



## History Department

### Start to End Point Curriculum Sequence Grids

Year 7	Term 1				Term 2
Unit(s)	What shaped the world c1000?	Who were the Anglo-Saxons?	Did the Normans bring a 'Truck load of trouble'?	Why was the Church so significant in the medieval period?	What can Walsham tell us about the impact of the Black Death?
<b>Key rationale, knowledge and skills</b>	Students enter year 7 with a variety of experiences of History. National curriculum suggests that students should have studied a broad range of civilizations prior to 1066 by the end of KS2, however this is rarely the case. In response this unit aims to level the playing field and provide some overview context for all students about the world in 1000. In particular, the legacy of the Roman empire, the development of Islam and Christianity and how they had shaped the world. This is important for students to understand before moving on to both the Silk Roads and Anglo-Saxon units. In addition, it will provide context later when examining issues such as the Crusades.	This unit takes the student from the broad global context studied before and allows them to zoom in to the England for the first time. Students are therefore better able to contextualise what is happening in England. It also allows students to see that 'Britain was in the world but not the centre of it.' Here students' preconceptions of who the Anglo-Saxons were will be tested. This allows students to understand that Britain has always been a diverse nation. It also sets the scene for the following enquiry where students will need to assess extent of change under the Normans and therefore will need to know what life was like during the Anglo-Saxon period.	In this depth unit (approx. 25 years) students will consider Simon Schama's views about 1066 and the extent to which this was a pivotal point in British History. They will build on their study of the Anglo-Saxons so they can better assess the extent of change after 1066. They will look at both continuity and change and assess whether Schama's interpretation of the Norman Conquest is accurate.  There are also opportunities to develop local history with a potential site study to Conisbrough Castle.	This unit will secure students' understanding of what the term 'Church' actually means as it is a concept they will have come across in the world c1000 and Normans units. Students will develop an understanding of how the Church was important in influencing the lives of ordinary people through pilgrimage and crusades, while also beginning to understand how religion and the Church could influence monarchs' decisions. This will help students understanding of the later topic looking at the power of monarchs. They will also be able to use the knowledge gained within this unit to compare ideas in Britain with those in Mali when they come to the Mali unit later in the year.	A micro history focusing on a study on the village of Walsham that allows us to explore the short- and long-term impact of the Black Death. As a change and continuity enquiry students will consider what it was like to live in the village of Walsham prior to the Black Death. Consequences of the Black Death will be considered initially in the context of Walsham but then on a much wider scale too. Impact on Africa will also be looked at to add connections to the prior study on Mali, allowing students to see these Global reverberations.
	The Roman Empire. Islamic Civilizations. The development of Christianity. Early globalization & the Viking Diaspora.	The fall of Roman empire, the Dark ages, Vikings, European and African influences, Saxons. Christianity. Language. Alfred the Great, Aethelflaed.	Edward the Confessor's death, Claims to the throne, Battle of Hastings, Feudal system, Castles, Harrying of the North.	Crusades. pilgrimages, heaven, hell and purgatory. Church hierarchy – bishops and the Pope.	Charterhouse square. Walsham pre and post Black Death. The long-term consequences of the Black Death globally inc Africa.
	Change & Continuity	Diversity	Interpretations	Significance	Change & Continuity.
<b>Key Technical Vocabulary</b>	Islam, Christianity, Trade, Climate	Monasteries, Hide, Bede, Tribute, Trade, Denelaw, Client King, Oral Tradition	Anglo-Saxon, Conquest, Feudal System, Domesday Book, Interpretation, Bayeux Tapestry, Castle, Harrying	Church, crusade, pilgrimage, medieval, cathedral, purgatory, Doom Painting, significance.	Plague, Epidemic, Peasants, Bubonic, Pneumonic, Pestilence, Statute of Labourers
<b>Developing Cultural Capital</b>	Appreciation of other cultures and religions.	Visit to York. Anglo Saxon artifacts such as coin hoards and Sutton Hoo Helmet.	Visit to Conisbrough Castle.	Virtual tours of Lincoln/Ely/Peterborough Cathedral.	
<b>Opportunities for Reading</b>	A Hourani. A History of the Arab Peoples	S Oosthuizen. The Emergence of the English.	Simon Schama – 'A History of Britain'.	Asa Briggs – A social history of England	<i>Hatcher, J. The Black Death: A Village in Crisis, 1345-1350</i>
<b>Cross Curricular Links (Authentic Connections)</b>	RSS – development of major religions	English – etymology of words/place names	English/French - dialects and changes to language.	Religious Studies – understanding of Christianity	Biology – symptoms?
<b>Key Assessment</b>	Essay answering EQ.	Museum Display	Interpretations Essay.	Significance stained glass window	Change and continuity essay



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### Start to End Point Curriculum Sequence Grids

Year 7	Term 2			Term 3		
Unit(s)	How powerful were medieval monarchs?	What was life like in Medieval Mali?	What caused the Reformation and what was its impact?	How can sources help us understand the Tudor period?	Why did the English kill their King?	What shaped the world c1600?
<b>Key rationale, knowledge and skills</b>	This enquiry allows us to shed light on some key issues facing monarchs after William and move the narrative on meaningfully. They will consider how the power of monarchs fluctuated and that monarchy was not a static institution, but rather one that was always open to challenge both from the church, barons and from overseas. This will help to correct misconceptions that students may hold about the nature of monarchy.	In this cause and consequence enquiry, students will look at the different factors which allowed Mali to prosper in the 1300s and develop an understanding of pre-colonial African Empires. Students will be able to make comparisons between 14 <sup>th</sup> Century Africa and Europe, connecting the unit to their previous study of the Middle Ages in Britain. Studying this topic will also enable students to build on existing knowledge of the Silk Roads and develop their understanding of the global trade links which existed in this period, as well as making links to units on the Islamic world.	Students will once more tap into their prior knowledge of religion and its significance in the medieval period as they look at the reformation and why it occurred. They will start to understand the interplay of European, national, and local events as they will initially look at the European reformation of Luther and Calvin and then move to England to look at the break with Rome under Henry VIII. They will then move to the local level and consider how a particular village was impacted on.	This source-based enquiry will encourage students to build on the knowledge of the Tudors which they will have developed while studying the Reformation. Students will study a range of sources and build an understanding of the types of people who lived in Tudor England, as well as the key issues in terms of religious turmoil, war and cultural developments. This will support students' understanding of topics studied in Y8 such as the beginnings of Empire, and links can be made with the Mughals under Akbar.	Students will complete their year 8 study by looking at the English Civil War and particularly the reasons for the decision to execute King Charles I. Students will be able to apply their prior learning from both the power of medieval Kings unit and their consideration of Elizabeth I in the Golden Age to fully assess the long term pattern of monarchical decline. In addition, the religious turmoil unit completed earlier in the year will provide the groundwork for a full assessment of the religious causes of the events of 1649.	This enquiry will allow students to evaluate their learning across the whole year, and develop an understanding of the key changes which took place between 1000 – the first unit they studied – and the year 1600. Students will be able to use their knowledge of topics studied throughout the year to explain the key developments over time and evaluate the extent of change in terms of religious ideas, power of monarchs and trade. This will also form a good foundation for the early enquiries in Y8, which will focus on other empires and the continually changing ideas about monarchy and religion brought about by the Enlightenment.
	An assessment of how strong and successful English monarchs were in the period 1087-1282. Covers the story of Henry II and Becket and Magna Carta as key examples.	Catalan atlas The Al- Umari and Ibn Battuta Architecture of Mali Sunjata epic	European Reformation, including Calvin & Luther. Henry VIII and the break with Rome. Tudor religious rollercoaster.	Elizabethan theatre, the Spanish Armada, art, music, exploration, wealth and poverty. Case studies of black Tudors.	James I, Charles I and Divine Right Kingship, Financial issues. Abolition of parliament, the Scottish war and religious factors, outbreak of war and key events.	Monarchy, Christianity, religious change, changes to power, trade, the Reformation, Civil War.
<b>Key Technical Vocabulary</b>	Barons, Archbishop, Excommunicated, Magna Carta	Kingdom, Mecca, Charter, Mansa, Ferbas, Mosques, Hajj	Christian, Catholic, Protestant, Reformation, Monasteries, Pope, Persecution	Tudors, evidence, archives, tournament, inventory, circumnavigation, Armada, Shakespeare, Poor Law	Divine Right, Remonstrance, Civil War, Cavaliers, Roundheads, Puritans.	Change, continuity, Divine Right, execution, power, trade, empire, ideas, Reformation.
<b>Developing Cultural Capital</b>	3D tour of Canterbury Cathedral. Original Magna carta manuscripts.	Looking at architecture of Mali		Visit to Hardwick Hall	Virtual visit to local civil war sites.	
<b>Opportunities for Reading</b>	Helen Castor – <i>She Wolves</i>	<i>-Green, T. A Fistful of Shells</i>	<i>Duffy, E. The Voices of Morbath</i>	<i>Kaufman, M. The Black Tudors</i>	Hunt, T. <i>The English Civil War at First Hand</i>	<i>Peter Frankopan – The Silk Roads</i> <i>Ian Mortimer – The time traveller's guide to Restoration Britain</i>
<b>Cross Curricular Links (Authentic Connections)</b>		Music -oral history and songs. Geography -wider world study.	RSS – Christianity and beliefs.			
<b>Key Assessment</b>	Graph of monarch's power	Produce a 'thick description' using Catalan Atlas	Religious rollercoaster diagram	Museum Display	Graph showing events leading to execution	



**History Department**



**Start to End Point Curriculum Sequence Grids**

Year 8	Term 1				Term 2
Unit(s)	What mattered to the Mughals?	How can we judge the importance of the age of exploration?	How did ideas change in early modern Europe?	Was the French Revolution a Class Conflict?	The British Empire: Why is it so controversial?
<b>Key rationale, knowledge and skills</b>	This unit allows students to move once more beyond British history to the world stage. It is a depth study that will allow students to make valid comparisons between work they did at the end of year 8 on the Tudor period and the Mughal Empire, which span similar time periods. A focus of the study is on how stories from the past have been told and on how different cultures have their own traditions with regards to this. This will also lay the groundwork for a better understanding of India during the British Empire unit later in the year and help to avoid any crass assumptions about what India was like prior to colonialization.	This unit builds from previous units as it takes the theme of exploration first touched upon in the Elizabethan unit to develop this further through looking at how Europe came more into contact with the wider world during the 'Age of Exploration'. It will focus on the Spanish and Portuguese ventures and the 'discovery' of the Americas, though it will touch upon other voyages. This unit will consider why these discoveries were significant for Europeans but also for indigenous people. It will once again, similar to the crusades unit in year 7, look at how events can be viewed very differently depending on perspective. It also lays important groundwork for the British Empire unit later in the year.	This unit is a broad European based study of intellectual history from the Renaissance to the Enlightenment. It is a change and continuity enquiry that allows students to understand how new ideas unfold at the same time as old ideas cling on. It will build on previous work covered on the reformation at the end of year 7 and it will allow students to look at cultural history through art and music. This unit plays a very important role in helping students to make links back and forward in the scheme of work. Firstly helping students to better understand the Age of Exploration through learning about the scientific revolution but also forward to the French revolution by helping students to understand the Enlightenment and how this was impacting on theories such as divine right monarchy.	This is a causation enquiry that focusing in on one pivotal moment in French history that had massive consequences across the globe. Students will look at various causes such as the class system, financial system, and inept monarchs. They will also importantly look to their prior knowledge of the Enlightenment and changing ideas in the C18th to better understand why this event occurred. This unit will allow students to look back on their previous study of monarchs and reflect on the shifting power balance over time between kings and their people.	This is an important topic in the scheme of work which pulls together many strands that students have come into contact with since the start of year 7. The concept of empire via the Roman empire, The Mughal empire etc should be a familiar concept by this point. Students have also learned about early Elizabethan exploration and the early Spanish empires. Now students are ready the controversial subject that was the British empire. Students will look at the scope of the British empire both in terms of geographical scale and time but more importantly within that students will look at experiences of empire by the people who lived within it.
	Introduction to India, the Rise of the Mughal Empire, Akbar, Taj Mahal, development and decline of the Empire. Comparison to Tudors.	Columbus and his voyages, first encounters, treatment of indigenous peoples. Consideration of the term genocide.	Printing press, Reformation, Renaissance, Scientific Revolution, Enlightenment.	The French kings, the class system, the financial system, the French Enlightenment, the events of 1789, American Independence.	India, Australia, Scramble for Africa, Empire Marketing board, Collapse of the empire.
	Diversity	Significance	Change & Continuity	Cause & Consequence	Diversity
<b>Key Technical Vocabulary</b>	Dynasty, Mughal, Taj Mahal, Muslim, Hindu, Dominions.	Navigator, Explorer, Conquer, Conquistador, Voyage, Indigenous People, Empire, Encomienda	Invention, Renaissance, Revolution, Enlightenment, Reformation, Philosophy, Communication	Revolution, Class, Bourgeoisie, Estates System, Philosophes, Libellees, Absolutism, Parlement	Empire, Imperialism, Colony, Trade, Indigenous People, Missionaries, Dominion, Mutiny, Nationalism
<b>Developing Cultural Capital</b>	Appreciation of other cultures World landmarks ie the Taj Mahal	Appreciation of other cultures	Links to High culture via Renaissance and Enlightenment	Key sites of Paris ie Versailles and the Bastille.	Appreciation of other cultures
<b>Opportunities for Reading</b>	Abe Eraly – 'The Mughal Throne: The Saga of India's Great Emperors.'	<i>Abulafia, D – 'Discovery of Mankind'. Stannard, D- 'American Holocaust'</i>	Lisa Jardine – <i>Ingenious Pursuits</i> Jerry Brotton – <i>The Renaissance Bazaar</i>	<i>Schama, S. Citizens</i>	<i>Tharoor, S. Inglorious Empire</i>
<b>Cross Curricular Links (Authentic Connections)</b>	RSS – World religions Geography - India Art – Indian art	Geography – world maps/trade routes	<i>Art – renaissance artists</i> Science – scientific revolution and new theories	French – key vocab	Geography – location of empire Music – Rule Britannia
<b>Key Assessment</b>	Akbarnama: Telling the story of Mughal India.	Letter to Mayor of New York – Columbus Day	N/A	Causation Essay	Gavin Williamson speech



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### Start to End Point Curriculum Sequence Grids

Year 8	Term 2	Term 3		
Unit(s)	How do we know about the lives of enslaved people?	Why was South Yorkshire the beating heart of the Industrial Revolution?	Was the Victorian period really ‘Liberty’s Dawn’ for the working class?	How close to democracy did Britain come between 1832 and 1928?
<b>Key rationale, knowledge and skills</b>	A depth study leading on from the broad study of empire that students have just completed. This unit look at the sensitive subject of enslavement by the British during the course of their empire. It is a source-based enquiry which will allow students to take the lead and investigate the lives of enslaved people. It builds on from work that students have also covered on life in Africa during the medieval period in Mali. Students will consider the nature of sources and why and how they can fail to give the full picture, and in particular why some types of sources are more difficult to find. They will also focus on the individual experiences of enslaved people.	This unit builds from the work completed on Empire as it moves once again into Britain itself, where the link between industrial expansion and empire will be made. This unit looks at the development of the Industrial Revolution in Britain and its transformative nature. Students will examine the topic in its broadest sense first, before zooming in to South Yorkshire and examining the significance of the local area. A key aspect will be looking at the development of the coal industry and how it shaped Wath.  This will allow students to make an important connection and better understand the environment in which they live.  There is an opportunity here to engage in the local historic environment through visiting Wentworth Woodhouse and Cap House Colliery.	Building on from the previous unit students will look at the social consequences of the Industrial revolution. In particular they will consider both positive and negative change that happened in the Victorian period that impacted on peoples’ lives. This will include working and living conditions, and this will lay some important groundwork for the health unit at GCSE. They will use this knowledge to evaluate the interpretation put forward in the book ‘Liberty’s Dawn’ by Emma Griffin.	This is a thematic unit to end year 8 and pull together lots of the learning from the previous two years. It is an overview of how power in Britain has changed over time. Students will start by recapping knowledge from year 7 looking at events such as Magna Carta and the Civil War, they will also be introduced to the Glorious Revolution. Once this pre knowledge is secure students will focus on the period 1832 and the Reform Act, etc and trace the story all the way through to the suffragettes and the passing of the 1918 Representation of the People Act. Students will be asked to consider the big story over this vast sweep of time and will develop a picture of change and continuity in its broadest sense.
	Life in Africa, The Triangular Trade, Enslavement, Middle Passage, Plantation Life.	The Industrial Revolution, Agricultural Revolution, Transport Revolution, inventions, geographical spread, South Yorkshire, deindustrialisation	Working conditions in mills and pits, inventions, treatment of the poor, living conditions, philanthropy, crime, prison reform.	Magna Carta, Simon De Montfort, Civil War, Glorious Revolution, Peterloo, 1832 Reform Act, Suffragettes, 1918 Representation of the People Act.
	Evidential Thinking	Significance	Interpretations	Change & Continuity
<b>Key Technical Vocabulary</b>	Triangular Trade, Shackles, Plantation, Profit, Racism, Middle Passage, Creole, Auction, Rebellion	Revolution, Industry, Agriculture, Population, Colliery, Trade, Inventions, Canal	Interpretation, Workhouse, Mill, Public Health, Philanthropist, Invention, Cholera, Transportation	Civil War, Restoration, Chartists, Reform, Parliament, Protest, Peterloo, Suffragettes
<b>Developing Cultural Capital</b>	Modern day historic spaces i.e. Harewood House & their connection to slavery	Visit to NCM & Wentworth Woodhouse		Understanding of origins of modern democracy. Visit to people’s museum.
<b>Opportunities for Reading</b>	<i>Walvin, J. Sugar</i>	The Coal Mining Industry of Barnsley and Rotherham by Ken Wain.	<i>Griffin E, Liberty’s Dawn</i>	Poole, R. Peterloo Ridell, F. Death in 10 Minutes
<b>Cross Curricular Links (Authentic Connections)</b>	Geography – Maps of Triangular trade Music – Slave songs and culture	Science – steam engines Geography – deindustrialisation		Politics – key legislation
<b>Key Assessment</b>	Museum exhibit	Travel Guide to South Yorkshire	Interpretations Essay	Living Graph of change



## History Department



### Start to End Point Curriculum Sequence Grids

Year 9	Term 1				Term 2	
Unit(s)	What caused WW1?	How did different people experience WW1?	How convincing is Orlando Figes' view of the Russian Revolution?	What do sources reveal about the inter war period?	How can testimony help us to better understand the Holocaust?	Was Churchill right to say that the British people won World War Two?
<b>Key rationale, knowledge and skills</b>	This causation study will put modern Europe and the First World War into context for students and provide a foundation for upcoming units on the Russian Revolution, interwar period and WW2. Students will study the long-term, short-term and trigger causes which led to WW1, and consider which of these was the most important. This will build on previous causation enquiries which students have studied in Y8, and will also help with their understanding of the Cold War causation enquiry.	This enquiry is important in developing students' understanding of how events such as WW1 can impact different groups in different ways – an important skill in History. Students will build on their knowledge of the British Empire when studying empire soldiers and will gain an understanding of the position of women within society – providing a strong understanding of social history which will support with future enquiries within Y9.	This unit looks at the events in Russia in 1917. It is important as it is the first time that students meet the term Communism which is a dominant force in the C20th, so a good understanding of the term and origin is essential. The students will look at this through the lens of historiography evaluating why the Russian Revolution has been so contested. They will use this knowledge to evaluate Orlando Figes' views. This EQ is important in laying the groundwork for future units on the Second World War and the Cold War, as well as Mao's China.	The purpose of this unit is to bridge the gap between the First and Second World Wars. Students will act as historians to build a picture of what life was like in Britain, America, and Germany during the 1920s and 1930s. This will enable them to appreciate how much change occurred in these decades and how different nations were affected in different ways. This in turn will help them to understand issues such as why Hitler was able to rise to power in Germany and why America were reluctant to involve themselves in European affairs in 1939. Students will sift through the evidence and handle contemporary source material in order to reach these judgements.	Once students have a secure understanding of the Second World War in general then they will be ready to take a more in depth look at events surrounding Jewish people in Germany in these years. Anti-Semitism will have been touched upon in the earlier interwar period unit but a much fuller picture of this will be developed here. The origins of antisemitism will be traced through to the 1930s and 1940s. This will be done by carefully using testimony and allowing students to consider why testimony is so useful for finding out about the Holocaust.	This unit is designed to evaluate the Churchillian view of the British people and their pivotal role in World War Two. Students will contrast many of the different reasons why the allies were victorious in 1945 to test out if this commonly held view is really accurate or if it is a myth. A key point to this will be exploring the power of Churchill's speeches and assessing why they were so effective. In addition, the idea of a national memory will be explored and why nations choose to remember specific versions of the past.
	Building of alliances, the Arms Race, assassination of Franz Ferdinand, Schlieffen Plan.	Recruitment and Barnsley Pals, life in trenches, women and the home front, empire soldiers and African American soldiers, conchies.	Life under the Tzar, 1905 Mini Revolution, Feb and October Revolutions 1917, The roles of Lenin and Stalin, Collectivisation, and purges in the 30s.	Boom and Bust America, Depression in the 30s, New Deals, Rise of Hitler.	Antisemitism over time, escalating persecution, Niemoller and camps, resistance, and liberation	Causes, early defeats; Dunkirk, Battle of Britain; Stalingrad, D-Day, war in the pacific, Home front, Hiroshima & Nagasaki.
	Cause and consequence	Diversity	Interpretation	Evidential Thinking	Evidential Thinking	Interpretation
<b>Key Technical Vocabulary</b>	Assassination, Nationalism, Militarism, Alliances, Imperialism, arms race	Recruitment, conscription, Pals Battalions, trench, Home Front, conscientious objector.	Revolution, Tzar, Serfs, Communist, Bolsheviks, Mensheviks, Strike, Manifesto, Duma, Soviets, Abdication, USSR, Totalitarian	Depression, Boom and Bust, Dictators, Jazz Age	Testimony, Holocaust, Final Solution, Persecution, Death Camps, Persecution, Aryans, Ant-Semitism	VE Dy, VJ Day, Dunkirk Spirit, Myth, Atomic Bomb, Eastern Front, Total War, Enigma.
<b>Developing Cultural Capital</b>		Links to Somme Trip in Y10		Jazz music and roaring twenties imagery.	Visit to Beth Shalom (RE)	National memory Visit to the IWM
<b>Opportunities for Reading</b>	<i>Christopher Clark – The Sleepwalkers</i>	<i>David Olusoga – The World's War</i>	<i>Figes, O. A People's Tragedy</i>	<i>Boyd, J. Travellers in the Third Reich</i> <i>Brogan, H. The Penguin History of the USA</i>	<i>Sands, P. East West Street</i> <i>Hersh, A. A detail of history</i>	<i>Calder, A. The People's War</i> <i>Churchill, W. Never Give In</i>
<b>Cross Curricular Links (Authentic Connections)</b>			English – Animal Farm Extract	Business/Economics – Boom and Bust/ Depression	RE – Religions of the world	English Language – the study of effective speech.
<b>Key Assessment</b>	Causation Essay	Memorial Plinths	Letter to Figes	N/A	Evidence Essay	Historical journal article



## History Department



### Start to End Point Curriculum Sequence Grids

Year 9	Term 2		Term 3		
Unit(s)	Why did a Cold War develop after 1945?	What was it like to live in Mao's China?	To what extent did the Lives of Black Americans improve during the C20th?	Why is it important to study the Troubles in Northern Ireland?	How has migration to Britain changed over time?
<b>Key rationale, knowledge and skills</b>	Students use their knowledge from previous units the Russian Revolution and the events surrounding the end of World War Two to begin to look at the development of the Cold War after 1945. This is a causation enquiry so students will be required to look at the various reasons why the relationship between the USSR and USA deteriorated so much. This will be complicated further by the need to consider why the Cold War developed over time and what factors led to deepening tensions even after the original onset, to such an extent that it dominated World Politics up until the late 1980s.	This is a wider world depth study building on the unit previously completed on the Cold War. Students will develop an understanding that the Cold War was not merely a USSR v USA phenomenon, but that communism was and is an active force in Asia too. This will provide extremely valuable context to the GCSS study focusing on Korea and Vietnam. It is also an extremely useful unit for students to start to understand the position of China as a global communist power today and the impact that this ideological difference is still having. This unit will focus particularly on the human story, the consequences of living under communist rule, which should contrast well with the previous unit that focused on world politics. Students will explore how women, children, peasants all fared under Mao's communist regime.	This unit is a change and continuity breadth study picking up the story of Black Americans once slavery was abolished after the Civil War. This builds on units covered in year 8 on enslaved people and abolition. The unit will trace the story of black Americans from Reconstruction through to Jim Crow, the Civil Rights movement and consider the position at the end of the C20th. This is an important unit for students to start to understand the many modern-day inequalities and injustices that are apparent in American society today. The interconnections between Britain's history and America's present will be highlighted. Students should complete this unit being better able to join in the conversation about issues surrounding race and Black Lives Matter movement.	This modern unit is important for helping students to understand the modern world in which they live. Anglo-Irish relationships still fluctuate today, and it is hoped that this unit will help students be able to engage with current affairs regarding Northern Ireland as a result of this study. Students will also be able to tap into their knowledge on the civil rights movement in America to help them understand some of the civil rights issues occurring in Northern Ireland in this unit and consider the impact of these events on the current political and social climate in Britain and Ireland.	This unit is a thematic study over time. Students will look at the controversial and sensitive issue of migration to and from the British Isles, something particularly important given the primarily white, working class catchment area that the school draws from. It is hoped that this, like many other units in the KS3 curriculum will help to build students tolerance and understanding of other cultures. The first part of this unit will refresh some of what was taught in year 7 with Roman, Viking, Saxon and Norman migration being revisited. Migration in the early modern period will also be covered before students focus in on C20th migration to Britain, the arrival of the Empire Windrush and the changes that that signified.
	Ideological differences, Roles in World War Two, Yalta & Potsdam, Arms race, satellite states, Truman Doctrine, Domino Theory, High points of tension.	Mao's China, collectivisation, suppression of opposition, Great Leap Forward, Cultural Revolution.	13 <sup>th</sup> Amendment, Reconstruction, Black codes, Jim Crow, Segregation, Civil Rights, Modern Inequalities.	Long term roots of the Troubles, Civil Rights, Direct Rule, Internment, Bloody Sunday, Hunger Strikes, escalating violence, attempts at power sharing.	Causes of migration over time, raiders, and invaders pre 1066, Ipswich man, medieval and early modern immigration, Black Tudors, the empire and migration, Windrush and 20 <sup>th</sup> century multiculturalism.
	Cause & Consequence	Diversity	Change & Continuity	Significance	Change & Continuity
<b>Key Technical Vocabulary</b>	Hot War, Cold War, Communism, Capitalism, Arms Race, Red Scare.	Communism, Cultural Revolution, Collectivisation,	Abolition, Emancipation, Jim Crow Laws, Federal, Segregate, Civil Rights	Civil Rights, Catholic, Protestant, Troubles, Terrorism, Hunger Strike, Sectarian	Emigration, Immigration, Empire, Commonwealth, Multicultural
<b>Developing Cultural Capital</b>		Appreciation of other cultures	Appreciation of other cultures.		Understanding of what it means to be 'British' in the C20th – cultural diversity.
<b>Opportunities for Reading</b>	Gaddis, J. The Cold War	<i>Chang, J. Wild Swans</i>	<i>Brogan, H. A penguin History of the USA</i>	<i>Coogan, T. P. The Troubles: Ireland's Ordeal 1966-1995</i>	<i>Olusoga, D. Black and British.</i> Winder, R. Bloody Foreigners
<b>Cross Curricular Links (Authentic Connections)</b>	Sociology – Marxist ideology in the USSR	Sociology – Communism	English – MLK speech analysis Music – Strange Fruits	Art – Bogside Murals RSS – Sectarianism	Geography – globalisation, immigration, multiculturalism.
<b>Key Assessment</b>	Causation Essay	N/A	Roller coaster Activity	Newspaper article	Annotated Map



## History Department

### Start to End Point Curriculum Sequence Grids

Year 10	Term 1									
Unit(s)	How did Germany develop between 1871 and 1914?	What problems did the Kaiser face up to 1918?	Why did the Weimar Republic face such problems in the aftermath of war?	Why was 1923 such a significant year in German history?	How did Stresemann bring about recovery in Germany in the late 1920s?	Why was Hitler appointed Chancellor in 1933?	How did Hitler establish a dictatorship?	What was life like for different groups in Nazi Germany?	How did the Nazis establish control of the German people?	How effective was opposition to Nazi rule?
<b>Key rationale, knowledge and skills</b>	Students GCSE study begins by building on their knowledge gained in year 9. Students will start by tracing the birth of Germany in 1871 and how it developed as a new country in the early part of the 20 <sup>th</sup> century.	Following on from their EQ on the birth of Germany students will build a picture of the problems created by Germany's industrialisation and how the leader (kaiser) attempted to deal with this problems. Students will be able to tap into their prior knowledge of empire and the origins of World War One developed in year 9.	Students will move on from studying Kaiser's Germany to consider how Germany was impacted on in the aftermath of war. They will build a picture of the story of Germany's development into a democracy and how this was not straightforward. Again students will be able to use prior knowledge of the interwar years from their source enquiry in Y9.	The prior study of the Treaty of Versailles is essential for understanding the problems experienced in 1923 and how WW1 was a catalyst for these issues. Students will be able to link the 3 key events of the year together to assess why the year had such significance both in the short and long term – in particular in terms of the rise of the Nazis.	An understanding of the recovery experienced by Germany in the 1920s is essential to understand the impact that the Wall Street Crash will have in the next unit. Many of the problems in German society were festering in this period and students will identify these underlying issues.	A causation study that looks at the rise of on of the most important figures of the C20th century. Students will link their long-term knowledge that they have built of Germany's problems after World War One to gain a better understanding and be able to apply a long/short term causal model.	Here students will study how Hitler set about dismantling democracy in Germany in less than a year. This will lead to an appreciation of how quickly extremist rule can be established.	An important EQ that asks students to appreciate the experiences of different groups under Nazi rule and therefore helps students to develop an appreciation of diversity of experience, important issues of prejudice and discrimination will be covered.	A change and continuity enquiry that will help students to understand how Hitler ensured loyalty from the vast majority of Germans. Students will build on their knowledge from previous EQs about Nazi methods and the experience of individual groups to start to see patterns. They will also begin to appreciate how the rights of individuals that we take for granted today can be quickly eroded.	The final EQ builds on the study of acceptance by the majority of Germans to zoom into stories of opposition and resistance. Students will assess motive and effectiveness of this opposition.
	Franco-Prussian War, the Kaiser's accession, Constitution, Industrialisation.	Growth of opposition, problems caused by military and naval reforms, experience of World War One.	Impact of War, new government, Treaty of Versailles, Political opposition including Spartacist and Kapp Putsch.	Invasion of the Ruhr, Hyperinflation and Munich Putsch.	Dawes & Young Plan, new currency, League of Nations and other international agreements, Cultural revival.	Wall Street Crash, the Great Depression, Nazi Tactics, Weimar government weaknesses, Hindenburg's decision.	Reichstag Fire, Enabling Act, Night of the Long Knives, Death of Hindenburg.	Economic policy and its impact on workers, church, women, young people and Untermensch.	Propaganda and censorship, fear and the Police State.	White Rose Group, Warsaw Ghetto Uprising and the Stauffenberg Bomb plot.
	Change & Continuity Interpretations	Change & Continuity Interpretations	Cause & Consequence Interpretations	Significance Interpretation	Change & Continuity Interpretations	Cause & Consequence Interpretations	Change & Continuity Interpretations	Similarity & Difference Interpretations	Change & Continuity Interpretations	Change & Continuity Interpretations
<b>Key Technical Vocabulary</b>	Autocracy, Reichstag, Industrialisation, Kaiser, Prussia, Junkers.	SPD, trade unionism, Weltpolitik, flottenpolitik, trench warfare, blockade.	Proportional Representation, abdication, Article 48, armistice, treaty, reparations, war	Ruhr, occupation, passive resistance, hyperinflation, Bavaria.	Bauhaus, Rentenmark, Locarno, Kellog-Briand.	Depression, propaganda, article 48, SA.	Reichstag, assassination.	3Ks, Concordat, Strength through Joy, Beauty of Labour, RAD, HJ, Reich, Kristallnacht, Holocaust.	Nuremberg, concentration camp, gestapo, SS, Goebbels, Himmler.	Ghetto, assassination, execution, Swing.





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**Start to End Point Curriculum Sequence Grids**

			guilt, spartacist, freikorps, putsch							
<b>Developing Cultural Capital</b>			Remembrance Day and its cultural significance.		German high culture including art, theatre and caberet.				Holocaust memorial.	
<b>Opportunities for Reading</b>			Julia Boyd - Travellers Guide to the 3 <sup>rd</sup> Reich	Julia Boyd - Travellers Guide to the 3 <sup>rd</sup> Reich	Julia Boyd - Travellers Guide to the 3 <sup>rd</sup> Reich	Ian Kershaw - Hitler	Ian Kershaw - Hitler	Ian Kershaw - Hitler	Ian Kershaw - Hitler	Hans Fallada- Alone in Berlin
<b>Cross Curricular Links (Authentic Connections)</b>	Geography – maps of German unification.	German – key vocab	RE - remembrance	Economics - hyperinflation			Politics – types of rule	RE - church		
<b>Key Assessment</b>	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice Summative End of Unit Assessment
<b>Year 10</b>	<b>Term 2</b>									
<b>Unit(S)</b>	<b>What was the Cold War and how did it develop 1945-1975?</b>	<b>What caused the Korean War?</b>	<b>How did the Korean War develop 1950-1953?</b>	<b>What was the Significance of the Korean War?</b>	<b>What were the long-term causes of the conflict in Vietnam?</b>	<b>How did American involvement in Vietnam change over time?</b>	<b>How did VC tactics compare to US tactics in Vietnam?</b>	<b>Why did a protest movement develop after 1967 and what impact did it have?</b>	<b>How effective were American attempts to end the War in Vietnam?</b>	<b>What was the Significance of the Vietnam War?</b>
<b>Key rationale, knowledge and skills</b>	This is a brief refresher of material covered in year 9 on the causes if the Cold War, hence students should be able to cover the material relatively quickly. This EQ is not on the GCSE specification but it is important that students understand the term Cold War and the wider scale of what is happening before they zoom in to look at the two case studies of Korea and Vietnam.	As with any major events students will start with causation before moving onto the events and then the impact of the war, this better allows for chronological understanding of the unfolding narrative. Students will be able to tap into prior knowledge taken from both the Cold War and China unit both studied in year 9 to help them better understand how the Korean War developed.	Building from the previous section on causation this section will look more closely at the actual events of the Korean War. They will be able to apply understanding of the military events through previous study of events in World War One and Word War Two. E.g. Stalemate.	Students need to appreciate the significance of the events which they have studies in the modern world. This unit allows students to evaluate the impact of the war both in the short term and long term. They will better be able to understand current events in Asia and in Korea by having a better understanding of the War. They will also be able to appreciate the significance of the War to Britain.	Here students will begin their study of the origins of the Vietnam War, perhaps the most controversial war of the C20th. They will use prior knowledge of empires built in year 8 when they consider French Indochina and the treatment of indigenous peoples. As with Korea the causes of the War need to be considered before the events and outcomes of the war can be covered in order to aid chronological understanding.	A change and continuity enquiry that asked students to trace the story of the USA's involvement in Vietnam over time. This is an overview EQ that will allow students to see the big picture before looking in greater detail at the war itself. This unit will build on knowledge of 'superpowers' gained during year 9 and in the introductory Cold War enquiry. It will also provide useful context for the American section of the A Level course.	A comparative unit that asks students to think about the differences in tactics used by the VC and Americans in Vietnam and assess their effectiveness. This will build on the previous unit's foundations regarding early American involvement. Students will also be able to make reference to prior study of traditional warfare tactics gained during their study of World War One and Two in year 9.	Moving on chronologically, students will start to look at the protest movement that developed in the late 60s and early 70s and the impact that they had on the war. Students will be able to use prior learning of the role of protest in bringing about political change that they gained in the year 8 unit of how British people secured rights, and in the year 9 Civil Rights unit based on America. This unit provides essential context for understanding why	The final enquiry finishes the chronological story by looking at events in the final years of the war under Nixon. Students will build on prior knowledge of the war gained in previous units to try and understand why the American government made the decision to get out of Vietnam	Students need to appreciate the significance of the events which they have studies in the modern world. This unit allows students to evaluate the impact of the war both in the short term and long term. They will better be able to understand current events in Asia and in Vietnam by having a better understanding of the War. They will also be able to appreciate the significance of the War to America and understand why the war remains a controversial issue





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### Start to End Point Curriculum Sequence Grids

								the American government started to try and end the war in Vietnam, which will be covered next.		in the America of today.
	End of World War Two, arms race, expansion of communism in USSR, Truman Doctrine, Communist expansion in Asia esp. China 1949. Proxy Wars.	Position in 1945. Nationalism, US relations with China, the division of Korea, Kim il Sung and Syngman Rhee, reasons why the North invaded the South, US and UN response, USSR'S absence	The UN campaigns in South and North Korea, Inchon landings. The recapture of South Korea, UN forces advance into North Korea, reaction by China, the sacking of MacArthur.	The end of the war, stalemate, peace talks, armistice, impact of the war on Korea, UN and Sino-American relations and the wider Cold War	The end of French colonial rule, Dien Bien Phu, Geneva Accords, Civil War, opposition to Diem, Beginnings of guerrilla warfare under Ho Chi Minh.	Truman, Eisenhower and financial support, Kennedy and Strategic Hamlets, Johnson and the Gulf of Tonkin	Guerrilla warfare (tunnels, booby traps, ambush etc, Operation Rolling Thunder, chemical warfare and Search and Destroy. Hearts and Minds	Tet Offensive, My Lai, Media coverage, the Draft, Great Society, Civil Rights, Music. Examples of Protest including the Kent State University Protest.	Nixon's election and promise to bring an 'honourable end' to the war. Vietnamisation, Continued Bombing, escalation into Laos and Cambodia, Peace Talks. Watergate	Kissinger and the peace agreement, US withdrawal, Convoy of tears, Fall of Saigon. The price of the conflict. Importance for Vietnam, USA, American Sino relations and the wider Cold War
	Change & Continuity Evidential Thinking	Cause & Consequence Evidential Thinking	Cause & Consequence Evidential Thinking	Significance Evidential Thinking	Cause & Consequence Evidential Thinking	Cause & Consequence Evidential Thinking	Similarity & Difference Evidential Thinking	Cause & Consequence Evidential Thinking	Change and Continuity Evidential Thinking	Significance Evidential Thinking
<b>Key Technical Vocabulary</b>	Communism, Capitalism, Nuclear Weapons, Hot War, Cold War, Proxy War, Satellite States, Truman Doctrine, Iron Curtain.	Nationalism, 38 <sup>th</sup> Parallel, United Nations, Security Council, Veto, Containment, Commander in Chief	Meatgrinder, Stalemate, Amphibious, Advance, Inchon, Pusan, Yalu River, Demilitarised Zone, Napalm	Casualties, Monument, Commemoration, Alliance, ANZUS Pact, American-Sino Relations, Forgotten War	French Indochina, Empire, Vietminh, Dien Bien Phu, Geneva Accords, 17 <sup>th</sup> Parallel, Guerrilla Warfare, Corruption, Persecution, NLF, ARVN	Truman, Eisenhower and financial support, Kennedy and Strategic Hamlets, Johnson and the Gulf of Tonkin.	Guerrilla warfare (tunnels, booby traps, ambush etc, Operation Rolling Thunder, chemical warfare and Search and Destroy. Hearts and Minds	Draft, Placard, Civilians, Massacre, Mass Media, Uncensored, Great Society Reforms, Anti-War Movement, Moratorium, Capitol, Pentagon, Civil Rights, VVAW, Hippy Movement, National Guard	Vietnamisation, Honourable End, Escalation, Operation Line-backer, Mad Man Theory, Watergate, Impeachment	Ceasefire, Convoy of Tears, Fall of Saigon, Ho Chi Minh City, Civilians, Memorial, Psychological, Veterans, Refugees, Orphan, Birth Defects, Environmental, Reputation
<b>Developing Cultural Capital</b>	Understanding of Other Cultures/Beliefs			Understanding of Other Cultures Memorialisation and National Memory	Understanding of other Cultures		Understanding of other Cultures	Understanding of other cultures/groups i.e. peace movement, civil rights movement		Understanding of Other Cultures Memorialisation and National Memory
<b>Opportunities for Reading</b>	The Cold War by John Gaddis	The Korean War by Max Hastings	The Korean War by Max Hastings	Vietnam by Max Hastings  The Sorrow of War by Boa Ninh	Vietnam by Max Hastings The Sorrow of War by Boa Ninh	Vietnam by Max Hastings The Sorrow of War by Boa Ninh	Vietnam by Max Hastings The Sorrow of War by Boa Ninh	Vietnam by Max Hastings The Sorrow of War by Boa Ninh	Vietnam by Max Hastings The Sorrow of War by Boa Ninh	Vietnam by Max Hastings The Sorrow of War by Boa Ninh
<b>Cross Curricular Links (Authentic Connections)</b>	Geography – World map of ideologies		Geography – maps of movement during the war	RE- Commemoration			Science – Chemical weapons	Music – Protest Songs		RE – Commemoration Geography – Environmental Impact



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**Start to End Point Curriculum Sequence Grids**

<b>Key Assessment</b>	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice Summative End of Unit Assessment
<b>Year 10</b>	<b>Term 3</b>										
<b>Unit(S)</b>	<b>What caused the Norman Conquest?</b>	<b>How did events unfold between the Death of Edward the Confessor and the Battle of Hastings?</b>	<b>Why did William win at Hastings?</b>	<b>How effective were the Normans in establishing control?</b>	<b>How far did the Normans change the system of land distribution and government?</b>	<b>Did the Normans make England a more law-abiding nation?</b>	<b>What was it like to live in villages and towns in the Norman period?</b>	<b>How far did the Normans change the church after 1066?</b>	<b>How did the Normans change the Monasteries?</b>	<b>How successful were the later Norman kings?</b>	
<b>Key rationale, knowledge and skills</b>	This is the first unit that students will study on paper 2 of the GCSE. It is more unfamiliar in the sense that students have not studied medieval History since KS3. In year 7 students learned about the Anglo-Saxons and looked at Simon Sharma's interpretation of the Norman Conquest and in year 9 students looked at migration and touched upon Viking/ Saxon/ Norman movement into England. It is hoped that students will be able to tap into these prior enquiries to support their learning in this section. They will start at the beginning of the chronological story by looking at the causes of the invasion which is the	As before, in addition students will build on their prior causation unit to develop an understanding of the events following Edward the Confessor's death. This will give students an opportunity to look at local history by examining events in Yorkshire and see that even events that occurred many years ago have local connections.	A causation enquiry building on the previous two units. Students need to be able to assess the condition of both armies by October 1066 and hence knowledge of events prior are crucial. Students will be able to tap into knowledge gained in year 7 in the Simon Sharma unit	After looking at the causes of William's victory at Hastings students will consider the impact and reaction of both the Norman and Anglo-Saxon people. This will also allow for a significant amount of local history through the consideration of local Norman castles and Northern Rebellions	Moving on sequentially from control the theme of government as a form of control will be considered. This will be firstly at the central level then moving onto the local regions and the borders so students can understand diversity across different regions of England. Diversity, both regionally and in terms of groups/class will be a key theme here	Following on from the prior EQ students will broaden out their understanding of control by looking at law and order. Students will consider continuity and change by considering the ways the Normans developed the systems already in place by tapping into prior knowledge of Anglo-Saxons covered in year 7.	Focusing in on ordinary life, students will look at diversity though the lens of village people and town people. Again, a key theme will be how far life changed for these different groups of people under the Normans. Students should have some familiarity with the ideas covered in this unit from their study of medieval life in year 7 as well as their Anglo-Saxon unit	The role of the church carries on well from the prior unit where students considered ordinary life, sine the church was such a dominant force in peoples' life at all levels at this time in History. Students will tap into prior knowledge of the church, and Anglo Saxons covered in year 7. This section will also provide excellent context for the medieval medicine section of the thematic health unit that students will study after the Normans	The theme of continuity and change will continue in this EQ as students broaden out their knowledge of the church through specific consideration of Monasteries. Again, prior year 7 learning on the church and monasteries will be utilised. This will also be essential for understanding of the role of monasteries in medicine during the Health unit that follows	This EQ comes chronologically at the end of the Normans unit as it is moving the narrative on to consider events after William the Conqueror by considering the rule of his son William Rufus and Henry I. This is a brief overview that will consider particularly the changing nature of the different kings' relationship with the various popes, hence why it also sits at the end of the church and monasteries section.	



## History Department

### Start to End Point Curriculum Sequence Grids

	purpose of this section.									
	The background to the Norman Conquest including ... The Death of Edward the Confessor and the claimants to the throne	Battle of Gate Fulford, Stamford Bridge, lead up to the battle of Hastings	Anglo Saxon and Norman tactics and the events of the battle	Submission of Berkhamsted, Coronation, Revolts and rebellions, Harrying of the North, Hereward the Wake, Castles and military control, Marcher Lords and Prince Bishops	Feudal system, patronage, local and central government.	Justice and legal system including ordeals, murdrum, forest law, inheritance law and the Domesday book	Economic and social changes and their impact on ordinary life, including trade, building, work, food, roles and seasonal life.	The problems in the Anglo-Saxon church prior to 1066. William's relationship with the pope, Lanfranc, building programme, church organisation and other reforms.	Norman reforms, building of Abbeys, monastic life, schools and education, Latin and the use of the Vernacular.	Events following William's death. William Rufus and Henry's relationship with the church including the investiture controversy.
	Cause and Consequence Interpretations	Cause and Consequence Interpretations	Cause and Consequence Interpretations	Cause and Consequence Diversity	Change & Continuity Interpretations	Change & Continuity Interpretations	Similarity & Difference Interpretations	Change & Continuity Interpretations	Change & Continuity Interpretations	Change & Continuity Interpretations
<b>Key Technical Vocabulary</b>	Primogeniture, Succession, Oath, Viking, Norman, Witan, Earldoms, Fealty, Sub-Regulus	Conquest, Invasion, Housecarls, Fyrd, Thegns, Archers, Cavalry, Longboats, Exile, Papal Banner, Shield Wall, Battle Axes, Chainmail, Feigned Retreat, Bayeux Tapestry	Conquest, Invasion, Housecarls, Fyrd, Archers, Cavalry, Longboats, Exile, Papal Banner, Shield Wall, Battle Axes, Feigned Retreat, Bayeux Tapestry	Harrying, Rebellion, Scorched Earth Tactic, Patronage, Garrison, Treasury, Coronation, Legitimacy, Disinherited, Motte and Bailey, Curtain Walls.	Marcher Lords, Prince Bishop, Feudal System, Villeins, Ceorls, Tenant, Patronage, Writ, Shire Reeves, Castellans, Hundreds	Honourial Court, King's Court, Murdrum, Trial by Battle, Wergild, Hue and Cry, Constable, Tithing, Forest Law, Domesday Book	Trade, Famine, Harvest, Moneylenders, 3 Field System, Common Land, City Walls, Markets, Gilds, Apprentice	Simony, Pluralism, celibacy, Synods, archbishop, papacy, Ecclesiastical. Clergy, Romanesque, Archbishop of Canterbury	Vernacular, Cluniac, Benedictine, Habit, Secular, Vows, Monasticism, Abbots Abbess, Infirmary, Illuminated Manuscripts, Universities, Latin	Investiture, Coronation, succession, Investiture Controversy, Excommunication, Homage,
<b>Developing Cultural Capital</b>			National Identity – why Hastings is such a famous battle	Norman architecture i.e. Clifford's Tower Potential Visit to Norman Sites		Modern day concepts of 'justice'	Norman architecture	Norman architecture i.e. Durham and Ely Cathedral Potential Visit to Norman Sites	Understanding the vernacular	Understanding of the power of the papacy in the past and today
<b>Opportunities for Reading</b>	The Norman Conquest by Marc Morris The Debate on the Norman Conquest by Marjorie Chibnall	The Norman Conquest by Marc Morris The Debate on the Norman Conquest by Marjorie Chibnall	The Norman Conquest by Marc Morris The Debate on the Norman Conquest by Marjorie Chibnall	The Norman Conquest by Marc Morris The Debate on the Norman Conquest by Marjorie Chibnall	The Norman Conquest by Marc Morris The Debate on the Norman Conquest by Marjorie Chibnall	The Norman Conquest by Marc Morris The Debate on the Norman Conquest by Marjorie Chibnall	The Norman Conquest by Marc Morris The Debate on the Norman Conquest by Marjorie Chibnall	The Norman Conquest by Marc Morris The Debate on the Norman Conquest by Marjorie Chibnall	The Norman Conquest by Marc Morris The Debate on the Norman Conquest by Marjorie Chibnall	The Norman Conquest by Marc Morris The Debate on the Norman Conquest by Marjorie Chibnall
<b>Cross Curricular Links (Authentic Connections)</b>		Geography – map work	Maths – Pie charts	Geography – maps and regions of the British Isles			Geography – settlement patterns	RE- Developments in the Christian church	French – Language development and the vernacular	RE – relations with the papacy
<b>Key Assessment</b>	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice	Formative - Exam Question Practice Summative End of Unit Assessment



## History Department

### Start to End Point Curriculum Sequence Grids

Year 11	Term 1		
Unit(s)	How much progress was made with regards to peoples' health in the <u>medieval</u> period?	How much progress was made with regards to peoples' health during the <u>Renaissance</u> ?	How much progress was made with regards to the peoples' health during the <u>19<sup>th</sup> Century</u> ?
<b>Key rationale, knowledge and skills</b>	<p>This unit is the thematic unit covering a broad scope of history from the medieval to the modern period. We have placed this at the end of the course as it allows students to pull together knowledge from across all of their History up to this point. In addition, students have a greater sense of period as they have simply studied more History by this point and are better able to dip in and out and move rapidly across time as this unit requires. Health was chosen as a unit as it is noticeably different from other topics covered and has great relevance to the modern-day world.</p> <p>Students have previously encountered thematic type studies at the end of year 8 and year 9. In year 8 students were asked to look at how the British people secured rights over time both in terms of the vote and union representation and in year 9 students were asked to look at migration to Britain across time.</p> <p>The Medieval section builds on knowledge that students gained in year 7 and in the Norman GCSE unit that they have previously studied in year 10. Students should therefore already be familiar with Islamic civilisations, the power of the church, the role of monasteries and the Black Death itself. They should also have a reasonable understanding of life in medieval towns and villages.</p>	<p>As before, in addition the Renaissance section builds on work completed in year 8 where students looked at how ideas changed in the early modern period from the Renaissance to the Enlightenment. They will be familiar with the Reformation and its impact as well as the Scientific Revolution that followed.</p>	<p>As before, in addition students should be able to tap into prior knowledge of the C19th century that they gained during the latter part of year 8 when they looked at the industrial Revolution and at Liberty's Dawn as an interpretation of the period. They will also be able to draw on the GCSE Germany unit knowledge of problems associated with the rapid urbanisation that occurred in Germany under the Kaiser.</p>
	<p>Medieval medicine, including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor, training, the contribution of Christianity and Islamic civilisations, methods of surgery. Public health including towns and monasteries. A case study of the Black Death and beliefs about its causes, treatment and prevention.</p>	<p>Challenges to medical authority, the work of Vesalius, Pare, and Harvey. Opposition to change. The Growth of hospitals, changes to the training and status of surgeons, the work of John Hunter. The prevention of disease including inoculation and the work of Edward Jenner.</p>	<p>The development of Germ Theory, the importance of Pasteur, Koch and microbe hunting. Louis Pasteur and vaccination, Paul Ehrlich and magic bullets. Anaesthetics including Simpson and chloroform, antiseptics including Lister and carbolic acid, aseptic surgery. Improvements in public health, cholera epidemics, public health reformers, 1848 and 1875 Public Health Acts.</p>
	<p>Significance Similarity &amp; Difference Evidential Thinking Change &amp; Continuity</p>	<p>Significance Similarity &amp; Difference Evidential Thinking Change &amp; Continuity</p>	<p>Significance Similarity &amp; Difference Evidential Thinking Change &amp; Continuity</p>
<b>Key Technical Vocabulary</b>	Humours, Bleeding, Purging, Barber-Surgeons, Superstition, Amputations, Cauterisation, Epidemics, Quacks, Buboes, Astrology	Plague, Inoculation, Vaccination, Dissections, Anatomy, Microscopes, Ligatures, Royal Society, Quinine, Artificial Limbs	Antiseptic, Aseptic, Pasteurisation, Microbe, Carbolic Spray, Chloroform, Anaesthetic, Sewerage, Laissez-Faire, The Great Stink, Cesspools
<b>Developing Cultural Capital</b>	Appreciation of other cultures – Islamic medicine Visit to Thackery Medical Museum	Renaissance artwork including the drawings of Leonardo Da Vinci Visit to Thackery Medical Museum	Visit to Thackery Medical Museum
<b>Opportunities for Reading</b>	Blood and Guts – A Short History of Medicine by Roy Porter	Blood and Guts – A Short History of Medicine by Roy Porter	Blood and Guts – A Short History of Medicine by Roy Porter The Butchering Art by Lindsey Fitzharris
<b>Cross Curricular Links (Authentic Connections)</b>	RE – power of Christian church & Islamic civilizations	Science – Medical innovations Re – the Reformation	Science – Medical Innovations
<b>Key Assessment</b>	Formative - Exam Question Practice Summative – 3 Part Assessment	Formative - Exam Question Practice	Formative - Exam Question Practice Summative – 3 Part Assessment



## History Department



### Start to End Point Curriculum Sequence Grids

Year 11	Term 2	
Unit(s)	How much progress was made with regards to peoples' health in the <u>modern period</u> ?	Which factors brought about the most change in medicine and health 1000- present day?
<b>Key rationale, knowledge and skills</b>	As before, in addition for the modern section of the unit students should be able to tap into previous study of the C20th which took place during both Y9 and in the opening two units of the GCSE course. In year 9 students covered both World War One and World War Two and have looked at Britain in the latter part of the C20th. In the Germany and Asia GCSE units...	As before, in addition in their KS3 thematic units on rights and migration, students were asked to identify factors that either facilitated or hindered change and so should be familiar with what is being asked of them in this unit. This unit taps in directly to the prior 4 sections on Medieval, Renaissance, Industrial and Modern medicine and requires students to pull out knowledge from across all 4 periods.
	The development of the pharmaceutical industry, Fleming and penicillin, antibiotic resistance, and alternative treatments. The impact of War on surgery including plastic surgery, transfusions, X rays etc. Modern public health including Booth, Rowntree, the Liberal Welfare reforms the Beveridge report ad the creation of the welfare state and the NHS.	The importance of the following factors in leading to medical progress during different periods over time; war, superstition and religion, chance, government, communication, science and technology and the role of the individual in encouraging and inhibiting change.
	Significance Similarity & Difference Evidential Thinking Change & Continuity	Significance Similarity & Difference Evidential Thinking Change & Continuity
<b>Key Technical Vocabulary</b>	Antibiotic, Magic Bullet, Pharmaceuticals, DNA, X-Rays, Key-Hole Surgery, Chemotherapy, Transplants, National Insurance, Welfare State, NHS	Superstition, Government, Communication
<b>Developing Cultural Capital</b>	Visit to Thackery Medical Museum	Visit to Thackery Medical Museum
<b>Opportunities for Reading</b>	Blood and Guts – A Short History of Medicine by Roy Porter The NHS at 70, A Living History by Ellen Welch	Blood and Guts – A Short History of Medicine by Roy Porter
<b>Cross Curricular Links (Authentic Connections)</b>	Science – medical innovations	Science – Medical innovations
<b>Key Assessment</b>	Formative - Exam Question Practice Summative – Y11 Trial Exam	Formative - Exam Question Practice



**History Department**

**Start to End Point Curriculum Sequence Grids**

Year 12	Term 1				
Unit(s)	What was Reconstruction and why did it fail?	Is it right to characterise the period 1882-1890 as the era of weak presidents?	Why did the American economy expand so rapidly in the period 1865-1890?	How divided was American society 1865-1890?	To what extent was Manifest Destiny the most influential factor in American Foreign policy in the years 1865-1890?
<b>Key rationale, knowledge and skills</b>	This unit will begin with a brief study of the Civil War, which although not covered on the specification will provide essential context for an understanding of America in 1865. Students will look at the reforms attempted during Reconstruction and the different individual and events of the period which will provide context for later sections on economy, society and foreign policy. Prior knowledge from Y8 and Y9 studies on slavery and the position of African Americans will provide useful background.	Students will next move onto consider what happened after Reconstruction and how the presidents who ruled in the aftermath fared. They will compare the Presidents of this era with previous presidents such as Abe Lincoln to assess success. Students will look at the extent of corruption in the presidencies during this period which will provide the ground work for the following unit on the economy and reasons why Big Business flourished.	Having covered the politics of the period 1865-1890 students will move on to consider the period in terms of economic change. Links will be made to the different presidents met in the earlier units and reasons why corporations did so well in this period. The concept of Big Business will be covered that will lay the foundation for the economy sections of each time period throughout the course.	Students will now move onto look at different groups of people within society and how the different policies of the Republican and democratic presidents of the period impacted on their lives. The economic climate covered in the prior unit will be key to understanding the economic hardship that particular groups experienced. Students will use knowledge gained at KS3 based on the experience of immigrants and other minority groups such as Black Americans and Native Americans.	The final thread in the chronological period 1865-1890 will focus in on foreign policy and the different aspects that shaped the us governments relationship with the wider world. Foreign policy will include the expansion of the frontier and therefore build on the knowledge gained in the previous unit when considering Native Americans. Useful prior knowledge from KS3 around the French/ Spanish and British empires will be tapped into here.
	End of the Civil War, Lincoln, Johnson, Grant and the failure of Radical Reconstruction	The politics of the Gilded Age and the era of weak presidents including the extent of political corruption.	Economic growth and the rise of corporations; railways, oil, agriculture, urbanisation. Laissez faire governmental policy.	Social, regional and ethnic divisions including divisions between North and South and West. The position of African Americans and Native Americans.	The limits of foreign engagement and isolationism. The continuation of the Monroe Doctrine, expansion of the frontier and consolidation of borders with Canada.
	Interpretations Cause & Consequence	Interpretations	Interpretations Cause & Consequence	Interpretations Diversity	Interpretations Cause & Consequence
<b>Key Technical Vocabulary</b>	Reconstruction, Civil War, Confederacy, constitution, amendment, emancipation, Impeachment, Black Codes, Freedman's Bureau, KKK, Republican, Democrat	Gilded Age, Electoral College, Solid South, Patronage, National Nominating Convention, Tammany Hall, Tweed Ring, PorK Barrel Politics	Homestead Act, Panic, Oklahoma Land Rush, Ranch, Corporations, Urbanisation, Robber Barons, Captains of Industry, Stock Market, Bull Market, Monopolies, Antitrust Legislation	Immigration, Melting Pot, Nativists, Yellow Peril, Knights of Lab or, Yankees, Carpetbaggers, Scalawags, The Granger Movement, Sharecroppers, The Black Exodus	Manifest Destiny, Isolationism, Monroe Doctrine, Fort Laramie, Geronimo's War, Alabama Claims, Confederation, Alaska Boundary Dispute, Laissez Faire
<b>Developing Cultural Capital</b>	Understanding other cultures – significance of 13 <sup>th</sup> Amendment			Understanding other cultures – Native Americans / African Americans/ Immigrants	
<b>Opportunities for Reading</b>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF</a>
<b>Cross Curricular Links (Authentic Connections)</b>	Politics	English Lit – Mark Twain	Economics	Geography – push & pull factors immigration	
<b>Key Assessment</b>	Regular Essays	Regular Essays	Regular Essays	Regular Essays	Regular Essays



**History Department**

**Start to End Point Curriculum Sequence Grids**

Year 12	Term 2			
Unit(s)	How far did popularism and progressivism dominate US politics between 1890-1912?	How successful was Woodrow Wilson's new Freedoms?	Is it right to suggest that the USA experienced economic transformation in the period 1890-1920?	How far did divisions in US society deepen in the period 1890-1920?
<b>Key rationale, knowledge and skills</b>	The second time frame of the specification 1890-1920 will begin with the study of political change and an assessment of the different presidents. In order to understand progressivism and popularism students will need to have acquired an understanding of the problems and injustices in society gained during previous units' study.	Carrying on chronologically from the politics of presidents Roosevelt and Taft students will focus in on the government of Woodrow Wilson and assess his success. To do this effectively students will need to draw comparisons to previous presidents both in this chronological time frame and beyond. Wilson's New Freedoms will also be tested out using knowledge of the underlying societal issues gleaned in previous society units.	Once students have a good understanding of the politics of the period 1890-1920, they will move on to look at the economy. This will also pick up on themes covered in earlier economics units such as the growth of corporations and Big Business.	Once again students will continue the study of the chronological period 1890-1920 by looking at the impact of politics and the economy on different groups in society. They will look at their previous study of society in the period 1865-1890 in order to draw comparisons and effectively assess if the divisions apparent in society have deepened in this time frame.
	Political tensions and divisions, including the reaction against Big Business at both national and state level. The ideas and influence of Bryan, Roosevelt and Taft. The growth of popularism and Progressivism.	The election of Woodrow Wilson and his philosophy. The New Freedoms and the extent of their success.	Economic change and development, the rise of US dominance as an economic and industrial power and the consequences of this.	Social developments including mass immigration, and urbanisation and their consequences. The position of African Americans and other groups.
	Interpretations Change & Continuity	Interpretations Change & Continuity Significance	Interpretations Change & Continuity	Interpretations Change & Continuity Diversity
<b>Key Technical Vocabulary</b>	Popularism, Progressivism, The Omaha Platform, Gold Standard, Electoral Strategy, Balanced Ticket, Mid Terms, Bully Pulpit, Assassination.	Democratic Revival, Free Silver, Pacifist, Moral Authority, Turning Point Election, Socialism, New Freedom, Secretary of State, Tariffs, Federal Reserve Board, Statesman	Second industrial Revolution, Net Importer, Natural Resources, Regulation, Cooperatives, Agricultural Golden Age, Sub marginal Land, urbanisation, Skyscrapers, Trade Unions, Panics.	Great Atlantic Migration, Little Italy, Assimilation, Social Cohesion, Russian Jews, Northward Migration, King Cotton, Statehood, Ghost Towns, Temperance movement, WCTU, Jim Crow Laws,
<b>Developing Cultural Capital</b>	Understanding of the American political system.			Understanding other cultures – Native Americans / African Americans/ Immigrants
<b>Opportunities for Reading</b>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF</a>
<b>Cross Curricular Links (Authentic Connections)</b>	Politics		Economics	Geography – immigration
<b>Key Assessment</b>	Regular Essays	Regular Essays	Regular Essays	Regular Essays





## History Department

### Start to End Point Curriculum Sequence Grids

Year 12	Term 3		
Unit(s)	To what extent had America developed into a World Power by 1920?	Why were the Republicans able to dominate American politics in the 1920s?	How successful were Roosevelt's New Deals in solving America's problems in the years 1930-1945?
<b>Key rationale, knowledge and skills</b>	Students will now use all the knowledge that they have gained through the EQs on politics, economy and society as well as previous foreign policy study on the period 1865-1890 to look at foreign policy in this time frame. They will be able to tap into knowledge gained during both KS3 and KS4 to ascertain what is meant by the term world power. There is an opportunity here to make great synoptic links between the American and British side of the course where students are being asked to assess the world power status of both nations.	This is the start of a new chronological time frame, looking specifically at the period 1920-1945. Once again students will begin the unit by developing their understanding of the political changes that occurred under the leadership of the various presidents, particularly up until 1933. Once again students will build on prior knowledge of the earlier time frames and the reasons why the Republicans were able to dominate for so long. Students will have studied the Wall Street Crash and the Depression in Germany during the course of their KS3 period study and should therefore be able to draw valid comparisons with America.	Still focusing on the politics of the period students will move on from looking at the presidents who came before the Great Depression to look at FDR and his reaction to this monumental event. Valid comparisons between Hoover studied in the prior unit and FDR will be made. Students will be familiar with FDR from both KS3 and KS4 studies of World War Two and his role within it.
	Foreign affairs including imperialism and the extent of engagement in international affairs. Relationship with Spain and the Philippines. The Panama Canal, the First World War neutrality and entry.	The Domestic policies of Harding, Coolidge and Hoover. Hoover's reaction to the Depression.	FD Roosevelt's election and his New Deals, conflict of ideas over the role of the Federal Government.
<b>Key Technical Vocabulary</b>	Interpretations Change & Continuity	Interpretations Cause & Consequence	Interpretations Change & Continuity Significance
<b>Developing Cultural Capital</b>	Monroe Doctrine, Imperialism, Protectorate, Yellow Peril, Yellow Press, Platt Amendment, Open Door Policy, Panama Canal, Dollar Diplomacy, Neutrality, Zimmermann Telegram, Fourteen Points, Armistice, Conscriptio, League of Nations, Wilsonian Idealism, Normalcy	Republican Conservatism, Teapot Dome Scandal, Great Depression, Political Corruption, Political Fixer, The Ohio Gang, Small Government, The Great Engineer.	Fireside Chats, Interregnum, New Deal, The Hundred Days, Alphabet Agencies, Prohibition, Gold Standard, Wagner Act, Roosevelt Recession.
<b>Opportunities for Reading</b>	The final		
<b>Cross Curricular Links (Authentic Connections)</b>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF</a>
<b>Key Assessment</b>	Politics	Economics	
<b>Key Assessment</b>	Regular Essays	Regular Essays	Regular Essays



## History Department

### Start to End Point Curriculum Sequence Grids

Year 12	Term 1				
Unit(s)	To what extent did the Labour government of 1945-51 bring about a 'New Jerusalem'?	Why were the Conservative party able to achieve political dominance in the period 1951-1964?	Is Hennessey right to claim that the period 1951-1964 was an economic 'Golden Age'?	What areas saw the biggest social change in the period 1951-1964?	To what extent did Britain lose its place at the international top table in the period 1951-1964?
<b>Key rationale, knowledge and skills</b>	Although the course officially starts in 1951, students will complete this pre-unit to provide essential context for the following units. Any study of Britain after 1945 needs to have a good understanding of the impact of World War Two and the ground-breaking changes that the Labour government of 1945-1951 introduced. Students will be able to use GCSE knowledge from the Health unit to help them better understand the creation of the NHS and its impact.	Building on from the pre unit students will look at the politics of the period 1951-1964 in order to provide a chronological framework for later thematic units of economy, society and foreign policy. This unit will require students to develop their political understanding of FPTP and the two-party system when looking at the 1951,55, 59 and 64 GEs, understanding of which is essential for accessing many other aspects of the course.	Once students have a grasp of the political changes in the period, they will be able to look at the economic climate and decisions made by the governments who they just encountered. Students will be introduced to basic economic concepts such as BOP, inflation, interest rates, unemployment rates etc which they will need to understand as they will meet these terms on many occasions throughout the course.	Next students will look at how both politics and the economy (just covered) impacted on various groups within society. Affluence in particular is a dominant theme that builds from the prior unit. Students will also be able to tap into knowledge of migration that they gained in the migration unit of year 9 as well as their understanding of the British Empire which is covered in year 8.	Students will finally move out from a focus on domestic policy to look at the wider world stage and Britain's place upon it. They will consider how each Conservative government that they met earlier on in the term handled Foreign Policy. Students will be able to draw on knowledge of the Korean War gained during the GCSE as well as their wider understanding of decolonisation gained in KS3. Finally, students will start to develop their understanding of the EEC/EU which will better help them to understand current affairs in the modern world
	Impact of WW2 on Britain, 5 Giant Evils, Legislation 1945-51 including the Welfare State and the formation of the NHS.	Churchill, Eden, Macmillan, Home as leaders. Divisions within the Labour party.	Post war Boom and Affluence. Keynesian economic policy, Stop -Go and BOP issues.	Impact of affluence on living standards, class and the Establishment, Youth culture, women and immigration/race relations. CND.	Nuclear weapons, Korean War, Suez, EFTA, EEC rejection, Winds of Change and decolonisation
	Source Analysis Change & Continuity Significance	Source Analysis Cause & Consequence	Source Analysis Interpretations	Source Analysis Change & Continuity	Source Analysis Diversity Change & Continuity
<b>Key Technical Vocabulary</b>	Post War Consensus, New Jerusalem, Marshall Aid, Welfare State, NHS, National Insurance, Depression, Austerity	First Past the Post, One Nation Tories, Bevanites, Gaitskellites, Butskellism, UND, Scandal, Establishment	Keynesian, Stop-Go, affluence, BOP, inflation, consumerism, Post war boom, rationing, run on the pound, sterling, NEDC	Baby Boomers, National service, Mods and Rockers, Infrastructure, Prefabs, New Towns, HP, Repatriation, Windrush, Tripartite.	EEC, EFTA, NATO, UN, Superpower, Atlantic Alliance, Cold War, special relationship, Decolonisation, partition, Wind of change.
<b>Developing Cultural Capital</b>	Opportunity to Visit London and the Houses of parliament.			Understanding modern day multicultural Britain. Youth Culture.	
<b>Opportunities for Reading</b>	<a href="https://filestore.aga.org.uk/resources/history/AQA-704125-704225-RL.PDF">https://filestore.aga.org.uk/resources/history/AQA-704125-704225-RL.PDF</a>	<a href="https://filestore.aga.org.uk/resources/history/AQA-704125-704225-RL.PDF">https://filestore.aga.org.uk/resources/history/AQA-704125-704225-RL.PDF</a>	<a href="https://filestore.aga.org.uk/resources/history/AQA-704125-704225-RL.PDF">https://filestore.aga.org.uk/resources/history/AQA-704125-704225-RL.PDF</a>	<a href="https://filestore.aga.org.uk/resources/history/AQA-704125-704225-RL.PDF">https://filestore.aga.org.uk/resources/history/AQA-704125-704225-RL.PDF</a>	<a href="https://filestore.aga.org.uk/resources/history/AQA-704125-704225-RL.PDF">https://filestore.aga.org.uk/resources/history/AQA-704125-704225-RL.PDF</a>
<b>Cross Curricular Links (Authentic Connections)</b>	Politics Sociology	Politics	Economics	Sociology Music	Science
<b>Key Assessment</b>	Regular Essays	Regular Essays	Regular Essays	Regular Essays	Regular Essays



## History Department



### Start to End Point Curriculum Sequence Grids

Year 12	Term 2			
Unit(s)	Why did the Labour government of 1964-70 fail to live up to expectations with regards to politics and the economy?	Did the Labour government pf 1964-70 bring about a 'Social Revolution' through its reforms?	How far did society and culture change in the 60s?	To what extent did Britain's role on the world stage continue to decline in the period 1964-70?
<b>Key rationale, knowledge and skills</b>	Building on chronologically from the previous section on Britain 1951-64, students will look at the politics and economy of the period 1964-70. Economy and politics are taught together here as they intertwine so much it would be artificial to separate them out. This unit will provide a chronological framework for later thematic EQs on this time frame looking at both society and foreign policy.	Having considered politics and the economy and having become familiar with the key individuals relevant to this time frame, students will focus in on social reform. They will be able to make valid comparisons to Labour success in politics and the economy in the prior unit about extent of success. Similarly, students will be able to tap into prior knowledge gained on society in the period 1951-1964 in order to assess extent of change.	The next step for students is to look at the social reforms studied in the prior EQ and assess the wider impact on different groups in society. Students will be able to use prior knowledge from y9 which focused on migration to assess the extent of improvement for immigrants, as well as content gained in earlier sections of the A Level.	Students will finally in this section turn their attention to Britain's role on the World stage. They will use knowledge gained earlier in the 1951-64 unit to assess if the picture of decline has continued. Students will also be able to use prior knowledge of the Vietnam War gained in the GCSE course to contextualise Britain's role and the reaction of its people.
	White Heat devaluation, industrial relations including Seamen and Dockers Strike of 66 and In Place of Strife. The beginnings of the Troubles in Northern Ireland. Loss of 1970 GE.	Liberalising reforms including end of capital punishment, divorce reform, legalisation of abortion, legalisation of homosexuality, educational reform including comprehensives and the OU.	Expansion of the mass media, scientific developments, reduction in censorship, female equality, youth culture and the permissive society, anti-Vietnam war riots. Enoch Powell and issues of race.	Relations with USA especially on the issue of Vietnam. Second EEC application, Withdrawal East of Suez and Rhodesia.
	Source Analysis Change & Continuity	Source Analysis Interpretations Change & Continuity Significance	Source Analysis Change & Continuity Diversity	Source Analysis Change & Continuity
<b>Key Technical Vocabulary</b>	Devaluation, national Plan, GDP, DEA, Prices and Incomes Policy, Wildcat Strikes, Flying Pickets, White Paper, Paramilitary, Sectarian, Nationalist, Loyalists, Republicans, Unionists, Apprentice Boys.	PMB, Free Vote, Legalisation, Thalidomide, Decriminalise, Comprehensive Schools, Grammar Schools, Higher Education, Open University, Polytechnics	Mass Media, Censorship, Permissive, immigration, Liberation, Feminism, Family Planning, Race Relations Board, Rivers of Blood	Escalation, Independence, UDI, East of Suez, Europhiles, Eurosceptics, Nuclear Deterrent, Diplomacy
<b>Developing Cultural Capital</b>			Understanding modern day multicultural Britain. Impact of reduction in censorship on the Arts. Youth Culture.	
<b>Opportunities for Reading</b>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL.PDF</a>
<b>Cross Curricular Links (Authentic Connections)</b>	Economics Politics	Sociology	Sociology	Geography
<b>Key Assessment</b>	Regular Essays	Regular Essays	Regular Essays	Regular Essays



## History Department



### Start to End Point Curriculum Sequence Grids

Year 12	Term 3			
Unit(s)	Is it fair to say that the Heath government of 1970-74 achieved nothing but failure and confrontation?	To what extent were the political and economic problems of the period 1974-79 due to Labour incompetence?	How could we best characterise society in the 70s?	To what extent did Europe overshadow all other Foreign Policy issues in the period 1970-1979?
<b>Key rationale, knowledge and skills</b>	Building on from the prior politics units on 51-64 and 64-70, students will look at the politics of the period 1970-74. This will also help to provide a chronological framework for later thematic units of society and foreign policy.	Building on from the prior politics units on 51-64, 64-70, and 70-74 students will look at the politics of the period 1974-79. This will also help to provide a chronological framework for later thematic units of society and foreign policy. The politics unit here is separated into two EQs as both Conservative and Labour ruled in this time frame, therefore making it easier for students to segment information more easily.	Having gained a good understanding of the politics and the economy of the period, students are now in a good position to be able to look at society and the impact that decisions made by the government had. Students are also building on knowledge of society gained earlier on in the course on earlier periods (1951-64 and 1964-70) to help them understand change and continuity in the 70s.	Finally, students will consider foreign policy in the period 1970-79. They will assess the extent of decline in comparison to prior periods (51-64 and 1964-70). They will focus in on the consistent theme of Europe and assess if this aspect dominated British foreign policy in the period. This section relates strongly to issues of Europe that are important today so has great relevance for students.
	Selsdon Man, Industrial problems, OPEC oil crisis, 3 Day Week, Who Governs Britain. Bloody Sunday and Sunningdale Agreement.	Wilson and Callaghan. IMF Loans, LIB Lab Pact, Devolution Referendum, continued problems in Northern Ireland.	Progress of feminism, the Sex Discrimination Act, race and immigration, youth and environmentalism.	EEC Entry, Referendum, the state of the special relationship with the USA. Relations with USSR and China.
	Source Analysis Interpretations	Source Analysis Cause & Consequence	Source Analysis Diversity	Source Analysis Change & Continuity
<b>Key Technical Vocabulary</b>	New Right, Decimatisation, OPEC, Lame Duck Industry, Stagflation, U-Turn, Hung Parliament, 3- Day Week, Internment, Bloody Sunday, Sinn Fein	Social Contract, NEB, IMF, Devolution, Vote of no Confidence, Winter of Discontent, Lib Lab Pact, Referendum	Patriarchy, Reproductive Rights, TUC, Equal opportunities Commission, National Front, Reggae and Ska, Anti-Nazi League, Rock Against Racism, Multiculturalism, Punk, hooliganism, Environmentalism.	Referendum, Commonwealth, Abstaining, 30year Rule, Détente, Communist.
<b>Developing Cultural Capital</b>	Understanding Irish Culture – looking at Bogside Murals		Understanding modern day multicultural Britain. Youth Culture.	
<b>Opportunities for Reading</b>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL.PDF</a>
<b>Cross Curricular Links (Authentic Connections)</b>	Politics	Economics	Sociology Music Geography	Geography
<b>Key Assessment</b>	Regular Essays	Regular Essays	Regular Essays	Regular Essays



## History Department

### Start to End Point Curriculum Sequence Grids

Year 13	Term 1				
Unit(s)	Why did America experience Boom and Bust in its economy in the 1920s and 1930s?	Is it right to call the 1920s 'the Jazz age'?	What was the social impact of the Great Depression?	To what extent was the Second World War a 'Good War' for the USA	How far was the reputation of the American presidency in tatters by 1975?
<b>Key rationale, knowledge and skills</b>	Staying with the same time frame 1920-1945 that was covered previously in terms of politics students will now focus in specifically on the boom and bust economy of America in these years. Students will already understand this concept as it is briefly covered in the prior politics unit and builds on KS4 knowledge centred on Germany.	Social change is the focus of the next two units. The Interpretation of the 1920s as a successful jazz age where all enjoyed frivolous fun will be analysed to see if the view is accurate or if there are any underlying problem that are often neglected. Students will build up their knowledge of society in the 1920s which will provide excellent context for looking at how far life changed for different groups after 1933.	AS just mentioned, students will continue their study of society in the period 1920-1945 by looking at how different groups of people were impacted upon by the Wall Street Crash and the Depression that followed. Students have already studied the political and economic cost of this event by now they will look at the human cost in much greater detail.	Having completed the sections on politics, economy and society for the period 1920-1945 students will now turn their attention to the wider world and America's relationship with other nations. The key area of focus here is to explain how America, although supposedly following a policy of isolationism got dragged into world war two. Students will be able to use information learned in previous foreign policy units to draw comparisons especially between world war one and two. Equally students will have studied world war two both at ks3 and ks4 so they should have good wider contextual understanding.	Students will now move onto the final section of their American course by assessing the different American presidents that ruled between 1945 and 1975. Students will have some knowledge of who these individuals are from their Conflict and tension in Asia unit studied at KS4.
	The economy, boom to bust and recovery, structural weaknesses and the impact of the New Deals and the Second World war on economic recovery.	Social and cultural developments of the 1920s including the Jazz age. New social values, the failure of prohibition and its significance	Social impact of the Depression. Regional and ethnic divisions, countryside versus city.	Extent of isolationism in the 20s and 30s, the reasons for America joining World War Two and its role on the international stage.	Domestic policies of Truman, Eisenhower and post war reconstruction. Kennedy, Johnson, and Nixon, the New Frontier, the Great Society and Watergate.
	Interpretations Cause & Consequence Significance	Interpretations	Interpretations Diversity	Interpretations Significance	Interpretations Change & Continuity
<b>Key Technical Vocabulary</b>	Boom Bust, Wall Street Crash, Speculation, On the Margin, Model T, Staple Industries, easy Credit, Great Bull Market, Deflation, Protective Tariff, Real Wages, Banking Holiday, Repossession, Dust Bowl, Structural Unemployment	Popular Culture, Roaring 20s, Northern Migration, Silver Screen, Gangsters, Consumerism, Skyscrapers, Art Deco, KKK, Speakeasy, Flapper, Prohibition, Bootleggers	Dust Bowl, State Intervention, Okies, The Grapes of Wrath, Monkey Trial, imperial Wizard, Grand Dragon, The Indian New Deal, NAACP	Normalcy, Dawes Plan, Dollar Diplomacy, Isolationism, Ludlow Amendment, The Good Neighbour Policy, The Panay Incident, The Special Relationship, Nuclear Weapons, Land Lease Act, Pearl Harbour, Yalta, Total War	Red Scare, Cold War, McCarthyism, NSC-68, FBI, CIA, Slush Fund Scandal, Primaries, New Frontier, Assassination, Great Society Reforms, The Pentagon Papers, Watergate, Impeachment
<b>Developing Cultural Capital</b>		Understanding other cultures – the roaring 20s			
<b>Opportunities for Reading</b>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF</a>
<b>Cross Curricular Links (Authentic Connections)</b>	Economics	Music			Politics
<b>Key Assessment</b>	Regular Essays	Regular Essays	Regular Essays	Regular Essays	Regular Essays



**History Department**



**Start to End Point Curriculum Sequence Grids**

Year 13	Term 2		
Unit(s)	Why was there a period of affluence in the USA between 1945 and 1975?	To what extent did American society become more equal in the period 1945-1975?	How did America develop into one of the world's 'Superpowers' in the years 1945-1975?
<b>Key rationale, knowledge and skills</b>	The final economy section will use prior knowledge of the state of the US economy if different time frames as well as synoptic comparisons to the British course where affluence in the 50s and 60s will similarly be considered.	A final opportunity for student to look across the course and assess how far the lot of different subgroups within American society have come since the 1860s. How had America changed? Had groups such as Black Americans been successfully integrated into society or did problems remain. Students will use knowledge gained from prior society units and from work completed in Y9 looking at Black Americans and their story during the C20th. Lots of excellent modern-day links can be made here to the BLM movement and the situation regarding both Black Americans and Native Americans in the USA today.	The final section of the course hones in of the issue of foreign policy and how America developed into a superpower in the years 1945-1975. Students will have a rich wider understanding that they will be able to draw on here as they have studied the development of the Cold War at KS3 and the Korean and Vietnam Wars at KS4. This unit also allows for students to look back across the broad chronological sweep from 1865-1975 and see how America has changed in terms of its international status. This unit also had great modern-day resonance and will help students to understand why the USA has such a dominating role in the world in the present day.
	Economic change and developments, the rise of the consumer society and economic boom.	Ideological, social, regional and ethnic divisions. McCarthyism, civil rights, youth culture protest and the mass media. Women.	The USA and international relations, the Cold War and relations with the USSR and China, the Vietnam War. The USA's role as a superpower by 1975.
	Interpretations Cause & Consequence	Interpretations Diversity	Interpretations Change & Continuity
<b>Key Technical Vocabulary</b>	Affluence, Consumerism, Bretton Woods, Marshall Plan, Fair Deal, Keynesian, Military, Industrial Complex, War on Poverty, Stagflation,	Conformity, Affluence, Demographic Change, Beat Generation, McCarthyism, Hays Code, American Indian movement, Butler Act, New Left, Protest.	Hiroshima, Nagasaki, Containment, Truman Doctrine, Yalta Axioms, Riga Axioms, Potsdam, Hawks, U-2 Spying Mission, Domino Theory, Brinkmanship, Asymmetric Warfare, Détente, Fall of Saigon,
<b>Developing Cultural Capital</b>		Understanding other cultures – Native Americans / African Americans & Civil Rights	Understanding of rise of America and influence of American culture on UK
<b>Opportunities for Reading</b>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-70411K-70421K-RL.PDF</a>
<b>Cross Curricular Links (Authentic Connections)</b>	Economics		Geography
<b>Key Assessment</b>	Regular Essays	Regular Essays	Regular Essays



## History Department

### Start to End Point Curriculum Sequence Grids

Year 13	Term 1				
Unit(s)	Why was Margaret Thatcher able to dominate politics in the period 1979-90?	To what extent was there a Thatcher Revolution with regards to the economy in the period 1979-90?	What was the impact of Thatcherism on British Society in the period 1979-90?	How far did Thatcher re-establish Britain's international status in her handling of foreign policy between 1979-90?	Is it right to depict John Major's time in power as 'Unremarkable'?
<b>Key rationale, knowledge and skills</b>	The second year of the A Level course begins at the turning point election of 1979 where Thatcher swept to power. Students will begin by developing an overview of key individuals, elections and events of the period which will help contextualise later units on economy, foreign policy and society. Students will need to tap into prior knowledge already gained on the period 1951-1979, in order to fully understand the unfolding narrative.	Next students will widen out their understanding of Thatcher's time in power by looking at her impact on the economy. Importantly students will link this to the prior politics EQ in order to see why certain economic reforms were introduced at specific times. Student understanding of the economic changes brought about by Thatcher will be deepened through their year 12 study of the economy 1951-79, which will also help them to appreciate how revolutionary the economic reforms were.	Linking into the prior two units on politics and the economy students will now consider the human impact of Thatcher's reforms. This will have a strong local tie as the Miners Strike of 1984 will be considered and it is hoped that students will be able to look at their family history where appropriate. This is an important unit in helping students to better understand their local community today.	Finally, students will use their understanding of domestic policy carried out by Thatcher and their understanding of Britain's position in the world prior to 1979 to assess Thatcher's foreign policy and consider to what extent she reversed the picture of decline. Students will use prior knowledge on the Cold War gained at KS3 and GCSE to better understand Thatcher's role in ending it. This section will also help students better understand modern day events in Hong Kong and Britain's relationship with it.	Students will next move onto the period 1990-1997 and assess the premiership of John Major. To do this effectively students will need to be able to use their studies of Margaret Thatcher's time in power to compare the two and understand many of the difficulties that John Major had. Students will be able to decide if these problems were inherited or of his own making.
	1979 General Election, Thatcher as leader, ideology, party domination, electoral success in 83 and 87. Weaknesses in the Labour Party. Northern Ireland and the Troubles. Fall from power in 90.	Economic re-alignment, monetarism, privatisation, deregulation, inflation, and unemployment.	Social mobility, Sale of Council Houses, Popular Capitalism, Miners' Strike, Poll Tax, Extra Parliamentary Opposition	Falklands War, Relationship with Reagan, Role in ending the Cold War. Thatcher's changing attitude to Europe	Major as leader, economic developments including Black Wednesday, political sleaze, scandal and satire, approach to Northern Ireland and Conservative divisions. Role in the Gulf War and as an international statesman.
	Source Analysis Cause & Consequence	Source Analysis Interpretations Change & Continuity	Source Analysis Change & Continuity Significance	Source Analysis Change & Continuity	Source Analysis interpretations
<b>Key Technical Vocabulary</b>	Wets and Dries, conviction politician, Thatcherism, Methodist, New Right, Trotskyism, Militant, Hunger Strikes.	Monetarism, Rates, Privatisation, Supply Side Economics, Deregulation, The Big Bang, Denationalisation, Yuppie, the City.	Deindustrialisation, Right to Buy, Picketing, Poll Tax, Riots, Pressure Groups, Chernobyl.	Junta, imperial legacy, Cruise Missiles, perestroika, glasnost, handbag diplomacy,	ERM, PFI, Citizen's Charter, Taoiseach Eurosceptics
<b>Developing Cultural Capital</b>			Understanding modern day multicultural Britain.		
<b>Opportunities for Reading</b>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-704125-704225-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-704125-704225-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-704125-704225-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-704125-704225-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-704125-704225-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-704125-704225-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-704125-704225-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-704125-704225-RL.PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-704125-704225-RL.PDF">https://filestore.aqa.org.uk/resources/history/AQA-704125-704225-RL.PDF</a>
<b>Cross Curricular Links (Authentic Connections)</b>	Politics	Economics	Sociology Geography	Geography	Economics
<b>Key Assessment</b>	Regular Essays	Regular Essays	Regular Essays	Regular Essays	Regular Essays





## History Department



### Start to End Point Curriculum Sequence Grids

Year 13	Term 2					
Unit(s)	Socially Conservative or Socially Liberal: Which term best describes society in the period 1990-1997?	What was New about New Labour?	To what extent did the New Labour government of 1997-2007 achieve its objectives?	How far did the Conservative party change in the period 1997-2007?	How did society change in the period 1997-2007?	To what extent did Tony Blair's Foreign policy in the period 1997-2007 take on an ethical dimension?
<b>Key rationale, knowledge and skills</b>	Moving on from John Major's political and economic policies students will look at what it was like for different groups in society to live under Major's rule and consider the impact of his policies in a social sense. Students will look at how Major's socially Conservative views were met with a backlash of social liberalism and anti-establishment culture.	Moving on to the final section of the course students will start to look at the birth of New Labour and how it originated. This will require students to use much prior knowledge gained from both the year 12 and year 13 course and so will provide a good revision opportunity. Students will go back to the time of Foot in the early 80s to trace the story of how the Labour party gradually changed in the period 1979-1997.	Building on from the prior unit, students will use their knowledge of what New Labour represented and hoped to achieve in order to assess whether they able to do this in the course of their three governments from 1997-2007. This unit will provide a good overview of the major characters, events, and legislation of this period before students look more widely at both foreign policy and society under Blair.	This unit fits well with the previous unit as it will help students to better understand the reasons for Labour electoral success in 1997, 2001 and 2005. Here students will look at the mistakes the Conservative party made in these years that help to explain New Labour's dominance.	Having understood the reforms that the Labour party introduced during their time in power students will now use this knowledge to look at the impact on society. They will also look at social changes that have occurred 1951-1997 by tapping into material learned in previous units. This will better enable students to be able to judge the extent of change.	Finally, students will move from domestic policies and their impact onto a wider world stage and consider how Tony Blair fared as an international statesman. They will look at previous PMs and compare using prior knowledge to assess if this marked a departure to FP in previous governments. This unit will provide excellent up to date context for students understanding of the modern-day world through coverage of events such as 9/11.
	The extent of social liberalism including anti-establishment culture, attitudes towards homosexuality, the position of women and race relations.	Realignment of the Labour party under Kinnock, Smith, and Blair. Reasons for Labour victory in 1997.	Blair as leader, character and ideology, constitutional change, domestic policies, Brown's economic policy, 2001 and 2005 GE. Northern Ireland including the Good Friday Agreement.	Leaders; Hague, Duncan-Smith, Howe, and Cameron Reasons for electoral failure in 2001 and 2005.	Workers, women, youth, and multiculturalism.	Attitude to Europe, the special relationship with the USA, especially Bush, War on Terror. Britain's position in the world by 2007.
	Source Analysis interpretations	Source Analysis Change & Continuity	Source Analysis Change & Continuity	Source Analysis Change & Continuity	Source Analysis Change & Continuity Diversity	Source Analysis Change & Continuity
<b>Key Technical Vocabulary</b>	Social Liberalism, Social Conservatism, AIDS, Anti-Establishment, Civil List, YBA, Girl Power, CPS	New Labour, Big Tent, Third Way, Closed Shop, Spin Doctor, Clause IV, OMOV	Constitutional Reform, Landslide, Good Friday Agreement, Loony Left, Human Rights Act, PFI, Gold Reserves, Millennium	Division, Resignation, 1922 Committee, polls, Compassionate Conservatism, Nasty Party, Tolerant, UKIP	Minimum Wage, Globalisation, Social Chapter, Blair's Babes, FTSE 100, Cool Britannia, NEETs, Social Exclusion, Asylum Seekers, Pressure Groups, Institutional Racism	War on Terror, Ethical, Genocide, Euro, Liberal Interventionism, Al Qaeda, WMD, Isolationism
<b>Developing Cultural Capital</b>	Understanding modern day multicultural Britain. Anti-Establishment Culture				Understanding modern day multicultural Britain. Looking at Modern British Art	
<b>Opportunities for Reading</b>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL-PDF">https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL-PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL-PDF">https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL-PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL-PDF">https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL-PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL-PDF">https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL-PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL-PDF">https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL-PDF</a>	<a href="https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL-PDF">https://filestore.aqa.org.uk/resources/history/AQA-70412S-70422S-RL-PDF</a>
<b>Cross Curricular Links (Authentic Connections)</b>	Sociology	Politics	Politics Economics	Politics	Sociology Geography Art	Geography RS
<b>Key Assessment</b>	Regular Essays	Regular Essays	Regular Essays	Regular Essays	Regular Essays	Regular Essays