



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Introduction to the Twentieth Century and the First World War	The First World War – nature and consequences	Life in Nazi Germany and causes of the Second World War	The Second World War - nature and consequences	The role of the UN after World War Two and the challenges it has faced in meeting its aims	Aspects of American History in the 20th Century and the Cold War. Local history study.
<b>Content</b>	<p>How much did Edwardian Britain enjoy a 'Golden Summer'?</p> <p>Why and how did Women win the vote?</p> <p>Baseline assessment</p> <p>Why did tension increase in Europe between 1900 and 1914?</p> <p>The spark for war: what happened in Sarajevo on Sunday 28<sup>th</sup> June 1914?</p> <p>Why wasn't the war over by Christmas?</p> <p>What was it like to fight in the trenches?</p> <p>How were injured soldiers looked after?</p> <p>How did the government get soldiers to fight in World War One?</p> <p>Was it just the British army which defeated Germany?</p>	<p>How did the war end?</p> <p>What was the impact of war on Russia?</p> <p>How and why did the Bolsheviks seize power?</p> <p>What was the impact of war on Britain?</p> <p>End of unit assessment</p> <p>What happened during the 'Christmas Truce' of 1914?</p> <p>How was Germany treated after the war?</p> <p>How did Germany react to the Treaty of Versailles?</p> <p>How do democracy and dictatorship differ?</p> <p>Comparing dictatorship and democracy in the 1930s.</p> <p>How and why did Hitler rise to power?</p>	<p>What was it like to live in Nazi Germany?</p> <p>(Propaganda and control, young people, minorities, the Holocaust)</p> <p>Who is to blame for the outbreak of the Second World War?</p> <p>End of unit assessment</p>	<p>What were the key events of the Second World War?</p> <p>Was Dunkirk a triumph or a disaster for Great Britain?</p> <p>Was the war a bad experience for everyone?</p> <p>How were spirits kept up during the war?</p> <p>Was the bombing of Dresden justified?</p> <p>Was the dropping of the atomic bomb justified?</p> <p>What was the impact of war on Britain?</p> <p>How did the government try to make life better for people after World war Two?</p> <p>End of unit assessment</p>	<p>How did the world try to protect people after WW2?</p> <p>How successful has the United Nations been in preventing genocide?</p> <p>Rwanda case study</p> <p>End of unit assessment</p> <p>Did the 1960s really 'swing'?</p> <p>What was the Cold War?</p> <p>Case study: a US spying disaster, 1960</p> <p>How did civil rights develop in the USA?</p> <p>How close did the world come to nuclear war in the 1960s?</p> <p>The Space Race in the 1960s: was the moon landing faked?</p>	<p>How and why did the CCP take power in China?</p> <p>What was life in China under Chairman Mao?</p> <p>How has China developed 1978 – 2025?</p> <p>Cold war case study: America and Vietnam</p> <p>How did people cope with the threat of nuclear attack in the 1970s and 1980s?</p> <p>Cold War Case study: the USSR in Afghanistan, 1979 – 1989</p> <p>and links to 9/11</p> <p>Why did the Cold War end?</p> <p>End of unit assessment</p> <p>Local history study – the impact of the 20<sup>th</sup> century on Uttoxeter</p>
<b>Rationale / Linking</b>	<p>Year 9 builds on prior learning undertaken in the Middle Schools by extending chronological knowledge and understanding of British, local and world history. Pupils will develop their sense of historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>The year 9 course extends and deepens chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. The Year 9 course identifies significant events, makes connections between events – examining cause and consequence, identifies similarity and differences within periods and over long arcs of time. The course supports learning at KS4 and KS5 through exposure to GCSE style questions and content which will either be revisited in greater depth at KS4 and KS5 or is a chronological pre-cursor to KS4 or KS5 content. It builds on the GCSE skills that have been introduced to pupils at the Middle Schools and develops them further by making them more explicit, more formally approached in class and develops the notion of writing under timed conditions.</p>					
<b>Assessment</b>	End of unit GCSE style questions			<b>Learning Resources</b>		See SOW



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Medicine Through Time, 1250 - present	Medicine Through Time and The British Sector of the Western Front, 1914 – 1918 The British Sector of the Western Front, 1914 – 1918 and the trenches	Anglo-Saxon and Norman England, 1060 - 1088	Anglo-Saxon and Norman England, 1060 – 1088  The American West, c1835 - 1895	The American West, c1835 - 1895	Germany, 1918 - 1939
<b>Content</b>	<p>What and who were the big influences on ideas about the cause of disease and illness in the Middle Ages? What did medieval people believe were the causes of disease and illness? How did Medieval people try to treat and prevent disease? Who were the medieval 'medics' who treated people? Did Medieval hospitals help the sick? What does the Black Death tell us about Medieval Medicine? What was the 'Medical Renaissance', c1500 - c1700? How did Renaissance people try to treat and prevent disease? Why were Vesalius and Harvey important? Medical care in the Medical Renaissance: change or continuity? What does the Great Plague, London 1665 tell us about progress between 1250 and 1700? October assessment How did scientists discover the cause of disease, 1700 – 1900? To what extent did care and treatment of the sick change c1700 - c1900? To what extent did the SURGICAL treatment of the sick change c1700 - c1900? Why were there improvements in preventing smallpox, c1700 – 1900? Why was John Snow important in fighting cholera, 1854? Why did the government begin to prevent disease and improve public</p>	<p>How did ideas about the cause of disease and illness develop from 1900? How did treatments for disease progress in the 20<sup>th</sup> century? What was the impact of the NHS on treatments and preventions? How did disease prevention progress in the 20<sup>th</sup> century? How did the fight against lung cancer progress in the 20<sup>th</sup> and 21<sup>st</sup> century? End of unit assessment</p> <p>What was the historical context of medicine in the early 20<sup>th</sup> century? What were the problems of transporting wounded soldiers? What were the conditions requiring medical treatment on the Western Front? What were the injuries requiring medical treatment on the Western Front? How did the chain of evacuation work in theory and practice? How successful were the new medical techniques developed to treat soldiers, 1914 - 1918? End of unit assessment</p> <p>What was Anglo-Saxon society like? What happened in the last years of Edward the Confessor?</p>	<p>Harold's reign: what happened January to the end of September, 1066? What happened at the Battle of Hastings? How did William begin to establish control over England? What were the causes and outcomes of Anglo-Saxon resistance? What was the legacy (outcome) of resistance to William to 1087? What was the feudal system and how did it work? What was the role of the Church in England? How did William change government? What was the 'Revolt of the Earls', 1075? What was the significance of the Domesday Book, 1086?</p>	<p>What were the Norman aristocracy actually like? Odo case study What was the relationship between William I and his sons? End of unit assessment</p> <p>The Indigenous Peoples of the Plains: what were their beliefs and way of life? What was the US government's policy towards the Indigenous Peoples of the Plains? What encouraged migration west? What were the problems of settler farmers on the Plains? Why was there tension between settlers and the Indigenous Peoples of the Plains? What were the problems of lawlessness in early towns and settlements?</p>	<p>The American Civil War: what were the effects of the Homestead Act and Pacific Railroad Act?</p> <p>How did new inventions, crops and laws help settlements? How did ranching and the cattle industry develop after the Civil War? Cowboys: what was life like on a) the long drive and b) on the ranch? What were the problems of law and order in the new railroad and 'cow towns'? How successful were the Indigenous Peoples of the Plains' wars, 1862 - 1876? What was the impact of changes in farming and the cattle industry, 1876 – 1895? What caused the continued growth of settlement? How did conflict and tension develop in the West, 1876 - 1895? Why was the Battle of the Little Big Horn a turning point in the conflict between the Indigenous Peoples of the Plains and the US government? How did the final destruction of the Indigenous Peoples way of life happen? End of unit assessment</p>	<p>What happened during the German Revolution? What was the challenge of left-wing and right-wing politics in the Reichstag? What were the strengths and weaknesses of the Weimar Constitution?</p> <p>Year 10 whole school exams</p> <p>Why was the Treaty of Versailles an early challenge to the Republic? How did the right outside the Reichstag challenge Weimar? What were the challenges of 1923? How far did the Weimar Republic recover, 1924 - 1929?</p>

**Rationale/  
Linking**

The thematic study requires students to understand change and continuity across a long sweep of history. Identifying the most significant characteristics of different ages from the medieval to modern periods will reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history and will assist with learning about the Anglo-Saxon and Norman unit later in Year 10. This content also forms the substantive part of Paper 1 and so by teaching it first it will help embed pupil understanding of the nature of each exam paper. The content for questions 3 – 6 of this paper are taught first.

Content for questions 3 – 6 are completed and then content for questions 1, 2a and 2b. This is because the historical investigation unit (questions 1,2a and 2b of paper 1) occurs within the timeframe of the final time period of Medicine Through Time unit. Therefore, it was judged to be more appropriate to deliver this content after the completion of the substantive content of Paper 1.

The Anglo-Saxon and Norman depth study focuses on a substantial and coherent short time span to understand the complexity of a society or historical situation and the interplay of different aspects within it. It is placed here as it supports the chronological understanding as it is the earliest of the depth studies and will draw on learning re medieval medicine from the previous unit. It also has considerable overlap in terms of examination style questions and so enables the consolidation of examination technique.

The American West depth study focuses on a substantial and coherent short time span to understand the complexity of a society or historical situation and the interplay of different aspects within it. The choice of this unit is explained by it being a precursor to Y9 summer term work and also the end date marks the start of KS5 America coursework. It is placed here as it supports the chronological understanding as it is the next of the depth studies. It additionally allows comparisons to be made with the experience of Anglo-Saxon under the Normans to reinforce understanding of both units. Examination questions on this component are unique to the American West so placing the unit here enables time to develop the new skills and build on this already introduced to students in Year 9. It also forms the second 50 minutes of the Paper Two examination so placing it here ensures that pupils are able to be sit a full Paper Two examination at the end of Year 10 exams.

**Assessment**

Informal via exam questions undertaken in class / homework in Progress Exercise Book.  
Formal end of unit exams  
Year 10 whole school exams – full Paper 1 and full Paper 2.

Learning Resources

Pupil booklet  
Key topic text books



**Curriculum Overview for:  
History**

**Key Stage 4  
Academic  
Year Group:  
11**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Weimar and Nazi Germany 1918-1939	Weimar and Nazi Germany 1918-1939	Weimar and Nazi Germany 1918-1939	Nazi Germany 1933-1939 Revision	Revision	
Content	<p>What was the early development of the Nazi party?            What were the causes and consequences of the Munich Putsch?            Why did the new Nazi tactics not get them much new support 1924 and 1928?            The Great Depression: why did Nazi support increase, 1929 – 1932?            Why did people support the Nazi Party?            How did Hitler become Chancellor? Events, 1932-33            How did Hitler create a dictatorship, 1933-1934?            Preparation for mock exams</p>	<p>Y11 Mock exams            How did Hitler become supreme?            Lessons taught after this point will also involve revision activities on Year 10 learning</p> <p>How did the Nazi police state function?            Maintaining control: how did the Nazis control and influence attitudes?            How significant was opposition and resistance to Hitler and the Nazis?            What were Nazi policies towards women?            What were Nazi policies toward the young?            How did the Nazis control the young through education?</p>	<p>How successfully did the Nazis solve the problem of unemployment?            What happened to the standard of living for people?            How did the Nazis treat minority groups?            How did Nazi persecution of the Jews develop between 1933 and 1939?</p>	<p>Planned programme of revision with particular reference to topics not yet examined.</p>	<p>Planned programme of revision with particular reference to topics not yet examined.</p>	
Rationale/ Linking	<p>Weimar and Nazi Germany 1918-1939 enables pupils to draw on prior learning from Year 9 whilst experiencing further challenge due to the interpretations aspect of Paper 3. Aspects of this unit will also support learning at KS5 on the Russia, 1917 – 1953 paper. By starting this unit in Autumn 1, pupils should be able to complete a full range of Paper 3 examination questions during Year 11 mock exams in November. Focusing on the development of the Nazi Party enables the revisiting of Paper 3 content covered earlier in Autumn 1. Both strands of the narrative are then brought together from 1929 to understand how the failures of the Weimar Republic linked to the rise of the Nazi Party.</p>		<p>The less demanding nature of the content from 1933 – 1939 means that the content revolving around life in Nazi Germany can be covered quickly each lesson to allow time for revision of Year 10 work and examination practice across all areas of the course.</p>	<p>Planned programme of revision with particular reference to topics not yet examined.</p>		
Assessment	<p>Informal via exam questions undertaken in class / homework in Progress Exercise Book.            Formal end of unit exams            Year 11 whole school exams – full Paper 1 and full Paper 2. Paper 3 based on content taught.</p>			<p>Learning Resources</p>	<p><b>Pupil booklet Key topic text books</b></p>	



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Russia, 1917 The reign of Henry VII	Russia, 1918 – 1921 The reign of Henry VII The reign of Henry VIII	Russia, 1921 – 1924 The reign of Henry VIII	Russia, 1924 – 1929 The reign of Henry VIII	Non Examined Component The reign of Henry VIII The reign of Edward VI	Non Examined Component The reign of Edward VI The reign of Mary I
<b>Content</b>	Russia, 1917: Condition of Russia in 1917 Impact of WW1 on Russia Causes of the February 1917 Revolution The Provisional Government, 1917 The October Revolution, 1917  The reign of Henry VII: Accession Security and plots Domestic Policies	Russia, 1918 – 1921: The establishment of Bolshevik Authority The causes, events, impact and outcome of the Russian Civil War, 1918 – 1921  The reign of Henry VII: Foreign policy social and economic aspects The reign of Henry VIII: Domestic policies	Russia, 1921 – 1924: NEP The nature of Russia by 1924 The struggle for power after the death of Lenin  The reign of Henry VIII: Religion Foreign policy	Russia, 1921 – 1929: The struggle for power after the death of Lenin Russia by 1929 and the emergence of Stalin as leader  The reign of Henry VIII: Foreign policy social and economic aspects	Non Examined Component on an aspect of 20th century American history: Introduction to NEA Pupil independent research  The reign of Edward VI: Religious policies Security and plots Domestic policies	Non Examined Component on an aspect of 20th century American history:: Pupil independent Research First drafting  The reign of Edward VI: Foreign policy social and economic aspects The reign of Mary I: Religious policies Security and plots
<b>Rationale/ Linking</b>	The component choices meet the requirements of AQA, build on prior learning whilst also introduce new topics which consolidate knowledge and understanding of the world today. The components allow students to draw conclusions about and make links in relation to, the various processes of historical change and continuity. The components chosen provide a coherent understanding of how change occurs, how the causes of change interrelate, of degrees of change and continuity and of similarity, difference and significance. The components chosen also provide a coherent understanding of how individuals and groups bring about and react to broader social, economic, religious and cultural changes. Although there is an exam board change from Edexcel at GCSE to AQA at A level, there is continuity in the style of questions which supports the transition from GCSE to A level. The chronological approach to delivery supports basic understanding and enables thematic revision as the course progresses. The generic essay mark scheme					



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Russia 1929 – 1941 The reign of Mary I The reign of Elizabeth I to 1585	Russia 1929 – 1941 The reign of Elizabeth I to 1585	Russia 1941 – 45 Russia 1945 – 1953 The reign of Elizabeth I, 1585 - 1603	Russia 1945 – 1953 Revision The reign of Elizabeth I Revision	Revision	
<b>Content</b>	Russia 1929 – 1941: Agriculture Industry Society  The reign of Mary I: Domestic policies Social and Economic change The reign of Elizabeth I: Religious policies Domestic policies	Russia 1929 – 1941: Propaganda Terror Foreign Policy  The reign of Elizabeth I: Security and plots Foreign Policy	Russia 1941 – 45: Course, nature, impact and reasons for the outcome of the Great Patriotic War Russia 1945 – 1953: Post-war reconstruction The nature of High Stalinism  The reign of Elizabeth I, 1585 - 1603: Religious policies Domestic policies	Russia 1945 – 1953: The emergence of the USSR as a super-power The breakdown in international relations and the start of the Cold War  The reign of Elizabeth I, 1585 - 1603: Security and plots The war with Spain The last years		
<b>Rationale/ Linking</b>	The component choices meet the requirements of AQA, build on prior learning whilst also introduce new topics which consolidate knowledge and understanding of the world today. The components allow students to draw conclusions about and make links in relation to, the various processes of historical change and continuity. The components chosen provide a coherent understanding of how change occurs, how the causes of change interrelate, of degrees of change and continuity and of similarity, difference and significance. The components chosen also provide a coherent understanding of how individuals and groups bring about and react to broader social, economic, religious and cultural changes. The chronological approach to delivery supports basic understanding and enables thematic revision as the course progresses.					
	Informal via exam questions undertaken in class / homework				<b>Pupil booklet</b>	