue in world history and its interconnections with other world developments	Challenges for Britain, Europe and the wider world 1901 to the present day  Study of a significant society or issue in world history and its interconnections with other world developments
<b>Disciplinary Knowledge</b>	AO3: Source Analysis  AO4: interpretations	AO2: Cause and consequence  AO3: Source analysis  AO4 interpretations	AO2: Cause and Consequence  AO2: Change and Continuity  AO3: Source analysis	AO2: Cause and Consequence  AO3: Source Analysis	AO2: Cause and consequence  AO2 Significance	AO2: Cause and consequence  AO4 interpretations
<b>HW opportunities</b>		Russian empire	Local Study Basingstoke Canal /  Napoleonic Wars		Local study war graves. Trenches Project	

Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Enquiry Question</b>	How significant was 9/11?	Why did extremism flourish in the early 20 <sup>th</sup> century?	Why is the Holocaust so significant?	Why do British people remember the Second World War with affection?	How did the nuclear age change the world?	
<b>Links to National Curriculum</b>	Challenges for Britain, Europe and the wider world 1901 to the present day  Study of a significant society or issue in world history and its interconnections with other world developments	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day  Study of a significant society or issue in world history and its interconnections with other world developments – STATUTORY UNIT	Challenges for Britain, Europe and the wider world 1901 to the present day  Study of a significant society or issue in world history and its interconnections with other world developments	Challenges for Britain, Europe and the wider world 1901 to the present day	
<b>Disciplinary Knowledge</b>	AO2: Cause and consequence  AO4: Significance	AO2: Cause and consequence  AO3: Source analysis	AO2: Change and Continuity  AO4: Significance	AO2: cause and consequence  AO3: Source analysis  AO4: interpretations	AO2: Cause and consequence  AO3: Sources  AO4 interpretations	
<b>HW opportunities</b>	Interview someone about their memory of 9/11	Mussolini and Mosley study	Role of UN and EU	Local study	Swinging 60s project	

## Long Term Curriculum Planning—Year 10 History

NB – Each unit comprises 30 lessons – see AQA schemes of work for lesson by lesson suggested activities

Regular testing throughout + Key assessments as per the AQA schemes of work

Walking, Talking Exam’s to be conducted as well as formal mock exams

H/W should test learning of the current unit and previous units (quizzes and extended writing)

HT	Fertile Question, theme & core concept(s)	Approx. number of lessons, Description/Focus Q & concept focus !!Sources/ evidence will be used in every lesson!!	Links to GCSE / Homework/ Assessment
<p><b>Autumn 1</b></p> <p>GCSE – Conflict and tension in Asia 1950-1975</p>	<p>How and why did the <b>Korean and Vietnam wars</b> begin, escalate and end?</p>	<p>-3: What were the causes of the Korean War? -1: Testing / re-call -3: The progress of the Korean War; what happened during the war? -2: How did the Korean War come to an end? -1: Testing / re-call -3: Why did American get involved in the Vietnam War? Causation. * Pre 1961 background to Vietnam war, Vietnam policies of JFK &amp; LBJ-escalation. -1: Testing / re-call -2: Which side had better tactics in the Vietnam War? Knowledge &amp; Understand. Tactics &amp; weapons, key battles</p>	<p>AQA -Asia</p> <p>Assessment 1 – Korea AO1/2/3</p>
<p><b>Autumn 2</b></p> <p>(Cont.)</p>	<p>How and why did the <b>Korean and Vietnam wars</b> begin, escalate and end?</p>	<p>-2: Which side had better tactics in the Vietnam War? Knowledge &amp; Understand. Tactics &amp; weapons, key battles, Tet offensive. -1: Testing / re-call -4: Why did America fail to win over the hearts and minds of the Vietnamese and American people? Interpretation. Search &amp; destroy, My Lai, impact of operation rolling thunder/agent orange. -1: Testing / re-call -3: How and why did people protest against the Vietnam war? Examples of protest, political cartoons, draft burning, Kent State shootings. -1: Testing / re-call -4: How does a country get out of a failing war? Cause &amp; consequence. Nixon, Vietnamization, Peace talks, impact of peace negotiations. -1: Testing / re-call</p>	<p>AQA- Asia</p> <p>Assessment 2 – Vietnam AO1/2/3</p>
<p><b>Spring 1</b></p> <p>GCSE - The Normans</p>	<p>How did the <b>Normans</b> conquer and establish control in England?</p>	<p>-2: What was life like in England before 1066? -2: Why was there a succession crisis in 1066 &amp; how strong were the claims to the throne? -2: How reliable are sources on the Norman Conquest? -4: Why did William win the Battle of Hastings? * -4: How &amp; to what extent successful, did William establish control in England? ** -3: Why did the Normans build castles and why were they significant? -Remainder: Exam skills and practice Qs on Norman England.</p>	<p>AQA – Normans</p> <p>Assessment 3 – Conquest and control AO1/2/4</p>
<p><b>Spring 2</b></p> <p>(Cont.)</p>	<p>What was life like in <b>Norman England</b>?</p>	<p>-2: How did Norman feudalism change English governance? ** -2: To what extent did the Normans change law &amp; order? -2: How were economics managed in Norman England? -6: What was everyday life like in Norman England? Remainder: -Exam skills and practice Qs on Norman England * -K &amp; U tests on all 3 exam topics to date.</p>	<p>AQA – Normans</p> <p>Assessment 4 – Society AO1/2/4</p>

## Curriculum Information - History

HT	Fertile Question, theme & core concept(s)	Approx. number of lessons, Description/Focus Q & concept focus !!Sources/ evidence will be used in every lesson!!	Links to GCSE / Homework/ Assessment
Summer 1  (Cont.)	How did beliefs, monasticism and the historic environment change after the Norman conquest?	-1: What was the English Church like before the Norman Conquest? -2: How & why did the Normans change the English church? ** -5: How did monastic life change under the Normans? -6: Depth Study: Historic Environment. * Remainder: -Exam skills and practice Qs on Norman England -K & U tests on all 3 exam topics to date.	AQA – Normans  Assessment 5 – Religion AO3
Summer 2  Health and the People	Part 1: Medicine stands still – why was there so little progress in medicine up to the 1400s? Part 2: The beginnings of change – How did health improve during the Renaissance period?	-2: Intro lessons; look at trends over time – medicine; sort cards etc -4: Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness. -4: Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques. -4: Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention. -3: Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter. -3: The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change -3: Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.	AQA – Health and the People  Assessment 6 – Medieval health and medicine/ Renaissance medicine AO1/2

## Long Term Curriculum Planning—Year 11 History

HT	Fertile Question, theme & core concept(s)	Approx. number of lessons, Description/Focus Q & concept focus !!Sources/ evidence will be used in every lesson!!	Links to GCSE / Homework/ Assessment
Autumn 1  Health and the People (cont.)	Part 3: A revolution in Medicine- How did the idea of Germ theory develop and improve medicine?  Part 4: Modern Medicine – how much progress have we made since C1000?	-3: The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies. -2: A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery. -5: Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts. 2-Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments. -2 The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery. -3 Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.	AQA – Health and the People  Assessment 7 – 19 <sup>th</sup> century/Modern medicine AO1/2/3

HT	Fertile Question, theme & core concept(s)	Approx. number of lessons, Description/Focus Q & concept focus !!Sources/ evidence will be used in every lesson!!	Links to GCSE / Homework/ Assessment
Autumn 2  America	<p><b>USA</b> Why did America 'boom' in the 1920s and how did this affect American people?</p> <p>How did 'Bust' create a Great Depression in the USA &amp; how was it dealt with?</p> <p>Change &amp; Continuity Cause &amp; consequence</p>	<p>-1: How does America 'work'?</p> <p>-1: Why did America boom in the 1920s?</p> <p>-2: Did everyone prosper in the boom?*</p> <p>-1: What was the impact of new entertainments and technologies in the 1920s?</p> <p>-1: Were all women flappers?</p> <p>-1: Why did people give up alcohol?</p> <p>-2: What was the impact of prohibition?</p> <p>-1: How successful was the American melting pot?</p> <p>-2: What was the experience of Black Americans in the 1920s?</p> <p>-1: What was the Wall Street Crash &amp; why was it significant?</p> <p>3: What was life like during the Great depression? *</p> <p>-1: Was Hoover a terrible President?</p> <p>-1: Why did Roosevelt win the 1932 election?</p> <p>-2: How effective &amp; successful were the New Deals? **</p>	<p>AQA – America 1920-73</p> <p>Assessment 8 – The boom AO4</p>
Spring 1  America (cont.)	<p><b>USA</b> Was post-war American society free and equal?</p> <p>Change &amp; continuity Similarity &amp; difference</p>	<p>1: What was popular culture like in the 1930s?</p> <p>-1: How did WW2 affect America?</p> <p>-2: How did American society change after WW2?</p> <p>-1: What impact did McCarthyism have on the USA?</p> <p>-2: To what extent was there racial tension in the USA in the 1950s?</p> <p>-2: How significant was Martin Luther King Jr and the Black Civil Rights movement of the 1960s?*</p> <p>-1: Re-cap USA so far....</p> <p>1: Did Malcolm X and the Black Power Movement do more harm than good for the Black Civil Rights movement?</p> <p>-1: How successful were JFK &amp; LBJ in creating a 'Great Society'? *</p> <p>-1: How &amp; why did the feminist movement develop &amp; why was it significant?</p> <p>-4: Re-cap &amp; review USA 1920-73 **</p>	<p>AQA – America 1920-73</p> <p>Assessment 9 – Bust/Post-war AO1/2</p>
Spring 2	<p><b>Revision</b></p> <p><b>NB – 4 Revision lessons per unit</b></p> <p><b>Walking Talking exam</b></p>	<p>Each week: Stage 1) K &amp; U test &amp; revise 'problem spots' of the topics. Stage 2) Past paper/ example Qs – practice / paired preparation, discuss answers (walking talking mock style). Stage 3) Pupils create their own Revision notes/ knowledge organisers on each topic.</p>	<p>Walking, Talking exam</p>
Summer 1	<p>Revision</p>	<p>Each week: Stage 1) K &amp; U test &amp; revise 'problem spots' of the topics. Stage 2) Past paper/ example Qs – practice / paired preparation, discuss answers (walking talking mock style). Stage 3) Pupils create their own Revision notes/ knowledge organisers on each topic.</p>	
Summer 2	<p>Fine tuning and GCSE exam</p>		

AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.

AO2: explain and analyse historical events and periods studied using second-order historical concepts.

AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.

## Curriculum Information - History

### Assessment - America

Question	Type of question	Mark					Total mark
		A01	A02	A03	A04	SPaG	
1	How do interpretations differ?				4		4
2	Why do interpretations differ?				4		4
3	How convincing are interpretations?				8		8
4	Describe...	4					4
5	In what ways... Explain your answer	4	4				8
6	Essay question in bullet format	6	6				12

### Health and the People

Question	Type of question	Mark					Total mark
		A01	A02	A03	A04	SPaG	
1	How useful is source...			8			8
2	Explain the significance of...	2	6				8
3	Explain two ways in which X and Y were similar/different?	4	4				8
4	Essay question using factors	8	8			4	20

### Asia

Question(s)	Type of question	Mark					Total mark
		A01	A02	A03	A04	SPaG	
1	Source analysis			4			4
2	How useful are sources...			12			12
3	Write an account...	4	4				8
4	Essay question...how far do you agree?	8	8			4	20

### The Normans

Question(s)	Type of question	Mark					Total mark
		A01	A02	A03	A04	SPaG	
1	How far do you agree with this statement?				8		8
2	Explain...	4	4				8
3	Write an account...	4	4				8
4	Essay question linked to specified site	8	8				16