

History Key Stage 4

Long curriculum plan





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS4 History is formed of 4 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Medicine through time, c.1250-present day	Year 10	30
2 Elizabeth I: Meeting the challenge, 1558-1588	Year 10	30
3 Weimar and Nazi Germany, 1919-1939	Year 11	32
4 The Cold War: Superpower relations from 1941- 1991	Year 11	30



3. Lessons

Unit 1 Medicine through time, c.1250-present day

30 Lessons

Lesson
number

Lesson question

About the lesson

1.

How much medical progress did ancient Greece and Rome make?

Pupils will learn

- Sequencing timeline, with explicit introduction of key periods in the development of medicine.
- Introduce language around 'change', 'turning point' and 'continuity'
- Broad context about the Greeks and Romans.
- Learning about key figures such as Hippocrates, Aristotle and Galen.

Substantive knowledge

- Supernatural tradition, Rational tradition, Influence, Clinical observation, Four humours, Symptoms, Public health, Causes of disease, Anatomy, Prevention

Disciplinary knowledge

- Change and continuity

2.

What did people think about where disease came from in medieval Britain?

Pupils will learn

- Views on the supernatural in the medieval period.
- The power of the church in spreading ideas.
- The beginning of rational explanations from Hippocrates and Galen.

Substantive knowledge

- The Church, the supernatural, Doctrine of signatures

Disciplinary knowledge

- Change and continuity
-

3.

How did people in medieval times try to prevent and cure diseases?

Pupils will learn

- Understand religious action about medicine and disease.
- Understand bloodletting and purging and use of remedies.
- Understand home and hospital treatments.

Substantive knowledge

- Purging, Anatomy, Dissection, Monasteries

Disciplinary knowledge

- Change and continuity
-





4. Who did people go to for medical help in medieval times?

Pupils will learn

- The treatment of wounds.
- The view of pus.
- Roles of physician, apothecary and barber surgeons.

Substantive knowledge

- Surgeons, Physician

Disciplinary knowledge

- Change and continuity
-

5. What can the Black Death tell us about medieval medicine?

Pupils will learn

- Dealing with the Black Death 1348-49.
- Approaches to treating the Black Death.
- Attempts to prevent the spread of the Black Death.

Substantive knowledge

- Epidemic, Endemic, Lack of scientific thinking

Disciplinary knowledge

- Change and continuity
-



6. Explore the enquiry: How much medical progress was made during medieval Britain?

Pupils will learn

- In this lesson, we will do an overview of medicine in the medieval period, identifying aspects of progress and stagnation. Followed by an analysis of the factors responsible for the limited progress made.

Disciplinary knowledge

- Change and continuity
-

7. Why was there greater medical progress between 1500-1700?

Pupils will learn

- Learn about the renaissance period and its context.
- Consider what factors limited medical development in the medieval period.
- Learn about the development of the printing press.
- Look at technological advancements in the scientific approach during this period.

Substantive knowledge

- Reformation, Protestantism, Communication of ideas, Technology leading to change

Disciplinary knowledge

- Change and continuity, causation
-



8. Why did ideas about causes of disease change between 1500-1700?

Pupils will learn

- Learn about causes of disease during the renaissance.
- Learn about the development of the scientific approach during the renaissance.
- Learn about Sydenham and the Royal Society.

Substantive knowledge

- Observation, Empiricism

Disciplinary knowledge

- Change and continuity, causation
-

9. How did individuals change medical understanding between 1500-1700?

Pupils will learn

- Learn about challenges to Galen.
- Learn about Vesalius and the fabric of the human body.

Substantive knowledge

- Circulation, Challenge, Authority, Amphibians

Disciplinary knowledge

- Change and continuity
-

10.

How did ideas about the cause of disease change between 1700-1900?

Pupils will learn

- To learn about Spontaneous Generation Theory.
- To learn about Germ theory.
- To learn about the work of Louis Pasteur and Robert Koch

Substantive knowledge

- Bacteria, Germs, Pasteurisation, Vaccination, Experimental approach

Disciplinary knowledge

- Change and continuity



11.

Why did ideas about the cause of disease change between 1700-1900?

Pupils will learn

- To understand how Pasteur and Koch were able to achieve what they did achieve.
- To look at Pasteur and Koch's science and technology.
- To look at attitudes in society towards Pasteur and Koch.

Substantive knowledge

- Lifestyle, Hereditary, Genetics

Disciplinary knowledge

- Change and continuity

12.

How did ideas about causes of disease change after 1900?

Pupils will learn

- To learn about modern science and technology and communication.
- To look at twentieth century causes of disease.
- To learn about James Watson and Francis Crick's work on DNA.
- To learn about the links between lifestyle factors and disease in the twentieth century.
- To learn about the developments in diagnosis, such as blood tests and medical scans

Substantive knowledge

- Lifestyle, Hereditary, Genetics

Disciplinary knowledge

- Change and continuity



13.

Explore the enquiry: How quickly did ideas about causes of disease change and why did ideas change over time?

Pupils will learn

- In this lesson, we will study an overview of the enquiry analysing the extent of change in ideas about the cause of disease through time.

Disciplinary knowledge

- Change and continuity, Causation

14.

Did ideas about prevention and treatment change between 1500-1700?

Pupils will learn

- To learn about renaissance prevention and treatment.
- To learn about continuity in approaches to prevention.
- To learn about treatment and care in community and hospitals.
- To look at changes in training during this period.

Substantive knowledge

- Dissection, Rebirth of classical, Surgeon, Anatomist

Disciplinary knowledge

- Change and continuity, Causation



15.

How did approaches differ in dealing with the Great Plague compared to the Black Death?

Pupils will learn

- To look at how the Great Plague was dealt with in London in 1665.
- To look at approaches to treatment of the plague in London.
- To look at approaches to preventing the spread of the plague in London.
- Comparisons between the plague and Black Death.

Substantive knowledge

- Epidemic, Quackery, Plague, Quarantine

Disciplinary knowledge

- Change and continuity
-

16.

When did vaccination really start to make a difference to health in Britain?

Pupils will learn

- To learn about the development of vaccines and their effect.
- To learn about Jenner and the development of a smallpox vaccine.
- To learn about the reactions to and impact of the smallpox vaccine.
- To learn about the role of government in enforcing vaccinations.

Substantive knowledge

- Vaccination, Inoculate, Cowpox, Public vaccinators

Disciplinary knowledge

- Change and continuity
-



17.

How far did John Snow change ideas about the prevention of disease?

Pupils will learn

- To learn about cholera in London.
- To learn about the role of John Snow in tackling cholera in London.
- To learn about the government's role in preventing cholera.

Substantive knowledge

- Bacteria, Slums, Dehydrated, Role of the government vs. the role of the individual

Disciplinary knowledge

- Change and continuity
-

18.

How and why did ideas about responsibility for public health change?

Pupils will learn

- To learn about The Great Stink, Bazalgette
- To learn about government intervention, including the Public Health Act 1875
- To learn about how laissez faire attitudes were overcome.

Substantive knowledge

- Public Health, Malnourishment, Slums, Welfare State

Disciplinary knowledge

- Change and continuity
-



19.

How did hospitals change over time and improve prevention and treatment of illness and disease?

Pupils will learn

- Recap of hospitals in the Medieval and Renaissance periods.
- To learn about hospitals in the 18th century.
- To learn about improvements in hospitals and the role of Florence Nightingale.
- To learn about what hospitals were like by 1900.

Substantive knowledge

- Infectious, Pavilion style, Hygiene

Disciplinary knowledge

- Change and continuity



20.

Why were there improvements in surgery?

Pupils will learn

- To about the surgery impact of anaesthetics and Simpson.
- To learn about the surgery impact of antiseptics and Lister.

Substantive knowledge

- Anaesthetic, Antiseptic, Carbolic, Operations, Asepsis, Sterilisation, Hygeiene

Disciplinary knowledge

- Change and continuity, Causation

21. Did the NHS transform medicine in Britain?

Pupils will learn

- To learn about the impact of the NHS and wider access to care.
- To learn about government lifestyle campaigns.

Substantive knowledge

- NHS, Welfare state, Lifestyle

Disciplinary knowledge

- Change and continuity
-

22. How far did treatment advance in the 20th century?

Pupils will learn

- To learn about magic bullets and antibiotics.
- To learn about high tech treatments, both medical and surgical, in hospitals.

Substantive knowledge

- Magic bullets, Hereditary

Disciplinary knowledge

- Change and continuity
-





23. How important was the role of chance in the discovery and development of penicillin?

Pupils will learn

- To learn about Penicillin and antibiotics.
- To learn about Flemming and World War Two.

Substantive knowledge

- Antibiotics, World War

Disciplinary knowledge

- Change and continuity
-

24. How has the use of science and technology changed ideas around the treatment and prevention of lung cancer?

Pupils will learn

- To conduct a case study looking at government action in preventing lung cancer.

Substantive knowledge

- Welfare state, NHS, Ethics

Disciplinary knowledge

- Change and continuity
-

25. Explore the enquiry: How quickly did ideas about prevention and treatment of disease change and why did ideas change over time?

Pupils will learn

- In this lesson, we will consider the extent of progress in medical treatment and prevention between 1250 and the present day. We will also assess the significance of individuals, advances in science and technology, as well as the actions of the government in improving medical treatment and prevention since 1700.
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26. How were trenches designed and why did battles on the Western Front lead to medical advancement?

Pupils will learn

- We will learn about trench design and organisation.
- We will learn about key battles in the First World War, including Arras, Somme, Ypres, Cambrai

Substantive knowledge

- Warfare, Military strategy, Trenches, Campaigns

Disciplinary knowledge

- Change and continuity
-

27. What medical conditions were there on the Western Front?

Pupils will learn

- We will learn about bad conditions in the trenches.
- We will learn about gas attacks, tear, chlorine, phosgene, mustard
- We will learn about emotional trauma and shell shock.
- We will learn about gunfire and shell explosion wounds.
- We will learn about wound infection, tetanus, gas gangrene.

Substantive knowledge

- Technology, Artillery, Biological warfare, Infection

Disciplinary knowledge

- Change and continuity, Evidence
-

28.

How far did war on the Western Front give rise to new techniques in medical treatment?

Pupils will learn

- We will learn about how infection was dealt with.
- We will learn about the Carrel Dakin method.
- We will learn about the development of X-rays.
- We will learn about plastic and brain surgery, as well as blood transfusions.
- We will learn about Thomas Splint.

Substantive knowledge

- Technology, Warfare, Reconstructive surgery, Splint, Transfusion

Disciplinary knowledge

- Evidence
-



29.

How were wounded soldiers helped on the Western Front?

Pupils will learn

- We will learn about Chain of Evacuation.
- We will learn about the role of RAMC.
- We will learn about the role of FANY.
- We will learn what sources from the time tell us about medical aid on the Western Front.

Substantive knowledge

- RAMC, FANY

Disciplinary knowledge

- Evidence



30.

Explore the Enquiry: How far did WW1 accelerate medicine and treatment in the 20th century?

Pupils will learn

- In this lesson, we will consider evidence for and against the argument that WW1 accelerated medicine and treatment. You will also consider the 'big picture' of Medicine Through Time.

Disciplinary knowledge

- Change and continuity
-



Lesson
number

Lesson question

About the lesson

1.

Why did Elizabeth's background and character impact on her early reign?

Pupils will learn

- To learn an outline of Elizabeth's background, her birth to Anne Boleyn and the influence this had on her governance
- How her background influenced her policy towards: Ministers, government, religion, marriage.

Substantive knowledge

- Protestant, Heir, Legitimacy, Succession

Disciplinary knowledge

- Chronology, Cause and Consequence
-

2.

How was Elizabethan society structured and what challenges did it pose?

Pupils will learn

- We will learn about key groups in society and government.
- We will learn about Elizabeth's aims, in relation to society, and compare those to the role/aims of the social groups considered.
- We will consider how each group could challenge Elizabeth and ways in which they could help her.

Substantive knowledge

- Nobility, Gentry, Yeoman, Tenants, Landless or labouring poor, Merchants, Courtiers

Disciplinary knowledge

- Cause and Consequence, Use of Evidence
-



3.

How was Elizabethan government structured and what challenges did it pose?

Pupils will learn

- We will consider different areas of Elizabeth's government and their purpose.
- We will outline Elizabeth's aims as monarch in relation to her structures of government
- We will assess areas of government and where they could challenge the aims of the monarch
- We will look at profiles of key advisors, such as Lord Burgley, Walsingham, Dudley, and Hatton and assess potential ways in which they would be both useful to Elizabeth and problematic

Substantive knowledge

- Extraordinary taxation, Laws, Privy council, JP's, Lord Lieutenants

Disciplinary knowledge

- Cause and Consequence, Significance
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4.

How bad were Elizabeth's financial problems?

Pupils will learn

- We will learn about Elizabeth's different sources of income.
- We will outline the financial position of the crown in 1558
- We will consider what problems Elizabeth's financial position could cause for Elizabeth in gaining support and keeping England safe.

Substantive knowledge

- Customs duties subsidies, Custom rents profits of justice and loans, Role of Parliament, Royal Prerogative

Disciplinary knowledge

- Evidence, Change and continuity, Significance



5.

What challenges did Elizabeth face from abroad?

Pupils will learn

- We will learn about the challenges from Spain, France and Scotland.
- We will outline each country's traditional relationship with England and how this compared to the situation Elizabeth found herself in in 1558

Substantive knowledge

- Auld Alliance, Mary Queen of Scots

Disciplinary knowledge

- Change and continuity, Significance



6. Explore the enquiry: How challenging were Elizabeth's early years?

Pupils will learn

- In this lesson, we will complete an enquiry based lesson looking at the different challenges faced by Elizabeth in her early years and comparing them, before coming to a decision about which was the most challenging. Each pause point will support students in making a judgement about each challenge. The main task will allow students to share their thoughts on which challenge was the most important.

Disciplinary knowledge

- Causation and Consequence, Change and continuity, Significance

7. Why did the different religious groups concern Elizabeth?

Pupils will learn

- We will learn about Protestant, Puritan and Catholic beliefs.
- We will consider different religious groups and why their beliefs made it difficult for Elizabeth to 'settle religion'

Substantive knowledge

- Communion, Transubstantiation, Bible, Latin, Vernacular, Miracles, Vestments

Disciplinary knowledge

- Causation and Consequence, Change and continuity, Significance
-



8. How did Elizabeth's settlement try to deal with the religious problems?

Pupils will learn

- We will outline the key features of the Act of Supremacy, Act of Uniformity, and the Royal Injunctions
- We will consider the reactions of the differing religious factions to settlement

Substantive knowledge

- Act of Supremacy, Act of Uniformity, Royal Injunctions, Enforcement, Recusancy

Disciplinary knowledge

- Causation and Consequence, Change and continuity
-

9. How difficult was the settlement to enforce?

Pupils will learn

- We will outline key features of the clergies' response to settlement.
- We will learn about the role of the Church Courts.
- We will look about visitations of churches by bishops and their findings

Substantive knowledge

- Clergy, Outward conformity, Recusancy

Disciplinary knowledge

- Causation and Consequence, Evidence, Significance
-

10.

To what extent did Puritans and Catholics challenge the religious settlement?

Pupils will learn

- We will learn about crucifix controversy.
- We will learn about Vestment controversy.
- We will learn about the Papacy and the Counter-Reformation.
- We will outline each threat to Elizabeth and consider how significant it was.

Substantive knowledge

- Puritans, Papacy, Book of Advertisements

Disciplinary knowledge

- Causation and Consequence, Evidence, Significance
-



11.

How did the key foreign powers react to the settlement?

Pupils will learn

- We will complete a mapping activity to outline the role of each foreign power in reacting to settlement.
- We will outline Elizabeth's relationship and involvement in France and Spain, including the Spanish Netherlands
- We will look at the consequences of Elizabeth's actions towards France and Spain (with significant focus on the Dutch Revolt)

Substantive knowledge

- Dutch Revolt, Trade embargo, Spanish, Netherlands, Huguenots

Disciplinary knowledge

- Causation and Consequence, Evidence, Significance
-



12.

Why was Mary, Queen of Scots a problem?

Pupils will learn

- We will learn about Mary's profile and her claim to the throne.
- A timeline of Mary's actions up to her arrival in England in 1568
- Consider Elizabeth's options to decide what she ought to have done with Mary Queen of Scots

Substantive knowledge

- Treaty of Edinburgh, Legitimacy

Disciplinary knowledge

- Causation and Consequence, Chronological understanding



13.

Explore the enquiries: Judgement lesson on the enquiries

Pupils will learn

- In this lesson, we will focus on answering the two enquiry questions for the unit. It will explore the biggest challenge to Elizabeth and then also question the extent to which her early years were a significant challenge.
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14.

What made the Northern Earls Revolt in 1569?

Pupils will learn

- Profiles of each Earl and why he might rebel
- We will complete a causation exercise on issues from the removal of the Earl's political influence and geographical isolation to their religious beliefs and those of the area they were from.

Substantive knowledge

- Northern Earls, The role of the Duke of Norfolk's

Disciplinary knowledge

- Causation and Consequence, Significance
-

15.

How significant a threat did the Revolt of the Northern Earls pose to Elizabeth?

Pupils will learn

- We will outline different events in the Revolt and judge their significance against a criterion.
- We will focus on the Durham Cathedral mass and the punishments from Elizabeth.
- We will learn about the 1570 Papal Bull of Excommunication.

Substantive knowledge

- Durham Cathedral, Papal Bull

Disciplinary knowledge

- Change and continuity, Evidence, Significance
-



16. How threatening were Catholic plots after 1570?

Pupils will learn

- We will learn about the key individuals and events involved in the Ridolfi Plot.
- We will learn about the key individuals and events involved in the Throckmorton Plot.
- We will learn about the key individuals and events involved in the Babington Plot.

Substantive knowledge

- Ciphers, Agent provocateurs, Seminary priests

Disciplinary knowledge

- Change and continuity, Evidence, Significance
-

17. Why was Mary Queen of Scots executed in 1587?

Pupils will learn

- We will examine why 1587 was a better time for Elizabeth to execute Mary Queen of Scots.
- We will explore the consequences of Elizabeth's relationship with Spain.

Substantive knowledge

- 1585 Act for the Preservation of the Queen's Safety

Disciplinary knowledge

- Cause and Consequence, Change and Continuity, Significance
-



18.

How did developments in the New World contribute to the breakdown of relations between England and Spain?

Pupils will learn

- We will look at England and Spain's commercial rivalry and New World exploration.
- We will look at the resources available in Spanish controlled areas.
- We will learn about Francis Drake's circumnavigation of the globe.
- We will assess the impact of various events on Anglo-Spanish relations.

Substantive knowledge

- Circumnavigation, Privateer, Commercial rivalry, New World

Disciplinary knowledge

- Cause and Consequence, Significance
-



19.

Why did Elizabeth's relationship with Spain deteriorate due to political challenges?

Pupils will learn

- We will learn about Elizabeth's decision to intervene in the Netherlands and failure to capitalise on Spanish weaknesses
- We will learn about the significance of these events for Elizabeth's relationship with Spain

Substantive knowledge

- Spanish Fury, Pacification of Ghent, Sacking of Antwerp, Treaty of Joinville

Disciplinary knowledge

- Cause and Consequence, Change and Continuity
-



20.

How did Elizabeth's direct action provoke all-out war with Spain?

Pupils will learn

- We will learn about Elizabeth's further intervention in the Netherlands and how such direct-action provoked war
- We will learn about the role of the Duke of Alba
- We will learn about Drake's 'singeing of the King of Spain's beard'
- We will outline the reasons for the failure of Leicester's mission to the Netherlands and the consequences for Anglo-Spanish relationships

Substantive knowledge

- Treaty of Nonsuch, Governor General of the Netherlands

Disciplinary knowledge

- Cause and Consequence, Significance, Evidence
-



21.

Why was the Spanish Armada defeated in 1588?

Pupils will learn

- We will identify key causes for the Armada's defeat: ship design, supplies, leadership on both sides and weather
- We will outline the key consequences of the war with Spain and the Armada for Elizabeth, both financially and for her relationship with Spain

Substantive knowledge

- Battle of Gravelines, Armada, Beacons, Ship designs, Fireships

Disciplinary knowledge

- Cause and Consequence



22.

Explore the enquiry: When was Elizabeth most threatened between 1569-1588?

Pupils will learn

- We will consider the question: How was Elizabeth threatened by plots and revolts at home between 1569-1588?
- We will consider the question: At what point was the threat to Elizabeth the most severe between 1569-1588?

Disciplinary knowledge

- Cause and Consequence, Change and Continuity

23.

How were people educated in Elizabethan society?

Pupils will learn

- We will explain how the education system changed from 1558-1588
- We will outline the types of education available and the extent to which education improved
- We will assess the motivations for Elizabeth, and her ministers, in having more education and a protestant education

Substantive knowledge

- Grammar schools, Petty Schools and schools for girls, Education for the poor, Universities

Disciplinary knowledge

- Cause and Consequence, Change and Continuity, Significance
-



24.

How did people's leisure time change during the Elizabethan period?

Pupils will learn

- We will highlight the key developments within the leisure spheres
- We will assess ways in which a growth in leisure activities occurred
- We will assess the extent to which different groups benefited or otherwise from the changes in leisure activities.

Substantive knowledge

- Sports enjoyed: hunting, hawking, fencing, real tennis, cock fighting, Other Pastimes: literature theatre, music and dancing.,

Disciplinary knowledge

- Cause and Consequence, Change and Continuity, Significance
-



25.

Why did poverty and vagabondage increase in Elizabethan England?

Pupils will learn

- We will outline the range of different causes for increase in vagabondage and poverty.
- We will assess or rank the significance of each cause

Substantive knowledge

- Vagabondage, Poverty, Itinerants, Enclosure, Population increase, Rising prices, Urban poor

Disciplinary knowledge

- Cause and Consequence, Change and Continuity, Significance
-



26.

How well did Elizabeth deal with the problems of the poor?

Pupils will learn

- We will outline the key features of the groups who suffered from poverty during the Elizabethan period
- We will outline the key features of each act designed to relieve poverty
- We will outline the strengths of each act and the limitations that they had
- We will use these and regional variations to form a judgement on the effectiveness of Elizabethan policies towards the poor

Substantive knowledge

- Impotent and able-bodied poor, Poor relief, Poor rate, 1563 Statute of Artificers, 1572 Vagabonds Act, 1576 Poor Relief Act

Disciplinary knowledge

- Cause and Consequence, Change and Continuity, Significance
-



27.

What drove Elizabethans to explore the New World?

Pupils will learn

- We will outline the causes of exploration
- We will look at the role of John Hawkins in the Slave Trade
- We will outline the motivations for Drake's circumnavigation
- We will outline consequences of these voyages being mindful of human consequences
- We will consider what Drake's circumnavigation of the globe meant for Elizabeth's relationship with Spain

Substantive knowledge

- Triangular trade, Rivalry with Spain, Nova Albion

Disciplinary knowledge

- Cause and Consequence, Change and Continuity
-



28.

Why did the English want to colonise Virginia and how did Raleigh organise the project?

Pupils will learn

- We will profile key colonists
- We will consider what colonisation meant for England's role in the wider world, domestically and the relationship with Spain.
- We will outline the reasons for failure.
- We will consider what Drake's circumnavigation of the globe meant for Elizabeth's relationship with Spain

Substantive knowledge

- The role of Manteo and Wanchese, The Algonquian, Raleigh's planning

Disciplinary knowledge

- Cause and Consequence, Change and Continuity, Significance

29.

What was the impact of the colonisation of Virginia and why did it fail?

Pupils will learn

- We will outline how Raleigh persuaded wealthy people to fund his colonisation project
- We will outline how he hoped that this would benefit England and Elizabeth

Substantive knowledge

- Native American Resistance, Native American Resistance

Disciplinary knowledge

- Cause and Consequence, Change and Continuity
-



30.

Explore the enquiries. What was Elizabeth I's greatest challenge?

Pupils will learn

- In this lesson, we will review Exploration and ask students to reach judgement about the success of it. The lesson, then, reviews more broadly how far Elizabeth met the challenge of her reign by looking over a number of central aspects that we have considered and then reaching an overall judgement as to how far Elizabeth did 'Meet the challenge' as per the overall title of the Elizabethan unit.

Substantive knowledge

- Roots of the British Empire, Attacks from other settlers, The role of Native Americans

Disciplinary knowledge

- Change and Continuity
-





Lesson
number

Lesson question

About the lesson

1.

What was the vision of the new Germany?

Pupils will learn

- We will learn about 1870-90: The creation of a nation
- We will learn about the Franco-Prussian war
- We will learn about Bismarck

Substantive knowledge

- Kaiser, Empire, Imperialism, Nationalism, Authoritarianism, Monarchy

Disciplinary knowledge

- Causation

2.

Why had Germany worked with communists in 1917?

Pupils will learn

- We will learn about the First World War; Russian Revolution and Brest-Litovsk
- We will learn about Germany's defeat in the First World War

Substantive knowledge

- Communism, Left wing, Right wing, Revolution, Militarism

Disciplinary knowledge

- Causation



3.

How democratic was the Weimar Constitution?

Pupils will learn

- We will learn about the abdication of the Kaiser, the armistice and revolution, 1918-19
- We will learn about the setting up of the Weimar Republic
- We will learn about the strengths and weaknesses of the new Constitution

Substantive knowledge

- Abdication, Armistice, Constitution, Checks and balances, Democracy, Emergency decrees, Franchise, Proportional representation,

Disciplinary knowledge

- Evidence

4.

Why did the German people feel stabbed in the back?

Pupils will learn

- We will learn about the Treaty of Versailles
- We will learn about the social and economic impact of war
- We will learn about the political impact of the war and review the Weimar constitution

Substantive knowledge

- Unemployment, Poverty, Depression, Constitution, Democracy, Treaty, Reparations, Diktat, Dolstoss

Disciplinary knowledge

- Evidence



5.

Why was there a rise in political extremism in Germany after the First World War?

Pupils will learn

- We will learn about challenges to the Republic from Left and Right
- We will learn about how the Weimar Republic dealt with Spartacists and the Kapp Putsch differently.
- We will learn about

Substantive knowledge

- Extremism, Putsch, Strikes, Mercenaries, Uprising, Revolutionaries, Fear of 'The Left'

Disciplinary knowledge

- Causation



6. Why was 1923 known as a year of crisis? Pupils will learn

- We will learn about the year of crisis 1923: militarism, reparations and strikes
- We will learn about the challenges of 1923 including hyperinflation.
- We will learn about the reasons for, and effects of, the French occupation of the Ruhr

Substantive knowledge

- Hyperinflation, Strikes, Sabotage

Disciplinary knowledge

- Causation
-

7. How did Germany recover its economy in the years 1924-29?

Pupils will learn

- We will learn about the reasons for economic recovery
- We will learn about the work of Stresemann
- We will learn about the Rentenmark
- We will learn about the Dawes and Young Plans
- We will learn about American loans and investment

Substantive knowledge

- Recovery, Stability, Currency, Investment, Loans, Diplomacy, Trade deals

Disciplinary knowledge

- Evidence
-

8.

How did Germany improve their international relations, 1924-29?

Pupils will learn

- We will learn about the impact on domestic policies of Stresemann's achievements abroad
- We will learn about the Locarno Pact
- We will learn about Germany joining the League of Nations
- We will learn about the Kellogg-Briand Pact

Substantive knowledge

- International diplomacy, Easing of tensions, League of Nations, Domestic policies

Disciplinary knowledge

- Evidence
-



9.

Were the 1920s a golden age for all Germans?

Pupils will learn

- We will learn about changes in the standard of living, including wages, housing, unemployment insurance during the 1920s
- We will learn about changes in the position of women in work, politics, and leisure during the 1920s
- We will learn about cultural changes during the 1920s: developments in architecture, art, and the cinema

Substantive knowledge

- Liberalism, Employment, Standard of living, Bauhaus culture, Insurance, Leisure, Jazz

Disciplinary knowledge

- Evidence



10.

How far had the Weimar Republic recovered by 1929?

Pupils will learn

- We will learn about changes in unemployment by 1929.
- We will learn about the urban/rural divide in 1929.

Substantive knowledge

- Stability, Employment, Living conditions, Urban, Rural, Fragile

Disciplinary knowledge

- Evidence

11.

Why was the year 1929 a significant turning point for Germany?

Pupils will learn

- We will learn about the Wall Street Crash
- We will learn about German unemployment increases and a fear of a return to 1923
- We will learn about the rise in support for extremists (Right and Left)

Substantive knowledge

- Depression, Inflation, Loans, Interest, Debt, Reparations, Extremism, Fear of hyperinflation, Middle class

Disciplinary knowledge

- Change and continuity, Causation



12.

The early development of the Nazi Party: what did Hitler believe in?

Pupils will learn

- We will learn about Hitler's early career: joining the German Workers' Party
- We will learn about Hitler setting up the Nazi Party, 1919-20

Substantive knowledge

- Dolschtoss, Ideology, Nationalism, Establishment, Monarchists

Disciplinary knowledge

- Chronology

13.

Who were the SA and what was their role?

Pupils will learn

- We will learn about the early growth and features of the Nazi Party
- We will learn about the Twenty-Five Point Programme
- We will learn about the role of the SA

Substantive knowledge

- Political parties, Traditionalism, Family values, Role of genders, Ideology, Lebensraum, Racial stereotyping, Antisemitism, Reich



14.

What was the Munich Putsch?

Pupils will learn

- We will understand the causes of the Munich Putsch
- We will examine the reasons for the failure of the Munich Putsch

Substantive knowledge

- Putsch, Failure, Beer Hall

Disciplinary knowledge

- Cause and Consequence
-

15.

What were the consequences of the Munich Putsch?

Pupils will learn

- We will learn about the consequences of the Munich Putsch
- We will learn about the impact of restructuring the Nazi Party

Substantive knowledge

- Putsch, Rebellion, Kangaroo court, Orator, Charisma

Disciplinary knowledge

- Cause



16.

What were the Nazi Party strategies during the lean years?

Pupils will learn

- We will learn about why 1924 to 1928 were 'lean' years for the Nazis.
- We will learn about why there was limited support for the Nazis between 1924 and 1928.
- We will learn about party reorganisation and Mein Kampf
- We will learn about the Bamberg Conference of 1926.

Substantive knowledge

- Propaganda, Regional differences, Urban, Rural, Electorate

Disciplinary knowledge

- Cause

17.

Why were the Nazi Party so successful after 1929?

Pupils will learn

- We will learn about the reasons for growth of support for the Nazi Party
- We will learn about the appeal of Hitler and the Nazis
- We will learn about the effects of propaganda and the work of the SA
- We will learn about the fear of the left and the increase support of the KPD

Substantive knowledge

- Propaganda, Indoctrination, Slogans, Bully-boy tactics, Intimidation, Mass appeal, Socialism, Fear of 'the left', Extremism

Disciplinary knowledge

- Cause
-



18.

How did political developments in 1932 result in Hitler becoming Chancellor in January 1933?

Pupils will learn

- We will learn about political developments in 1932, elections
- We will learn about the roles of Hindenburg, Brüning, von Papen and von Schleicher

Substantive knowledge

- Backstairs intrigue, Proportional representation, Coalition

Disciplinary knowledge

- Evidence
-

19.

Why was Hitler 'invited' into power?

Pupils will learn

- We will learn about the part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933

Substantive knowledge

- Coalition, President, Chancellor, Decree

Disciplinary knowledge

- Cause
-



20. How did the Nazis remove political opposition?

Pupils will learn

- We will learn about the Reichstag fire
- We will learn about the Enabling Act
- We will learn about banning other political parties

Substantive knowledge

- Censorship, Scapegoat, Communists, Concentration camps, Persecution, Conformity

Disciplinary knowledge

- Consequence



21. How did Hitler consolidate power by 1934?

Pupils will learn

- We will learn about the threat of Rohm and the SA
- We will learn about the Night of the Long Knives
- We will learn about the death of von Hindenburg
- We will learn about Hitler becoming Fuhrer
- We will learn about the army and the oath of allegiance

Substantive knowledge

- Fuhrer, Dictatorship, Totalitarian state, Military state, Authoritarian state, Emergency powers, Decree, Coercion

Disciplinary knowledge

- Consequence

22.

How far did the Nazi party create a police state?

Pupils will learn

- We will learn about the role of the Gestapo, the SS, the SD and concentration camps
- We will learn about Nazi control of the legal system, judges and law courts
- We will learn about Nazi policies towards the Catholic and Protestant Churches including the Reich Church and the Concordat

Substantive knowledge

- Authoritarian state, Totalitarian state, Police state, Concentration camps, Law courts, Judges, Oath, Allegiance, Loyalty, The role of the Pope

Disciplinary knowledge

- Evidence
-



23.

How far did the Nazi party control the state through propaganda?

Pupils will learn

- We will learn about Goebbels and the Ministry of Propaganda: censorship. Nazi use of media, rallies and sport
- We will learn about the 1936 Berlin Olympics
- We will learn about Nazi control of culture and the arts

Substantive knowledge

- Propaganda, Censorship, Traditionalism, Free Press, Freedom of speech, Coercion, Rallies, Culture

Disciplinary knowledge

- Evidence



24.

How much resistance existed in Nazi Germany before 1939?

Pupils will learn

- We will learn about the extent of support for the Nazi regime
- We will learn about opposition from the Churches, including the role of Pastor Niemöller
- We will learn about opposition from the young, including the Swing Youth and the Edelweiss pirates

Substantive knowledge

- State, Opposition

Disciplinary knowledge

- Evidence

25.

What were Nazi attitudes and policies towards women?

Pupils will learn

- We will learn about roles of women in Weimar knowledge
- We will learn about Nazi views on women and the family 'mother role' as central
- We will learn about Nazi policies towards women

Substantive knowledge

- Traditional, Liberal, Conservative, Incentives, Rewards, Propaganda, Reproduction

Disciplinary knowledge

- Evidence
-

26.

How successful were Nazi policies towards women?

Pupils will learn

- We will learn about Nazi policies towards women

Substantive knowledge

- Traditional, Liberal, Conservative, Incentives, Rewards, Propaganda, Reproduction

Disciplinary knowledge

- Cause and Consequence
-



27.

Why were young people so important to the Nazi Party?

Pupils will learn

- We will learn about Nazi aims and policies towards the young
- We will learn about the Hitler Youth and the League of Maidens

Substantive knowledge

- Youth movements, Education, Curriculum, Indoctrination, Eugenics

Disciplinary knowledge

- Cause and Consequence
-

28.

Why was controlling education so important to the Nazi party?

Pupils will learn

- We will learn about Nazi control of the young through education
- We will learn about the Nazi curriculum and the role of teachers

Disciplinary knowledge

- Cause and Consequence
-



29.

How successful were Nazi policies at reducing unemployment?

Pupils will learn

- We will learn about Nazi policies to reduce unemployment
- We will learn about the labour service, Autobahns, rearmament and invisible unemployment.
- We will learn about how the labour service, Autobahns and rearmament affected unemployment

Substantive knowledge

- Rearmament, Unemployment schemes, Incentives, Labour, Coercion

Disciplinary knowledge

- Cause and Consequence



30.

How far did the lives of German workers improve after 1933?

Pupils will learn

- We will learn about changes in the standard of living, especially of German workers
- We will learn about The Labour Front, Strength Through Joy and Beauty of Labour

Substantive knowledge

- Rearmament, Unemployment schemes, Incentives, Labour, Coercion

Disciplinary knowledge

- Change and continuity

31.

How did the Nazi party view and portray minorities in society?

Pupils will learn

- We will learn about Nazi racial beliefs and policies
- We will learn about the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities.

Substantive knowledge

- Persecution, Boycott, Laws, Pogrom, Concentration camps, Antisemitism, Minorities, Roma, Slavs, Disabilities, Genocide

Disciplinary knowledge

- Evidence

Guidance warnings

- Discriminatory behaviour. Contains conflict or violence. Contains content which individuals may find upsetting.



32.

How did the persecution of the Jews escalate after 1933?

Pupils will learn

- We will recap Hitler's antisemitic views and how the mechanisms of dictatorship had magnified this sentiment in Germany
- We will learn about the persecution of the Jews, the boycott of Jewish shops and businesses from 1933, the Nuremberg Laws, Kristallnacht and Plans for the Final Solution

Substantive knowledge

- Persecution, Boycott, Laws, Pogrom, Concentration camps, Antisemitism, Minorities, Roma, Slavs, Disabilities, Genocide

Disciplinary knowledge

- Change and continuity

Guidance warnings

- Discriminatory behaviour. Contains conflict or violence. Contains content which individuals may find upsetting.





Lesson
number

Lesson question

About the lesson

1.

Grand Alliance, 1941-1945: Why were they unlikely allies?

Pupils will learn

- We will learn about the context of the Grand Alliance
- We will learn about the key countries and leaders in the alliances
- We will learn about the differences between communist and capitalist beliefs

Substantive knowledge

- Grand Alliance, Soviet Union/USSR, United States, Capitalism, Communism, Capitalism, Democracy, Autocracy, Liberties

Disciplinary knowledge

- Change and continuity, Chronology, Cause and consequence



2. Why did tension develop at the wartime conferences?

Pupils will learn

- We will learn about Wartime Conferences 1943-1945
- We will learn about the key leaders and their aims at each conference

Substantive knowledge

- Tehran, Yalta, Potsdam

Disciplinary knowledge

- Change and continuity, Cause and consequence
-

3. Why did the atomic bombs damage US-Soviet relations?

Pupils will learn

- We will learn about atomic bombs in 1945
- We will outline the physical consequences of the bomb, and the Soviets' response to it
- We will learn about the consequential strain on US-Soviet relations

Substantive knowledge

- Atomic bomb, Nuclear policy, Arms Race

Disciplinary knowledge

- Change and continuity, Cause and consequence, Evidence
-

4.

Why did the 1946 telegrams increase the tension?

Pupils will learn

- We will learn about Long and Novikov Telegrams
- We will learn about the contents of the telegrams and their chronology
- We will consider the impact of the different telegrams on the US-Soviet relationship

Substantive knowledge

- Telegrams, Ambassadors

Disciplinary knowledge

- Cause and consequence, Significance
-

5.

Did Churchill officially announce the beginning of the Cold War?

Pupils will learn

- We will learn about the 'Iron Curtain' speech.
- We will learn about the role Churchill played in the post war/1945 election World

Substantive knowledge

- Churchill, Iron Curtain

Disciplinary knowledge

- Evidence
-





6. What were the consequences of Soviet expansion into Eastern Europe?

Pupils will learn

- We will learn about Soviet expansion into Eastern Europe
- We will consider the effects on the aims of America (containment) and the Soviet Union (expansion)

Substantive knowledge

- Satellite states, Containment, Expansionism

Disciplinary knowledge

- Cause and Consequence, Significance of Evidence, Use of Evidence
-

7. Explore the enquiries: How far did early tension begin to show in the breakdown of the Grand Alliance?

Pupils will learn

- In this lesson, students will be able to answer the enquiry question about early Cold War tension. The lesson looks at three main causes of the breakdown of the Grand Alliance and asks students to explain when they think early Cold War tensions were at their worst, using work from across the enquiry.

Disciplinary knowledge

- Cause and Consequence, Change and Continuity
-



8. Why did the Truman Doctrine increase the tension between the Superpowers?

Pupils will learn

- We will learn about Truman's Doctrine and the reasoning behind it.
- We will consider opposition to the doctrine, using source material to draw out ideas

Substantive knowledge

- Truman Doctrine, Marshall Plan, Congress

Disciplinary knowledge

- Cause and Consequence, Significance, Use of Evidence
-

9. How significant was the Soviet response to the Truman Doctrine?

Pupils will learn

- We will learn about Truman Doctrine and Soviet Response
- We will learn about the formation of Cominform 1947 and Comecon 1949

Substantive knowledge

- Cominform, Comecon

Disciplinary knowledge

- Cause and Consequence, Change and Continuity
-

10.

What was the Berlin blockade?

Pupils will learn

- We will learn about the Berlin Blockade and Western response
- We will learn about the four western zones.

Substantive knowledge

- Zones of occupation, ACC (Allied Control Commission), Bizonia, Trizonia, Blockade

Disciplinary knowledge

- Cause and Consequence, Significance



11.

What were the consequences of the Berlin blockade?

Pupils will learn

- We will learn about the formation of the two Germanys
- We will learn about the events leading to the creation of two different countries

Substantive knowledge

- GDR, FRG, Warsaw Pact, Propaganda victory, Arms Race

Disciplinary knowledge

- Cause and Consequence, Significance, Change and continuity, Use of Evidence
-



12. How significant were events in Asia for superpower relations?

Pupils will learn

- We will learn about growth of communism and the Korean War
- We will learn about China's move to communism 1949

Substantive knowledge

- Korean War, North Korea, Treaty of Friendship 1950

Disciplinary knowledge

- Cause and Consequence, Significance
-

13. How did the arms race increase tensions?

Pupils will learn

- We will learn about Arms Race between the Superpowers
- We will learn about and compare the pace of the creation of nuclear weapons
- We will consider how the differing paces of the nuclear weapons programme increased tension.

Substantive knowledge

- ICBMs, Hydrogen bombs, 'Missile Gap'

Disciplinary knowledge

- Cause and Consequence, Significance, Change and continuity
-

14.

Why did the space race make US-Soviet relations worse?

Pupils will learn

- We will learn about the space race between the superpowers.
- We will establish key aims of the Superpowers in the Space Race
- We will learn about and compare the actions of both sides in the Space Race
- We will conduct a source discussion of American publicity regarding the Space Race, and the deteriorating relationship between the Americans and the Soviets

Substantive knowledge

- V2 rockets, Sputnik, NASA, Explorer, Vostok rocket

Disciplinary knowledge

- Use of evidence, Significance, Change and continuity, Significance
-



15.

Why did the Hungarians challenge Communist control?

Pupils will learn

- We will learn about the Hungarian Rising's impact on Superpower relations
- We will learn about key figures in the Hungarian uprising.

Substantive knowledge

- Shortages, reiterating the role of Soviet states in resourcing the Soviet Union, Liberties, Krushchev, 'Destalinisation'

Disciplinary knowledge

- Cause and Consequence, Significance
-



16.

How significant was the Hungarian uprising?

Pupils will learn

- We will learn about the Hungarian Rising's impact on Superpower relations
- We will learn about the international response to the uprising.
- We will learn about the Soviet response to the uprising.
- We will consider whether the Hungarian uprising improved the position of the Soviet Union.

Substantive knowledge

- Thaw, Rebels

Disciplinary knowledge

- Cause and Consequence, Significance, Change and continuity



17.

Explore the enquiries: Why did the Cold War intensify between 1950-1958?

Pupils will learn

- In this lesson, we will explore our enquiry question. You will re-examine and explain the roles played by key events in the 1950s in intensifying the Cold War and will decide at which point the Cold War became most intense in this period.

Disciplinary knowledge

- Causation, Change and continuity, Significance
-

18.

Why was the Berlin Wall built?

Pupils will learn

- We will learn about the events leading to the construction of the Berlin Wall
- We will learn about the East German concerns regarding refugees
- We will learn about the Berlin ultimatum and the summit meetings of 1959-1961

Substantive knowledge

- Refugees, Ultimatum, Summit

Disciplinary knowledge

- Causation and consequence, Significance



19.

What were the consequences of the building of the Berlin Wall?

Pupils will learn

- We will learn about the significance of the Berlin Wall
- We will learn about the building of the Wall and what this tells us about attitudes towards the superpowers
- We will learn about the impact of the Berlin Wall on US-Soviet relations.

Substantive knowledge

- Berlin Wall

Disciplinary knowledge

- Cause and Consequence, Significance, Change and continuity, Evidence

20.

Why did the Cuban Revolution change the relationship between the superpowers?

Pupils will learn

- We will learn about the impact of the Cuban Revolution
- We will learn about the Bay of Pigs and what the Bay of Pigs meant for Kennedy

Substantive knowledge

- CIA, Exiles, Trade, Revolution, Bay of Pigs

Disciplinary knowledge

- Significance, Change and continuity, Evidence
-

21.

How was the Cuban Missile Crisis resolved and with what significance?

Pupils will learn

- We will learn about the impact of the Cuban Missile Crisis
- We will learn about the Kennedy's options and how events unfolded
- We will consider what the superpowers learnt from the Cuban missile crisis.

Substantive knowledge

- U2 - Spy Plane, Brinkmanship, Test-Ban Treaty, Nuclear, Non-Profleration Treaty

Disciplinary knowledge

- Change and Continuity, Significance
-



22.

What were the causes and consequences of the Prague Spring?

Pupils will learn

- We will learn about the impact of the Prague Spring
- We will learn about the key figures involved in the Prague Spring and their attitudes towards the Soviets
- We will learn about the Soviet response to Czech opposition
- We will learn about the Brezhnev Doctrine and the Soviet Union
- We will learn about the impact on the Soviet Union and on Superpower relations

Substantive knowledge

- Prague Spring, Purges, Censorship, 'Socialism with a human face', Brezhnev Doctrine

Disciplinary knowledge

- Cause and Consequence, Significance, Change and continuity
-



23.

What was detente and why did it happen?

Pupils will learn

- We will learn about the impact and breakdown of Détente
- We will learn about the key features of Détente: Salt 1, Helsinki Accords, Salt 2

Substantive knowledge

- Détente, Civil Rights, MAD, Baskets, Human Rights, European borders

Disciplinary knowledge

- Cause and Consequence, Significance, Change and continuity



24.

Why did détente not last?

Pupils will learn

- We will learn about the end of détente
- We will learn about the key figures involved in détente
- We will learn about the politics and war of Afghanistan.
- We will learn about the American reaction to Afghanistan and the impact on USA-Soviet relations, including boycotts

Substantive knowledge

- Mujahideen, Afghan War, Shah, Olympic boycotts

Disciplinary knowledge

- Cause and Consequence, Evidence, Change and continuity
-

25.

Why did Reagan's policies increase tension?

Pupils will learn

- We will learn about the American reaction to Afghanistan and the impact on USA-Soviet relations including boycotts
- We will learn about Reagan's policies.
- We will learn about the 'Evil Empire' speech

Substantive knowledge

- Reagan, Empire, Congress, Trident, Stealth bombers, SDI

Disciplinary knowledge

- Cause and Consequence, Evidence, Change and continuity, Significance



26.

Explore the Enquiry: To what extent were tensions reduced between 1970 and 1985?

Pupils will learn

- In this lesson, students will be able to answer the enquiry question by exploring both the reasons for the decrease of tension between 1970 and 1979 and why tension began to increase again after 1979. Students will recap their learning from the last three lessons and then answer the enquiry questions.

Disciplinary knowledge

- Change and continuity, Significance
-

27. How did Gorbachev's 'new thinking' reduce tensions between the superpowers?

Pupils will learn

- We will learn about Gorbachev's 'new thinking'
- We will learn about the impact Gorbachev's 'new thinking' had on communist controlled areas, and superpower relations

Substantive knowledge

- Perestroika, Glasnost, Summit meetings from 1985-1989

Disciplinary knowledge

- Significance, Use of evidence, Cause and Consequence

28. How did the Soviet Union's hold on Eastern Europe come to an end?

Pupils will learn

- We will learn about the fall of Soviet controlled territories
- We will learn about Romanian Revolution and consider how it is a good example of the pace of change.
- We will consider what the consequences were for the Soviet Union, Communism and Superpower relations

Substantive knowledge

- Revolution

Disciplinary knowledge

- Change and Continuity, Evidence
-



29.

What did the fall of the Berlin Wall mean for the Cold War?

Pupils will learn

- We will learn about the fall of the Berlin Wall
- We will learn about the events that led to the wall coming down and link to Gorbachev's new thinking and occurrences elsewhere
- We will learn about the key consequences for the Warsaw Pact, Europe and Gorbachev's demise

Substantive knowledge

- Warsaw Pact, Iron Curtain

Disciplinary knowledge

- Change and Continuity, Evidence, Cause and Consequence, Significance



30.

Explore the enquiries: Why did the Cold War come to an end?

Pupils will learn

- In this lesson, we will learn about why the Cold War came to an end in 1991. We will recap the narrative of the end of the Cold War before examining two different interpretations about why Soviet control of Eastern Europe collapsed and consequently why the chain of events that led to the end of the Cold War occurred. Finally, you will place this narrative into the wider context of the Cold War and spend some time looking back on all that we have studied.

Disciplinary knowledge

- Change and Continuity, Cause and Consequence
-

4. Learn More



Contents

Section number

Section title

1

Coherence and flexibility

2

Knowledge organisation

3

Knowledge selection

4

Inclusive and ambitious

5

Pupil engagement

6

Motivation through learning

7

How will pupils make progress?

8

Exam board alignment

9

Exam-specific language

10

Unit prior knowledge requirements

11	Further unit sequencing guidance
12	Unit enquiry questions



1. Coherence and flexibility

Our history curriculum will use enquiry questions to build substantive knowledge across a series of lessons and develop pupils' disciplinary thinking. We have provided a recommended sequence for the enquiries so that they build on each other. However, in order to provide schools with the flexibility to use some Oak resources in the way that is most useful to them, we aim to design our enquiries to be relatively short (4-6 lessons) and to be self-contained. Unavoidably, certain enquiries will rely on some prior knowledge. Where this is the case, we will flag this up so that teachers can either direct their pupils to more than one enquiry or be confident the enquiry will be accessible because of previously learnt content in school.

2. Knowledge organisation

The enquiries are organised around the substantive concepts, such as empire, trade, tax and rebellion. Broadly, the enquiries will use a narrative to help pupils make sense of the substantive concepts. Each enquiry will have a disciplinary focus of at least one second order concept, such as causation or change and continuity. This disciplinary focus is made explicit for each enquiry. Within each enquiry, pupils will encounter substantive concepts which will be illustrated through concrete examples. If pupils follow the proposed Oak sequence of enquiries, then they will develop a sophisticated understanding of key substantive concepts by studying them in different contexts. Our proposed sequence of enquiries is broadly chronological, each enquiry is self-contained so that teachers are able to develop their own thematic sequence if they wish.

3. Knowledge selection

Decisions about what to include in a history curriculum are always difficult and must take into account a number of different curricular aims. In making decisions about what to include and what to omit, we have tried to balance the following aims across the KS4 curriculum.

- **Adoptability:** we want to ensure that materials are available for the most commonly-taught topics in UK schools, so that our resources will be useful to all schools.



- **Diversity and representativeness:** we want to pay meaningful attention to the diversity of past societies, represent the lived experiences of different groups and explore the interconnectedness of British and wider world history.
- **Overview and coherence:** we want pupils to build secure and coherent narratives of the past. We have tried to balance overview and depth.
- **Preparation for future learning:** Oak is not about giving pupils something to do, it is about educational continuity. Whether pupils follow the curriculum as a whole, or access individual lessons or units, we have foregrounded knowledge, concepts and ideas which will be most useful for pupils' learning in future.

There can be tension between these principles, and we know that we cannot expect everyone to agree with all of our choices. However, we have applied these principles across the curriculum as a whole and made content selection decisions in good faith. We are confident that our curriculum builds a wide range of important historical knowledge for pupils.

4. Inclusive and ambitious

We want Oak's history lessons to support all children. Our lessons are pitched so that all pupils can get an early sense of success. Our enquiries are designed to gradually develop pupil knowledge so that they are able to produce substantial pieces of work. Our worksheets are written in a style which minimises potential barriers to comprehension. Where possible, activities will either be modelled, or sample answers will be given after work is complete so that pupils can develop a conception of good historical writing.

5. Pupil engagement

We want to develop pupil thinking through a sequence of lessons. Each enquiry is designed to be an emergent puzzle and each lesson is designed to promote pupil thought about this emergent puzzle. In order to achieve this, lessons will include mini-activities to try to promote some of the pupil thinking that is fostered through class discussion and skilful teacher questioning.

6. Motivation through learning

Through careful knowledge selection and crafting engaging narratives our teachers will reveal the intrinsic value in learning about the past without overwhelming pupils. Tasks and activities will be carefully designed so that pupils can get a sense of

success, and, therefore, feel motivated to keep learning more. The hope is that pupils feel so motivated that they feel the need to answer the enquiry question for themselves.



7. How will pupils make progress?

Pupils get better at history by building up knowledge of the past, which is increasingly complex and secure. As they study particular periods, events and people from the past, they develop a rich understanding of these places and times. Through studying these topics, pupils also build their chronological knowledge, developing secure chronological frameworks, a sense of period and a coherent narrative of broad developments. Through repeated encounters in different historical contexts pupils also develop their knowledge of important substantive concepts like empire, trade, tax and rebellion. These layers of knowledge, built over time, give pupils the foundation to learn new, and increasingly complex information in history, and the Oak curriculum is designed to build this knowledge effectively and secure it in memory, whether pupils access single lessons or whole units.

With secure knowledge of the past, pupils are also able to learn about the discipline of history. Through these units, pupils will use their knowledge to engage with valid historical questions and learn how historians make sense of the past.

8. Exam board alignment

The planning of Oak's KS4 examined units of work has evolved using a range of exam specifications across several boards, which cover a large amount of central content. The teachers planning and presenting these lessons deliver GCSE history with Edexcel, AQA, OCR and Eduqas, so all lessons have been designed primarily for pupils to develop and strengthen their substantive and contextual knowledge rather than having one exam board in mind.

9. Exam-specific language

At KS4 some second order concepts are being treated differently from KS3:

- Similarity and difference between periods is included as an aspect of change and continuity.
- Significance is used by the exam boards as an evaluation of the consequences within the period of particular issues or development.

- Interpretations are used to focus on where it is specifically asking pupils to examine historians' accounts, short extracts at least, not just single sentence claims, looking at how and why they differ as well asking pupils to evaluate the claim.



10. Unit prior knowledge requirements

Lessons have been planned without assumptions about previous learning at KS3. However, there is still some prior knowledge that would be useful for students to have before starting the KS4 unit. We have outlined that recommended prior knowledge in the table below.

All of the prior knowledge requirements below are recommended, not mandatory. Throughout the 4 units, context lessons have been built in, and substantive concepts have been explained when they are introduced.

Unit	Recommended prior knowledge
Unit 1: Medicine through time, c.1250-present day	<ul style="list-style-type: none">• Periods of time: medieval, renaissance, industrial• The role of the Church and its influence
Unit 2: Elizabeth I: Meeting the challenge, 1558-1588	<ul style="list-style-type: none">• The English Reformation• Henry VIII and the Mid-Tudor crisis
Unit 3: Weimar and Nazi Germany, 1919-1939	<ul style="list-style-type: none">• The formation of Germany• WWI: causes, events, consequences• Individual: Bismarck and the Kaiser
Unit 4: The Cold War: Superpower relations from 1941-1991	<ul style="list-style-type: none">• Russian Revolution• WWII: causes, events, consequences• Ideologies: Communism, Western democracy



11. Further unit sequencing guidance

Units have been designed so they can be taught in any sequence. The proposed unit sequence outlined in the document earlier follows a chronological route. Within each unit there is a strongly advisable lesson sequence to support the accumulation of powerful knowledge and chronological pathways, reflecting the overarching history principles.

12. Unit Enquiry Questions

Each unit has a series of enquiry questions that help structure the learning for students. The table below outlines the enquiry questions in each unit, as well as the lessons they are relevant to.

Unit	Lessons	__Enquiry questions __
Medicine through time, c.1250 to present	2-7	How much medical progress was made during Medieval Britain?
Medicine through time, c.1250 to present	8-13	How quickly did ideas about what caused disease change? Why did ideas about causes of disease change over time?
Medicine through time, c.1250 to present	14-25	How quickly did ideas about prevention and treatment change over time? Why did ideas about prevention and treatment change over time?
Medicine through time, c.1250 to present	26-30	What impact did the Western Front have on medical development?
Elizabeth I: Meeting the challenge, 1558-	1-13	To what extent were Elizabeth's early

1588

Elizabeth I: Meeting the challenge, 1558-1588 14-22

Elizabeth I: Meeting the challenge, 1558-1588 23-30

The Cold War: Superpower relations between 1941-1991 1-7

The Cold War: Superpower relations between 1941-1991 8-11

The Cold War: Superpower relations between 1941-1991 12-17

years as monarch challenging?

What was the biggest challenge Elizabeth faced between 1558-1569?

How was Elizabeth threatened by plots and revolts at home between 1569-1588?

At what point was the threat to Elizabeth the most severe between 1569-1588?

How did Elizabethan society change during her reign?

How successful was Elizabethan exploration during her reign?

How did early tensions develop between the Soviet Union and the United States between 1943- 1947?

When were early tensions between the Allies at their worst?

Why did early tensions become more severe between 1947-1950?

When were tensions at their worst between 1947- 1950?

Why did the Cold War intensify between 1950-1958?





The Cold War: Superpower relations
between 1941-1991 18-22

The Cold War: Superpower relations
between 1941-1991 23-26

The Cold War: Superpower relations
between 1941-1991 27-30

When was the Cold War at its most
intense between 1950-1958?

To what extent did the Cold War reach
crisis levels between 1958-1970?

At what point were Superpower relations
at their worst between 1958-1970?

To what extent were tensions reduced
between 1970 and 1985?

Why did tensions increase after 1979?

Why did the Soviet Union lose control of
Eastern Europe?

Why did the Cold War come to an end?