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	<b>Autumn 1</b> Y7 – 11 SLP/HW							<b>Autumn 2</b> Y7 – 11 ALL/FPG							<b>Spring 3</b> Y7 – 11 SLP/HW					<b>Spring 4</b> Y7 – 11 ALL/FPG					<b>Summer 5</b> Y7 – 10 SLP/HW, Y11 – ALL/FPG					<b>Summer 6</b> Y7 – 10 ALL,										

**BIG QUESTION – HOW MUCH HAS BRITAIN BEEN SHAPED BY INVASION?**

Content: **Were the invasions of Britain a good thing**

Students from this unit should begin to develop their understanding of why Britain was invaded and by whom.

**Focus on three main invaders:**

- Romans
- Vikings
- Anglo-Saxons

**Skill focus: Change and continuity.**

**Enquiry: Were the invasions of Britain a good thing?**

**Assessment point:**

**Explain 2 key changes the Romans/Saxons and Vikings made following their invasions of Britain.**

**Look at positive and negative impact**

**Bring in ST/LT impact/4) What impact did the Roman invasion have – who benefited from Roman invasion – complex thinking – define ST/LT write collaboratively as a class – aspirational writing.**

**Enquiry: Were the invasions of Britain a good thing? – Pupils use examples from all 3 invading groups to form and explain a judgement to the enquiry question. – introduce language of argument and consider the opposing arguments – use the write like a historian sheet.**

**LINKS TO PRIOR TOPIC – build upon topics covered in KS2.**

**Introduce the idea of conquest - can pupils draw any links from earlier learning.**

**BIG QUESTION – HOW MUCH HAS BRITAIN BEEN SHAPED BY INVASION?**

Content: Did the Normans annihilate England?

Norman Conquest - topic focused on the last successful invasion of this country. Links to the previous module and comparison can be made about the success vs the last three invaders.

Brief look at how the Norman rule is maintained after conquest with local study tied to Carisbrooke Castle.

**Skill focus: Significance.**

**Enquiry: Did the Normans annihilate England?**

**Assessment point: Written letter to Simon Schama debating whether he was right about the Normans annihilating England. Use evidence to challenge his view on the impact the Norman conquest had on Britain.**

**LINKS TO PRIOR TOPIC – Pupils are given the opportunity to build upon their knowledge of invasion and focus on the impact of the Norman invasion of Britain. They can apply the knowledge they have learned about reasons for invasion and draw similarities with the 3 invading groups they have studied.**

**BIG QUESTION – WERE THE MIDDLE AGES REALLY THAT MUCKY?**

Content: Was life all muck and misery in medieval England?

Within this unit, students should be introduced to how life changed for people throughout the Middle Ages. Focus on:

- Law
- Health
- Religion
- Different classes

**Skill focus: Similarity and differences.**

**Enquiry: Was life all muck and misery in medieval England?**

**Assessment point: Medieval newspaper article using interpretations to show different living standards. (How/Why interpretations differ)**

**Structure and infrastructure of society – how society is organised, ruled, what it believes**

**Culture generalisation – general view of the medieval period – what changed? Challenge the generalisation, myth that this was a period of no change – look at progress and regress.**

**LINKS TO PRIOR TOPIC – Pupils have had the opportunity to investigate the Norman Conquest and its impact upon Britain. This topic follows chronologically by placing emphasis on life in the Middle Ages. Pupils have the opportunity to look back at the changes introduced by the Normans and examine how these changes developed over time.**

**BIG QUESTION – WERE THE MIDDLE AGES DOMINATED BY DISCOVERY OR DAMNATION?**

Content: Religion and exploration in the Middle Ages

Within this unit students should be introduced to how life changed for people throughout the Middle Ages

Within this unit students should be introduced to how life changed for people throughout the middle ages. Students will explore the concepts of exploration and the power of the church over people's daily lives. Students will examine the death of Thomas Becket and how significant the Crusades were. Finally pupils will investigate the treatment of women during the era of the witch craze and how this shaped peoples beliefs.

**Skill focus: Evaluating interpretations.**

**Enquiry: Were the Middle Ages dominated by discovery or damnation?**

**Assessment point: Two interpretations based on Christians and Muslims during Crusades. (How/Why interpretations differ)**

**LINKS TO PRIOR TOPIC - Pupils were given the opportunity to examine social history in the Middle Ages by investigating the lives of ordinary people and the generalisation that this was a period of no progress. Pupils can apply this knowledge about the structure of society and the individual roles to the current topic.**

**BIG QUESTION – HOW EFFECTIVELY DID TUDOR MONARCHS DEAL WITH THEIR PROBLEMS?**

Content: Tudors and Stuarts

Tudors' impact on Britain - focus on the changes to England under the Tudors. Problems for Stuart monarchs - How were the problems of the Stuart monarchs dealt with and was this effective? Looking at lasting impacts on the monarchy and Parliament

**Skill focus: Concept - significance**

**Enquiry: HOW EFFECTIVELY DID TUDOR MONARCHS DEAL WITH THEIR PROBLEMS?**

**Assessment point:**

**LINK TO PREVIOUS TOPIC –**

**Pupils were given the opportunity to look at the role of the church and its power struggle with monarchs in the previous topic. Throughout this topic pupils can examine this ever-increasing struggle between church and crown as well as the individual problems faced by each monarch. Pupils can apply this knowledge when investigating the problems monarchs faced such as plague, war etc.**

**LINKS TO NEXT TOPIC – Pupils will investigate the importance of religion in this era and explore whether it defines all Tudor and Stuart Monarchs are known for.**

**Literacy Key words -**

**BIG QUESTION – HOW EFFECTIVELY DID STUART MONARCH'S DEAL WITH THEIR PROBLEMS?**

Content: Tudors and Stuarts

This topic seeks to build upon the previous; looking at the importance of religion during this period and how it changes within England. Also, diversity and the royal courts will be investigated to understand various influences and power struggles between the monarchs and their advisors.

**Skill focus: Concept - change and continuity**

**Enquiry question: HOW EFFECTIVELY DID STUART MONARCH'S DEAL WITH THEIR PROBLEMS?**

**Assessment point:**

**LINKS TO PREVIOUS TOPICS – Pupils were given the opportunity to explore the problems faced by individual monarchs throughout this era. Pupils evaluated the success and effectiveness of each monarch and their ability to cope with these problems.**

**LINKS TO NEXT TOPIC – pupils will examine the impact of empire in year 8 and the dominance of the monarchy. This topic will allow them to explore the ever-increasing power of England's monarchs and how they exerted this power across the globe.**

**Literacy Key Words-**

<p><b>LINKS TO NEXT TOPIC – Pupils will develop their understanding further by investigating in detail the Norman Conquest. Pupils should be given opportunity to apply knowledge from previous unit to see how conquest has shaped Britain. This will also lead chronologically to the next unit of life in the Middle Ages.</b></p> <p><b><u>Literacy key words:</u></b> Invaders, settlers, legacy, Roman's, Saxon's, Vikings, resources, evidence, Danelaw, conquest, settler, raid, law, changes, continuity, life, skills, archaeology, culture, impact</p>	<p><b>LINKS TO NEXT TOPIC – Pupils will develop their understanding of life in the Middle Ages, focusing on health and hygiene. Pupils will be given the chance to look at whether life progressed or regressed during this period. They can also look at which era saw the most significant change. This links chronologically to future topics about the Middle Ages.</b></p> <p><b><u>Literacy Key Words:</u></b> Conquest, control, law, legal system, feudal system, black death, public health, cleanliness, God, Christianity, Church, peasant, villein, nobles, cathedral, hovel, magna carta, kingship, progress, regress, impact, motte, bailey, castle, attack, defend, ditch, palisade, advantages, disadvantages, Carisbrooke, fortification</p>	<p><b>LINKS TO NEXT TOPIC – Pupils will build upon this foundation knowledge of life in the Middle Ages and examine the role of the church in this period. This topic allows them to reflect on earlier learning regarding how society is structured and the importance of the church as well as introduces the idea of discovery and exploration.</b></p> <p><b><u>Literacy Key Words:</u></b> Conquest, control, law, legal system, , black death, public health, cleanliness, God, Christianity, Church, peasant, progress, regress, impact, consequence, barber surgeon, health, hygiene, disease,</p>	<p><b>LINKS TO NEXT TOPIC – Pupils will examine the authority of Tudor monarchs and the issues they faced during their reigns. Pupils can apply their understanding of the role of the church and the significance of religion to the next topic.</b></p> <p><b><u>Literacy Key Words -</u></b> Explorer, travel, journey, church, power, authority, murder, holy, pilgrim, conflict, discovery, damnation, doom painting, heaven, hell, pope, religion, sacred, relic, traveller, tales, crusades,</p>	<p><b>Tudor, Stuart, monarch, power, church, state, pope, reform, people, religion, dominance, struggle, parliament, civil war, conflict, belief, excommunication,</b></p>	<p><b>Religion, church, power, state, monarchy, dominance, rule, influence, clash, conflict, civil war, pope, belief, diversity, culture, sate, court, ethnicity, challenge</b></p>
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**Content:**What can we learn from the kingdoms of Benin and Asante about medieval African histories?  
**The aim for this topic is to understand the challenges for Britain, Europe and the wider world. We begin with medieval Africa in order to build upon the foundations laid in Year 7. We will address common misconceptions of Africa as a 'Dark Continent' and look at the rich histories of the kingdoms of Benin and Asante. This topic is important to lay the foundations that Black history does not begin and end with the slave trade.**

**Skill focus:** **Concept - similarity and difference chronological understanding**

**Enquiry:** What can we learn from the kingdoms of Benin and Asante about medieval African histories?

**Assessment point:** How far is the British responsible for the downfall of Benin?

**Content:** Do we really deserve to be called **Great Britain?**

This topic will focus on slavery; the Atlantic Trade System which operated for circa two hundred years across the Atlantic Ocean. This topic is important to explore the basis of prejudice and exploitation of black people in 'western culture'. Beyond solely focusing on the oppression of black slaves this unit also seeks to review the role of black slave traders, resistance to slavery and the preservation of black heritage.

**Skills:** Interpretations of Britain's 'glorious' past.

**Enquiry:** Can we be 'great' if we are built upon others' misery?

**Assessment point:** Written letter to historian explaining how the Slave trade has created the Britain we know

**Source based assessment about the Zong**

**Content:** Do we really deserve to be called **Great Britain?**

This topic will focus on life within Great Britain and will review the impact of industrialisation on the people of Britain. Building upon the previous topic this unit will review, it was not just black people who were oppressed within the British Empire; within Britain the working-class suffered significantly and lacked rights such as good working conditions and sanitary spaces to live and work.

**Skill focus:** **Significance.**

**Enquiry question:** Can we be 'great' if we are built upon others' misery?

**Assessment point:** Convincing interpretation-studying poster of Great Exhibition – positives and negatives.

**How does this link to prior learning?** In the previous topic, the pupils examined the idea of empire and the positive and negative influences it had on people in Britain. Students began by examining African kingdoms and slavery in general before they looked at the Transatlantic slave trade. Pupils investigated its impact on both the lives of the slaves but also the impact it had on Britain's economic growth.

This unit allowed pupils to see what Black culture was like prior to the slave trade and allowed us to address any misconceptions. We also linked this to recent events including BLM.

**This Topic:**

**Content:** **Red Poppies and White Feathers- How Great was the 'Great War'- WW1?**

This unit focuses on trench warfare and the impact of this upon soldiers. This includes new inventions that developed and how the war was fought. Crucially this unit will explore notions of masculinity and challenge this by investigating the lived experiences and the possibility of varied identities of men close to the battlefield.

**Skill focus:****Concept - similarity and difference**

**Enquiry question:** Red Poppies and White Feathers- How Great was the 'Great War'- WW1?

**Assessment point:**

**Content:** **Was the Weimar Republic always doomed to fail?**

Within this unit, students should be looking at why the Nazis came to power in Germany during the 1930s and what life was like for Germans.

In addition, students should be introduced to the various aspects of why the Holocaust emerged in Nazi Germany, which they will build upon in Year 9. **Pupils will understand how control and authority shaped the modern world through governments and ideologies.**

This topic will introduce students to communism and how it sought to change peoples' lives after WW1 following the Russian Revolution.

**Skill focus:** **Concept - Cause and consequence**

**Enquiry question:** Was the Weimar Republic always doomed to fail?

**Assessment point:**

**Content:** **The rise of the Nazi's. Why were people so willing to support Hitler?**

Students will investigate the inter-war years with the rise of fascism across Europe, notably in Germany, but also in Italy. Students will understand why the Nazis came to power and what life was like for Germans in the 1930s. As the Reich grew in Germany and sought to restore national pride this was at the expense and cut the freedom of many minorities regarding race, religion, gender and sexuality.

**Skill Focus:** **Concept - similarity and difference & significance**

**Enquiry question:** The rise of the Nazi's. Why were people so willing to support Hitler?

**Assessment point:**

In the following topic, students will investigate what life was like in industrial Britain focusing on the poor and their living conditions. Students will explore working and living conditions and the impact poverty and disease had on Britain. Pupils will investigate the types of jobs Victorian children had to do and the dangers they faced in the work place. Pupils will be able to see that industrialisation, whilst beneficial for Britain's economic growth and world dominance came at a huge cost to the health of the working classes. They should by the end be able to debate that the enquiry question about do we really deserve to be called Great Britain when it came at such a cost to so many.

**How does this link to future learning?** The next topic is World War One. Pupils should be able to draw links on how industrialisation led to Britain's dominance across the world and how we became drawn into war. This unit will also be useful for the GCSE content Health and the people when examining progress in health care during the Victorian era.

**Literacy key words:**

empire, trade, influential, industrial, factory, coal mine, trapper, drawer, danger, hazard, employment, workhouse, poor, charity, cycles of poverty, Booth, Rowntree, disease, society, slums, back-to-back, dwellings, cellars, board of health, social reformers, public health acts

**Content: How could the Holocaust have happened?**

This topic builds upon HT6 of year 8 focusing on the Final Solution of the Nazis; the extermination of the Jewish people. This unit will allow students to engage with the impact of extremism and the importance of remembering this event through memorials and museums.

**Skills: Interpretations and significance**

**Enquiry question: How could the Holocaust have happened?**

**Assessment point: Exam paper on various aspects of the Holocaust. Shorter and longer range answers required, designed to test knowledge recall and previous topics.**

**Content: Cold War Origins**

This topic will explore the growing tensions between the two world superpowers, the USA and the USSR, their conflicting ideologies, capitalism and communism and the developing division between the two sides based upon their global post-war priorities.

**Skills: Significance**

**Enquiry Question: How did war create super powers?**

**Assessment point:**

**Content: Did Britons never have it so good?**

Within this unit, students should be focusing on the decades of the 1950s and 1960s, thinking about how these two decades changed the face of Britain after WW2.

Skill focus: Significance.

**Enquiry question: Was the change after WWII all-good?**

**Assessment point: Create two interpretations that are responses to Mary Quant's miniskirt in a fashion magazine from women who are mid-20s and mid-50s.**

**Alternative:**

**Commentary on the Brighton riots between Mods and Rockers. One from a younger person and another from an older generation.**

**How does this link to prior learning? In the previous topic, pupils investigated the origins of the Cold War. Pupils started by investigating the death of Tsar Nicholas of Russia. This enabled pupils to gain an understanding as to why there was a revolution and how the appeal of communism grew. Pupils then investigated the rising tensions after WW2, focusing on the state of the world after war and why the rivalry and tensions grew between the USA and the USSR. Pupils looked at the conflicting ideologies of capitalism and communism and the development of super powers. This will enable pupils to build upon what happens to Britain during this period of tension and conflict.**

**This topic:**

**Content: Did Britons never have it so good?**

Within this unit students will build upon their learning from the previous topic to review changing attitudes towards different groups within British society which today makes our nation a multicultural and more equal society. Pupils will explore cases such as child migration to Australia, Asian migration to Britain, the clash and fusion of cultures which has created a modern Britain.

**Skills: Change and continuity**

**Enquiry Question: Fusion or clash of cultures? What makes modern Britain?**

**Assessment point:**

**Content: Classical Studies – Egypt, Greek, Rome**

This topic seeks to explore the societies and cultures of the classical world within the Mediterranean. This will enable students to understand the similarities and differences between these past and present and the impacts these societies have had on us today. This unit will enable pupils to put into context the ancient world and draw upon these civilisations for GCSE history, particularly when looking at Health and the People.

**Skills: Change and continuity**

**Enquiry Question: How did the Ancient world pave the way for modern developments?**

**Assessment point:**

**Content: Anglo-Saxon/Viking Britain**

This topic will study Britain as a divided nation prior to the Norman conquest. The rich and diverse cultures of the Anglo-Saxons and the Vikings shaped the British Isles and these societies and cultures and impacted Britain today through language, myths and legends and traditions. This will enable pupils to draw upon their prior learning of the early middle ages in year 7 whilst allowing them to place into context life in Britain before the conquest. This will allow pupils to have a greater understanding of comparison when studying the Norman Conquest for GCSE.

**Skills: Change and continuity**

**Enquiry Question: How did the Saxons and Vikings shape Britain?**

**Assessment Point**

Within the unit students will be focusing on the decades of the 1950s, 1960s, and 1970's thinking about how these decades changed the face of Britain after WW2. Pupils will begin by looking at the immediate aftermath of WW2 on Britain beginning with austerity and demobilisation. Pupils will then look at how Britain rebuilt after the war by investigating immigration from the Commonwealth and with this the fusion or clashing of cultures. The focus should looking at social history thinking about changes in fashion, music, immigration, TV and commercialisation. Students will investigate the rising discrimination and treatment of immigrants into post-war Britain. Students should then evaluate whether this was the golden age of Britain, comparing and contrasting it to modern day life.

**How does this link to future learning?** Pupils will build upon this knowledge in year 10 with the Health and the people GCSE topic focusing on the creation of the NHS and health concerns in post war Britain. Pupils will also be able to draw cross topic links with the USA 1920's topic with immigration and racism.

Literacy/SPAG Interventions (word and sentence level):

		Austerity, rationing, social, Blitz, bomb damage, evacuation, demobilisation, Beveridge report, NHS, welfare state, Immigration, Asian, Commonwealth, Fashion, Compare, Contrast, Jamaican, Asian, West Indies, Consumerism, Windrush, Enoch Powell, Discrimination, migration, racism, protests,			
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**Health and the people**

-This thematic study will help us develop an understanding of how medicine and public health developed in Britain over a long period of time.

**PAPER 2: SHAPING THE NATION (Section A)**  
Britain: Health and the people: c1000 to the present day

**Medicine Stands still**

- Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.
- 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.
- Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.

**Literacy/SPAG Interventions (word and sentence level):**  
 Hippocratic, Galen, Medicine, Medieval, Doctor, Christian, Islamic, Public Health, Black Death, Anatomy, Surgery, Vesalius, Pare, Physiology, Harvey, Renaissance, Quackery, Plague, Hospital, Disease, Surgeons, Physicians, Jenner, Vaccination

End of Topic Summative Assessment:  
 End-Point: **How significant was the work of key individuals in advancing medicine during the Renaissance?**

**British depth studies - Norman England, c1066–c1100**

**We will study the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule.**

Paper 2: Shaping the nation (Section B)  
**The Normans: conquest and control**

- Causes of Norman Conquest, including the death of Edward the Confessor, the claimants and claims.
- Military aspects: Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon and Norman tactics; military innovations, including cavalry and castles.
- Establishing and maintaining control: the Harrying of the North; revolts, 1067–1075; King William’s leadership and government; William II and his inheritance.

**Life under the Normans**

- Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as ordeals, ‘murdrum’; inheritance; the Domesday Book.
- Economic and social changes and their consequences: Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life; Forest law.

**Literacy/SPAG Interventions (word and sentence level):**  
 Confessor, Claim, Throne, Tactic, Stamford Bridge, Battle of Hastings, Norman, William, Harold, Cavalry, Harrying, Revolt, Government, Inheritance, Feudalism, Anglo-Saxon, Distribution, Patronage, Aristocracy, Society, Military, Legal, Ordeals, Murdrum, Domesday Book, Economic.

**Conflict and tension in Asia, 1950–1975 -**

**This unit focuses on the causes and events of the Cold War in Asia and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose.**

Paper 1: UNDERSTANDING THE MODERN WORLD (Section B)  
Conflict and tension in Asia 1950 – 1975

**Conflict in Korea**

- The causes of the Korean War: nationalism in Korea; US relations with China; the division of Korea; Kim Il Sung and Syngman Rhee; reasons why the North invaded the South in June 1950; US and the UN responses; USSR’s absence from the UN.
- The development of the Korean War: the UN campaign in South and North Korea; Inchon landings and recapture of South Korea; UN forces advance into North Korea; reaction of China and intervention of Chinese troops October 1950; the sacking of MacArthur.
- The end of the Korean War: military stalemate around the 38th Parallel; peace talks and the armistice; impact of the Korean War for Korea, the UN and Sino-American relations.

**Literacy/SPAG Interventions (word and sentence level):**  
 Korea, War, China, Nationalism, Kim Il Sung, Syngman Rhee, Invasion, UN, MacArthur, Stalemate, Sino-American, Dien Bien Phu, Geneva Agreement, Ho Chi Minh, Tactics, Domino Theory, Eisenhower, Kennedy, Strategic Hamlet, Johnson, Gulf of Tonkin.

End of Topic Summative Assessment:

**America, 1920–1973: Opportunity and inequality -**

**This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality**

Paper 1: UNDERSTANDING THE MODERN WORLD (Section A)  
America 1920-1973: Opportunity and Inequality

**Bust – Americans’ experiences of the Depression and the New Deal •**

American society during the Depression: unemployment; farmers; businessmen; Hoover’s responses and unpopularity; Roosevelt’s election as president.

- The effectiveness of the New Deal on different groups in society: successes and limitations including opposition towards the New Deal from Supreme Court, Republicans and Radical politicians; Roosevelt’s contribution as president; popular culture.
- The impact of the Second World War: America’s economic recovery; Lend Lease; exports; social developments, including experiences of African-Americans and women.

**Health and the people**

**The Beginnings of change**

- 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.
- 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.
- Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.

**British depth studies - Norman England, c1066–c1100**

Paper 2: Shaping the nation (Section B)  
**The Norman Church and monasticism**

- The Church: the Anglo-Saxon Church before 1066; Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals; Church organisation and courts; Church state relations; William II and the Church; the wealth of the Church; relations with the Papacy; the Investiture Controversy.
- Monasticism: the Norman reforms, including the building of abbeys and monasteries; monastic life; learning; schools and education; Latin usage and the vernacular.

**The historic environment of Norman England**

Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period. Sites will also illuminate how people lived at that time, how they were governed and their beliefs and values.

The following aspects of the site should be considered:

- location
- function
- the structure
- people connected with the site eg the designer, originator and occupants
- design
- how the design reflects the culture, values, fashions of the people at the time
- how important events/developments from the depth study are connected to the site.

**Literacy/SPAG Interventions (word and sentence level):**  
 Anglo-Saxon, Church, Arch Bishop, Cathedral, State, Wealth, Papacy, Investiture, Controversy, Abbeys, Monasteries, Latin, Vernacular, Location, Function, Structure, People, Design, Values, Culture, Fashions.

		<p>End of Topic Summative Assessment: Assessment: <b>'The biggest change the Normans brought was the Feudal system.'</b> Do you agree with this statement</p>	<p>Assessment; <b>Write an account of how the events in Korea became an international crisis in 1950.</b></p>			
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**HEALTH AND THE PEOPLE SECTION  
2/3**

**PAPER 2: SHAPING THE NATION  
(Section A)**

**Britain: Health and the people: c1000 to the present day**

**A Revolution in medicine**

- 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.
- A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.
- 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.

**Modern Medicine**

- 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.
- 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.
- 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 nhs

Literacy/SPAG Interventions (word and sentence level):

**British depth studies - Norman England, c1066–c1100**

**The historic environment of Norman England**

Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period. Sites will also illuminate how people lived at that time, how they were governed and their beliefs and values.

The following aspects of the site should be considered:

- location
- function
- the structure
- people connected with the site eg the designer, originator and occupants
- design
- how the design reflects the culture, values, fashions of the people at the time
- how important events/developments from the depth study are connected to the site.

**Escalation of conflict in Vietnam**

- The end of French colonial rule: Dien Bien Phu and its consequences; Geneva Agreement, 1954; civil war in South Vietnam; opposition to Diem; the Vietcong – aims, support, leadership and guerrilla tactics and Ho Chi Minh.
- The US involvement: the Domino Theory; intervention under Eisenhower and Kennedy; Strategic Hamlets programme.
- Johnson’s War: the Gulf of Tonkin; the US response to Vietcong tactics; the mass bombing campaign; demands for peace and growing student protests in the USA; My Lai and its public impact; Search and Destroy tactics and impact; the Tet Offensive and its consequences for the war.

**Post War America**

Paper 1: UNDERSTANDING THE MODERN WORLD  
(Section A)

**America 1920-1973: Opportunity and Inequality**

**Bust – Americans’ experiences of the Depression and the New Deal •**

- American society during the Depression: unemployment; farmers; businessmen; Hoover’s responses and unpopularity; Roosevelt’s election as president.
- The effectiveness of the New Deal on different groups in society: successes and limitations including opposition towards the New Deal from Supreme Court, Republicans and Radical politicians; Roosevelt’s contribution as president; popular culture.
- The impact of the Second World War: America’s economic recovery; Lend Lease; exports; social developments, including experiences of African-Americans and women.

**Post War America**

- Post-war American society and economy: consumerism and the causes of prosperity; the American Dream; McCarthyism; popular culture, including Rock and Roll and television.
- Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Segregation laws; Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts of 1964 and 1968.
- America and the ‘Great Society’: the social policies of Presidents Kennedy and Johnson relating to poverty, education and health; the development and impact of feminist movements in the 1960sand early 1970s, including the fight for equal pay; the National Organisation for Women, Roe v Wade (1973), the Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment.

Pasteur, Koch, Microbe, Germ Theory, Remedies, Magic Bullet, Ehrlich, Anaesthetics, Simpson, Chloroform, Lister, Carbolic Acid, Cholera, Antiseptics, Reformers, Public Health, Industrial, Penicillin, Pharmaceutical, Antibiotic, Alternative, Transfusions, Transplants, Radiation, Boer War, Booth, Rowntree, Liberal Reforms, Poverty, Beveridge Report, Welfare State, NHS.

- Post-war American society and economy: consumerism and the causes of prosperity; the American Dream; McCarthyism; popular culture, including Rock and Roll and television.
- Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Segregation laws; Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts of 1964 and 1968.
- America and the 'Great Society': the social policies of Presidents Kennedy and Johnson relating to poverty, education and health; the development and impact of feminist movements in the 1960s and early 1970s, including the fight for equal pay; the National Organisation for Women, Roe v Wade (1973), the Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment.