

Year 7	HT1 (12)	HT2 (18)	HT3 (12)	HT4 (12)	HT5 (10)	HT6 (12)
<p>Overview</p> <p>Endpoint</p>	<p>Skills: chronology; source analysis; bias; research skills and subject specific terminology.</p> <p>The Norman Conquest: the situation at the beginning of 1066; the main battles and their outcomes; and how the Normans gained control over England.</p> <p>Study the History of Kibworth as a homework project.</p> <p>Provide students with the skills to understand, assess and be critical of the history they will be studying during KS3 and KS4.</p> <p>To understand why a Norman invasion was successful in 1066. To make judgements about significance on their own.</p>	<p>The development of the Medieval Church: Christendom; why religion was so important and how it helped to keep control.</p> <p>The struggle between Church and Crown: Henry II and Thomas Becket.</p> <p>To understand the importance of religion to Medieval England. To build the foundations for the KS4 curriculum.</p>	<p>Medieval society: Life in Medieval villages – feudalism and farming; Medieval towns and trade; Medieval beliefs, ideas and treatments; changes to public health; the Black Death and the Peasants’ Revolt.</p> <p>To have an understanding of whether Medieval society was changing and developing. To build the foundations for the KS4 curriculum.</p>	<p>English Reformation and Counter Reformation: Henry VII and the introduction of the Tudors; how the English Reformation began, what changes resulted; and enquire as to the success of the Counter Reformation.</p> <p>To know the difference between the Christian denominations and the impact changes had on society. To build the foundations for the KS4 curriculum.</p>	<p>Elizabethan England: Developments of society, economy and culture across the Elizabethan period.</p> <p>Be confident with key vocabulary and concepts. Have an understanding of Elizabeth I and Elizabethan England. To build the foundations for the KS4 curriculum.</p>	<p>The Wider World in the 16th and 17th Century: diversity in Tudor England; England’s connection to the outside world; the settlement of America; and the Anglo-Moroccan alliance.</p> <p>To understand Tudor England from a wider perspective.</p>
Knowledge and Skills	<p>Chronology: historical periods and timelines.</p> <p>Source analysis: understanding and evaluating evidence and interpretations.</p> <p>To evaluate why the Normans were successful and which key factor was most significant.</p>	<p>Source analysis: understanding and evaluating evidence and interpretations.</p> <p>Historical concept of cause and consequence.</p> <p>Knowledge of the events, people and changes.</p>	<p>Historical concepts of cause and consequence, and change and continuity.</p> <p>Developing their historical perspective.</p> <p>Historical enquiry.</p> <p>Knowledge of the events, people and changes.</p>	<p>Historical concepts of cause and consequence, and change and continuity regarding Tudor religion.</p> <p>Historical enquiry into whether Mary I deserved her nickname or not.</p> <p>Organising and writing extended answers.</p>	<p>Historical concepts of cause and consequence, and change and continuity.</p> <p>Knowledge of the events, people and changes.</p>	<p>Historical concepts of cause and consequence, and change and continuity.</p> <p>Knowledge of the events, people and changes.</p> <p>Organising and writing extended answers.</p>
Knowledge Organiser	History 7 Unit 1 and Unit 2	History 7 Unit 2	History 7 Unit 3	History 7 Unit 4	History 7 Unit 4	History 7 Unit 5
Assessment	<p>Baseline assessment at the beginning of the academic year.</p> <p>Knowledge retrieval tests.</p> <p>Summative extended writing assessment evaluating how William won the Battle of Hastings.</p>	<p>Knowledge retrieval tests.</p> <p>Summative interpretations-based assessment on Thomas Becket.</p>	<p>Knowledge retrieval tests.</p> <p>GCSE exam style questions about Medieval villages.</p>	<p>Knowledge retrieval tests.</p> <p>Summative assessment about religious changes.</p>	<p>Knowledge retrieval tests.</p> <p>PEEL paragraphs.</p>	<p>Knowledge retrieval tests.</p> <p>Summative assessment about why the English began to expand their Empire in the Sixteenth-Century</p>
Reading opportunities	Sources Extracts from Michael Wood’s ‘History of	Thomas Becket account and sources.	Peasants’ Revolt text. Descriptions and extracts about the Black Death.	Sources and interpretations about Bloody Mary.	Spanish Armada text.	Read the story of John Blanke and other black Tudors.

	England' and the Domesday Book. The Battle of Hastings text. Accounts from the claimants to the throne.					Tudor Foreign policy - why did Elizabeth need to Expand? Extended reading <i>History Today</i> biography of Drake
Writing opportunities	Writing biased and unbiased accounts. History of Kibworth project. Writing an interview with an adult. Extended writing as part of the Battle of Hastings assessment.	Newspaper article about the murder of Thomas Becket.	Diary account from a victim of the Black Death.	Research project about the wives of Henry VIII. Extended writing assessment about religious changes.	Letter from Elizabeth explaining why she didn't want to marry. Newspaper article about the Spanish Armada.	Extended answers.
Vocabulary focus	Chronology BC/AD Decade Century Millennium Primary source Secondary source Bias Source analysis Nature Provenance Content Purpose Reliability Usefulness Heir Succession Parliament	Christendom Crusades Papal Pope Hierarchy Archbishop Excommunicate Monastery Priory Monk Nun Doom paintings Purgatory Assassination	Feudal system Apothecary Barber-surgeon Four humours Trepanning Black Death Pneumonic Bubonic Bloodletting Purging Dysentery Guilds Merchants Curfew Revolt	Alliances Allies Catholicism Protestantism Dissolution Excommunicated Indulgences Martyr Heretic Purgatory Puritan Reformation Successor Transubstantiation Papal Lutheranism Calvinism Church of England Fidei Defensor Cuckold	Court Illegitimate Renaissance Treason Ambassador Courtiers Gentry Monopolies Patronage Privy Councillors Progresses Propaganda Traitor Great Chain of Being Printing press Colony Empire New World Privateers	Privateer Puritans Alliance Empire Ahmad al Mansur Sir Francis Drake Sir Walter Raleigh John Hawkins John Blake Pocahontas Evil May Day
NC benchmark	Meets requirements of the NC: -A local history study. -British history before 1066. -The Norman Conquest	Meets requirements of the NC: -Christendom, the importance of religion and the Crusades. -The struggle between Church and crown. -Religion in daily life.	Meets requirements of the NC: -Society, economy and culture: feudalism, villages, farming, towns and trade. -The Black Death and its social and economic impact. -The Peasants' Revolt.	Meets requirements of the NC: -The War of the Roses; Henry VII and attempts to restore stability. -The English Reformation and Counter Reformation.	Meets requirements of the NC: -Elizabethan Religious Settlement and conflict with Catholics. -Society, economy and culture across the Elizabethan period.	Meets requirements of the NC: -Society, economy and culture across the Elizabethan period.

Year 8	HT1 (12)	HT2 (18)	HT3 (12)	HT4 (12)	HT5 (10)	HT6 (12)
Overview	The English Civil War: causes, events and outcome of the Civil War; the trial and execution of Charles I; the Interregnum; and The Restoration.	The Industrial Revolution: Britain as the first industrial nation – the impact on society and social reform; Public Health and Public Health reforms; treatment of women and children.	Empire and enslavement: the development of the British Empire with a focus on British rule in India; Britain's transatlantic slave trade- its effects and its eventual abolition.	The Black Civil Rights Movement in USA; Aftermath of slavery - Jim Crow Laws, KKK and segregation; Boycotts, sit-ins and marches; MLK and Malcom X; Black Power and Black Pride; Black Lives Matter.	The Holocaust: Life for Jews in Europe in the 1920s; roots of anti-Semitism; Nazi ideologies; Hitler's 'hate list' and the 'undesirables'; and growing persecution of Jews in the 1930s.	The Holocaust: Ghettos, Einsatzgruppen and camps; the Wannsee Conference and the 'Final Solution'; Holocaust denial; retribution; and moving forwards.
Endpoint	To understand the key events of the Civil War, and the longer-term impact this had on shaping British democracy and the introduction of a constitutional monarchy.	To understand the changes and developments brought on by the Industrial Revolution. To evaluate the positives and the negatives, and to consider how different social groups were affected. To learn key vocabulary for KS4.	To understand the size and scale of the British Empire. To consider the moral and ethical questions of imperialism and enslavement.	To evaluate whether life improved for black people living in America during the 20 th century and how far equality has been reached today. To understand the different approaches to protest during the Black Civil Rights Movement.	To understand who was on Hitler's 'hate list' and why? Comprehend how Hitler was able to turn citizens against select groups of people.	To understand who was on Hitler's 'hate list' and why? Comprehend how Hitler was able to turn citizens against select groups of people and the subsequent impact of the Holocaust on individuals and society.
Knowledge and Skills	Chronology: historical periods and timelines. Source analysis: understanding and evaluating evidence and interpretations. Organising and writing extended answers.	Source analysis: understanding and evaluating evidence and interpretations. Historical concept of cause and consequence. Knowledge of the events, people and changes. Developing their historical perspective.	Developing their historical perspective. Historical concept of cause and consequence. Knowledge of the events, people and changes.	Developing their historical perspective. Historical enquiry. Knowledge of the events, people and changes.	Developing their historical perspective. Historical enquiry. Knowledge of the events, people and changes.	Developing their historical perspective. Historical enquiry. Knowledge of the events, people and changes.
Knowledge Organiser	History 8 Unit 1	History 8 Unit 2	History 8 Unit 3	History 8 Unit 3	History 8 Unit 4	History 8 Unit 4
Assessment	Knowledge retrieval tests. Summative extended writing assessment evaluating whether Oliver Cromwell was a dictator or a protector.	Knowledge retrieval tests. Summative source analysis assessment about Public Health in the 1850s.	Knowledge retrieval tests. PEEL paragraphs.	Knowledge retrieval tests. GCSE exam style questions about Black Civil Rights in USA.	Knowledge retrieval tests. Holocaust assessment	Knowledge retrieval tests.
Reading opportunities	Play about the trial and execution of Charles I. Sources about the trial of Charles I. Sources about Cromwell in Ireland.	Source material and interpretations. Subject related text.	Source material and interpretations. Subject related text.	Source material and interpretations. Subject related text.	Source material and interpretations. Subject related text. Survivor testimonials and diaries.	Source material and interpretations. Subject related text. Survivor testimonials and diaries.

Writing opportunities	Extended writing assessment about Oliver Cromwell.	Newspaper report about factory conditions for child workers. Edwin Chadwick report on public health.	Extended answers	Extended answers. Newspaper report about the Olympic Black Power salutes.	Extended answers	Writing their arguments regarding retribution and responsibility.
Vocabulary focus	Civil War Royalists Parliamentarians Roundheads Cavaliers Divine Right Ship tax Puritan New Model Army Dictator Protector Democracy Major-Generals Blasphemy The Interregnum The Restoration	Industrial Revolution Population Invention Economy Agriculture Poverty Sanitation Industry Mass production Domestic system Public Health Laissez-Faire attitude Miasma Germ Theory Privy Cholera Diarrhoea Chartists Luddites	Empire Imperialism Raj Partition Transatlantic Slavery Plantation Middle Passage Triangular Trade Overseer Segregation Racial prejudice Slave Auction Abolition Unionists Confederates	Jim Crow Laws Ku Klux Klan Segregation Discrimination Racism Prejudice Boycott Sit-ins Black Power Black Pride Freedom Marches Federal Sharecropping	Anti-Semitism Holocaust Judaism Adolf Hitler Nazis Propaganda Aryan Boycott Discrimination Nuremburg Laws Persecution Kristallnacht Concentration camp Indoctrination Resistance Eugenics	Ghettos Einsatzgruppen Wannsee Conference Extermination 'Final Solution' Zyklon B Gas Chambers Nuremburg trials Retribution Genocide Perpetrator Conspirator By-stander Victim Denial
NC benchmark	Meets requirements of the NC: -The development of Church, state and society in Britain 1509-1745	Meets requirements of the NC: -Britain as the first industrial nation – the impact on society, party politics, extension of the franchise and social reform. -Women's suffrage	Meets requirements of the NC: -Britain's transatlantic slave trade; its effects and its eventual abolition.	Meets requirements of the NC: -Britain's transatlantic slave trade; its effects and its eventual abolition. -Challenges for Britain, Europe and the wider world 1901 to the present day.	Meets requirements of the NC: -Statutory requirement. Challenges for Britain, Europe and the wider world 1901 to the present day.	Meets requirements of the NC: -Statutory requirement. Challenges for Britain, Europe and the wider world 1901 to the present day.

Year 9	HT1 (12)	HT2 (18)	HT3 (12)	HT4 (12)	HT5 (10)	HT6 (12)
Overview	Women's Rights: the position of women in 1900 and the fight for women's suffrage. Long term causes of WWI: Europe in the early 1900s; imperialism; growing divisions and alliances; arms race and nationalism. Short term causes of WWI: the assassination of Archduke Franz Ferdinand; actions and consequences. Outbreak of war.	First World War: recruitment; trench warfare; advances in technology; the Battle of the Somme; the third Battle of Ypres; and the signing of the Armistice. War poetry and letters from the front.	The Treaty of Versailles: the aims of the Big Three; terms of the Treaty of Versailles; reactions to the treaty and the consequences. The League of Nations: the aim, membership, and organisation of the league.	Rise of the Dictators: The Great Depression; rise of extremist parties; Benito Mussolini, Adolf Hitler, Josef Stalin; political ideologies; The Stresa Pact; build up to WWII.	Second World War: preparations for war at home; evacuation; the Blitz; Dunkirk; propaganda; Battle of Britain; D-Day landings; and VE Day.	Post-War Britain: rationing and the aftermath of war; the introduction of the Welfare State; the National Health Service and social, cultural, and technological changes.
Endpoint	To understand the situation in Europe in 1914 and how the growing tension made war inevitable.	To understand how the First World War was fought; which countries were involved; and how it was won.	To understand what the Treaty of Versailles was and to evaluate the success of the treaty. To understand what the League of Nations was. Understand how to analyse sources. To build foundations for KS4.	To understand the growing move towards extremist leaders across Europe and how Adolf Hitler came to power. To understand why another war was looking more and more likely. To build foundations for KS4.	To gain an understanding of some of the key events of the Second World War.	Be confident with key vocabulary and source analysis. To understand what post-war Britain was like.
Knowledge and Skills	Historical concepts of cause and consequence Source analysis: understanding and evaluating evidence and interpretations. Knowledge of the events, people and changes.	Historical concepts of cause and consequence, and change and continuity. Developing their historical perspective. Historical enquiry. Knowledge of the events, people and changes.	Source analysis: understanding and evaluating evidence and interpretations. Knowledge of the events, people and changes.	Source analysis: understanding and evaluating evidence and interpretations. Historical concepts of significance. Developing their historical perspective. Knowledge of the events, people and changes.	Source analysis: understanding and evaluating evidence and interpretations. Historical concepts of cause and consequence, and significance. Knowledge of key vocabulary, events, people and changes.	Source analysis: understanding and evaluating evidence and interpretations. Historical concepts of cause and consequence and significance. Knowledge of the events, people and changes.
Knowledge Organiser	History 9 Unit 1 and Unit 2	History 9 Unit 2	History 9 Unit 3	History 9 Unit 4	History 9 Unit 5	History 9 Unit 6
Assessment	Summative interpretations-based assessment. Knowledge retrieval tests.	Knowledge retrieval tests. Summative knowledge assessment.	Knowledge retrieval tests. Summative interpretations-based assessment on the Treaty of Versailles.	Knowledge retrieval tests. GCSE exam style summative assessment.	Knowledge retrieval tests. GCSE exam style practice questions. Summative assessment.	Knowledge retrieval tests.
Reading opportunities	Sources and interpretations about the assassination.	War poetry and letters sent from the front. Extract from 'Birdsong'.	Source material. Text regarding the Big Three and their aims.	Source material and interpretations. Subject related text.	Subject related text.	Source material. Text about the National Health Service and the Welfare State.

Writing opportunities	Extended assessment answers and practice answers. Written report about the assassination.	Report on the assassination of Franz Ferdinand. Research on trench warfare.	GCSE style exam questions.	Extended GCSE style exam questions.	Enquiry project	
Vocabulary focus	Equality Patriarchy Suffragists Suffragettes World War I Long term cause Short term cause Militarism Alliances Imperialism Nationalism The Triple Alliance The Triple Entente British Expeditionary Force Schlieffen Plan Mobilise	Trench warfare Front line trench Support trenches Artillery Shelling/Shell fire No Man's Land Parapet Parados Duckboards Trench foot Latrines Dug out Bully Beef Rations Chlorine gas Mustard gas Phosgene gas Lord Kitchener Patriotism	Treaty of Versailles Fourteen Points Reparations Diktat Self-determination Mandate Plebiscite Georges Clemenceau David Lloyd George Woodrow Wilson Vittorio Orlando League of Nations Collective Security Veto Council Assembly Unanimous	The Great Depression Extremist parties Josef Stalin Soviet Union Adolf Hitler Fascism Communism Capitalism Dictator Satirical Lebensraum Rearmament Remilitarisation Stresa Front Isolationism Appeasement Munich Conference Neville Chamberlain Benito Mussolini Nazi-Soviet Pact	Neville Chamberlain Winston Churchill Anderson shelters Morrison shelters Gas masks Conscription Recruitment Evacuation Home Front Battle of Britain Luftwaffe RAF The Blitz Incendiary bombs Dunkirk Propaganda D-Day landings Pearl Harbour VE Day Atomic bomb Hiroshima Nagasaki	Rationing Slum house clearance 'Homes fit for heroes' (Lloyd George) New Towns Act Public Health William Beveridge Beveridge Report Welfare State Social Security 'From the cradle to the grave' (Beveridge) National Insurance Act National Health Service Aneurin Bevan Life expectancy 1952 Great Smog Vaccinations
NC benchmark	Meets requirements of the NC: -Women's suffrage -The First World War and the Peace Settlement	Meets requirements of the NC: -The First World War and the Peace Settlement	Meets requirements of the NC: -The First World War and the Peace Settlement -The inter-war years: the Great Depression and the rise of dictators	Meets requirements of the NC: -The inter-war years: the Great Depression and the rise of dictators	Meets requirements of the NC: - The Second World War and the wartime leadership of Winston Churchill	Meets requirements of the NC: - The creation of the Welfare State -Social, cultural and technological change in post-war British society.

Reading opportunities	Source material and interpretations Text regarding the Big Three and their aims. Subject related text.	Source material and interpretations about steps to war and appeasement. Text about the Nazi-Soviet Pact and its significance.	Source material and interpretations. Subject related text.	Source material and interpretations. Subject related text.	Source material and interpretations. Subject related text.	Source material and interpretations. Subject related text.
Writing opportunities	Extended GCSE exam questions.	Extended GCSE style exam questions. Arguments for and against the policy of appeasement.	Extended GCSE exam questions.	Extended GCSE exam questions.	Extended GCSE exam questions.	Extended GCSE exam questions.
Vocabulary focus	Treaty of Versailles Fourteen Points Reparations Anschluss Diktat Conscription Self-determination Mandate Locarno Treaty Kellogg-Briand Pact League of Nations Collective Security Veto Covenant Disarmament Humanitarian The Great Depression Manchuria Abyssinia Mandate Unanimous Mitigation Moral condemnation Economic sanctions Military force	Lebensraum Rearmament Remilitarisation Stresa Front Rhineland Anschluss Plebiscite Sudeten Crisis Isolationism Appeasement Munich Conference Neville Chamberlain Benito Mussolini Nazi-Soviet Pact Non-aggression pact War on two fronts Josef Stalin Soviet Union Adolf Hitler Von Ribbentrop Alienated Fascism Communism Capitalism Dictator Satirical	Kaiser Abdicate Industrialisation Mutiny Reichstag Weltpolitik SPD Armistice Bundesrat Naval Laws November Criminals Weimar Republic Article 48 Coalition Constitution Spartacists Freikorps Hyperinflation Proportional representation Putsch Rentenmark Avant-garde Dawes Plan Young Plan	Wall Street Crash The Great Depression Unemployment Scapegoat Charismatic Orator Mein Kampf Swastika Anti-communist Anti-Jewish Reichstag Hindenburg Chancellor Reichstag Fire Enabling Act Trade Unions SA One-party state Night of the Long Knives Der Fuhrer Oath of allegiance	Police State Gestapo Concentration camps Propaganda Censorship Cult of the Fuhrer Strength through Joy Beauty of Labour The Reich Church Confessing Church Opposition Edelweiss Pirates Swing Kids Hitler Youth League of German Maidens Volksgemeinschaft Indoctrination Eugenics Aryans Anti-semitic Nuremberg Laws Kristallnacht Einsatzgruppen Ghettos Labour camps Wannsee Conference Death camps Final Solution	Court Heretic Illegitimate Treason Ambassador Courtiers Gentry Monopolies Patronage Peers Privy Councillors Progresses Propaganda Puritan Traitor Cult Suitor Heir

Year 11	HT1 (12)	HT2 (18)	HT3 (12)	HT4 (12)	HT5 (10)	HT6 (12)
Overview	<p>Paper 2 - Elizabethan England 1558-1603</p> <p>Life in Elizabethan England: Poverty; a 'Golden Age'; popular culture; education; family life; voyages of discovery.</p>	<p>Paper 2 - Elizabethan England 1558-1603</p> <p>Troubles at home and abroad: The Religious Settlement; the threat of Mary, Queen of Scots; the Northern Rebellion; the Catholic threat; the Puritan threat; war with Spain and the Spanish Armada. Historic environment focus.</p>	<p>Paper 2 – Britain: Health and the People c1000 – the present day</p> <p>Medicine stands still c1000 – c1500: Disease and supernatural ideas; Galen and Hippocrates - natural explanations; Islamic Medicine; treating disease; the impact of the Christian Church; public health in towns and monasteries; the Black Death in Britain. Beginnings of change c1500 – c1700: the Medical Renaissance in Britain; the church loses control; starting to challenge old beliefs - direct observation and experimentation; spread of new ideas with printing; Vesalius; Pare; Sydenham; Harvey; and the Great Plague.</p>	<p>Paper 2 – Britain: Health and the People c1000 – the present day</p> <p>Medicine in the 18th and 19th centuries: the Edward Jenner and vaccination; the Germ Theory; changes to surgery and hospitals and developments in nursing; anaesthetics and antiseptics; public health and attitudes towards public health/public health reform.</p>	<p>Paper 2 – Britain: Health and the People c1000 – the present day</p> <p>Medicine in Modern Britain c 1900-present: the impact of WWI; modern ideas about causes of disease; developments in diagnosis; penicillin; modern treatments and surgery; the Liberal Reforms; public health and the world wars; the introduction of the Welfare State and the NHS; problems facing the NHS; modern diseases; and the government's role in healthcare.</p>	
Endpoint	To understand what life was like in Elizabethan England. To evaluate how accurate the description 'Golden Age' was.	To understand the dangers and difficulties facing Elizabeth, both in England and threats from further afield.	To understand that Medieval medicine had a mixture of natural and supernatural ideas about causes and cures of illness, and had largely relied upon the work of Hippocrates and Galen for over 1000 years. The Renaissance saw a beginning of change with individuals challenging the ideas of the past.	To understand the significance of the Germ Theory and the work of scientists to understand the cause of disease and therefore how to treat it. Hospitals focused more on treating patients rather than just caring for them. The government began to take action to improve public health.	To understand the impact war has on medicine, developing ideas such as x-rays, blood transfusions and plastic surgery. To understand the increasing complexities of modern medicine and the increasing pressure put on the government to intervene with lifestyle choices, the NHS and improving public health.	
Knowledge and Skills	Source analysis: understanding and evaluating evidence and interpretations. Historical concepts of significance.	Source analysis: understanding and evaluating evidence and interpretations. Historical concepts of cause and consequence, and significance.	Source analysis: understanding and evaluating evidence and interpretations. Historical concepts of cause and consequence, and significance.	Source analysis: understanding and evaluating evidence and interpretations. Historical concepts of cause and consequence, and significance.	Source analysis: understanding and evaluating evidence and interpretations. Historical concepts of cause and consequence, and significance.	

	Developing their historical perspective. Knowledge of the events, people and changes.	Knowledge of key vocabulary, events, people and changes.	Knowledge of key vocabulary, events, people and changes.	Knowledge of key vocabulary, events, people and changes.	Knowledge of key vocabulary, events, people and changes.	
Knowledge Organiser	Elizabeth - Unit 2	Elizabeth - Unit 3	Medicine – Unit 1 and 2	Medicine – Unit 3	Medicine – Unit 4	
Assessment	Knowledge retrieval tests. GCSE exam practice questions. Summative assessment.	Knowledge retrieval tests. GCSE exam practice questions. Summative assessment.	Knowledge retrieval tests. GCSE exam practice questions. Summative assessment.	Knowledge retrieval tests. GCSE exam practice questions. Summative assessment.	Knowledge retrieval tests. GCSE exam practice questions. Summative assessment.	
Reading opportunities	Source material and interpretations Subject related text.	Source material and interpretations Subject related text.	Source material and interpretations. Subject related text.	Source material and interpretations. Subject related text.	Source material and interpretations. Subject related text.	
Writing opportunities	Extended GCSE exam questions.	Extended GCSE style exam questions.	Extended GCSE exam questions.	Extended GCSE exam questions.	Extended GCSE exam questions.	
Vocabulary focus	Censorship Cult Gentry Great Chain of Being Humanism Patronage Printing press Propaganda Puritan Renaissance Tavern Circumnavigation Colony Empire Galleon Nationalism New World Ottoman Empire Privateers	Calvinist Clergy Excommunicated Jesuit Justice of the Peace (JP) Mass Prophecy Seminary Transubstantiation Treason Vestments Abdicate Ambassador Death warrant House arrest Martyr Regicide Armada Beacon Broadside Culverins Huguenots	Four humours Use of opposites Blood Phlegm Yellow bile Black bile Superstition Alchemy Purging Blood letting Wise woman Physician Barber surgeon Apothecary Dissection Epidemic Trepanning Black Death Monastery Bubonic Pneumonic Latrine Printing press Miasma The Great Plague	Vaccination Smallpox Cholera Spontaneous generation The Germ Theory Microbe hunting Magic bullet Salvarsan 606 Anaesthetic Antiseptic Aseptic Chloroform Carbolic spray Medical Officer Contagion Sanitation Workhouses Cesspit Water pumps The Great Stink Dispensary Voluntary hospital Chloroform Industrial Revolution	X-ray Transplant Plastic surgery Radiotherapy Chemotherapy Superbugs Gene theory Penicillin Antibiotics Electron microscope DNA Cancer Heart disease Pharmaceutical Industry Antibiotic resistance Acupuncture Homeopathy Robot-assisted surgery Keyhole surgery Liberal reforms Welfare State National Health Service	