Space Studio West London
an Aspirations Academy

HISTORY- Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 curriculum overview	**Germany 1890-1945**	**Germany 1890-1945**	**Germany 1890-1945**	**Health and the People**	**Health and the People**	**Health and the People**
Key knowledge outcomes (students should know)	Explain how Parliamentary Democracy developed between 1890 - 1928 and the limits of the Weimar Government Explain the impact of WW1 and the impact on the Weimar Government Evaluate the challenges the Weimar Government faced and its recovery by 1928	Describe, explain and evaluate the reasons for the growth in support for the Nazi party Explain how Hitler created a dictatorship by 1934	Describe and explain the experiences of Germans under the Nazis Evaluate the extent of control through social policy, propaganda and terror	Describe and explain the significance of Medical Developments, Public Health and Surgery during the Medieval Era and how this meant medicine stood still. Compare and contrast the impact of religion on medical developments	Describe and explain the significance of Medical Developments, Public Health and Surgery during the Renaissance and how this meant the beginnings of change Explain the significance of key developments in the prevention of disease	Describe and explain the significance of Medical Developments, Public Health and Surgery during the Industrial Age and Twentieth Century and how this meant a revolution in medicine Explain how the development in scientific approaches led to significant improvements with long lasting impact on medicine
Key skills (students should be able to)	Interpretations Change & Continuity Significance Learning to Learn: Learning to deep	Interpretations Change & Continuity Significance Learning to Learn: Learning to deep	Interpretations Change & Continuity Significance Learning to Learn: Learning to deep	Sources & Evidence Change & Continuity Similarity & Difference Learning to Learn:	Sources & Evidence Change & Continuity Similarity & Difference Learning to	Sources & Evidence Change & Continuity Similarity & Difference Learning to

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	learn	learn	learn	Learning to deep learn	Learn: Learning to deep learn	Learn: Learning to deep learn
Year 11 curriculum overview	**Elizabethan England**	**Elizabethan England**	**Elizabethan England**	**Conflict & Tension 1918-39**	**GCSE Revision & Exams**	
Key knowledge outcomes (students should know)	Describe and explain the challenges Elizabeth faced as a female ruler and the significance of her Court and Parliament in ruling England Evaluate the threat Elizbeth faced at home and abroad and their significance in shaping her foreign and domestic policies	Consider whether Elizabeth's reign was a Golden Age by evaluating the economy, attitudes towards poverty and the development of trade	Explore the Historic Environment selected, consider its importance in the wider context of Elizabethan England	Describe and explain the significance of Hitler's Foreign Policy aims in the Road to War Explain the development of tensions in the Road to War and evaluate their significance	Compare and contrast key concepts to explain the significance of events, developments and changes over time	
Key skills (students should be able to)	Interpretations Change & Continuity Significance Learning to Learn: Learning to deep learn	Interpretations Change & Continuity Significance Learning to Learn: Learning to deep learn	Interpretations Change & Continuity Significance Learning to Learn: Learning to deep learn	Sources & Evidence Cause & Consequence Learning to Learn: Learning to deep learn		
Year 12 curriculum overview	**The Tudors: England 1485 - 1603 Focus: Henry VII, 1485 - 1509 Consolidation of the Tudor Dynasty**	**The Tudors: England 1485 - 1603 Focus: Henry VII, 1485 - 1509 Consolidation of the Tudor Dynasty**	**The Tudors: England 1485 - 1603 Focus: Henry VIII, 1509 - 1547 Consolidation of the Tudor Dynasty**	**The Tudors: England 1485 - 1603 Focus: Henry VIII, 1509 - 1547 Consolidation of the Tudor Dynasty**	**The Tudors: England 1485 - 1603 Focus: England: Instability & Consolidation: 'the mid-Tudor**	**The Tudors: England 1485 - 1603 Focus: England: Instability & Consolidation: 'the mid-Tudor**

	The American Dream: Reality and Illusion 1945 - 1980 Focus: Prosperity & superpower status, 1945 - 1963 Truman & post-war America, 1945-1953	**The American Dream: Reality and Illusion 1945 - 1980 Focus: Prosperity & superpower status, Eisenhower: Tranquility & crisis, 1953 - 56**	**The American Dream: Reality and Illusion 1945 - 1980 John F. Kennedy & the 'New Frontier', 1961 - 1963**	**Challenges to the American Dream, 1963 - 1980 The Johnson Presidency, 1963 - 1969**	**crisis', 1547 - 1563 Turmoil and Triumph** **The American Dream: Reality and Illusion 1945 - 1980 Challenges to the American Dream, 1963 - 1980 Republican Reaction: The Nixon Presidency, 1969 - 1974**	**crisis', 1547 - 1563 Turmoil and Triumph** **The American Dream: Reality and Illusion 1945 - 1980 Challenges to the American Dream, 1963 - 1980 Republican Reaction: The USA after Nixon, 1974 - 1980**
Key knowledge outcomes (students should know)	Use interpretations of history to understand the ways in which Henry VII gained and consolidated power Explain and evaluate Henry's impact on Dynasty, Government, Foreign and Domestic policy and religion Use Sources in order to understand the USA post-war considering how Truman balanced prosperity and post-war divisions	Use interpretations of history to understand the ways in which Henry VII gained and consolidated power Explain and evaluate Henry's impact on Dynasty, Government, Foreign and Domestic policy and religion Use Sources in order to understand the USA under Eisenhower and 'Dynamic Conservatism'	Use interpretations of history to understand the ways in which Henry VIII challenged the legacy of Henry VII and established Royal Supremacy Explain and evaluate Henry's impact on Dynasty, Government, Foreign and Domestic policy and religion Use Sources in order to understand the USA under Kennedy and the	Use interpretations of history to understand the ways in which Henry VIII challenged the legacy of Henry VII and established Royal Supremacy Explain and evaluate Henry's impact on Dynasty, Government, Foreign and Domestic policy and religion Use Sources in order to understand the USA under Johnson and the 'Great	Use interpretations of history to understand to what extent England experiences a 'Mid Tudor Crisis' under Edward VI and Mary I Edward and Mary's impact on Dynasty, Government, Foreign and Domestic policy and religion Use Sources in order to understand the USA under Nixon	Use interpretations of history to understand to what extent England experiences a 'Mid Tudor Crisis' under Edward VI and Mary I Edward and Mary's impact on Dynasty, Government, Foreign and Domestic policy and religion Use Sources in order to understand the USA after Nixon,

	Explain and evaluate the role of the Truman government in the development of the USA as a Superpower, the campaigns for Civil Rights and post-war reconstruction of the economy	Explain and evaluate the role of the Eisenhower government in the development Superpower rivalry and the crisis in Asia and the Middle East, the impact of 'consumer society' on the economy and campaigns for Civil Rights	'New Frontier' Explain and evaluate the role of the Kennedy government during the challenges to the USA's power in the 1960s and campaigns for Civil Rights for African Americans and social change for women and youth	Society' Explain and evaluate the role of the Johnson government in the attempts to maintain the status of a World Power during escalation of Vietnam, impact of Civil Rights legislation and developing social divisions and escalating protest	and the 'Republican Reaction' Explain and evaluate the role of the Nixon government in the restoration of conservative social and economic policies, in the Watergate affair and in the diminishing of the USA's status as a World Power	studying Ford and Carter Explain and evaluate the role of the Ford and Carter as the position of the USA as a World Power is challenged and where social divisions have led to a loss of national self-confidence
Key skills (students should be able to)	Sources Interpretations Historical Concept Learning to Learn: Learning to deep learn	Sources Interpretations Historical Concept Learning to Learn: Learning to deep learn	Sources Interpretations Historical Concept Learning to Learn: Learning to deep learn	Sources Interpretations Historical Concept Learning to Learn: Learning to deep learn	Sources Interpretations Historical Concept Learning to Learn: Learning to deep learn	Sources Interpretations Historical Concept Cause and Consequence Learning to Learn: Learning to deep learn
Year 13 curriculum overview	**The Tudors: England 1485 - 1603 Focus: The triumph of Elizabeth, 1563 - 1603 Turmoil and Triumph** **NEA: Historical Investigation (non-examined element)**	**The Tudors: England 1485 - 1603 Focus: The triumph of Elizabeth, 1563 - 1603 Turmoil and Triumph** **NEA: Historical Investigation (non-examined element)**	**The Tudors: England 1485 - 1603 Focus: The triumph of Elizabeth, 1563 - 1603 Turmoil and** **Triumph NEA: Historical Investigation (non-examined element)**	**Revision The Tudors: England 1485 - 1603 The American Dream: Reality and Illusion 1945 - 1980**	**Revision The Tudors: England 1485 - 1603 The American Dream: Reality and Illusion 1945 - 1980**	

Key knowledge outcomes (students should know)	Use interpretations of history to understand to what extent England experienced a 'Golden Age' under Elizabeth I Elizabeth's impact on Dynasty, Government, Foreign and Domestic policy and religion Complete independent research to identify three primary sources and two historical interpretations and key evidence to answer a self selected NEA question	Use interpretations of history to understand to what extent England experienced a 'Golden Age' under Elizabeth I Elizabeth's impact on Dynasty, Government, Foreign and Domestic policy and religion Students draft a comprehensive historical investigation as part of their Non-Examined Assessment	Use interpretations of history to understand to what extent England experienced a 'Golden Age' under Elizabeth I Elizabeth's impact on Dynasty, Government, Foreign and Domestic policy and religion Students draft a comprehensive historical investigation as part of their Non-Examined Assessment	Compare and contrast key concepts to explain the significance of events, developments and changes over time	Compare and contrast key concepts to explain the significance of events, developments and changes over time	
Key skills (students should be able to)	Sources Interpretations Historical Concept Learning to Learn: Learning to deep learn	Sources Interpretations Historical Concept Learning to Learn: Learning to deep learn	Sources Interpretations Historical Concept Learning to Learn: Learning to deep learn	Sources Interpretations Historical Concept Learning to Learn: Learning to deep learn	Sources Interpretations Historical Concept Learning to Learn: Learning to deep learn	