

Year 7 Concepts: Cause and Consequence, Change and Continuity, Similarity and Difference, Significance, Evidence, Interpretations

September 2024 - July 2025	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
<b>Learning</b>	<ol style="list-style-type: none"> <li>How did the Romans change Britain?</li> <li>Did England decline under the Saxons?</li> <li>How did Victor the Viking die?</li> <li>Who was King Alfred?</li> <li>What was Britain like before 1066?</li> <li>What was Britain like under Saint Edward?</li> <li>Who had the best claim to the English throne in 1066?</li> <li>What happened during the Battle of Stamford Bridge?</li> <li>What happened at the Battle of Hastings?</li> <li>Why did Harold lose the Battle of Hastings?</li> <li>Why did William need castles?</li> <li>What were the living conditions like in Medieval England?</li> </ol>	<ol style="list-style-type: none"> <li>What were the living conditions like in Medieval Spain?</li> <li>What were the living conditions like in Medieval Japan?</li> <li>What were the living conditions like in Medieval Africa?</li> <li>How was Medieval England governed?</li> <li>How was Medieval Spain governed?</li> <li>How was Medieval Africa governed?</li> <li>How was Medieval Japan governed?</li> <li>What was culture and religion like in Medieval England?</li> <li>What was culture and religion like in Medieval Spain?</li> <li>What was culture and religion like in Medieval Africa?</li> </ol>	<ol style="list-style-type: none"> <li>What was culture and religion like in Medieval Japan?</li> <li>What were the Crusades like for Christians?</li> <li>What were the Crusades like for Muslims?</li> <li>What was the impact of the Crusades?</li> <li>Who was King John?</li> <li>How did the Magna Carta impact England?</li> <li>What was the Black Death?</li> <li>What was culture and religion like in Medieval England?</li> <li>What was the Peasants Revolt?</li> </ol>	<ol style="list-style-type: none"> <li>How did the Peasants Revolt impact England?</li> <li>How did the Tudor dynasty begin?</li> <li>Who was Henry VIII?</li> <li>Who was Mary I?</li> <li>Who was Elizabeth I?</li> <li>Who were the black Tudors?</li> <li>Who was James I?</li> <li>What was the Gunpowder Plot?</li> </ol>	<ol style="list-style-type: none"> <li>Who was Charles I?</li> <li>How did Charles I impact England?</li> <li>How did the English Civil War impact England?</li> <li>Who was Oliver Cromwell?</li> <li>How did Oliver Cromwell impact England?</li> <li>How did Charles II impact England?</li> <li>What was the Kingdom of Benin?</li> </ol>	<ol style="list-style-type: none"> <li>How did the Obas come to rule?</li> <li>How did Benin become an empire?</li> <li>What was the Qing dynasty?</li> <li>How did the Qing dynasty expand?</li> <li>Why did the Qing dynasty fall?</li> </ol>	
<b>Concepts</b>	<p>Cause and Consequence Change and Continuity Similarity and Difference</p> <p>Significance Evidence Interpretations</p>	<p>Cause and Consequence Change and Continuity Similarity and Difference</p> <p>Significance Evidence Interpretations</p>	<p>Cause and Consequence Change and Continuity Similarity and Difference</p> <p>Significance Evidence Interpretations</p>	<p>Cause and Consequence Change and Continuity Similarity and Difference</p> <p>Significance Evidence Interpretations</p>	<p>Cause and Consequence Change and Continuity Similarity and Difference</p> <p>Significance Evidence Interpretations</p>	<p>Cause and Consequence Change and Continuity Similarity and Difference</p> <p>Significance Evidence Interpretations</p>	
<b>What is needed to master the knowledge</b>	<ol style="list-style-type: none"> <li>To understand how the Romans changed Britain</li> <li>To understand how England changed under the Saxons</li> <li>To learn about how the Vikings lived</li> <li>To explain why King Alfred is known as 'The Great'</li> <li>To understand the key features of pre 1066 Britain</li> <li>To understand who Saint Edward was and what problems his death caused</li> <li>To explain the four claimants to the throne and which had the best claim</li> <li>To describe what happened during the Battle of Stamford Bridge</li> <li>To describe the events of the Battle of Hastings</li> <li>To describe the events of the Battle of Hastings</li> <li>To describe the three types of castles and how they were used</li> <li>To describe the living conditions in Medieval England</li> </ol>	<ol style="list-style-type: none"> <li>To describe the living conditions in Medieval Spain</li> <li>To describe the living conditions in Medieval Japan</li> <li>To describe the living conditions in Medieval Africa</li> <li>To understand how Medieval England was governed</li> <li>To understand how Medieval Spain was governed</li> <li>To understand how Medieval Africa was governed</li> <li>To understand how Medieval Japan was governed</li> <li>To describe the culture and religion in Medieval England</li> <li>To describe the culture and religion in Medieval Spain</li> <li>To describe the culture and religion in Medieval Africa</li> </ol>	<ol style="list-style-type: none"> <li>To describe the culture and religion in Medieval Japan</li> <li>To learn about the Christian viewpoint of the Crusades</li> <li>To learn about the Islamic viewpoint of the Crusades</li> <li>To assess the impact of the Crusades</li> <li>To understand who King John was</li> <li>To explain the impact of the Magna Carta 1215</li> <li>To understand what the Black Death was</li> <li>To explain the impact of the Black Death</li> <li>To understand what the Peasants Revolt was</li> </ol>	<ol style="list-style-type: none"> <li>To explain the impact of the Peasants Revolt</li> <li>To understand the beginning of the Tudor dynasty</li> <li>To learn about who Henry VIII was</li> <li>To learn about who Mary I was</li> <li>To learn about who Elizabeth I was</li> <li>To learn about the black Tudors</li> <li>To learn about who James I was</li> <li>To understand what the Gunpowder plot was</li> </ol>	<ol style="list-style-type: none"> <li>To understand who Charles I was</li> <li>To be able to explain how Charles I changed England</li> <li>To be able to explain how the Civil War impacted England</li> <li>To understand who Oliver Cromwell was</li> <li>To understand how Oliver Cromwell impacted England</li> <li>To understand how Charles II impacted England</li> <li>To be able to explain what the Kingdom of Benin was</li> </ol>	<ol style="list-style-type: none"> <li>To be able to explain the Obas' family rule</li> <li>To be able to explain how Benin became an empire</li> <li>To be able to explain what the Qing dynasty was</li> <li>To be able to explain how the Qing dynasty expanded</li> <li>To be able to explain how the Qing dynasty fell</li> </ol>	
<b>Common Misconceptions</b>	<ol style="list-style-type: none"> <li>To understand how the Romans changed Britain: Students might think the Romans completely transformed Britain into a Roman society and over/under estimate the change.</li> <li>To understand how England changed under the Saxons: There may be a misconception that the Saxons were very rich based on the findings from Sutton Hoo alone.</li> <li>To learn about how the Vikings lived: Students might assume that Vikings were only raiders and warriors, overlooking their roles as traders, settlers, and skilled craftsmen.</li> <li>To explain why King Alfred is known as 'The Great': Students may think Alfred was a great fighter rather than a tactician due to his nickname.</li> <li>To understand the key features of pre 1066 Britain: Students might think pre 1066 Britain was one kingdom, instead of realising it was a patchwork of different tribes and kingdoms.</li> <li>To understand who Saint Edward was and what problems his death caused: Some may not understand how having no children was a problem for a King as there was always a clear path of male succession.</li> <li>To explain the four claimants to the throne and which had the best claim: Students might think that the strongest military leader automatically had the best claim to the throne, ignoring the importance of legitimate lineage and political support.</li> <li>To describe what happened during the Battle of Stamford Bridge: There may be a misconception that the Battle of Stamford Bridge was a decisive and easy victory for the Saxons without recognising the fierce resistance from the Vikings.</li> <li>To describe the events of the Battle of Hastings: Students might believe that the Battle of Hastings was fought primarily because of Harold Godwinson's decisions, overlooking the complex web of alliances and claims involved.</li> <li>To describe the events of the Battle of Hastings: There may be a misunderstanding that the Normans used only cavalry in the battle, failing to acknowledge the importance of infantry and archers in their tactics.</li> <li>To describe the three types of castles and how they were used: Students might assume that all castles served the same purpose, not recognising the differences in design and function based on military needs.</li> <li>To describe the living conditions in Medieval England: There could be a misconception that all people in Medieval England lived in squalor, rather than understanding that living conditions varied widely between the wealthy and the poor.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>What were the living conditions like in Medieval Spain?</b> Students might assume that all of Medieval Spain was homogeneous in living conditions, ignoring the significant regional differences due to religion.</li> <li>2. <b>What were the living conditions like in Medieval Africa?</b> There may be a misconception that all of Medieval Africa had poor living conditions, failing to recognise the diversity of societies, trade networks, and urban centers that flourished across the continent.</li> <li>3. <b>What were the living conditions like in Medieval Japan?</b> Students might think that all Japanese people lived in feudal castles or samurai estates, overlooking the varied lifestyles of farmers, merchants, and artisans in rural and urban areas.</li> <li>4. <b>How was Medieval England governed?</b> There may be a misconception that Medieval England was strictly ruled by the king with absolute power, neglecting the influence of nobles, the Church, and local customs on governance.</li> <li>5. <b>How was Medieval Spain governed?</b> Students might mistakenly believe that Medieval Spain was entirely unified under one ruler, rather than recognising the change over time from 711-1298.</li> <li>6. <b>How was Medieval Africa governed?</b> Some students may think that all African societies were governed by tribal chiefs, overlooking the existence of sophisticated kingdoms and empires.</li> <li>7. <b>How was Medieval Japan governed?</b> There could be a misconception that Japan was solely ruled by the emperor, not recognising the powerful role of the shoguns and samurai in real governance during this period.</li> <li>8. <b>What was culture and religion like in Medieval England?</b> Students might think that Medieval England was entirely Christian, ignoring the earlier pagan traditions and the diversity of beliefs present before and during the early medieval period.</li> <li>9. <b>What was culture and religion like in Medieval Spain?</b> There may be a misconception that Medieval Spain was homogeneously Catholic, not appreciating the significant influence of Islam and Judaism during the period of coexistence known as La Convivencia.</li> <li>10. <b>What was culture and religion like in Medieval Africa?</b> Students might assume that all African cultures pagan, rather than different religions that coexisted.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>What was culture and religion like in Medieval Japan?</b> Students might assume that all Japanese people were Christian and not know about Shinto or Buddhism.</li> <li>2. <b>What were the Crusades like for Christians?</b> There may be a misconception that all Christians viewed the Crusades as glorious adventures, overlooking the hardships or losses.</li> <li>3. <b>What were the Crusades like for Muslims?</b> Students might think that Muslims uniformly viewed the Crusaders as mere invaders or the 'bad guys'.</li> <li>4. <b>What was the impact of the Crusades?</b> There could be a misconception that the Crusades had only negative effects, ignoring the cultural exchanges, trade connections, and shifts in power dynamics that occurred as a result.</li> <li>5. <b>Who was King John?</b> Students may believe that King John was universally disliked simply because of the Magna Carta.</li> <li>6. <b>How did the Magna Carta impact England?</b> There might be a misconception that the Magna Carta immediately established democracy in England.</li> <li>7. <b>What was the Black Death?</b> Students might think that the Black Death was a single event that killed everyone in Europe.</li> <li>8. <b>How did the Black Death impact England?</b> There may be a misconception that the Black Death had no positive impacts.</li> <li>9. <b>What was the Peasants Revolt?</b> Students might believe the Peasants Revolt was simply a spontaneous uprising driven by anger, rather than one that can be seen over time.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>How did the Peasants Revolt impact England?</b> Students may believe that the Peasants Revolt led to immediate and significant changes for the lower classes when it was a failure.</li> <li>2. <b>How did the Tudor dynasty begin?</b> There might be a misconception that the Tudor dynasty began smoothly with Henry VIII's rule, rather than understanding that it emerged from the turmoil of the Wars of the Roses.</li> <li>3. <b>Who was Henry VIII?</b> Students may think of Henry VIII only as a king famous for his six marriages, missing his complex role in the English Reformation.</li> <li>4. <b>Who was Mary I?</b> There could be a misconception that Mary I was simply a cruel ruler due to her persecution of Protestants.</li> <li>5. <b>Who was Elizabeth I?</b> Students might assume that Elizabeth I ruled without any challenges, overlooking the numerous political and religious issues she faced.</li> <li>6. <b>Who were the Black Tudors?</b> There may be a misconception that people of African descent were entirely absent from Tudor or English society.</li> <li>7. <b>Who was James I?</b> Students might think that James I simply inherited the throne after Elizabeth I without recognizing the tensions he faced as the first monarch to rule both England and Scotland.</li> <li>8. <b>What was the Gunpowder Plot?</b> There could be a misunderstanding that the Kingdom of Benin was solely a plot against the king, not appreciating its deeper context of religious conflict and the lengths to which some Catholics would go to oppose Protestant rule in England.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Who was Charles I?</b> Students may believe that Charles I was simply a tyrannical king without recognizing the complexities of his reign.</li> <li>2. <b>How did Charles I impact England?</b> There could be a misconception that Charles I's impact was limited to his execution.</li> <li>3. <b>How did the English Civil War impact England?</b> Students might think the English Civil War was solely a battle between royalists and parliamentarians without acknowledging its profound effects on society, governance, and the emergence of new political ideas.</li> <li>4. <b>Who was Oliver Cromwell?</b> There may be a misconception that Oliver Cromwell was simply a military leader.</li> <li>5. <b>How did Oliver Cromwell impact England?</b> Students might view Cromwell's impact solely in terms of military achievements.</li> <li>6. <b>How did Charles II impact England?</b> There could be a misconception that Charles II's reign was just a time of fun and indulgence.</li> <li>7. <b>What was the Kingdom of Benin?</b> Students might assume that the Kingdom of Benin was a primitive society without acknowledging its rich culture.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>How did the Obas come to rule?</b> Students may believe that the Obas of Benin were simply hereditary rulers like other kings.</li> <li>2. <b>How did Benin become an empire?</b> There could be a misconception that Benin became an empire solely through military might or that it might not have been a powerful empire because it was in Africa.</li> <li>3. <b>What was the Qing dynasty?</b> Students might think of the Qing dynasty not a powerful empire as it was in Asia.</li> <li>4. <b>How did the Qing dynasty expand?</b> There may be a misconception that the Qing dynasty's expansion was primarily through war ignoring the role of diplomacy and marriage alliances.</li> <li>5. <b>Why did the Qing dynasty fall?</b> Students might believe that the fall of the Qing dynasty was due solely to internal problems, failing to consider the rise of nationalist movements.</li> </ol>	
<b>Tier 3 Vocabulary</b>	<ol style="list-style-type: none"> <li>How did the Romans change Britain? Roman, Empire, Aqueducts</li> <li>Did England decline under the Saxons? Sutton Hoo</li> <li>How did Victor the Viking die? Vikings, Monks, Warriors, Raid</li> <li>Who was King Alfred? Monarch</li> <li>What was Britain like before 1066? Normans</li> <li>What was Britain like under Saint Edward? Saint, Succession crisis</li> <li>Who had the best claim to the English throne in 1066? Legitimacy, Claimants</li> <li>What happened during the Battle of Stamford Bridge? Stamford Bridge, Tactics</li> <li>What happened at the Battle of Hastings? Cavalry, Archers, Bayeux Tapestry</li> <li>Why did Harold lose the Battle of Hastings? Pyrric, Peasants, Houscarls</li> <li>Why did William need castles? Fortification, Control</li> <li>What were the living conditions like in Medieval England? Agrarian, Subsistence</li> </ol>	<ol style="list-style-type: none"> <li>What were the living conditions like in Medieval Spain? Al-Andalus</li> <li>What were the living conditions like in Medieval Japan? Urbanization, Trade networks</li> <li>What were the living conditions like in Medieval Africa? Samurs, Isolationism</li> <li>How was Medieval England governed? Feudalism</li> <li>How was Medieval Spain governed? Caliph</li> <li>How was Medieval Africa governed? Kingdoms, Tribes</li> <li>How was Medieval Japan governed? Shoguns, Emperor</li> <li>What was culture and religion like in Medieval England? Christianity, Pagan</li> <li>What was culture and religion like in Medieval Spain? Islam</li> <li>What was culture and religion like in Medieval Africa? Animism, Diversity</li> </ol>	<ol style="list-style-type: none"> <li>What was culture and religion like in Medieval Japan? Shintoism, Buddhism</li> <li>What were the Crusades like for Christians? Pilgrimage, Chivalry</li> <li>What were the Crusades like for Muslims? Jihad</li> <li>What was the impact of the Crusades? Religious intolerance</li> <li>Who was King John? Magna Carta, Barons</li> <li>How did the Magna Carta impact England?</li> <li>What was the Black Death? Fesudal rights, Democracy</li> <li>How did the Black Death impact England? Bubonic plague, Pandemic, Quarantine</li> <li>What was the Peasants Revolt? Population decline</li> </ol>	<ol style="list-style-type: none"> <li>How did the Peasants Revolt impact England? Taxation</li> <li>How did the Tudor dynasty begin? Tudor, battle of Bosworth</li> <li>Who was Henry VIII? Church of England, Annulment</li> <li>Who was Mary I? Catholic restoration, Persecution</li> <li>Who was Elizabeth I? Armada</li> <li>Who were the Black Tudors? Social status</li> <li>Who was James I? Union of the Crowns, King James Bible</li> <li>What was the Gunpowder Plot? Treason, Conspiracy, Guy Fawkes</li> </ol>	<ol style="list-style-type: none"> <li>Who was Charles I? Divine Right of Kings</li> <li>How did Charles I impact England? Legacy</li> <li>How did the English Civil War impact England? Royalty, Parliamentarian</li> <li>Who was Oliver Cromwell? Puritan, Lord Protector</li> <li>How did Oliver Cromwell impact England? Republicanism</li> <li>How did Charles II impact England? Restoration</li> <li>What was the Kingdom of Benin? West Africa</li> </ol>	<ol style="list-style-type: none"> <li>How did the Obas come to rule? Chieftancy</li> <li>How did Benin become an empire? Territorial expansion</li> <li>What was the Qing dynasty? Imperial China</li> <li>How did the Qing dynasty expand? Military conquest</li> <li>Why did the Qing dynasty fall? Corruption</li> </ol>	
<b>Links to National Curriculum</b>	<ol style="list-style-type: none"> <li>The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</li> <li>The development of Church, state and society in Medieval Britain 1066-1509</li> </ol>	<ol style="list-style-type: none"> <li>The development of Church, state and society in Medieval Britain 1066-1509</li> <li>At least one study of a significant society or issue in world history</li> </ol>	<ol style="list-style-type: none"> <li>The development of Church, state and society in Medieval Britain 1066-1509</li> </ol>	<ol style="list-style-type: none"> <li>The development of Church, state and society in Medieval Britain 1066-1509</li> </ol>	<ol style="list-style-type: none"> <li>The development of Church, state and society in Medieval Britain 1066-1509</li> </ol>	<ol style="list-style-type: none"> <li>The development of Church, state and society in Medieval Britain 1066-1509</li> </ol>	<ol style="list-style-type: none"> <li>At least one study of a significant society or issue in world history</li> </ol>

Year 8 Concepts: Cause and Consequence, Change and Continuity, Similarity and Difference, Significance, Evidence, Interpretations						
September 2024 - July 2025	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Learning</b>	<ol style="list-style-type: none"> <li>Why was Louis XVI unpopular?</li> <li>What was the Estates General and TCO?</li> <li>What was 'The Terror'?</li> <li>Who was Napoleon I?</li> <li>Why was the monarchy restored?</li> <li>Why did Britain want an Empire?</li> <li>How did Britain treat America?</li> <li>How did Britain treat India?</li> <li>How did India get independence?</li> <li>What were the different uses for Empire?</li> <li>What was the Trade Triangle and Middle Passage?</li> <li>Where did the slaves go when they landed?</li> </ol>	<ol style="list-style-type: none"> <li>How did slaves rebel?</li> <li>How did slavery end?</li> <li>What was slavery like in America?</li> <li>What were the Jim Crow laws?</li> <li>What was the IR?</li> <li>What were the Working conditions like in the IR?</li> <li>What were the living conditions like in the IR?</li> <li>How did social reformers try to change the lives of the poor?</li> <li>Who was Titus Salt?</li> <li>What were the working conditions like in Saitaire?</li> </ol>	<ol style="list-style-type: none"> <li>What were the living conditions like in Saitaire?</li> <li>What were the causes of WW1?</li> <li>What was life like on the Western Front?</li> <li>How did soldiers fight in WW1?</li> <li>What impact did women have in WW1?</li> <li>What consequence did WW1 have on Empire?</li> <li>What is the significance of WW1?</li> <li>How did social reformers try to change the lives of the poor?</li> <li>Who were the Suffragettes?</li> <li>Who were the Suffragettes?</li> </ol>	<ol style="list-style-type: none"> <li>How did the Government respond to the Suffrage movement?</li> <li>Who was Emily Davison?</li> <li>What was the significance of the Suffrage movement?</li> <li>Who was Nikolai I?</li> <li>Who were the Bolsheviks?</li> <li>How did Lenin change Russia?</li> <li>Who were the Suffragettes?</li> <li>Why is Stalin significant?</li> </ol>	<ol style="list-style-type: none"> <li>What happened to the Soviet Union?</li> <li>What was the Weimar Republic?</li> <li>How did Hitler rise to power?</li> <li>What was Hitler's domestic policy like?</li> <li>What was life like for women in the Third Reich?</li> <li>What was Hitler's foreign policy?</li> <li>How did the Third Reich commit anti-Semitism and persecute minorities?</li> </ol>	<ol style="list-style-type: none"> <li>What happened to Germany and Japan after WW2?</li> <li>What caused WW2?</li> <li>How did Soldiers fight in WW2?</li> <li>What role did Women have in WW2?</li> <li>How is WW1 similar to WW2?</li> <li>What was the significance of WW2?</li> </ol>
<b>Concepts</b>	<ul style="list-style-type: none"> <li>Cause and Consequence</li> <li>Change and Continuity</li> <li>Similarity and Difference</li> <li>Significance</li> <li>Evidence</li> <li>Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Cause and Consequence</li> <li>Change and Continuity</li> <li>Similarity and Difference</li> <li>Significance</li> <li>Evidence</li> <li>Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Cause and Consequence</li> <li>Change and Continuity</li> <li>Similarity and Difference</li> <li>Significance</li> <li>Evidence</li> <li>Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Cause and Consequence</li> <li>Change and Continuity</li> <li>Similarity and Difference</li> <li>Significance</li> <li>Evidence</li> <li>Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Cause and Consequence</li> <li>Change and Continuity</li> <li>Similarity and Difference</li> <li>Significance</li> <li>Evidence</li> <li>Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Cause and Consequence</li> <li>Change and Continuity</li> <li>Similarity and Difference</li> <li>Significance</li> <li>Evidence</li> <li>Interpretations</li> </ul>
<b>What is needed to master the knowledge</b>	<ol style="list-style-type: none"> <li>To describe life in France before the Revolution</li> <li>To describe the Estates General and TCO</li> <li>To explain what happened to Louis XVI</li> <li>To explain who Napoleon was</li> <li>To explain how successful the new monarchy was</li> <li>To explain the impact the Empire had on Britain</li> <li>To explain the impact of British Rule on both Britain and America</li> <li>To explain the impact of British Rule on both Britain and India</li> <li>To explain how India fought for freedom from Britain</li> <li>To explain how Britain took control of parts of Africa and Australia and what these colonies were used for</li> <li>To explain how the Slave Trade worked and the conditions of the Middle Passage</li> <li>To understand how slaves were sold and lived</li> </ol>	<ol style="list-style-type: none"> <li>To understand how slaves fought for their own freedom</li> <li>To describe the reasons for the ending of slavery in the British Empire</li> <li>To describe what slavery was like in the USA after 1833</li> <li>To explain how the Jim Crow laws segregated people</li> <li>To explain what the Industrial Revolution was</li> <li>To describe the working conditions of the Industrial Revolution</li> <li>To describe the living conditions of the Industrial Revolution</li> <li>To explain how reformers tried to change the lives of the poor</li> <li>To explain who Titus Salt was</li> <li>To describe the working conditions in Saitaire</li> </ol>	<ol style="list-style-type: none"> <li>To describe the living conditions in Saitaire</li> <li>To explain the causes of WW1</li> <li>To describe life on the Western Front</li> <li>To explain how and where soldiers fought in WW1</li> <li>To explain the role of women in WW1</li> <li>To analyse the consequences of WW1</li> <li>To explain the significance of WW1</li> <li>To explain who the Suffragettes were</li> <li>To explain who the Suffragettes were</li> </ol>	<ol style="list-style-type: none"> <li>To explain how the Government responded to the Suffrage movement</li> <li>To explain who Emily Davison was</li> <li>To explain the significance of the Suffrage movement</li> <li>To understand why the Tsar was unpopular</li> <li>To understand how the Bolsheviks took power</li> <li>To explain how Lenin changed Russia</li> <li>To explain how Stalin changed Russia</li> <li>To understand why Stalin is significant</li> </ol>	<ol style="list-style-type: none"> <li>To explain what happened in 1991 to the Soviet Union</li> <li>To explain how the Weimar Republic was and what problems it faced</li> <li>To explain how Hitler got power</li> <li>To describe Hitler's policies in Germany</li> <li>To describe how women were impacted by Hitler's rule</li> <li>To describe Hitler's policies with the rest of the world</li> <li>To understand the systematic persecution of ethnic groups in Nazi Germany</li> </ol>	<ol style="list-style-type: none"> <li>To explain what happened at the Nuremberg and Tokyo trials</li> <li>To explain the causes of WW2</li> <li>To describe how and where soldiers fought in WW2</li> <li>To understand the role of women in WW2</li> <li>To compare WW1 and WW2</li> <li>To understand the significance of WW2</li> </ol>
<b>Common Conceptions</b>	<ol style="list-style-type: none"> <li>Why was Louis XVI unpopular? Louis XVI was entirely to blame for the French Revolution, ignoring other issues.</li> <li>What was the Estates General and TCO? The Estates General was like a modern parliament.</li> <li>What was 'The Terror'? The Terror was just random violence, when it was actually an organized campaign.</li> <li>Who was Napoleon I? Napoleon was purely a dictator, overlooking his contributions to legal reform.</li> <li>Why was the monarchy restored? The monarchy was restored because the people of France always wanted it, when in reality it was a political compromise after Napoleon's defeat.</li> <li>Why did Britain want an Empire? Britain built its empire only for prestige, ignoring economic motives like resources, trade, and markets.</li> <li>How did Britain treat America? That America used to own Britain as it is seen as more powerful today.</li> <li>How did Britain treat India? That India is still under British control.</li> <li>How did India get independence? India gained independence only because of peaceful protests, ignoring the impact of World War II</li> <li>What were the different uses for Empire? That Britain treated Australia any different to the other colonies.</li> <li>What was the Trade Triangle and Middle Passage? The Trade Triangle only involved Britain and America.</li> <li>Where did the slaves go when they landed? That all slaves were sold at once and only worked on plantations.</li> </ol>	<ol style="list-style-type: none"> <li>How did slaves rebel? That slaves were unable to or did not try to rebel. Also that huge rebellions were possible.</li> <li>How did slavery end? Slavery ended all over the world solely because of Britain outlawing it in 1833.</li> <li>What was slavery like in America? Slavery in America ended peacefully only because it was outlawed by Lincoln.</li> <li>What were the Jim Crow laws? Jim Crow laws only applied in the Southern states, ignoring the segregation that occurred in Northern states as well.</li> <li>What was the IR? The Industrial Revolution was a sudden change, rather than a gradual transformation.</li> <li>What were the working conditions like in the IR? That only children worked during the IR.</li> <li>What were the living conditions like in the IR? That just because England was rich at the time, the people had better living standards.</li> <li>How did social reformers try to change the lives of the poor? Social reformers were always successful, ignoring the resistance they faced.</li> <li>Who was Titus Salt? Titus Salt was a typical mill owner.</li> <li>What were the working conditions like in Saitaire? Saitaire was a utopia for workers, when in reality, while the conditions were better than other factories, strict rules and expectations still applied.</li> </ol>	<ol style="list-style-type: none"> <li>What were the living conditions like in Saitaire? Saitaire was completely free from hardship, ignoring the strict rules.</li> <li>What were the causes of WW1? The assassination of Archduke Franz Ferdinand was the only cause.</li> <li>What was life like on the Western Front? Life on the Western Front was constant fighting, ignoring the long periods of boredom.</li> <li>How did soldiers fight in WW1? Soldiers only fought using trench warfare, overlooking the use of new technologies.</li> <li>What impact did women have in WW1? Women only worked as nurses during WW1, ignoring their significant contributions in munitions factories.</li> <li>What consequence did WW1 have on Empire? The British Empire remained as strong after WW1 as it was before, ignoring the war's impact on weakening colonial control.</li> <li>What is the significance of WW1? WW1 was a self-contained event with no lasting consequences, not recognizing its role in setting the stage for World War II.</li> <li>Who were the Suffragettes? The Suffragettes were not important to the women's suffrage movement because they were non-violent.</li> <li>Who were the Suffragettes? The Suffragettes were always violent and radical and were not important.</li> </ol>	<ol style="list-style-type: none"> <li>How did the Government respond to the Suffrage movement? That the Government immediately gave women rights after the campaign.</li> <li>Who was Emily Davison? Emily Davison deliberately committed suicide rather than her death being an accident.</li> <li>What was the significance of the Suffrage movement? The Suffrage movement was successful overnight.</li> <li>Who was Nikolai I? Tsar Nicholas I was widely hated by all Russians, ignoring that he had supporters within the aristocracy and military.</li> <li>Who were the Bolsheviks? The Bolsheviks were popular from the start, overlooking the fact that they were initially a small group.</li> <li>How did Lenin change Russia? Lenin's changes were entirely beneficial for Russia, not recognizing the violent and repressive measures.</li> <li>How did Stalin change Russia? Stalin's changes were only negative, overlooking the rapid industrialization and modernization of Russia, though achieved through brutal means like purges and forced labour.</li> <li>Why is Stalin significant? Stalin was significant only because of his oppressive rule, ignoring his role in making the Soviet Union a global superpower and his leadership during WW2.</li> </ol>	<ol style="list-style-type: none"> <li>What happened to the Soviet Union? The Soviet Union collapsed overnight in 1991, overlooking the years of economic and political decay.</li> <li>What was the Weimar Republic? The Weimar Republic was a stable and democratic government until the rise of Hitler.</li> <li>How did Hitler rise to power? Hitler took power by force or purely through electoral success, overlooking how he legally gained power.</li> <li>What was Hitler's domestic policy like? Hitler's domestic policies were only focused on the persecution of minorities, overlooking initiatives like economic recovery programs, public works, and propaganda to garner public support.</li> <li>What was life like for women in the Third Reich? Women were completely oppressed and had no role, ignoring the promotion of the "ideal Aryan mother" and incentives for women to have large families, though their freedoms were heavily restricted.</li> <li>What was Hitler's foreign policy? Hitler's foreign policy was focused only on invading neighboring countries, overlooking his initial strategy of diplomacy.</li> <li>How did the Third Reich commit anti-Semitism and persecute minorities? Anti-Semitism began with the Holocaust, ignoring earlier Nazi policies like the Nuremberg Laws (1935) and the gradual escalation of persecution.</li> </ol>	<ol style="list-style-type: none"> <li>What happened to Germany and Japan after WW2? That after Germany lost the war and Hitler died, no one was persecuted or blamed for what happened.</li> <li>What caused WW2? World War II started solely because of Hitler's aggression.</li> <li>How did Soldiers fight in WW2? WW2 was fought using the same trench warfare as WW1.</li> <li>What role did Women have in WW2? Women only contributed through nursing or minor roles, overlooking their widespread participation in industrial work.</li> <li>How is WW1 similar to WW2? Both wars were fought in the same way and for the same reasons.</li> <li>What was the significance of WW2? WW2 ended and nothing changed besides the destruction of the Axis powers.</li> </ol>
<b>Tier 3 Vocabulary</b>	<ol style="list-style-type: none"> <li>Why was Louis XVI unpopular? divine right, Ancient Regime, bourgeoisie, estates</li> <li>What was the Estates General and TCO? Estates-General, National Assembly, Tennis Court Oath</li> <li>What was 'The Terror'? Guillotine</li> <li>Who was Napoleon I? Napoleonic Code</li> <li>Why was the monarchy restored? Bourbon Restoration, constitutional monarchy, Louis XVIII</li> <li>Why did Britain want an Empire? Imperialism</li> <li>How did Britain treat America? Colonization, taxation, representation, Boston Tea Party, American Revolution, Declaration of Independence</li> <li>How did Britain treat India? British Raj, East India Company, viceroy, sepoy</li> <li>How did India get independence? Partition, Indian National Congress, Mahatma Gandhi</li> <li>What were the different uses for Empire? Colonization, exploitation</li> <li>What was the Trade Triangle and Middle Passage? Transatlantic slave trade, Middle Passage</li> <li>Where did the slaves go when they landed? Plantations, indentured servitude</li> </ol>	<ol style="list-style-type: none"> <li>How did slaves rebel? Resistance, revolts</li> <li>How did slavery end? Abolition</li> <li>What was slavery like in America? Emancipation Proclamation</li> <li>What were the Jim Crow laws? Segregation, Plessy v. Ferguson</li> <li>What was the IR? Industrialization, mass production, factories</li> <li>What were the Working conditions like in the IR? Child labour</li> <li>What were the living conditions like in the IR? Sanitation issues, slums, cholera outbreaks</li> <li>How did social reformers try to change the lives of the poor? Philanthropy, social reform, public health, Poor Laws</li> <li>Who was Titus Salt? Industrialist, Salt's Mill, model village, Saitaire</li> <li>What were the working conditions like in Saitaire? factory regulations, employee welfare</li> </ol>	<ol style="list-style-type: none"> <li>What were the living conditions like in Saitaire? Model village, sanitation, housing reform</li> <li>What were the causes of WW1? Militarism, alliances, Archduke Franz Ferdinand, Triple Entente</li> <li>What was life like on the Western Front? Trench warfare, no-man's-land, barbed wire, artillery, mustard gas, trench foot, stalemate, shell shock</li> <li>How did soldiers fight in WW1? Infantry, machine guns, bayonets, poison gas, tanks</li> <li>What impact did women have in WW1? Maudslayi, Women's Land Army, nursing, Voluntary Aid Detachment (VAD)</li> <li>What consequence did WW1 have on Empire? Decolonization, Freedom</li> <li>What is the significance of WW1? Treaty of Versailles, League of Nations</li> <li>Who were the Suffragettes? National Union of Women's Suffrage Societies (NUWSS)</li> <li>Who were the Suffragettes? Women's Social and Political Union (WSPU)</li> </ol>	<ol style="list-style-type: none"> <li>How did the Government respond to the Suffrage movement? Opposition</li> <li>Who was Emily Davison? Martyr</li> <li>What was the significance of the Suffrage movement? Women's liberation</li> <li>Who was Nikolai I? Tsar</li> <li>Who were the Bolsheviks? Marxism</li> <li>How did Lenin change Russia? New Economic Policy (NEP)</li> <li>How did Stalin change Russia? Five-Year Plans, collectivization, totalitarianism, purges</li> <li>Why is Stalin significant? Cult of personality</li> </ol>	<ol style="list-style-type: none"> <li>What happened to the Soviet Union? Dissolution, Glasnost, Perestroika</li> <li>What was the Weimar Republic? Reparations, hyperinflation</li> <li>How did Hitler rise to power? Propaganda, Nazi Party, Reichstag Fire</li> <li>What was Hitler's domestic policy like? Totalitarianism, Aryan supremacy</li> <li>What was life like for women in the Third Reich? Lebensraum</li> <li>What was Hitler's foreign policy? Expansionism, Lebensraum, rearmament</li> <li>How did the Third Reich commit anti-Semitism and persecute minorities? Nuremberg Laws, discrimination, Kristallnacht, Final Solution, ethnic cleansing.</li> </ol>	<ol style="list-style-type: none"> <li>What happened to Germany and Japan after WW2? Occupation, Nuremberg Trials, Tokyo Trials</li> <li>What caused WW2? Treaty of Versailles, appeasement</li> <li>How did Soldiers fight in WW2? Blitzkrieg, guerrilla tactics</li> <li>What role did Women have in WW2? Women's corps</li> <li>How is WW1 similar to WW2? Alliances, total war</li> <li>What was the significance of WW2? Geopolitical shifts, decolonization</li> </ol>
<b>Links to National Curriculum</b>	<ol style="list-style-type: none"> <li>At least one study of a significant society or issue in world history and its interconnections with other world developments ideas</li> <li>Political power, industry and empire: Britain, 1745-1901</li> <li>Challenges for Britain, Europe and the wider world 1901 to the present day</li> </ol>	<ol style="list-style-type: none"> <li>Political power, industry and empire: Britain, 1745-1901</li> <li>Challenges for Britain, Europe and the wider world 1901 to the present day</li> <li>A local history study</li> </ol>	<ol style="list-style-type: none"> <li>Political power, industry and empire: Britain, 1745-1901</li> <li>Challenges for Britain, Europe and the wider world 1901 to the present day</li> <li>A local history study</li> </ol>	<ol style="list-style-type: none"> <li>Political power, industry and empire: Britain, 1745-1901</li> <li>Challenges for Britain, Europe and the wider world 1901 to the present day</li> <li>A local history study</li> </ol>	<ol style="list-style-type: none"> <li>At least one study of a significant society or issue in world history and its interconnections with other world developments</li> <li>Challenges for Britain, Europe and the wider world 1901 to the present day</li> </ol>	<ol style="list-style-type: none"> <li>At least one study of a significant society or issue in world history and its interconnections with other world developments</li> <li>Challenges for Britain, Europe and the wider world 1901 to the present day</li> </ol>

Year 9 Concepts: Cause and Consequence, Change and Continuity, Similarity and Difference, Significance, Evidence, Interpretations

September 2024 - July 2025	Half term 1: America	Half Term 2: America	Half Term 3: America	Half Term 4: America / Holocaust	Half Term 5: Holocaust / Conflict	Half Term 6: Conflict/Holocaust
<b>Learning</b>	<ul style="list-style-type: none"> <li>• The 'boom': benefits, advertising and the consumer society; hire purchase; mass production, including Ford and the motor industry; inequalities of wealth; Republican government policies; stock market boom.</li> <li>• <b>Social and cultural developments:</b> entertainment, including cinema and jazz; the position of women in society, including flappers.</li> <li>• <b>Divided society:</b> organised crime, prohibition and their impact on society; the causes of racial tension, the experiences of immigrants and the impact of immigration; the Ku Klux Klan; the Red Scare and the significance of the Sacco and Vanzetti case.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Divided society:</b> significance of the Sacco and Vanzetti case.</li> <li>• <b>American society during the Depression:</b> unemployment; farmers; businessmen; Hoover's responses and unpopularity; Roosevelt's election as president.</li> <li>• <b>The effectiveness of the New Deal on different groups in society:</b> successes and limitations including opposition towards the New Deal from Supreme Court, Republicans and Radical politicians; Roosevelt's contribution as president; popular culture.</li> <li>• <b>The impact of the Second World War:</b> America's economic recovery; lend lease; exports; social developments, including experiences of African-Americans and women.</li> <li>• <b>Post-war American society and economy:</b> consumerism and the causes of prosperity; the American Dream; McCarthyism; popular culture, including Rock and Roll and television.</li> <li>• <b>Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s:</b> Segregation laws</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s:</b> Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement</li> <li>• <b>America and the 'Great Society':</b> the social policies of Presidents Kennedy and Johnson relating to poverty, education and health.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>America and the 'Great Society':</b> the development and impact of feminist movements in the 1960s and early 1970s, including the fight for equal pay; the National Organisation for Women, Roe v Wade (1973), the Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The armistice:</b> aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The armistice:</b> the extent to which the Peacemakers achieved their aims.</li> <li>• <b>The Versailles Settlement:</b> Diktat; territorial changes; military restrictions; war guilt and reparations.</li> <li>• <b>Impact of the treaty and wider settlement:</b> reactions of the Allies; German objections; strengths and weaknesses of the settlement, including the problems faced by new states.</li> </ul>
<b>Concepts</b>	<ul style="list-style-type: none"> <li>Cause and Consequence</li> <li>Change and Continuity</li> <li>Similarity and Difference</li> <li>Significance</li> <li>Evidence</li> <li>Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Cause and Consequence</li> <li>Change and Continuity</li> <li>Similarity and Difference</li> <li>Significance</li> <li>Evidence</li> <li>Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Cause and Consequence</li> <li>Change and Continuity</li> <li>Similarity and Difference</li> <li>Significance</li> <li>Evidence</li> <li>Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Cause and Consequence</li> <li>Change and Continuity</li> <li>Similarity and Difference</li> <li>Significance</li> <li>Evidence</li> <li>Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Cause and Consequence</li> <li>Change and Continuity</li> <li>Similarity and Difference</li> <li>Significance</li> <li>Evidence</li> <li>Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Cause and Consequence</li> <li>Change and Continuity</li> <li>Similarity and Difference</li> <li>Significance</li> <li>Evidence</li> <li>Interpretations</li> </ul>
<b>What is needed to master the knowledge</b>	<ul style="list-style-type: none"> <li>• <b>The 'boom':</b> Students need to understand how all aspects of the boom linked to one another and how they drove the economy forward.</li> <li>• <b>Social and cultural developments:</b> Students need to understand how the lives of women changed in the 1920s from Traditionalists to Flappers. Students must also be able to accurately describe 1920s popular culture.</li> <li>• <b>Divided society:</b> Students need to understand how the Red Scare and xenophobia affected America en masse and how the attitudes impacted the lives of ordinary people. Students need to be able to describe the impact that Al-Capone and Prohibition had on society.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>American society during the Depression:</b> Students need to understand how the depression impacted the economy and attitudes of people towards the Government as well as how FDR won the 1932 election and his actions as president.</li> <li>• <b>The effectiveness of the New Deal on different groups in society:</b> Students must be able to evaluate the success of the New Deal and accurately describe FDR's opposition.</li> <li>• <b>The impact of the Second World War:</b> Students must be able to describe how and why WW2 helped America recover and how the 1950s saw changes for African-Americans and women.</li> <li>• <b>Post-war American society and economy:</b> Students must be able to accurately compare 1920s and 1950s consumerism and the causes of prosperity, be able to compare the Red Scare of the 1920s and 1950s and explain the developments in the popular culture of the 1950s.</li> <li>• <b>Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s:</b> Students must be able to explain the Jim Crow Laws and how this led to the CR Movement.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s:</b> Students need to be able to evaluate the success of the movement's key figures: Martin Luther King, Malcolm X and the Black Power Movement.</li> <li>• <b>America and the 'Great Society':</b> Students must be able to compare and contrast the economic and political policies of Kennedy and Johnson.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>America and the 'Great Society':</b> Students need to be able to describe the changes in women's laws in the 1960s and 1970s and understand why some groups opposed the 1972 ERA act and the 1973 Roe vs Wade case.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The armistice:</b> Students need to understand and be able to compare the experiences of GB, FR and the USA from WW1 including their losses/gains.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Versailles Settlement:</b> Students need to understand how the personalities of the 'Peacemakers' impacted the final settlement</li> <li>• <b>Impact of the treaty and wider settlement:</b> Students need to analyse the significance of the problems with the TOV for both the Allies and independent states.</li> </ul>
<b>Common Misconceptions</b>	<ul style="list-style-type: none"> <li>• <b>The 'boom':</b> Students may assume the economic boom benefited all Americans equally or that that Republican laissez-faire policies were solely responsible for the economic boom, without recognizing other factors. Some may view the rise of consumerism and advertising as purely positive, without understanding the resulting consumer debt, fueled by hire purchase.</li> <li>• <b>Social and cultural developments:</b> Students may overestimate how widespread the changes, like the flapper lifestyle and jazz culture, were accepted, not realizing these were limited to urban areas and faced significant opposition. Some may also assume that the flappers with their new found sexual freedom were similar to prostitutes.</li> <li>• <b>Divided society:</b> Some might focus solely on the guilt or innocence of Sacco and Vanzetti, missing how the case symbolized broader societal fears of immigrants and radicals, regardless of the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>American society during the Depression:</b> Students might think Hoover did nothing to address the Depression, ignoring his efforts like the Reconstruction Finance Corporation (RFC), though these were viewed as too little, too late. Some may assume Roosevelt's election was a guaranteed landslide due to Hoover's unpopularity, without considering that FDR's policies were controversial at the time.</li> <li>• <b>The effectiveness of the New Deal on different groups in society:</b> Students might think the New Deal fully solved the Depression, without recognizing its limitations in completely ending unemployment or its inconsistent effects on different groups (e.g. African Americans and women often benefited less).</li> <li>• <b>The impact of the Second World War:</b> They may assume that World War II fully transformed the roles of African Americans and women, without recognizing that these groups faced significant resistance in both the military and workforce, and gains were often temporary.</li> <li>• <b>Post-war American society and economy:</b> They might simplify McCarthyism as a campaign solely about communism, without recognizing the broader climate of fear, political opportunism, and how it affected civil liberties and public discourse. Students might overestimate the immediate acceptance of Rock and Roll, not realizing the genre faced resistance from older generations and moral critics.</li> <li>• <b>Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s:</b> Some students might think segregation only occurred in the South, without recognizing that de facto segregation was widespread in the North as well, particularly in housing and education.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s:</b> Some might oversimplify Malcolm X as purely advocating violence or separatism, without understanding his more complex evolution toward broader cooperation later in life.</li> <li>• <b>America and the 'Great Society':</b> Students might believe that Kennedy played an equal role as Johnson in implementing social reforms, while in reality, Johnson's administration pushed forward most of the Great Society initiatives (e.g., Medicare, Medicaid, War on Poverty).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>America and the 'Great Society':</b> Students may believe the Equal Rights Amendment (ERA) passed, without realizing it failed to be ratified due to strong opposition, including from conservative women like Phyllis Schlafly.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The armistice:</b> Students might think Wilson's Fourteen Points were fully implemented in the Treaty of Versailles, without recognizing that European leaders (Clemenceau, Lloyd George) had different, harsher goals focused on punishing Germany.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The armistice:</b> Students may believe the peacemakers intended for long-term peace, without considering that some leaders prioritized their nations' short-term interests or revenge.</li> <li>• <b>The Versailles Settlement:</b> Students may assume that Germany had a voice in the treaty negotiations, without realizing that the Treaty of Versailles was essentially a Diktat (imposed settlement) with little input from Germany.</li> <li>• <b>Impact of the treaty and wider settlement:</b> Students might believe that all Allied nations were satisfied with the Treaty, overlooking how some countries (e.g., Italy, Japan) felt short-changed in the settlement.</li> </ul>
<b>Tier 3 Vocabulary</b>	<ul style="list-style-type: none"> <li>Mass Production</li> <li>Assembly line</li> <li>Consumerism</li> <li>Hire Purchase</li> <li>Laissez-faire</li> <li>Speculation</li> <li>Stock Market</li> <li>Flappers</li> <li>Prohibition</li> <li>Bootlegging</li> <li>Speakeasies</li> <li>Volstead Act:</li> <li>Immigration</li> <li>Ku Klux Klan</li> <li>Red Scare</li> <li>Communism</li> <li>Anarchism</li> </ul>	<ul style="list-style-type: none"> <li>Dust Bowl</li> <li>Breadlines</li> <li>Radio Chats</li> <li>Civilian Conservation Corps</li> <li>Works Progress Administration</li> <li>Agricultural Adjustment Act</li> <li>Huey Long</li> <li>Saving music</li> <li>Rose the Rieter</li> <li>Lend-Lease</li> <li>G.I. Bill</li> <li>Suburbia</li> <li>The American Dream</li> <li>House Un-American Activities Committee</li> <li>Blacklist</li> <li>Rock and Roll</li> <li>Jim Crow laws</li> </ul>	<ul style="list-style-type: none"> <li>Brown v. Board of Education</li> <li>Montgomery Bus Boycott</li> <li>Nation of Islam</li> <li>Black Panthers</li> <li>Great Society</li> <li>Medicare/Medicaid</li> </ul>	<ul style="list-style-type: none"> <li>Roe v. Wade (1973)</li> <li>Equal Rights Amendment (ERA)</li> <li>Phyllis Schlafly</li> <li>Equal Pay Act (1963)</li> <li>Civil Rights Act (1964)</li> <li>Feminist Movement</li> <li>National Organization for Women (NOW)</li> </ul>	<ul style="list-style-type: none"> <li>Armistice</li> <li>Wilson's Fourteen Points</li> <li>Self-Determination</li> </ul>	<ul style="list-style-type: none"> <li>League of Nations</li> <li>Clemenceau</li> <li>Lloyd George</li> <li>Treaty of Versailles</li> <li>Diktat</li> <li>Demilitarization</li> <li>War Guilt Clause</li> <li>Reparations</li> </ul>

Year 10 Concepts: Cause and Consequence, Change and Continuity, Similarity and Difference, Significance, Evidence, Interpretations						
September 2024 - July 2025	Half term 1: America	Half term 2: America	Half term 3: America / Conflict	Half term 4: Conflict	Half term 5: Conflict	Half term 6: Health and the People
<b>Learning</b>	<ul style="list-style-type: none"> <li><b>The 'Boom':</b> benefits, advertising and the consumer society; hire purchase; mass production, including Ford and the motor industry; inequalities of wealth; Republican government policies; stock market boom.</li> <li><b>Social and cultural developments:</b> entertainment, including cinema and jazz; the position of women in society, including flappers.</li> <li><b>Divided society:</b> organised crime, prohibition and their impact on society; the causes of racial tension, the experiences of immigrants and the impact of immigration; the Ku Klux Klan; the Red Scare and the impact of the Sacco and Vanzetti case.</li> </ul>	<ul style="list-style-type: none"> <li><b>American society during the Depression:</b> unemployment; farmers; businessmen; Hoover's responses and unpopularity; Roosevelt's election as president.</li> <li><b>The effectiveness of the New Deal on different groups in society:</b> successes and limitations including opposition towards the New Deal from Supreme Court, Republicans and Radical politicians; Roosevelt's contribution as president; popular culture.</li> <li><b>The impact of the Second World War:</b> America's economic recovery; Lend Lease; exports; social developments, including experiences of African-Americans and women.</li> <li><b>Post-war American society and economy:</b> consumerism and the causes of prosperity; the American Dream; McCarthyism; popular culture, including Rock and Roll and television.</li> <li><b>Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s:</b> Segregation laws; Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement.</li> </ul>	<ul style="list-style-type: none"> <li><b>America and the 'Great Society':</b> the social policies of Presidents Kennedy and Johnson relating to poverty, education and health; the development and impact of Feminist movements in the 1960s and early 1970s, including the fight for equal pay; the National Organization for Women; Roe v Wade (1973); the Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment.</li> <li><b>The armistice:</b> aims of the peacekeepers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims.</li> <li><b>The Versailles Settlement:</b> Diktat; territorial changes; military restrictions; war guilt and reparations.</li> <li><b>Impact of the treaty and wider settlement:</b> reactions of the Allies; German objections; strengths and weaknesses of the settlement, including the problems faced by new states.</li> </ul>	<ul style="list-style-type: none"> <li><b>The League of Nations:</b> its formation and covenant; organisation; membership and how it changed; the powers of the League; the work of the League's agencies; the contribution of the League to peace in the 1920s, including the successes and failures of the League, such as the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria.</li> <li><b>Diplomacy outside the League:</b> Locarno treaties and the Kellogg Brand Pact.</li> <li><b>The collapse of the League:</b> the effects of the Depression; the Manchurian and Abyssinian crises and their consequences; the failure of the League to avert war in 1939.</li> <li><b>The development of tension:</b> Hitler's aims and Allied reactions; the Dolfuss Affair.</li> </ul>	<ul style="list-style-type: none"> <li><b>The development of tension:</b> the Saar; German rearmament, including the occupation of the Rhineland; Anglo-German Naval Agreement.</li> <li><b>Escalation of tension:</b> remilitarization of the Rhineland; Mussolini, the Axis and the Anti-Comintern Pact; Anschluss; reasons for and against the policy of appeasement; the Sudeten Crisis and Munich; the ending of appeasement.</li> <li><b>The outbreak of war:</b> the occupation of Czechoslovakia; the role of the USSR and the Nazi-Soviet Pact; the invasion of Poland and outbreak of war, September 1939; responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain.</li> </ul>	<ul style="list-style-type: none"> <li><b>Medieval medicine:</b> approaches including natural, supernatural, ideas of Hippocrates and Galen's methods and treatments; the medieval doctor; training, beliefs; about cause of illness.</li> <li><b>Medical progress:</b> the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times; ideas and techniques.</li> <li><b>Public health in the Middle Ages:</b> towns and monasteries; the Black Death in Britain; beliefs about its causes, treatment and prevention.</li> </ul>
<b>Concepts</b>	Cause and Consequence Change and Continuity Similarity and Difference Significance Evidence Interpretations	Cause and Consequence Change and Continuity Similarity and Difference Significance Evidence Interpretations	Cause and Consequence Change and Continuity Similarity and Difference Significance Evidence Interpretations	Cause and Consequence Change and Continuity Similarity and Difference Significance Evidence Interpretations	Cause and Consequence Change and Continuity Similarity and Difference Significance Evidence Interpretations	Cause and Consequence Change and Continuity Similarity and Difference Significance Evidence Interpretations Factors
<b>What is needed to master the knowledge</b>	<ul style="list-style-type: none"> <li><b>The 'Boom':</b> Students need to understand how all aspects of the boom linked to one another and how they drove the economy forward.</li> <li><b>Social and cultural developments:</b> Students need to understand how the lives of women changed in the 1920s from traditionalists to flappers. Students must also be able to accurately describe 1920s popular culture.</li> <li><b>Divided society:</b> Students need to understand how the Red Scare and xenophobia affected America en masse and how the attitudes impacted the lives of ordinary people. Students need to be able to describe the impact that Al Capone and Prohibition had on society.</li> </ul>	<ul style="list-style-type: none"> <li><b>American society during the Depression:</b> Students need to understand how the depression impacted the economy and attitudes of people towards the Government as well as how FDR won the 1932 election and his actions as president.</li> <li><b>The effectiveness of the New Deal on different groups in society:</b> Students must be able to evaluate the success of the New Deal and accurately describe FDR's opposition.</li> <li><b>The impact of the Second World War:</b> Students must be able to describe how and why WW2 helped America recover and how the 1950s saw changes for African-Americans and women.</li> <li><b>Post-war American society and economy:</b> Students must be able to accurately compare 1920s and 1950s consumerism and the causes of prosperity, be able to compare the Red Scare of the 1920s and 1950s and explain the developments in the popular culture of the 1950s.</li> <li><b>Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s:</b> Students must be able to explain the Jim Crow laws and how this led to the CR Movement. Students need to be able to evaluate the success of the movement's key figures: Martin Luther King, Malcolm X and the Black Power Movement.</li> </ul>	<ul style="list-style-type: none"> <li><b>America and the 'Great Society':</b> Students must be able to compare and contrast the economic and political policies of Kennedy and Johnson, be able to describe the changes in women's laws in the 1960s and 1970s and understand why some groups opposed the 1972 ERA act and the 1973 Roe v Wade case.</li> <li><b>The armistice:</b> Students need to understand how and why WW1 ended and how the armistice impacted the League of Nations.</li> <li><b>The Versailles Settlement:</b> Students need to understand how the personalities of the 'peacekeepers' impacted the final settlement.</li> <li><b>Impact of the treaty and wider settlement:</b> Students need to analyse the significance of the problems with the TDV for both the allies and independent states.</li> </ul>	<ul style="list-style-type: none"> <li><b>The League of Nations:</b> Students must be able to describe how and why the LON was formed and the limitations of their power. Students need to be able to discuss and evaluate the successes and failures of the LON in the 1920s with specific reference to the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria.</li> <li><b>Diplomacy outside the League:</b> Students need to understand the terms of the Locarno and Kellogg Brand Pact as well as the limitations of these treaties.</li> <li><b>The collapse of the League:</b> the effects of the Depression; Students need to be able to write an account of the Manchurian and Abyssinian crises and how the failure of the league impacted their reputation and benefited dictators.</li> <li><b>The development of tension:</b> Students need to be able to recall Hitler's aims using (MADDOG) and explain Hitler's involvement in the Dolfuss affair.</li> </ul>	<ul style="list-style-type: none"> <li><b>The development of tension:</b> Students need to be able to link together key causes in the development of tension and describe a change over time.</li> <li><b>Escalation of tension:</b> Students need to understand how Hitler's actions led to an escalation of tension in Europe and understand how other key figures also fed into this.</li> <li><b>The outbreak of war:</b> Students need to be able to evaluate who caused WW2: Hitler, Stalin or Chamberlain through 'appeasement'. Students need to compare and contrast these key figures.</li> </ul>	<ul style="list-style-type: none"> <li><b>Medieval medicine:</b> Students need to be able to understand the theories of Hippocrates and Galen, focusing on their contributions to medicine and how these were used in Medieval practice. Students should also be able to analyse picture sources depicting medieval medicine.</li> <li><b>Medical progress:</b> Students need to be able to explain the impact of religion in hindering medical progress and explain how medieval doctors were trained, including the education at universities and the influence of texts like the 'Canon of Medicine' by Avicenna. Students need to be able to compare and contrast Christian and Islamic medicine, including the advancement in medical knowledge from the Islamic world and the impact of Avicenna and Al-Razi.</li> <li><b>Public health in the Middle Ages:</b> Students need to be able to analyse the public health measures in towns and monasteries, including sanitation practices, water supply, and waste disposal and understand how the Black Death influenced contemporary beliefs about illness and health.</li> <li><b>Students must also be able to explain Medieval developments using factors.</b></li> </ul>
<b>Common Misconceptions</b>	<ul style="list-style-type: none"> <li><b>The 'boom':</b> Students may assume the economic boom benefited all Americans equally or that that Republican laissez faire policies were solely responsible for the economic boom, without recognizing other factors. Some may view the rise of consumerism and advertising as purely positive, without understanding the resulting consumer debt, fueled by hire purchase.</li> <li><b>Social and cultural developments:</b> Students may overestimate how widespread the changes, like the flapper lifestyle and jazz culture, were accepted, not realizing these were limited to urban areas and faced significant opposition. Some may also assume that the flappers with their new found sexual freedom were similar to prostitutes.</li> <li><b>Divided society:</b> Some might focus solely on the guilt or innocence of Sacco and Vanzetti, missing how the case symbolized broader societal fears of immigrants and radicals, regardless of the evidence.</li> </ul>	<ul style="list-style-type: none"> <li><b>American society during the Depression:</b> Students might think Hoover did nothing to address the Depression, ignoring his efforts like the Reconstruction Finance Corporation (RFC), though these were viewed as too little, too late. Some may assume Roosevelt's election was a guaranteed landslide due to Hoover's unpopularity, without considering that FDR's policies were controversial at the time.</li> <li><b>The effectiveness of the New Deal on different groups in society:</b> Students might think the New Deal fully solved the Depression, without recognizing its limitations in completely ending unemployment or its inconsistent effects on different groups (e.g. African Americans and women often benefited less).</li> <li><b>The impact of the Second World War:</b> They may assume that World War II fully transformed the roles of African Americans and women, without recognizing that these groups faced significant resistance in both the military and workforce, and gains were often temporary.</li> <li><b>Post-war American society and economy:</b> They might simplify McCarthyism as a campaign solely about communism, without recognizing the broader climate of fear, political opportunism and how it affected civil liberties and public discourse. Students might overestimate the immediate acceptance of Rock and Roll, not realizing the genre faced resistance from older generations and moral critics.</li> <li><b>Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s:</b> Some students might think segregation only occurred in the South, without recognizing that de facto segregation was widespread in the North as well, particularly in housing and education. Some might oversimplify Malcolm X as purely advocating violence or separation, without understanding his more complex evolution toward broader cooperation later in life.</li> </ul>	<ul style="list-style-type: none"> <li><b>America and the 'Great Society':</b> Students might believe that Kennedy played an equal role as Johnson in implementing social reforms, while in reality, Johnson's administration pushed forward most of the Great Society initiatives (e.g., Medicare, Medicaid, War on Poverty). They may believe the Equal Rights Amendment (ERA) passed, without realizing it failed to be ratified due to strong opposition, including from conservative women like Phyllis Schlafly.</li> <li><b>The armistice:</b> Students might think Wilson's Fourteen Points were fully implemented in the Treaty of Versailles, without recognizing that European leaders (Clemenceau, Lloyd George) had different, harsher goals focused on punishing Germany. They may believe the peacekeepers intended for long-term peace, without considering that some leaders prioritized their nations' short-term interests or revenge.</li> <li><b>The Versailles Settlement:</b> Students may assume that Germany had a voice in the treaty negotiations, without realizing that the Treaty of Versailles was essentially a Diktat (imposed settlement) with little input from Germany.</li> <li><b>Impact of the treaty and wider settlement:</b> Students might believe that all Allied nations were satisfied with the Treaty, overlooking how some countries (e.g., Italy, Japan) felt short-changed in the settlement.</li> </ul>	<ul style="list-style-type: none"> <li><b>The League of Nations:</b> Students may believe that the League of Nations was universally supported and joined by all major countries from the start, without realizing that key powers like the United States never joined, weakening its authority.</li> <li><b>Diplomacy outside the League:</b> They may believe the Kellogg Brand Pact (which outlawed war) was highly effective, not realizing it was more symbolic than practical and did not prevent the rise of militarism in the 1930s.</li> <li><b>The collapse of the League:</b> Students might think the League took no action during the Manchurian and Abyssinian crises, without realizing that it did issue condemnations but lacked the ability to enforce them due to limited military capacity and political will.</li> <li><b>The development of tension:</b> They may assume that Hitler's aims (such as Lebensraum or the remilitarization of the Rhineland) were immediately understood as dangerous by other countries, when in fact, many underestimated his intentions until it was too late.</li> </ul>	<ul style="list-style-type: none"> <li><b>The development of tension:</b> Some students might think that Germany's rearmament was a surprise to the Allies, not recognizing that it was a blatant violation of the Treaty of Versailles, which the Allies were aware of but often chose to ignore. Some might think that this agreement represented a strong alliance between Britain and Germany, failing to recognize that it was actually a concession that legitimized German naval expansion.</li> <li><b>Escalation of tension:</b> Students might assume that this was a widely accepted move by European powers, not understanding the gravity of violating the Treaty of Versailles and the lack of effective opposition from France and Britain. Some students may believe that Mussolini's alliance with Hitler was fully supportive from the start, overlooking Italy's initial hesitations and changing motivations throughout the 1930s. Some might assume that the ending of appeasement was a clear and decisive moment, rather than a gradual shift influenced by increasing aggression and public opinion against Hitler.</li> <li><b>The outbreak of war:</b> Students may oversimplify the causes of the war by blaming it solely on Hitler or the Nazis, failing to consider the broader context of global politics, including the roles of other leaders like Stalin and Chamberlain, as well as the impact of the Treaty of Versailles and economic factors.</li> </ul>	<ul style="list-style-type: none"> <li><b>Medieval medicine:</b> Some students might believe that the Hippocratic and Galenic methods were universally accepted without recognizing that there was debate and variation in practice. They may also not fully appreciate how these ideas evolved or were challenged over time.</li> <li><b>Medical progress:</b> Students might assume that Christian beliefs solely hindered medical progress due to a focus on spiritual healing, failing to recognize that Christianity also led to the establishment of hospitals and care for the sick. Some students may believe that Islamic medicine had little impact on medieval Europe, not realizing its significant contributions to medical knowledge.</li> <li><b>Public health in the Middle Ages:</b> Students may underestimate the level of public health awareness in medieval towns, thinking that people were entirely ignorant about hygiene and sanitation when, in fact, there were various measures in place.</li> </ul>
<b>Tier 9 Vocabulary</b>	<ul style="list-style-type: none"> <li>Mass Production</li> <li>Assembly line</li> <li>Consumerism</li> <li>Hire Purchase</li> <li>Laissez-faire</li> <li>Speculation</li> <li>Stock Market</li> <li>Flappers</li> <li>Prohibition</li> <li>Bootlegging</li> <li>Speakies</li> <li>Vote-buying</li> <li>Immigration</li> <li>Ku Klux Klan</li> <li>Red Scare</li> <li>Communism</li> <li>Anarchism</li> </ul>	<ul style="list-style-type: none"> <li>Dust Bowl</li> <li>Breadlines</li> <li>Faerie's Chats</li> <li>Civilian Conservation Corps</li> <li>Works Progress Administration</li> <li>Agricultural Adjustment Act</li> <li>Huay Long</li> <li>Swing music</li> <li>Rosie the Riveter</li> <li>Lend Lease</li> <li>G.I. Bill</li> <li>Suburbia</li> <li>The American Dream</li> <li>House Un-American Activities Committee</li> <li>Blacklist</li> <li>Rock and Roll</li> <li>Jim Crow laws</li> <li>Brown v. Board of Education</li> <li>Montgomery Bus Boycott</li> <li>Nation of Islam</li> <li>Black Panthers</li> </ul>	<ul style="list-style-type: none"> <li>Great Society</li> <li>Medicare/Medicaid</li> <li>Equal Pay Act (1963)</li> <li>Civil Rights Act (1964)</li> <li>Feminist Movement</li> <li>National Organization for Women (NOW)</li> <li>Roe v. Wade (1973)</li> <li>Equal Rights Amendment (ERA)</li> <li>Phyllis Schlafly</li> <li>Armistice</li> <li>Wilson's Fourteen Points</li> <li>Self-Determination</li> <li>League of Nations</li> <li>Clemenceau</li> <li>Lloyd George</li> <li>Treaty of Versailles</li> <li>Diktat</li> <li>War Guilt Clause</li> <li>Reparations</li> </ul>	<ul style="list-style-type: none"> <li>Covenant of the League</li> <li>Collective Security</li> <li>Vilna Crisis (1920)</li> <li>Aaland Islands Dispute (1921)</li> <li>Upper Silesia Plebiscite (1921)</li> <li>Corfu Incident (1923)</li> <li>Bulgaria Crisis (1925)</li> <li>Locarno Treaties (1925)</li> <li>Rhineland</li> <li>Kellogg Brand Pact (1928)</li> <li>Manchurian Crisis (1931-1932)</li> <li>Lytton Report</li> <li>Abyssinian Crisis (1935-1936)</li> <li>Hoare-Laval Pact (1935)</li> <li>Appasement</li> <li>Lebensraum</li> <li>Dolfuss Affair (1934)</li> <li>Remilitarization of the Rhineland (1936)</li> <li>Anschlus (1938)</li> <li>Sudetenland Crisis (1938)</li> </ul>	<ul style="list-style-type: none"> <li>Saar</li> <li>Rearmament</li> <li>Stresa Front</li> <li>Conscription</li> <li>Anglo-German Naval Agreement</li> <li>Anti-Comintern Pact</li> <li>Anschluss</li> <li>Assessment</li> <li>Sudeten Crisis</li> <li>Munich Agreement</li> <li>USSR</li> <li>Czechoslovakia</li> <li>Nazi-Soviet Pact</li> </ul>	<ul style="list-style-type: none"> <li>Natural Causes</li> <li>Supernatural Causes</li> <li>Hippocratic Method</li> <li>Galenic Medicine</li> <li>Humoral Theory</li> <li>Apothecary</li> <li>Bleedbotting</li> <li>Trepation</li> <li>Monastic Medicine</li> <li>Alchem</li> <li>Miasma Theory</li> <li>Pesthouse</li> </ul>

September 2024 - July 2025	Half term 1: America	Half term 2: Health	Half term 3	Half term 4	Half term 5	Half term 6
Learning	<ol style="list-style-type: none"> <li>What was the USA like in 1789?</li> <li>Moving into new lands 1789 - 1838</li> <li>Expulsion: Removing Indians from the East, 1830 - 38</li> <li>Indian Resistance: 1830 - 38</li> <li>Visions: The Plains Tribes</li> <li>Go West! Manifest Destiny</li> <li>How To Complete A 9 Mark Question.</li> <li>Visions: The Mormons</li> <li>What was the Californian Gold Rush? - Part 1</li> <li>What was the Californian Gold Rush? - Part 2</li> <li>What was the Californian Gold Rush? - Part 3</li> <li>Visions: Pike's Peak Gold Rush, 1858-59</li> <li>Railroads</li> <li>Cattle Business</li> <li>The Homesteaders</li> <li>Why was there so much bloodshed on the Plains, 1861-1877?</li> <li>10MarkExamPractice</li> <li>A New Birth of Freedom</li> <li>African Americans in the Civil War</li> <li>African Americans AFTER the Civil War</li> <li>Title: ReconstructionLoses its way, 1870- 77</li> <li>The lives of Native Americans, 1877 - 1900-Part 1</li> <li>The Lives of African Americans, 1877 -1900-Part 2</li> <li>The impact of big business, cities and mass migration on America</li> </ol>	<ol style="list-style-type: none"> <li>Did anyone really care about health in Medieval England?</li> <li>Living conditions in Medieval England I1</li> <li>Living conditions in Medieval England L2</li> <li>The Black Death I1</li> <li>The Black Death L2</li> <li>Public Health in Towns and Monasteries</li> <li>Public Health in London</li> <li>9 Mark Exam Question L1</li> <li>9 Mark Exam Question L2</li> <li>Health in Early Modern Britain</li> <li>How did people live during 1500-1750?</li> <li>Early Modern Responses to the Plague L1</li> <li>Early Modern Responses to the Plague L2</li> <li>The impact of national and local government on public health</li> <li>10 Mark - Exam Question</li> <li>Revolution -1750-1900</li> <li>Dirty Towns</li> <li>Disease and Death</li> <li>The Fight Against Filth</li> <li>9 Mark ham Question</li> <li>Modern Times- Better Than Ever?</li> <li>Modern Living Conditions</li> <li>Spanish Flu</li> <li>Case Study: Aids I1</li> <li>Case Study: Aids L2</li> <li>Growing Government Involvement</li> <li>The Impact of the NHS</li> <li>18 Mark Exam Question</li> </ol>	GCSE Revision	GCSE Revision	GCSE Revision	GCSE Revision
Concepts	Cause and Consequence Change and Continuity Similarity and Difference Significance Evidence Interpretations	Cause and Consequence Change and Continuity Similarity and Difference Significance Evidence Interpretations	Cause and Consequence Change and Continuity Similarity and Difference Significance Evidence Interpretations	Cause and Consequence Change and Continuity Similarity and Difference Significance Evidence Interpretations	Cause and Consequence Change and Continuity Similarity and Difference Significance Evidence Interpretations	Cause and Consequence Change and Continuity Similarity and Difference Significance Evidence Interpretations Factors
What is needed to master the knowledge	<ol style="list-style-type: none"> <li>What was the USA like in 1789? = To understand what America was like in 1789</li> <li>Moving into new lands 1789 - 1838 = What tensions arose as the USA grew, 1789 ---- 1838?</li> <li>Expulsion: Removing Indians from the East, 1830- 38 = To explore and explain how the Indians were forced westwards by the American Expansion.</li> <li>Indian Resistance: 1830- 38 = To explore and explain how the Indians were forced westwards by the American Expansion.</li> <li>Visions: The Plains Tribes= To explore and explain how the Plains Indians saw the American West</li> <li>Go West! Manifest Destiny= To explore and explain why and how white Americans began to migrate to the far west of America.</li> <li>How To Complete A 9 Mark Question= To understand how to answer a 9-mark question.</li> <li>Visions: The Mormons= To explore and explain why and how the Mormons began to migrate to the far west of America.</li> <li>What was the Californian Gold Rush? - Part 1 = To find out what happened in 1848 to make people want to move to California. (Cause)</li> <li>What was the Californian Gold Rush? - Part 2 = To observe and listen to 4 mini clips on the gold rush, the conditions miners faced and the problems with law and order. (Key Content)</li> <li>What was the Californian Gold Rush? - Part 3 = To find out about the impact of the gold rush. (Consequence)</li> <li>Visions: Pike's Peak Gold Rush, 1858-59 = To explore and explain why and how people moved to Pike's Peak.</li> <li>Railroads= To explore and explain the impact of the railroads on the plains.</li> <li>Cattle Business= To explore and explain the impact of the cattle business on the plains</li> <li>The Homesteaders= To explore and explain how the homesteaders survived and thrived on the Plains.</li> <li>Why was there so much bloodshed on the Plains, 1861-1877? = To explore and explain the American Civil War and its impact on people's lives.</li> <li>10 Mark Exam Practice= To practice a 10-mark question</li> <li>A New Birth of Freedom= To explore and explain the experience of African Americans in the North and South during the civil war.</li> <li>African Americans in the Civil War= To explore and explain the experience of African Americans in the period of reconstruction after the war</li> <li>African Americans AFTER the Civil War= To explain the experience of African Americans in the period of reconstruction after the war.</li> <li>ReconstructionLoses its way, 1870- 77 = To explore and explain how the Native Americans lives changed between 1877 - 1900.</li> <li>The Lives of Native Americans, 1877 - 1900 - Part 1 = To explore and explain how the African Americans lives changed between 1877 - 1900.</li> <li>The Lives of African Americans, 1877 - 1900 - Part 2 = To explore and explain how the African Americans lives changed between 1877 - 1900</li> <li>The impact of big business, cities, and mass migration on America = To explain how big business changed America between 1877 - 1900.</li> </ol>	<ol style="list-style-type: none"> <li>Did anyone really care about health in Medieval England? = To understand how people's health was affected by key features of medieval life.</li> <li>Living conditions in Medieval England L1 = To explore and explain the living conditions for people in the countryside and the towns.</li> <li>Living conditions in Medieval England L2 = To explore and explain the living conditions for people in the countryside and the towns.</li> <li>The Black Death L1 = To understand the link between cause and consequence.</li> <li>The Black Death L2 = To explore the impact of the Black Death.</li> <li>Public Health in Towns and Monasteries= To explore and explain attitudes to health BEFORE the Black Death.</li> <li>Public Health in London= To explore and explain attitudes to health AFTER the Black Death.</li> <li>9 Mark Exam Question L1 = To plan and complete a 9 mark exam question on the People's Health in the Middle Ages</li> <li>9 Mark Exam Question L2 = To plan and complete a 9 mark exam question on the People's Health in the Middle Ages</li> <li>Health in Early Modern Britain= To complete an overview of how people's health was affected by some key features of Early Modern life</li> <li>How did people live during 1500-1750?= To understand how people's health was affected by key features of Early Modern life.</li> <li>Early Modern Responses to the Plague L1 = To Understand how people responded to plague in the 17th century</li> <li>Early Modern Responses to the Plague L2 = To compare the response to the Medieval plague outbreak to the Early Modern response</li> <li>The Impact of national and local government on public health= To explain how local government tried to improve public health</li> <li>10 Mark - Exam Question= To plan and complete a 10 mark exam question on the People's responses to the plague in the Early Modern era.</li> <li>Revolution -1750- 1900 = To understand major changes during the Industrial Revolution</li> <li>Dirty Towns= to understand why there was a public health crisis in early-industrial Britain</li> <li>Disease and Death= to understand responses to diseases in Industrial Britain</li> <li>The Fight Against Filth = to understand why there were changes to the people's health, 1750 - 1900</li> <li>9 Mark Exam Question = To use exam skills to clearly show the government responses to Cholera in the 1800's.</li> <li>Modern Times - Better Than Ever? = To explore and explain the changes in public health since 1900.</li> <li>Modern Living Conditions = To explore and explain modern living conditions</li> <li>Spanish Flu = To understand the importance of the Spanish Flu</li> <li>Case Study: Aids L1 = To understand how the public reaction to AIDS has changed over time</li> <li>Case Study: Aids L2 = To understand how the public reaction to AIDS has changed over time</li> <li>Growing Government Involvement = To understand how the government became more involved in Public Health and the impact this had.</li> <li>The Impact of the NHS = To understand the impact of the NHS when it was introduced.</li> <li>18 Mark Exam Question = To be able to complete an 18 mark question</li> </ol>				
Common Misconceptions	<p>What was the USA like in 1789? - The USA is a federal country which means different states and territories can have different rules governing them. The President is not all-powerful like a king. There is a system including the Supreme Court and Congress used to limit their power.</p> <p>Moving into new lands 1789 -1838 - Pioneers were significant, but the impetus and funding for expansion came from government and big business.</p> <p>Visions: The Plains Tribes -All NA tribes were the same - in fact there were significant variation between different tribes, and they did not have one central authority figure.</p> <p>Go West! Manifest Destiny - Not all settlers experienced the kind of hardship experienced by the Sagar and Donner parties. Many reached the West safely .despite the challenges.</p> <p>Cattle Business - Cowboys as represented by Hollywood only existed for around 25 years, and were actually far younger and more diverse than presented in popular media.</p> <p>A New Birth of Freedom -The Civil War was not just a war about slavery. There was a web of complicated reasons why the North and South fought.</p> <p>African Americans AFTER the Civil War - The emancipation of enslaved people did not immediately lead to them experiencing freedom and equality. Even with the 14th and 15th amendments, discrimination and injustice were still a major part of AA life throughout the USA, not just in the south.</p>	<p>Living conditions in Medieval England L1- Back-to-back housing existed before the Industrial Revolution. Yes, housing was cramped, badly built and overhung the street in Medieval/Early Modern times but back-to-back housing wasn't introduced until the Industrial period.</p> <p>The Black Death L2 - The Black Death killed everyone infected</p> <p>How did people live during 1500-1750?- Back-to-back housing existed before the Industrial Revolution. Yes, housing was cramped, badly built and overhung the street in Medieval/Early Modern times but back-to-back housing wasn't introduced until the Industrial period.</p> <p>The Fight Against Filth - Germ theory was widely believed from publishing (in the 1860's). Not true, germ theory wasn't largely accepted until the 1880's.</p> <p>Modern Living Conditions - Living conditions became completely better from the 1919 Housing Act. Not true, this only banned back-to-back houses being built, and allowed for councils houses to be built. The housing issue wasn't solved until the 1960's.</p>				
Tier 3 Vocabulary	<ul style="list-style-type: none"> <li>Constitution</li> <li>Federalism</li> <li>Westward Expansion</li> <li>Manifest Destiny</li> <li>Louisiana Purchase</li> <li>Indian Removal Act</li> <li>Trail of Tears</li> <li>Slavery</li> <li>Abolitionism</li> <li>Civil War</li> <li>Reconstruction</li> <li>Homestead Act</li> <li>Gold Rush</li> <li>Transcontinental Railroad</li> <li>Freedmen</li> <li>Sharecropping</li> <li>Jim Crow Laws</li> <li>Buffalo</li> <li>Reservation System</li> <li>Plains Wars</li> </ul>	<ul style="list-style-type: none"> <li>Epidemic</li> <li>Black Death</li> <li>Great Plague</li> <li>Cholera</li> <li>Smallpox</li> <li>Vaccination</li> <li>Miasma</li> <li>Germ Theory</li> <li>Edwin Chadwick</li> <li>John Snow</li> <li>Sanitation</li> <li>Sewage Systems</li> </ul>				

