

WIXAMS ACADEMY SUBJECT 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE **WIDER CURRICULUM LINKS**

Academy curriculum intent: *To provide EVERY student the opportunity to acquire academic excellence and those skills, qualities and experiences that develop well-rounded, successful and happy members of modern society.*

- A 5 Year curriculum design approach for most subjects providing a logically sequenced educational journey.
- We follow the full National Curriculum at Key Stage 3 (KS3) to give our students the broadest and best start to their secondary education.
- We believe in personalisation and choice, so we offer one of the broadest ranges of KS4 GCSE option subjects in the Borough.
- Students are encouraged, but not forced to take EBacc subjects, resulting in significantly more students choosing these subjects, compared to National average.
- Knowledge and skill acquisition are key.
- We have a 'Teach to the Top' mantra, where challenge is always present and differentiation ensures all students have the scaffolding and support to 'Access the Top'
- EVERY student has access to the full ambitious curriculum. We do not reduce, narrow or restrict the curriculum for any learners.
- We pride ourselves on an extremely rich 'wider curriculum' including extracurricular; electives; trips and visits; values; oracy to increase our students' 'Cultural Capital'
- We base our curriculum design and implementation on proven educational research methods.

Subject Curriculum Intent:

At Wixams Academy we wish to promote a love of learning and a life-long interest in history both on a local, national and international level. Alongside this, we want to build students to have a critical approach to the world around them, using the skills they developed during their time at the Academy. We aim to challenge students to discover alternative narratives to topics they may or may not be familiar with and to evaluate the impact a chosen time period has on the world they live in today. At KS4, students will continue their journey towards becoming historians, looking at four topics chosen to provide breadth and depth. The foundations of some of the knowledge taught at KS4 has been developed in KS3 to allow for students to access the content in a much more in-depth way. This knowledge and analysis is extended further by the inclusion of selected museum trips linking directly to the content to allow students to explore the physical environments of the past.

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	Year 7 INTRODUCE	Year 8 DEVELOP	Year 9 EMBED	Year 10 SECURE	Year 11 MASTER
Aim	Year 7 will introduce students to key terminology, concepts and core skills needed to have success in this subject. In History we introduce students to chronology, cause and consequence, significance, the use and importance of historical sources, empire, civilisation and peasantry.	Year 8 will develop the core skills introduced in year 7, placing greater emphasis on developing depth and understanding around key knowledge. In History we start to develop students understanding of chronology, empire, civilisation, parliament, international, national and regional history, significance, cause and consequence, analysis of sources and reinforce their understanding of abstract terms like civilisation, empire, parliament and peasantry.	Year 9 will embed key knowledge so that it is firmly fixed in the long term memory. In History we further develop students understanding of chronology, ideas of empire, cause and consequence, source analysis, civilisation, parliament, military, politics, explore historical concepts such as constitution, revolution and society, and begin evaluating source utility and different historical interpretations in order to construct written narratives.	Year 10 will secure knowledge so that it can be recalled, explored and built upon with ease. In History we focus on securing students understanding of cause and consequence, significance, source analysis and utility, different interpretations and historical evidence, different methods of historical enquiry, and structuring written narratives.	Year 11 will demonstrate mastery in the subject knowledge, making connections with other topics/subjects and applying it to different contexts. In History we cement students understanding of cause and consequence, source utility and analysis, significance, similarity and differences, historical interpretations, empathy, and writing extended pieces.
Unit 1	<p>What is a Historian? Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Understand historical concepts such as continuity and change, cause and consequences, similarity, difference and significance, and use them to make connection, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Source Analysis – The Tollund Man Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Maths – understanding of chronology and timelines, using numbers in an appropriate other.</p> <p>English – discerning messages from sources – reading for understanding.</p>	<p>The British Empire and the Slave Trade Understanding of an Empire, pre-colonial civilisations, ideas of resistance, and knowledge of how groups of people become persecuted. Extended writing project – ‘Why did people oppose the slave trade?’ Teacher assessed. Ideas, political power, industry and empire: Britain, 1745-1901 Geography – understanding of geographical locations in the British empire PSHE – understanding of democracy, and how law and order was used English – ‘Poems from different cultures’ – insight into African and Indian history RS – emphasises how Christian missionaries forced Christianity to the colonists</p>	<p>The British Civil Rights Movement Understanding of resistance, persecution of minority groups, the British Empire and commonwealth Research project on a key figure from the British Civil Rights Movement. Teacher assessed. Challenges for Britain, Europe and the wider world 1901 to the present day English – notions and ideas of prejudice English – notions and ideas of prejudice in unit on ‘Voices’ – focus on marginalised figures and idea of segregation PSHE – understanding of prejudice and hatred against minorities.DER CURRICULUM LINKS</p>	<p>Weimar and Nazi Germany, 1917-41 Nazi control and dictatorship, 1933-39 Understanding of the Nazi state, ideas of resistance and conformity, protests End of unit assessment – knowledge recall questions and a 4 and 16 mark on life under Nazi rule and Nazi police state. Teacher assessed. AO1, AO2, AO3, AO4 PSHE – politics and protest, treatment of women, societal impacts British values – democracy, individual liberty, mutual respect & tolerance of different faiths and beliefs.</p>	<p>Medicine in Britain, c1250-present and the British sector of the Western Front, 1914-1918 Chapter 3 – 4: c1700-1900 Medicine ion 19th and 19th century Britain & Medicine in modern Britain Knowledge of conflict, differing political ideologies and political conflict Understanding of context of WW1 Knowledge recall – 4 and 16 mark question. Teacher assessed. AO1, AO2, AO3, AO4 Science – ideas on causes and preventions illnesses and diseases</p>
Unit 1 end points	<p>Knowledge:</p> <ul style="list-style-type: none"> Define and understand chronology, cause, consequence, change, continuity and significance. Understand the difference between primary and secondary sources as well as which type of source each is (physical/written/visual/oral). How to create and use a timeline. <p>Skills:</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Development of the British Empire with a depth study of India Effects of the British Slave trade and eventual abolition Importance of resistance The political and cultural connections within the empire Key factors relating to the impact of empire. Eg. Commonwealth, culture, 	<p>Knowledge:</p> <ul style="list-style-type: none"> Britain after the war – introduction of the colour bar The murder of Kelso Cochrane and racial equality Black Power movement in Britain The National front and their decline Mangrove Nine Women’s groups and their fight against racial inequality 	<p>Knowledge</p> <ul style="list-style-type: none"> The creation of a dictatorship, including the Night of the Long Knives The police state – the Gestapo, SS, SD and concentration camps and overall Nazi control of the legal courts and churches 	<p>Knowledge</p> <ul style="list-style-type: none"> Ideas about the cause of disease and illness Fighting cholera in London, 1864 Fleming, Florey and Chain’s development of penicillin The fight against lung cancer in the 21st century <p>Skills</p>

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	<ul style="list-style-type: none"> Organise dates/events into chronological order on a timeline. Learn how to look at sources Identify aspects of provenance. Forming a judgement about a historical mystery. Assessing source for usefulness within an enquiry. 	<p>law and order, democracy, and religion.</p> <ul style="list-style-type: none"> Understanding of racism and intolerance <p>Skills:</p> <ul style="list-style-type: none"> Source analysis Making detailed inferences Cause and consequence Significance Chronological understanding Interpretation of Historical evidence Begin making supported judgements using sources and interpretations Creating focused arguments in extended writing 	<p>Skills:</p> <ul style="list-style-type: none"> Source analysis Enquiry-based learning Forming a judgement Using own knowledge to support viewpoints Change and continuity Similarities and differences Demonstrating resilience and empathy when examining unequal and unjust societies – developing second order concept of empathy Structuring written work Weighing arguments and debating 	<ul style="list-style-type: none"> Controlling and influencing attitudes with Goebbels, propaganda and Nazi culture and the arts Opposition from groups, resistance from young people and conformity towards the Nazi regime <p>Skills:</p> <ul style="list-style-type: none"> Source analysis and inferences Evaluate different interpretations Using own knowledge to support viewpoints Writing a coherent essay Source inference Using historical evidence and arguments in extended 	<ul style="list-style-type: none"> Source analysis Describing key features of a period Evaluating usefulness of sources Exploring similarities and differences between the key features of two time periods Making judgements
<p>Unit 2</p>	<p>Anglo-Saxons and Norman England Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; the Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Castle Project – creating a castle of their own. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; gain and deploy a historically grounded understanding of abstract terms such as 'peasantry'; understand historical concepts such as continuity and change, cause and consequence, significance; understand the methods of historical enquiry; connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. Connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. The development of Church, state and society in Medieval Britain 1066-1509. Geography – how did William control the land, advantage on historic battlefields, and distribution of land and borders. PSHE – understanding of social hierarchies, politics, the government and equality.</p>	<p>The Industrial Revolution Understanding of what a revolution is and needs, understand historical concepts such as continuity and change, cause and consequence, significance; understand the methods of historical enquiry; connections between local, regional, national and international history Source analysis and extended writing. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation'. Ideas, political power, industry and empire: Britain, 1745-1901 STEM – inventions Geography – population expansion, migration and its consequences. Production of and use of natural resources.</p>	<p>Anglo-Saxon England and the Norman conquest, 1060-66 Anglo-Saxon Society Understanding of the societal changes in Medieval England, knowledge of the battles in 1066 and how they influenced the country End of unit assessment: 12 mark question on the succession crises. Peer assessed. AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second-order historical concepts. AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. RS – importance of Christianity in Anglo-Saxon England PSHE – understanding of societal hierarchies, politics, the economy, and government Geography – the significance of land and power</p>	<p>Weimar and Nazi Germany, 1917-41 Life in Nazi Germany, 1933-39 Understanding of persecution of minorities, ideas on the stages of genocide, End of paper mock – cover 4/8/12/4/4/16 mark questions. Teacher and self assessed. AO1, AO2, AO3 AO4 English – Unit on marginalised figures explores the Holocaust. Anne Frank diary explores treatment of the Jewish community PSHE – persecution of minority groups throughout History British values – democracy, individual liberty, mutual respect & tolerance of different faiths and beliefs.</p>	<p>Medicine in Britain, c1250-present and the British sector of the Western Front, 1914-1918 Chapter 4 – 5: c1900-present: Medicine in modern Britain & The British sector of the Western Front, 1914-18: injuries, treatments and the trenches Understanding of illnesses and diseases during WW1 in trenches Understanding of context of WW1 12 and 16 mark questions. Peer assessed AO1, AO2, AO3, AO4 Science – Causes of illnesses and diseases and prevention of them</p>

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<p>Unit 2 knowledge end points</p>	<p>Knowledge</p> <ul style="list-style-type: none"> To understand the changes made by William when he took control of England. To measure the significance of the things he changed. To assess the causes, events and consequences of the major battles for the throne. <p>Skills</p> <ul style="list-style-type: none"> Organise dates/events into chronological order on a timeline. Identifying primary and secondary sources. Identify aspects of provenance and applying it to the context. Forming a judgement using historical knowledge. Assessing source for usefulness within an enquiry. 	<p>Knowledge:</p> <ul style="list-style-type: none"> To understand the rapid changes experienced in Britain from 1745-1800. To assess the impact of coal on the physical and human landscape. To understand the causes, consequences and significance of the development of cities in Victorian England. To understand the divisions within Victorian society. To assess the impact of the 1834 Poor Law reforms. <p>Skills:</p> <ul style="list-style-type: none"> Evaluating cause and consequence Source analysis Interpretation of evidence Assessing and explaining consequences of events Creating focused arguments in extended writing Structuring written work Assessing change within society 	<p>Knowledge:</p> <ul style="list-style-type: none"> Anglo-Saxon society – monarchy, government, social system, legal system, economy and the church Edward the Confessor and the succession crisis – Godwinson, Tostig and the death of Edward The rival claims to the throne – William of Normandy, Hardrada and Edgar The Norman Invasion – Battle of Hastings and the reasons for Williams victory <p>Skills:</p> <ul style="list-style-type: none"> Analysis of causation and consequence Using own knowledge to support viewpoints Writing a coherent essay Chronology Historical enquiry Identifying different interpretations Causation and consequence Significance of key events and individuals 	<p>Knowledge:</p> <ul style="list-style-type: none"> Nazi policies towards women and the views on family Nazi policies towards the young, such as the control through education and the Hitler youth Employment and living standards – policies by the Nazis to reduce unemployment The persecution of minorities – Nazi racial beliefs and policies, the treatment and persecution of the Jews <p>Skills:</p> <ul style="list-style-type: none"> Source utility and analysis Source inference Evaluate different interpretations Using own knowledge to support viewpoints Writing a coherent essay 	<p>Knowledge:</p> <ul style="list-style-type: none"> The historical context of medicine in the early 20th century The context of the British sector of the Western Front Conditions requiring medical treatments of the Western Front The work of the RAMC and FANY The significance of the Western Front for experiments in surgery and medicine <p>Skills:</p> <ul style="list-style-type: none"> Source analysis Describing key features of a period Evaluating usefulness of sources Exploring similarities and differences between the key features of two time periods Making judgements
<p>Unit 3</p>	<p>The Middle Ages and the Crusades Historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short-term and long-term timescales. Knowledge quiz. Understand methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting argument and interpretations of the past have been constructed. Gain and deploy grounded understanding of abstract terms such as 'empire', 'civilisation'. Connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. The development of Church, state and society in Medieval Britain 1066-1509. Art – Doom Paintings and symbolism – how the church used images to tell stories. Geography – the significance of land and power, Europe and the Middle East, the hazards of crossing mountain ranges.</p>	<p>World War One Understanding of empire, knowledge of conflicts from English Civil War, understanding of defiance and political protest. Extended writing – 'What were the conditions on the trenches?' Teacher assessed. Challenges for Britain, Europe and the wider world 1901 to the present day English/Art –Students to utilise persuasive writing techniques in creating a propaganda poster. English – 'White Poppies' shows impact of war and explores use of propaganda. PSHE/Personal development – an understanding of how war effects civilians and the morality of war. Mentions of mental illness and fatigue during the war Science – medical conditions of the trenches</p>	<p>Anglo-Saxon England and the Norman conquest, 1060-66 William I in power: securing the kingdom, 1066-87 Understanding of the societies and cultures of Anglo-Saxon England, ideas of protests and resistance 16 mark question on the Battle of Hastings. Teacher assessed. AO1, AO2, AO4 RS – importance of Christianity in Anglo-Saxon England PSHE – understanding of societal hierarchies, politics, the economy, and government Geography – the significance of land and power</p>	<p>Superpower relations and the Cold War The Origins of the Cold War Understanding of WW2 and the end of the war and how it led to increased tensions between both countries Outcome of WW2 and involvement of the Soviet Union End of unit assessment - knowledge recall question and 8 mark questions. Peer assessed. AO1, AO2, AO4 PSHE – ideas of democracy, protest and differing political ideologies British values – democracy, individual liberty, mutual respect & tolerance of different faiths and beliefs.</p>	<p>REVISION All knowledge, content and skills gathered from Year 9-11 to be fully consolidated in preparation for end of year exams. A series of retrieval tasks Live marking Mock exams practice AO1, AO2, AO3, AO4 RS – Importance of Christianity PSHE – ideas of democracy, protest and differing political ideologies English – Impact of war and use of propaganda Science – ideas of cause/preventions of disease and illnesses throughout time British values – democracy, individual liberty, mutual respect & tolerance of different faiths and beliefs.</p>

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	<p>RS – the significance of the Holy Land and Jerusalem, the role of religion and the power of the Pope in the medieval Catholic Church, the war against Muslims.</p> <p>British Values – changes in British culture and cuisine, which still exist today.</p>				
<p>Unit 3 knowledge end points</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Understand why the crusades happened and the significance of the holy land for European Christians. The understanding of why someone would go on a crusades. To explore the causes, events and consequences of the four main crusades. To examine the impact and legacy of the crusades on England. <p>Skills:</p> <ul style="list-style-type: none"> Organise dates/events into chronological order on a timeline. Identifying primary and secondary sources. Identify aspects of provenance and applying it to the context. Forming a judgement using historical knowledge. Assessing source for usefulness within an enquiry. 	<p>Knowledge:</p> <ul style="list-style-type: none"> Understanding of the causes of the outbreak of war Understanding of propaganda techniques How war effected the lives of those on the home front Understanding of how alliances shaped the war and caused long-simmering tensions Understanding of the role of important individuals using case studies Life in the trenches and medical conditions faced <p>Skills:</p> <ul style="list-style-type: none"> Evaluating significance of short-term and long-term causes Source analysis Research and evaluation skills Assessing and explaining cause and consequence Creating focused arguments in extended writing Structuring written work 	<p>Knowledge</p> <ul style="list-style-type: none"> Establishing control – submission of the earls and the creation of castles Causes and outcomes of Anglo-Saxon resistance, 1068-72 – revolts of Edwin and Morcar, rebellions in the north The legacy of resistance to 1087 – harrying of the North, changes in land ownership and maintaining power Revolts of the Earls, 1075 – defeat and failure of the revolts and the consequences <p>Skills</p> <ul style="list-style-type: none"> Chronology Historical enquiry Identifying different interpretations Causation and consequence Significance of events and key individuals Demonstrating knowledge and understanding of the key features of particular events Writing a coherent essay 	<p>Knowledge</p> <ul style="list-style-type: none"> Early tensions between the East and West and the difference between capitalism and communism The development of the cold war – the Truman Doctrine and the Marshall Plan The Cold War intensifies – Arms Race and the Hungarian Uprising <p>Skills</p> <ul style="list-style-type: none"> Writing narrative accounts of key events Understanding of chronology Confident use of concepts such as causation, consequence and significance Historical enquiry 	<p>Knowledge:</p> <ul style="list-style-type: none"> All content revisited and repeated to help consolidate learning <p>Skills:</p> <ul style="list-style-type: none"> All skills repeated/revisited/ applied to develop understanding
<p>Unit 4</p>	<p style="text-align: center;">The Tudors</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. A study of an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066.</p> <p>Research Project – Group work to be presented (oral/written/visual)</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Connections between local, regional, national and</p>	<p style="text-align: center;">World War Two</p> <p>(includes local history study of ROF Elstow)</p> <p>Origins of WW1, understanding of conflicts throughout history and why they occurred, the outcome of WW1, and the motivations behind resistance and protests.</p> <p>Extended writing project – ‘How did the Treaty of Versailles affect the lives of people in Germany?’ Peer assessed.</p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>English – reading historical sources and interpretations of different ideas</p> <p>Science – understanding of chemical weaponry and its effects on the human body</p>	<p style="text-align: center;">Anglo-Saxon England and the Norman conquest, 1060-66</p> <p style="text-align: center;">Norman England, 1066-88</p> <p>Understanding of civilisation, resistance, power, parliament and the conquest of William</p> <p>Half paper mock on 4/12/16 markers. Teacher and peer assessed.</p> <p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p>RS – importance of Christianity in Anglo-Saxon England</p>	<p style="text-align: center;">Superpower relations and the cold war</p> <p style="text-align: center;">Cold War crises, 1958-70</p> <p>Understanding of WW2 and the end of the war and how it led to increased tensions between both countries</p> <p>Outcome of WW2 and involvement of the Soviet Union</p> <p>End of unit assessment - knowledge recall question and 8 mark questions. Teacher assessed.</p> <p>AO1, AO2, AO4</p> <p>PSHE - ideas of democracy, protest and differing political ideologies</p> <p>British values – democracy, individual liberty, mutual respect & tolerance of different faiths and beliefs.</p>	

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	<p>international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. The development of Church, state and society in Britain 1509-1745.</p> <p>English – ‘Voices’ unit explores Tudor literature.</p> <p>RS – Martin Luther and the Reformation, changes in religious ideologies, the impact of religious change on society, how monarch use religion to control.</p>		<p>PSHE – understanding of societal hierarchies, politics, the economy, and government</p> <p>Geography – the significance of land and power</p>		
Unit 4 knowledge end points	<p>Knowledge:</p> <ul style="list-style-type: none"> To understand where the house of Tudor came from and how they became rulers of England. How the English Reformation came to be, including the causes, which originate from Europe and well as the causes from within Henry VIII’s court itself. To assess the impact of the reformation on the Tudor legacy as well as the troubles faced by Henry VIII’s children. The reigns of Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I. Explore the consequences of the reign of Bloody Mary for Elizabeth I. <p>Skills:</p> <ul style="list-style-type: none"> Organise dates/events into chronological order on a timeline. Identifying primary and secondary sources. Identify aspects of provenance and applying it to the context. Forming a judgement using historical knowledge. Assessing source for usefulness within an enquiry. 	<p>Knowledge:</p> <ul style="list-style-type: none"> An understanding of why the second world war occurred Understanding of attempts made to prevent future wars – Treaty of Versailles Understanding of why Hitler came to power Effectiveness of Nazi methods of control Understanding of conflicts in the wider world – bombings of Hiroshima and Nagasaki <p>Skills:</p> <ul style="list-style-type: none"> Source analysis Interpretation of evidence Causation and consequence Assessing and explaining consequences of events Creating focused arguments in extended writing Structuring written work 	<p>Knowledge</p> <ul style="list-style-type: none"> The feudal system and the Church – the feudal hierarchy and the church The Norman government – the Domesday book and changes to the government under William I The Norman aristocracy – culture and language of the aristocracy William I and his sons – character and personality of William I, Robert’s revolt, Williams death and the defeat of Robert and Odo <p>Skills</p> <ul style="list-style-type: none"> Confident use of concepts such as causation, consequence and significance Using own knowledge to support viewpoints Evaluating different interpretations to form a judgement 	<p>Knowledge:</p> <ul style="list-style-type: none"> Berlin 1958-63: increased tensions, summit meetings, and the impact of the Berlin wall The Cuban Missile Crisis including the Cuban Revolution and the Bay of Pigs Czechoslovakia, 1968-69, Prague Spring and the Soviet Invasion <p>Skills:</p> <ul style="list-style-type: none"> Writing analytical narratives Confident use of concepts such as causation, consequence and significance Historical enquiry Creating focused arguments in extended writing 	
Unit 5	<p>The Stuarts</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</p> <p>Written assessment.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and</p>	<p>The Holocaust</p> <p>Understanding of conflict, resistance, understanding of the persecution of groups, reasons for protests.</p> <p>Creative memorial project – ‘How should we remember the holocaust?’ Teacher assessed.</p> <p>Ideas, political power, industry and empire: Britain, 1745-1901</p> <p>English – Unit on marginalised figures explores the Holocaust. Anne Frank diary explores treatment of the Jewish community</p> <p>PSHE – persecution of minority groups</p>	<p>Weimar and Nazi Germany, 1917-41</p> <p>The Weimar Republic. 1918-29</p> <p>Knowledge on the end of WW1 and the Treaty of Versailles as well as the rise of the Nazi party. Understanding of different forms of government.</p> <p>End of unit assessment – 4 mark and 16 mark question. Teacher assessed.</p> <p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second-order historical concepts.</p>	<p>Superpower relations and the cold war</p> <p>The end of the Cold War, 1970-91</p> <p>Knowledge of conflict, differing political ideologies and political conflict</p> <p>End of unit assessment - knowledge recall question and 8 mark questions. Teacher and peer assessed.</p> <p>AO1, AO2, AO4.</p> <p>PSHE - ideas of democracy, protest and differing political ideologies</p> <p>British values – democracy, individual liberty, mutual respect & tolerance of different faiths and beliefs.</p>	

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KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE **WIDER CURRICULUM LINKS**

	<p>significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. Gain and deploy grounded understanding of abstract terms such as ‘parliament’. Connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. The development of Church, state and society in Britain 1509-1745.</p> <p>British values – democracy, the rule of law, individual liberty, mutual respect & tolerance of different faiths and beliefs.</p>		<p>AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p>PSHE – politics and protest, treatment of women, societal impacts</p>		
Unit 5 knowledge end points	<p>Knowledge:</p> <ul style="list-style-type: none"> Explore the reign of James I and the legacy of the Tudor line. Explore the fear held by James around witches and the methods he took to persecute them. To assess the causes and consequences of the Gunpowder Plot. To explore the causes of the Civil War and explain why Charles I was put on trial. <p>Skills:</p> <ul style="list-style-type: none"> Organise dates/events into chronological order on a timeline. Identifying primary and secondary sources. Identify aspects of provenance and applying it to the context. Forming a judgement using historical knowledge. Assessing source for usefulness within an enquiry. 	<p>Knowledge:</p> <ul style="list-style-type: none"> Identify different reasons for Nazi persecution of Jews Explain the treatment of individuals at Aushwitz-Birkenau Identify examples of Jewish resistance Analyse similarities and differences between genocides <p>Skills:</p> <ul style="list-style-type: none"> Significances Similarity and differences Source analysis Change and continuity Reading and interpreting primary and secondary sources Demonstrating resilience and empathy when examining unequal and unjust societies – developing second order concept of empathy Understanding of racism and intolerance 	<p>Knowledge</p> <ul style="list-style-type: none"> The origins of the Republic 1918-19 and the legacy of the war The early challenges to the Weimar Republic such as economic, political and cultural issues The recovery of the Republic, 1924-29 with the help of Stresemann Changes in society, 1924-29 including changes to women, cultural changes and the standard of living <p>Skills</p> <ul style="list-style-type: none"> Assessing how far they agree with a statement Explaining consequences of events Analysis of different interpretations and opinions Using own knowledge to support viewpoints Source utility and analysis Evaluate different interpretations Source inference 	<p>Knowledge:</p> <ul style="list-style-type: none"> Attempts to reduce tension between East and West, 1969-79 – Détente, SALT 1 and SALT 2 Flashpoints in superpower relations, 1979-84 – Soviet Invasion of Afghanistan, Ronald Reagan and the Second Cold War The collapse of Soviet control in Eastern Europe, 1985-91m – Gorbachev, end of Soviet control and fall of Berlin wall <p>Skills:</p> <ul style="list-style-type: none"> Writing analytical narratives Confident use of concepts such as causation, consequence and significance Creating focused arguments in extended writing 	
Unit 6	<p>The Civil War with a local study</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</p> <p>Creative trial guide for Bunyan field</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and</p>	<p>The Suffragettes</p> <p>Understanding of protest rebellion – what factors leads to this, resistance, and persecution of groups.</p> <p>How people’s lives have shaped this nation and how Britain has influenced</p> <p>Extended writing project on interpretations – ‘Women’s war work got them the vote – How far do you agree?’ Peer assessed.</p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>English – Understanding of source interpretation and ability to understand</p>	<p>Weimar and Nazi Germany, 1917-41</p> <p>Hitler’s rise to power, 1919-33</p> <p>Knowledge of Hitler and the Nazi party, contextual knowledge of life under Nazi rule, knowledge on ideas of parliament and politics regarding the early Weimar Republic.</p> <p>4 mark and 8 mark question. Peer assessed.</p> <p>AO1, AO2, AO3, AO4</p> <p>PSHE – politics and protest, treatment of women, societal impacts</p> <p>British values – democracy, individual liberty, mutual respect & tolerance of different faiths and beliefs.</p>	<p>Medicine in Britain, c1250-present and the British sector of the Western Front, 1914-1918</p> <p>Chapter 1 – 2: c1250-1500</p> <p>Medicine in Medieval England & c1500-1700</p> <p>The Medical Renaissance in England</p> <p>Knowledge of conflict, differing political ideologies and political conflict</p> <p>Understanding of context of WW1</p> <p>Knowledge recall, 4 mark and 12 mark questions. Peer assessed.</p> <p>AO1, AO2, AO3, AO4</p> <p>Science – ideas on causes and preventions illnesses and diseases</p>	

WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE **WIDER CURRICULUM LINKS**

	<p>significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Discern how and why contrasting arguments and interpretations of the past have been constructed. Connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. The development of Church, state and society in Britain 1509-1745.</p> <p>Geography – landscape of the UK, impact of war of population movement.</p> <p>RS – religious change and its legacy.</p> <p>British values – democracy, individual liberty, mutual respect & tolerance of different faiths and beliefs.</p>	<p>differing viewpoints. Themes of sexism and prejudice explored in prose</p> <p>PSHE – explanations of sexism and misogyny.</p> <p>Links with discussions regarding democracy and equality.</p>			
<p>Unit 6 knowledge end points</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> To understand the difference between a Roundhead and a Cavalier. To assess the impact of Oliver Cromwell and his New Model Army. To explore how Oliver Cromwell took control and the changes he made to England. To explain what life was like in Puritan England. To explore the causes and significance of the work of John Bunyan and the legacy of the Civil War in Bedfordshire. To assess the end of the Civil War and the restoration of the 'king of bling' Charles II. To explore the causes, events and consequences of the Glorious Revolution. <p>Skills:</p> <ul style="list-style-type: none"> Organise dates/events into chronological order on a timeline. Identifying primary and secondary sources. 	<p>Knowledge:</p> <ul style="list-style-type: none"> Describing attitudes towards women using historical evidence Evaluate and reaching a conclusion as to whether Emily Davison intended to die by using historical evidence and interpretations Explain the effectiveness of the government in dealing with the suffragettes <p>Skills:</p> <ul style="list-style-type: none"> Making inferences Describing similarities and differences between sources Source analysis developed fully to prepare for KS4 Interpretations of historical evidence Significance Cause and consequence Weighing arguments and debating 	<p>Knowledge</p> <ul style="list-style-type: none"> Early development of the Nazi Party including Hitler's early career The Munich Putsch and the lean years, why did the Nazis grow and then stop growing The growth in support for the Nazis including the growth of unemployment How Hitler became chancellor and the role of Hindenburg and Von Papen <p>Skills</p> <ul style="list-style-type: none"> Using own knowledge to support viewpoints Evaluate different interpretations Writing a coherent essay Source inference 	<p>Knowledge:</p> <ul style="list-style-type: none"> Ideas about the cause of disease and illness Approaches to treatment and prevention Dealing with the Black Death, 1348-49 William Harvey Dealing with the Great Plague in London, 1665 <p>Skills:</p> <ul style="list-style-type: none"> Using own knowledge to support viewpoints Creating focused arguments in extended writing Forming a judgement using historical knowledge. Assessing source for usefulness within an enquiry. 	

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KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE **WIDER CURRICULUM LINKS**

	<ul style="list-style-type: none"> Identify aspects of provenance and applying it to the context. Forming a judgement using historical knowledge. Assessing source for usefulness within an enquiry. 				
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Complete all boxes

This document will expand as you type.

Red text gives you guidance 

Add more/remove units if required

Do not change the colours of the text used.

UNIT TITLE- State the title of the unit

PRIOR LEARNING NEEDED/RE-CAPPED FROM KS2 – Identify what you need to re-cap from the previous KS or topic(s) in order to achieve success & depth

HOW ASSESSED? – What is the final outcome (e.g. essay/test) and how will it be marked e.g. Peer assessment

KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE – Copy & paste the NC objective or AO that is applicable to the topic

WIDER CURRICULUM LINKS – Is there any required knowledge that may have already been taught elsewhere? E.g. Reading a graph