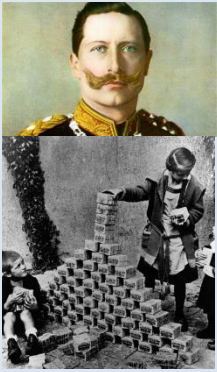


Year Nine

Term1 –  
Germany



Term 2 -  
Germany



Term 3 –  
Germany  
/Conflict and  
Tension  
(Korea)



Term 4 –  
Korea/Vietnam  
and begin PPE  
Revision



Term 5 – PPE  
Revision and  
PPEs



Term 6 –  
Conflict and  
Tension –  
Vietnam



Year Ten

Term1 –  
Conflict and  
Tension –  
Vietnam



Term 2 –  
Elizabethan  
England



Term 3 –  
Elizabethan  
England



Term 4 –  
Elizabethan  
England



Term 5 – PPE  
Revision and  
PPEs



Term 6 –  
Health and  
the People:  
Medieval  
Medicine



Year Eleven

Term1 –  
Health and  
the People.  
Renaissance  
and Early  
Modern



Term 2  
Health and  
the People.  
Early Modern  
and  
Twentieth  
Century.



Term 3  
PPEs, DIRT



Term 4  
Final Revision



Term 5  
Final Revision  
/ Exams



Term 6  
Good luck  
Year 11!



## Composite: Unit 1 – Democracy and Dictatorship – Germany 1890-1945

**Sequence of learning:** (i) Germany under the Kaiser 1890 – 1918 (ii) Weimar Germany 1919 – 1933 (iii) Nazi Germany 1934 – 1945.

**Prior knowledge:** Students will have a foundation of knowledge about the First and Second World Wars from their KS3 studies. They will therefore have some idea about Hitler and the Holocaust from their study of it in Year 8.

**New knowledge:** Knowledge about government and society in Germany during the autocratic rule of the Kaiser. Knowledge about government and society in Weimar Germany. Knowledge about government and society in Germany under the Nazi regime.

### End Points:

**Most students will:**

Know about a large range of specific people and developments of the period 1890 – 1945 so as to demonstrate an understanding of change over time. Know that Germany history has been interpreted in a number of ways and know how to compare interpretations.

**Some will have progressed further and will be able to:**

Analyse the importance of key people and key events along with the impact they have had. Know how to evaluate historical interpretations through the application of specific knowledge

**Some will not have made as much progress and will be able to:**

Know about German history at a general level so as to be able to give a survey or overview of events

Think like a Historian;

Interpretations:

- Author
- Reliable / Unreliable
- Useful
- Slant
- Perspective
- Provenance
- Utility
- Accuracy
- Propaganda
- Context
- Purpose
- Inference
- Contradictory
- Annotate
- Audience

Historical Issues:

- Concepts
- Change
- Continuity
- Similarity
- Compare
- Difference
- Cause
- Consequence
- Factors
- Chronology
- Development
- Reasons
- Despite

Argue like a Historian:

- Significance
- Legacy
- Turning Point
- Advantages / Disadvantages
- Remarkable
- Remembered
- Enquiries
- Long term
- Short term
- Substantiated

### Key Vocabulary:

**Germany under the Kaiser:**

- Kaiser
- Bundesrat
- Reichstag
- Chancellor
- Slant
- Interpretation

**Weimar Germany:**

- Constitution
- Proportional Representation
- Article
- President
- Coalitions

**Nazi Germany:**

- Self-Sufficiency
- Lebensraum
- Conscriptation
- Rearmament
- Civilians
- Rationing

<ul style="list-style-type: none"> <li>- Socialism</li> <li>- Autocrat</li> <li>- Autocracy</li> <li>- Industrialisation</li> <li>- Socialism</li> <li>- Democratic</li> <li>- Weltpolitik</li> <li>- Distinctly</li> <li>- Annotated</li> <li>- Impacted</li> <li>- Unification</li> <li>- Militarism</li> <li>- Naval</li> <li>- Mutiny</li> <li>- Abdicated</li> </ul>	<ul style="list-style-type: none"> <li>- Reichstag</li> <li>- Communist</li> <li>- Uprising</li> <li>- Freikorps</li> <li>- Putsch</li> <li>- Manifesto</li> <li>- Swastika</li> <li>- Hyperinflation</li> <li>- Passive Resistance</li> <li>- Reparations</li> <li>- Putsch</li> <li>- Fascist</li> <li>- Weimar</li> <li>- Interpretation</li> <li>- Slant</li> <li>- Convincing</li> <li>- Categorise</li> <li>- Author</li> <li>- Depression</li> <li>- Chancellor</li> <li>- Oath</li> <li>- Enabling Act</li> <li>- Decree</li> <li>- Dictator</li> <li>- Fuhrer</li> <li>- Chancellor</li> <li>- Consolidation</li> </ul>	<ul style="list-style-type: none"> <li>- Commandments</li> <li>- Kinder, Kirche, Kuche</li> <li>- Undesirable</li> <li>- Ideological</li> <li>- Pragmatic</li> <li>- Patriotic</li> <li>- Regime</li> <li>- Lebensborn</li> <li>- Infertile</li> <li>- Compulsory</li> <li>- Indoctrination</li> <li>- Contextual</li> <li>- Eugenics</li> <li>- Anti-Semitism</li> <li>- Euthanasia</li> <li>- Sterilisation</li> <li>- Persecution</li> <li>- Segregation</li> <li>- Extermination</li> <li>- Kristallnacht</li> <li>- Synagogues</li> <li>- Turning Point</li> <li>- Concentration Camps</li> <li>- Undesirables</li> <li>- Ghettos</li> <li>- Einsatzgruppen</li> <li>- Conference</li> <li>- Final Solution</li> <li>- Propaganda</li> <li>- Gestapo</li> <li>- Oppose</li> <li>- Resistance</li> <li>- Censorship</li> <li>- Bauhaus</li> <li>- Cabaret</li> <li>- Rallies</li> <li>- Degenerate</li> <li>- Culture</li> </ul>
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Title (Components) /LO	Core Content	Homework	Cover	Other (SMSC, Mental Health, Careers, Magenta)
1. Title: Who was the Kaiser? LO: Interpret sources about the Kaiser and consider the impact of interpretations on historical understanding	This lesson must outline the units, papers and expectations whilst assessing prior knowledge. The focus is on the nature of Germany's pre-war political system, in particular,	N/A	Take notes on PowerPoint – Work on key terms from the Germany textbook if extra time & annotate sources to create profile of the Kaiser.	

	the role of the Kaiser, the influence of the military and the representative institutions.			
2. Title: Problems faced by the Kaiser LO: To explain how different groups challenged Kaiser Wilhelm II	The focus should be on the challenges faced by the Kaiser and responses to these challenges.	Revision Grid 1 – Kaiser’s Germany	Using handouts, write notes on the problems faced by the Kaiser. Write a paragraph on the main problem faced by the Kaiser	
3. Title: The Navy Laws LO: To understand the causes and significance of the Navy Laws	The focus should be on understanding the impact the Navy Laws had on the Kaiser’s relationship with the government. Need to introduce interpretations and exam technique	Revision Grid 1 – Kaiser’s Germany	Use handouts to complete work sheet. Students to annotate interpretations.	
4. Title: Impact of the First World War on Germany LO: To explain ways in which the Great War affected Germany	The emphasis should be on the state of Germany in 1918: the shock of unexpected defeat, food shortages, blockade and political chaos following the November Revolution. Introduce 8 mark in what ways Q.	Revision Grid 1 – Kaiser’s Germany	Use handouts to take notes on impact of WWI Complete 8-mark question on impact of WWI	
5. Title: The Treaty of Versailles LO: To understand what the Treaty of Versailles was and how it impacted Germans	Terms of the Treaty of Versailles Article 231 Loss of Land Alliances Reparations Military Also consider reaction of Germany	Revision Grid 2 – Early Weimar – 1918-1923	Complete work sheet using handout on Treaty of Versailles	
6. Title: German Political Change after WWI. LO: To understand the changes to Germany after the abdication of the Kaiser and the creation of the Weimar Republic	Outline of the structure of government and the problems that come with it, also an assessment of how it came to place	Revision Grid 2 – Early Weimar – 1918-1923	Draw boxes on page 16 of red textbook. Define Proportional representation Complete tasks on p.17	

<p>7. Title: What political problems did the Weimar Republic face? LO: To understand the threats the Weimar Republic faced and how these threats were dealt with.</p>	<p>Weimar democracy; political change and unrest, 1919–1923; Spartacists; Kapp Putsch; Red Rising in the Ruhr.</p>	<p>Revision Grid 2 – Early Weimar – 1918-1923</p>	<p>Complete work sheet on radical uprisings using handouts Write a paragraph explaining the main threat</p>	
<p>8. Title: What political challenges did the Weimar Republic face? Part two- exam practice. LO: To understand the threats the Weimar Republic faced and how these threats were dealt with.</p>	<p>Weimar democracy; political change and unrest, 1919–1923; Spartacists; Kapp Putsch; Red Rising in the Ruhr. Focus on knowledge recall and the implementation of exam technique.</p>		<p>Complete Spartacists / Kapp colour code. Complete 8 mark question.</p>	
<p>9. Title: How did Hitler attempt to seize control in 1923? LO: To understand the causes, events and significance of the Munich Putsch</p>	<p>The Causes, events and significance of the Munich Putsch, with emphasis on its role in shaping the Nazis' rise</p>	<p>Revision Grid 3 – Weimar – The Golden Years</p>	<p>Complete the tasks of pages 27 and 29 of red textbook</p>	
<p>10. Title: The Munich Putsch – Exam Practice. LO: To apply the events of the Munich Putsch to GCSE exam style questions.</p>	<p>The Causes, events and significance of the Munich Putsch, with emphasis on exam technique.</p>		<p>Complete the exam questions.</p>	
<p>11. Title: Why did France invade the Ruhr? LO: To understand the events leading up to and the consequences of the French invasion of the Ruhr</p>	<p>Post-war problems including reparations; the occupation of the Ruhr and hyperinflation.</p>	<p>Revision Grid 2 – Early Weimar – 1918-1923</p>	<p>Complete tasks on page 21 of Red Textbook using pp.20-21 Complete tasks on p.23 using pp.22-23</p>	
<p>12. Title: Hyperinflation and its impact on the German people.</p>	<p>More focus on the long term impact of Hyperinflation. Focus at</p>		<p>Complete tasks on p.23 using pp.22-23.</p>	

LO: To understand what hyperinflation was and how it affected Germans	the end on 12-mark question.		Complete 12-mark Question.	
13. Title: What was the extent of recovery in the Weimar Republic from 1924-1929?  LO: To identify the successes of Stresemann and assess the extent to which Germany was fully recovered.	The emphasis is on Stresemann's actions in the period 1924 – 1929 and to understand how he solved the problems that Germany faced.	Revision Grid 3 – Weimar – The Golden Years	Complete the tasks on pages 30 – 31 of red textbook	
14. Title: The Golden Age – Weimar Culture LO: To understand how society changed during the 1920s and how people reacted to this.	Assessing the changes in culture, including cinema, radio, music, art, design etc. Assessing the reaction to this also	Revision Grid 3 – Weimar – The Golden Years	Complete handout using pages 32-33 of the red textbook	
15. Title: The Great Depression and its impact on Germany. LO: To describe the Wall St. Crash and explain how it had such a significant impact on Germany.	The focus should be on how the Depression linked to political extremism; how far was the rise of the Nazis the result of the Depression	Revision Grid 4 – Rise of Hitler	Complete handout using information sheet.	
16. Title: Why did Hitler and the Nazis gain support?  LO: To understand how a range in factors led to the rise in Hitler	Students explain the relative importance of a range of factors which might explain Hitler's appeal. These might include: • Hitler's ideas • attitudes to Weimar • fear and the use of SA • Hitler's propaganda and oratory • support of business leaders. The emphasis should be on how Hitler	Revision Grid 4 – Rise of Hitler	Using red textbook, complete tasks on pages 38-41	

	became Chancellor; a brief narrative of the plotting by key political figures including Hindenburg.			
17. Title: Who supported the Nazis and why? LO: To describe the types of supporters that were attracted to the Nazis and explain the reasons behind their support	Focus of the lesson is to examine the following groups Farmers Women Middle Class Youth Upper Class  Link to previous lessons work.	Revision Grid 4 – Rise of Hitler	Make notes on who voted for the Nazis and why.	
18. Title: How and why did Hitler become Chancellor? LO: To describe the events that led to Hitler's rise to power.	Focus on the political instability during the early 1930's and Hindenburg's actions leading to the appointment of Hitler as German chancellor		Complete the flow chart on the Nazis rise to power.	
19. Title: Consolidation of Power - The Reichstag Fire LO: To understand how the Reichstag Fire led to the rise of Hitler	The focus should be on how the Reichstag Fire was used to promote Hitler's dictatorship. The focus should be on the key events between 28th February 1933 and early 1934. Starting with the Emergency Decree, the steps by which Hitler arrested suspects, took over regional governments and civil service, passed the Enabling Act, banned trade unions and other political parties.	Revision Grid 4 – Rise of Hitler	Complete tasks on p49 using red books using pages 46-49	
20. Title: Consolidation of Power - The Night of the Long Knives LO: To understand what happened during the Night of the Long Knives	The focus should be on the final step in Hitler neutralising opposition within the Nazi Party. Focus on 12 mark exam Question.	Revision Grid 4 – Rise of Hitler	Complete tasks on p.51 using pp.50-51	

and why it was significant				
21. Title: Topic Recap. LO: To recap the events in Weimar Germany and Hitler's Rise to Power	To recap the knowledge learnt from lessons 6-20.	Revision Grid 4 – Rise of Hitler	Students to complete the Revision sheet.	
22. Title: Assessment – Life in Weimar Germany and the Rise of Hitler. LO: To demonstrate my knowledge on the content I have learnt.	Assess the content of lessons 6-20	Revision Grid 4 – Rise of Hitler	Assessment	
23. Title: DIRT – The Rise of Hitler LO: To reflect on my performance in the assessment on Hitler's rise to power	Reviews the paper of lesson 28 and gives opportunity for immediate improvement in work	Revision Grid 5 – Life in Nazi Germany.	DIRT	
24. Title: The German economy and self-sufficiency. LO: To define self-sufficiency and assess how successful the attempts for self-sufficiency were in Germany.	benefits and drawbacks • employment • self-sufficiency • 4 mark exam question	Revision Grid 5 – Life in Nazi Germany	Using handouts on economy, take notes on each phase of the Nazi economy	
25. Title: Nazi Economy – Employment & Workers LO: To identify ways in which Hitler increased employment and assess Hitler's success in reducing unemployment.	Spanning the years 1933–1945, the focus should be on the extent to which the Nazis brought benefits to Germans and Germany. Public Work Schemes. Hitlers promise of work and bread and the impact of Nazi Trade Unions on workers.	Revision Grid 5 – Life in Nazi Germany	Complete tasks on page 57 using red textbook (pages 56-57	
26. Title: How did the Nazis impact the lives of young people?	This focus should relate to Nazi policies towards young people: the reasons, the methods,	Revision Grid 5 – Life in Nazi Germany	Complete tasks on p61& 63 using pages 60-63 of the red textbook	



LO: To describe what Hitler's 'ideal' young person was like and what the Nazi policies were on education and youth groups and assess the reasons why boys and girls were educated and trained differently.	their level of success and their impact on young people. – The Education system and out of school groups are the focus.			
27. Title: How successful were Nazi policies towards women? LO: To identify and explain ways in which women were impacted by Nazi Germany.	The focus should relate to Nazi policies towards women: the reasons for the policies; the methods used; their level of success and their impact on women.	Revision Grid 5 – Life in Nazi Germany	Complete tasks on pp.64-65 of red textbook	
28. Title: How did the Nazis impact arts and sports in Germany? LO: To assess the ways in which Nazis policies impacted German arts and culture.	The focus should be on; <ul style="list-style-type: none"> <li>- Cinema</li> <li>- Music</li> <li>- Theatre</li> <li>- Literature</li> <li>- Art</li> <li>- Design</li> <li>- Sport</li> </ul>		Make notes on each aspect using page 80-83	
29. Title: What was the impact of WWII on Germany? LO: To understand how the Second World War impacted the lives of Germans	The focus should be on how the War impacted the lives of German people; Rationing Bombing Labour Shortages	Revision Grid 5 – Life in Nazi Germany	Answer the questions on page 58 – 59.	
30. Title: What was the impact of the Nazis on the German Church? LO: To understand the changing relationship between the Nazis and the Church.	The focus should be on Nazi policies towards churches and religion: the reasons, the methods, their level of success and their impact on churches and individuals.	Revision Grid 6 – Control and Terror	Complete tasks on p.67 using red book pages 66-67	
31. Title: What opposition was there to the Nazis?	Opposition and resistance, including White Rose group,	Revision Grid 6 – Control and Terror	Using handouts, complete notes on each group.	

LO: To outline different resistance groups in Germany and explain why they were so ineffective.	Swing Youth, Edelweiss Pirates and July 1944 bomb plot. Include Church also.		Rank each group according to threat Write a paragraph justifying reason	
32. Title: Opposition to the Nazis – Exam Practice LO: To recap our knowledge on threats to the Nazi and apply it to exam techniques.	Opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot. Include Church also. – Focus on three interpretation questions.		Annotate the interpretations and answer the three questions.	
33. Title: How did the Nazis use propaganda to maintain control? LO: To understand how the Nazis used propaganda to control the population	The focus should be on the reasons for propaganda and the development of Nazi culture; the methods used; their level of success and their effects on German people.	Revision Grid 6 – Control and Terror	Using handouts – take notes on each method of propaganda	
34. Title: How did the Nazis use terror to maintain control? LO: To understand how the Nazis used terror to control the population	The focus should be on the reasons for repression, methods, their impact and their effect on the German people.	Revision Grid 6 – Control and Terror	Using handouts, complete work booklet on terror. Write a paragraph comparing importance of control and terror.	
35. Title: Why did the Nazis persecute so many groups in society? LO: To explain why Aryan ideas were and describe the ways in which the Nazis persecuted groups.	Reasons for policies, practices and their impact on racial policy and persecution. • Aryan ideas	Revision Grid 6 – Control and Terror	Complete tasks on p.69 using textbook pages 68-69	
36. Title: How did the Nazis persecute the Jewish population?	The focus should be on understanding of Nazi racial policy and their effects – why and how were minorities persecuted? How and	Revision Grid 6 – Control and Terror	Complete Jewish Treatment using timeline of persecution	

LO: To understand how Jewish persecution changed during the 1930s	why did this change over time including the Final Solution?			
37. What was the impact of WWII on the Nazi Racial Policy? LO: To understand how and why the Holocaust happened	Final Solution, Wannsee Conference, impact and the Holocaust as a genocide	Revision Grid 6 – Control and Terror	Complete tasks on p.73 of red textbook using pages 72-73	
38. Title: Revision – Control LO: To consolidate my knowledge on how the Nazis controlled the population	Review of content from lessons 39-47	Revision Grid 6 – Control and Terror	Complete flashcards on Control and Terror.	
39. Title: Assessment – Control LO: To demonstrate my knowledge on Nazi control	Assessment of content learnt in 39-47 Full Paper, questions 1-6	Revision Grid 6 – Control and Terror DUE TODAY	Assessment	
40. Title: DIRT – Control LO: To reflect on my performance in the Nazi Control assessment	Review of lesson 48's paper and opportunity for improvement	Revision Homework – Create resources SET TODAY	DIRT	
41. Title: Revision – The Kaiser's Germany LO: To consolidate my knowledge on the Kaiser's Germany	This lesson reviews the content of lessons 1-5	Revision Homework – Create resources	Students take a subtopic and take notes, then share: Kaiser – Profile Problems of Kaiser Navy Laws Impact of War	
42. Title: Revision – Weimar Germany LO: To consolidate my knowledge on Weimar Germany	Reviews the content covered in lessons 6- 21	Revision Homework – Create resources	Students are to complete timeline on Weimar Germany	
43. Title: Revision – Nazi Germany LO: To consolidate my knowledge on Nazi Germany	Reviews the content covered in lessons 23-36	Revision Homework – Create resources	Students complete mind-map on Nazi Germany	

44. Title: Final Assessment – Germany LO: To demonstrate my knowledge on Democracy and Dictatorship	Germany PPE – no support to be offered	Revision Homework – Create resources	Assessment	
45. Title: DIRT – Democracy and Dictatorship LO: To reflect on my performance in the Democracy and Dictatorship Assessment	Review on Germany PPE and opportunity for improvement	N/A	DIRT	

**Composite: Unit 2 – Conflict and Tension in Asia – Korea and Vietnam, 1950-1975**

**Sequence of learning:** (i) Korean War (ii) Vietnam War.

**Prior Knowledge:** Students have knowledge of the political ideologies from their previous learning from their Germany topic. They will also have knowledge about the Grand Alliance from their work on WWII in Year 8 and also from discussions in their Germany study.

**New Knowledge:** The causes and events of the Korean War, Causes, events and opposition to the Vietnam War. US Political approaches.

**End Points:**

**Most students will:**

Apply in depth knowledge of the key people, attitudes, issues, places and events of the Cold War period so as to explain the tensions and developments of the period; Refer to sources, reach inferences from sources; Have a strong chronological framework.

**Some will have progressed further and will also:**

Analyse the relative importance of people, attitudes, issues, places and events of the Cold War period; Assess the interrelationship between factors; Evaluate the provenance of sources and the impact of reliability on usefulness. Be able to produce extended written responses.

**Some will not have made so much progress and will:**

Demonstrate a generalised knowledge of the key people, attitudes, issues, places and events of the Cold War period; Be able to extract key points from sources and comment on the content of sources. Be able to produce coherent written responses for some question types.

<b>Think like a Historian: Sources</b> - Author - Reliable - Unreliable - Useful - Slant - Perspective - Provenance	<b>Historical Issues:</b> - Concepts - Change - Continuity - Similarity - Compare - Difference - Cause	<b>Argue like a Historian:</b> - Significance - Legacy - Turning Point - Advantages / Disadvantages - Remarkable - Remembered - Enquiries
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<ul style="list-style-type: none"> <li>- Utility</li> <li>- Accuracy</li> <li>- Propaganda</li> <li>- Context</li> <li>- Inference</li> <li>- Contradictory</li> <li>- Annotate</li> <li>- Audience</li> <li>- Purpose</li> </ul>	<ul style="list-style-type: none"> <li>- Consequence</li> <li>- Factors</li> <li>- Chronology</li> <li>- Development</li> <li>- Reasons</li> <li>- Despite</li> </ul>	<ul style="list-style-type: none"> <li>- Long term</li> <li>- Short term</li> <li>- Substantiated</li> </ul>
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Key Vocabulary

<u>Korea</u>	<u>Vietnam</u>
<ul style="list-style-type: none"> <li>- Cold War</li> <li>- USSR</li> <li>- Communism</li> <li>- Capitalism</li> <li>- Democracy</li> <li>- Dictatorship</li> <li>- Iron Curtain</li> <li>- Containment</li> <li>- Truman Doctrine</li> <li>- Foreign Policy</li> <li>- Cominform</li> <li>- Propaganda</li> <li>- United Nations</li> <li>- Nationalist</li> <li>- Elections</li> <li>- Oppose</li> <li>- Bias</li> <li>- Provenance</li> <li>- Resolution</li> <li>- Blockade</li> <li>- Stalemate</li> <li>- Napalm</li> <li>- Defect</li> <li>- Demilitarization</li> <li>- Consequence</li> <li>- Puppet state</li> <li>- Empire</li> </ul>	<ul style="list-style-type: none"> <li>- Cold War</li> <li>- USSR</li> <li>- Communism</li> <li>- Capitalism</li> <li>- Democracy</li> <li>- Dictatorship</li> <li>- Containment</li> <li>- Propaganda</li> <li>- Resolution</li> <li>- Oppose</li> <li>- Stalemate</li> <li>- Demilitarization</li> <li>- Withdrawal</li> <li>- Addiction</li> <li>- Empire</li> <li>- Bias</li> <li>- Provenance</li> <li>- Vietminh</li> <li>- Resources</li> <li>- Guerrilla (warfare)</li> <li>- National Liberation Front</li> <li>- Army of the Republic of Vietnam</li> <li>- Opposition</li> <li>- Self-immolation</li> <li>- Coup</li> <li>- Elections</li> <li>- Vietcong</li> <li>- Unification</li> <li>- Domino Theory</li> <li>- McCarthyism</li> <li>- Booby Trap</li> <li>- Veteran</li> <li>- Massacre</li> <li>- Great Society</li> <li>- Protest</li> <li>- Democrat</li> <li>- Republican</li> <li>- Hippie</li> <li>- Watergate</li> <li>- Napalm</li> <li>- Agent Orange</li> </ul>

		- Defects		
Title (Component) /LO	Core Content	Homework	Cover	Other (SMSC, Mental Health, Careers, Magenta)
46. Title: Context: Key Terms and the Course LO: To understand the structure of the Conflict and Tension module and the key concepts	This lesson introduces key ideas and concepts: Communism, Capitalism, Democracy, Dictatorship, Key Cold War Terms. Outlines the framework of this unit (history and paper)	Profile of the UN and timeline of US/USSR leaders	Students take notes from powerpoint	
47. Title: Context: What was the world like in 1950? LO: To understand how relations between the USSR and USA worsened	This provides context on the tensions between East and West, which develop between 1945 and 1950. Include the defeat of Hitler, The Truman Doctrine, Warsaw Pact, NATO, Cominform, Marshall Plan, Berlin Blockade	Profile of the UN and timeline of US/USSR leaders	Students take notes on each card based on the problems leading to the cold war	
48. Title: The Korean War – Korea and the world in 1950 LO: To understand why Korea became a hot-point of the Cold War	<ul style="list-style-type: none"> <li>• Division of Korea.</li> <li>• Kim Il Sung and Syngman Rhee.</li> </ul>	Profile of the UN and timeline of US/USSR leaders	Students take notes on Kim Il Sung and Syngmann Rhee using pages Watch video on the Korean War and take notes	
49. Title: The Korean War – Causes LO: To understand how different factors led to the Korean War	<ul style="list-style-type: none"> <li>Nationalism in Korea</li> <li>• US relations and China.</li> <li>• Division of Korea.</li> <li>• Kim Il Sung and Syngman Rhee.</li> <li>• Reasons why the North invaded the South in June 1950.</li> <li>• US and the UN responses.</li> <li>• USSR's absence from the UN.</li> </ul>	Profile of the UN and timeline of US/USSR leaders	Students complete notes on handouts regarding the causes of the Korean War	
50. Title: The Korean War – The Inchon Landings LO: To understand the causes and significance of the Inchon Landings	<ul style="list-style-type: none"> <li>UN campaign in North and South Korea.</li> <li>• Inchon landings and recapture of South Korea.</li> <li>• UN forces advance into North Korea.</li> </ul>	Revision Grid 1 – The Korean War	Using pages 16-19 of Conflict and Tension Textbook (photocopied), students complete tasks on pages 17 and 19 regarding the Inchon landings	

51. Title: The Korean War – The Chinese Intervention LO: To understand the causes and significance of the Chinese Intervention	<ul style="list-style-type: none"> <li>• Reaction of China and intervention of Chinese troops Oct 1950.</li> <li>• The sacking of MacArthur.</li> </ul>	Revision Grid 1 – The Korean War	Students take notes on handout on the Chinese Intervention. Write paragraph on before intervention and one on after	
52. Title: The Korean War – Stalemate LO: To understand why the Korean War ended in stalemate	Students study the reasons for stalemate in Korea: Airforce, changes in leadership, fear of M.A.D, balance of power	Revision Grid 1 – The Korean War	Students take notes on the handouts on the stalemate – explaining why they led to stalemate Extension – write paragraph on the main reason	
53. Title: The Korean War – Impact of the Korean War LO: To understand the impact of the Korean War	<ul style="list-style-type: none"> <li>• Military stalemate around the 38th parallel.</li> <li>• Peace talks and the armistice.</li> <li>• Impact of the Korean War for Korea, the UN and Sino-American relations</li> </ul>	Revision Grid 1 – The Korean War	Using page 340 of the textbook, take notes on impact of war (using the table) Students then write two lists: reasons for capitalist victory, reasons for communist victory	
54. Title: Revision – The Korean War LO: To consolidate my knowledge on the Korean War	Review of the content of lessons 58-62	Revision Grid 1 – The Korean War	Students complete mind map on Korean War	
55. Title: Exam Technique – Conflict and Tension LO: To understand how to answer questions in the Conflict and Tension Paper	An opportunity to guide students on how to answer each of the C&T exam questions.	Revision Grid 1 – The Korean War	Students take notes from powerpoint on Korean War Students then plan different exam questions	
56. Title: Assessment – The Korean War LO: To demonstrate my knowledge on the Korean War	Walking Talking Mock with a 4, 12 and 8 mark question on the content of lessons 58-62	Revision Grid 1 – The Korean War	Assessment	
57. Title: DIRT – The Korean War LO: To reflect on my performance in	Review of paper in lesson 65 with opportunity for improvement	N/A	DIRT	

the Korean War assessment				
Revision in preparation for the Summer PPEs				
58. Title: Revision – AQA GCSE History 8145 LO: To understand how and what to revise in GCSE History	PLCs must be updated in this lesson. If not already done, PLCs must be completed with reference to lessons, revision resources, exam questions. To-do list must be written for extra-curricular revision and revision begins	Tailored Revision (ongoing)	Students complete PLC work and To-Do List for revision	
59. Revision – The Kaiser’s Germany LO: To consolidate my knowledge on the Kaiser’s Germany	This lesson reviews the content of lessons 4-7	Tailored Revision (ongoing)	Students to make quizzes on sub-topics of Kaiser's Germany and quiz each other.	
60. Revision – Weimar, 1918-1924 LO: To consolidate my knowledge on the problems faced by the Kaiser	This lesson reviews the content of lessons 11-14	Tailored Revision (ongoing)	Students to make flashcards based on exam questions on this topic. Use red textbooks	
61. Revision - The Golden Age, 1924-1929 LO: To consolidate my knowledge on the Golden Age of Weimar Germany	This lesson reviews the content of lessons 15-18	Tailored Revision (ongoing)	Students to complete profiles of each of the elements of Weimar Germany between 1924 and 1929	
62. Revision – Rise of Hitler LO: To consolidate my knowledge on how Hitler rose to power	This lesson reviews the content of lessons 23-26	Tailored Revision (ongoing)	Students create a timeline based on the rise of Hitler	
63. Revision – Life in Nazi Germany. LO: To consolidate my knowledge on life in Nazi Germany	This lesson reviews the content of lessons 30-35	Tailored Revision (ongoing)	Students complete note-based flashcards on life in Nazi Germany	
64. Revision – Nazi Control LO: To consolidate my knowledge on how the Nazis	This lesson reviews the content of lessons 39-47	Tailored Revision (ongoing)	Students are to prepare and present on sub-topics of Control and Terror	



controlled the population				
65. Exam Technique – Germany LO: To consolidate my understanding of the Germany paper	This lesson reviews the exam skills of paper 1, part 1	Tailored Revision (ongoing)	Students take notes on exam technique powerpoint	
66. Revision – The Korean War (1) LO: To consolidate my knowledge of the Korean War	This lesson reviews the content of lessons 58-62 Presentations-style preparations lesson	Tailored Revision (ongoing)	In groups of 4, students take notes on ¼ of Korea.	
67. Revision – The Korean War (2) LO: To consolidate my knowledge of the Korean War	This lesson reviews the content of lessons 58-62 Presentations-style lesson with student presentations/teaching	Tailored Revision (ongoing)	In groups of 4, students complete notes by sharing on Korea.	
June PPEs – Year 9				
68. Title: The Vietnam War – Vietnam in the World LO: To understand why Vietnam became a hotspot of the Cold War	This lesson provides an overview of Vietnam's history and why they were targeted by the Cold War -Japanese influence -French influence -Rise of Ho Chi Minh	DIRT – Set today	Students take notes on page 345 of Green Hodder Textbook	
69. Title: The Vietnam War – Long-Term Causes LO: To understand the long-term causes of the Vietnam War	Dien Bien Phu and its consequences. ☐ Geneva Agreement, 1954. ☐ Civil War in South Vietnam. ☐ Opposition to Diem.	DIRT	Using handout, take notes using the handouts for the long-term causes	
70. Title: The Vietnam War – Short-term Causes LO: To understand the short-term causes of the Vietnam War	The focus should be on American reactions to the Gulf of Tonkin incident. Students should look at the events surrounding the attack on the ships and the American reactions to it.	DIRT –	Students complete notes on causes of the Vietnam War using revision booklet	
71. Title: The Vietnam War – Vietcong Tactics LO: To understand the tactics which the Vietcong	The focus is to look at the new method of warfare, which the American and French soldiers faced. The students should be made aware of the	Vietnam War Grid – 1	Students take notes using booklet pages on Vietcong tactics	

employed during the Vietnam War	aims, beliefs and methodology of guerrilla warfare and where the ideas originated.			
72. Title: The Vietnam War – Vietcong Tactics – Exam skills LO: To understand how to apply knowledge to a sixteen mark question	This is a lesson which applies Vietcong tactics to a 16 mark question	Vietnam War Grid – 1	Students plan and complete a 16 mark question on Vietcong tactics	
73. Title: The Vietnam War – US tactics in Vietnam LO: To understand the tactics which the US employed in Vietnam	The focus should be on beginning to look at the different tactics used by the US and their relative effectiveness, for example, ‘hearts and minds’, Operation Rolling Thunder (the theme of tactics will be continued throughout the next series of lessons).	Vietnam War Grid – 1	Students to complete notes based on revision booklet page on US Tactics in Vietnam	
74. Title: The Vietnam War – Problems in the US Army LO: To understand why the US army’s success was limited by problems they faced	Explores general problems in the US Army and compares their significance in shaping Vietcong success: -Quality of Troops -Hearts and Minds -The Ho Chi Minh Trail	Vietnam War Grid – 1 Set Vietnam War PPE for summer homework	Students complete notes on Problems in the US Army using appropriate pages of the Revision booklet	
Year 9-10 Summer Holiday – Students to complete homework of revision resource and assessment on Vietnam War				
75. Title: The Vietnam War – The Tet Offensive LO: to understand what the Tet Offensive was and why it was significant	The focus is on the Tet Offensive. Students should consider its military impact and its impact on morale in the USA. You should development your students’ understanding of who claimed victory.	DUE – Vietnam PPE	Students complete notes on the Tet Offensive using revision booklet	
76. Title – The Vietnam War - The My Lai Massacre	Demands for peace and growing student protests in the USA. ☑ My Lai and its public	Vietnam War 2 Revision Grid	Students complete notes on the My Lai Massacre using revision booklet	

LO: To understand what the My Lai Massacre was and why it was significant	impact. ☐ Search and destroy tactics.			
77. Title: The Vietnam War – Opposition – Media LO: To understand the role of the media in developing opposition to the war	The focus of these lessons is to understand the range and impact of media coverage of the Vietnam War and how the different mediums affected opinions of the war. How did the media and protest movement contribute to ending the war?	Vietnam War 2 Revision Grid	Students complete notes on Media opposition using revision booklet	
78. Title: The Vietnam War – Opposition – Protest LO: To understand why protesting developed against the Vietnam War	How did the peace movement use the media to support their cause? Students consider the following aspects: ☐ protests Sources including film clips, photographs and music relating to the peace movement. Lesson number Specification content Guidance Learning activity Resources ☐ anti-war propaganda, such as posters and placards ☐ support by ex -soldiers and serving soldiers in Vietnam ☐ the use of celebrities such as Mohammad Ali and Jane Fonda.	Vietnam War 2 Revision Grid	Students complete notes on Protests of the War using revision booklet	
79. Title: The Vietnam War – Kent State LO: To understand what happened at Kent State and its significance	A case study on Kent State – 12 mark question with 2 sources	Vietnam War 2 Revision Grid	Students plan and complete 12 mark question on Kent State.	
80. Title: The Vietnam War – Nixon’s War LO: To understand how Nixon	Develop your students’ understanding of the concept of Vietnamisation and Nixon’s motivation for introducing the policy.	Vietnam War 2 Revision Grid	Students complete notes on Nixon's war using the revision booklet	

impacted the Vietnam War	The context of the Watergate Affair.			
81. Title: The Vietnam War – Nixon’s War – Exam Skills LO: To understand how to apply knowledge on Nixon’s War to an exam question	This lesson applies the knowledge on lesson 89 to a 12 mark question	Vietnam War 2 Revision Grid	Students complete 12 mark question on Vietnamization	
82. Title: The Vietnam War – End of the War LO: To understand how the Vietnam War ended	The focus is to look at the negotiations at the Paris Peace Conference and reasons behind the US decision to withdraw. Also to look at the final defeat for the South with the Fall of Saigon in 1975.	Vietnam War 2 Revision Grid	Take notes using page 366 to make a timeline of how the War ended.	
83. Title: Vietnam War – Impact of the Vietnam War LO: To understand how the Vietnam War impacted groups following its end	Impact of the war includes: -Impact on Vietnamese people -Impact on Vietnam (land) -Impact on USA	Vietnam War 2 Revision Grid	Students use revision booklet to write notes on the impact of the Vietnam War Write paragraph on the main impact of the Vietnam War	
84. Title: Vietnam War – Revision (part two) LO: To consolidate my knowledge on the second part of the Vietnam War	This lesson recaps the work from lessons 84-93	Vietnam War 2 Revision Grid	Students to create a revision resource on Vietnam from the turning of the war to the impact	
85. Title: Assessment – Vietnam, Part Two LO: To demonstrate my knowledge on the second part of the Vietnam War	This lesson assesses the work from lessons 84-93	Vietnam War 2 Revision Grid	Assessment	
86. Title: DIRT – Vietnam, Part two LO: To reflect on my performance in the latest Vietnam assessment	This lesson reflects on the Lesson 95 assessment, and gives opportunity to improvement.	N/A	DIRT	
87. Title: Revision – Korean War	Review of the content of lessons 58-62	Tailored Revision (ongoing)	Students to annotate maps on the Korean War	

LO: To consolidate my knowledge on the Korean War				
88. Title: Revision – The Vietnam War (1) LO: To consolidate my knowledge on the Vietnam War	Review of lessons 77-83	Tailored Revision (ongoing)	Students to specialise in different topics (causes/tactics) and present to each other	
89. Title: Revision: The Vietnam War (2) LO: To consolidate my knowledge on the Vietnam War	Review of lessons 84-93	Tailored Revision (ongoing)	Students to complete mind map on Vietnam part 2	

**Year 10 Work Experience – Goes into half term also**

90. Title: Final Assessment – Conflict and Tension LO: To demonstrate my knowledge on the Vietnam War	Assessment of Conflict and Tension in Asia	Tailored Revision (ongoing)	Assessment	
91. Title: DIRT – Conflict and Tension LO: To reflect on my performance in the Conflict and Tension Assessment	Review of performance in Conflict and Tension in Asia Assessment	N/A	DIRT	

**Composite: Unit 3 – Elizabethan England C1568 – 1603. British Depth Study.**

**Sequence of learning:** The course starts with the study of Elizabethan religion and government (i) to ensure that knowledge of these 2 areas provides the foundation to understand the other topics (ii) to emphasise to students the importance of religion in the Elizabethan period and to ensure that students understand the nature of monarchy and government at the time. Students will then move on to study Elizabethan society (rich and poor / theatre) before ending with the study of foreign policy, exploration and the Spanish Armada. A topic that will not only provide new knowledge but will also revisit earlier topics such as religion and Elizabeth's reign as a time of achievement.

**Prior knowledge:** Key Stage 3 does not cover Elizabeth I but they will be aware of her in connection to their 'How important was the Church in English History, c.410-1750?' work on Henry VIII and Mary from Year 7. They are likely to have some outline knowledge from KS2.

**New knowledge:** Most of the knowledge delivered will be new to students for all the topics that make up the unit. Knowledge about the diversity of religious beliefs, the nature and structure of government, and Elizabethan society will be new to students

**End Points:**

**Most students will:**

Have knowledge and understanding of religious, social, economic and politics events and issues  
 Be able to deploy knowledge to show understanding  
 Be able to work with historical interpretations

**Some will have progressed further and will also:**

Have evaluated key people and events  
 Explained and analysed causes  
 Explained attitudes  
 Explained and analysed problems  
 Use specific knowledge so as to demonstrate the validity of historical interpretations

**Some will not have made as much progress and will:**

Be able to describe key events  
 Have identified key issues, attitudes, beliefs people and events

Think like a Historian; Interpretations: <ul style="list-style-type: none"> <li>- Author</li> <li>- Reliable / Unreliable</li> <li>- Useful</li> <li>- Slant</li> <li>- Perspective</li> <li>- Provenance</li> <li>- Utility</li> <li>- Accuracy</li> <li>- Propaganda</li> <li>- Context</li> <li>- Purpose</li> <li>- Inference</li> <li>- Contradictory</li> <li>- Annotate</li> <li>- Audience</li> </ul>	Historical Issues: <ul style="list-style-type: none"> <li>- Concepts</li> <li>- Change</li> <li>- Continuity</li> <li>- Similarity</li> <li>- Compare</li> <li>- Difference</li> <li>- Cause</li> <li>- Consequence</li> <li>- Factors</li> <li>- Chronology</li> <li>- Development</li> <li>- Reasons</li> <li>- Despite</li> <li>- Historic Environment</li> </ul>	Argue like a Historian: <ul style="list-style-type: none"> <li>- Significance</li> <li>- Legacy</li> <li>- Turning Point</li> <li>- Advantages / Disadvantages</li> <li>- Remarkable</li> <li>- Remembered</li> <li>- Enquiries</li> <li>- Long term</li> <li>- Short term</li> <li>- Substantiated</li> </ul>
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Key Vocabulary:

<b>Lesson Topic</b>	<b>Key words</b>
Religion	Catholic. Protestant. Puritan. Moderate. Fanatic. Excommunication. Massacre. Treason. Interpretation. Missionaries. Jesuits. Compromise. Papal. Heresy. Illegitimate. Radical. Prophecyings. Supremacy. Uniformity. Turning Point. Focal Point. Challenge. Threat. Convincing. Valid. Recusancy. Figurehead.
Government	Government. Privileges. Prerogative. Monopolies. Purveyance. Interpretation. Puritan Catholic. Interpretation. Patronage. Ministers. Favourites. Court. Courtiers. Parliament. Privy Council. Privy Councillors. Turning Point. Convincing. Valid. Patronage. Structure. Lords Lieutenant.
Poor and Rich	Debasement. Inflation. Poverty. Vagabond. Rogue. Impotent. Prosperity. Gentry. Scaremongering. Armada. Turning Point. Sturdy. Deserving. Legislation. Interpretation. Convincing. Valid. Overseers. Able – Bodied. Unemployed. Orphans.
Theatre	Puritans. Encapsulated. Groundling. Interpretation. Convincing. Valid. Renaissance. Authorities. Privy Councillors. Pit.
Ships	Exploration. Voyages. Circumnavigation. Pioneer. Pirate. Obituaries. Interpretation. Convincing. Valid.
Historic Environment	Historic Environment. Context. Atypical. Typicality.

Title (Component) /LO	Core Content	Homework	Cover	Other (SMSC, Mental Health, Careers, Magenta)
92. Title: Introduction to Elizabethan England LO: To understand the format of the Elizabeth paper and contextualise the Elizabethan module	This lesson outlines the paper, expectations for this course and introduces the topic. Assesses prior knowledge	Revision Grid – Problems of a Female Ruler	Students take notes on PowerPoint	
93. Title: Background – Elizabeth and England LO: To understand Elizabeth’s background and what influenced her rule	<ul style="list-style-type: none"> <li>• Background and character of Elizabeth I.</li> <li>-Family</li> <li>-Influences (religion, reigns of relatives)</li> </ul>	Revision Grid – Problems of a Female Ruler	Using pages 10-15 of red textbook to create a timeline of Elizabeth's life	
94. Title: Problems of a Female Ruler – Politics LO: To understand what politics were like in Elizabethan England and how Elizabeth wielded power	<ul style="list-style-type: none"> <li>• Cecil • Dudley • Walsingham • Essex • Hatton • Raleigh • The Knollys • Bess of Hardwick</li> <li>Key Powers: Patronage, Privy Council, Parliament, Progresses</li> </ul>	Revision Grid – Problems of a Female Ruler	Draw Diagram on page 19 of red textbook Take notes on Royal Court, Progresses, Performance, Patronage and Privy Council using pages 17-18 of red textbook	
95. Title: Problems of a Female Ruler – Marriage LO: To understand who the potential suitors were for Elizabeth and why she made the decision which she did	Elizabeth’s difficulties as a female monarch: succession and marriage. What were the expectations of a female ruler at this time? Who might Elizabeth have married? What were the advantages and disadvantages of her suitors? How did the reasons for not marrying change during the reign? Why didn’t she marry?	Revision Grid – Problems of a Female Ruler	Using pink textbook pages 150-151 students complete tasks: Complete two lists – arguments for marriage and against Write pros and cons to each of the three suitors on page 151 Write a paragraph on who Elizabeth should marry and why	
96. Title: Problems of a Female Ruler – Succession	This lesson observes the options Elizabeth had following her	Revision Grid – Problems of a Female Ruler	Using page 29 of red textbook, students write pros and cons	

LO: To understand what the succession crisis was and why it was so important	decision not to marry: MQOS, James VI, Grey Sisters, Darnley		for each potential successor. Write a paragraph on who should succeed Elizabeth and why.	
97. Problems of a Female Ruler – End of Reign – Essex’s Rebellion LO: To understand how and why Essex threatened Elizabeth’s power towards the end of her reign	The focus of this lesson is the strength of Elizabeth’s authority at the end of her reign, using Essex’s rebellion. This is a case study, late in the reign, of Court politics and Enquiry question: what does Essex’s rebellion tell us about government and politics in Elizabeth reign? Biographies of the Earl of Essex Textbook relating to the rebellion. Lesson number Specification content Guidance Learning activity Resources patronage.	Revision Grid – Problems of a Female Ruler	Pages 156-157 of pink textbook. 1: write a profile on Robert Devereux, including a timeline of his life 2: list reasons why the Essex Rebellion happened 3: write a timeline of the Essex rebellion 4: explain the impact of the Essex rebellion (focus on patronage and privy council)	
98. Revision: Problems of a Female Ruler LO: To consolidate my knowledge on the problems of a female ruler topic	Review of lessons 103-107	Revision Grid – Problems of a Female Ruler	Students create a revision resource on Elizabeth work thus far.	
98. Title: Assessment – Problems of a Female Ruler LO: To demonstrate my knowledge on problems of a female ruler.	Assessment of lessons 103-107 AQA questions 1, 2 and 3 in Walking, Talking Mock	Revision Grid – Problems of a Female Ruler DUE TODAY	Assessment	
99. Title: DIRT – Problems of a Female Ruler LO: To reflect on my performance on the problems of a female ruler assessment	Review of performance of Elizabeth Assessment 1. Opportunity to improve	N/A	DIRT	



<p>100. Title: Religious Matters – The Religious Settlement LO: To understand why Elizabeth made a religious settlement and assess the potential reactions</p>	<p>Understanding of the denominations of christianity in Elizabethan England Assessment of Elizabeth's religious settlement.</p>	<p>Revision Grid – Religious Matters SET TODAY</p>	<p>Complete tasks on p.185 of pink textbook. Students must also write a profile of Elizabeth's religious settlement.</p>	
<p>101. Title: Religious Matters – The Puritan Threat LO: To understand how and why Puritans threatened Elizabeth's rule and how she managed this</p>	<ul style="list-style-type: none"> <li>• Elizabethan settlement .</li> <li>• the nature and ideas of the Puritans and Puritanism.</li> <li>• Elizabeth and her Government's responses and policies</li> </ul>	<p>Revision Grid – Religious Matters</p>	<p>Students complete the tasks on p.193 of pink textbook using pp.192-193. Stretch task is to complete exam question at the bottom of p.193</p>	
<p>102. Title: Religious Matters – The Catholic Threat, 1558-1571 LO: To understand how Catholics posed a threat to Elizabeth I in the first half of her reign</p>	<p>arrival of Mary Queen of Scots in England • Northern Rebellion • Excommunication • Ridolfi Plot • St Bartholomew's Day Massacre • seminary priests • Campion's mission • Throckmorton plot • Murder of William of Orange • Bond of association • war with Spain • the Babington Plot • Mary's execution • Spanish Armada.</p>	<p>Revision Grid – Religious Matters</p>	<p>Students complete timeline on Catholic threats up to 1571 using handouts</p>	
<p>103. Title: Religious Matters – The Catholic Threat, 1571-1603 LO: To understand how Catholics posed a threat to Elizabeth in the second half of her reign</p>	<p>arrival of Mary Queen of Scots in England • Northern Rebellion • Excommunication • Ridolfi Plot • St Bartholomew's Day Massacre • seminary priests • Campion's mission • Throckmorton plot • Murder of William of Orange • Bond of association • war with Spain • the Babington</p>	<p>Revision Grid – Religious Matters</p>	<p>Students complete timeline on Catholic threats post-1571 using handout</p>	

	Plot • Mary's execution • Spanish Armada.			
104. Title: Religious Matters – Mary Queen of Scots – Background LO: To understand who Mary Queen of Scots was and why she was a threat	Background. • Elizabeth and Parliament's treatment of Mary. • The challenge posed by Mary; plots; execution and its impact.	Revision Grid – Religious Matters	Complete tasks on p.195 of pink textbook using pp.194-195	
105. Title: Religious Matters – Mary Queen of Scots – Treatment LO: To understand why Elizabeth treated Mary in the way she did and assess the significance	Background. • Elizabeth and Parliament's treatment of Mary. • The challenge posed by Mary; plots; execution and its impact.	Revision Grid – Religious Matters	Complete tasks on p.197 of pink textbook using pages 196 and 197	
106. Title: Revision – Religious Matters LO: To consolidate my knowledge on the Religious Matters in Elizabeth's reign	Review of lessons 111-116	Revision Grid – Religious Matters	Students create revision resources on religious matters topic	
107. Title: Assessment – Religious Matters LO: To demonstrate my knowledge on the Religious Matters topic	Assessment of lessons 111-116 using questions 1-3 of AQA	Revision Grid – Religious Matters DUE TODAY	Assessment	
108. Title: DIRT – Religious Matters LO: To reflect on my performance on the religious matters assessment	Review of performance in 118. Opportunity to improve	N/A	DIRT	
109. Title: Ships and Sailors – Explorers LO: To understand how and why explorers became	Hawkins and Drake; circumnavigation 1577– 1580, voyages and trade. • the role of Raleigh.	Revision Grid – Ships and Sailors SET TODAY	Using map template, students draw figure 7 on page 56 of red textbook.	

prominent in the Elizabethan period			Using handout, students take notes on people explored	
110. Title: Ships and Sailors – Sir Francis Drake LO: To understand why Sir Francis Drake was significant in Elizabethan England	A comparison in the significance of Drake and Raleigh, but with greater emphasis on circumnavigation	Revision Grid – Ships and Sailors	Using pages 57 and 59 of red textbook, students create profiles of Drake. Students then write a timeline of Drake's circumnavigation using Figure 10 on p.58. Students then write down reasons why Drake's circumnavigation was significant.	
111. Title: The Historic Environment – The Spanish Question LO: To understand how tensions arose between England and Spain	The Spanish Question – long term factors which led to the heating of relations between Spain and England	Revision Grid – Ships and Sailors	Students take notes on pages 80-81 on reasons why tensions rose between England and Spain. Students write a conclusion on what the main reason was for the rise in tensions between England and Spain	
112. Title: The Historic Environment – The Spanish Question LO: To understand how tensions arose between England and Spain	The short-term factors which led to the Spanish Armada	Revision Grid – Ships and Sailors	Students take notes on pages 80-81 on reasons why tensions rose between England and Spain. Students write a conclusion on what the main reason was for the rise in tensions between England and Spain	
113. Title: The Historic Environment – The Armada – Plans LO: To understand how the English and Spanish prepared for the Spanish Armada	Decision to embark on the Spanish Armada. The plans for Philip II and the English reaction	Revision Grid – Ships and Sailors	Students use pages 82-83 of red textbook to write profiles of the Spanish plans and English plans for attack in the Armada. Consider plans, resources, leadership etc.	

114. Title: The Historic Environment – The Armada – Events (1) LO: To understand the events and therefore outcome of the Spanish Armada	The Spanish Armada up to the arrival at Calais	Revision Grid – Ships and Sailors	Students draw the route on p.203 of the Spanish Armada using template Students write a detailed timeline on the Armada using pages 202-203 of pink textbook	
115. Title: The Historic Environment – The Armada – Events (2) LO: To understand the events and therefore outcome of the Spanish Armada	Gravelines and Tilbury Fireships, and fleeing	Revision Grid – Ships and Sailors	Students write a profile of Gravelines and a profile of Tilbury. Students write a paragraph explaining the significance of both. Students then write a report on the Armada as interpreted by the English.	
116. Title: The Historic Environment – The Armada – The English Channel LO: To understand the role which the English Channel played in the Spanish Armada	Contextual lesson assessing the significance of the Armada in shaping outcome	Revision Grid – Ships and Sailors		
117. Title: The Historic Environment – The Armada – Significance LO: To understand the significance of the Spanish Armada	The impact which the Armada had on Elizabeth and England's reputation and the impact it had on Anglo-Spanish relations	Revision Grid – Ships and Sailors	Students are to complete the tasks on pp.204-205 of pink textbook.	
118. Title: The Historic Environment – The Armada – Trip Reflection LO: To reflect on the trip the British Maritime Museum	Reflection on the trip of the Spanish Armada trip to the British Maritime Museum	Revision Grid – Ships and Sailors	PowerPoint	
119. Title: Revision – Ships and Sailors.	Review of lessons 120-129	Revision Grid – Ships and Sailors	Students create revision resources	

LO: To consolidate my knowledge on the Ships and Sailors module			on Ships and Sailors Module	
120. Title: Exam Skills – The Historic Environment LO: To understand how to structure the 16 mark historic environment question	Application of Historic Environment 16 mark question	Revision Grid – Ships and Sailors	Notes from powerpoint	
121. Title: Assessment – Ships and Sailors LO: To demonstrate my knowledge on the Ships and Sailors module	Assessment of lessons 120-129 Questions 1-4 of Paper	Revision Grid – Ships and Sailors DUE TODAY	Assessment	
122. Title: DIRT – Ships and Sailors LO: To reflect on my performance in the Ships and Sailors assessment	Reflection on performance of on assessment 120-129. Opportunity to improve	N/A	DIRT	
123. Title: Elizabethan Society – The Rise of the Gentry and Fashion LO: To understand how the gentry grew and fashion became more popular in Elizabethan England	Students should be aware of the structure of Elizabethan society. They should think about the different ranks of society in the 16th century. You could use the 'Great Chain of Being' to demonstrate ideas about how society was structured. Establish with your students Elizabethan population figures and some comparator statistics.	Revision Grid – Elizabethan Society SET TODAY	Students complete the tasks on p.161 of pink textbook using pages 160-161	
124. Title: Elizabethan Society - Architecture LO: To understand how Elizabethan architecture	Study of Hardwick Hall as an example of the rise of Elizabethan architecture and how it reflects the rise of the gentry	Revision Grid – Elizabethan Society	Students take notes on pp.162-163 of pink textbook.	

developed in the 1500s				
125. Title: Elizabethan Society – Causes of Poverty LO: To understand what the primary causes of poverty were in Elizabethan England	Reasons for the increase in poverty. • Attitudes and responses to poverty. War, Harvests, Inflation, Population, Policies, Enclosure, Disease	Revision Grid – Elizabethan Society	Students complete WHIPPED handout by explaining how each factor led to poverty Write a paragraph comparing the factors.	
126. Title: Elizabethan Society – Treatment of the Poor LO: To understand how the poor were treated in Elizabethan England	Case studies on methods of treatment: -Regional -Pre-Elizabethan -The Poor Laws Significance	Revision Grid – Elizabethan Society	Students complete the tasks on p.175 using pp.174-175 (pink textbook)	
127. Title: Elizabethan Society- The Theatre LO: To understand the role which the theatre played in Elizabethan England	The Elizabethan theatre and its achievements. • Attitudes to the theatre.	Revision Grid – Elizabethan Society	Using handouts, students write down how attitudes changed towards theatre according to different people. Using page 167 of pink textbook, students draw and annotate diagram of the Globe	
128. Title: Revision – Elizabethan Society LO: To consolidate my knowledge on the Elizabethan Society module	Review of lessons 134-138	Revision Grid – Elizabethan Society	Students create revision resource on Elizabethan society	
129. Title: Assessment – Elizabethan Society LO: To demonstrate my knowledge on Elizabethan Society	Assessment of lessons 134-138 Questions 1-4 with 16 mark question on Armada	Revision Grid – Elizabethan Society DUE TODAY	Assessment	
130: Title: DIRT – Elizabethan Society	Review of assessment in lesson 140 – opportunity to improve	N/A	DIRT	

LO: To reflect on my performance on the Elizabethan Society assessment				
131. Title: Revision – Problems of a Female Ruler LO: To consolidate my knowledge of the Problems of a Female Ruler topic	Review of lessons 103-107	Personalised Revision	Revision resources created on Elizabethan England	
132. Title: Revision – Religious Matters LO: To consolidate my knowledge of the Religious Matters topic	Review of lessons 111-116	Personalised Revision	Revision resources created on Elizabethan England	
133. Title: Revision – Ships and Sailors LO: To consolidate my knowledge on the Ships and Sailors topic	Review of lessons 120-129	Personalised Revision	Revision resources created on Elizabethan England	
134. Title: Revision – Elizabethan Society LO: To consolidate my knowledge on the Elizabethan Society Topic	Review of lessons 134-138	Personalised Revision	Revision resources created on Elizabethan England	
135. Title: Assessment: Elizabethan England LO: To demonstrate my knowledge on the Elizabethan England unit	Final PPE on Elizabethan England Questions 1-4	Personalised Revision	Assessment	
136. Title: DIRT – Elizabethan England LO: To reflect on my performance on the Elizabethan England assessment	Reflection on assessment in lesson 135. Opportunity to Improve	N/A	DIRT	

Easter Holidays – Year 10 – Homework = DIRT

**Composite: Unit 4 – Britain: Health and the People C.1000 – Present.**

**Sequence of learning:** This unit is the final unit of the 4 units to be delivered. The course is taught chronologically from the Medieval period up to the modern day. Within each composite time period learning is broken down into individual components so as to examine distinct themes of development (Public Health, Disease and Infection, Knowledge of Anatomy, Surgery). Once the course has been taught chronologically lessons are then delivered on each of the themes over time to both consolidate knowledge and to develop student understanding of turning points, pace of change etc.

**Prior knowledge:** Students will have some knowledge of the Black Death from Key Stage 3. Similarly the plague was covered as part of the Elizabethan theatre topic in Year 10. More broadly students will have knowledge of many of the factors studied such as government and war from the earlier GCSE units. Students will already have a grounding in knowing how to work with sources from the Conflict and Tension unit as well as knowing how to unpick and plan for historical questions and produce extended written responses.

**New knowledge:** The numerous individuals and the vast majority of the medical developments will be new to the students.

**End Points:**

**Most students will:**

- Know how to
- Explain the causes of change over time
- Offer balanced answers that evaluate and assess key issues
- Use specific knowledge so as to support their written work

**Some will have progressed further and will also:**

- Know how to
- Analyse the causes, scale, rate and nature of developments / change
- Assess the impact of medical changes on British society
- Relate medical changes to the key features and characteristics of the periods during which they took place.
- Assess the relative importance of a range of factors
- Examine how factors worked together to bring about particular developments at a particular time, how they were related and their impact upon society.
- Distinguish between different types of causes and consequences, such as short/long-term causes, intended/unintended consequences.

**Some will not have made so much progress and will:**

- Know about
- How medicine changed over time
- Key factors in medical change (war / superstition and religion / chance / government / communication / science and technology)
- The role of individuals in causing medical progress and / or inhibiting change

**Key Vocabulary:**

<p>Think like a Historian; Sources:</p> <ul style="list-style-type: none"> <li>- Author</li> <li>- Reliable / Unreliable</li> <li>- Useful</li> <li>- Slant</li> <li>- Perspective</li> <li>- Provenance</li> <li>- Utility</li> <li>- Accuracy</li> <li>- Propaganda</li> </ul>	<p>Historical Issues:</p> <ul style="list-style-type: none"> <li>- Concepts</li> <li>- Change</li> <li>- Continuity</li> <li>- Similarity</li> <li>- Compare</li> <li>- Difference</li> <li>- Cause</li> <li>- Consequence</li> <li>- Factors</li> </ul>	<p>Argue like a Historian:</p> <ul style="list-style-type: none"> <li>- Significance</li> <li>- Legacy</li> <li>- Turning Point</li> <li>- Advantages / Disadvantages</li> <li>- Remarkable</li> <li>- Remembered</li> <li>- Enquiries</li> <li>- Long term</li> <li>- Short term</li> </ul>
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<ul style="list-style-type: none"> <li>- Context</li> <li>- Purpose</li> <li>- Inference</li> <li>- Contradictory</li> <li>- Annotate</li> <li>- Audience</li> </ul>	<ul style="list-style-type: none"> <li>- Chronology</li> <li>- Development</li> <li>- Reasons</li> <li>- Despite</li> </ul>	<ul style="list-style-type: none"> <li>- Substantiated</li> </ul>
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Key Vocabulary:

Course wide	Factor Theme Change Continuity Progression Regression Inferences Utility Reliability Provenance Sanitation Anatomy Surgery Public Health Turning points Significance
Ancient World	Supernatural Nomadic Aqueducts Embalming Mummification Dissection Trephining Septum Humours
Medieval	Epidemic Flagellants Buboes / Bubonic Pneumonic Miasma Humours Pestilence
Renaissance	Epidemic Septum Dissection Quack Pioneers Cautery / Cauterisation Ligatures
Eighteenth Century	Inoculation Vaccination Enlightenment Pustule
Nineteenth Century	Spontaneous generation Germ theory Nationalism Vaccination Artisans Anesthetic Antiseptic Aseptic Miasma Industrial Revolution Pioneers Cholera Philanthropist
Twentieth & Twenty-first Centuries	Pandemics Anti-biotic Magic Bullet Malnutrition Genetics Vaccination

<b>Title (Components) /LO</b>	<b>Core Content</b>	<b>Homework</b>	<b>Cover</b>	<b>Other (SMSC, Mental Health, Careers, Magenta)</b>
137. Title: Health and the People C.1000 to Present Day. LO: To investigate the medieval period and explain how medicine was different to the present day.	Core focus this lesson is on key terms / definitions and explaining the structure of the course and exam.	N/A	Students to complete key word match up. Watch the video on PP and make notes.	
138. Title: What is the significance of Galen, Hippocrates and the Four Humours? LO: To explain what the Four Humours are and explain how Galen and Hippocrates contributed to medicine	Introduction to medieval medicine. Theory of Four Humours and Theory of Opposites. How might this help and hinder medical advancement?	Students to create a mind map / fact file on Galen & Hippocrates.	Students to make notes on each of the boxes on page 13 of blue medicine Textbook.	
139. Title: What beliefs did people have about the causes and	Focus on the perceived causes of disease and the subsequent methods used in the	N/A	Students to make notes on each box on pages 14 and 15.	

<p>treatment of illness in the Middle Ages? LO: To explain how people tried to cure illnesses in the Middle Ages.</p>	<p>medieval period to treat disease. Introduction to 8-mark significance question on Galen.</p>			
<p>140. Title: How did Medieval Doctors practice 'Medicine'? LO: To assess the practices of Medieval Doctors and their effectiveness.</p>	<p>Focus is on who would carry out the treatment of medicine in the medieval period and the experience that they had. How would different groups in society be treated differently</p>	<p>Students to create a memory aid (pg 17) on learning so far this topic.</p>	<p>Students to make notes on each subheading on pages 16 and 17 of blue book.</p>	
<p>141. Title: How did Christianity help Medicine progress in the middle ages? LO: To explain how Christianity helped medicine progress</p>	<p>Focus on the role of religion in the development of medicine. Introduction to 8-mark source question</p>	<p>N/A</p>	<p>Students to complete the task in the green box on page 18.</p>	
<p>142. Title: What was the significance of Islamic Medicine LO: To investigate the role of Islamic Medicine and explain how Islam helped medicine progress.</p>	<p>Focus on the role of religion in the development of medicine. Introduction to the 8-mark similarity question when comparing Christianity and Medicine.</p>	<p>Students to write a paragraph on whether Christianity or Islam helped medicine develop the most and why.</p>	<p>Students to make notes on each box on pages 20 – 21 of blue textbook.</p>	
<p>143. Title: How was surgery conducted in the Middle Ages? LO: To investigate the problems and challenges faced by Medieval surgeons and explain different advances in Surgery.</p>	<p>Focus on the types of surgery carried out in the medieval time and if progress can be identified. Focus on factors.</p>	<p>Students to complete the factors table.</p>	<p>Students to use blue textbook pages 22 – 23 to make notes on Treatment, Surgeons Three Problems and case studies A &amp; B</p>	
<p>144. Title: What was life like in medieval towns &amp; monasteries? LO: To investigate the role of and the</p>	<p>Students to compare and contrast life in medieval towns and monasteries and identify what the</p>	<p>N/A</p>	<p>Students to use handout and colour code good and bad public health for towns and monasteries.</p>	

problems faced by towns and monasteries	difference is in public health.			
145. Title: Why was the Black Death a significant event? LO: To explain the causes, consequences and significance of the Black Death.	Focus of this lesson is on the <b>significance</b> of the Black Death. Considering the impact of it. 8-mark significance exam Q at the end.	Students to write a paragraph on how the factor of religion hindered the development of medicine in the medieval period (focus on Black Death).	Students use pages 26 and 27 of blue textbook to complete Black Death search sheet. Colour code grid then to be completed.	
146. Title: Medieval Medicine Revision. LO: LO: To recap our learning from the start of the module and gain an understanding of how to answer a 16 mark question.	The main focus of this lesson is the 16-mark question. Explaining what they will be asked and how to approach it. Model paragraph provided.	N/A	Students go through a model paragraph and use the PowerPoint slide with page numbers to make revision notes.	
147. Title: Medieval Medicine – Factor Revision. LO: To recap the factors that helped and hindered medical advancement in the Medieval time.	Main focus of this lesson is for students to become confident on how different factors led to the progression of medicine.	Students to spend 1 hour at home on additional revision notes.	Students use the PowerPoint slide with page numbers to make revision notes.	
148. Title: Assessment. LO: To display my knowledge and understanding of the medicine topic so far.	Assess students to identify strengths and weaknesses.	N/A	Assessment.	
149. Title: DIRT. LO: To respond to teacher feedback on our end of topic assessments.	Reflection on assessment in lesson 148. Opportunity to Improve	N/A	DIRT	
150. Title: Revision – AQA GCSE History 8145 LO: To understand how to approach revision for the PPEs and what to revise	This lesson provides focus on preparations for revision. PLCs must be completed for all topics, a to-do list must be completed for	Tailored Revision (ongoing)	Students complete PLCs and To-Do lists for revision block.	

	priority revision and revision begins			
151. Title: Revision – Germany LO: To consolidate my knowledge on the Germany module	Students have an opportunity to work on their priorities in the Germany module	Tailored Revision (ongoing)	Students create revision resource tailored to their to-do list	
152. Title: Revision – Conflict and Tension LO: To consolidate my knowledge on the Conflict and Tension module	Students have an opportunity to work on their priorities in the Korea/Vietnam module	Tailored Revision (ongoing)	Students create revision resource tailored to their to-do list	
153. Title: Revision – Elizabethan England LO: To consolidate my knowledge on Elizabethan England	Students have an opportunity to work on their priorities in the Elizabethan England module	Tailored Revision (ongoing)	Students create revision resource tailored to their to-do list	
154. Title: Revision – Migration LO: To consolidate my knowledge on Elizabethan England	Students have an opportunity to work on their priorities in the Migration module	Tailored Revision (ongoing)	Students create revision resource tailored to their to-do list	
155. Title: Revision – Exam Skills – Paper 1 LO: To consolidate my knowledge of the exam skills of Paper 1	A guide on how to answer the questions on Paper 1	Tailored Revision (ongoing)	Students create revision resource tailored to their to-do list	
156. Title: Revision – Exam Skills – Paper 2 LO: To consolidate my knowledge of the exam skills for Paper 2	A guide on how to answer the questions on Paper 2	Tailored Revision (ongoing)	Students create revision resource tailored to their to-do list	
157. Title: Tailored Revision LO: To target my revision on revision which is appropriate for my knowledge	Opportunity for tailored revision	Tailored Revision (ongoing)	Students create revision resource tailored to their to-do list	
Year 10 PPEs				

158. Title: Exam Breakdown LO: To reflect on the paper in the Year 10 PPE	Students have an opportunity to reflect on their PPE performance in Paper 1	Tailored Revision (ongoing)	Notes from PPT of mark scheme and model answer	
159. Title: Exam Breakdown To reflect on the Paper in the Year 10 PPE	Students have an opportunity to reflect on their performance in Paper 2	Tailored Revision (ongoing)	Notes from PPT of mark scheme and model answer	
160. Title: Revision LO: To consolidate my knowledge on the taught topics	Tailored Revision/DIRT according to class	Tailored Revision (ongoing)	DIRT	
161. Title: Revision LO: To consolidate my knowledge on the taught topics	Tailored revision according to class	Tailored Revision (ongoing)	DIRT	
162. Title: Revision LO: To consolidate my knowledge on the taught topics	Tailored Revision according to class	Tailored Revision (ongoing)	Students create revision resource tailored to their to-do list	
163. Title: Revision LO: To consolidate my knowledge on the taught topics	Tailored Revision according to class	Tailored Revision (ongoing)	Students create revision resource tailored to their to-do list	
164. Title: Revision LO: To consolidate my knowledge on the taught topics	Tailored Revision according to class	Tailored Revision (ongoing)	Students create revision resource tailored to their to-do list	
Summer Holidays – Year 10-11 – Homework is to complete all revision resources required from to-do – different to revision grids				
165. Title: What is the Renaissance and how did it help develop medicine? LO: To understand the role of the Renaissance on the development of medicine.	Key focus is understanding what the Renaissance is and understanding who Vesalius is and his significance. 8-mark significance paragraph	Students to write a paragraph on who helped medicine progress more. Galen or Vesalius.	Students to make notes on page 30 of the blue textbook and then make notes on each box on page 31	
166. Title: How did William Harvey & Pare contribute to medical progress? LO: LO: To understand how two individuals	Key focus is understanding the impact of Harvey and also the actions and impact of Pare. Considering whether	N/A	Students to use page 34 of blue textbook and make notes. Students then to Pare table sheet and	

had contrasting impacts on medical progress.	these individuals helped medicine or not.		use pages 36 and 37 to complete this.	
167. Title: What treatments were used during the Renaissance? LO: LO: To analyse the impact of the Renaissance on treatments and to compare this to treatments in the Medieval Period.	To examine the treatments used in the Renaissance period with a focus on the work of John Hunter.	Explain two ways in which the work of Andreas Vesalius and John Hunter were similar. (8 marks)	Students to make notes on each of the 5 boxes on pages 38 – 39 of the blue textbook. Students to then complete the Hunter colour coding grid.	
168. Title: The Great Plague of 1665. LO: To analyse the significance the Great Plague had on the development of medicine and to compare it to the Black Death.	Focus on key impact of Great Plague; - Causes - Prevention - Treatment - Impact. Students then compare Black Death and Great Plague.	N/A	Students to make notes on each 5 boxes using pages 40 – 41 of blue textbook. Students then use BD vs Plague table and complete.	
169. Title: How did Edward Jenner prevent the spread of disease? LO: To be able to identify the difference between inoculation and vaccination & explain the discovery of Jenner	Key focus is the difference between inoculation and vaccination and then the impact of Edward Jenner on the use of vaccinations to eradicate smallpox	Students to write a paragraph on who helped medicine progress more. Jenner or Vesalius.	Students to glue in inoculation vs. vaccination sheet. Students to then make notes using pages 46 – 47 under each subheading.	
170. Title: Edward Jenner exam practice! LO: To practice the health and the people exam technique by applying recently learnt knowledge to exam questions.	To complete exam questions to improve exam technique	N/A	Complete exam questions.	
171. Title: Revision – Renaissance. LO: To recap our learning on the Renaissance in preparation for	To complete knowledge retrieval.	Revision at home.	Students to use Renaissance revision document and blue textbook to complete the document.	

our upcoming assessment.				
172. Title: Factor Revision – Renaissance. LO: To recap our learning on the Renaissance in preparation for our upcoming assessment.	Main focus of this lesson is for students to become confident on how different factors led to the progression of medicine.	Revision at home	Students to use the pages on the PowerPoint to make flashcards on each factor.	
173. Title: Renaissance Assessment. LO: To complete our end of topic assessment.	Assessment. Source Q Similar Q 16-mark questions	N/A	Students to complete assessment in silence.	
174. Title: DIRT. LO: LO: To respond to teacher feedback on our end of topic assessments.	Student responding to feedback on assessment from lesson 173	N/A	Student to complete DIRT.	
175. Title: How did doctors discover germs caused disease? LO: To identify the methods used by scientists in the discovery of Germ Theory and to analyse the impact of this on medicine as a whole.	Main focus is on Louis Pasteur and his Germ Theory. What did he discover and how?	Students to write a paragraph explaining how Jenner’s discovery is still <b>significant</b> to this day.	Students to use the blue textbook. Make notes under each subheading on page 50 and make notes on each box on page 51.	
176. Title: How did the rivalry between Koch and Pasteur improve medicine? LO: To understand how Koch and Pasteur both pushed each other and to analyse how their work continued to develop medicine.	Main focus here is the building by Koch of Pasteur’s work. All of which are the <b>long-term</b> significance of Pasteur.	N/A	Students to use the blue textbooks. Use page 53 to make notes on the three breakthroughs and then use page 54 to make notes on each subheading.	
177. Title: How was pain	Focus is on the development of new pain relief;	Students to complete the	Students to use pages 57 and 58 of blue textbook to	

<p>conquered in the 19<sup>th</sup> century? LO: To understand the problems facing surgeons in the 19<sup>th</sup> Century and analyse the methods used to overcome these difficulties.</p>	<ul style="list-style-type: none"> <li>- Ether</li> <li>- Chloroform</li> <li>- Laughing Gas</li> </ul> <p>Opposition to these is also important.</p>	<p>source question on amputations.</p>	<p>complete the handout</p>	
<p>178. Title: How important was Joseph Lister to the development of surgery in the 19<sup>th</sup> century? LO: To understand what Lister did and analyse the significance of his impact on medicine.</p>	<p>Main focus here is on the work of Lister and his short- and long-term impact.</p> <p>8-mark significance question.</p>	<p>N/A</p>	<p>Students to use the blue textbook and use page 60 to make notes on Lister's use of Carbolic Acid. Students then make notes on the short-term impact of Lister and opposition using page 61.</p>	
<p>179. Title: Why did Public Health improve in the 19<sup>th</sup> century? LO: To assess the role of luck and individuals in the role of developing public health.</p>	<p>Core focus here is on the improvement of public health with focus on two individuals of Edwin Chadwick and John Snow</p>	<p>Students to write a paragraph explaining the significance of either Snow or Chadwick.</p>	<p>Students will need to use blue textbook. Use pages 64 – 65 and answer questions on the PP slide. Students to use page 66 to answer questions on PP slide about Chadwick.</p>	
<p>180. Title: How did Public Health develop in the 19<sup>th</sup> Century? LO: To examine the ways in which the public health in Britain improved over the course of the 19<sup>th</sup> Century.</p>	<p>Main focus is on the development on Public health.</p> <p>8-mark similar question.</p>	<p>N/A</p>	<p>Students to complete handout using pages from the blue textbook.</p>	
<p>181. Title: 18<sup>th</sup> and 19<sup>th</sup> Century – Revision. LO: To recap our prior learning in preparation for our upcoming assessment.</p>	<p>Factor revision for lessons 175 – 180.</p>	<p>Student revision on factor cards</p>	<p>Students to create factor cards using the page numbers on the PowerPoint.</p>	



182. Title: 18 <sup>th</sup> – 19 <sup>th</sup> Century Assessment. LO: To assess our knowledge and understanding of the 18 <sup>th</sup> & 19 <sup>th</sup> Centuries.	Assessment based on the revision carried out in lesson 181	N/A	Revision	
183. Title: DIRT. LO: To analyse our assessment feedback and make the necessary improvements to our work.	Student responding to feedback on assessment from lesson 182	N/A	DIRT	
184. Title: How was penicillin developed? LO: To understand the events that led to the creation of penicillin and how it then became the most common antibiotic in the world.	Students to focus on Alexander Fleming and then on Florey & Chain.	N/A	Students to answer the questions on the PowerPoint using page 72 – 73.  Students then use page 74 and make notes on Florey and Chain.	
185. Title: The development of the pharmaceutical industry. LO: To examine the reasons for the rise of the pharmaceutical industry.	Main focus here is on the rapid rise of the pharmaceutical industry and whether this is good or not.	Students to research “superbugs”	Students to complete their information table using pages 76 – 77 of the blue textbooks.	
186. Title: How did WW1 and WW2 improve surgery? LO: To understand how WWI and WWII had similar impacts on medical progress and assess the benefits.	Students to focus on the factor of war. Consider; <ul style="list-style-type: none"> <li>- X-Rays</li> <li>- Antiseptic</li> <li>- Blood transfusions</li> <li>- Plastic surgery</li> </ul>	N/A	Students to complete their information tables using pages 78 – 79 of the blue textbooks.	
187. Title: How have science and technology improved modern surgery?	Students to focus on the modern surgical methods; <ul style="list-style-type: none"> <li>- Anaesthetics</li> <li>- Radiation</li> </ul>	Students to research “nanobots” and their use in surgery.	Students to use the blue textbooks and use pages 80 – 81 to make notes on each of the 7 boxes.	

LO: To understand the role the factors of scientific advancements & technology have had on the development of modern surgery.	<ul style="list-style-type: none"> <li>- Open-heart</li> <li>- Transplant</li> <li>- Keyhole</li> <li>- Scanning</li> <li>- Robotic surgery</li> </ul>			
188. Title: How did Public Health improve in the twentieth century? LO: To explain why the government made changes and analyse the significance of these reforms.	Students to focus on the role of the government actions in improving public health. An additional focus on the impact of WWII on public health.  8-mark significance question.	N/A	Students to use “information search” document and fill it in using pages 84 – 85 of the blue textbook.	
189. Title: How was the NHS created and what is its significance? LO: To understand why the NHS was created and the impact that has had on public health.	Main focus is on the services provided by the NHS, opposition to and impact of the NHS today.	Student led revision	Students to use the blue textbook and make notes on; <ul style="list-style-type: none"> <li>- Services provided by NHS (88)</li> <li>- Opposition to the NHS (89)</li> <li>- Changes to the NHS (90)</li> <li>- Impact of the NHS (91)</li> </ul>	
190. Title: 20 <sup>th</sup> Century Medicine – Revision LO: To recap our prior learning in preparation for our upcoming assessment.	To recap our learning of knowledge from lessons 184 – 190.	Student led revision	Students to complete flashcards using pages on the PowerPoint slide.	
191. Title: 20 <sup>th</sup> Century Medicine – Review. LO: To assess our knowledge and understanding of the 20 <sup>th</sup> Century	Assessment based on the revision from lesson 190.	N/A	Assessment	
192. Title: 20 <sup>th</sup> Century Medicine – DIRT LO: To analyse our assessment	Student responding to feedback on assessment from lesson 191	N/A	DIRT	

feedback and make the necessary improvements to our work.				
193. Title: Key individuals revision. LO: To recap the key individuals in our medicine topic	Students to focus on the factor of individuals and on how they can also link to other factors	Student led revision	Student to use the "Key individuals support" document and blue textbook to complete their booklet.	
194. Title: Key individuals revision. LO: To recap the key individuals in our medicine topic	Students to focus on the factor of individuals and on how they can also link to other factors	Student led revision	Student to use the "Key individuals support" document and blue textbook to complete their booklet.	
195. Title: 16-mark question revision. LO: To examine the different variations of 16-mark questions that we could be asked and the knowledge that can go with it.	Key focus is on the 16-mark exam technique here.	N/A	Students to complete revision on aspects they are weak on using blue textbooks.	
196. Title: Medieval Revision. LO: TO recap our learning on Medieval Medicine	Recap key content and themes from the medieval section	Student self-study	Students to complete the handout using the blue textbook.	
197. Title: Renaissance Revision. LO: To recap our learning on the Renaissance Period	Recap key content and themes from the Renaissance section	Self-Study	Students to complete the handout using the blue textbook.	
198. Title: 18 <sup>th</sup> & 19 <sup>th</sup> Century Revision. LO: To recap our learning from the 18 <sup>th</sup> & 19 <sup>th</sup> Century Medicine.	Recap key content and themes from the Early Modern section	Self-study	Students to complete the handout using the blue textbook.	
199. Title: 20 <sup>th</sup> Century Revision. LO: To recap our learning from the 20 <sup>th</sup> Century period.	Recap key content and themes from the Modern Section.	Self-Study	Students to complete the handout using the blue textbook.	

200. Title: Final Assessment. LO: To complete a full assessment to demonstrate my understanding on the medicine paper	Assessment.		Assessment	
201. Title: DIRT LO: To review our final assessment and improve our answers	Key focus here is on the "easy wins". What can students do to easily achieve a few more marks.	Self-Study.	DIRT	
202. Title: Revision Plan – AQA GCSE History LO: To organise my revision plan for GCSE History	Review of PLCs, To-Do list created and revision re-sets	Personalised Revision (ongoing)	Students complete PLCs. Based on this, they write revision to-do lists Start revision in lessons	
203. Title: Revision – Germany – Wilhelm LO: To consolidate my understanding of the Kaiser's Germany	Review of Kaiser's Germany	Personalised Revision (ongoing)	Students revise Kaiser Wilhelm II	
204. Title: Revision – Germany – Weimar LO: To consolidate my understanding of Weimar Germany	Review of Weimar Germany	Personalised Revision (ongoing)	Students revise Weimar Germany	
205. Title: Revision – Germany – Nazis LO: To consolidate my understanding of Weimar Germany	Review of Nazi Germany	Personalised Revision (ongoing)	Students revise Nazi Germany	
206. Title: Revision- Conflict and Tension – Korea LO: To consolidate my understanding of the Korean War	Review of Korean War	Personalised Revision (ongoing)	Students revise Korean War	
207. Title: Revision – Conflict and Tension – Vietnam	Review of Vietnam	Personalised Revision (ongoing)	Students revise Vietnam War	

LO: To consolidate my understanding of the Korean War				
208. Title: Assessment – Paper 1 LO: To demonstrate my understanding of the topics of Paper 1	Assessment on Paper 1 – top-tariff-questions	Personalised Revision (ongoing)	Assessment	
209. Title: DIRT – Assessment – Paper 1 LO: To reflect on my performance in the paper 1 assessment	Reflection on assessment in 222. Opportunity to improve	Personalised Revision (ongoing)	DIRT	
210. Title: Revision Elizabethan England – Part 1 LO: To consolidate my understanding of the Elizabethan units through presentations	Reflection on whole Elizabethan England – Presentation prep	Personalised Revision (ongoing)	Students revise Elizabethan England – Each student allocated sub-topic and asked to prepare presentation on this.	
211. Title: Revision – Elizabethan England – Part 2 LO: To consolidate my understanding of the Elizabethan units through presentations	Reflection on whole Elizabethan England – presentation prep	Personalised Revision (ongoing)	Students revise Elizabethan England – Each student allocated sub-topic and asked to prepare presentation on this.	
212. Title: Revision – Elizabethan England – Presentations LO: To consolidate my understanding of the Elizabethan units through presentations	Presentations on Elizabethan England	Personalised Revision (ongoing)	Students present/share their revision on Elizabethan England	
213. Title: Revision – Medicine LO: To consolidate my understanding of the Medicine element of the unit	Medicine revision	Personalised Revision (ongoing)	Students revise medicine of the module	

214. Title: Revision – Medicine Factors LO: To consolidate my understanding of the factors element of the unit	Factors Revision	Personalised Revision (ongoing)	Students revise Medicine Factors of the module	
215. Title: Health – The People LO: To consolidate my understanding of the People element of the unit	People Revision	Personalised Revision (ongoing)	Students revise key people of the module	
216. Title: Assessment – Paper 2 LO: To demonstrate my understanding of the paper 2 modules	Assessment of Paper 2 – two 16-mark questions	Personalised Revision (ongoing)	Assessment	
217. Bespoke Lesson according to class	Revision to fit the class' needs	Personalised Revision (ongoing)	Revision	
218. – Bespoke lesson according to class	Revision to fit the class' needs	Personalised Revision (ongoing)	Revision	
219. Title: Exam Skills – Paper 1 LO: To consolidate my understanding of Paper 1	Guide of Paper 1 exam skills	Personalised Revision (ongoing)	Revision	
220. Title: Exam Skills – Paper 2 LO: To consolidate my understanding of Paper 2	Guide of Paper 2 exam skills	Personalised Revision (ongoing)	Revision	
Year 11 Last Day - Exams				