

MOOR PARK HIGH SCHOOL: CURRICULUM

Key Stage 3 Long Term Planning

Year 7 2019-2020 INTENT: The Year 7 History curriculum aims to provide pupils with a secure and detailed understanding of British History from 1066-1660. This builds upon the knowledge pupils will have acquired at KS2 on ancient societies and the development of British history up to 1066. The year provides pupils with the basic historical skills that will be required throughout KS3 and KS4 and introduces them to the skills required for them to develop as historians. By the end of the year, pupils will have detailed knowledge of the development of the British monarchy from William the Conqueror to Charles II; the role and influence of religion on British history; and case studies of the events of 1066, the Black Death, the reign of Elizabeth I and the English Civil War. Moor Park History pupils in Year 7 will begin to develop an inquisitive and questioning approach to the past and know how historians use source material. They will be able to investigate historical topics and apply their knowledge of the past in support of their opinions.

Faculty Area: History

Year 7	Transition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Knowledge	When did history begin? - Prehistory and historical evidence before the invention of writing - The different types of sources (primary, secondary, physical, written, spoken) - An overview of ancient civilisations	<ul style="list-style-type: none"> - How to organize time chronologically, using BC and AD and using the correct century Who should be king in 1066? <ul style="list-style-type: none"> - How life was organized in the 11th Century and differences to the present day - The three contenders to the throne and their claims 	Why did William win the Battle of Hastings? <ul style="list-style-type: none"> - The key events leading up to the Battle of Hastings - The events of the Battle of Hastings and key turning points - The factors that explain William's victory - Methods William used to control the country after his coronation Medieval life and towns <ul style="list-style-type: none"> - The parts of the feudal system and its role in controlling England - The role of the medieval church - The similarities and differences between modern towns and the present days 	Holocaust Memorial Day Project <ul style="list-style-type: none"> - Overview of the Holocaust - Who were the victims of the Holocaust? - Life in a Nazi death camp The Black Death <ul style="list-style-type: none"> - The cause and spread of the black Death - Symptoms of the Black Death - Medieval beliefs on the causes and cures - Consequences of the Black Death on society in England 	Early Tudors and religious change <ul style="list-style-type: none"> - England in the 1500s - Overview of the Tudor monarchs and key events - Differences between Catholics and Protestants - Henry VIII and his 'Break with Rome' - Edward VI - Interpretations of Mary Tudor ('Bloody Mary') 	Elizabeth I <ul style="list-style-type: none"> - Elizabeth's reign and her use of propaganda portraits - Elizabeth's religious policy - Suitors to marry Elizabeth and their claims - Reasons why Elizabeth chose not to marry - The Spanish Armada and reasons for an English victory - The poor in Tudor England 	The English Civil War <ul style="list-style-type: none"> - The long-term causes of the English Civil War - The events that triggered the English Civil War - Differences between cavaliers and roundheads - Arguments for and against the execution of King Charles I - Reactions to the execution of King Charles I - The life of Oliver Cromwell - Interpretations of Oliver Cromwell - The Restoration of the monarchy 	Super Learning Week – 3 Days
Skills	<ul style="list-style-type: none"> - Writing to explain (types of evidence) - Forming an argument (when did history begin?) 	<ul style="list-style-type: none"> - Working out the correct century for a given date - Writing to persuade (which contender had the strongest claim) 	<ul style="list-style-type: none"> - Causation (why did William win the Battle of Hastings?) - Explaining similarity and difference (medieval towns) 	<ul style="list-style-type: none"> - Causation (what caused the Black Death to spread so quickly) - Consequence (explaining the changes in England due to the Black Death) 	<ul style="list-style-type: none"> - Similarity and difference (Comparing life today to the 1500s; comparing Catholics and Protestants) - Interpretation (understanding) 	<ul style="list-style-type: none"> - Analysing images as visual sources (Elizabeth and Edward VI) - Causation (factors for an English victory over the Armada) - Significance (judging the success of Elizabeth) 	<ul style="list-style-type: none"> - Categorising information into factors (causes of the Civil War) - Causation (explaining the long and short-term causes of the Civil War) - Writing to persuade (King Charles' 	



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				Death)	different interpretations of Tudor monarchs) - Narrative (writing to analyse a chain of events)		execution) - Interpretation (Oliver Cromwell)
Connections to previous learning	Pupils are expected to cover changes in Britain from the Stone Age to the Iron Age at KS2.	Pupils are expected to cover the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor at KS2	Pupils are expected to cover the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor at KS2	Knowledge on the spread of the black Death will build on pupils' understanding of conditions in medieval towns	Understanding of the religious changes will develop pupils' knowledge of the importance of the church in medieval and Tudor society	More developed understanding of Elizabeth builds upon pupils' knowledge of the Tudor period	
Assessment	Written answer and debate: when did history begin?	Regular knowledge 'Get Your Facts Right' tests linked to the PLC CAP 1: History Skills test	Regular knowledge 'Get Your Facts Right' tests linked to the PLC CAP 2: Explain why William won the Battle of Hastings (Causation)	Regular knowledge 'Get Your Facts Right' tests CAP 3: Explain two consequences of the Black Death (Consequence)	Regular knowledge 'Get Your Facts Right' tests linked to the PLC CAP 4- Exam-style paper covering the Black Death and Tudor Monarchs	Regular knowledge 'Get Your Facts Right' tests linked to the PLC CAP 5: 'Elizabeth I was the most successful Tudor monarch in dealing with religious problems.' How far do you agree with this statement? Explain your answer. (Significance)	Regular knowledge 'Get Your Facts Right' tests linked to the PLC End of Year Exam
Homework	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular							
Reading, Writing & Talk							
Numeracy							
CIAG							

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Year 8 2019-2020 INTENT: The Year 8 History curriculum aims to provide pupils with a secure and detailed understanding of British History from 1750-1918. This builds upon the knowledge pupils will have acquired at KS3 on the development of British History during the medieval and Tudor periods, particularly the changes to religion and the monarchy. The year provides pupils with opportunities to develop the historical skills that they will require through KS3 and KS4 and consolidates the skills required for them to develop as historians. By the end of the year, pupils will have detailed knowledge of the events of the Industrial Revolution, the Slave Trade and the First World War; and case studies of the abolition of slavery, the suffrage movement and conscription during the First World War. A consistent theme throughout Year 8 is that of our rights and freedoms. Pupils will consider the impact of the abolition and suffrage movements on the modern world and will have opportunities to develop their understanding of local history through lessons on Preston's role during the Industrial Revolution and the experiences of the 'Preston Pals' during the First World War. Moor Park History pupils in Year 8 will develop an inquisitive and questioning approach to the past and understand the challenges faced by historians when examining source material. They will be able to investigate historical topics and apply detailed knowledge of the past in support of their arguments.

Faculty Area: History

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Knowledge	The Industrial Revolution <ul style="list-style-type: none"> - Comparing Britain 1750-1900 - Causes of the Industrial Revolution - Factory conditions and their impact on children - Inventions of the Industrial Revolution - The development of transportation - Case study: Manchester in the 1850s - Local History study: Richard Arkwright and Preston's role in the Industrial Revolution 	Slavery and the abolitionist movement <ul style="list-style-type: none"> - Modern rights and freedoms - The goods passed on the 'Triangle Trade' and its significance - Experiences of the slaves during the Middle Passage - Slave auctions from the perspective of slaves and owners - Life on a plantation - Slave resistance and rebellions - The arguments made for and against abolition - The key individuals in the abolitionist movement and their significance 	Holocaust Memorial Day Project <ul style="list-style-type: none"> - Nazi propaganda - Conditions in the Jewish ghettos - How far were the train workers to blame for the Holocaust? - Holocaust remembrance The suffrage movement <ul style="list-style-type: none"> - Expectations of nineteenth-century women - Tactics and methods used by the suffragettes - The differences between the suffragists and suffragettes - Hunger strikes and the government response - Emily Davison: her actions and their significance - Factors explaining the success of the suffrage movement 	Causes of the First World War <ul style="list-style-type: none"> - The role of the alliance system in the lead up to the first World War - Long-term causes of the First World War (Militarism, Alliances, Imperialism, Nationalism) - The assassination of Franz Ferdinand and its significance - Evaluating where blame for the First World War lies 	Propaganda and conscription <ul style="list-style-type: none"> - Recruitment posters and the techniques used - Case Study: Why did Ernest Coleman go to war? - Conscientious objectors: their beliefs and treatment Trench warfare <ul style="list-style-type: none"> - Overview of the Western Front and nature of trench warfare 	Trench warfare <ul style="list-style-type: none"> - Conditions and dangers faced by soldiers in the trenches - The Battle of the Somme: plan v reality - Interpretations of General Haig - Source utility: <i>Blackadder Goes Forth</i> - The role of the Royal Army Medical Corps (RAMC) 	Super Learning Week – 3 Days
Skills	<ul style="list-style-type: none"> - Similarity and difference (comparing Britain 1750-1900) - Causation (Factors leading to the Industrial Revolution) 	<ul style="list-style-type: none"> - Source Skills (analysing the usefulness of source material related to the slave trade) - Applying specific factual detail (writing tasks on the Middle 	<ul style="list-style-type: none"> - Source skills (analysing Nazi propaganda posters and government/opposition 'Cat and Mouse Act' posters) - Similarity and difference 	<ul style="list-style-type: none"> - Narrative (writing to show a narrative analysis of the causes of the First World War) - Causation/significance (explaining and evaluating the 	<ul style="list-style-type: none"> - Source skills (analysing recruitment posters) - Applying specific 	<ul style="list-style-type: none"> - Interpretation (evaluating different interpretations of General Haig) - Source skills 	

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	- Consequence (understanding the consequences of the Industrial Revolution)	Passage and life on a plantation) - Causation/Significance (evaluating the factors explaining the success of the abolitionist movement)	(comparing elements of the suffrage movement) -Causation/Significance (evaluating the factors explaining the success of the suffrage movement)	causes of the First World War) - Writing to persuade (forming an argument as to who should be blamed for the First World War)	factual detail (describing two features of different aspects of the Western Front)	(evaluating the nature, origin and purpose of <i>Blackadder Goes Forth</i>)	
Connections to previous learning	Comparison of Britain in the 18 th century will allow for links to study in Y7 of 17 th century Britain	Connections will be made to the previous topic of the Industrial Revolution, particularly the dependence of Britain on the slave trade to support industrial growth	The Holocaust Memorial Day project will revisit the topic introduced in Y7, with more focus on specific aspects leading to the Holocaust. Direct comparison can be made with the methods and success of the abolitionist movement				
Assessment	Regular knowledge 'Get Your Facts Right' tests linked to the PLC CAP 1a: Explain why the Industrial Revolution began in Britain (Causation) CAP 1b: Explain two consequences of the Industrial Revolution (Consequence)	Regular knowledge 'Get Your Facts Right' tests linked to the PLC CAP 2a: How useful is Source A in helping us to learn about the Middle Passage? (Source Skills) CAP 2b: 'Slavery was abolished due to economic factors. How far do you agree? (Significance)	Regular knowledge 'Get Your Facts Right' tests linked to the PLC CAP 3: 'Women were given the vote due to the work of the suffragettes' How far do you agree with this statement?	Regular knowledge 'Get Your Facts Right' tests linked to the PLC CAP 4: Write a narrative account of the events leading to the beginning of the First World War (Narrative)	Regular knowledge 'Get Your Facts Right' tests linked to the PLC CAP 5: Western Front sample paper (Source skills)	Regular knowledge 'Get Your Facts Right' tests linked to the PLC End of Year Exam	
Homework	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular							
Reading, Writing & Talk							
Numeracy							
CIAG							

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Key Stage 3 Long Term Planning

Year 9 2019-2020 INTENT: The Year 9 History curriculum aims to provide pupils with a secure and detailed understanding of World history from 1918-present. This builds upon the knowledge pupils will have acquired at KS3 on the causes of the First World War, the recruitment of soldiers and the conditions in the trenches. The year provides pupils with opportunities to further strengthen the historical skills that will be required through KS3 and KS4 and improves the skills required for them to develop as historians. By the end of the year, pupils will have detailed knowledge of the events of the interwar years, the Second World War, the Cold War and the Civil Rights movement; and case studies of the Western Front and the dropping of the Atomic Bomb. Pupils will consider the impact of many of the most destructive and devastating events of the twentieth century on the modern world and will have opportunities to develop their understanding of a thematic approach to History with the study of medicine in Britain. Moor Park History pupils will be confident in using an inquisitive and questioning approach to the past and use skills needed by historians to evaluate the usefulness and reliability of source material. They will be able to investigate historical topics and apply their detailed knowledge of the past in support of clearly justified arguments.

Faculty Area: History

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Knowledge	<p>Case study: Medicine on the Western Front</p> <ul style="list-style-type: none"> - The context of British trenches of the Western Front - The context of medicine in the Twentieth Century - Injuries and illnesses in the trenches - Key battles of the First World War - The problems faced by stretcher bearers on the Western Front - The role of the RAMC and FANY (Royal Army Medical Corps and First Aid Nursing Yeomanry) - Medical advancements during the First World War - The key terms of the Treaty of Versailles and their impact on Germany <p>The Interwar Year 1918-1939</p> <ul style="list-style-type: none"> - Comparing the dictatorships of Hitler's Germany, Stalin's Russia and Mussolini's Italy - The key events in Hitler's rise to power - Hitler's actions and their impact on the lead up to the Second World War - Arguments for and against the British policy of appeasement - The causes of the Second World War <p>The Second World War</p> <ul style="list-style-type: none"> - An overview of military phases of the Second World War - The events at Dunkirk - Different interpretations of Dunkirk as a triumph or disaster - Factors explaining British success during the Battle of Britain - Blitz Spirit and the extent to which it existed - Rationing and how it affected the Home Front - Techniques used by the government to encourage rationing - Evacuation and how it affected 	<p>Holocaust Memorial Day Project</p> <ul style="list-style-type: none"> - Battalion 101: Why did they shoot? - Understanding the range of groups persecuted by the Nazis - Jewish resistance - Learning lessons from the Holocaust - The British response to the Holocaust - What happened after the Holocaust? <p>The Atomic Bomb</p> <ul style="list-style-type: none"> - The dropping of the atomic bombs on Hiroshima and Nagasaki and the extent of destruction - The arguments for and against the dropping of the atomic bombs 	<p>The Cold War</p> <ul style="list-style-type: none"> - Origins of the Cold War - The differences between capitalism and communism and how they portrayed each other - The development of the arms race and 'Mutually Assured Destruction' (MAD) <p>The Civil Rights Movement</p> <ul style="list-style-type: none"> - Case study: the experiences of Jesse Owens - Life in the 1950s for black Americans - Rosa Parks and her significance - The message of Martin Luther King - Comparing the beliefs of Malcolm X with Martin Luther King 	<p>Thematic Study: Medicine in Britain-Introduction</p> <ul style="list-style-type: none"> - Introduction to the theme of medicine through time - Overview of medicine in the ancient world - The Four Humours - Galen and his impact on medicine <p>Thematic Study: Medicine in Britain-Topic 1, Medieval Medicine 1250-1500</p> <ul style="list-style-type: none"> - Factors explaining Galen's continued influence - The impact of the Christian Church on medicine - Medieval beliefs on preventing and treating disease - Case study: The Black Death 	<p>Thematic Study: Medicine in Britain-Topic 1, Renaissance Medicine 1500-1700</p> <ul style="list-style-type: none"> - Introduction to the context of the Renaissance - Changing medical ideas during the Renaissance - The work and impact of Andreas Vesalius - The work and influence of William Harvey - Beliefs towards causes, treatment and prevention during the Renaissance 	<p>Super Learning Week – 3 Days</p>	

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		<p>evacuees</p> <ul style="list-style-type: none"> - The events of D-Day and its significance 		<p>- The Civil Rights Act and its significance</p>	<p>- Positives and negative of medieval hospitals</p>	
	<p>Yr. 9 Alternative LTP</p> <p>The Causes of the First World War</p> <ul style="list-style-type: none"> - What is a WAR? - The great powers of Europe and how did a country become 'Great'? - The development of colonies and rivalry in the late 19th and early 20th centuries - The alliance system and the consequences of this - Propaganda and recruitment <p>Skills</p> <ul style="list-style-type: none"> - Applying specific factual detail - Narrative analysis (explaining the chain of events leading to the First World War) - Similarities and differences (identifying and explaining differences between different countries and their wealth and power) <p>Assessment</p> <p>Regular supportive knowledge activities linked to the PLC.</p>	<p>The start of WWI and key events and experiences</p> <ul style="list-style-type: none"> - The development of the trench system and the problems encountered by soldiers - Gas attacks - A letter from the trenches and censorship - Personal account of the WWI experience - How did WWI end and why was Germany angry? <p>Skills</p> <ul style="list-style-type: none"> - Applying specific factual detail - Narrative analysis (explaining the key events during WWI) - Writing to persuade through the re-telling of personal WWI stories <p>Assessment</p> <p>Regular supportive knowledge activities linked to the PLC.</p>	<p>The causes of WWII</p> <ul style="list-style-type: none"> - The Treaty of Versailles and links events in Germany - Crisis in Germany and the rise of Hitler - Invasions, annexations and the eventual invasion of Poland. - Key events of WWII including Dunkirk, The Battle of Britain, Blitzkrieg, The Holocaust, the use of the atomic bomb etc. <p>Skills</p> <ul style="list-style-type: none"> - Causation (explaining how the ToV linked to a crisis in Germany and the rise of Hitler) - Applying specific factual detail (4-mark questions on the conditions of the ToV and events in Germany as well as key events of WWII) <p>Assessment</p> <p>Regular supportive knowledge activities linked to the PLC.</p>	<p>The Home Front</p> <ul style="list-style-type: none"> - Women at war - Rationing - Evacuation - Code breaking and the Bletchley Boffins - Propaganda for purpose <p>Skills</p> <ul style="list-style-type: none"> - Applying specific factual detail - Narrative analysis (explaining the key events during WWII) - Writing to persuade through the re-telling of personal WWII stories <p>Assessment</p> <p>Regular supportive knowledge activities linked to the PLC.</p>	<p>Who were the heroes of WWII?</p> <ul style="list-style-type: none"> - The stories of key individuals of influence during the period. <p>There include:</p> <ul style="list-style-type: none"> Douglas Bader Vilette Szabo Guy Gibson Odette Sansom <p>-How did the war end? Suicide and surrender.</p> <p>Skills</p> <ul style="list-style-type: none"> - Narrative analysis (explaining the key events during WWII) - Writing to persuade through the re-telling of personal WWII stories <p>Assessment</p> <p>Regular supportive knowledge activities linked to the PLC.</p>	<p>The Civil Rights Movement and change in the 20th century world</p> <ul style="list-style-type: none"> - Case study: the experiences of Jesse Owens - Life in the 1950s for black Americans - Rosa Parks and her significance - The message of Martin Luther King - The Civil Rights Act and its significance <p>Skills</p> <ul style="list-style-type: none"> - Writing to persuade through the re-telling of personal Civil Rights stories - Change/continuity (explaining the extent of progress made during this period) <p>Assessment</p> <p>Regular supportive knowledge activities linked to the PLC.</p>
Skills	<ul style="list-style-type: none"> - Source skills (evaluating the utility of sources in relation to an enquiry on the Western Front) - Applying specific factual detail (4-mark questions on the Western Front) 	<ul style="list-style-type: none"> - Writing to persuade (debate on appeasement) - Narrative analysis (explaining the chain of events leading to the Second World War) - Interpretations (evaluating whether Dunkirk was a triumph or disaster) - Causation (explaining why Britain won the Battle of Britain) 	<ul style="list-style-type: none"> - Empathy (lessons challenging pupils to consider the Holocaust from the perspective of victims, perpetrators and bystanders) - Significance (evaluating the arguments for and against the dropping of the atomic bomb) 	<ul style="list-style-type: none"> - Similarities and differences (identifying and explaining differences between capitalism and communism) - Significance (evaluating the impact of key individuals in the civil rights movement) 	<ul style="list-style-type: none"> - Causation (explaining why medicine did not improve during the medieval period) - Applying specific factual detail (4-mark questions on medieval medicine) 	<ul style="list-style-type: none"> - Change/continuity (explaining the extent of progress made during the Renaissance) - Significance (evaluating the factors and individuals involved in improving medicine during the Renaissance)
Connections to previous	Pupils will have completed a broader study of the	Pupils will develop their chronological understanding by connecting their	The Holocaust Memorial Day project will revisit the	The Civil Rights Movement will develop	Pupils will have covered the case study of Black	Pupils will have covered the 16 th and 17 th

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learning	causes of the First World War and its conditions towards the end of Year 8. This will provide key contextual knowledge for the case study of medicine on the Western Front	knowledge of the First World War to the outbreak of the Second World War	topic introduced in Y7 and Y8, with a more challenging approach taken to consider questions of blame and responsibility Contextual knowledge of the Second World War covered during Autumn 2 will provide a background to the decision of whether to drop the atomic bomb	themes of freedom and equality focused on in Y8, particularly through the slave trade. Comparisons will be made between time periods to consider the extent of any progress	Death briefly in Y7. This unit will develop a wider understanding of medieval medicine with this as a useful point of reference. This unit is thematic so recovers history from ancient medicine, consolidating understanding from across KS2 and KS3	centuries in Y7 through a focus on political change, religious division and the development of the monarchy. This will provide contextual knowledge to support an understanding of changes to medicine e.g. Charles II's Royal Society	
Assessment	Regular knowledge 'Get Your Facts Right' tests linked to the PLC CAP 1- Medicine on the Western Front, 1914-1918 (Source Skills)	Regular knowledge 'Get Your Facts Right' tests linked to the PLC CAP 2 - Explain why the Second World War broke out in 1939 (Causation)	Regular knowledge 'Get Your Facts Right' tests linked to the PLC CAP 3 – 'America was justified in dropping the Atomic Bombs on Hiroshima and Nagasaki' How far do you agree? (Significance)	Regular knowledge 'Get Your Facts Right' tests linked to the PLC CAP 4- Exam-style paper covering the Holocaust, the Cold War and Civil Rights	Regular knowledge 'Get Your Facts Right' tests linked to the PLC CAP 5 Medieval Medicine using GCSE question types	Regular knowledge 'Get Your Facts Right' tests linked to the PLC End of Year Exam	
Homework	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular							
Reading, Writing & Talk							
Numeracy							
CIAG							

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Key Stage 4 Long Term Planning

Year 10 2019-2020 SYLLABUS:

Curriculum Area: The Year 10 History curriculum aims to provide pupils with a secure and detailed understanding of the continuity and change in explanations of the cause of disease and illness during the period 1700 to the present day. In studying the content defined within the Edexcel syllabus, students will understand how key features in the development of medicine were linked with the key features of society in Britain. They will develop an understanding of the nature and process of change. The key factors considered by pupils will include individuals and institutions (Church and government); science and technology; and attitudes in society. Pupils will be able to demonstrate how factors work together to bring about particular developments at particular times. Moor Park History pupils will be confident in using an inquisitive and questioning approach to this area of study and will be able to explain the importance of key developments and be able to explain the consequences of key events. They will also be able to investigate historical topics and apply their detailed knowledge of the past in support of clearly justified arguments. In Year 10 pupils will also study the British Depth Study: Early Elizabethan England, 1558-88 and the Period Study of The American West, c.1835-c.1895. In these units' pupils will be able to develop a detailed understanding of society, people and events. They will also be able to show how different aspects of each period fit together and affect each other.

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year 10 Work Experience – 1 Week	Super Learning Week – 3 Days
Syllabus	Thematic study c1700–present: Medicine in eighteenth- and nineteenth-century Britain, Topics 3 and 4. An overview of the period: Britain 1700-present.	Early Elizabethan England, 1558-88. Queen, government and religion, 1558-69 and Challenges to Elizabeth at home and abroad, 1569-88	Challenges to Elizabeth at home and abroad, 1569-88. and Elizabeth society in the Age of Exploration, 1558-88	Elizabeth society in the Age of Exploration, 1558-88. and The American West c1835-c1895 The early settlement of the West, c1835-c1862 and Development of the plains, c1862-c1876	The American West c1835-c1895 The early settlement of the West, c1835-c1862 and Development of the plains, c1862-c1876	Development of the plains, c1862-c1876		
Knowledge	- The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes -The extent of change in care and treatment and improvements in hospital care. -The impact of anaesthetics and antiseptics on surgery and new approaches to prevention c1900–present: Medicine in modern Britain 1 Ideas about the cause of disease and illness - Advances in understanding the causes of illness and disease. -The impact of the NHS and science and technology.	- The situation on Elizabeth's accession -The 'settlement' of religion -Challenges to the religious settlement - The problem of Mary, Queen of Scots	-- Plots and revolts at home -Relations with Spain -The outbreak of war with Spain, 1585-88 -The Armada -Education and leisure -The problem of the poor	-Exploration and the voyages of discovery -The Plains Indians: their beliefs and way of life - Migration and early settlement including the Mormon movement West, the problems of farming on the great Plains and the significance of the Civil War	- Conflict and tension including The Mormon war, and the problems of lawlessness in early towns and settlements -The development of settlement in the West including the building of the transcontinental railroad, the role of women and continued lawlessness	-Ranching and the cattle industry including the development and impact of ranching and the impact of gold prospecting and the railroads - Changes in the way of life of the Plains Indians including conflict with the Plains Indians and the impact of government policy		

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Skills	<ul style="list-style-type: none"> - Continuity and change in explanations of the cause of disease and illness. - Significance (evaluating the factors and individuals involved in improving medicine during the 18th and 19th centuries and the modern period.) - Similarities and differences (identifying and explaining differences between and within time periods) - Causation (explaining why medicine did/did not improve during these periods of time) - Applying specific factual detail in the substantiation of key arguments. 	<ul style="list-style-type: none"> -The demonstration of knowledge and understanding of the key features and characteristics of the problems Elizabeth encountered on her accession, the religious settlement she implemented and the challenges she faced as a consequence. -- Causation explaining why Elizabeth encountered problems/why she needed to resolve these) 	<ul style="list-style-type: none"> -The demonstration of knowledge and understanding of the key features and characteristics of the problems Elizabeth encountered when dealing with dissent from home and abroad within the parameters of Elizabethan society -- Causation explaining why Elizabeth encountered problems/why/how she needed to resolve these) 	<ul style="list-style-type: none"> -The demonstration of knowledge and understanding of the key features and characteristics of the age of exploration and the successes and limitations of this age. -Causation (explaining why this was a time of exploration and why limitations and mistakes influenced progress) The demonstration of knowledge and understanding of the key features and characteristics of the key reasons for migration west and beliefs behind the Plains Indian way of life. -Causation explaining why this was a time of migration and expansion and the effects upon the native population. 	<ul style="list-style-type: none"> -The demonstration of knowledge and understanding of the key features and characteristics of the consequences of development and expansion. -Causation explaining why this was a time of development and consequential conflict 	<ul style="list-style-type: none"> -The demonstration of knowledge and understanding of the key features and characteristics of the development of ranching and ensuing conflict. -Causation explaining why this was a where the cattle industry developed and what lead to the conflict with other groups as well as the eventual demise of the industry 	
Assessment	<ul style="list-style-type: none"> Regular knowledge 'Get Your Facts Right' tests linked to the PLC CAP 1 – Three key question types form Paper 1 Part B used to test knowledge of the periods. 	<ul style="list-style-type: none"> Regular knowledge 'Get Your Facts Right' tests linked to the PLC CAP2 - Describe two features of... and Explain why there was... questions linked to the topics of the half term. 	<ul style="list-style-type: none"> Regular knowledge 'Get Your Facts Right' tests linked to the PLC CAP3 - Explain why there was... and How far do you agree? questions linked to the topics of the half term. 	<ul style="list-style-type: none"> Regular knowledge 'Get Your Facts Right' tests linked to the PLC CAP4 - How far do you agree? and Explain two consequences of... questions linked to the topics of the half term. 	<ul style="list-style-type: none"> Regular knowledge 'Get Your Facts Right' tests linked to the PLC CAP5 - Write a narrative account... and Explain two of the following: questions linked to the topics of the half term. 	<ul style="list-style-type: none"> Regular knowledge 'Get Your Facts Right' tests linked to the PLC End of year examination 	
Homework	A range of knowledge check activities and practice GCSE questions.	A range of knowledge check activities and practice GCSE questions.	A range of knowledge check activities and practice GCSE questions.	A range of knowledge check activities and practice GCSE questions.	A range of knowledge check activities and practice GCSE questions.	A range of knowledge check activities and practice GCSE questions.	
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	A range of supportive history documentaries. Museum opportunities and links to culture and traditions of British and world history.	A range of supportive history documentaries. Museum opportunities and links to culture and traditions of British and world history.	A range of supportive history documentaries. Museum opportunities and links to culture and traditions of British and world history.	A range of supportive history documentaries. Museum opportunities and links to culture and traditions of British and world history.	A range of supportive history documentaries. Museum opportunities and links to culture and traditions of British and world history.	A range of supportive history documentaries. Museum opportunities and links to culture and traditions of British and world history.	
Reading, Writing & Talk	The use of academic and formal language. Reading for meaning and exploring interpretations	Use of academic and formal language	Use of academic and formal language	Use of academic and formal language	Use of academic and formal language	Use of academic and formal language	

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	The ability to identify and discuss inference. Communicating key ideas effectively. The use if evaluation skills and the ability to express and opinion using supporting evidence.	The ability to identify and discuss inference Communicating key ideas effectively The use if evaluation skills and the ability to express and opinion using supporting evidence	The ability to identify and discuss inference Communicating key ideas effectively The use if evaluation skills and the ability to express and opinion using supporting evidence	The ability to identify and discuss inference Communicating key ideas effectively The use if evaluation skills and the ability to express and opinion using supporting evidence	The ability to identify and discuss inference Communicating key ideas effectively The use if evaluation skills and the ability to express and opinion using supporting evidence	The ability to identify and discuss inference Communicating key ideas effectively The use if evaluation skills and the ability to express and opinion using supporting evidence	
Numeracy	An understanding of the chronology of events The ability to link events to time periods and specific centuries.	An understanding of the chronology of events The ability to link events to time periods and specific centuries.	An understanding of the chronology of events The ability to link events to time periods and specific centuries.	An understanding of the chronology of events The ability to link events to time periods and specific centuries. The ability to use chronology for the American West narrative account question	An understanding of the chronology of events The ability to link events to time periods and specific centuries. The ability to use chronology for the American West narrative account question	An understanding of the chronology of events The ability to link events to time periods and specific centuries. The ability to use chronology for the American West narrative account question	

Key Stage 4 Long Term Planning Year 11 2019-2020 SYLLABUS:

Curriculum Area: In Year 11, pupils will continue to have the opportunity to examine and discuss the settlement of the American West. As the study of the period progresses, pupils will establish an understanding of the development of the region including the movement towards the destruction of the Plains Indian way of life. In Year 11 pupils will also have the opportunity to study the Modern Depth Study, Weimar and Nazi Germany 1918-39. Within this study, pupils will learn about different aspects within this period of time such as social, economic, political, cultural and military themes. Pupils will also consider how these differing aspects of the period interact with each other. There will also be an emphasis upon different interpretations and how we use these in order to consider the utility of sources and evaluate the importance of different perspectives. In addition to this, Moor Park History pupils will be confident in using an inquisitive and questioning approach to this area of study and will be able to explain the importance of key developments and be able to explain the consequences of key events. They will also be able to investigate historical topics and apply their detailed knowledge of the past in support of clearly justified arguments.

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Syllabus	Conflicts and conquest, c1876–c1895 The Weimar Republic 1918-29	Hitler's rise to power, 1919–33 and Nazi control and dictatorship, 1933–39	Nazi control and dictatorship, 1933–39 and Life in Nazi Germany, 1933–39	Life in Nazi Germany, 1933–39	Revision/Reflection Programme
Knowledge	- Changes in farming, the cattle industry and settlement -The Plains Indians: the destruction of their way of life -The origins of the Republic, 1918–19 -The early challenges to the Weimar Republic, 1919–23	- Early development of the Nazi Party, 1920–22 -The Munich Putsch and the lean years, 1923–29 -The growth in support for the Nazis, 1929–32 -How Hitler became Chancellor,	-The creation of the dictatorship - 1933–34 The police state -Controlling and influencing attitudes -Opposition, resistance and conformity -	- Nazi policies towards women - Nazi policies towards the young - Employment and living standards -The persecution of minorities	Revisiting of key GCSE units in order to consider identified gaps and areas for development.

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	<ul style="list-style-type: none"> -The recovery of the Republic, 1924–29 -Changes in society, 1924–29 	1932–33			
Skills	<ul style="list-style-type: none"> -The demonstration of knowledge and understanding of the key features and characteristics of the consequences of development and the impact on the native population -Causation explaining why this was a time of development and consequential conflict -Source analysis skills. Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of the early Weimar years. 	<ul style="list-style-type: none"> -Source analysis skills. Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of the development of the Nazi Party and the growth of support - The demonstration of knowledge and understanding of the key features and characteristics of early development and increasing support. -Causation explaining why this was a time of change and development. 	<ul style="list-style-type: none"> -Source analysis skills. Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of the increasing control the Nazi party exerted and its influence on German society -Interpretation skills. Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of increasing Nazi control. 	<ul style="list-style-type: none"> - The demonstration of knowledge and understanding of the key features and characteristics of key policies aimed at different social groups -Causation explaining why this was a time of change and development. -Source analysis skills. Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of the increasing control over different groups within Nazi Germany -Interpretation skills. Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of the treatment of different groups within society 	Rotation of practice question types linked to skills from throughout the whole programme.
Assessment	<ul style="list-style-type: none"> Regular knowledge 'Get Your Facts Right' tests linked to the PLC How far do you agree? and Write a narrative account... and Give two things you can infer from Source A... questions linked to the topics of the half term. 	<ul style="list-style-type: none"> Regular knowledge 'Get Your Facts Right' tests linked to the PLC Year 11 Mock Examinations Paper 1 – Medicine Through Time/Western Front Paper 2 – American West/Early Elizabethan England 	<ul style="list-style-type: none"> Regular knowledge 'Get Your Facts Right' tests linked to the PLC Year 11 Mock Examinations Paper 1 – Medicine Through Time/Western Front Paper 2 – American West/Early Elizabethan England Partial Paper 3 – Weimar and Nazi Germany 	<ul style="list-style-type: none"> Regular knowledge 'Get Your Facts Right' tests linked to the PLC Give two things you can infer from Source A... and Explain why... 	<ul style="list-style-type: none"> Regular knowledge 'Get Your Facts Right' tests linked to the PLC How useful are Sources B and C for an enquiry into...? and Interpretation questions linked to the topics of the half term.
Homework	A range of knowledge check activities, revision and practice GCSE questions.	A range of knowledge check activities, revision and practice GCSE questions.	A range of knowledge check activities, revision and practice GCSE questions.	A range of knowledge check activities, revision and practice GCSE questions.	A range of knowledge check activities, revision and practice GCSE questions.

MOOR PARK HIGH SCHOOL: CURRICULUM

Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	A range of supportive history documentaries. Museum opportunities and links to culture and traditions of British and world history.	A range of supportive history documentaries. Museum opportunities and links to culture and traditions of British and world history.	A range of supportive history documentaries. Museum opportunities and links to culture and traditions of British and world history.	A range of supportive history documentaries. Museum opportunities and links to culture and traditions of British and world history.	A range of supportive history documentaries. Museum opportunities and links to culture and traditions of British and world history.
Reading, Writing & Talk	Use of academic and formal language Reading for meaning and exploring interpretations The ability to identify and discuss inference Communicating key ideas effectively The use if evaluation skills and the ability to express and opinion using supporting evidence	Use of academic and formal language Reading for meaning and exploring interpretations The ability to identify and discuss inference Communicating key ideas effectively The use if evaluation skills and the ability to express and opinion using supporting evidence	Use of academic and formal language Reading for meaning and exploring interpretations The ability to identify and discuss inference Communicating key ideas effectively The use if evaluation skills and the ability to express and opinion using supporting evidence	Use of academic and formal language Reading for meaning and exploring interpretations The ability to identify and discuss inference Communicating key ideas effectively The use if evaluation skills and the ability to express and opinion using supporting evidence	Use of academic and formal language Reading for meaning and exploring interpretations The ability to identify and discuss inference Communicating key ideas effectively The use if evaluation skills and the ability to express and opinion using supporting evidence
Numeracy	An understanding of the chronology of events The ability to link events to time periods and specific centuries/decades. The ability to use chronology for the American West narrative account question	An understanding of the chronology of events The ability to link events to time periods and specific centuries/decades. Knowledge of key turning point between the Weimar Republic and Nazi Germany.	An understanding of the chronology of events The ability to link events to time periods and specific centuries/decades. Knowledge of key turning point between the Weimar Republic and Nazi Germany.	An understanding of the chronology of events The ability to link events to time periods and specific centuries/decades. Knowledge of key turning point between the Weimar Republic and Nazi Germany.	An understanding of the chronology of events The ability to link events to time periods and specific centuries/decades. Knowledge of key turning point between the Weimar Republic and Nazi Germany.