

# History 5 Year Curriculum Plan

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## Teaching and Learning Vision

***Knowledge is power. Information is liberating.***

Kofi Annan

At Smith's Wood Academy, we believe all students, whatever their background, are able to become **experts** in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts. The Mastery approach to teaching will prevail – in every classroom, every lesson, every day.

Our students have the right to be introduced to **deep knowledge** and a **wealth of information** from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning.

This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

## Teaching and Learning Vision for the Humanities Department

*The Humanities team is dedicated to mastering knowledge, understanding and inspiring curiosity in our world.*

In History, we can turn every learner into an expert who is fully aware of the complexities of the past and how that past has impacted on the present. An enquiring individual who can reason in facts and conclude logical, balanced and developed judgements. Learners ready with the skills to balance the problems of the present and play their part in the future.

At the end of Year 11 students in **History** will....

### Know and Understand.....

1. How to study a **Historic Environment** with specific focus Medicine on the Western Front
2. The **Thematic study** of history through the developments in Medicine from 1250 to the present day. Understanding what changed, why it changed and show understanding of the major developments and key individuals in Medicine. This will include:
  - The naturalistic and superstitious nature and treatment of disease in the Medieval period
  - The breaking down of old beliefs and practices in the Medical Renaissance from 1500 -1700
  - The rapid development of medicine, especially diagnosis and treatment in the Industrial Age from 1700 – 1900
  - The increasing Scientific approach and rapid developments in the 20<sup>th</sup> Century to present day
3. **Period and depth** in history through the study of Superpower Relations and the Cold War. Including the consequences of the development of nuclear weapons in the twentieth century. How and why international relations changed from 1945-1990 and why specific events were important in the development of international relations. These events will include:
  - The impact of the Berlin Wall
  - The Cuban Missile Crisis
  - The events in Czechoslovakia, 1968-69
  - International agreements to reduce tension such as SALT
  - The Soviet invasion of Afghanistan
  - The collapse of the Soviet Union
4. **A British period and depth** study on Anglo Saxon and Norman England c1060-1088. Knowing in detail about England before, events during, and society after the conquest and understanding why changes happened, and events occurred in the way they did. These events will include
  - Anglo-Saxon Society
  - The rival claimants for the Throne

- The Norman Invasion
- William's methods in establishing Control
- Saxon rebellion and resistance
- The Feudal System
- Norman Aristocracy

**5. A Modern Depth Study** on Weimar and Nazi Germany. Knowing in detail about the society and situation of Germany in the period. Understanding the relationships between social, economic, political, cultural and military aspects of the time. This will include:

- The impact of the treaty of Versailles on Weimar and Nazi Germany.
- The strength and weaknesses of the German constitution.
- The political and economic challenges to the Weimar government.
- The impact and recovery from events in 1923.
- The changes in culture and standard of living during the 1920s.
- The early years of the Nazi party and its increasing popularity.
- The events of the Munich putsch and their consequences.
- The organisation of the Nazi party up to 1933.
- The reasons for the Nazi party coming to power.
- The methods used by Hitler to create a dictatorship and Police State.
- Lifestyle of the different groups in society throughout the period including the Youth, women and minorities.
- Opposition to the Nazis.

**Be able to.....**

- Describe key features that are supported by accurate and specific knowledge
- Know the context in sufficient depth to construct an analytical narrative of events
- Be able to read historical extracts and texts and make inferences about what it is telling us
- Write at length to construct a logical and coherent argument that is well supported with accurate and well selected historical knowledge
- Make clear and supported judgements using accurate and precise knowledge of historical events
- Identify and understand different interpretations of events
- Explain why there are different interpretations about events and the significance of key causes/features/individuals/groups.
- Explain the consequences of a key event in the short and long terms
- Explain the importance of key events within the wider context of the historical period
- Explain patterns and rate of change over time
- Explain the relative importance of the causes of events
- Explain and evaluate change and continuity over at least 100 years
- Critically evaluate primary source material to make judgements about its uses and limitations using the source's content in context and provenance.
- Understand and know about the range of sources available to a historian in order to conduct an inquiry and to follow up on a specific part of that inquiry.

## Have been exposed to the following texts

On Nazi Germany

- Mein Kampf**, especially extracts about political ideology, contextual knowledge
- Nationalism, Dictatorship & Democracy in 20<sup>th</sup> Century Europe**, Hall 2015
- The Coming of the Third Reich**, R Evans
- On History**, E H Carr.
- Origins of the Second World War**, A J P Taylor.
- The Nazi Dictatorship: Problems and Perspectives of Interpretation**, I Kershaw.

Cold War

- Stalinist Russia**, S Philips
- The Cold War**, Gaddis. Introduction to overview of Cold War and contextual knowledge.
- The Atlantic & Its Enemies, A History of the Cold War**, N Stone. Contextual overview.
- Origins of Cold War: An International History**, Leffler & Painter.
- The Remains of the Day**, book or film.

## Have been exposed to the following knowledge and theories that span beyond the GCSE specification

Nazi Germany

Historiography as a concept, key concepts of Marxism and Revisionism in relation to Nazi Germany.

Taylor versus Roper causes of WW2, good starting point of Historiography. This links into the Kershaw book.

Hitler and Stalin as similar leaders, Parallel Lives, Alan Bullock is a good starting point for this.

Cold War

Pro-Soviet version of Cold War, E H Carr published a lot blaming USA for outbreak of Cold War, this in opposition to the Orthodox interpretation of historians such as Bailey who blames the Soviet Union.

Comparing totalitarianism in different formats, Nazis, Fascists and Communists.

## Developed their cultural and social capital through the following extra-curricular work

A provisional outline of enrichment activities throughout the 5 year plan would involve the following visits:

### Year 7

#### **Kenilworth Castle**

#### **North Wales History/Geography residential trip**

Both trips would tie in with the year 7 focus on Medieval warfare and William the Conqueror.

### Year 8

**Bosworth Battlefield** – An interactive and fascinating insight into the wars of the Roses and the last battle of Richard III

**Worcester Commandery centre** – 'The faithful city' and the final battles of the English Civil war

### Year 9

**RAF Cosford** – various planes and artefacts from the development of aerial warfare during the 20<sup>th</sup> Century

**Beth Shalom** (joint History/RE trip) – a chance to meet a holocaust survivor and observe the National holocaust memorial.

**Residential to Berlin** – focussing on the Nazi party and the Cold War, this trip will allow students to visit the Olympic Stadium, Holocaust memorial, checkpoint Charlie and the East Side Gallery.

**Residential to WW1 Battlefields** (on annual rotation with Berlin) – An opportunity for all KS3 students to visit the Battlefields of the Somme and the memorial at Thiepval.

### GCSE

**Churchill War Rooms** – The headquarters where Churchill led the allied struggle against Nazi Germany 1940-45. Links to the Blitz and the Historic environment aspect of paper 1.

**IWM – London** – Links to all aspects of warfare

**York Nuclear Bunker** – A fascinating and well preserved example of a nuclear bunker from the cold war era.

## 5 Year Curriculum Plan

### History at Smith's Wood Academy

The Smith's Wood History curriculum prepares all pupils to develop their knowledge and understanding across the disciplines of thematic, depth and breadth study. Pupils are taught to write precisely, succinctly and in styles appropriate to the discipline of the subject. History also introduces pupils to their heritage through the study of British history but also develops their global identity through the European depth study and the world period study.

Year 7 History covers ancient British history into the start of the medieval period with the Norman conquest.

Core skills to be focused upon will be: describing key features; causation and narrative accounts for extended writing; source skills of comprehension, inference and utility based on the content of the sources compared to knowledge of the period.

### Year 7 Units of Study

Length of unit

<b>Unit 1</b>	Core Skills in History: Chronology, primary and secondary sources, archaeological evidence, records	8 lessons
<b>Unit 2</b>	The Romans Foundation of Rome; Growth of the Roman Empire; How Rome was governed; The Roman Army; Roman invasion of Britain; Roman towns; Roman culture.	20 lessons
<b>Unit 3</b>	The Norman Conquest The contenders for the throne; the Battle of Stamford Bridge; the Battle of Hastings	8 lessons
<b>Unit 4</b>	Norman England Harrying of the North; Feudal system; Castles development; Domesday book	18 lessons
<b>Unit 5</b>	Kings in Crisis: Henry II, Richard I, John and Richard II Henry II and Becket; Richard I and the Crusades; Was king John a bad king? Magna Carta; Richard II and the Peasants' Revolt.	20 lessons

## Year 8 History at Smith's Wood Academy

Year 8 moves into the medieval period and the Renaissance, focused on the Tudor and Stuart periods. There is also a world history unit on Slavery in the Americas leading into Civil Rights. Core skills from Year 7 will be reinforced, and developed as causation questions introduce the idea of order of importance; utility should introduce the idea of provenance. Further skills added are interpretations of history in extended writing and reliability of sources.

## Year 8 Units of Study

Length of unit

<b>Unit 1</b>	The Early Tudors War of the Roses, Henry VII, Henry VIII: The Break with Rome; the dissolution of the monasteries	14 lessons
<b>Unit 2</b>	Later Tudors A mid Tudor Crisis? Religious change under Edward and Mary; Elizabeth's religious settlement; Threats to Elizabeth's throne: Mary Queen of Scots, Spanish Armada; succession crisis	14 lessons
<b>Unit 3</b>	The Stuarts: James I and the Gunpowder Plot; Conflict with Parliament Charles' conflict with Parliament; Causes of the English Civil War	14 lessons
<b>Unit 4</b>	The English Civil War Major battles of the Civil War; Cavaliers vs Roundheads and warfare strategies; Charles' trial and execution	18 lessons
<b>Unit 5</b>	The Slave Trade Trade Triangle; Middle Passage; selling Slaves; life on a Plantation	10 lessons
<b>Unit 6</b>	Abolition and Civil Rights Abolitionist movement and other factors leading to abolition. Why was slavery abolished? The American Civil War; Civil rights movement from 1930 to 1960s.	12 lessons

## Year 9 History at Smith's Wood Academy

Year 9 History is an introduction to the 20<sup>th</sup> Century, and covers some core knowledge to be used in the GCSE and some contextual knowledge. Content to cover is World War 1; Appeasement in the 1930s; World War II; The Cold War from 1945-1991.

Core skills from Y7 and Y8 must be reinforced and developed including writing an analytical narrative and using sources and interpretations to discuss a key event/ factor in history. New skills to be introduced are explaining the importance of events and explaining the consequences of events.

### Year 9 Units of Study

Length of unit

<b>Unit 1</b>	World War I Causes, long and short term (Assassination of Archduke Franz Ferdinand); Trench Warfare; Developments in warfare; Conditions; Medicine on the Western Front; War at Sea	20 lessons
<b>Unit 2</b>	Armistice and inter war years Armistice; Treaty of Versailles; Appeasement and causes of WWII.	20 lessons
<b>Unit 3</b>	World War II Blitzkrieg and fall of France; Dunkirk; Battle of Britain; Battle of the Atlantic; Bombing of Germany (Dresden); The Blitz; D-Day and end of WW2	20 lessons
<b>Unit 4</b>	The Origins of the Cold War Yalta and Potsdam; Truman Doctrine and Marshall Aid; Comecon and Cominform; Arms/Space Race	18 lessons
<b>Unit 5</b>	Cold War Case Studies Korea, Cuba, Vietnam	15 lessons
<b>Unit 6</b>	Détente and the end of the Cold War 1970s, Helsinki, SALT I and SALT II, US reaction to Afghanistan; Carter Doctrine; Reagan, Gorbachev and Fall of Communism	15 lessons

## Year 10 History at Smith's Wood Academy

Year 10 History is the first year of the GCSE course.

The current specification is the Edexcel course covering the units of study for Weimar and Nazi Germany (Paper 3) and The Cold War (Paper 2 section A)

- Weimar and Nazi Germany consists of 4 units of study: Weimar Government; The Rise of the Nazi Party; Establishing a Nazi Dictatorship and Life in Nazi Germany. The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it; these may include social, economic, political, cultural and military aspects. Students can be assessed on any aspect of their knowledge of the whole course. This is the only paper that uses AO4 (Analysing Interpretations). It also covers AO1/2 in the Causation essay and AO3 inference and utility questions.
- The Cold War is the period study that focuses on a substantial and coherent medium time span of at least 50 years and require students to understand the unfolding narrative of substantial developments and issues associated with the period. Questions will target: consequence; significance (of specified events in relation to situations and unfolding developments); and analytical narrative (requiring students not only to describe what happened, but also to analyse events to find connections that explain the way in which events unfolded)
- The final part of the term will be spend looking into the Ancient Greek ideas on Medicine to contextualise the Breadth study completed in Y11

## Year 10 Units of Study

Length of unit

### Unit 1

#### Weimar Government 1919-29

Students should be aware of the hardships and unrest in Germany by November 1918 and the reasons for the abdication of the Kaiser and the signing of the armistice. They should be aware of the key terms of the new constitution and its strengths and weaknesses. Students should understand the key terms of the Versailles Treaty, for example the War Guilt clause and the financial, economic, territorial and military terms. They should understand opposition to the treaty, including the 'stab in the back' theory, and its contribution to the early unpopularity of the Weimar Republic. The political challenges of 1919–23 –Spartacists, Freikorps and Kapp Putsch – and how these were dealt with. Students should also understand the economic challenges in these years as a result of the war and the terms of the Treaty of Versailles. They should be aware of Germany's inability to make reparations payments and the reasons for and effects of the occupation of the Ruhr. They should understand what led to hyperinflation and its impact. They should understand how these issues were tackled, allowing the Republic to recover both politically and economically in the years 1924–29, and

18 lessons

	<p>understand the progress made in international affairs. They should appreciate that political and economic recovery led to a period of social changes with higher standards of living, changes in the position of women and developments in culture.</p>	
<b>Unit 2</b>	<p><b>The Rise of the Nazi Party 1919-29</b>          Students will be taught that Hitler's rise to power begins in the aftermath of WWI and how Hitler was directly involved in forming the National Socialist Workers' Party in 1920 and becoming its leader. Students should appreciate that the period 1923–29 saw the failure of the Munich Putsch and limited support for the Nazi Party due to improving economic and political stability, whereas the Weimar Republic's last years were characterised by rapidly rising support for the NSDAP due to high unemployment, weak governments and the party's widespread appeal compared to other political parties.</p>	<b>12 lessons</b>
<b>Unit 3</b>	<p><b>Establishing a dictatorship 1929-34</b>          Students will be taught how political developments and key individuals in the final year of the Weimar Republic led to Hitler becoming Chancellor of Germany in 1933. Students should be aware of the key events which led to Germany moving from a democracy to a single-party state during the period 1933–34. They should understand how the Nazis created a police state to control the German population which included secret police, the use of concentration camps, and control of the legal system and of the Catholic and Protestant Churches. Students should be aware of the Nazi government's control and influence of attitudes by using propaganda and censorship. The final section deals with the issue of the extent of support for Nazism as well as a range of organisations and individuals that displayed opposition to the regime.</p>	<b>12 lessons</b>
<b>Unit 4</b>	<p><b>Life in Nazi Germany 1933-39</b>          The first section looks at how Nazi policies towards women changed their roles and positions in German society. This is followed by Nazi policies which influenced the lives of young people with the establishment of Nazi youth groups as well as government controls over education. Students should be aware of changes to employment and living standards in Nazi Germany. They should be aware of the Nazis' racial beliefs and how this led to policies which discriminated against minority groups as well as the increasingly harsh persecution of German Jews during the years 1933–39.</p>	<b>15 lessons</b>
<b>Unit 5</b>	<p><b>The Origins of the Cold War 1945-59</b>          This will cover the growing ideological differences seen in the Tehran, Yalta and Potsdam conferences. Students should appreciate the impact of the invention of nuclear weapons and Soviet attempts in 1945–47 to build a dominant position in Eastern Europe as a buffer against what they perceived as the repeated hostility of Western powers. They should understand that both sides built spheres of influence through military and economic aid programmes before the first serious clash over Berlin in 1948 led to the development of two armed camps, NATO (1949) and ultimately the Warsaw Pact (1955), made all the more dangerous by a nuclear Arms race that threatened to bring both to the brink of mutually assured destruction. The topic ends with the dramatic attempt by the people of Hungary to break away from their masters in the Soviet sphere in 1956, Khrushchev's response and the international reaction.</p>	<b>12 lessons</b>
<b>Unit 6</b>	<p><b>Cold War Crises in the 1960s</b>          The first is the building of the Berlin Wall in 1961. Students should be aware of the contrast between East and West Berlin and understand why the flow of refugees from East to West was problematic for Khrushchev – leading to his demand that the West withdraw, the summit meetings, and measures to stop refugees until the permanent wall was constructed.</p>	<b>9 lessons</b>

	<p>They should understand the impact of the wall for US-Soviet relations. Secondly, this key topic explores the Cuban Missile Crisis, the year after the construction of the Berlin Wall, when the two sides came closest to destroying each other in thirteen days of terror. Students should be aware of the background of the Cuban revolution and Castro's adoption of communism and relations with the Soviet Union, and should understand the significance of the failed Bay of Pigs operation. Students should cover the key events of the Cuban Missile Crisis and its consequences. Finally, this key topic looks at the invasion of Czechoslovakia to preserve the integrity of the Warsaw Pact. Students should appreciate the determination of the Soviet leadership to hold the communist bloc together in the face of an attempt to build 'communism with a human face' in the Prague Spring of 1968, and the international reaction to the measures taken by the Soviet Union.</p>	
<b>Unit 7</b>	<p><b>The End of the Cold War 1970-91</b>          Knowledge focuses upon the ebbs and flows of the clash of superpowers in the 1970s and 1980s. It starts with the false dawn of détente, marked by arms negotiations, which gave way to a second Cold War triggered by the Soviet invasion of Afghanistan (1979), President Reagan's attitude (talk of an 'evil empire') and 'Star Wars' nuclear technology. Students should appreciate that from 1985 a new generation Soviet leader, Mikhail Gorbachev, changed the atmosphere by finding common ground with his American opposite number and offering the Eastern bloc a way out of domination by Moscow. They should understand the factors that combined to bring about the end of the Cold War, for example the personal chemistry between Reagan and Gorbachev that stunned the world, which together with the bravery of the people of Eastern Europe, brought about a situation in which the Berlin Wall was allowed to fall in 1989, the Warsaw Pact was rendered irrelevant and the Soviet Union broke up (1991).</p>	<b>12 lessons</b>

## Year 11 History at Smith's Wood Academy

**Year 11 History will cover the breadth study for Paper 1 and the second period study to complete paper 2.**

**Paper 1 content is a breadth study of the changes and developments in Medicine from c1250 to present.**

- The study begins in the Middle Ages, with a focus on the importance of the Church in everyday life and its reluctance to abandon faith in old methods for new, untested ideas, or its position of authority in the study of medicine. Following the decline of the power of the Church the study moves through the Renaissance, the scientific revolution, the process of industrialisation and into the nineteenth century, when new discoveries and developments started to have a big impact on the understanding of disease. The study finishes with a focus on the rise of technology in the twentieth century. In the linked historic environment, students learn about the relationship between conditions on the Western Front and their impact on the nature of illness and the provision of medical care, within the broader context of developments in medicine in the early twentieth century.
- The focus of the unit is on the reasons for change, the speed and development of change, the significance of change, and the parallel elements of change and continuity. While the course is split into four time periods, it is important to recognise that the coverage of an extended period in a thematic study means that questions will cover long time periods or will ask students to make comparisons between two different sections of the chronology. A number of key factors are specified

which shape the exploration of the process of change over the whole period: individuals and institutions (Church and government), science and technology and attitudes in society.

**The second period study completes the knowledge required for Paper 2 and covers the early/medieval requirement of the course and is a study of Anglo Saxon and Norman England.**

- The course content will look first at the impact of the battles of Harold Hardrada, Harold Godwinson and William the Conqueror. Post-conquest England acts as a fascinating case study into how a country responds to foreign occupation. As well as the many countless acts of defiance against the Normans, England was shaken by major rebellions and it took almost a decade to subdue a hostile population. Shock and awe tactics went only so far and had to be supplemented with conciliation and reform. This depth study therefore provides a fascinating glimpse into statecraft.
- England, by the time of the Conquerors' death, was a country locked down by castles and presided over by a fabulously wealthy foreign elite. Already though, life was moving on and the first intermarriages were taking place between Normans and Anglo-Saxons. Change and continuity is a key focus of history and the study of the period 1060-1088 highlights perfectly how, despite something as brutal as a military occupation, the underlying direction of a country is far harder to change.

**Year 11 Units of Study**

Length of unit

**Unit 1**

**c1250-c1500 Medieval Medicine**

Students should understand that medicine in medieval England was strongly influenced by the Church: the Church controlled medical knowledge and understanding, promoting the work of Hippocrates and Galen as it had done for centuries. They should appreciate, too, that there was also a strong belief in the role of the supernatural: that God both sent and cured disease, according to one's level of sin, so that prayer fell alongside more corporal attempts to treat disease, such as bloodletting and purging, and herbal remedies that had been passed down through generations. The full spread of treatments that desperate people were willing to try is exemplified in the case study of the Black Death, which spread across England from 1348.

9 lessons

**Unit 2**

**c1500-c1700 Medicine in the early modern period**

In the period c1500–c1700, students should understand that the Medical Renaissance in England represented a significant development in approaches to diagnosis and treatment of disease, shifting to a more scientific approach, supported and promoted through the Royal Society towards the end of the time period. They should recognise that the English Reformation saw the power of the Church wane and with it control of medical knowledge and training, and the religious hospitals that had previously provided care for the sick, leading to significant changes in the way doctors were trained. Scientific experimentation began in earnest, as exemplified in the case study on William Harvey and the circulation of the blood. Students should understand that new theories about the cause of disease were slow to develop and spread, however, and that old ideas, such as miasma, persisted throughout this period. The case study of the Great Plague outbreak in 1665 enables students to interrogate how much change there had been in understanding of

9 lessons

	infection and approaches to dealing with mass epidemics, making comparisons with attitudes and beliefs about the Black Death.	
<b>Unit 3</b>	<p><b>c1700-c1900 Medicine in the 18<sup>th</sup> and 19<sup>th</sup> Centuries</b></p> <p>The third time period represents the most significant episode of change across the unit: ideas about the cause of disease saw their biggest alteration at this time, with improvements in science and technology. Students should understand the impact that this had on understanding about causes and treatment of disease, including the influence of Pasteur and Koch's work. The two case studies look at Edward Jenner and his smallpox vaccination, and John Snow and his theory about the spread of cholera. The latter provides an opportunity for comparison with the Great Plague and the Black Death, and attempts to prevent the spread of the disease. Students should also understand that surgical techniques were seeing a phenomenal improvement at this time, thanks to the discovery of anaesthetics and antiseptics, while hospitals were being cleaned up and redesigned, in part due to the work of Florence Nightingale. As the Industrial Revolution drew to a close, the government began to become more involved in all aspects of society, leading to laws focused on improving public health.</p>	<b>9 lessons</b>
<b>Unit 4</b>	<p><b>c1900-present Medicine in the modern era</b></p> <p>From 1900 onwards students should recognise that approaches to treatment and prevention saw a significant change. They should understand the impact of the NHS and government lifestyle campaigns such as mass vaccinations. They should also understand the impact of improvements in science and technology, leading to improvements in diagnosis and treatment. The first case study exemplifies how scientists such as Fleming, Florey and Chain developed treatments for specific diseases. Moving into the twenty-first century, the case study of the fight against lung cancer exemplifies the role of government, science and high-tech treatment in modern medicine and provides students with an opportunity to measure how much has changed in the treatment of disease since 1250.</p>	<b>9 lessons</b>
<b>Unit 5</b>	<p><b>Historic Environment</b></p> <p>The environment for this study is the British sector of the Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. Students need to understand the context in which the war was fought – including the trench system, the use of mines and the use of subterranean tunnels – and how the terrain and conditions impacted on injuries and treatment. The underground hospital at Arras should also be covered. Students should understand the problems of wounds from weapons such as rifles and bombs and that new techniques in the treatment of wounds and infection had to be found or existing techniques adapted. For example, the new x-ray had to be developed into a mobile machine for use on the frontline, enabling doctors to find and remove shrapnel and bullets that were deeply embedded and lessen the chance of infection. The Thomas splint led to a dramatic reduction in deaths in soldiers with a broken femur. Poison gas had been developed for use in trench warfare and this forced doctors to seek methods for treating the symptoms of gas poisoning, such as fluid on the lungs and temporary blindness. The old problems of surgery – pain, infection and blood loss – had been solved in some respects during the nineteenth century, but the still-new methods had to be further developed for use in field hospitals, and quickly. The shelf life of donated blood stretched from seconds to weeks thanks to the use of preservatives such as sodium citrate, which meant that by 1917 Britain's first blood bank had been opened for the Battle of Cambrai.</p>	<b>18 lessons</b>

	<p>Aside from the conditions created by the new weapons, conditions in the trenches also caused a variety of diseases which needed treating, for example trench foot and trench fever, caused by lice.</p> <p>Students should understand that with so many casualties occurring in the field, the importance of <i>in situ</i> medical facilities was profound. The Western Front occupied rural territory that was far from the large hospitals of the cities; the transport was mainly powered by horse and therefore slow and difficult, particularly in muddy conditions. The British army had no choice but to set up a system for treating the significant number of casualties in the fields surrounding their trenches. The work of the Royal Army Medical Corps (RAMC) and The First Aid Nursing Yeomanry (FANY) in transporting and treating patients should be covered. Students should understand the 'chain of evacuation' – a series of field posts focused on separate tasks, for example, assessing patients and dressing wounds. This significantly improved the efficiency of medical treatment at the frontline. At casualty clearing stations, the wounded were treated and either returned to active duty or evacuated to hospitals elsewhere in France and England.</p>	
<b>Unit 6</b>	<p><b>The final years of Anglo-Saxon England</b></p> <p>Students should understand that society was characterised by a hierarchical system of government and they should appreciate the influence of the Church. They should also be aware that while Edward the Confessor was pious and respected, real power in the 1060s lay with the Godwin family and in particular Earl Harold of Wessex.</p> <p>Students should understand events leading up to the death of Edward the Confessor in 1066: Harold Godwinson's succession as Earl of Wessex on his father's death in 1053 inheriting the richest earldom in England; his embassy to Normandy and the claims of disputed Norman sources that he pledged allegiance to Duke William; his exiling of his brother Tostig, removing a rival to the throne. Harold's powerful rival claimants – William of Normandy, Harald Hardrada and Edgar – and their motives should also be covered. Students should understand the range of causes of Harold's eventual defeat, including the superior leadership of his opponent, Duke William of Normandy, the respective quality of the two armies and Harold's own mistakes</p>	<b>10 lessons</b>
<b>Unit 7</b>	<p><b>The Norman Conquest of England</b></p> <p>Students should appreciate the immense task William faced of translating his victory into meaningful control over a hostile Anglo-Saxon population. Students should understand how control was established, including the submission of the earls, but how by 1068 rebellion had broken out in the North of England, helped by the leadership of the surviving Anglo-Saxon earls, Edwin and Morcar. Students should also cover the renewed uprising in the North in 1069, which escalated out of control as a result of the leadership of Edgar Atheling and aid from Denmark and Scotland, and in 1070–71 the gathering of English rebels in the marshes of Ely to make what turned out to be a last stand. Students should appreciate how and why William defeated the uprisings: he militarised England with a programme of castle building; power was delegated to trusted men and a group of compact earldoms along the Welsh border; he was prepared to unleash total violence, as the population of Yorkshire discovered in the Harrying of the North; and he took steps to ensure that very few Anglo-Saxons continued to enjoy positions of wealth or power. Students should consider why, while the will of the English had been broken by the close of 1071, in 1075 a trio of William's own earls attempted, unsuccessfully, to oust him from power. This was the last challenge William would face in England.</p>	<b>10 lessons</b>

<b>Unit 8</b>	<b>The Nature of Norman England</b> Students should consider changes to the nature of landownership as William laid claim to the whole of England, granting it out under strict conditions in a process historians have termed feudalism. In the Church, students should understand that Anglo-Saxon influence was squeezed out, while Lanfranc, William's carefully chosen Archbishop of Canterbury to replace Stigand, embarked on a process of modernisation and church building. In the realm of government, students should appreciate that Anglo-Saxon practices such as writs continued while others such as the use of earls and sheriffs were modified. The growth in royal power should be covered, demonstrated by the ambitious Domesday survey, the hated royal forests and the unrestrained greed of Bishop Odo of Bayeux, William's half-brother. They might note that in the economy, the single currency continued but slavery steadily declined. Students should cover William's death in 1087 due to battle wounds and the result of his decision to divide his realm between his three sons: Robert Curthose's attempt in 1088 to oust the middle son, William Rufus, from the English throne.	<b>12 lessons</b>
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## 5 Year Curriculum Plan Overview

### Year 7

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Core Skills	Core Skills	Core Skills	Core Skills	The Romans	The Romans	The Romans
Autumn Term 2	The Romans	The Romans	The Romans	The Romans	The Romans	The Romans	The Romans
Spring Term 1	Norman Conquest	Norman Conquest	Norman Conquest	Norman Conquest	Norman England	Norman England	Norman England
Spring Term 2	Norman England	Norman England	Norman England	Norman England	Norman England	Norman England	
Summer Term 1	Kings in Crisis Henry II	Kings in Crisis Henry II	Kings in Crisis Henry II	Kings in Crisis Richard I	Kings in Crisis Richard I		
Summer Term 2	Kings in Crisis King John	Kings in Crisis King John	Kings in Crisis King John	Kings in Crisis Peasants' Revolt	Kings in Crisis Peasants' Revolt		

Year 8

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Autumn Term 1</b>	Early Tudors War of the Roses	Early Tudors Henry VII	Early Tudors Henry VII	Early Tudors Henry VIII	Early Tudors Henry VIII	Early Tudors Henry VIII	Early Tudors Henry VIII
<b>Autumn Term 2</b>	Edward VI	Mary	Elizabeth	Elizabeth	Elizabeth	Elizabeth	Elizabeth
<b>Spring Term 1</b>	Stuarts James I	Stuarts James I	Stuarts Charles I	Stuarts Causes of Civil War	Stuarts Causes of Civil War	Stuarts Causes of Civil War	Stuarts Causes of Civil War
<b>Spring Term 2</b>	Civil War	Civil War	Civil War	Civil War	Charles' Trial	Charles' Execution	
<b>Summer Term 1</b>	Slave Trade	Slave Trade	Slave Trade	Slave Trade	Slave Trade		
<b>Summer Term 2</b>	Abolition	Abolition	American Civil War	Civil Rights	Civil Rights	Exam Week	Feedback/ Reflection

Year 9

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Autumn Term 1</b>	WWI LT Causes	WWI ST Causes	WWI Stalemate and trench system	WWI Trench Conditions	WWI Developments in warfare	WWI Medicine	WWI War at Sea
<b>Autumn Term 2</b>	Armistice and end of WW1	Treaty of Versailles	Appeasement	Appeasement	Causes of WWII Hitler	Causes of WWII Czechoslovakia	Causes of WWII Poland
<b>Spring Term 1</b>	WWII Blitzkreig	WWII Battle of Britain	WWII Atlantic	WWII Bombing	WWII The Blitz	WWII The Blitz	WWII D-Day
<b>Spring Term 2</b>	Cold War Origins	Cold War Origins	Cold War Origins	Cold War Origins	Cold War Origins	Cold War Origins	
<b>Summer Term 1</b>	Cold War Korea	Cold War Cuba	Cold War Cuba	Cold War Vietnam	Cold War Vietnam		
<b>Summer Term 2</b>	Cold War Détente	Cold War Detente	Cold War Carter/ Reagan	Cold War Gorbachev	Cold War Collapse USSR	Exam Week	Feedback/ Reflection

## Year 10

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Autumn Term 1</b>	Weimar Germany Origins of the republic	Weimar Germany Political challenges	Weimar Germany Economic challenges	Weimar Germany Recovery - Stresemann	Weimar Germany Changes in Society	Review/ Assessment 1	Rise of Nazis Origins 1919-22
<b>Autumn Term 2</b>	Rise of Nazis Munich Putsch & Lean years	Rise of Nazis Wall street Crash and unemployment	Rise of Nazis Appeal, propaganda (Assessment 2)	Nazi Dictatorship Hitler becomes Chancellor	Nazi Dictatorship Events 1934	Nazi Dictatorship Propaganda, culture, arts	Nazi Dictatorship Police State
<b>Spring Term 1</b>	Life in Nazi Germany Women	Life in Nazi Germany Youth	Life in Nazi Germany Employment	Life in Nazi Germany Minorities.	Review and Assessment	Cold War 1 Origins Yalta and Potsdam	Cold War 1 Breakdown of Grand Alliance
<b>Spring Term 2</b>	Cold War 1 Developments 1945-49	Cold War 1 Berlin Blockade	Cold War 1 Arms Race NATO and Warsaw Pact	Cold War 1 Hungarian Uprising	Cold War 2 Berlin Wall	Cold War 2 Cuba	
<b>Summer Term 1</b>	Cold War 2 Prague Spring	Cold War 3 Détente	Cold War 3 Flash points	Cold War 3 Collapse of USSR	Review and Assessment		
<b>Summer Term 2</b>	Nature of Warfare	Nature of warfare	Experience of Warfare	Experience of Warfare	Introduction to change	Life in the medieval period	Work Experience

Year 11

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	1250-1500	1250-1500	1250-1500	1500-1700	1500-1700	1500-1700	1700-1900
Autumn Term 2	1700-1900	1700-1900	1900-present	1900-present	1900-present	Review/ Assessment	Historic Env.
Spring Term 1	Historic Env.	Historic Env.	Historic Env.	Historic Env.	Assessment	Anglo Saxon	Anglo Saxon
Spring Term 2	Anglo Saxon	Norman Conquest	Norman Conquest	Norman Conquest	Norman Conquest	Nature of Norman Rule	
Summer Term 1	Nature of Norman Rule	Nature of Norman Rule	Nature of Norman Rule	Assessment/ Revision	Revision		
Summer Term 2							

