



# Curriculum and Assessment Overview Autumn 1



**Department Name:** History

**Year:** 7

**Unit Topic:** Year 7 Unit 1 – Pre-1066 Unit AND Church, Society and State 1066-1509

**Composite Question:** What was Britain like before 1066?

**Why this and why now?** At KS2 you should have covered the Pre-1066 period from the Stone Age to the end of Anglo-Saxon rule but none of these topics are compulsory and other pupils may have learnt different historical topics. This unit allows you to have a shared starting point from what you have learnt at KS2 and ensures all pupils are able to explain how Britain had reached the point it had by 1066.

We take a chronological approach to teaching KS3 to ensure that pupils understand the story of the development of Britain in the order that it has happened.

What am I Learning?	What do I need to know?	How will I be assessed?
What was life like before the Romans?	To understand what life in Britain was like before the Romans and how it changed over time.	<p>Knowledge retrieval starter at the beginning of each lesson based upon knowledge accrued last year, last month, last 2 weeks and last lesson to promote knowledge recall and retrieval.</p> <p>Regular opportunities to demonstrate the skills required for effective demonstration of historical knowledge and argument, which will help to develop your writing at GCSE and beyond. The skills that you are going to focus on are source analysis and explanation.</p> <p>In the first part of the course you will be assessed specifically on Interpretation analysis with a summative assessment that will have the following 3 question types:</p> <ol style="list-style-type: none"> <li>1. Write an account of... (10 marks)</li> <li>2. How useful is Source A in studying (10 marks)</li> </ol> <p>This assessment will be marked by your class teacher and you will be expected to feedback on this in lesson focusing upon these skills and what you need to demonstrate in your next summative (end of topic) assessment to be successful.</p>
Why did the Romans find Britain difficult to conquer?	To understand the problems the Romans had protecting their Empire and the challenges they faced in Britain.	
Did everyone welcome the arrival of the Romans?	To understand what a client kingdom was and how the Romans used this to gain support. To be able to explain why the Iceni rebelled against Roman rule and the result of this.	
What impact did the Romans have on Britain?	To understand how the Romans changed Britain and what impact these changes have on us still today.	
How did Roman rule end in Britain?	To understand the reasons why Roman rule in Britain came to an end.	
What impact did the Vikings have on Britain	To understand the reasons why the Vikings raided Britain and why they decided to then settle there.	
What was England like before the Norman invasion?	To understand how Anglo-Saxon society was organised and why it was a wealthy country.	



# Curriculum and Assessment Overview Autumn 1



**Department Name:** History

**Year:** 9

**Unit Topic:** Year 9 Unit 1 – World War One

**Composite Question:** What were the causes and effects of World War One? How did Women achieve suffrage?

**Why this and why now?** You will have studied Russian Empires 1801-1989 in the Summer Term of year 8 which introduces the lead up to the events of World War One with the Crimean war ending the Congress of Vienna and the emergence of new powerful nations Germany and Italy and the Alliance system. It also considers the events of WWI from the Russian perspective on the Eastern Front. Therefore, it is natural to move on to the topic as a unit and focus on the Western Front as this is where the British Army were predominantly deployed. Having already studied Empire and Migration you will also be able to draw links with the contribution to the war of Empire countries.

Following on from WW1 you will carry out a unit on Votes for women and the events that led to women winning the vote run parallel to the narrative of WW1 and their contribution to the war effort many historians recognise as being crucial to their success. Teaching the units in this order allows the pupils to make these connections.

What am I Learning?	What do I need to know?	How will I be assessed?
What were the long term causes of WWI? (Part one)	To be able to understand how World War I began by looking at the long-term causes.	Knowledge retrieval starter at the beginning of each lesson based upon knowledge accrued last year, last month, last 2 weeks and last lesson to promote knowledge recall and retrieval.  Regular opportunities to demonstrate the skills required for effective demonstration of historical knowledge and argument, which will help to develop your writing at GCSE and beyond. The skills that you are going to focus on are source analysis and explanation.  In the first part of the course you will be assessed specifically on Interpretation analysis with a summative assessment that will have the following 3 question types: <ol style="list-style-type: none"> <li>1. Write an account of... (10 marks)</li> <li>2. How useful is Source A in studying (10 marks)</li> </ol>
What were the long term causes of WWI? (Part two)	To be able to understand how World War I began by looking at the long-term causes.	
Why did the assassination of Franz Ferdinand start WWI?	To be able to understand how the assassination of an Austrian royal by a Bosnian led to the invasion of Serbia which started World War I.	
Why did so many men join the British army?	To be able to understand why Britain recruited a volunteer army and be able to describe some of the main reasons why people joined up.	
How did the Government affect people's lives during WWI?	To be able to analyse the areas of people's lives that were affected by the Government during World War I.	
Why was the Trench system developed?	To be able to analyse why the Trench system of WWI was developed by both sides of the conflict, the reasons for this and the consequences of the trench system.	
What were conditions like in the trenches?	To be able to understand what it was like to be a soldier in the trenches.	



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Why did the weapons developed favour defence over attack?	To be able to understand how new technology developed during WW1 made it easier to defend a trench system than to be able to attack it.	This assessment will be marked by your class teacher and you will be expected to feedback on this in lesson focusing upon these skills and what you need to demonstrate in your next summative (end of topic) assessment to be successful.
Haig; Hero or Villain?	To be able to analyse sources to reach a judgment on whether Haig should be considered a hero or a villain.	
Why did some people refuse to fight?	To be able to understand why some people refused to fight and be able explain what happened to them as a result of their choices.	
Why did Germany lose the war?	To be able to understand the factors which explain why Germany lost the First World War.	
What were the consequences of the First World War?	To be able to understand what significance did the First World War have on German society and the impact of the Treaty of Versailles on Germany and their reaction to its terms.	
What was the status of women in 1900?	To be able to understand the role women played in society. We will look at their working and social roles and be able to explain why they were treated as inferior to men.	
Who were the Suffragists?	To be able to understand who the Suffragists were. To be able to explain their aims and methods to achieve these. To be able to consider how successful they were.	
Why did the Suffragette movement start?	To be able to understand who the Suffragettes were and why they were founded. To be able to explain their aims and methods to achieve these. To be able to consider how successful they were.	
Did Emily Davison intend to die?	To be able to understand who Emily Davison was and consider how important she was in the campaign to win the vote.	
Why did Women get the vote? (Part One)	To be able to understand the different factors that enabled women to win the vote and to reach a judgment on which was most important.	
Why did Women get the vote? (Part One)	To be able to understand the different factors that enabled women to win the vote and to reach a judgment on which was most important.	



# Curriculum and Assessment Overview Autumn 1



**Department Name:** History

**Year:** 8

**Unit Topic:** Year 8 Unit 1 – Ideas Political Power Industry Empire 1745 – 1901

**Composite Question:** What were the effects of the Industrial Revolution? How was the Industrial Revolution linked to slavery?

**Why this and why now?** You have been able to develop an understanding of how Britain had found its place within the world and had begun to shape the lives of many people under its control. You will have looked at how people migrated to and from Britain due to different factors and also how power had transferred over time from the monarch to the landowners. This unit will help you to understand how society developed in Britain due to industrialisation and the effect that this had on people in Britain and other parts of the world (Africa and the Americas). You will learn how Britain developed from a farming-based society to a city dwelling industrial society and the effect that this had. You will learn how this Industrial society demanded manpower which led to the enslavement and exploitation of millions of African men, women and children to fuel the needs, greed and desire of European industrial society and finally how the work of certain individuals led to the abolition of the slave trade. This will help you to link the ending of slavery and problems for Africa, Caribbean and Migration from the previous unit.

What am I Learning?	What do I need to know?	How will I be assessed?
Why did the Industrial Revolution occur in Britain?	To be able to develop understanding of the factors that enabled the Industrial Revolution to take place in Britain.	<p>Knowledge retrieval starter at the beginning of each lesson based upon knowledge accrued last year, last month, last 2 weeks and last lesson to promote knowledge recall and retrieval.</p> <p>Regular opportunities to demonstrate the skills required for effective demonstration of historical knowledge and argument, which will help to develop your writing at GCSE and beyond. The skills that you are going to focus on are source analysis and explanation.</p> <p>In the first part of the course you will be assessed specifically on Interpretation analysis with a summative assessment that will have the following 3 question types:</p> <ol style="list-style-type: none"> <li>1. Write an account of... (10 marks)</li> <li>2. How useful is Source A in studying (10 marks)</li> </ol> <p>This assessment will be marked by your class teacher and you will be expected to feedback on this in lesson focusing upon these skills and what you need to demonstrate in your next summative (end of topic) assessment to be successful.</p>
How did the Industrial Revolution improve transport?	To understand why the Industrial Revolution demanded an improved transport system and the technology and developments that led to this.	
What were working conditions like in Britain?	To understand working conditions in both factories and coal mines with a focus on the role of children. To understand why there was little change in these conditions for the duration of the Industrial Revolution.	
What were living conditions like in Britain?	To understand how people lived in the Industrial period and how these conditions had an effect on the health and wellbeing of the poorest and most vulnerable in society.	
Why was there a massacre at Peterloo?	To develop an understanding of the events that took place at the Peterloo massacre and explain why the event became known as the Peterloo massacre.	
Who were the Tolpuddle Martyrs?	To understand who the Tolpuddle Martyrs are and evaluate their importance in bringing about improvements to the lives of ordinary people in Britain.	
Why did slavery develop in the 1700's?	To develop an understanding of the history of slavery from Africa to the 'Americas' and how it began to grow to a multinational and highly profitable business during the 18 <sup>th</sup> Century.	



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What were conditions like on the Middle Passage?	To understand what the conditions were like on the Middle Passage between Africa and the Americas for enslaved Africans and the reasons for these conditions.	
What was life like as a slave?	To understand the treatment and the lives of slaves once the journey across the Middle Passage had been completed. To empathise with the conditions and the emotions and examine how this fits into the wider picture of the slave industry	
Who was Oluadah Equiano?	Look to understand the key events in the life of Oluadah Equiano and assess his importance in the fight against slavery.	
What was the massacre on the Slave Ship Zong?	To understand the key events in the Zong case and assess its overall importance in the development of the abolition of Slavery.	
How important was William Wilberforce in ending slavery in Britain?	To develop knowledge and understanding of the role played by William Wilberforce in the abolition of slavery and assess significance of the campaign.	



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## Curriculum and Assessment Overview Autumn 1

**Department Name:** History

**Year:** 10

**Unit Topic:** Health and the People: Part 1: Medicine stands still

**Composite Question:** Why was medicine and health poor in the Middle Ages?

**Why this and why now?** This unit focuses upon Medieval Britain where you will be able to make links with many issues you encountered in Year 7, especially the role played by the Christian Church. In Year 7 you mainly looked at the key events (such as the Black Death) but in this unit you will focus on why little progress happened in the Medieval period.

What am I Learning?	What do I need to know?	How will I be assessed?
What did a Medieval doctor know? - To understand the skills and knowledge of Medieval medical practitioners	-What a Medieval doctor knew -What training Medieval doctors received -How medical options for poor and rich people in the Medieval period differed	Knowledge retrieval starter at the beginning of each lesson based upon knowledge accrued last year, last month, last 2 weeks and last lesson to promote knowledge recall and retrieval.
How did Christianity affect Medieval medicine? -To understand how Christianity helped and/ or hindered medical progress	-What were Christian ideas about medicine -How the sick were treated by the Christian Church, including the role of hospitals -How did Christianity contribute to medical progress in Medieval Britain	Regular opportunities to demonstrate the skills required for Britain: Health and the People c1000-Present Day. These being; Interpretation analysis, description, explanation and evaluation (judgement).
How did Islam affect Medieval medicine? -To understand how Islam helped and/ or hindered medical progress	-What were Islamic ideas about medicine -Why Medieval Islamic doctors made medical progress -How did Islamic doctors contribute to medical progress in Medieval Britain	In the first part of the course you will be assessed specifically on Interpretation analysis with a summative assessment that will have the following 3 question types:
How good was Medieval surgery? -To understand what could be achieved by Medieval surgeons and what limited progress	-Who did surgery in Western Europe and the Islamic Empire during the Medieval period -What types of surgery could be done at the time -What hindered progress in surgery	<ol style="list-style-type: none"> <li>How useful is Source A to a Historian studying... (8 marks)</li> <li>Explain the significance... (8 marks)</li> </ol>
Where was public health worse in the Medieval period? -To understand the differences between public health in Medieval towns and monasteries	- What public health measures existed in Medieval towns -Why did attitudes contribute to poor public health in Medieval towns -Why were public health measures better in monasteries	This assessment will be marked by your class teacher and you will be expected to feedback on this in lesson focusing upon these skills and what you need to demonstrate in your GCSE exam to be successful.
Why did poor public health contribute to the outbreak of the Black Death? -To understand the causes and consequences of the Black Death	-What were the main symptoms of the Black Death disease -How did beliefs about its causes, treatment and prevention affect its spread -What was the impact of the disease	



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Key Term	Definition	Key Term	Definition
<b>Anaesthetic</b>	A substance that prevents or removes pain.	<b>Astrology</b>	The study of the movements and positions of the sun, moon, planets, and stars in the belief that they affect the character and lives of people.
<b>Barber-surgeon</b>	Medical practitioners in medieval Europe who, unlike many doctors of the time, performed surgery.	<b>Cauterisation</b>	Using a hot iron to stop bleeding and to heal a wound.
<b>Cesspit</b>	Pit for the disposal of liquid waste and sewage.	<b>Clinical Observation</b>	Used by skilled doctors in order to gain information about their patients and to make a diagnosis.
<b>Dissection</b>	The action of dissecting a body or plant to study its internal parts.	<b>Feudal system</b>	Medieval system of land holding and distribution in which the use of the land is paid for by performing services and work for the owner.
<b>Pilgrimage</b>	A journey, especially a long one, made to some holy place as an act of religious commitment to pray for help with an illness.	<b>Public health</b>	The health of the population as a whole, and attempts to maintain a healthy population
<b>Quarantine</b>	Confining or stopping people from going in or out of a place.		
Date	Event		
C.450	Fall of Western Roman Empire		
c. 800	Beginning of Islamic 'Golden Age'		
1348	The Black Death		
1381	Peasant's Revolt		



## Germany 1890-1945: Part 1: Germany and the growth of democracy



**Composite Question:** How did Germany change after defeat in the First World War?

**Why this and why now?** This unit prepares you for understanding the changes that Germany went through in the early twentieth century. You will return to looking at the Treaty of Versailles, but only focus on the impact it had upon Germany, and how the treaty contributed to Germany's economic and political problems in the early 1920s.

What am I Learning?	What do I need to know?	How will I be assessed?
<p>What was Germany like before the First World War?</p> <p>-To understand the political and economic circumstances of pre-war Germany</p>	<ul style="list-style-type: none"> <li>• How parliamentary governance changed in the pre-war period</li> <li>• How Prussian militarism impacted Germany</li> <li>• How 'Weltpolitik' affected Anglo-German relations?</li> </ul>	<p>Knowledge retrieval starter at the beginning of each lesson based upon knowledge accrued last year, last month, last 2 weeks and last lesson to promote knowledge recall and retrieval.</p> <p>Regular opportunities to demonstrate the skills required for Germany: Democracy and Dictatorship 1890-1945. These being; Interpretation analysis, description, explanation and evaluation (judgement).</p> <p>In the first part of the course you will be assessed specifically on Interpretation analysis with a summative assessment that will have the following 3 question types:</p> <ol style="list-style-type: none"> <li>1. How do interpretations A and B differ (4 marks)</li> <li>2. Why do interpretations A and B differ (4 marks)</li> <li>3. Which interpretation is more convincing (8 marks)</li> </ol> <p>This assessment will be marked by your class teacher and you will be expected to feed back on this in lesson focusing upon these skills and what you need to demonstrate in your GCSE exam to be successful.</p>
<p>What was the impact of the First World War on Germany?</p> <p>-To understand the economic, political, and social consequences of the First World War on Germany</p>	<ul style="list-style-type: none"> <li>• How political and economic events contributed to Germany's defeat on the First World War</li> <li>• How mutiny led to the Kaiser's abdication and Germany's surrender</li> </ul>	
<p>What was the Weimar Republic?</p> <p>-To understand how the Weimar Republic was different from Wilhelmine Germany</p>	<ul style="list-style-type: none"> <li>• How the Weimar Republic was structured</li> <li>• Why the constitution was flawed</li> <li>• What problems the republic faced from the beginning</li> </ul>	
<p>Why did Germans hate the Treaty of Versailles?</p> <p>-To understand why Germans reacted so negatively to the terms of the treaty</p>	<ul style="list-style-type: none"> <li>• The terms of the Treaty of Versailles</li> <li>• Why the 'stab in the back' myth developed</li> </ul>	
<p>Why was 1923 such a difficult year for Germany?</p> <p>-To understand why hyperinflation happened, and the impact it had upon the Weimar Republic</p>	<ul style="list-style-type: none"> <li>• How reparations contributed to hyperinflation</li> <li>• The impact of hyperinflation on different parts of German society</li> </ul>	
<p>Why did political violence increase in the years 1920-22?</p> <p>-To understand the challenges posed by left and right wings groups</p>	<ul style="list-style-type: none"> <li>• Why the Kapp Putsch failed</li> <li>• Why right-wing crimes were punished less harshly than left-wing crimes</li> </ul>	
<p>Did Hitler come close to overthrowing the Weimar Republic in the Munich Putsch 1923?</p>	<ul style="list-style-type: none"> <li>• The early history of the Nazi Party</li> <li>• Why the Munich Putsch failed</li> <li>• Hitler's trial and imprisonment</li> </ul>	
<p>To what extent did the Weimar Republic recover after 1923?</p> <p>-To understand how Gustav Stresemann helped the Weimar Republic recover</p>	<ul style="list-style-type: none"> <li>• How Stresemann helped solve Germany's economic problems</li> <li>• How Stresemann helped improve Germany's international situation</li> <li>• The problems Stresemann did not solve</li> </ul>	
<p>Was 1924-29 really a 'golden age' for Germany?</p> <p>-To understand the cultural changes that took place during the 1920s</p>	<ul style="list-style-type: none"> <li>• Why cultural changes took place</li> <li>• How ordinary Germans reacted to these cultural changes</li> </ul>	





## Germany 1890-1945: Part 1: Germany and the growth of democracy



Key Term	Definition	Key Term	Definition
Abdicate	Give up the throne of a country	Antisemitism	Hatred for and persecution of the Jews as an ethnic, religious or racial group
Article 48	Part of the Weimar Constitution that gave the President the right to rule in a time of crisis without requiring the support of the Reichstag	Avant-garde	New and experimental ideas and methods in art, music or literature
Bauhaus	School of design originating in Weimar Germany. Focused on modern, simple and practical designs, rather than the more elaborate designs of long ago	Bundesrat	Group made up of German state representatives who supported the Kaiser (unlike the Reichstag who were elected politicians who challenged the Kaiser)
Chancellor	In Germany, the chief minister, or Prime Minister in the government	Coalition	Government where two or more political parties combine to rule
Diktat	Nickname given by many Germans to the hated Treaty of Versailles; translated as 'dictated peace'	Free Corps	Right-wing German paramilitary group that was active in the early years of the Weimar Republic
Hyperinflation	Sudden, dramatic rise in prices	Left-wing	Political belief promoting equality, high taxation for the rich, and the redistribution of wealth
Militarism	Belief that a country should maintain a strong armed force and be prepared to use it aggressively	Mutiny	Rebellion by soldiers or sailors who refuse to take order
Proportional representation	Political system in which the number of politicians for a particular party is in proportion to the number of votes it receives.	Putsch	Attempt to seize power or take control using force
Socialism	System of government which supports democracy and greater government involvement in the economy and society	Trade union	Association of workers forced to protect their interests
Weltpolitik	Literally meaning 'world policy'; this was the Kaiser's plan to turn Germany into a global power		

Date	Event
1888	Kaiser Wilhelm II becomes Emperor of Germany
1898	Naval race: Germany begins to expand its navy to compete with Britain's navy
1914	First World War begins
1918- November	Kaiser Wilhelm II abdicates; the First World War ends
1919- January - June - August	Spartacus Revolt Treaty of Versailles is signed Weimar Constitution is established
1920- January - February - March	American jazz music comes to Germany Founding of the Nazi Party Kapp Putsch
1922	Foundation of Hitler Youth
1924	Dawes Plan: US loans money to Germany
1925	Hindenburg becomes President
1926	Germany joins League of Nations
1929- February - October	Young Plan proposed Wall Street Crash, leading to the Great Depression



## Germany 1890-1945: Part 1: Germany and the growth of democracy

