

## Key Stage 3 Long Term Planning

**Year 7 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. The impact of the Black Lives Matter movement has encouraged reflection on the role we can all play in addressing issues of racism within our society. History at Moor Park has prioritised teaching topics such as the slave trade, the Holocaust and Civil Rights Movements in depth, however it is important to recognise that improvements can always be made. With this in mind, additional opportunities have been identified to cover the history of BAME groups in an ongoing theme of 'diversity in the past' ([Diversity in the past / Secondary / Historical Association \(history.org.uk\)](#)). Further work will take place across the year, with input from pupils, to consider how the Black Curriculum and other projects to include a more diverse range of topics can be used to enrich the curriculum at Moor Park.

## Faculty Area: History

Year 7	Transition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge</b>	<b>Who lived in Britain before 1066? (Theme- diversity in the past)</b> <ul style="list-style-type: none"> <li>- Research into different groups of settlers pre-1066 (Curiosity, Responsibility) e.g. Romans, Vikings</li> <li>- Presenting and sharing information (Organisation, Enthusiasm)</li> </ul>	<b>Who should be king in 1066?</b> <ul style="list-style-type: none"> <li>- How life was organized in the 11<sup>th</sup> Century and differences to the present day</li> <li>- The three contenders to the throne and their claims</li> </ul> <b>Why did William win the Battle of Hastings?</b> <ul style="list-style-type: none"> <li>- The key events leading up to the Battle of Hastings</li> <li>- The events of the Battle of Hastings and key turning points</li> <li>- The factors that explain William's victory</li> </ul>	<ul style="list-style-type: none"> <li>- Constructing History: The different types of evidence (sources, interpretations, physical, written, spoken)</li> <li>- Constructing History: Interpretations of William</li> <li>- Methods William used to control the country after his coronation</li> </ul> <b>Medieval life and towns</b> <ul style="list-style-type: none"> <li>- The parts of the feudal system and its role in controlling England</li> <li>- The role of the medieval church</li> <li>- The similarities and differences between modern towns and the present days</li> </ul>	<b>The Black Death</b> <ul style="list-style-type: none"> <li>- The cause and spread of the black Death</li> <li>- Symptoms of the Black Death</li> <li>- Medieval beliefs on the causes and cures</li> <li>- Persecution of the Jewish minority (Theme- diversity in the past)</li> <li>- Consequences of the Black Death on society in England</li> <li>- Constructing History: How do historians find out about the Black Death?</li> </ul>	<b>Early Tudors and religious change</b> <ul style="list-style-type: none"> <li>- England in the 1500s</li> <li>- Overview of the Tudor monarchs and key events</li> <li>- Differences between Catholics and Protestants</li> <li>- Henry VIII and his 'Break with Rome'</li> <li>- Interpretations of Henry VIII</li> <li>- Edward VI</li> <li>- Constructing History (EH Carr): Interpretations of Mary Tudor ('Bloody Mary')</li> <li>- Black Britons in Tudor England (Theme- diversity in the past)</li> </ul>	<b>Elizabeth I</b> <ul style="list-style-type: none"> <li>- Constructing History: Elizabeth's reign and her use of propaganda portraits</li> <li>- Elizabeth's religious policy</li> <li>- Suitors to marry Elizabeth and their claims</li> <li>- Reasons why Elizabeth chose not to marry</li> <li>- The Spanish Armada and reasons for an English victory</li> <li>- The poor in Tudor England</li> </ul>	<b>The English Civil War</b> <ul style="list-style-type: none"> <li>- The long-term causes of the English Civil War</li> <li>- The events that triggered the English Civil War</li> <li>- Differences between cavaliers and roundheads</li> <li>- Arguments for and against the execution of King Charles I</li> <li>- Reactions to the execution of King Charles I</li> <li>- The life of Oliver Cromwell</li> <li>- Constructing History: Interpretations of Oliver Cromwell</li> <li>- The Restoration of the monarchy</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Curiosity</li> <li>- Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Working out the correct century for a given date</li> </ul>	<ul style="list-style-type: none"> <li>- Causation (why did William win the Battle of Hastings?)</li> </ul>	<ul style="list-style-type: none"> <li>- Causation (what caused the Black Death?)</li> </ul>	<ul style="list-style-type: none"> <li>- Similarity and difference</li> </ul>	<ul style="list-style-type: none"> <li>- Analysing images as visual sources (Elizabeth I)</li> </ul>	<ul style="list-style-type: none"> <li>- Categorising information into factors</li> </ul>

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	- Organisation - Enthusiasm	- Writing to persuade (which contender had the strongest claim)	- Explaining similarity and difference (medieval towns)	Death to spread so quickly) - Consequence (explaining the changes in England due to the Black Death)	(Comparing life today to the 1500s; comparing Catholics and Protestants) - Interpretation (understanding different interpretations of Tudor monarchs) - Narrative (writing to analyse a chain of events)	and Edward VI) - Causation (factors for an English victory over the Armada) - Significance (judging the success of Elizabeth)	(causes of the Civil War) - Causation (explaining the long and short-term causes of the Civil War) - Writing to persuade (King Charles' execution) - Interpretation (Oliver Cromwell)
<b>Connections to previous learning</b>	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	
<b>Assessment</b>	Presentation or guide to an historical time period	Regular knowledge 'Get Your Facts Right' tests linked to the PLC	Regular knowledge 'Get Your Facts Right' tests linked to the PLC  CAP 1: 1066 and the Battle of Hastings	Regular knowledge 'Get Your Facts Right' tests  CAP 2: Medieval life and the Black Death	Regular knowledge 'Get Your Facts Right' tests linked to the PLC  CAP 3: 3 Black Death and Early Tudor England	Regular knowledge 'Get Your Facts Right' tests linked to the PLC  CAP 4: Tudor England including Elizabeth	Regular knowledge 'Get Your Facts Right' tests linked to the PLC  End of Year Exam
<b>Homework</b>	1. Keywords Autumn	1. 1066 contenders Top Trumps 2. Plugging the gaps- acting on PLC red topics	1. Keywords Autumn 2 2. Medieval doom painting 3. Plugging the gaps- acting on PLC red topics	1. Keywords Spring 2. Guide to the Black Death 3. Plugging the gaps- acting on PLC red topics	1. Keywords Spring 2. Black Tudors worksheet 3. Plugging the gaps- acting on PLC red topics	1. Keyword Summer 2. Elizabeth marriage letter 3. Beggars guide task 4. Plugging the gaps- acting on PLC red topics	1. Keywords Summer 2. End of year exam revision- PLC therapy 3. End of year exam revision- PLC therapy 7. Plugging the gaps- acting on PLC red topics
<b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b>	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. Opportunity to look at Black British 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.
<b>Literacy</b>	<ul style="list-style-type: none"> <li>- Modelling of successful written answers e.g. connectives, use of evidence/examples, sentence structure</li> <li>- Targeted teaching command words from KS3. Year 7-9 CAPs include similar sentence stems and preparation/review lessons will develop understanding of and approaches to words such as describe, explain, analyse and evaluate.</li> <li>- Tier 3 keywords sheets accompany all units. Faculty practice has been developed to include directed use and modelling of key vocabulary.</li> </ul>						

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<b>Numeracy</b>		Numerical skills related to working out the correct century and ordering events chronologically					
<b>CIAG</b>			Careers activity linked to Medieval towns		National Careers week activity: Employability skills developed by History		

## Key Stage 3 Long Term Planning

**Year 8 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. The impact of the Black Lives Matter movement has encouraged reflection on the role we can all play in addressing issues of racism within our society. History at Moor Park has prioritised teaching topics such as the slave trade, the Holocaust and Civil Rights Movements in depth, however it is important to recognise that improvements can always be made. With this in mind, additional opportunities have been identified to cover the history of BAME groups. Further work will take place across the year, with input from pupils, to consider how the Black Curriculum and other projects to include a more diverse range of topics can be used to enrich the curriculum at Moor Park.

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge</b>	<p><b>The Industrial Revolution</b></p> <ul style="list-style-type: none"> <li>- Comparing Britain 1750-1900</li> <li>- Causes of the Industrial Revolution</li> <li>- Inventions of the Industrial Revolution</li> <li>- Factory conditions and their impact on children</li> <li>- The development of transportation</li> <li>- Constructing History</li> <li>- Case study: Manchester in the 1850s</li> <li>- Local History study: Richard Arkwright and Preston’s role in the Industrial Revolution (pupils’ involvement in research process)</li> </ul>	<ul style="list-style-type: none"> <li>- The impact of the British Empire</li> </ul> <p><b>Slavery and the abolitionist movement</b></p> <ul style="list-style-type: none"> <li>- Modern rights and freedoms</li> <li>- Constructing History (choice of evidence and focus- EH Carr)</li> <li>- Africa before the slave trade (Theme- diversity in the past)</li> <li>- The goods passed on the ‘Triangle Trade’ and its significance</li> <li>- Experiences of the slaves during the Middle Passage</li> <li>- Slave auctions from the perspective of slaves and owners</li> <li>- Life on a plantation</li> <li>- Slave resistance and rebellions</li> <li>- The arguments made for and against abolition</li> <li>- The key individuals in the abolitionist movement and their significance</li> </ul>	<p><b>The suffrage movement</b></p> <ul style="list-style-type: none"> <li>- Constructing History (historical context) Expectations of nineteenth-century women</li> <li>- Tactics and methods used by the suffragettes</li> <li>- The differences between the suffragists and suffragettes</li> <li>- Hunger strikes and the government response</li> <li>- Emily Davison: her actions and their significance</li> <li>- Factors explaining the success of the suffrage movement</li> </ul>	<p><b>Causes of the First World War</b></p> <ul style="list-style-type: none"> <li>- The role of the alliance system in the lead up to the first World War</li> <li>- Long-term causes of the First World War (Militarism, Alliances, Imperialism, Nationalism)</li> <li>- The assassination of Franz Ferdinand and its significance</li> <li>- Constructing History (differing historians’ interpretations): Evaluating where blame for the First World War lies</li> </ul>	<p><b>Propaganda and conscription</b></p> <ul style="list-style-type: none"> <li>- Recruitment posters and the techniques used</li> <li>- Constructing History Case Study: Why did Ernest Coleman go to war?</li> <li>- Conscientious objectors: their beliefs and treatment</li> </ul> <p><b>Trench warfare</b></p> <ul style="list-style-type: none"> <li>- Overview of the Western Front and nature of trench warfare</li> </ul>	<p><b>Trench warfare</b></p> <ul style="list-style-type: none"> <li>- Constructing History: Conditions and dangers faced by soldiers in the trenches</li> <li>- The Battle of the Somme: plan v reality</li> <li>- Interpretations of General Haig</li> <li>- Black and Asian soldiers in the First World War (Theme- diversity in the past)</li> <li>- Source utility: <i>Blackadder Goes Forth</i></li> <li>- The role of the Royal Army Medical Corps (RAMC)</li> </ul>
<b>Skills</b>	- Similarity and difference (comparing Britain 1750-	- Source Skills (analysing the usefulness of source material	- Source skills (analysing Nazi propaganda posters and	- Narrative (writing to show a narrative analysis of the causes	- Source skills (analysing	- Interpretation (evaluating different

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	1900) - Causation (Factors leading to the Industrial Revolution) - Consequence (understanding the consequences of the Industrial Revolution)	related to the slave trade) - Applying specific factual detail (writing tasks on the Middle Passage and life on a plantation) - Causation/Significance (evaluating the factors explaining the success of the abolitionist movement)	government/opposition 'Cat and Mouse Act' posters) - Similarity and difference (comparing elements of the suffrage movement) - Causation/Significance (evaluating the factors explaining the success of the suffrage movement)	of the First World War - Causation/significance (explaining and evaluating the causes of the First World War) - Writing to persuade (forming an argument as to who should be blamed for the First World War)	recruitment posters) - Applying specific factual detail (describing two features of different aspects of the Western Front)	interpretations of General Haig) - Source skills (evaluating the nature, origin and purpose of <i>Blackadder Goes Forth</i> )
<b>Connections to previous learning</b>	Comparison of Britain in the 18 <sup>th</sup> century will allow for links to study in Y7 of 17 <sup>th</sup> 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	Direct comparison can be made with the methods and success of the abolitionist movement			
<b>Assessment</b>	Regular knowledge 'Get Your Facts Right' tests linked to the PLC  CAP 1: The Industrial Revolution	Regular knowledge 'Get Your Facts Right' tests linked to the PLC  CAP 2: The Slave Trade and abolition	Regular knowledge 'Get Your Facts Right' tests linked to the PLC	Regular knowledge 'Get Your Facts Right' tests linked to the PLC  CAP 3: Women's suffrage and the causes of the First World War	Regular knowledge 'Get Your Facts Right' tests linked to the PLC  CAP 4: First World War	Regular knowledge 'Get Your Facts Right' tests linked to the PLC  End of Year Exam
<b>Homework</b>	1. Keywords Autumn 2. Manchester 1850 newspaper task 3. Empire Christmas pudding sheet 4. Plugging the gaps- acting on PLC red topics	1. Keywords Autumn 2. Middle Passage diary redraft 3. Plugging the gaps- acting on PLC red topics	1. Keywords Spring 2. Suffrage movement worksheet 3. Plugging the gaps- acting on PLC red topics	1. Keywords Spring 2. Causes of the First World War source homework 3. Plugging the gaps- acting on PLC red topics	1. Keyword Summer 2. Propaganda posters 3. Plugging the gaps- acting on PLC red topics	1. Keywords Summer 2. End of year exam revision- PLC therapy 3. End of year exam revision- PLC therapy 4. Plugging the gaps- acting on PLC red topics
<b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b>	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. Research into contributions of BAME soldiers
<b>Literacy</b>	<ul style="list-style-type: none"> <li>- Modelling of successful written answers e.g. connectives, use of evidence/examples, sentence structure</li> <li>- Targeted teaching command words from KS3. Year 7-9 CAPs include similar sentence stems and preparation/review lessons will develop understanding of and approaches to words such as describe, explain, analyse and evaluate.</li> <li>- Tier 3 keywords sheets accompany all units. Faculty practice has been developed to include directed use and modelling of key vocabulary.</li> </ul>					
<b>Numeracy</b>	Transportation lesson covers cost calculations and decisions on profit and investment.					
<b>CIAG</b>	Careers activity linked to the Industrial Revolution- Modern technology and careers			National Careers week activity: Employability skills developed by History		

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**Year 9 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, 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. The impact of the Black Lives Matter movement has encouraged reflection on the role we can all play in addressing issues of racism within our society. History at Moor Park has prioritised teaching topics such as the slave trade, the Holocaust and Civil Rights Movements in depth, however it is important to recognise that improvements can always be made. With this in mind, additional opportunities have been identified to cover the history of BAME groups. Further work will take place across the year, with input from pupils, to consider how the Black Curriculum and other projects to include a more diverse range of topics can be used to enrich the curriculum at Moor Park.

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge</b>	<p><b>Case study: Medicine on the Western Front</b></p> <ul style="list-style-type: none"> <li>- The context of medicine in the Twentieth Century</li> <li>- Injuries and illnesses in the trenches</li> <li>- Key battles of the First World War</li> <li>- The problems faced by stretcher bearers on the Western Front</li> <li>- The role of the RAMC and FANY (Royal Army Medical Corps and First Aid Nursing Yeomanry)</li> <li>- Medical advancements during the First World War</li> <li>- Constructing History: Source Skills</li> </ul> <p>- The key terms of the Treaty of Versailles and their impact on Germany</p>	<p><b>The Interwar Year 1918-1939</b></p> <ul style="list-style-type: none"> <li>- Comparing the dictatorships of Hitler's Germany, Stalin's Russia and Mussolini's Italy</li> <li>- The key events in Hitler's rise to power</li> <li>- Hitler's actions and their impact on the lead up to the Second World War</li> <li>- Arguments for and against the British policy of appeasement</li> <li>- The causes of the Second World War</li> </ul> <p><b>The Second World War</b></p> <ul style="list-style-type: none"> <li>- An overview of military phases of the Second World War</li> <li>- The events of D-Day and its significance</li> </ul>	<p><b>The Holocaust (Theme-diversity in the past)</b></p> <ul style="list-style-type: none"> <li>- Recap on key events of Holocaust: Overview of the Holocaust</li> <li>- Who were the victims of the Holocaust? Emphasise the range of victims e.g. gypsies, homosexuals</li> <li>- Nazi propaganda</li> <li>- Ghetto conditions</li> <li>- Constructing History- Battalion 101: Why did they shoot</li> <li>- Life in a Nazi death camp</li> <li>- Jewish resistance</li> <li>- Learning lessons from the Holocaust</li> </ul> <p><b>The Atomic Bomb</b></p> <ul style="list-style-type: none"> <li>- The dropping of the atomic bombs on Hiroshima and Nagasaki and the extent of destruction</li> <li>- The arguments for and against the dropping of the atomic bombs</li> </ul>	<p><b>The Cold War</b></p> <ul style="list-style-type: none"> <li>- Causes of the Cold War</li> <li>- Who was to blame for the Cold War?</li> <li>- The arms race</li> <li>- Fear of nuclear attack</li> </ul> <p><b>The Civil Rights Movement</b></p> <ul style="list-style-type: none"> <li>- Case study: the experiences of Jesse Owens</li> <li>- Life in the 1950s for black Americans</li> <li>- Rosa Parks and her significance</li> <li>- The message of Martin Luther King</li> <li>- Comparing the beliefs of Malcolm X with Martin Luther King</li> <li>- The Civil Rights Act and its significance</li> </ul>	<p>Constructing History (EH Carr)- Race in the UK (Theme- diversity in the past): Windrush</p> <p>Black and British</p> <p>Confronting racism</p> <p><b>Thematic Study: Medicine in Britain- Introduction</b></p> <ul style="list-style-type: none"> <li>- Introduction to the theme of medicine through time</li> <li>- The Four Humours</li> <li>- Factors explaining Galen's continued influence</li> <li>- The impact of the Christian Church on medicine</li> <li>- Medieval beliefs on preventing and treating disease</li> <li>- Case study: The Black Death</li> <li>- Positives and negative of medieval hospitals</li> <li>- Medical success in the Islamic World</li> </ul>	<p><b>Thematic Study: Medicine in Britain- Topic 1, Renaissance Medicine 1500-1700</b></p> <ul style="list-style-type: none"> <li>- Introduction to the context of the Renaissance</li> <li>- Changing medical ideas during the Renaissance</li> <li>- The work and impact of Andreas Vesalius</li> <li>- The work and influence of William Harvey</li> <li>- Beliefs towards causes, treatment and prevention during the Renaissance</li> </ul>
<b>Skills</b>	- Source skills (evaluating)	- Writing to persuade (debate on)	- Empathy (lessons)	- Similarities and	- Causation (explaining)	- Change/continuity

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	the utility of sources in relation to an enquiry on the Western Front) - Applying specific factual detail (4-mark questions on the Western Front)	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)	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)	differences (identifying and explaining differences between capitalism and communism) - Significance (evaluating the impact of key individuals in the civil rights movement)	why medicine did not improve during the medieval period) - Applying specific factual detail (4-mark questions on medieval medicine)	(explaining the extent of progress made during the Renaissance) - Significance (evaluating the factors and individuals involved in improving medicine during the Renaissance)
<b>Connections to previous learning</b>	Pupils will have completed a broader study of the 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	Pupils will develop their chronological understanding by connecting their knowledge of the First World War to the outbreak of the Second World War	The Holocaust Memorial Day project will revisit the 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	The Civil Rights Movement will develop 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	Pupils will have covered the case study of Black 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	Pupils will have covered the 16 <sup>th</sup> and 17 <sup>th</sup> 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
<b>Assessment</b>	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: Interwar Years	Regular knowledge 'Get Your Facts Right' tests linked to the PLC	Regular knowledge 'Get Your Facts Right' tests linked to the PLC  CAP 3: Holocaust, Atomic Bomb	Regular knowledge 'Get Your Facts Right' tests linked to the PLC  CAP 4: Medieval Medicine	Regular knowledge 'Get Your Facts Right' tests linked to the PLC  End of Year Exam
<b>Homework</b>	1. Keywords Autumn 2. Trenches source homework sheet 3. Textbook task- Western Front 4. Knowledge revision 5. Types of sources homework table 6. CAP revision task 7. Plugging the gaps- acting on PLC red topics	1. Keywords Autumn 2. Textbook task (Chapter 3) 3. Textbook task (Chapter 3) 4. Appeasement speech homework 5. CAP revision task 6. Rationing poster 7. Plugging the gaps- acting on PLC red topics	1. Keywords Spring 2. Textbook task (Chapter 4) 3. Textbook task (Chapter 4) 4. CAP revision task 5. D-Day homework sheet 6. Plugging the gaps- acting on PLC red topics	1. Keywords Spring 2. Textbook task (Chapter 3) 3. Martin Luther King worksheet 4. CAP revision task 5. Malcolm X worksheet 6. Plugging the gaps- acting on PLC red topics	1. Keywords Summer 2. Textbook task- Medicine Through Time Chapter 1 3. Black Death source table 4. CAP revision task 5. Textbook task- Medicine Through Time Chapter 1 6. Plugging the gaps- acting on PLC red topics	1. Keywords Summer 2. End of year exam revision 3. End of year exam revision 4. End of year exam revision 5. End of year exam revision 6. End of year exam revision 7. Plugging the gaps- acting on PLC red topics
<b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b>	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. Holocaust Memorial Day assembly and project.	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.

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<b>Literacy</b>	<ul style="list-style-type: none"> <li>- Modelling of successful written answers e.g. connectives, use of evidence/examples, sentence structure</li> <li>- Targeted teaching command words from KS3. Year 7-9 CAPs include similar sentence stems and preparation/review lessons will develop understanding of and approaches to words such as describe, explain, analyse and evaluate.</li> <li>- Tier 3 keywords sheets accompany all units. Faculty practice has been developed to include directed use and modelling of key vocabulary.</li> </ul>					
<b>CIAG</b>				National Careers week activity: Employability skills developed by History	Careers activity linked to MTT: Careers in medicine	

## Key Stage 4 Long Term Planning

### Year 10 SYLLABUS: Edexcel GCSE History

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. Pupils will then consider a contrasting approach to History with a depth study on Early Elizabethan England. 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 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.

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Syllabus</b>	<b>Thematic Study: Medicine in Britain- Topic 1, Renaissance Medicine 1500-1700</b>	<b>Thematic study•c1700–present: Medicine in eighteenth- and nineteenth-century Britain, Topics 3 and 4. An overview of the period: Britain 1900-present.</b>	<b>Early Elizabethan England, 1558-88. Queen, government and religion, 1558-69</b>  <b>Challenges to Elizabeth at home and abroad, 1569-88.</b>	<b>Elizabeth society in the Age of Exploration, 1558-88</b>	<b>Weimar and Nazi Germany 1918-1939</b>  <b>The Weimar Republic 1918-29</b>  <b>Hitler’s Rise to Power 1919-1933</b>	<b>Nazi control and dictatorship, 1933-39</b>  <b>And</b> <b>Life in Nazi Germany, 1933-39</b>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Introduction to the context of the Renaissance</li> <li>- Changing medical ideas during the Renaissance</li> <li>- The work and impact of Andreas Vesalius</li> <li>- The work and influence of William Harvey</li> <li>- Beliefs towards causes, treatment and prevention during the Renaissance - Change/continuity</li> </ul>	<ul style="list-style-type: none"> <li>- The influence in Britain of Pasteur’s Germ Theory and Koch’s work on microbes</li> <li>-The extent of change in care and treatment and improvements in hospital care.</li> <li>- Mary Seacole and the difference in treatment between herself and Florence Nightingale</li> </ul>	<ul style="list-style-type: none"> <li>- The situation on Elizabeth’s accession</li> <li>-The ‘settlement’ of religion</li> <li>-Challenges to the religious settlement</li> <li>- The problem of Mary, Queen of Scots</li> </ul> <p>COVID CATCH-UP (2022-23 cohort covered Elizabeth England via Microsoft</p>	<ul style="list-style-type: none"> <li>-- Plots and revolts at home</li> <li>-Relations with Spain</li> <li>-The outbreak of war with Spain, 1585-88</li> <li>-The Armada</li> </ul> <p>Education and leisure</p> <ul style="list-style-type: none"> <li>-The problem of the poor</li> <li>-Exploration and the voyages of discovery</li> </ul>	<ul style="list-style-type: none"> <li>--The origins of the Republic, 1918–19</li> <li>-The early challenges to the Weimar Republic, 1919–23</li> <li>-The recovery of the Republic, 1924–29</li> <li>-Changes in society, 1924–29</li> </ul> <p>- Early development of the Nazi Party, 1920–22</p>	<ul style="list-style-type: none"> <li>- The creation of the dictatorship</li> <li>- 1933–34 The police state</li> <li>-Controlling and influencing attitudes</li> <li>-Opposition, resistance and conformity</li> </ul> <p>- Nazi policies towards women</p> <ul style="list-style-type: none"> <li>- Nazi policies towards the young</li> <li>- Employment and living</li> </ul>

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	<p>(explaining the extent of progress made during the Renaissance) - Significance (evaluating the factors and individuals involved in improving medicine during the Renaissance)</p>	<p>(Theme- diversity in the past) -The impact of anaesthetics and antiseptics on surgery and new approaches to prevention</p> <p><b>c1900–present:</b> 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.</p>	<p>Teams- background knowledge cannot be assumed and must be reviewed)</p>		<p>-The Munich Putsch and the lean years, 1923–29 -The growth in support for the Nazis, 1929–32 -How Hitler became Chancellor, 1932–33</p>	<p>standards -The persecution of minorities (Theme- diversity in the past)</p>
<p><b>Skills</b></p>	<p>Pupils will have covered the 16<sup>th</sup> and 17<sup>th</sup> 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</p>	<p>-The demonstration of knowledge and understanding of the <b>key features</b> 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)</p>	<p>-The demonstration of knowledge and understanding of the <b>key features</b> 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)</p>	<p>-Causation explaining why this was a time of development and consequential conflict</p> <p>-Source analysis skills. Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of the early Weimar years.</p> <p>- 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</p> <p>- The demonstration of knowledge and understanding of the <b>key features</b> and characteristics of early development and increasing support. -Causation explaining why this was a time of change and development.</p>	<p>- 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. -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</p>	<p>- 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. -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</p>

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<b>Assessment</b>	Regular knowledge 'Get Your Facts Right' tests linked to the PLC  CAP 2: 3 x GCSE-style skills questions	Regular knowledge 'Get Your Facts Right' tests linked to the PLC  CAP 2: 3 x GCSE-style skills questions	Regular knowledge 'Get Your Facts Right' tests linked to the PLC  CAP 2: 3 x GCSE-style skills questions	Regular knowledge 'Get Your Facts Right' tests linked to the PLC  CAP 2: 3 x GCSE-style skills questions	Regular knowledge 'Get Your Facts Right' tests linked to the PLC  CAP 2: 3 x GCSE-style skills questions	Regular knowledge 'Get Your Facts Right' tests linked to the PLC  End of year examination. Full exams papers covering Medicine Through Time, Elizabethan England and Nazi Germany
<b>Homework</b>	<ol style="list-style-type: none"> <li>Keywords Medicine</li> <li>Textbook task- Medicine Through Time Chapter 2</li> <li>Practice exam question- Renaissance medicine</li> <li>Textbook task- Medicine Through Time Chapter 2</li> <li>CAP revision task</li> <li>Plague treatment sources/prevention table</li> <li>Plugging the gaps- acting on PLC red topics</li> </ol>	<ol style="list-style-type: none"> <li>Keywords Medicine</li> <li>Jenner impact homework sheet</li> <li>Practice exam question- 1700-1900 medicine</li> <li>Lister source sheet</li> <li>CAP revision task</li> <li>Textbook task Chapter 3</li> <li>Plugging the gaps- acting on PLC red topics</li> </ol>	<ol style="list-style-type: none"> <li>Keywords Elizabethan England</li> <li>Elizabeth's brain homework</li> <li>Practice exam question- Elizabethan England Chapter 1</li> <li>CAP revision task</li> <li>Textbook task Elizabethan England Chapter 2/Norther Earls recap task sheet</li> <li>Plugging the gaps- acting on PLC red topics</li> </ol>	<ol style="list-style-type: none"> <li>Keywords Elizabethan England</li> <li>Practice exam Q- Elizabethan England Chapter 3</li> <li>Textbook task Elizabethan England Chapter 3</li> <li>CAP revision task</li> <li>Creative task- Pastimes or Exploration</li> <li>Plugging the gaps- acting on PLC red topics</li> </ol>	<ol style="list-style-type: none"> <li>Keywords Nazi Germany</li> <li>Textbook task Nazi Germany Chapter 1</li> <li>Practice exam Q- Nazi Germany Chapter 1</li> <li>Textbook task Nazi Germany Chapter 1</li> <li>CAP revision task</li> <li>Textbook task Nazi Germany Chapter 2</li> <li>Plugging the gaps- acting on PLC red topics</li> </ol>	<ol style="list-style-type: none"> <li>Keywords Nazi Germany</li> <li>End of year exam revision</li> <li>Plugging the gaps- acting on PLC red topics</li> </ol>
<b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b>	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.
<b>Literacy</b>	<ul style="list-style-type: none"> <li>- Modelling of successful written answers e.g. connectives, use of evidence/examples, sentence structure</li> <li>- Targeted teaching command words from KS3. Year 7-9 CAPs include similar sentence stems and preparation/review lessons will develop understanding of and approaches to words such as describe, explain, analyse and evaluate.</li> <li>- Tier 3 keywords sheets accompany all units. Faculty practice has been developed to include directed use and modelling of key vocabulary.</li> </ul>					
<b>Numeracy</b>	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.	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.
<b>CIAG</b>				National Careers week activity: Employability skills developed by History	Careers activity linked to Weimar and Nazi Germany	

## Year 11 SYLLABUS: Edexcel GCSE History

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. 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 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
<b>Syllabus</b>	<b>Weimar and Nazi Germany 1918-1939</b>  <b>The Weimar Republic 1918-29</b>  <b>Hitler's Rise to Power 1919-1933</b>	<b>Nazi control and dictatorship, 1933-39</b> <b>And</b> <b>Life in Nazi Germany, 1933-39</b>	<b>The American West c1835–c1895</b> <b>The early settlement of the West, c1835–c1862</b>	<b>Development of the plains, c1862–c1876</b>	<b>Conflicts and conquest, c1876–c1895</b> <b>Conflicts and conquest, c1876–c1895</b>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>--The origins of the Republic, 1918–19</li> <li>-The early challenges to the Weimar Republic, 1919–23</li> <li>-The recovery of the Republic, 1924–29</li> <li>-Changes in society, 1924–29</li> <li>- Early development of the Nazi Party, 1920–22</li> <li>-The Munich Putsch and the lean years, 1923–29</li> <li>-The growth in support for the Nazis, 1929–32</li> <li>-How Hitler became Chancellor, 1932–33</li> </ul>	<ul style="list-style-type: none"> <li>- The creation of the dictatorship</li> <li>- 1933–34 The police state</li> <li>-Controlling and influencing attitudes</li> <li>-Opposition, resistance and conformity</li> <li>- Nazi policies towards women</li> <li>- Nazi policies towards the young</li> <li>- Employment and living standards</li> <li>-The persecution of minorities</li> </ul>	<ul style="list-style-type: none"> <li>-The Plains Indians: their beliefs and way of life</li> <li>- Migration and early settlement including the Mormon movement West,</li> <li>-the problems of farming on the great Plains</li> </ul>	<ul style="list-style-type: none"> <li>--The demonstration of knowledge and understanding of the <b>key features</b> and characteristics of the consequences of development and expansion.</li> <li>-Causation explaining why this was a time of development and consequential conflict</li> <li>-The development of settlement in the West including the building of the transcontinental railroad, the role of women and continued lawlessness</li> <li>- Ranching and the cattle industry including the development and impact of ranching and the impact of gold prospecting and the railroads</li> </ul>	<ul style="list-style-type: none"> <li>- - Changes in the way of life of the Plains Indians including conflict with the Plains Indians and the impact of government policy</li> <li>- Changes in farming, the cattle industry and settlement</li> <li>-The Plains Indians: the destruction of their way of life</li> <li>Tailored revision programme</li> <li>Revision priority: Modern Medicine, 1900-present</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- The demonstration of knowledge and understanding of the key features and characteristics of key policies aimed at different social groups</li> <li>-Causation explaining why this was a time of change and development.</li> </ul>	<ul style="list-style-type: none"> <li>- The demonstration of knowledge and understanding of the key features and characteristics of key policies aimed at different social groups</li> <li>-Causation explaining why this was a time of change and</li> </ul>	<ul style="list-style-type: none"> <li>-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.</li> <li>-Causation (explaining why this</li> </ul>	<ul style="list-style-type: none"> <li>-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</li> </ul>	<ul style="list-style-type: none"> <li>-The demonstration of knowledge and understanding of the <b>key features</b> and characteristics of the consequences of development and the impact on the native population</li> </ul>

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	<p>-Source analysis skills. Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements.</p> <p>-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</p>	<p>development.</p> <p>-Source analysis skills. Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements.</p> <p>-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</p>	<p>was a time of exploration and why limitations and mistakes influenced progress</p> <p>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.</p> <p>-Causation explaining why this was a time of migration and expansion and the effects upon the native population.</p>		
<b>Assessment</b>	<p>Regular knowledge 'Get Your Facts Right' tests linked to the PLC</p> <p>3x GCSE Exam questions covering Nazi Germany</p>	<p>Regular knowledge 'Get Your Facts Right' tests linked to the PLC</p> <p>Year 11 Mock Examinations Paper 1 – Medicine Through Time/Western Front Paper 2 – American West/Early Elizabethan England Paper 3 – Weimar and Nazi Germany</p>	<p>Regular knowledge 'Get Your Facts Right' tests linked to the PLC</p> <p>Year 11 Mock Examinations Paper 1 – Medicine Through Time/Western Front Paper 2 – American West/Early Elizabethan England Paper 3 – Weimar and Nazi Germany</p>	<p>Regular knowledge 'Get Your Facts Right' tests linked to the PLC</p>	<p>Regular knowledge 'Get Your Facts Right' tests linked to the PLC</p>
<b>Homework</b>	<ol style="list-style-type: none"> <li>1. Keywords Nazi Germany</li> <li>2. Textbook task Nazi Germany Chapter 1</li> <li>3. Practice exam Q- Nazi Germany Chapter 1</li> <li>4. Textbook task Nazi Germany Chapter 2</li> <li>5. CAP revision task</li> <li>6. Textbook task Nazi Germany Chapter 2</li> <li>7. Plugging the gaps- acting on PLC red topics</li> </ol>	<ol style="list-style-type: none"> <li>1. Keywords Nazi Germany</li> <li>2. Mock exams revision tasks</li> <li>3. Mock exams revision tasks</li> <li>4. Mock exams revision tasks</li> <li>5. Textbook task Nazi Germany Chapter 3</li> <li>6. Plugging the gaps- acting on mock feedback</li> <li>7. Plugging the gaps- acting on mock feedback</li> </ol>	<ol style="list-style-type: none"> <li>1. Keywords American West</li> <li>2. Mock exams revision tasks</li> <li>3. Mock exams revision tasks</li> <li>4. Mock exams revision tasks</li> <li>5. Mock exams revision tasks</li> <li>6. Mock exams revision tasks</li> </ol>	<ol style="list-style-type: none"> <li>1. Plugging the gaps- acting on mock feedback</li> <li>2. Plugging the gaps- acting on mock feedback</li> <li>3. Textbook task Nazi Germany Chapter 3</li> <li>4. Practice exam Q- Nazi Germany Chapter 3</li> <li>5. Textbook task- Nazi Germany Chapter 4</li> <li>6. Practice exam Q- Nazi Germany Chapter 4</li> </ol>	<p>Revision tasks</p>
<b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b>	<p>A range of supportive history documentaries.</p> <p>Museum opportunities and links to culture and traditions of British and world history.</p>	<p>A range of supportive history documentaries.</p> <p>Museum opportunities and links to culture and traditions of British and world history.</p>	<p>A range of supportive history documentaries.</p> <p>Museum opportunities and links to culture and traditions of British and world history.</p>	<p>A range of supportive history documentaries.</p> <p>Museum opportunities and links to culture and traditions of British and world history.</p>	<p>A range of supportive history documentaries.</p> <p>Museum opportunities and links to culture and traditions of British and world history.</p>

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<b>Literacy</b>	<ul style="list-style-type: none"> <li>- Modelling of successful written answers e.g. connectives, use of evidence/examples, sentence structure</li> <li>- Targeted teaching command words from KS3. Year 7-9 CAPs include similar sentence stems and preparation/review lessons will develop understanding of and approaches to words such as describe, explain, analyse and evaluate.</li> <li>- Tier 3 keywords sheets accompany all units. Faculty practice has been developed to include directed use and modelling of key vocabulary.</li> </ul>				
<b>Numeracy</b>	<p>An understanding of the chronology of events The ability to link events to time periods and specific centuries/decades.</p> <p>The ability to use chronology for the American West narrative account question</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<b>CIAG</b>				<p>National Careers week activity: Employability skills developed by History. Y11 History taster sessions</p> <p>Careers activity linked to American West: Cattle Ranching SWOT analysis</p>	