

# CURRICULUM OVERVIEW 2018-19



# History

## Year 9

Success for All through Achievement, Challenge & Enjoyment



## Curriculum Overview 2018-19

Year group: 9 **BRITISH VALUES/ SMSC are inherent themes to be integrated throughout all historical topics where appropriate**

Subject: GCSE History Edexcel (9-1)

Periods per week: 3

| Term        | Topics studied<br>Add dates and any assessments included   | Extended learning opportunities<br>(homework, controlled assessments, field work, trips etc.) | How parents could support students   |
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| Autumn Term | <p><b><u>Anglo-Saxon and Norman England</u></b></p> <ul style="list-style-type: none"> <li>• Anglo-Saxon society</li> <li>• The last years of Edward the Confessor and the succession crisis</li> <li>• The rival claimants for the throne</li> <li>• The Norman Invasion</li> <li>• Establishing control</li> <li>• The causes and outcomes of Anglo-Saxon resistance, 1068-71</li> <li>• The legacy of resistance to 1087</li> <li>• Revolt of the Earls, 1075</li> <li>• The Feudal System and the Church</li> <li>• Norman government</li> <li>• The Norman Aristocracy</li> <li>• William I and his sons</li> </ul> <p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Anglo-Saxon and Norman England Assessment 1</li> <li>• Anglo-Saxon and Norman England Assessment 2</li> </ul>                         | <p>Extended learning tasks:<br/>Google classroom weekly quizzes based upon lesson content</p> | <ul style="list-style-type: none"> <li>• Revision guides</li> <li>• Testing content knowledge</li> <li>• Talking historically (use of specialist language)</li> <li>• Encouraging attendance at revision sessions</li> </ul> |
| Spring Term | <p><b><u>Medicine Through Time, c1250-present</u></b></p> <p>Medicine in Medieval England, c1250-c1500:</p> <ul style="list-style-type: none"> <li>• ideas about the cause of disease and illness</li> <li>• approaches to prevention and treatment</li> <li>• dealing with the Black Death, 1348-49</li> </ul> <p>The Medical Renaissance in England, c1500-c1700:</p> <ul style="list-style-type: none"> <li>• ideas about the cause of disease and illness</li> <li>• approaches to prevention and treatment</li> <li>• William Harvey</li> <li>• dealing with the Great Plague in London, 1665</li> </ul> <p>Medicine in 18<sup>th</sup> and 19<sup>th</sup> Century Britain:</p> <ul style="list-style-type: none"> <li>• ideas about the cause of disease and illness</li> <li>• approaches to prevention and treatment</li> </ul> | <p>Extended learning tasks:<br/>Google classroom weekly quizzes based upon lesson content</p> | <ul style="list-style-type: none"> <li>• Revision guides</li> <li>• Testing content knowledge</li> <li>• Talking historically (use of specialist language)</li> <li>• Encouraging attendance at revision sessions</li> </ul> |

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|                    | <ul style="list-style-type: none"> <li>fighting cholera in London, 1854</li> </ul> <p>Medicine in Modern Britain, c1900-present:</p> <ul style="list-style-type: none"> <li>ideas about the cause of disease and illness</li> <li>approaches to prevention and treatment</li> <li>Fleming, Florey and Chain's development of penicillin</li> </ul> <p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>Anglo-Saxon and Norman England and Medicine Assessment</li> </ul>   |  |  |
| <p>Summer Term</p> | <p><b><u>Medicine Through Time, c1250-present</u></b><br/> The British Sector of the Western Front, 1914-1918: injuries, treatment and the trenches:</p> <ul style="list-style-type: none"> <li>the historical context of medicine in the early 20<sup>th</sup> century</li> <li>the context of the British sector of the Western Front</li> <li>conditions requiring medical treatment on the Western Front</li> <li>the work of the RAMC and FANY</li> <li>the significance of the Western Front for experiments in surgery and medicine</li> </ul> <p><b><u>Anglo-Saxon and Norman England and Medicine Revision</u></b></p> <ul style="list-style-type: none"> <li>Revision for the Year 10 mock examination</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>Year 10 mock examination</li> </ul> | <p>Extended learning tasks:<br/> Google classroom weekly quizzes based upon lesson content</p> | <ul style="list-style-type: none"> <li>Revision guides</li> <li>Testing content knowledge</li> <li>Talking historically (use of specialist language)</li> <li>Encouraging attendance at revision sessions</li> </ul> |

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| <p>Summer Term</p> | <p><b><u>England 1547-1603, the Later Tudors</u></b><br/> Elizabethan England:</p> <ul style="list-style-type: none"> <li>• The financial and economic situation in 1558</li> <li>• sources of crown income</li> <li>• the problem of inflation; methods of raising finances</li> <li>• ordinary revenue, parliamentary taxation</li> <li>• methods of reducing costs, financial administration, the impact of war; overseas trade</li> <li>• the issue of purveyances and monopolies</li> <li>• the Statute of Artificers, poverty and the poor law</li> <li>• the defence of the royal prerogative</li> <li>• relations with Parliament</li> <li>• the domestic effects of war with Spain</li> <li>• economic and social problems, harvests and the impact of rising prices, local unrest, food riots, the Oxfordshire rising</li> <li>• the Irish rebellion, Essex's rebellion</li> <li>• Elizabeth's reputation in the latter part of her reign.</li> </ul> <p><b><u>Democracy and Dictatorships in Germany 1919-1963</u></b></p> <ul style="list-style-type: none"> <li>• opposition and resistance; consequences of the Second World War</li> <li>• Cold War, Potsdam, division of Germany, Bizonia and developments in the Soviet Zone, currency and the Berlin Blockade</li> <li>• The creation of West Germany and the DDR</li> <li>• the Basic Law and constitution of West Germany</li> <li>• the 1949 election; the economic miracle</li> <li>• political and social stability</li> <li>• foreign policy, rapprochement with France, EEC, rearmament, NATO, policy towards USA and USSR, DDR; elections of 1953, 1957 and 1961</li> <li>• Berlin Wall</li> </ul> | <p>Flipped learning is used at A Level. This means that students are given specific reading to do on Google Classroom in preparation for each lesson. Students are expected to make notes on the reading.</p> | <ul style="list-style-type: none"> <li>• Revision guides</li> <li>• Testing content knowledge</li> <li>• Talking historically (use of specialist language)</li> <li>• Encouraging the meeting of deadlines</li> </ul> |
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|  | <ul style="list-style-type: none"><li>• Adenauer's decline and the Der Spiegel Crisis of 1962</li><li>• West Germany in 1963; the GDR in 1949</li><li>• uprising 1953</li><li>• economic change, land reform, collectivisation, nationalisation and heavy industry</li><li>• social change, churches, Trade Unions, education and youth.</li></ul> <p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"><li>• Mock examination for both Tudors and Democracy and Dictatorships</li></ul> |  |  |
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