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| Scheme of Work  Human & Social (History)  Years 7 - 11 |
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| **Scheme of Work** | |
| **Human & Social (History) Years 7 - 11** | |
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| Peregrinate Scheme Manager | Angela Mollan, Chris Mollan |
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| Approving Signature | Angela Mollan |
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**Year 7 Curriculum**

Learners in Year 7 study a broad curriculum aimed at engaging them with the past, as well as understanding the links to today.

**Shiver me’ Timbers**

This unit introduces students to the key skills they need to study History through the topic of pirates.

These include:

* Arguing
* Chronology
* Interpreting evidence
* Using evidence
* Balancing arguments
* Causation

**1066**

Students will then have a depth study of 1066 focusing on the lead up to, and the events of, The Battle of Hastings.

Students will learn:

* Why should William be King in 1066?
* Why did Harold Godwinson win the Battle of Stamford Bridge?
* Did Harold deserve to lose the Battle of Hastings?
* Why did William win the Battle of Hastings?
* How did William solve his problems when he became king? (The Feudal System)

**Castles**

Students will then build on their learning of 1066 to understand why Castles became an important aspect of medieval life after the Norman invasion.

Students will learn:

* Why did the Normans build castles?
* How did castles develop?
* Castles in Battle: Attacking and defending
* Who lives in a castle?
* Why did castles decline?

**Life and Death in the Middle Ages**

Students will then continue their studies into life in the Middles Ages looking at areas such as:

* How important was the Church in the Middles Ages?
* Would you survive the Middles Ages? Health and Medicine.
* The Black Death
* Why did the Peasants revolt?
* Could you have fun in the Middle Ages?
* Crime and Punishment in the Middle Ages.

**Terrible Tudors**

Students will then continue their chronological study of History by looking at the Tudors.

Students will learn:

* How horrid was Henry VIII? Wives and life.
* Why did Henry VIII destroy the monasteries?
* Edward VI: Why did the people rebel?
* How ‘Bloody’ was Mary I?
* Why did Lizzy never marry?
* Why did Lizzy kill her cousin? Mary Queen of Scots.
* The Spanish Armada

**Year 8 Curriculum**

Whilst Year 7 covered a huge time period across three themes, the Year 8 curriculum focuses just on the 20th century and the rapid changes in the world that gave birth to our modern world.

In Year 8 students will explore some more complex political and moral themes. The relationships of class, Empire, Slavery and the roles of men and women are explored. Students will gain an understanding of the complex and interconnected factors that caused both World Wars, and will gain a sense of empathy for what it was like to live through the greatest wars in History. Finally, the idea of good and evil will be explored, both through people, such as Hitler and Stalin, and actions such as the holocaust.

**Masters and Servants**

This unit covers the period 1800-1920 and looks at different Master- Servant relationships- Those of Imperial Powers over their colonies, masters and slaves, rich and poor and men and women.

Students learn:

* The British Empire
* The Slave Trade
* Life as a Slave
* The abolition movement
* The Titanic
* Attitudes to women and the Suffragettes

**War and Peace**

This topic looks at the complex and inter-related factors that cause war, especially the two world wars. In addition, students will gain a strong awareness of the development of warfare and how that caused different experiences for those living through the wars. Finally, students will study the attempts to keep peace between the wars such as the Treaty of Versailles and the League of Nations and why these measures failed.

* Why do wars start?
* The causes of World War I
* Life in the Trenches
* Weapons of World war I
* How men were recruited
* The failures of commanders like Haig
* The Treaty of Versailles
* The League of Nations
* Who was to blame for World War II
* Air raid shelter building
* Rationing and food in WWII
* Experiences of people at home
* D-Day
* The Atomic Bomb

**Good and Evil**

This unit gives more license to students to investigate history for themselves and make their own moral judgements. Students will study the nature of good and evil in both people and actions, gaining an understanding of the 20th century as a whole through this:

* The Holocaust
* Adolf Hitler- his background and why he became the man he was
* Hitler's rise to power
* Other "evil" men, such as Stalin and Bin Laden
* A contrast with people who are considered good, such as Mandela

# **Year 9 Curriculum**

Course rationale:

**This popular course offers:**

* Engaging and relevant content
* A broad, comparable and coherent student experience.
* Inspiring interest in History
* An overview of a wide diversity of human experience.

**Study of this course will give students of all backgrounds the opportunity to develop:**

* Communication skills
* Written communication skills
* Technological skills including ICT
* Interpersonal skills through debate and discussion
* Literacy and numeracy skills
* Problem-solving skills
* Awareness of career possibilities

**Skills:**

* Change and continuity
* Significance
* Impact
* Cause and Consequence
* Source evaluation and analysis
* Interpretations of the past

Year 9 is an exciting opportunity to develop skills through the study of breadth and depth Histories.

We plan to do this through a development study on The People’s Health. This is intended to give learners a broad understanding of key concepts over time. Learners’ arguing, explanation and analysis skills will all be developed and challenged.

### ‘The People’s Health’

This is the breadth topic on the ‘Shaping the Nation paper’. It looks at how Medicine has developed over time- the key developments and the individual genius’s involved, as well as the factors that have impacted and been significant in driving forward medical progress.

### Medicine Stands Still

* The Ancient Greeks-, the theory of the four humours and the work of the "father of medicine", Hippocrates
* The Romans-, their public health system and the work of Galen, the famous doctor who was followed for 1500 years. The fall of the Roman Empire.
* Medicine in the Islamic world- Rhazes and Avicenna
* Medieval medicine- why things suddenly got worse, Medieval church hospitals and the Black Death

### The Beginnings of Change

* The Renaissance- Vesalius, Pare and Harvey, the advancement of medical knowledge
* The Plague
* Quack doctors and treatments.
* Edward Jenner and the discovery of Vaccination

### A revolution in Medicine

* Louis Pasteur and germ theory
* Robert Koch and the development of bacteriology
* Paul Ehrlich and the first chemical cure for disease
* Alexander Fleming, Howard Florey, Ernst Chain and the development of Penicillin
* 19th Century Surgery- the problems of pain, infection and blood loss
* James Simpson and the development of anaesthetics
* Joseph Lister and the development of antiseptics
* Karl Landsteiner and blood groups
* Gillies and McIndoe- Plastic surgery
* 19th century public health and its problems- Chadwick, Snow and the move towards sanitation.
* The development of the NHS

### Modern Medicine

* New diseases
* Antibiotic resistance
* Keyhole surgery
* Lasers and radiation therapy
* Costs issues and health care choice in the 21st Century.

**Year 10 Curriculum**

Our topics are Medicine through Time and Nazi Germany 1918-45.

**This popular course offers:**

* Engaging and relevant content
* A broad, comparable and coherent student experience.
* Inspiring interest in History
* An overview of a wide diversity of human experience.

**Study of this course will give students of all backgrounds the opportunity to develop:**

* Communication skills
* Written communication skills
* Technological skills including ICT
* Interpersonal skills through debate and discussion
* Literacy and numeracy skills
* Problem-solving skills
* Awareness of career possibilities

**Skills:**

* Change and continuity
* Significance
* Impact
* Cause and Consequence
* Source evaluation and analysis
* Interpretations of the past

### Medicine through time

This is a topic that looks at how Medicine has developed over time- the key developments and the individual genius's involved, as well as the factors that have caused change.

In Year 9 pupils will have studied:

* Prehistoric Medicine- Trepanning (drilling holes in the head to release evil spirits) and Shamans
* Egyptian Medicine- the first doctors and use of mummification to learn the anatomy
* The Ancient Greeks- The Asclepion healing temple, the theory of the four humours and the work of the "father of medicine", Hippocrates
* The Romans- early surgery, their public health system and the work of Galen, the famous doctor who was followed for 1500 years.
* Medicine in the Islamic world- Rhazes and Avicenna
* Medieval medicine- why things suddenly got worse, Medieval church hospitals and the Black Death
* The Renaissance- Vesalius, Pare and Harvey, the advancement of medical knowledge
* Edward Jenner and the discovery of Vaccination
* Louis Pasteur and Germ theory
* Robert Koch and the development of bacteriology
* Paul Ehrlich and the first chemical cure for disease
* Alexander Fleming, Howard Florey, Ernst Chain and the development of Penicillin
* 19th Century Surgery- the problems of pain, infection and blood loss
* James Simpson and the development of anaesthetics
* Josepth Lister and the development of antiseptics
* Karl Landsteiner and blood groups
* Gillies and McIndoe- Plastic surgery
* 19th century public health and its problems- Chadwick, Snow and the move towards sanitation.
* The development of the NHS

**We start Year 10 with a focus on Public Health Source Skills.**

**Most common source questions:**

* What can you learn from this source?
* Are you surprised by this source?
* Does this source prove … ?
* Why was this source published?
* How typical is this source about … ?
* Do these sources agree/disagree about …?

**Link to example paper:** <http://www.ocr.org.uk/Images/140126-unit-a955-21-historical-source-investigation-a-study-in-british-history-public-health-in-britain-1800-1914-for-september-2013.pdf>

**Nazi Germany 1918-45**

In year 10 learners study their second topic: Nazi Germany 1918-45.

* Germany under the Kaiser before the World War I
* The effects of losing WWI
* The treaty of Versailles and its effects
* Hitler's early life, joining of the Nazi party and early Nazi policies
* The 1923 crisis- the French invasion of the Ruhr, Hyperinflation and Hitler's Munich Putsch
* Hitler's trial and time in prison
* Germany's recovery and Golden Age, 1924-29
* The 1929 Wall Street Crash and the depression in Germany
* Hitler's rise to power- how he became Chancellor in 1923
* Hitler's consolidation of power in 1933-4 The Reichstag fire, The Enabling Act and Night of the Long Knives
* Features of Nazi Germany
* How Hitler controlled Germany- Terror and propaganda, including the Gestapo, courts and camps
* Who opposed Hitler
* The Holocaust
* Women in Nazi Germany
* Young people in Nazi Germany
* Workers in Nazi Germany
* Religion
* The Nazi economy
* The effect of WWII on Nazi Germany
* The July bomb plot

**Year 11 Curriculum**

### The Threat of Terrorism in the West

The questions are subject to change each year but the taught course includes:

* The History of Middle East and Western relations
* An overview of the Arab-Israeli conflict
* The early life of Osama Bin Laden
* The History of Al Qaeda and why America became a target for terrorism
* The 9/11 plot and events
* Bush's war on Terror; the invasion of Afghanistan and Iraq
* The death of Bin Laden and state of terrorism today
* The impact of 9/11 on Domestic policy and Security.
* The rise of ISIS.