

Timeline	Topic	Key concepts and knowledge	Skills development	Rationale
Unit in its entirety (3 parts) September' 22 – December' 22 (Term. 1)	Understanding the modern world. Period Study: America 1920-73: Opportunity and inequality.  American people and the 'Boom'.	<ul style="list-style-type: none"> <li>The 'Boom': benefits, advertising and the consumer society; hire purchase; mass production, including Ford and the motor industry; inequalities of wealth; Republican government policies; stock market boom.</li> <li>Social and cultural developments: entertainment, including cinema and jazz; the position of women in society, including flappers.</li> <li>Divided society: organised crime, prohibition and their impact on society; the causes of racial tension, the experiences of immigrants and the impact of immigration; the Ku Klux Klan; the Red Scare and the significance of the Sacco and Vanzetti case.</li> </ul>	<p><b>Historical skills:</b>                      Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p><b>Employability skills:</b>                      Literacy                      Oracy                      Communication                      Informed                      Recall                      Self-management                      Select and synthesise                      Creativity                      Numeracy                      Balanced argument</p> <p><b>Career link:</b>                      Historian                      Teaching                      Social History                      Human Rights</p>	<p>This period study has a focus on American history over a period of roughly 50 years. It allows students to study the domestic history of the USA and its people in a period of change, when some Americans lived the 'American Dream' whilst others grappled with poverty, discrimination and prejudice. Students will gain an understanding of developments and their impact on people through a variety of perspectives: political, social and cultural, economic, the role of ideas and the contribution of individuals and groups.</p> <p>Understanding the modern world helps students to understand key developments and events in modern world history.</p> <p>This unit of study focuses on the reasons for the</p>

			<p>Law enforcement                  Politician                  Immigration                  Border force                  Engineering                  Finance</p> <p><b>British Values:</b>                  Tolerance of Different Cultures and Religions                  Rule of Law                  Democracy                  Mutual Respect                  Individual Liberty</p>	<p>Americans 'Boom' and the impact it on American society.</p>
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Timeline	Topic	Key concepts and knowledge	Skills development	Rationale
	<p>Understanding the modern world.                      Period Study:                      America 1920-73:                      Opportunity and inequality.</p> <p>Americans' experiences of the Depression and the New Deal.</p>	<ul style="list-style-type: none"> <li>American society during the Depression: unemployment; farmers; businessmen; Hoover's responses and unpopularity; Roosevelt's election as president.</li> <li>The effectiveness of the New Deal on different groups in society: successes and limitations including opposition towards the New Deal from Supreme Court, Republicans and Radical politicians; Roosevelt's contribution as president; popular culture.</li> <li>The impact of the Second World War: America's economic recovery; Lend Lease; exports; social developments, including experiences of African-Americans and women.</li> </ul>	<p><b>Historical skills:</b>                      Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p><b>Employability skills:</b>                      Literacy                      Oracy                      Communication                      Informed                      Recall                      Self-management                      Select and synthesise                      Creativity                      Numeracy                      Balanced argument</p> <p><b>Career link:</b>                      Historian                      Teaching                      Social History</p>	<p>This unit of study focuses on the 'Bust', the Great Depression that followed the 'Boom' and how America tried to deal with it.</p>

			<p>Human Rights Law enforcement Politician Immigration Border force Engineering Finance Teaching</p> <p><b>British Values:</b> Tolerance Rule of Law Democracy Mutual Respect Individual Liberty</p>	
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	<p>Understanding the modern world.                      Period Study:                      America 1920-73:                      Opportunity and inequality.</p> <p>Post-war America</p>	<ul style="list-style-type: none"> <li>• Post-war American society and economy: consumerism and the causes of prosperity; the American Dream; McCarthyism; popular culture, including Rock and Roll and television.</li> <li>• 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.</li> <li>• America and the 'Great Society': the social policies 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.</li> </ul>	<p><b>Historical skills:</b>                      Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p><b>Employability skills:</b>                      Literacy                      Oracy                      Communication                      Informed                      Recall                      Self-management                      Select and synthesise                      Creativity                      Numeracy                      Balanced argument</p> <p><b>Career link:</b>                      Teaching                      Social History                      Human Rights                      Civil Rights</p>	<p>This unit of study focuses on the latter half of the period study, post war America and the changes in society 1945 to 1973.</p>

			<p>Law enforcement Politician Immigration / Border force Engineering Finance Teaching</p> <p><b>British Values:</b> Tolerance Rule of Law Democracy Mutual Respect Individual Liberty</p>	
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Unit in its entirety (3 parts) January' 23 – 31 March' 23 (Term. 2)	Understanding the modern world. Wider World Depth Study: Conflict and tension 1984-1918.  The causes of the First World War.	<ul style="list-style-type: none"> <li>• The Alliance System: the Triple Alliance; Franco-Russian Alliance; relations between the 'Entente' powers; the crises in Morocco (1905 and 1911) and the Balkans (1908–1909), and their effects on international relations.</li> <li>• 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.</li> <li>• Outbreak of war: Slav nationalism and relations 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.</li> </ul>	<p><b>Historical skills:</b>                      Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p><b>Employability skills:</b>                      Oracy                      Communication                      Literacy                      Informed                      Self-management                      Cartography                      Outline                      Creativity                      Numeracy                      Balanced argument                      Recall</p>	<p>This depth study investigates international conflict. Students will be able to deepen their understanding of the modern world, which helps students to understand key developments and events in modern world history.</p> <p>Students will gain a coherent understanding of how and why conflict occurred and why it proved difficult to resolve the immediate issues which resulted from it. As part of the study the role of key individuals and groups is considered as well as how they were affected by and influenced international relations.</p> <p>This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other</p>

			<p><b>Career link:</b>                  Curator                  Historian                  Teacher                  Battlefield guide                  Armed forces</p> <p><b>British Values:</b>                  Democracy                  Rule of Law                  Individual Liberty                  Tolerance of Different Cultures and Religions                  Mutual Respect</p>	<p>states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion.</p> <p>This unit of study focuses on the causes of The Great War.</p>
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	<p>Understanding the modern world.                      Wider World Depth Study: Conflict and tension 1984-1918.</p> <p>Fighting the First World War: stalemate.</p>	<ul style="list-style-type: none"> <li>• The Schlieffen Plan: the reasons for the plan, its failure, including the Battle of Marne and its contribution to the stalemate.</li> <li>• The Western Front: military tactics and technology, including trench warfare; the war of attrition; key battles, including Verdun, the Somme and Passchendaele, the reasons for, the events and significance of these battles.</li> <li>• The wider war: the war on other fronts; Gallipoli and its failure; the events and significance of the war at sea, including Jutland, the U-Boat campaign and convoys.</li> </ul>	<p><b>Historical skills:</b>                      Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p><b>Employability skills:</b>                      Oracy                      Communication                      Literacy                      Informed                      Self-Management                      Categorise                      Creativity                      Cartography                      Balanced argument                      Select and synthesise                      Prioritise                      Recall</p>	<p>Following on from the causes of The Great War, this unit study focuses on how (+ why in this manner) and where it was fought.</p>

			<p><b>Career link:</b> Curator Historian Teacher Battlefield guide Armed forces Naval Historian</p> <p><b>British Values:</b> Democracy Rule of Law Individual Liberty Tolerance of Different Cultures and Religions Mutual Respect</p>	
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	<p>Understanding the modern world.                      Wider World Depth Study: Conflict and tension 1984-1918.</p> <p>Ending The Great War.</p>	<ul style="list-style-type: none"> <li>Changes in the Allied Forces: consequences of the Bolshevik Revolution and the withdrawal of Russia on Germany strategy; the reasons for and impact of the entry of the USA into the war.</li> <li>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.</li> <li>Germany surrenders: impact of the blockade; abdication of the Kaiser; armistice; the contribution of Haig and Foch to Germany's defeat.</li> </ul>	<p><b>Historical skills:</b>                      Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p><b>Employability skills:</b>                      Oracy                      Communication                      Recall                      Literacy                      Informed                      Self-management                      Outline                      Select and synthesise                      Prioritise                      Balanced argument</p>	<p>The final unit of The Great War focuses on how the war came to end.</p>

			<p><b>Career link:</b> Politics Historian Battlefield guide Social Historian Teaching</p> <p><b>British Values:</b> Democracy Rule of Law Individual Liberty Tolerance of Different Cultures and Religions Mutual Respect</p>	
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Timeline	Topic	Key concepts and knowledge	Skills development	Rationale
Unit in its entirety (4 parts) April' 23 – July' 23 (Term. 3)	Shaping the nation - Thematic Study: Britain: Health the people: c1000- the present day  Medieval medicine	<ul style="list-style-type: none"> <li>• Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.</li> <li>• Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques.</li> <li>• Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.</li> </ul>	<p><b>Historical skills:</b>                      Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p><b>Employability skills:</b>                      Creativity                      Select and synthesise                      Oracy                      Communication                      Recall                      Literacy                      Self-management</p>	<p>Shaping the nation enables students to understand key developments and events in the history of Britain.</p> <p>The thematic study gives students a coherent understanding of change and continuity across a long period of history, looking at social, political and economic change and the part played by various factors in shaping the history of Britain. Students will understand how ideas and events in the wider world have affected Britain and shaped the course of the nation’s history.</p> <p>Students will gain an understanding of how medicine and public health developed in Britain. The unit considers the causes, scale, nature and consequences of short and long term developments,</p>

			<p><b>Career link:</b>                  Medieval Historian                  Teaching                  Archivist                  Curator                  NHS (Frontline / Admin)                  Medicine                  Clergy</p> <p><b>British Values:</b>                  Rule of law                  Individual Liberty                  Democracy                  Tolerance of Different Cultures and Religions</p>	<p>their impact on British society. Students will show an understanding of how several factors worked together to bring about particular developments at a particular time, how they were related and their impact upon society. Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the changes.</p> <p>This fist unit focuses on Medieval medicine.</p>
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	<p>Shaping the nation - Thematic Study:                      Britain: Health the people: c1000- the present day</p> <p>Renaissance medicine (beginnings of change)</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.</li> </ul>	<p><b>Historical skills:</b>                      Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p><b>Employability skills:</b>                      Literacy                      Oracy                      Communication                      Informed                      Recall                      Self-management                      Select and synthesise                      Creativity                      Numeracy                      Balanced argument</p>	<p>This unit focuses on the Renaissance period and its impact on medicine and public health in Britain.</p>

			<p><b>Career link:</b>                  NHS practitioner                  Doctor/Surgeon                  Artist                  Art Historian                  Military medicine                  Museum Curator                  Scientist</p> <p><b>British Values:</b>                  Tolerance of Different Cultures and Religions                  Rule of Law                  Democracy                  Mutual Respect                  Individual Liberty</p>	
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	<p>Shaping the nation - Thematic Study:                      Britain: Health the people: c1000- the present day</p> <p>Industrial medicine (A revolution in medicine)</p>	<ul style="list-style-type: none"> <li>• 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 Ehrlich and magic bullets; everyday medical treatments and remedies.</li> <li>• A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.</li> <li>• 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.</li> </ul>	<p><b>Historical skills:</b>                      Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p><b>Employability skills:</b>                      Creativity                      Select and synthesise                      Oracy                      Communication                      Recall                      Literacy                      Self-management                      Numeracy                      Cartography                      Informed</p>	<p>This unit focuses on the significant progress made during this time period in both medical understanding and public health.</p>

			<p><b>Career link:</b> NHS (Front line / Administration) Chemist Biologist Lawyer Medical research Civil Service Historian Teaching Engineer</p> <p><b>British Values:</b> Rule of Law Democracy Individual Liberty Mutual Respect</p>	
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	Shaping the nation - Thematic Study: Britain: Health the people: c1000- the present day  Modern medicine	<ul style="list-style-type: none"> <li>• Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.</li> <li>• The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.</li> <li>• Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.</li> </ul>	<p><b>Historical skills:</b>                      Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p><b>Employability skills:</b>                      Oracy                      Recall                      Literacy                      Informed                      Self-Management                      Co-operation/teamwork</p> <p><b>Career link:</b>                      Politics                      Social work                      Campaigner                      NHS</p>	This final unit focuses on modern medicine and treatment of disease through 20 <sup>th</sup> and 21 <sup>st</sup> century.

			<p>Pharmaceutical Surgeon</p> <p><b>British Values:</b> Tolerance of Different Cultures and Religions Rule of Law Democracy Mutual Respect Individual Liberty</p>	
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