

# Curriculum Information – History

## Long Term Curriculum Plan: Yr. 7

Theme 1: War, conflict, movement of peoples

Theme 2: Power & Authority

Theme 3: Changing Society- beliefs, attitudes & ordinary lives.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Focus	<p><u>Changing Societies</u></p> <p>How does the <b>History of toilets, health &amp; hygiene</b> help us understand developments in society?</p> <p><b>Thematic Depth Study- Health &amp; Hygiene</b></p>	<p><u>How did power, control and authority change between 1066-1509?</u></p> <p>How did Medieval monarchs gain and keep power, control &amp; authority?</p> <p>Period study / <b>Depth – Norman Conquest</b></p>	<p><u>How did power, control and authority change between 1066-1509?</u></p> <p>How did monarchs rise &amp; fall and how does History judge their reigns?</p> <p>Period study</p>	<p><u>How did Religious change impact the people of Britain?</u></p> <p>Why did religion in England cause so many problems and why does it still matter today?</p> <p>Period study / thematic</p>	<p><u>A picture tells a thousand words.</u></p> <p>What can we learn from paintings about the people and events connected to them?</p> <p>Period study / <b>Depth- the Elizabethans 1558-1603.</b></p>	<p><u>Significant turning points in History.</u></p> <p>How did ordinary people &amp; society cope when their lives were turned 'upside down'?</p> <p>Period study</p>
Intent	Support /create chronological understanding & awareness of social changes.	Develop knowledge of the Medieval period, specifically the Normans conquest & control. Understand the development of British Institutions & democracy.	Understand how the United Kingdom became united and improve source & interpretation analytic skills.	To be able to describe & understand the religious changes in Britain and how they affect society today. Be able to trace and explain change and continuity.	To improve and develop the key skill of source analysis based on periods of time already studied, and to use the artwork as a platform to delve deeper into the perceptions of different reigns.	To understand what a historic 'turning point' is and to explain the changes & continuities / consequences which occurred as a result, in order to understand the significance of these events.
Core Content	<ul style="list-style-type: none"> <li>-1: Understanding time / chronology.</li> <li>-3: Change and continuity over time- Health, technology, housing, fashion, beliefs.</li> <li>-1: K &amp; U checkpoint</li> <li>-2: Ancient History – Greeks &amp; Romans</li> <li>-4: Health &amp; hygiene in Medieval Britain (inc Black Death).</li> <li>-2: Health &amp; hygiene in the 19<sup>th</sup> century</li> <li>-1: K &amp; U checkpoint</li> </ul>	<ul style="list-style-type: none"> <li>-4: Norman invasion &amp; Battle</li> <li>-3: England under the Normans.</li> <li>-1: K &amp; U checkpoint</li> <li>-3: Castle building &amp; function of castles.</li> <li>-2: Life in Medieval castles, villages &amp; towns.</li> <li>-1: K &amp; U checkpoint</li> </ul>	<ul style="list-style-type: none"> <li>-4: King John &amp; Development of Parliament.</li> <li>-3: Edward I &amp; conquests of Wales &amp; Scotland.</li> <li>-2: Edward I &amp; conquests of Wales &amp; Scotland.</li> <li>-1: K &amp; U checkpoint</li> <li>-2: The Wars of the Roses.</li> <li>-2: The Battle of Bosworth &amp; Henry VII.</li> <li>-1: K &amp; U checkpoint</li> </ul>	<ul style="list-style-type: none"> <li>-2: Medieval religion.</li> <li>-2: The Crusades.</li> <li>-1: K &amp; U checkpoint</li> <li>-4: The English Reformation.</li> <li>-1: Bloody Mary?</li> <li>-1: The religious settlement</li> <li>--1: K &amp; U checkpoint</li> </ul>	<ul style="list-style-type: none"> <li>-1: Intro to Art History.</li> <li>-4: What can we learn about Britain in the period 1483-1603 from art? (reign of Elizabeth 1<sup>st</sup>, life in Tudor England).</li> <li>-1: K &amp; U checkpoint</li> <li>-3: Explorers and settlers.</li> <li>-2: Exam &amp; K &amp; U checkpoint</li> </ul>	<ul style="list-style-type: none"> <li>-3: Basingstoke through time &amp; the significance of local sites.</li> <li>-1: K &amp; U checkpoint</li> <li>-4: Charles I &amp; the English Civil War.</li> <li>--1: K &amp; U checkpoint</li> <li>-3: Life in the time of Cromwell and restoration England.</li> </ul>
Skill Focus	Chronology Change & Continuity	Cause & Consequence	Significance & Historiography	Change & Continuity Cause & Consequence	Source Evaluation / COPL	Significance & Historiography/Interp
Link to GCSE	AQA People's Health	AQA Normans	Skills- link to all GCSE topics.	AQA People's Health	COPL skill – All GCSE topics.	AQA People's Health



# Curriculum Information – History

## Long Term Curriculum Plan: Yr 8

Theme 1: War, conflict, movement of peoples

Theme 2: Power & Authority

Theme 3: Changing Society- beliefs, attitudes & ordinary lives.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Focus	<p><u>What impact did the British Empire have on our world today?</u></p> <p>An assessment of the impact of the British Empire around the world. Period study</p>	<p><u>Slavery &amp; American Race Relations</u></p> <p>Were all people `equal` in America? How did America become a world superpower?</p> <p>Depth Study -<u>The USA Civil Rights</u></p>	<p><u>How did revolution and protest help to develop the democracy, rights &amp; freedoms we enjoy today?</u></p> <p>Period Study</p>	<p><u>How has the position of women in power and society changed over time?</u></p> <p>Depth Study- <u>The changing role of women</u></p>	<p><u>Why was Russia revolting in 1917?</u></p> <p>Understanding political turbulence in the 20<sup>th</sup> century. Thematic study</p>	<p><u>Why was WW1 known as `The Great war`?</u></p> <p>Depth study – <u>WW1</u></p>
Intent	To build a narrative of the growth and impact of the British Empire and improve their ability to write a supported interpretation of History. Understand how the History of the world / many countries is entwined due to their shared History as part of the British Empire. Understand the impact of Empire on those countries.	Pupils will understand how the USA developed – the early foundations of a modern & relevant super power. They will be on their skills of significance & understanding of turning points in global History.	Pupils will understand how democracy, rights and freedoms developed, and the importance of protest. Pupils will understand the significance of these turning points (French Rev, Ind Rev) and be able to explain how they impact on our modern world.	Create a strong sense of chronology and draw together past learning to the 20 <sup>th</sup> century world. Pupils will learn about the development & significance of the women’s suffrage and rights movement.	Have a firm grasp of the political spectrum as foundation building block for 20 <sup>th</sup> century events. Be able to give a clear narrative of the impact of the Russian Revolution and political dictatorships in Europe.	To understand the impact of WW1 and why it was significant. To understand why there are different interpretations of WW1 and the impact of interpretation.
Core Content	<p>-2: What was the British Empire?</p> <p>-1: Exploration</p> <p>-3: British relationship with India,</p> <p>-1: Britons arrive in Australia</p> <p>-3: The impact of the British Empire in Africa.</p> <p>-2: K &amp; U checkpoints</p> <p>-2: Impact of European settlers in the Americas (Native Americans).</p>	<p>-2: The American War of Independence.</p> <p>-1: K &amp; U checkpoint</p> <p>-4: The Transatlantic Slave Trade.</p> <p>-5: Race relations and Civil Rights after the 1865-1970s.</p> <p>-1: K &amp; U checkpoint</p> <p>-1: Why is the USA so powerful?</p>	<p>-3 ½ : French Revolution.</p> <p>-1/2 : K &amp; U checkpoint</p> <p>-3: Napoleon &amp; `battles to remember`.</p> <p>-1: K &amp; U checkpoint</p> <p>-4: The Industrial Revolution.</p>	<p>-1: K &amp; U checkpoint</p> <p>-4: 18<sup>th</sup> &amp; 19<sup>th</sup> Century artistic representations of society.</p> <p>-6: `A woman’s place` in History &amp; the female suffrage campaign.</p> <p>-1: K &amp; U checkpoint</p>	<p>-2: Understanding politics; class and political systems.</p> <p>-1: K &amp; U checkpoint</p> <p>-3: Causes of the Russian Rev.</p> <p>-1: K &amp; U checkpoint</p> <p>-3: Lenin &amp; Stalin.</p> <p>-1: K &amp; U checkpoint / Exam</p>	<p>-3: Causes of WW1.</p> <p>-1: Signing up</p> <p>-1: K &amp; U checkpoint</p> <p>-1: Propaganda</p> <p>-3: Life in the trenches</p> <p>-1: Battle of the Somme.</p> <p>-1: K &amp; U checkpoint</p> <p>-1-2: Life in Britain &amp; Germany.</p>
Skill Focus	Causes & consequences Chronological Understanding	Change & Continuity	Cause & Consequence Significance	Source evaluation- Interpretation / Historiography.	Cause & Consequence Significance	Source evaluation Cause & Consequence Significance.
Link to GCSE	AQA- USA	AQA-USA	AQA-People’s Health	AQA- USA / Asia (politics)	AQA-Asia	AQA- People’s Health / USA.



# Curriculum Information – History

## Long Term Curriculum Plan: Yr 9

Theme 1: War, conflict, movement of peoples

Theme 2: Power & Authority

Theme 3: Changing Society- beliefs, attitudes & ordinary lives.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Focus	<p><u>What lessons can we learn from Germany in the 1920s &amp; 30s?</u></p> <p>What problems were there in Germany at the end of WW1 and how did the Nazis rise to power? - Life in Nazi Germany.</p> <p>Period Study / <b>Depth study Germany 1918-45</b></p>	<p><u>How has migration &amp; ideas about nationhood shaped the international community.</u></p> <p>This sequence of lessons is based on the work of Facing History &amp; Ourselves (an international Holocaust education charity) and the Holocaust Education Trust.</p> <p><b>Depth study Germany 1918-45</b></p>	<p><u>What impact has war, conflict &amp; prejudice had on people's lives? –The impact of the Holocaust.</u></p> <p>→</p> <p>Period / Depth study</p> <p><b>Depth study Germany 1918-45</b></p>	<p><u>Why do British people remember World War 2 with affection?</u></p> <p>What was life like in WW2 and how did the allies win?</p> <p>Period</p>	<p><u>WW2 continued &amp; Causes of the Cold War</u></p> <p>How did WW2 come to an end and how did the atomic bomb create international tension?</p> <p>Period</p> <p><b>Depth study – The Cold War</b></p>	<p><u>The Cold War</u></p> <p>What was life like during the Cold War and how did international tension escalate?</p> <p>Period</p> <p><b>Depth study – The Cold War</b></p>
Intent	<p>To understand the causes and consequences of dictatorships with a focus on Nazi Germany. Compare to modern day political 'dictatorships' to improve pupil understanding of current affairs and understand politics better to help with the GCSE topics.</p>	<p>Pupils will be able to understand how society accepts and treats different groups of people; Pupils will understand the impact of migration &amp; immigration, and the pros and cons of it. Via historiography, pupils will be able to understand the escalation of events that led to events such as the Holocaust, and understand the impact on the wider society.</p>	<p>Pupils will be able to understand how war and international political tensions have impacted on their current world; they will be able to connect modern / current events with past events; they will understand the historical significance of the war on terror and key technical inventions..</p>	<p>Pupils can describe and explain key significant events of WW2 and are able to assess and analyse various interpretations of History and are able to explain the reliability, usefulness and typicality of interpretations.</p>	<p>Pupils will be able to understand how the cold war developed; they can identify, describe &amp; explain the causes and consequences of the key events of the cold war.</p>	<p>Pupils will have practiced their skills with a range of political cartoons in preparation for the standards expected at GCSE. Pupils will have a firm foundation of understanding of tensions during the Cold War to prepare them for their GCSE tension in Asia exam.</p>
Core Content	<p>-6: Germany 1918-1933. Problems facing Weimar &amp; rise of Hitler.</p> <p>-1: K &amp; U checkpoint</p> <p>-2: Hitler's consolidation of power.</p> <p>-1: Nazi propaganda</p> <p>-2: Youth in Nazi Germany</p> <p>-1: Women in Nazi Germany</p> <p>-1: K &amp; U checkpoint</p>	<p>-1: K &amp; U checkpoint</p> <p>-3: Hitler's steps to war.</p> <p>-1: Understanding 'race' and the History of Anti-Semitism.</p> <p>-1: USA Migration.</p> <p>-1: Britain race and migration.</p> <p>-1: Germany race and migration.</p> <p>-1: K &amp; U Checkpoint</p> <p>-2: Segregation &amp; Participation; Milgram &amp; Nuremberg Laws.</p> <p>-2: Choosing to Participate- Wannasee Conference &amp; Police Battalion 101.</p> <p>-1: Buffer lesson</p>	<p>-2: Life in the Nazi ghettos.</p> <p>-2: Life in the Concentration Camps &amp; children of the Holocaust.</p> <p>-1: Holocaust Denial</p> <p>-1: K &amp; U checkpoint</p> <p>-1: Judgement</p> <p>-1: Forgiveness</p> <p>-1: Memory &amp; legacy</p> <p>-1: Optional: Resistance &amp; rescuers</p> <p>-1: Optional: Other genocides</p> <p>-1: K&amp;U checkpoint</p>	<p>-1: K &amp; U checkpoint</p> <p>-3: Britain WW2 homefront.</p> <p>-1: K &amp; U checkpoint</p> <p>-2: Dunkirk</p> <p>-1: Battle of Britain</p> <p>-2: D-Day</p> <p>-1: K &amp; U checkpoint</p>	<p>-3: Atomic bomb</p> <p>-3: K &amp; U checkpoint – KS3</p> <p>-2: East/West divide &amp; the Iron Curtain &amp; domino theory.</p> <p>-3: A divided Germany</p>	<p>-3: The Cuban Missile Crisis.</p> <p>-3: K &amp; U checkpoints</p> <p>-4-Intro to the crisis in Asia.</p>



## Curriculum Information – History

### How we comply with the National Curriculum:

Pupils should be taught about	All periods of study that we teach that complies / matches (Depth studies highlighted)
The development of Church, state and society in Medieval Britain 1066-1509	Norman Conquest Medieval religion & Crusades Magna Carta & development of Parliament Conquest of Wales & Scotland to 1314. Daily life in Medieval period / life in Castles Black Death War of the Roses
The development of Church, state and society in Britain 1509-1745	English reformation – religious settlement Elizabethan England (COPL /art History focus) First contact & settlement in America / explorers Causes of the English Civil War Development of Parliament to 1707 Impact of the English reformation and English Civil War on society.
Ideas, political power, industry and empire: Britain, 1745-1901	The development of the British Empire The Transatlantic Slave Trade The French Revolution The Industrial Revolution
Challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust, this could include:	American Civil Rights movement Suffrage campaign WW1 The rise of dictatorships – Russia & Germany Life in WW2 The Holocaust Introduction to the Cold War
A local history study	Basingstoke through the ages
The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066	Health & hygiene through time
At least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].	The impact of migration and immigration around the world. Mughal India 1526-1857 USA in the 20 <sup>th</sup> century (broken up into different topics). Russia at the beginning of the 20 <sup>th</sup> century. Conflict in Asia during the Cold War - intro

## Long Term Curriculum Planning—Yr 10 History 2021-2023

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
<p><b>Summer 1</b></p> <p>(Cont.)</p>	<p>How did beliefs, monasticism and the historic environment change after the <b>Norman conquest</b>?</p>	<p>-1: What was the English Church like before the Norman Conquest?                      -2: How &amp; 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 &amp; U tests on all 3 exam topics to date.</p>	<p>AQA – Normans</p> <p>Assessment 5 – Religion AO3</p>
<p><b>Summer 2</b></p> <p>Health and the People</p>	<p>Part 1: <b>Medicine</b> stands still – why was there so little progress in medicine up to the 1400s?                      Part 2: The beginnings of change – How did <b>health</b> improve during the Renaissance period?</p>	<p>-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.</p>	<p>AQA – Health and the People</p> <p>Assessment 6 – Medieval health and medicine/ Renaissance medicine AO1/2</p>

## Long Term Curriculum Planning—Yr 11 History 2021-2022

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>Health and the People (cont.)</p>	<p>Part 3: A revolution in Medicine- How did the idea of Germ theory develop and improve medicine?                       Part 4: Modern <b>Medicine</b> – how much progress have we made since C1000?</p>	<p>-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.</p>	<p>AQA – Health and the People</p> <p>Assessment 7 – 19<sup>th</sup> century/Modern medicine AO1/2/3</p>

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