





## Year curriculum – 2024-2025

| Year curriculum – 2024-2025 |  |  |  |  |   |  |  |  |  |
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|                             | Autumn Term  |  |  |  | Spring Term   |  | Summer Term  |  |  |
|                             | HT1  | HT2  |  |  | HT3   | HT4  | HT4/5  | HT5  | HT6  |
| <b>Key Concepts</b>         | <p><b>America, 1920–1973: Opportunity and inequality.</b></p> <p>This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with</p> | <p><b>Conflict and tension: the First World War, 1894–1918.</b></p> <p>This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict</p> |  |  | <p><b>Conflict and tension: the First World War, 1894–1918.</b></p> <p>This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how</p> | <p><b>Conflict and tension: the First World War, 1894–1918.</b></p> <p>This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict</p> | <p><b>Health and the people: c1000 to the present day.</b></p> <p>This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.</p> | <p><b>Health and the people: c1000 to the present day.</b></p> <p>This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.</p> | <p><b>Health and the people: c1000 to the present day.</b></p> <p>This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.</p> |



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|  | <p>the nightmare of poverty, discrimination and prejudice.</p> <p>Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.</p> | <p>occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.</p> |  |  | <p>and why conflict occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.</p> | <p>occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.</p> | <p>developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impact on the core themes. Students will have the opportunity to see how some</p> | <p>Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impact on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.</p> | <p>Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impact on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.</p> |
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| <b>Knowledge &amp; Understanding (National Curriculum)</b><br><i>Skills are across the whole year.</i> | <b>Post-war American society and economy:</b><br>consumerism and the causes of prosperity; the American Dream; McCarthyism; popular | <b>The causes of the First World War:</b><br>The Alliance System: the Triple Alliance; Franco-Russian Alliance; relations between the 'Entente' |  |  | <b>The First World War: stalemate.</b><br>The Schlieffen Plan: the reasons for the plan, its failure, including the Battle of | <b>Ending the war Changes in the Allied Forces:</b><br>consequences of the Bolshevik Revolution and the withdrawal of Russia on Germany strategy; the | <b>Medicine stands still:</b><br>Mediaeval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic  | <b>The beginnings of change:</b><br>The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change. | <b>A revolution in medicine:</b><br>The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul |



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|  | <p>culture, including Rock and Roll and television.</p> <p>Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Segregation laws; Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts of 1964 and 1968.</p> <p>America and the 'Great Society': the social policies</p> | <p>powers; the crises in Morocco (1905 and 1911) and the Balkans (1908–1909), and their effects on international relations.</p> <p>Anglo-German rivalry: Britain and challenges to Splendid Isolation; Kaiser Wilhelm's aims in foreign policy, including Weltpolitik; colonial tensions; European rearmament, including the Anglo-German naval race.</p> <p>Outbreak of war: Slav nationalism and relations</p> |  |  | <p>Marne and its contribution to the stalemate.</p> <p>The Western Front: military tactics and technology, including trench warfare; the war of attrition; key battles, including Verdun, the Somme and Passchendael e, the reasons for, the events and significance of these battles.</p> <p>The wider war: the war on other</p> | <p>reasons for and impact of the entry of the USA into the war.</p> <p>Military developments in 1918 and their contribution to Germany's defeat: the evolution of tactics and technology; Ludendorff the German Spring Offensive; the Allied advance during The Hundred Days.</p> <p>Germany surrenders: impact of the blockade; abdication of the Kaiser; armistice; the contribution of Haig and Foch</p> | <p>methods and treatments; the mediaeval doctor; training, beliefs about cause of illness.</p> <p>Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in mediaeval times, ideas and techniques.</p> <p>Public health in the Middle Ages: towns and monasteries;</p> | <p>Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter.</p> <p>Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.</p> | <p>Ehrlich and magic bullets; everyday medical treatments and remedies.</p> <p>A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.</p> <p>Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts.</p> |
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|  | <p>of Presidents Kennedy and Johnson relating to poverty, education and health; the development and impact of feminist movements in the 1960s and early 1970s, including the fight for equal pay; the National Organisation for Women, Roe v Wade (1973), the Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment.</p> | <p>between Serbia and Austria-Hungary; the assassination of Archduke Franz Ferdinand in Sarajevo and its consequences; the July Crisis; the Schlieffen Plan and Belgium; reasons for the outbreak of hostilities and the escalation of the conflict.</p> |  |  | <p>fronts; Gallipoli and its failure; the events and significance of the war at sea, including Jutland, the U-Boat campaign and convoys.</p> | <p>to Germany's defeat.</p> | <p>the Black Death in Britain, beliefs about its causes, treatment and prevention.</p> |  |  |
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| <b>Skills</b>           | <b>R</b> <i>Develop</i> <b>RESILIENCE</b>                     |   |  |  | ★ <i>Tackling challenging extended writing tasks using the 4-5-1 rule in a timely manner and incorporating complex subject specific vocabulary.</i>   |   |  |  |
|                         | <b>A</b> <i>Possess</i> <b>AMBITION</b>                       |   |  |  | ★ <i>Regular use of curriculum checkpoints where students are expected to respond to feedback in a timely manner as well as responding to think pink boxes.</i>                                     |   |  |  |
|                         | <b>I</b> <i>Demonstrate</i> <b>INTEGRITY</b>                  |   |  |  | ★ <i>Taking responsibility for all work produced within lessons. Demonstrating and upholding strong moral and ethical values when learning about particular topics throughout the year.</i>         |   |  |  |
|                         | <b>S</b> <i>Embed</i> <b>Self-Discovery</b>                   |   |  |  | ★ <i>Regular 30 minute homework tasks which students are expected to engage in. As well as this, students have access to a wider reading list to further bolster their understanding of topics.</i> |   |  |  |
|                         | <b>E</b> <i>Display</i> <b>EMPATHY</b>                        |   |  |  | ★ <i>Understanding and having compassion when learning about more complex and ethically challenging topics.</i>   |   |  |  |
| <b>Curriculum Links</b> | Builds upon Yr8 study of the Atlantic Slave Trade and African | Builds upon Yr8 study of World War One. |  | Builds upon Yr8 study of World War One | Builds upon Yr8 study of World War One.   | Links to Science subjects of Chemistry, | Links to Science subjects of Chemistry, Physics and Biology. | Links to Science subjects of Chemistry, Physics and Biology. |



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|                   | American History.   | Links to English Study of war poets.   |  |  | Links to English study of War poets.  | Links to English study of War poets  | Physics and Biology.<br><br>Links to wider STEM topics.<br><br>Builds upon Yr7 Studies of The Black Death, The Great Plague of London, Mediaeval Battlefields.     | Links to wider STEM topics.   | Links to wider STEM topics.  |
| <b>Assessment</b> | Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year.<br><br>Which of the following made a greater change to American society in the | Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year.<br><br>The Alliance System was the main cause of World War One. How far do you agree with this statement? |  |  | Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year.<br><br>The failure of the Schlieffen Plan was the main reason for the stalemate on | Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year.<br><br>The Naval Blockade was the main reason for the end of the War. | Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year.<br><br>Religion was the main factor in the improvement of Mediaeval medicine. | Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year.<br><br>The main way medicine improved was through chance.<br><br>How far do you agree with this statement. | Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year.<br><br>The main factor which improved surgery was warfare.<br><br>How far do you agree with this statement. |



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|                                  | 1960s, JFK and LBJ or the Feminist Movement.          |  |  |  | the Western Front.<br>How far do you agree with this statement? | How far do you agree with this statement?  | How far do you agree with this statement? |   |   |
| <b>Aspirations &amp; Careers</b> | Politicians.<br>Civil rights advocate.<br>Campaigner. | Armed Forces.<br>Tour guide.<br>Historian. |  |  | Armed Forces.<br>Tour guide.<br>Historian.                      | Armed Forces.<br>Tour guide.<br>Historian. | STEM careers.<br>Medicine.<br>Research.   | STEM careers.<br>Medicine.<br>Research. | STEM careers.<br>Medicine.<br>Research. |