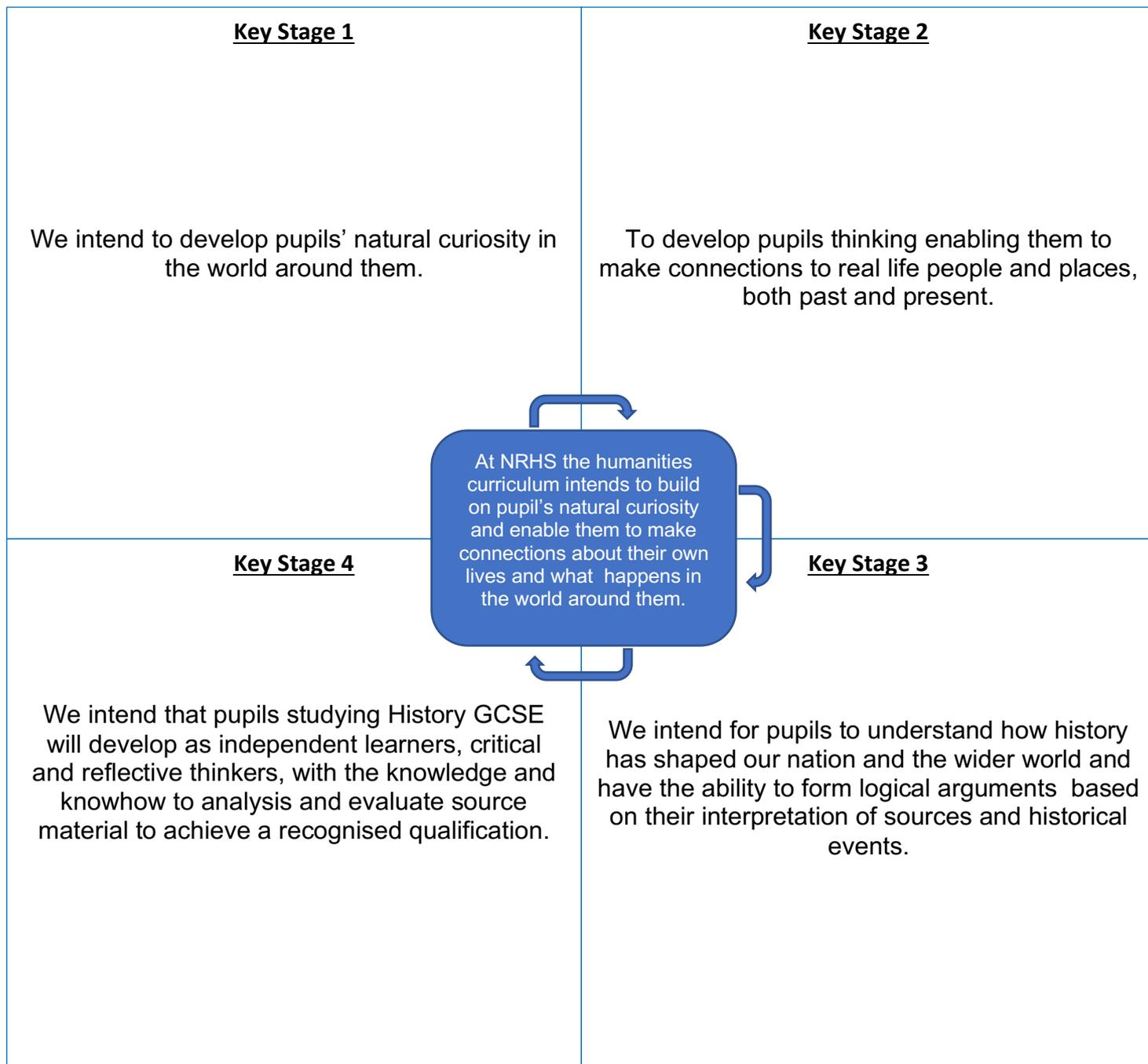


The intent of the Humanities curriculum at NRHS



Curriculum Information - Humanities

Year 1	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)	Have You Ever Been Lost?	<ul style="list-style-type: none"> This topic develops the children's knowledge about the world, starting with their immediate environment. They are encouraged to use subject-specific vocabulary and to use first-hand observation and experience to enhance their locational awareness. 	<ul style="list-style-type: none"> Links to English/information texts Links to Science/seasonal changes
Oct-Dec (Term 1.2)	Changes within living Memory. Shops	<ul style="list-style-type: none"> This topic introduces history concepts. Lessons encourage the use of time language by looking at chronological order. How and why shops have changed. Identify and describe similarities and differences between past and present shops, goods and shopping. 	<ul style="list-style-type: none"> Links to English/narrative Links to Science/Comparisons
Jan-Feb (Term 2.1)	Polar Bears or Penguins	<ul style="list-style-type: none"> This topic allows children to find out about very cold regions in the extreme north and south of the planet and develops their awareness of their similarities and differences. They consider how polar bears, penguins and people live in such cold places. 	<ul style="list-style-type: none"> Links to English/Factual records Links to Science/Plants & trees
Feb-April (Term 2.2)	Events Beyond Living Memory Great Fire of London	<ul style="list-style-type: none"> This topic builds on chronology, sequencing specific events on a timeline and use common time words and phrases. Use pictures and oral accounts to find out about the past. 	<ul style="list-style-type: none"> Links to Science/materials
April-May (Term 3.1)	Sun Hats or Umbrellas?	<ul style="list-style-type: none"> This topic begins by focusing on different types of weather in the children's immediate environment, but then builds on children's knowledge of very cold places and introduces them to hot areas near the equator. Children also have the opportunity to observe and record the weather. 	<ul style="list-style-type: none"> Links to English/information texts Links to Art
May-July (Term 3.2)	Our Heritage: Folk Stories and Castles	<ul style="list-style-type: none"> This topic explores both national and local heritage through a range of folk stories and castles. History of the emblems of UK countries and national stories. Investigate how and why castles were used and the chronology of castles across the UK. 	<ul style="list-style-type: none"> Links to English/narratives

Curriculum Information - Humanities

Year 2	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)	What Is There Around Me?	<ul style="list-style-type: none"> This topic takes the children beyond the school gate to look at their local area. Opportunities to investigate local shops, churches, hospitals and so on are suggested, along with ideas for undertaking a traffic survey. 	<ul style="list-style-type: none"> Links to Maths Links to Science/trees
Oct-Dec (Term 1.2)	Events Beyond Living Memory Gunpowder Plot	<ul style="list-style-type: none"> Develop chronological skills by putting events of the plot in order. Use vocabulary relating to the passing of time. Discover different sources of finding out about the past: paintings, diaries, and prints from the time. 	<ul style="list-style-type: none"> Links to English/recounts/diaries Links to Science/materials
Jan-Feb (Term 2.1)	Is It Really Round?	<ul style="list-style-type: none"> This topic encourages global awareness and enables the children to understand the position of the United Kingdom within the world. It focuses on the juxtaposition of the seven continents and the five oceans. The children will develop a sense of the world being spherical and how journeys can be undertaken which allow the Earth to be circumnavigated. 	<ul style="list-style-type: none"> Links to Maths Links to Art
Feb-April (Term 2.2)	Lives of significant individuals in the past: Rosa Parks and Elizabeth Fry	<ul style="list-style-type: none"> Use a range of historical vocabulary in an appropriate way. How these individuals from the past have contributed to national and international achievements. Understand how events from the past are significant nationally and globally. 	<ul style="list-style-type: none"> Links to English/reports/class book? Links to Science T3.1
April-May (Term 3.1)	Where In The World?	<ul style="list-style-type: none"> This topic consolidates children's geographical skills in practical work. (It can be used to evaluate progression at the end of the key stage.) 	<ul style="list-style-type: none"> Links to Science Links to English/explanations
May-July (Term 3.2)	Our UK Heritage: Customs, Festivals and Fairs.	<ul style="list-style-type: none"> This topic allows pupils to learn about their local and national heritage by exploring UK customs, Festivals and fairs. Study includes events such as Well Dressing in Staffordshire, National Eisteddfod of Wales, Highland Games of Scotland and the Notting Hill carnival. 	<ul style="list-style-type: none"> Opportunities to link to art, English & RE across the academic year.

Curriculum Information - Humanities

Year 3	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)	Investigating Our Local Area	<ul style="list-style-type: none"> This topic is a 'focused enquiry,' covering the use of technology in the local area. 	<ul style="list-style-type: none"> Links to English – non- chronological report Links to maths – shape/data handling/number in local area
Oct-Dec (Term 1.2)	Changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"> Pupils continue to develop chronologically secure knowledge and understanding of history. How Britain has changed from the Late Neolithic to the Iron age. Skara Brae to Stonehenge to Iron Age hill forts and tribal kingdoms. 	<ul style="list-style-type: none"> Links to art Links to English – diary writing Links to Science – fossils.
Jan-Feb (Term 2.1)	What on Earth? Our world from the International Space Station.	<ul style="list-style-type: none"> This topic looks at physical and human features of the world as seen from the ISS. 	<ul style="list-style-type: none"> Links to art – landscapes/sunsets
Feb-April (Term 2.2)	Celtic Culture. The Lindow Man and Nature of the Druids	<ul style="list-style-type: none"> Building on previous learning. Pupils continue to consolidate their understanding of archaeological evidence as a means to understand the past. Gain historical perspective by placing their growing knowledge into cultural and religious context. 	<ul style="list-style-type: none"> Links to English – classical narrative
April-May (Term 3.1)	Where and why does the world rumble?	<ul style="list-style-type: none"> This topic focuses on physical processes, including the formation of mountains, volcanoes, avalanches and landslides. The impact of the environment on people's lives in these areas is considered. 	<ul style="list-style-type: none"> Links to English – non-chronological report
May-July (Term 3.2)	Ancient Egypt	<ul style="list-style-type: none"> This topic allows children to develop their understanding of the wider world in a historical context. Focus on the use of evidence to make historical claims and methods of historical enquiry. 	<ul style="list-style-type: none"> Links to English – non-chronological report Links to maths – number systems Links to Science – scientists and inventors

Curriculum Information - Humanities

Year 4	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)	Where on Earth?	<ul style="list-style-type: none"> This topic focuses on finding one's place in the world. 	<ul style="list-style-type: none"> Links to Spanish
Oct-Dec (Term 1.2)	Roman Britain	<ul style="list-style-type: none"> How did the Roman Empire impact on Britain? Attempted invasion by Julius Caesar and successful invasion of Claudius. Hadrian's wall. British resistance: Queen Boudica. The Romanisation of Britain, the impact of technology, culture and beliefs. 	<ul style="list-style-type: none"> Links to English/recounts Links to Art
Jan-Feb (Term 2.1)	Why different weather? Weather around the world.	<ul style="list-style-type: none"> This topic has a strong focus on fieldwork and measuring the weather at a local scale. In addition, the topic looks at climate, climate zones, biomes, vegetation belts and time zones. 	<ul style="list-style-type: none"> Links to English/chronological reports
Feb-April (Term 2.2)	Anglo Saxons	<ul style="list-style-type: none"> This topic will show why the Romans left Britain, who the Anglo Saxons were and why they came to Britain. Children will explore what Anglo Saxon life was like and how archaeological evidence from Sutton Hoo has contributed to our historical knowledge. 	<ul style="list-style-type: none"> Links to English/writing
April-May (Term 3.1)	Who are the global caretakers? We are!	<ul style="list-style-type: none"> This topic focuses on the use of fossil fuels and its impact on global warming and climate change. Children are helped to understand how they can personally make a difference, through simple actions such as reducing, reusing and recycling. 	<ul style="list-style-type: none"> Links to English/narrative, stories that raise issues
May-July (Term 3.2)	Ancient Greek Culture	<ul style="list-style-type: none"> Through this topic, children will gain understanding of ancient Greek art and culture, considering how their legacy and influence are seen today. Theatre, Aesop's fables, art and mythology. 	<ul style="list-style-type: none"> Links to English/poetry Links to art Links to Food tech

Curriculum Information - Humanities

Year 5	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)	Why on Earth?	<ul style="list-style-type: none"> This topic focuses on the geography of North and South America. 	<ul style="list-style-type: none"> Links to art
Oct-Dec (Term 1.2)	The Vikings	<ul style="list-style-type: none"> This topic continues to build the chronological narrative of the history of Britain. Children discover who the Vikings were, where they came from and why. Viking raids and warfare. Home life and the role of women and children. 	<ul style="list-style-type: none"> Links to English/writing Links to food tech Links to Art
Jan-Feb (Term 2.1)	How is Alaska changing?	<ul style="list-style-type: none"> This topic focuses on Alaska – its physical and human geography. 	<ul style="list-style-type: none"> Links to English/writing
Feb-April (Term 2.2)	Local History Study	<ul style="list-style-type: none"> How the development of the railway shaped LBR. 	<ul style="list-style-type: none"> Links to English/narrative
April-May (Term 3.1)	Where does our water come from and go to? Water's never-ending journey.	<ul style="list-style-type: none"> This topic explores the water cycle, lakes, drought and flooding. 	<ul style="list-style-type: none"> Links to English
May-July (Term 3.2)	The Mayan Civilisation	<ul style="list-style-type: none"> This topic will build on the children's enquiry skills, using a variety of methods to research what life was like in the ancient Maya civilisation. 	<ul style="list-style-type: none"> Links to English

Curriculum Information - Humanities

Year 6	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)	Investigating our local area.	<ul style="list-style-type: none"> This topic requires the children to observe, measure and record human and physical features in the local area and plan a presentation. 	<ul style="list-style-type: none"> Links to History – local history study
Oct-Dec (Term 1.2)	Local History Study	<ul style="list-style-type: none"> The impact of ww2 on the local area 	<ul style="list-style-type: none"> Links to geography – investigating local area
Jan-Feb (Term 2.1)	Rivers	<ul style="list-style-type: none"> This topic focuses on local, UK, European and world rivers, from source to mouth, both through primary evidence (fieldwork) and through secondary sources of information. 	
Feb-April (Term 2.2)	British History Beyond 1066	<ul style="list-style-type: none"> Magna Carta? 	<ul style="list-style-type: none"> Links to English – newspaper report
April-May (Term 3.1)	Sustainable tourism around the world	<ul style="list-style-type: none"> This topic introduces the concept of sustainable tourism around the world. 	
May-July (Term 3.2)	The Shang Dynasty of Ancient China.	<ul style="list-style-type: none"> The children will learn who the Ancient Shang people were, where and when they lived, using maps and atlases to locate Shang cities. They will also learn about the role of the king, the religious beliefs and rituals of the Shang people. The children will examine a range of Shang artefacts and draw conclusions about what they can teach us. They will explore remarkable of the first intact Shang tomb which belonged to the military general and high priestess Fu Hao. 	<ul style="list-style-type: none"> Links to art

Curriculum Information - Humanities

Year 7	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)	Introduction to the Roman Empire The Roman Army	<ul style="list-style-type: none"> • Growth of the empire • Origins of Rome • Legends • Timeline • Organisation of the Roman Army • Reasons for success 	<ul style="list-style-type: none"> • Link to Maths (Negative numbers, where they fit into the ordering of the number line)
Oct-Dec (Term 1.2)	Black History Month	<ul style="list-style-type: none"> • Rosa Parks • Harriet Tubman • Mary Seacole • Martin Luther King • The Civil Rights Movement 	<ul style="list-style-type: none"> • Link to English (The Tunnel of freedom) • Link to PSHCE (Communities)
Jan-Feb (Term 2.1)	Rome's enemies Roman Life	<ul style="list-style-type: none"> • The Celts • Baths, Leisure • Villas, school, women, family life and slaves • Religion • Towns • Art and mosaics 	<ul style="list-style-type: none"> • Link to Art (Colour Theory) + (Exploring collage) • Link to Food Tech (Understanding seasonal produce) • Link to Maths (Lines and angles) • Link to PE (Athletic) • Link to PSHCE (Identity)
Feb-April (Term 2.2)	Roman Britain End of the Empire	<ul style="list-style-type: none"> • Boudiccas revolt • Hadrian's Wall • Changes to the landscape • Causes and effects of the end of the Empire • What have the Romans done for us? 	
April-May (Term 3.1)	An introduction to the Middle Ages 1066 and the Norman Conquest	<ul style="list-style-type: none"> • Introduction to sources • Overview of Middle Ages • Claims to the throne • Events of 1066 • Battle of Hastings • Bayeaux Tapestry 	<ul style="list-style-type: none"> • Link to Spanish (Where you live. Points of the compass)

May-July (Term 3.2)	The Feudal System Castles The Medieval Village / Town life	<ul style="list-style-type: none">• Establishment of the feudal system• Domesday Book• Life in Medieval England• Motte and Bailey• Square Keeps• Attacking and defending castles• Where were Castles built?• What was a medieval village like?• Cuxham: What were the villagers like? / The manor farm	
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Curriculum Information - Humanities

Year 8	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)	Introduction to the Tudors' society. Henry VIII / Edward VI Bloody Mary/Elisabeth I	<ul style="list-style-type: none"> • Religion and the people • Henry VIII and the break with the Pope • Edward VI - Protestantism strengthened • Bloody Mary or Misunderstood Mary? • Elisabeth I: The Church settled? 	<ul style="list-style-type: none"> • Link to English (Power and Freedom) + (Shakespeare) • Link to PSHE (Gender identity)
Oct-Dec (Term 1.2)	Black History Month History of Parliament Introduction to the Stuarts' society.	<ul style="list-style-type: none"> • Nelson Mandela • Septima Clark • Barack Obama • History of Parliament - more power to the people? • Religion in the seventeenth century. • Catholics protest: The Gunpower Plot, 1605 • Puritans protest: The Pilgrim Fathers, 1620 	<ul style="list-style-type: none"> • Link to English (Rights and Freedom) • Link to PSHE (Identity) + (Communities) • Link to Art
Jan-Feb (Term 2.1)	The Stuarts James I / Charles I Civil War Oliver Cromwell	<ul style="list-style-type: none"> • James I: the wisest fool in Christendom? • Why was there a Civil War? • Why did the Parliamentarians win? • To kill the king? • Oliver Cromwell: protector or dictator 	<ul style="list-style-type: none"> • Link to English (War and Peace)
Feb-April (Term 2.2)	History of Ireland History of Scotland United Kingdom XVII and XVIII centuries	<ul style="list-style-type: none"> • Ireland: a conquered land • Scotland and England: a union of kingdoms? • A plague on all our houses • London's burning: 1666 • Exploring: Britain gains an Empire • Daniel Defoe: a man of many parts 	<ul style="list-style-type: none"> • Link to Science (Health and Lifestyle) • Link to English.
April-May (Term 3.1)	History of black people in America and West Indies (XVIII -XIX Centuries)	<ul style="list-style-type: none"> • What is freedom? • Why black people are left out of history books? • Africa / First contacts • Life of Olaudah Equiano • What happened to slaves on arrival? • The War of Independence • Slaves fight for freedom / The underground railroad 	<ul style="list-style-type: none"> • Link to English (Rights and Freedom) + (War) • Link to PSHE (Identity) + (Communities)

**May-July
(Term 3.2)**

History of black people in
America and West Indies
(XIX -XX Centuries)

- The Civil War
- Steps forward and steps back for equality
- Missed chances to end segregation
- Bad times: The Depression
- Emigration of black Americans from the South to the North.
- Civil Rights Movement: Martin Luther King

- Link to English (War and Peace)
- Link to PSHE (Identity) + (Communities)
- Link to Maths (Percentages, decimals & fractions)

Curriculum Information - Humanities

Year 9	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)	Britain 1750 - 1900: British Empire Slave trade Industrial Revolution	<ul style="list-style-type: none"> • Introduction to British society 1750-1900 • Britain gains an empire • The slave trade • The East India Company • The Irish Famine 1845-8: Problems and solutions • The Industrial Revolution • The Agricultural Revolution • Living in Industrial Britain 	<ul style="list-style-type: none"> • Link to Spanish (Talking about the past) + (Talking about different types of food) • Link to Food Technology (Using spices and modifying recipes) + (Food History and fashions) • Links to horticulture • Link to Science (Turning points Biology) • Link to PSHE (Identity) + (Communities) • Link to Art (Photography)
Oct-Dec (Term 1.2)	World 1750 - 1900: American Revolution French Revolution The British Protests	<ul style="list-style-type: none"> • Wars, riots and rebellions. • The American Revolution: Causes and consequences • The French Revolution: Causes and consequences • Napoleon Emperor of France • The British Protests: Ned Ludd and Captain Swing/Rebecca/The Chartists 	<ul style="list-style-type: none"> • Link to PSHE (Identity)
Jan-Feb (Term 2.1)	Twentieth Century World: Introduction to the Modern World. WW1	<ul style="list-style-type: none"> • Introduction to the Modern World: World powers in 1900 • The First World War 1914-1918 / The trenches • Cowards and traitors? Pacifists and Conscription • The suffragettes go to war: Who were they and what did they do? 	<ul style="list-style-type: none"> • Link to PSHE (Identity) + (Communities)
Feb-April (Term 2.2)	Twentieth Century World: Treaty of Versailles The Weimar Republic	<ul style="list-style-type: none"> • The Treaty of Versailles • The Big Three: What did they want? Reaction from Germans • Birth of the Weimar Republic • Supporters and opposition of the Weimar Republic • Crisis and inflation (1919-23) • Recovery; The Stresemann era (1923-29) • Crisis of 1929 	<ul style="list-style-type: none"> • Link to Maths
April-May (Term 3.1)	Twentieth Century World: The rise of the dictators The League on Nations.	<ul style="list-style-type: none"> • The rise of the dictators: Mussolini / Franco / Hitler • Spanish Civil War • Why was the League of Nations created? • How successful was the League of Nations? 	<ul style="list-style-type: none"> • Link to Art (Surrealism and Cubism)

May-July (Term 3.2)	Twentieth Century World: WW2 The Holocaust	<ul style="list-style-type: none">• The Second World War• The Battle for Britain• Secrets and spies• War and the Holocaust• Life in the Ghetto of Lodz• The end of the Third Reich• The atomic bomb: Hiroshima and Nagasaki	<ul style="list-style-type: none">• Link to English (Sinister stories)• Link to Science• Link to PSHE (Identity) + (Communities)
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Curriculum Information - Humanities

Year 10	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)	Germany and the growth of democracy.	<p><u>Kaiser Wilhelm II and the difficulties of ruling Germany:</u></p> <ul style="list-style-type: none"> • Examine the growth of parliamentary government and the influence of Prussian militarism during Kaiser Wilhelm II's rule. • Explore how Germans felt in relation to the impact of industrialisation, socialism and the Naval Laws. <p><u>Impact of the First World War:</u></p> <ul style="list-style-type: none"> • Outline the German economic and politic events leading up to the end of the First World War. • Assess the impact of war on Germany • Identify how the Weimar Republic was established. • Examine the way Germany was to be governed. • Consider the ways in which Germany was punished by the Treaty of Versailles. • Assess the impact of the treaty on post-war Germany. • Explain the link between the invasion of the Ruhr and hyperinflation. • Assess the impact of hyperinflation on ordinary Germans. <p><u>Weimar democracy:</u></p> <ul style="list-style-type: none"> • Examine the key differences between left-wing and right-wing groups. • Explain attempts by these groups to take over the country by force and the reasons for their actions. • Describe Hitler and the Nazi Party's attempt to take over Germany in 1923. • Evaluate different interpretations of the Munich Putsch. • Assess the impact of the Munich Putsch on Hitler's future political career. • Outline how Germany's economic problems were dealt with. • Assess Stresemann's role in Germany's recovery. • Explain the cultural changes taking place in Weimar Germany during the 1920s. • Contrast the different reactions of Germans to Weimar culture. 	<ul style="list-style-type: none"> • Link to English (Responding to issues) • Link to PSHE (Relationships, Identity and Communities) • Link to Art (cultural changes in Weimar Germany) • Link to Maths (studying bar charts)

<p>Oct-Dec (Term 1.2)</p>	<p>Peacemaking</p>	<p><u>The armistice: aims of the peacemakers:</u></p> <ul style="list-style-type: none"> Recall the key politicians at the Paris Peace Conference. Explain what each of the 'Big Three' wanted to achieve. Analyse the motives of the 'Big Three' in order to explain their aims. Describe why it was difficult for the 'Big Three' to agree at the Paris Peace Conference. Explain why there were so many arguments. Analyse why Clemenceau and Lloyd George did not agree to many of Wilson's Fourteen Points. <p><u>The Versailles Settlement:</u></p> <ul style="list-style-type: none"> Explain what Germany lost in the terms of the Treaty of Versailles. Consider how the treaty affected Germany. Explain how different countries felt after the Treaty of Versailles was signed. Analyse political cartoons about the Treaty. <p><u>Impact of the treaty and wider settlement:</u></p> <ul style="list-style-type: none"> Explain different opinions of the Treaty of Versailles. Analyse how satisfied the Allies were with the Treaty. Recall why Germans hoped to be treated fairly after the First World War. Explain the political situation in Germany at the end of the war. Evaluate the impact of the Treaty of Versailles on Germany. Consider the strengths and weaknesses of the peace treaties. Analyse how fair the Treaty was. Evaluate historical interpretations of the Treaty. Outline how Germany's allies were dealt with at the end of the First World War. Assess how successful the treaties created to deal with Germany's allies were. 	<ul style="list-style-type: none"> Link to PSHE (Relationships, Identity and Communities) Link to Art (drawing political cartoons) Link to English (Connecting with the past)
<p>Jan-Feb (Term 2.1)</p>	<p>Germany and the Depression</p>	<p><u>The Depression and the rise of the Nazis:</u></p> <ul style="list-style-type: none"> Discuss the causes and effects of the Depression in Germany. Assess the impact of the Depression on Germans and how it affected the growth in support for extremist parties. Examine the growth in popularity of the Nazi Party from 1928 to 1932. Summarise the key factors in the growth in support for the Nazis, including the role of the SA and Hitler's appeal. Outline the types of supporters that were attracted to the Nazi Party. Examine the reasons behind this support. <p><u>The failure of Weimar democracy:</u></p>	<ul style="list-style-type: none"> Link to Spanish Technology in everyday life Link to English (Responding to issues) Link to PSHE (Relationships, Identity and Communities) Link to Maths (studying graphs, percentages and bar charts)

		<ul style="list-style-type: none"> Describe the events from 1930 to 1933, including election results, that allowed Hitler to come to power. Explain the roles of von Papen and Hindenburg in relation to Hitler becoming Chancellor. <p><u>The establishment of Hitler's dictatorship:</u></p> <ul style="list-style-type: none"> Summarise the events that led Hitler and the Nazis to take complete control of Germany. Asses why the events that led to Hitler's dictatorship were able to occur. Evaluate the impact of these events on ordinary German citizens. Examine how the Night of the Long Knives helped to establish Hitler's dictatorship. Evaluate the importance and the impact of the Night of the Long Knives on Germans. 	
<p>Feb-April (Term 2.2)</p>	<p>The League of Nations and international peace</p>	<p><u>The league of Nations:</u></p> <ul style="list-style-type: none"> Describe the aims of the League of Nations. Explain how the League attempted to prevent more wars. Analyse the strengths and weaknesses of the League. Explain the structure and organisation of the League of Nations. Analyse the strengths and weaknesses of the League's structure and organisation. Outline how the League's commissions tried to improve people's lives. Asses how successful these commissions were. Examine the political problems that the League tackled in the 1920s. Evaluate how successful the League was in dealing with international disputes in the 1920s. <p><u>Diplomacy outside the League:</u></p> <ul style="list-style-type: none"> Describe international treaties that did not involve the League of Nations. Asses how significant they were and how much they damaged the League's reputation. <p><u>The collapse of the League:</u></p> <ul style="list-style-type: none"> Outline the impact the depression had on countries like Germany and Italy. Analyse the reasons this caused problems for the League of Nations. Explain why Japan wanted to control Manchuria. Outline the methods the Japanese army used to take over this area. Describe the League of Nations' reaction to the Manchurian crisis. Evaluate how much the Manchurian crisis damaged the League's reputation. 	<ul style="list-style-type: none"> Link to PSHE (Relationships, Identity and Communities) Link to Art (analyse of political cartoons) Link to English (responding to statements)

		<ul style="list-style-type: none"> • State how Mussolini invaded Abyssinia in 1935-36. • Assess Mussolini's reasons for the invasion of Abyssinia. • Explain why the League of Nations failed to take decisive action against Mussolini. • Evaluate the collapse of the League of Nations. • Summarise your ideas about why the League of Nations had failed by 1939. • Evaluate the most significant cause of the League's failure. 	
<p>April-May (Term 3.1)</p>	<p>The origins and outbreak of the Second World War</p>	<p><u>The development of tension:</u></p> <ul style="list-style-type: none"> • Describe Hitler's foreign policy. • Explain why Hitler's foreign policy meant that peace was likely to collapse in the 1930s. • Summarise how Britain, France, the USSR and the USA reacted to Hitler. • Analyse why little action was taken against Hitler by these countries. • Explain how Hitler broke the terms of the Treaty of Versailles between 1933 and 1935. • Analyse why no one took action to stop Hitler. <p><u>The escalation of tension:</u></p> <ul style="list-style-type: none"> • Outline why and how Hitler remilitarised the Rhineland. • Explain the motives behind the reaction from other countries. • Identify who Hitler wanted alliances with. • Explain how these alliances strengthened Hitler's position. • Describe the reasons why Austria was important to Hitler. • Explain how Hitler achieved Anschluss. • Describe how different people reacted to Anschluss. • Assess how far Anschluss allowed Hitler to achieve his foreign policy. • Explain what Hitler's demands were. • Analyse why Hitler wanted to take the Sudetenland. • Explain What was decided at the Munich Conference. • Assess why the invasion of Czechoslovakia was significant. • Recall the events that led to the outbreak of the Second World War. • Analyse why Britain and France followed a policy of appeasement. • Analyse the arguments for and against appeasement. • Evaluate by making a critical judgment about how effective this policy was. <p><u>The outbreak of war:</u></p> <ul style="list-style-type: none"> • Explain what the Nazi-Soviet Pact was. • Analyse why Hitler and Stalin signed an agreement when they had previously been enemies. • Outline the events that led to the outbreak of the Second World War. 	<ul style="list-style-type: none"> • Link to PSHE (Relationships, Identity and Communities) • Link to Art (Posters and Nazi propaganda) • Link to English (writing an account)

		<ul style="list-style-type: none"> • Explain sources, using your own knowledge of events. • Summarise the causes of the Second World War. • Explain links between these causes. • Analyse which cause was the most significant. 	
<p>May-July (Term 3.2)</p>	<p>The experiences of Germans under the Nazis.</p>	<p><u>Economic changes:</u></p> <ul style="list-style-type: none"> • Recall ways in which the Nazis reduced unemployment. • Assess Hitler's success in fulfilling one of his major election promises. • Outline ways in which Germany became self-sufficient. • Assess whether the Nazis helped German farmers. • Explain how ordinary Germans were treated by the Nazis. • assess whether German people were better or worse off under the Nazis. • Describe how life changed in Germany as a result of the Second World War. • Evaluate the impact of war (including bombing, rationing, labour shortages and refugees) on Germans at home. <p><u>Social policy and practice:</u></p> <ul style="list-style-type: none"> • Describe what Hitler's 'ideal' young person was like and what the Nazi policies were on education and youth groups. • Explain why millions of young people joined the Hitler Youth. • Assess the reasons why boys and girls were educated and trained differently. • Summarise the attitudes of the Nazis towards women. • Examine the impact of Nazi policies on women's lives. • Evaluate how successful the Nazis policies towards women an the family were. • Describe the Nazi control of churches and religion. • Outline why there was support for and opposition to the Nazis from Christians in Germany. • Assess the impact of Nazi policies on Christians, and how they responded to Nazi rule. • Explain what Nazis' Aryan ideas were. • Describe the ways in which particular minority and racial groups were persecuted in Nazi Germany. • Outline reasons why the Nazis persecuted different groups. • Investigate how and why the persecution of Jews worsened between 1933 and 1945. • Examine why Hitler persecuted Jewish people and the reasons for the Final Solution. 	<ul style="list-style-type: none"> • Link to PE • Link to PSHE (Relationships, Identity and Communities) • Link to Art (Nazi posters and cartoons) • Link to Maths (studying bar charts)

		<p><u>Control and resistance:</u></p> <ul style="list-style-type: none">• Explain the roles of Himmler, the SS and the Gestapo in the Nazi police state.• Analyse how the Nazis used terror tactics to maintain control.• Assess what the police state was like for ordinary Germans.• Define 'propaganda' and 'censorship'.• Outline how and why the Nazis gained control of all radio and newspapers after they came to power.• Examine how propaganda and censorship increased control.• Examine the arts and culture during the Nazi regime.• Evaluate the impact that censorship had on art and culture activities in Germany after 1933.• Contrast art and culture in Nazi Germany with art and culture in Weimar Germany.• Explore why some Germans resisted and opposed the Nazis.• Outline the different resistance groups and their methods to oppose the Nazis, including the White Rose group, the Swing Youth, the Edelweiss Pirates and the July Bomb Plot of 1944.• Assess how effectively the Nazis dealt with resistance and opposition.	
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Curriculum Information - Humanities

Year 11	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)	Elizabeth's court and Parliament Life in Elizabethan times	<ul style="list-style-type: none"> Elizabeth I and her court. The difficulties of a female ruler. Elizabeth and the importance of marriage. Norfolk's and Essex's rebellion. A 'Golden Age' : Elizabethan country houses and Elizabethan theatres. The government's treatment of the poor. Drake and voyages of exploration. Developments in trade and exploration. 	<ul style="list-style-type: none"> Link to Spanish (Poverty and homelessness) Link to English (Connecting with the past, William Shakespeare and Richard Burbage) Link to Art (studying illustrations, portraits, engravings and Renaissance architecture) Link to Science
Oct-Dec (Term 1.2)	Troubles at home and abroad	<ul style="list-style-type: none"> Religious matters: Analyse why Elizabeth made her decisions about religion in England. Reactions to Elizabeth's religious changes in England and abroad. Mary Queen of Scots: Why Elizabeth saw her as such a threat? Conflict with Spain: The Spanish Armada. The importance of naval warfare. How to analyse interpretations. How to tackle the Historic Environment question. 	<ul style="list-style-type: none"> Link to PSHE (Relationships, identity and communities) Link to English (Analysing interpretations) Link to Art (studying illustrations, portraits and engravings) Link to Science (New technology)
Jan-Feb (Term 2.1)	Medicine stands still (Medieval times) The beginning of change (early modern Britain)	<ul style="list-style-type: none"> Historic context: Medieval Britain. Where did medieval ideas about health come from? Medieval medicine. Medical progress. Public health in the Middle Ages. A case study of the Black Death in 1348-49. Historic context: Early modern Britain The impact of the Renaissance on Britain. Dealing with disease. Prevention of disease - a global success story? A case study of the Plague in 1665. 	<ul style="list-style-type: none"> Link to Science (Science and technology improvements) Link to Art (cartoons and illustrations) Link to English (writing a factor-based essay) Link to Maths (studying diagrams and charts)
Feb-April (Term 2.2)	A revolution in Medicine, c1800-c1900 Modern medicine.	<ul style="list-style-type: none"> Historic context: Nineteenth-century Britain. The development of germ theory and its impact on the treatment of disease. A revolution in surgery. Improvements in public health. A case study of an outbreak of typhoid in the city of Lincoln in 1905. 	<ul style="list-style-type: none"> Link to English (Connecting with the past) Link to Science Link to PSHE (Sex, sexuality and sexual health. Drugs and alcohol) Link to Art

		<ul style="list-style-type: none"> • Historic context: • Twentieth-century Britain. • Modern treatment of disease. • The impact of war and technology on surgery. • Modern public health. • A case study of the fight against AIDS. 	
April-May (Term 3.1)	GCSE EXAM REVISION		
May-July (Term 3.2)	GCSE EXAM REVISION		