

| Module Title: England Before 1066   | Module Title: Medieval England and the Islamic World   | Module Title: Tudors and Stuarts – Religion, Discovery and Conflict  |
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| <p>Learning Intent for this module:</p> <p>To explore change and continuity in English History before 1066 and the influence of the wider world on the country, looking at themes including power, beliefs, ideas, society, empire, conflict and the economy.</p>   | <p>Learning Intent for this module:</p> <p>To explore change and continuity in English Medieval History and the influence of the wider world on the country, looking at themes including power, rights, beliefs, ideas, society, empire, conflict and the economy.</p>   | <p>Learning Intent for this Module:</p> <p>To explore change and continuity in English History in the Early Modern World and the influence of the wider world on the country, looking at themes including power, rights, beliefs, ideas, society, empire, conflict and the economy.</p>  |
| <p>Key Content to be learned:</p> <ul style="list-style-type: none"> <li>● Invasion of Britain by the Romans</li> <li>● Opposition and rebellion of native Britons</li> <li>● Impact of the Invasion on Britain and the local area</li> <li>● End of Roman rule in Britain</li> <li>● Anglo-Saxon society</li> <li>● Rise of Christianity</li> <li>● The Impact of the Vikings on Northern England</li> <li>● England in 1066</li> <li>● 1066 – Battle of Hastings</li> </ul> | <p>Key content to be learned:</p> <ul style="list-style-type: none"> <li>● Normans – rebellion and rule</li> <li>● The Islamic World – life for people in the Islamic World</li> <li>● Power and Conflict – King Richard and the Crusades</li> <li>● Power and conflict – King John and the Magna Carta</li> <li>● Power and Conflict – Henry II and Thomas Becket</li> <li>● Life for people in Medieval England – society and the importance of religion</li> <li>● Life for People in Medieval England – the Black Death</li> <li>● Power and Conflict – Richard II and the Peasants’ Revolt</li> </ul> | <p>Key Content to be learned:</p> <ul style="list-style-type: none"> <li>● The Wars of the Roses</li> <li>● The arrival of the Tudors</li> <li>● Religious change and conflict</li> <li>● Relations with Europe</li> <li>● Discovery and conquest</li> <li>● Rise of the Stuarts and rebellion</li> <li>● Internal conflict – Civil War</li> <li>● The English Republic</li> </ul> |
| <p>Key tasks for this module:</p> <p><b>Task 1 – Source task - Boudicca</b><br/> <b>Task 2 – Interpretation - Vikings</b><br/> <b>Task 3 – Causation task – Why did William win the Battle of Hastings?</b></p>   | <p>Key tasks for this module:</p> <p><b>Task 1- Source task – Islamic world</b><br/> <b>Task 2 – Interpretation task – Black Death</b><br/> <b>Task 3 – Change and continuity - Could a medieval monarch do as they liked?</b></p>   | <p>Key tasks for this module:</p> <p><b>Task 1 - Interpretation task - Simnel and Warbeck</b><br/> <b>Task 2 - Source task - Armada/monasteries</b><br/> <b>Task 3 – Change and Continuity task – Changing relationship between crown and parliament</b></p>   |

Progression Model - Year 8

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| <p><b>Module Title:</b></p> <p><b>Building of an Empire and the Impact of the Slave Trade</b></p>  | <p><b>Module Title:</b></p> <p><b>The Industrial Revolution and Impact on the British People</b></p>   | <p><b>Module Title:</b></p> <p><b>Rights and the rise of the people</b></p>   |
| <p><b>Learning Intent for this module:</b><br/>To explore the impact of Empire on Britain and the wider world, looking at themes including power, rights, beliefs, ideas, society, empire, conflict and the economy.</p>   | <p><b>Learning Intent for this module:</b><br/>To explore change and continuity in English History in the 19<sup>th</sup> century and the influence of the wider world on the country, looking at themes including power, rights, beliefs, ideas, society, empire, conflict and the economy.</p>   | <p><b>Learning Intent for this Module:</b><br/>To explore change and continuity in the lives and rights of ordinary English people and in the wider world, looking at themes including power, rights, beliefs, ideas, society, empire, conflict and the economy.</p>  |
| <p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>● How and why Britain built an Empire</li> <li>● Impact of the British Empire on India</li> <li>● Impact of the British Empire on Britain</li> <li>● Religion, conflict and culture in Benin pre slavery</li> <li>● The origins of the slave trade</li> <li>● Transportation and treatment of slaves</li> <li>● Slave resistance and rebellion</li> <li>● The abolition of the slave trade – including women abolitionists</li> <li>● The life of Olaudah Equiano</li> </ul> | <p><b>Key content to be learned:</b></p> <ul style="list-style-type: none"> <li>● Cause and Effect of the industrial revolution</li> <li>● Innovation and invention</li> <li>● Working conditions</li> <li>● Impact of the revolution on Living conditions</li> <li>● Public Health and change</li> <li>● Cholera in Sunderland</li> </ul> | <p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>● Power and protest – the Peterloo Massacre</li> <li>● Power and Protest - The Chartist movement</li> <li>● Position of women in Victorian England</li> <li>● Power and Protest – votes for women suffragette campaigns</li> <li>● Power and Protest – votes for women Emily Davison</li> <li>● Power and Protest – The Civil Rights Movement in the USA 1865-1968</li> </ul> |
| <p><b>Key tasks for this module:</b></p> <p><b>Task 1 – Interpretation task - was the British Empire a force for good’?</b></p> <p><b>Task 2 – Source task – Experience of slavery</b></p> <p><b>Task 3 – Significance task - Abolition of slavery</b></p>   | <p><b>Key tasks for this module:</b></p> <p><b>Task 1 - Causation task - Industrial revolution</b></p> <p><b>Task 2 - Source task - Public health and living conditions</b></p> <p><b>Task 3 - Interpretation task - Was the industrial revolution a good thing?</b></p>   | <p><b>Key tasks for this module:</b></p> <p><b>Task 1 - Source task - Peterloo</b></p> <p><b>Task 2 – Interpretation task – Suffragette Derby</b></p> <p><b>Task 3 – Causation task - Was violence the most effective method of protest in achieving civil rights?</b></p>  |

Progression Model – Year 9 2023 onwards

| <b>Module Title:</b><br><b>How did war shape the 20<sup>th</sup> century?</b>   | <b>Module Title:</b><br><b>The post war world</b>   | <b>Module Title:</b><br><b>Medicine Through Time – How did medicine develop in the period 1250 to 1750?</b>  |
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| <b>Learning Intent for this module:</b><br>To explore change in Britain and the world in the 20 <sup>th</sup> century and the extent to which war shaped the century in terms of experience and the nature of government and the causes and consequences of conflict  | <b>Learning Intent for this module:</b><br>To explore change in Britain and the world in the 20 <sup>th</sup> century and how far the Second World War affect civilians, politics and society both in Britain and the wider world.  | <b>Learning Intent for this Module:</b><br>Students should understand the key factors that drive/hinder medical progress<br>Students should understand how ideas on the causes of disease have changed/remained the same 1250-1750<br>Students should understand change/continuity in the approaches to treatment and prevention of disease 1250-1750<br>Students should understand change/continuity in hospital care, training and the responses to the bubonic plague   |
| <b>Key content to be learned:</b> <ul style="list-style-type: none"> <li>● How did WW1 change our view of war? (including causes)</li> <li>● Age of Dictators - Democracy, dictatorship, ideology, case study on Hitler’s Germany</li> <li>● Did WW1 cause WW2</li> <li>● How did the Second World War impact on the lives of ordinary people? (comparative study – impact in Britain, life in occupied Europe, impact of Japanese occupation etc)</li> </ul> | <b>Key content to be learned:</b> <ul style="list-style-type: none"> <li>● Why should the Holocaust be remembered</li> <li>● World War to Cold War (</li> <li>● How did Britain change after WW2 (inc women, migration, Britain in the world)</li> <li>● The end of empire and the rise of independence (case study on post war India)</li> </ul> | <b>Key Content to be learned:</b> <ul style="list-style-type: none"> <li>● Overview of medicine - key turning points</li> <li>● What factors have influenced medicine over time?</li> <li>● What did people think caused disease?</li> <li>● Did the Church help or hinder the development of medicine in the medieval period?</li> <li>● Who treated the sick in the medieval period?</li> <li>● What treatments and cures were offered in the medieval period?</li> <li>● What can the Black Death tell us about medieval medicine?</li> <li>● How far was there change/continuity in beliefs about the causes of disease - medieval to renaissance</li> <li>● Was religion still the most important factor in the development of medicine</li> <li>● How did the work of key individuals change our understanding of medicine</li> <li>● How far had treatment of disease progressed</li> <li>● What can the Great Plague tell us about the development of medicine in the Renaissance period.</li> </ul> |
| <b>Key tasks for this module</b><br><b>FT – Source evaluation - WW1</b><br><b>FT – Interpretations – causes of WW2</b><br><b>ST – Ext writing – experience of war</b>   | <b>Key tasks for this module:</b><br><b>FT – Ext writing – Cold War</b><br><b>FT – Interpretations – Windrush generation</b><br><b>ST – Source evaluation - End of Empire/India</b>   | <b>Key tasks for this module:</b><br><b>FT – Interpretation task – Medieval medicine</b><br><b>FT – Source task - William Harvey</b><br><b>ST - Change and continuity task - Black Death and Plague</b>  |