

The Dean Academy 5 year Implementation overview:

Students receive 3 hours per fortnight of history lessons in Y7, Y8, and Y9. The curriculum has been devised using spiral learning so that the topics (as well as the key skills) required for success at GCSE are introduced for the first time in Years 7-9. History lessons provide students with an opportunity to develop their ability to construct both written and verbal arguments; analyse sources of information and use key language and terminology effectively. The history curriculum at Dean Academy is designed to offer a comprehensive understanding of diverse cultures and historical perspectives and historical contexts. It is structured to cover a range of topics spanning different time periods and regions.

In addition to teaching students a broad, challenging and exciting range of historical topics, our curriculum will also equip our young historians with the necessary skills to form their own enquiries and to fully develop their ability to investigate the past. We have worked hard to develop a spiral curriculum which revisits each of the fundamental historical skills as students progress through KS3 and KS4. This means skills are revisited, built upon and consolidated to create proficient historians who can master all of our curriculum goals and succeed in history beyond their time at the Dean Academy

Good historians form their own enquiries, and are not afraid challenge the perceptions of others, and as a result our curriculum is enquiry-led. Each unit of study is broken down into a number of thought-provoking, incisive enquiry questions that encourage students to develop their own evidence based interpretations of the past.

|        |                          | Unit 1 : How do we study History effectively?  | Unit 2 : What happened in 1066?   | Unit 3 : How powerful was a medieval monarch?  | Unit 4 : What was England like in the Middle Ages?   | Unit 5 : How did castles develop?  | Unit 6 : When was it safe to speak your mind in the Middle Ages?  |
|--------|--------------------------|--|---|--|--|--|---|
| Year 7 | Knowledge                | <ol style="list-style-type: none"> <li>Warren James Chronology</li> <li>Cause of Warren James' death</li> <li>Warren James write up</li> <li>Warren James interpretations</li> <li>Resources</li> <li>What are sources?</li> <li>How do we analyse sources?</li> <li>Who is the most significant forester?</li> <li>Change over time</li> <li>Skills assessment</li> </ol> | <ol style="list-style-type: none"> <li>Why was there a crisis in 1066?</li> <li>Three kings</li> <li>Stamford Bridge</li> <li>What happened at Hastings?</li> <li>Why did William win?</li> <li>The Bayeaux tapestry</li> <li>Write up</li> <li>How did Harold die?</li> <li>Source analysis</li> <li>Assessment</li> <li>What problems did William face?</li> <li>The Feudal system</li> <li>The Harrying of the North</li> <li>The Domesday book</li> </ol> | <ol style="list-style-type: none"> <li>King John introduction</li> <li>Was John a bad king?</li> <li>What do the sources say about John?</li> <li>Can we trust the sources about John?</li> <li>What problems did the barons have?</li> <li>Magna Carta?</li> <li>Was John a good king?</li> <li>How have interpretations of John changed?</li> <li>Was John the worst king ever?</li> <li>Assessment</li> </ol> | <ol style="list-style-type: none"> <li>Life in Medieval England</li> <li>Village people</li> <li>Farming</li> <li>Towns</li> <li>Women</li> <li>Crime</li> <li>Barter Game</li> <li>Health</li> <li>Black Death</li> <li>How did people react to the Black Death?</li> <li>Black Death consequences</li> <li>The Peasants' Revolt</li> </ol> | <ol style="list-style-type: none"> <li>How and why were medieval castles built?</li> <li>Castles change over time</li> <li>Where would castles be located?</li> <li>What was life like in Medieval castles?</li> <li>Attacking a castle</li> <li>Defending a castle</li> </ol> | <ol style="list-style-type: none"> <li>What was life like in the 1500s?</li> <li>Who were the Tudors?</li> <li>What was Henry VIII like?</li> <li>What problems did Henry face?</li> <li>What was the Reformation</li> <li>Why did Henry dissolve the Monasteries?</li> </ol> |
|        | Skills                   | Chronology<br>Diversity<br>Change and continuity<br>Cause and consequence<br>Significance<br>Interpretation  | Chronology<br>Change and continuity<br>Cause and consequence<br>Significance  | Chronology<br>Change and continuity<br>Cause and consequence<br>Significance<br>Interpretation   | Chronology<br>Diversity<br>Change and continuity<br>Cause and consequence<br>Significance<br>Interpretation  | Chronology<br>Change and continuity<br>Cause and consequence<br>Significance<br>Interpretation   | Chronology<br>Diversity<br>Change and continuity<br>Cause and consequence<br>Significance<br>Interpretation   |
|        | Concepts                 | Historical enquiry<br>Source analysis<br>Communicating about the past  | Historical enquiry<br>Source analysis<br>Communicating about the past   | Historical enquiry<br>Source analysis<br>Communicating about the past  | Historical enquiry<br>Source analysis<br>Communicating about the past  | Historical enquiry<br>Source analysis<br>Communicating about the past  | Historical enquiry<br>Source analysis<br>Communicating about the past   |
|        | Common Misconceptions    | Passage of time- BC the smaller the number the more recent it is.<br><br>Primary sources are always more reliable than secondary.  | Confusion between Harold Hardrada and Harold Godwinson  | John as a wholly negative king<br><br>Richard as a devoted English king  | 'divvy past' all people in the past were less intelligent  | Technologies available were sophisticated, castles as purely for defence. The castle is always a residence for a king  | Understanding the definitions Christian, Catholic and Protestant  |
|        | Links to prior learning  | Links to primary school topics, building on previous understanding of time.  | Many students have studied Vikings, and or Anglo-Saxons at primary  | Links to control of the king in the William module   | Links to power of the king, links to life during 5th dark age  | Norman control   | Role of the church in medieval England  |
|        | Links to future learning | Basis for KS3 history  | Feudal system - GCSE P2 Richard and John)   | GCSE P2 Richard and John   | Black Death - GCSE P1 medicine through time  | GCSE P2 Richard and John   | Y8 religious conflict   |
|        | Assessment               | 10 knowledge questions + evaluative writing  |   |  |  |  |   |

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|        |                          | Unit 1 : Elizabeth and Akbar  | Unit 2: How successful were people at achieving change  | Unit 2 : 2. Did life improve during the Industrial Revolution   | Unit 3 : African Kingdoms  | Unit 4 : Slave trade  | Unit 5 : British Empire   | Unit 6 : Black British History   |
|--------|--------------------------|---|---|---|--|---|---|--|
| Year 8 | Knowledge                | <ol style="list-style-type: none"> <li>Problems faced by Elizabeth</li> <li>Elizabeth portraits</li> <li>Mary Queen of Scots</li> <li>The Spanish Armada</li> <li>Elizabethan Golden Age</li> <li>Poverty in England</li> <li>Assessment</li> </ol> | <ol style="list-style-type: none"> <li>Peasant revolt</li> <li>Interpretations of the peasant's revolt (not until 26/27)</li> <li>Civil War</li> <li>Civil War</li> <li>Chartists</li> <li>Chartists</li> </ol> | <ol style="list-style-type: none"> <li>Progress or Regress?</li> <li>Agricultural Revolution</li> <li>Factories</li> <li>Children</li> <li>Coal mining</li> <li>Roads</li> <li>Railways</li> <li>Living Conditions</li> <li>Policing</li> </ol> | <ol style="list-style-type: none"> <li>African Kingdoms</li> <li>Great Zimbabwe</li> <li>Mali</li> <li>Mansua Musa</li> <li>Musa's Legacy</li> <li>Benin</li> <li>Benin Bronzes</li> <li>Ashanti map</li> <li>Ashanti life</li> <li>Summary lesson</li> </ol> Assessment | <ol style="list-style-type: none"> <li>Start of Slavery</li> <li>Middle Passage</li> <li>Slave Auctions</li> <li>Life on Plantations</li> <li>Slave rebellions</li> <li>Abolition</li> <li>Curious case of the missing slave</li> </ol> | <ol style="list-style-type: none"> <li>Birth of the British Empire</li> <li>Mapping the British Empire</li> <li>A very British India</li> <li>Why did the British Leave India</li> <li>Tackling Australia</li> <li>Scramble for Africa</li> <li>Assessment</li> </ol> | <ol style="list-style-type: none"> <li>What is the history of British BAME people?</li> <li>Black Tudors</li> <li>Black Victorians</li> <li>Mary Seacole</li> <li>Walter Tull</li> <li>World Wars</li> <li>Windrush</li> <li>Bristol Bus Boycott</li> <li>Who was Edward Colston?</li> </ol> |
|        | Skills                   | Source analysis, evaluation, causation, comprehension, comparison, judgment.  | Chronology<br>Diversity<br>Change and continuity<br>Cause and consequence<br>Significance<br>Interpretation   | Change and continuity<br>Source analysis, evaluating importance, Judgment   | Inference, Source analysis, evaluation, causation, comprehension, comparison, judgment.  | Inference, Source analysis, causation, comprehension,   | Map skills, causation, inference, explanation   | Inference, Source analysis, evaluation, causation, comprehension, interpretation, comparison, judgment.  |
|        | Concepts                 | Poverty, Royal power, 'Golden Age'  | Rebellion, revolt, change, revolution, parliament   | Agriculture, Industry, Progress and Regress.  | Africa, Archeology, expansion, Oral History  | Slavery, racism, property, rebellion  | Occupation, repression, civilisation, aborigines.   |  |
|        | Common Misconceptions    | India as a developing country Europe as dominant  | Defeat always means unsuccessful  | Things always get better as time goes on  | Africa as a single homogenous region with little internal cultural difference, Africa as a country   | All slaves had the same experience  | Concept of 'Savages'  | BAME as a heterogenous group<br>BAME history as not important/ peripheral  |
|        | Links to prior learning  | Power of the Monarch y7   | Black death y7  | Poverty in the Elizabethan module, development of the British Golden Age,   | Exploration during the Elizabethan period  | Nature of African Kingdoms  | Africa, exploration and slave trade, Warren James   | Links to empire as cause of increased migration from colonies to Britain after WW2   |
|        | Links to future learning | Connection to key features of industrial England, The domestic system   | Industrial revolution   | Industrialization does have links to many aspects of the slavery course such as providing manufactured goods in payment for slaves GCSE paper 1   | The nature of Africa before the coming of the slave trade  | Leads into the British Empire, Scramble for Africa seen as a direct result of the weakness of West African states caused by the abolition of slavery  | Empire as a cause of WW1<br>Empire leading to increased migration to Britain  | Skills very similar to the section on Women studied in year 9  |
|        | Assessment               | Short answer and source analysis + extended writing   | non   | 10 Short answer questions and 1 longer answer   | 10 Short answer questions and 1 longer answer  | N/A   | 10 Short answer questions and 1 longer answer   |  |

|        |                          | Unit 1 : What was life like on the Western Front?  | Unit 2 : Rise of the dictators   | Unit 3 : Changing role of women in the 20 <sup>th</sup> century  | Unit 4 : Causes and events of WWII  |
|--------|--------------------------|--|--|--|---|
| Year 9 | Knowledge                | <ol style="list-style-type: none"> <li>1. Introduction to the 20<sup>th</sup> century</li> <li>2. Introduction to the First World War</li> <li>3. Causes of the First World War</li> <li>4. Source analysis on causes of the First World War</li> <li>5. How did the Government recruit men and women?</li> <li>6. Introduction to trench warfare</li> <li>7. Trench warfare</li> <li>8. Trench warfare</li> <li>9. How did experiences of war vary?</li> <li>10. How did experiences of war vary?</li> <li>11. How useful are war poems as historic sources?</li> <li>12. The first day of the Battle of the Somme</li> <li>13. Why did the attack on the first day of the Battle of the Somme fail?</li> <li>14. How far does Haig deserve to be called the Butcher of the Somme?</li> <li>15. Somme source analysis practice</li> </ol> <p>Somme assessment</p> | <ol style="list-style-type: none"> <li>1. Making peace at the end of WWI</li> <li>2. How far was the treaty of Versailles a failure?</li> <li>3. Communism</li> <li>4. Impact of WWI on Germany</li> <li>5. Weimar Republic timeline</li> <li>6. What did Nazis believe?</li> <li>7. Why did Nazis come to power?</li> <li>8. How did the Nazis keep control?</li> <li>9. Nazi control of Germany</li> <li>10. Nazi control of young people</li> <li>11. Life in Nazi Germany source work</li> </ol> <p>Assessment</p> | <ol style="list-style-type: none"> <li>1. Women's history introduction</li> <li>2. Famous women</li> <li>3. Famous women</li> <li>4. Who were the WSPU?</li> <li>5. How effective were the Suffragettes' hunger strikes?</li> <li>6. How did women gain the vote?</li> <li>7. Womens' roles in WWI</li> <li>8. What can we learn about the changing role of women from war time posters?</li> <li>9. What can we learn about the changing role of women from war time posters?</li> <li>10. Women during WWII</li> </ol> <p>How did the law change for women in the 1960s?</p> | <ol style="list-style-type: none"> <li>1. Why did the Second World War begin in 1939?</li> <li>2. Source analysis of the causes of WWII</li> <li>3. Why did Britain follow a policy of appeasement?</li> <li>4. What were the big events during WWII</li> </ol> <p>How did life change during WWII?</p> |
|        | Skills                   | Source analysis, evaluation, causation, comprehension, comparison, judgment, interpretations, utility.   | Investigation, source analysis, judgment, causation, evaluation  | Change and continuity, source analysis, causation, significance  | Source analysis, evaluation, causation, comprehension, comparison, judgment, interpretations, utility investigation.  |
|        | Concepts                 | Imperialism, propaganda, nationalism, trench warfare, stalemate.   | Democracy, dictatorship, totalitarianism, propaganda, antisemitism, communism, capitalism  | Significance, suffrage, protest  | Appeasement, diktat, armistice, blitzkrieg, home front, rationing.  |
|        | Common Misconceptions    | WW1 as fought purely by soldiers of European descent   | Nazi's only target Jews<br>Terror as the only form of control  | All women got the vote at the same time  | War was only caused by the actions of Hitler<br>WW2 as a war between "good and evil"<br>It was a European war   |
|        | Links to prior learning  | Links made to the British Empire (the role of imperialism)<br>Scramble for Africa<br>Walter Tull story gives some insight into the trenches  | world war 1 as a direct cause of the rise of dictators   | Links made to women in the medieval period, famous women such as Florence Nightingale (y8)   | World War I<br>Rise of the dictators  |
|        | Links to future learning | Medicine on the Western Front Paper 1  | Weimar and Nazi Germany Paper 3  | GCSE paper 1 medicine through time, medicine on the western front  | Weimar and Nazi Germany paper 3   |



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|--|------------|---|---|---|---|
|  | Assessment | 10 knowledge questions + evaluative writing | 10 knowledge questions + evaluative writing | 10 knowledge questions + evaluative writing | 10 knowledge questions + evaluative writing |
|--|------------|---|---|---|---|

|         |           | Unit 1 : Medicine through time  | Unit 2 : Medicine and the Western Front   | Unit 3 : Weimar Republic 1918 - 1921   | Unit 4 : Hitlers rise to power 1919- 1933  | Unit 5 : Nazi control and dictatorship  | Unit 6 : Life in Nazi Germany 1933 - 1939  |  |
|---------|-----------|---|---|--|--|---|--|--|
| Year 10 | Knowledge | <ol style="list-style-type: none"> <li>1. Introduction to GCSE</li> <li>2. Medicine pre 1250</li> <li>3. What were the main ideas about disease?</li> <li>4. Medieval treatment and prevention</li> <li>5. How to write a 12 mark exam question</li> <li>6. Black Death Case study</li> <li>7. Medical renaissance ideas</li> <li>8. Medical renaissance approaches</li> <li>9. Medical renaissance case study : William Harvey</li> <li>10. Medicine in the 18<sup>th</sup> and 19<sup>th</sup> centuries – approaches to prevention</li> <li>11. Medicine in the 18<sup>th</sup> and 19<sup>th</sup> centuries – surgery</li> <li>12. Medicine in the 18<sup>th</sup> and 19<sup>th</sup> centuries – case study : Cholera, Snow and public health</li> <li>13. Medicine in the 20<sup>th</sup> and 21<sup>st</sup> century</li> <li>14. Approaches to medicine in the 20<sup>th</sup> and 21<sup>st</sup> century</li> <li>15. Medicine in the 20<sup>th</sup> and 21<sup>st</sup> centuries – case study</li> </ol> | <ol style="list-style-type: none"> <li>1. Introduction to the Western Front</li> <li>2. Medical context of the British sector of the Western front</li> <li>3. Context of the British Sector of the Western Front</li> <li>4. Key Battles on the Western Sector of the Western Front</li> <li>5. Problems facing the medical services</li> <li>6. Stages in transport and treatment</li> <li>7. The development of new techniques</li> </ol> <p>Enquiry</p> | <ol style="list-style-type: none"> <li>1. Weimar and Nazi Germany</li> <li>2. Impact of WWI on Germany</li> <li>3. Origins of Weimar Germany</li> <li>4. The Treaty of Versailles</li> <li>5. Threats from left and right</li> <li>6. Occupation of the Ruhr</li> <li>7. Hyperinflation</li> <li>8. Recovery under Stresemann</li> <li>9. Interpretations of Stresemann</li> <li>10. Changes in society</li> <li>11. The Weimar republics ‘Golden Years’</li> </ol> <p>Cultural changes in the Weimar republic</p> | <ol style="list-style-type: none"> <li>1. Early years of the Nazi party</li> <li>2. The Munich Putsch</li> <li>3. What were the consequences of the Munich Putsch?</li> <li>4. Nazis in the Wilderness Years</li> <li>5. Wall Street Crash and the growth in Nazi support</li> <li>6. Why did some people support the Nazi Party 1929 – 1932?</li> <li>7. How did Hitler become chancellor 1929 – 1932?</li> </ol> | <ol style="list-style-type: none"> <li>1. How did Hitler become Fuhrer?</li> <li>2. How did Hitler create a dictatorship by August 1934?</li> <li>3. The Police State</li> <li>4. The church</li> <li>5. How did the Nazis use propaganda to control and influence attitudes?</li> <li>6. How did the Nazis control culture and the arts?</li> </ol> <p>Opposition, resistance and conformity</p> | <ol style="list-style-type: none"> <li>1. Nazis and women</li> <li>2. Nazis and young people</li> <li>3. Nazis and education</li> <li>4. Employment and standard of living</li> <li>5. The persecution of minorities</li> </ol> <p>Kristallnacht</p> |  |
|         | Skills    | Chronological Understanding, Source Analysis and Evaluation, interpretation, cause and consequence, significance, comparison, written communication, exam technique.  | Chronological Understanding, Source Analysis and Evaluation, interpretation, cause and consequence, significance, comparison, written communication, exam technique.  | Chronological Understanding, Source Analysis and Evaluation, interpretation, cause and consequence, significance, comparison, written communication, exam technique.   | Chronological Understanding, Source Analysis and Evaluation, interpretation, cause and consequence, significance, comparison, written communication, exam technique.   | Chronological Understanding, Source Analysis and Evaluation, interpretation, cause and consequence, significance, comparison, written communication, exam technique.  | Chronological Understanding, Source Analysis and Evaluation, interpretation, cause and consequence, significance, comparison, written communication, exam technique.   | Chronological Understanding, Source Analysis and Evaluation, interpretation, cause and consequence, significance, comparison, written communication, exam technique. |
|         | Concepts  | Continuity and Change<br>Causes and Consequences  | Trench Warfare<br>Injuries and Treatments<br>Medical Innovations  | Formation and Constitution   | Early Development of the Nazi Party<br>Munich Putsch   | Establishing Dictatorship<br>The Enabling Act and Night of the Long Knives  | Impact on Women<br>Youth and Education<br>Workers and Economy  |  |

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|-------------------------|---|--|--|--|---|---|---|
|                         |   | <p>Significance</p> <p>Developments in Public Health</p> <p>Medical Theories and Practices</p> <p>Key Figures</p> <p>Technological and Scientific Advancements</p> <p>Government and Public Health</p> <p>War and Medicine</p> <p>Social and Cultural Influences</p>   | <p>Key Medical Figures</p> <p>Evacuation Route</p> <p>Role of Women</p> <p>Impact of Environment</p> <p>Medical Infrastructure</p> <p>Government and Military Policies</p> <p>Historical Sources</p>   | <p>Challenges and Crises (1919–1923)</p> <p>Stresemann Era (1924–1929)</p> <p>Cultural Developments</p>  | <p>Reorganization and Growth</p> <p>Impact of the Great Depression</p> <p>Hitler's Path to Chancellorship</p>   | <p>Propaganda and Censorship</p> <p>Police State and SS</p> <p>Opposition and Resistance</p>  | <p>Persecution of Minorities</p> <p>Religion and Churches</p> |
| Common Misconceptions   | <p>Linear Progression: Belief that medical advancements have always progressed steadily and uniformly over time.</p> <p>Immediate Acceptance: Thinking that new medical discoveries were universally accepted and applied without opposition or skepticism.</p> <p>Modern Superiority: Assuming that modern medicine is always more effective than historical practices, without considering the context and limitations of the past.</p> <p>Dismissing traditional medical practices as primitive or ineffective without understanding their historical and cultural significance.</p> <p>Historical Context Ignorance: Viewing historical medical practices through a modern lens</p> | <p>Heroic Portrayal: Overemphasizing the heroic aspects of medical personnel without considering the harsh realities and challenges they faced.</p> <p>Uniform Experience: Thinking that medical care and conditions were uniform across all parts of the Western Front, ignoring variations due to geography, battles, and time periods.</p> <p>Neglecting Psychological Aspects: Overlooking the psychological impact of war on soldiers and medical personnel, focusing solely on physical injuries and treatments.</p> | <p>Failure to Recognize Achievements: Overemphasis on the economic and political instability, overlooking achievements in culture, arts, and sciences during the Weimar period.</p> <p>Blaming Weimar for Versailles Treaty</p> <p>Scapegoating: Blaming the Weimar government entirely for Germany's economic hardships</p> <p>Nazi Rise as Inevitable</p> <p>Economic Crisis as Singular Cause: Believing that economic crisis alone led to the collapse of the Weimar Republic, without recognizing broader political and social factors.</p> | <p>Solely Economic Factors: Believing that economic hardship alone (e.g., hyperinflation, Great Depression) led to Hitler's rise to power, without considering other factors.</p> <p>Popular Support: Overestimating Hitler's initial popularity and support among the German population, without recognizing the role of propaganda, fear, and coercion.</p> <p>Inevitability: Viewing Hitler's rise to power as inevitable or predestined, without considering the contingent events and decisions that contributed to his success.</p> <p>Blaming the Versailles Treaty</p> | <p>Hitler alone established and maintained Nazi control</p> <p>The Nazi regime was unanimously supported by all Germans</p> <p>Nazi propaganda was the sole method of control</p> <p>Concentration camps were only for Jews</p> | <p>Believing that all Germans uniformly supported Hitler and the Nazi regime.</p> <p>Total Control</p> <p>Thinking that the Nazis had complete control over every aspect of German life and that resistance was nonexistent.</p> <p>immediate Persecution</p> <p>Overestimating the economic improvements</p> |   |
| Links to prior learning | Year 7 life in medieval England, year 8 industrial  | Year 9 WW1   | Year 9 rise of dictators   | Year 9 rise of dictators   | Year 9 rise of dictators  | Year 9 rise of dictators  |   |

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|  |                          | revolution, Florence<br>nightingale                |  |                       |                       |                       |                       |
|  | Links to future learning | Revisited in revision                              | Revisited in revision                              | Revisited in revision | Revisited in revision | Revisited in revision | Revisited in revision |
|  | Assessment               | End of paper 1 test<br>Year 10 mock<br>examination | End of paper 1 test<br>Year 10 mock<br>examination | Year 11 mock exam 1   | Year 11 mock exam 1   | Year 11 mock exam 1   | Year 11 mock exam 1   |

|                       |  |  |  |  |
|-----------------------|--|--|--|--|
| Year 11               |  | Unit 1 : Richard and John  | Unit 2 : American West   | Unit 3 : Revision  |
|                       | Knowledge  | <ol style="list-style-type: none"> <li>1. Introduction to King Richard and King John</li> <li>2. Kingship and Succession</li> <li>3. Royal Government and Finances</li> <li>4. English Society</li> <li>5. The Nature of Crusading</li> <li>6. Richard, the Crusader King</li> <li>7. Aftermath of the Third Crusade</li> <li>8. Richard, John and the loss of Normandy</li> <li>9. John and the dispute with the Pope</li> <li>10. John's arbitrary use of power</li> <li>11. John and the plot of 1212</li> <li>12. John and the Magna Carta</li> <li>13. John and the Barons war</li> </ol> The Succession                                    | <ol style="list-style-type: none"> <li>1. Plain Indians' beliefs and way of life</li> <li>2. Migration and early settlement</li> <li>3. Conflict and tension</li> <li>4. Development of settlement in the West</li> <li>5. Ranching and the Cattle Industry</li> <li>6. Changes in the ways of life of the Plains Indians</li> <li>7. Conflicts and conquests – changes in farming, cattle and settlement</li> <li>8. Conflicts and tensions</li> </ol> Destruction of Plains Indians' way of life   | Paper 1 : <ul style="list-style-type: none"> <li>- Medicine through time</li> <li>- Medicine on the Western Front</li> </ul> Paper 2 : <ul style="list-style-type: none"> <li>- The American West</li> <li>- Richard and John</li> </ul> Paper 3 : Weimar and Nazi Germany |
|                       | Skills   | Chronological Understanding, Source Analysis and Evaluation, interpretation, cause and consequence, significance, comparison, written communication, exam technique.   | Chronological Understanding, Source Analysis and Evaluation, interpretation, cause and consequence, significance, comparison, written communication, exam technique.   | Chronological Understanding, Source Analysis and Evaluation, interpretation, cause and consequence, significance, comparison, written communication, exam technique.   |
|                       | Concepts   | King Richard I (1189–1199)<br><br>Richard's Leadership and Crusades<br>Relations with Nobility and Church<br>Financial Policies and Taxation<br>King John (1199–1216)<br><br>John's Relationship with Nobles<br>Loss of French Territories<br>Conflict with the Church<br>Signing of Magna Carta<br>Government and Society<br><br>Feudal System<br>Roles of the Monarch, Nobles, and Church<br>Legal and Financial Reforms<br>Military Campaigns<br><br>Key Battles and Strategies<br>Impact on England and Territories<br>Legacy and Historical Interpretations<br><br>Historical Views on Richard and John<br>Long-term Impact of Their Reigns | Early Settlement of the West<br><br>Plains Indians: Beliefs and Way of Life<br>Migration and Early Settlement (e.g., Oregon Trail)<br>The Gold Rush<br>Development of the Plains<br><br>Homestead Act and Settlement<br>The Role of the Railroads<br>Ranching and the Cattle Industry<br>Conflict and Tension<br><br>Government Policies towards Plains Indians<br>Conflicts and Battles (e.g., Little Bighorn)<br>The Destruction of the Buffalo<br>Changes to the Plains Indians' Way of Life<br><br>Reservations<br>The Dawes Act<br>Cultural Assimilation and Resistance | All key concepts from across year 10 and 11 content to be revisited  |
| Common Misconceptions | Richard<br>Believing Richard was a perfect, heroic king solely due to his nickname "the Lionheart<br><br>Thinking Richard spent most of his reign in England<br>Assuming Richard was universally loved by his subjects | Believing all Native American tribes were the same<br><br>Assuming the experience of life on the frontier was the same for everyone<br>Thinking that interactions between settlers and Native Americans were always violent  |  |  |

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|                          | <p>Viewing Richard's participation in the Crusades as entirely noble and chivalric</p> <p>Overlooking the impact of his neglect on domestic governance and the strain it put on England's resources.</p> <p>John<br/>Believing John was purely an incompetent and villainous king</p> <p>Thinking John was solely responsible for the loss of the Angevin Empire's territories in France</p> <p>Misunderstanding the Magna Carta as a voluntary concession by John, rather than a document forced upon him by rebellious barons.</p> <p>John's occasional military successes</p> <p>Assuming John was universally hated</p> <p>Ignoring the administrative reforms and judicial developments</p> | <p>Assuming that all Americans supported the idea of Manifest Destiny</p> <p>Viewing cowboys as glamorous and adventurous figures</p> <p>6Believing all settlers were motivated by the same reasons.</p> <p>Thinking that the California Gold Rush resulted in instant wealth for all participants</p> <p>Believing that the completion of the Transcontinental Railroad was universally positive</p> <p>Assuming that all Western towns were lawless and chaotic, without recognizing the efforts to establish legal systems and community order.</p> |  |
| Links to prior learning  | Year 7, king John  | Links to empire  |  |
| Links to future learning | For end of year exams  | For end of year exams  |  |
| Assessment               | Year 11 mock exam 2  | Year 11 mock exam 2  |  |