



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>Part One: Medicine stands still:</p> <p>Medieval medicine</p>	<p>Ideas of Hippocratic and Galenic methods and treatments</p> <p>Medieval doctors, their training, medieval beliefs about causes of illness</p> <p>the contribution of Christianity to medical progress and treatment</p> <p>Medieval hospitals</p> <p>Islamic medicine and surgery</p> <p>Surgery in Medieval England</p>	<p>Four Humours</p> <p>Astrology</p> <p>Barber-surgeon</p> <p>Pilgrimage</p> <p>Leprosy</p> <p>Patron</p> <p>Caliph</p> <p>Cauterisation</p> <p>trepanning</p>	<p>Explore the ancient ideas of medicine and the explain their relevance to Medieval times.</p> <p>Develop an understanding of the work of Medieval doctors.</p> <p>Interpret and analyse sources to make a judgment on the contribution of the Medieval Church.</p> <p>Interpretation and comparison of European and Islamic medicine in Medieval times.</p>	<p>Year 7 - Medieval Medicine and the Church - recall of prior knowledge</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation</p> <p>Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Further assessment of the effectiveness of Medieval Medicine</p> <p>Extra research</p> <p>Exam Questions</p>
<p>Part One: Medicine stands still:</p> <p>Medieval Public Health</p>	<p>Living conditions in towns and monasteries</p> <p>The Black Death in Britain: beliefs about its causes, treatment and prevention</p>	<p>Public health</p> <p>Cesspit</p> <p>Gong farmer</p> <p>Privy</p> <p>Epidemic</p> <p>Bubonic</p> <p>Pneumonic</p> <p>Quarantine</p> <p>Feudal system</p>	<p>Investigate the living conditions in Medieval England and develop an understanding of the examples of public health</p> <p>Interpret and analyse sources to make a judgment on the ways the Black Death was dealt with, its impact and what people believed was the cause.</p>	<p>Year 7 - the Black Death and it's impact on society</p> <p>Year 8 - Living conditions in the Medieval time</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation</p> <p>Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Further assessment of the Medieval public health and the Black Death</p> <p>Extra research</p> <p>Exam Questions</p>
<p>Part two: The beginnings of change</p> <p>The impact of the Renaissance on Britain</p>	<p>Challenges to medical authority</p> <p>The work of Vesalius, Paré, William Harvey and their opposition</p>	<p>Renaissance</p> <p>Dissection</p>	<p>Understand the nature of change on the Renaissance period</p> <p>Interpret and analyse sources to make a judgment on the significance of the key individuals of the period. Complete a significance question.</p>	<p>Year 9 - Challenges to authority - the female suffrage</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation</p> <p>Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Further assessment on the significance and impact of key individuals</p> <p>Extra research</p> <p>Exam Questions</p>



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<p>Part two: The beginnings of change</p> <p>Treatments , hospitals and training</p>	<p>Traditional and new methods of treatment</p> <p>The growth of hospitals</p> <p>Changes to the training and status of surgeons and physicians</p> <p>The work of John Hunter</p>	<p>Quack</p> <p>Emetic</p> <p>Purgative</p> <p>Enema</p>	<p>Investigate the changes in treatments and the training in status of surgeons.</p> <p>Examine the growth of hospitals and the impact this has.</p> <p>Interpret and analyse sources to make a judgment on the significance of John Hunter</p>	<p>Year 8—Elizabethan England—discoveries within her reign—link to the discovery of new ways of doing things</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation</p> <p>Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Further assessment of the impact the Renaissance had on areas within medicine.</p> <p>Extra research</p> <p>Exam Questions</p>
<p>Part two: The beginnings of change</p> <p>The prevention of disease</p>	<p>The method of inoculation</p> <p>Edward Jenner</p> <p>vaccination and opposition to change</p>	<p>Virus</p> <p>Inoculation</p> <p>Vaccination</p>	<p>Make the link between the training received by Jenner from Hunter and the implications of this.</p> <p>Create a profile of Jenner and the work he did.</p> <p>Interpret and analyse sources to make a judgment on the significance of Jenner and the opposition he received.</p>	<p>Year 8—The Big picture overview on the developments of public health.</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation</p> <p>Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Further assessment on the significance and impact of Edward Jenner</p> <p>Extra research</p> <p>Exam Questions</p>
<p>Part three: a revolution in medicine</p> <p>The development of Germ Theory and a revolution in surgery</p>	<p>Anaesthetics; including Simpson and chloroform</p> <p>Germ Theory, its impact on the treatment of disease in Britain: the importance of Pasteur</p> <p>Antiseptics</p> <p>Robert Koch and microbe hunting.</p> <p>Paul Ehrlich and magic bullets.</p>	<p>Microbe</p> <p>Spontaneous generation</p> <p>Specificity</p> <p>Miasma</p> <p>Antiseptic</p> <p>aseptic</p> <p>Germ Theory</p> <p>Vaccine</p>	<p>Create a profile on Pasteur and explain the significance of his work.</p> <p>Identify the problems with surgery</p> <p>Link the advancement of knowledge to the developments in antiseptics in surgery. Make a judgement on the significance of Lister.</p> <p>Assess the impact of Robert Koch’s work and the foundation this laid for future developments.</p>	<p>Year 8—The Big picture overview on the developments of public health.</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation</p> <p>Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Further assessment of the significance of key individuals and developments made in medicine.</p> <p>Extra research</p> <p>Exam Questions</p>



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<p>Part three: a revolution in medicine</p> <p>Improvements in public health</p>	<p>Public health problems in industrial Britain</p> <p>Public health improvement, including the 1848 and 1875 Public Health Acts</p> <p>The role of public health reformers</p> <p>The role of local and national government involvement in public health</p>	<p>Cholera</p> <p>Laissez Faire</p>	<p>Explore the problems of living conditions and an understanding of the lack of government intervention</p> <p>Interpret and analyse sources to make a judgment on the effectiveness of the health reforms and why they were introduced</p>	<p>Year 8 - the living conditions in the 19th century and the public health overview</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Further assessment of the role of individuals and government within the improvements in public health.</p> <p>Extra research</p> <p>Exam Questions</p>
<p>Part four: modern medicine</p> <p>Modern treatment of disease</p>	<p>The development of the pharmaceutical industry</p> <p>Penicillin, and its development</p> <p>New diseases and treatments, antibiotic resistance</p> <p>Alternative medicine and treatments</p> <p>Modern surgical methods and developments in surgery</p>	<p>Antibiotic</p> <p>Pharmaceutical</p> <p>Bacteriologist</p> <p>Spore</p> <p>DNA</p> <p>Keyhole surgery</p> <p>Radiation therapy</p>	<p>Explore the development and importance of pharmaceuticals.</p> <p>Examine the discovery of penicillin and the impact it had.</p> <p>Explain the reasons for continuity in alternative medicines</p>	<p>Year 8 - The Big picture overview on the developments of public health.</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Further assessment of the role of individuals and the role of technology within treatment development.</p> <p>Extra research</p> <p>Exam Questions</p>
<p>Modern public health</p>	<p>Booth, Rowntree, and the Boer War</p> <p>Liberal social reforms</p> <p>The impact of two world wars on public health, poverty and housing</p> <p>The Beveridge Report and the Welfare State</p> <p>The NHS and healthcare in the 21st century</p>	<p>Health visitor</p> <p>Welfare state</p>	<p>Explain the significance of key individuals/government and the role they played in public health improvements</p> <p>Develop an understanding how public health changed</p> <p>Interpret and analyse sources to make a judgment the importance of the Welfare state and the NHS in modern society.</p>	<p>Year 8 - The Big picture overview on the developments of public health.</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Further assessment of the role of individuals and government within the improvements in public health.</p> <p>Extra research</p> <p>Exam Questions</p>



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Part One: The Causes of the First World War	<p>The alliances</p> <p>The crises in Morocco and the Balkans (1908-1909) and their effects on international relations.</p> <p>Britain and the challenges to Splendid Isolation.</p> <p>Kaiser Wilhelm's aims in foreign policy, including Weltpolitik.</p> <p>Colonial tensions.</p> <p>European rearmament, including the Anglo-German naval race.</p> <p>Slav nationalism and relations between Serbia and Austria-Hungary. The assassination of Archduke Franz Ferdinand in Sarajevo and its consequences.</p> <p>Reasons for the outbreak of hostilities and the escalating war.</p>	<p>Militarism</p> <p>Alliances</p> <p>Imperialism</p> <p>Nationalism,</p> <p>Tsar</p> <p>Colony</p> <p>Slav & pan Slavism</p> <p>Treaty</p> <p>Splendid Isolation</p> <p>Weltpolitik</p> <p>Foreign policy</p> <p>Arms race</p> <p>Mobilise</p> <p>Ultimatum</p>	<p>Students interpret and analyse a range of sources to investigate and explore the following:</p> <p>Explain and analyse the wider fears, tensions and rivalries which confronted the major European powers at this time, and how this contributed to war.</p> <p>Explain and analyse how the Moroccan Crises and Balkan Crises impacted upon relations between the major powers and increased the tension in Europe.</p> <p>investigate why and how relations between Britain and Germany became so difficult.</p> <p>Understand and explain why the Archduke's assassination led to war and whether events had spiralled outside the ability of Europe's leaders to control them</p>	<p>Year 9—the causes of WWI and the causes of WWII</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation</p> <p>Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Further assessment of how the different elements of international politics led to the increased tension and ultimately WWI.</p> <p>Extra research</p> <p>Exam Questions</p>
Part two: The First World War: stalemate	<p>The reasons for the plan, its failure, including the Battle of the Marne and its contribution to the stalemate.</p>	<p>Outflanked</p> <p>Province</p> <p>Stalemate</p> <p>Eastern/Western Fronts</p> <p>No-man's land</p>	<p>Outline the plan and interpret the strengths and weaknesses of the plan</p> <p>Assess the reasons for failure and reach a conclusion as to the role it played in making WWI a stalemate.</p>	<p>Year 9—the battles of WWI</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation</p> <p>Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Further assessment on the role of the Schlieffen plan and the impact the failure had on warfare.</p> <p>Extra research</p> <p>Exam Questions</p>



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WWI battles and tactics	<p>Military tactics and technology, including trench warfare.</p> <p>War of attrition.: Key battles: the reasons for, the events and significance of Verdun, the Somme and Passchendaele</p>	<p>Attrition</p> <p>Counter -attack</p> <p>Bayonet</p> <p>Mutiny</p> <p>rolling barrage</p> <p>Artillery</p>	<p>Consolidation of prior understanding of the trenches and attempts to use new technology and tactics to break the stalemate on the Western Front.</p> <p>Develop their understanding of the roles of key individuals, the weapons used, and the ways the battles unfolded.</p>	<p>Year 9—the battles of WWI</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation</p> <p>Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Further assessment of how the battles of WWI were fought. Further identification of the key features of each battle and how one outcome led to other events.</p> <p>Extra research</p> <p>Exam Questions</p>
The War on other fronts	<p>The war on other fronts: Gallipoli and its failure.</p> <p>The war at sea, including Jutland.</p> <p>The U-boat campaign and convoys.</p> <p>The reasons why the USA joined the war.</p>	<p>Blockades</p> <p>U-boats</p> <p>Q-ships</p> <p>Convoy system</p> <p>Depth charges</p> <p>Hydro-phone</p> <p>Zeppelins</p> <p>Dogfight</p> <p>Reconnaissance</p> <p>Dardanelles</p> <p>ANZACs</p>	<p>Developing understanding that war was taking place on other fronts, Interpret and evaluate a range of sources about Gallipoli and the events that unfolded. Make a judgement about the Gallipoli campaign to assess the reasons for it's failure.</p> <p>Write a narrative account style answer about why both sides claimed victory at Jutland.</p> <p>Assess the successes and failures of the German U-boat campaign (and the responses to it) Reach a conclusion regarding this..</p>	<p>Year 9—the battles of WWI</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation</p> <p>Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Further assessment of the impact of the Gallipoli campaign, the war at sea, U-boat campaign, the reasons and implications of the USA joining the war. And technological developments within the war.</p> <p>Extra research</p> <p>Exam Questions</p>



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Part three: Ending the war	<p>Consequences of the Bolshevik Revolution and the withdrawal of Russia on Germany strategy.</p> <p>The reasons for and impact of the entry of the USA into the war.</p>	<p>Bolshevik</p> <p>Abdicate</p> <p>Desert</p> <p>Neutrality</p>	<p>Investigate using a wide range of sources in order to interpret and assess the impact of Russia leaving and the USA joining the war.</p> <p>Link at the connected decision which Ludendorff made to gamble Germany's last manpower reserves on a massive Offensive in 1918, and explain and analyse the impact/significance of this.</p>	<p>Year 10 - the reasons for the boom in America</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Further assessment of the impact of the Russian withdrawal and the US entry from/to WWI</p> <p>Extra research</p> <p>Exam Questions</p>
Final Offensives	<p>The evolution of tactics and technology.</p> <p>Ludendorff and the German Spring Offensive.</p> <p>The Allied advance during The Hundred Days.</p>	<p>Hurricane bombardment</p> <p>Storm troopers</p> <p>Salient</p>	<p>Examine and explore the war in the air and assess how aviation (and other areas in technological warfare) developed and influenced the outcome of the war.</p> <p>Explore and explain the new tactics used during the Spring Offensive and consider why they failed and why this presaged Germany's defeat.</p>	<p>Year 9 - the battles of WWI</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Further consideration of the change in warfare in WWI and the new tactics used by the Germans and the Allies towards the end of the conflict.</p> <p>Extra research</p> <p>Exam Questions</p>
The end of the war	<p>Impact of the blockade.</p> <p>Abdication of the Kaiser.</p> <p>Armistice.</p> <p>The contribution of Haig and Foch to Germany's defeat.</p> <p>Revision</p>	<p>Home front</p>	<p>Examine and explain the significance of changes in the wider circumstances combined with changes in tactics and technology that allowed the Allies to break the stalemate and finally advance.</p> <p>Evaluate the contribution of the allied Commanders in Chief towards Germany's eventual defeat.</p>	<p>Year 9 - the Treaty of Versailles</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Further assessment of the impact of the leadership of the Allies, the blockade, and how this led to the abdication of the Kaiser and the armistice signed by the German representatives.</p> <p>Exam Questions</p>