

History

Year 9

Scheme of Learning 2025 - 2026

M Labrou – Acting Head of History

Topics by Term	Topic Overview for Year Group					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Edexcel GCSE Paper	11 - Medicine in Britain, c1250–present	11 - Medicine in Britain, c1250–present	11 - Medicine in Britain, c1250–present	11 - Medicine in Britain, c1250–present	B1 - Anglo-Saxon and Norman England, c1060-1088	B1 - Anglo-Saxon and Norman England, c1060-1088
Overarching Big Questions	<ul style="list-style-type: none"> -What did they believe caused disease in the Middle Ages? -What methods did they use to prevent and treat disease in the Middle Ages? -What beliefs were there about the Black Death in 1348? 	<ul style="list-style-type: none"> -How did approaches to Prevention and Treatment change during the Renaissance? -Who was William Harvey and why was he significant? (Case study) 	<ul style="list-style-type: none"> -How did ideas about the cause of disease and illness change in the 20th century? -How have approaches to treatment and prevention changed in the 20th century? -Why are lung cancer deaths now declining 	<ul style="list-style-type: none"> -What was the medical context at the start of the 20th century? -What was it like on the Western Front? -What medical conditions were there during WW1 	<ul style="list-style-type: none"> -What was Anglo Saxon society like? -Why was there a succession crisis in 1066 and what happened? -Why did William win the Battle of Hastings 	<ul style="list-style-type: none"> -How did William establish control in England? -Why did the Anglo-Saxons rebel and how did William deal with it? -What were the causes, main events and consequences of

	-What was the Renaissance? -What new ideas about disease were there during the Renaissance?	-How did beliefs about the Great Plague in 1665 change from those in 1348? -How and why did medicine improve during the 18th and 19th century?	in the 21st century? (case study)	and who treated them? -How did medicine improve during WW1?		the rebellion of the earls in 1075?
Week Times	6.5 Weeks	7.5 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites
	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?

	Term 1 - 11 – Edexcel - Medicine in Britain, c1250–present– Unit 1 - 1250-1500 Medicine in Medieval England and Unit 2 – 1500-1700 – The Medical Renaissance
<p>Key Words:</p> <p>Apothecaries – People who mixed herbal remedies and had good knowledge of the healing powers of plants.</p> <p>Astrology - The study of the alignment of the planets and stars, used for diagnosing illness. Many people believed the Black Death was caused by a bad alignment of the planets.</p> <p>Barber surgeon - Barbers worked with sharp knives and, as well as cutting hair, they often performed surgical procedures. Barbers would do surgery and not physicians.</p> <p>The Black Death - An outbreak of the bubonic plague, spread by fleas on rats. Usually fatal within 3-5 days.</p> <p>Decaying matter - Material, such as vegetables or animals, that has died and is rotting.</p> <p>The four humours - The theory that ill health is caused by an imbalance of the four humours in the body. These are blood, phlegm (what is coughed up or sneezed out of the nose), black bile (excrement) and yellow bile (pus or vomit).</p> <p>Mass - Roman Catholic service where bread and wine is given.</p> <p>Miasma - Smells from decaying matter that were believed to cause disease.</p> <p>Phlebotomy or bloodletting - A common treatment for imbalance of the humours. This was done by cutting a vein, using leeches or cupping (piercing the skin with a knife).</p> <p>Physicians - Medieval doctors were known as physicians. They would diagnose illness and recommend a course of treatments but rarely got involved in treating the patients themselves.</p> <p>Printing press - A machine for printing text or pictures.</p> <p>Purging - Inducing people to vomit or giving them a laxative to clear out their digestive system; used to balance out the humours.</p> <p>Quarantine - Separating the sick from the healthy to stop the spread of disease. During the Black Death outbreak, the government imposed quarantine of 40 days on people new to an area and quarantined houses where plague had broken out.</p> <p>Regimen Sanitatis - A set of instructions by physicians to help a patient maintain good health. This would have included bathing, not over-eating and taking moderate exercise.</p> <p>Remedies - Herbal infusions used to treat illness. A common remedy of the time was called <i>Theriaca</i>, which could contain up to 70 ingredients.</p> <p>Supernatural cures - Religious cures such as healing prayers, paying for a mass, fasting and going on pilgrimages.</p> <p>Urine charts – Physicians would examine people’s urine, checking colour, thickness, smell (and even taste) to diagnose illness.</p>	

Overarching big question	Big question	Lesson Objective	Learning Aims/Outcomes	Opportunities for differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
Introduction What did they believe caused disease in the Middle Ages?	1 - What will be studying in the medicine course?	To understand what will be studied over the course of this academic year	-To be able to put the periods we will study into chronological order -To be able to distinguish between different aspects of medicine -To be able to suggest factors that may impact on medical progress	Extension questions on most tasks to challenge MA pupils	1) 10 mark peer assessed knowledge quiz 2) One formal written assessment 3) PIT lesson on Written Assessment (reviewing skills)	1) Revision for knowledge quiz 2) Revision for assessment 3) At least one written piece of work set by the class teacher each term recapping prior material to allow for interleaving of learning. Nature of task will vary class by class to allow for differentiation	SMSC – British values - while discussing religious ideas about disease, emphasise the importance to be respectful of others’ faith and beliefs. Link to - Protected characteristic – religion
	2 - What Supernatural Explanations were there for the causes of disease?	To understand supernatural theories about the causes of disease	-To be able to make reasoned inferences about medieval beliefs from primary sources -To be able to explain the role religion played in providing explanations for disease -To be able to analyse primary sources to determine what leprosy was and beliefs about it -To be able to evaluate medieval medicine	Extension questions on most tasks to challenge MA pupils Sentence starters to support pupils with lower levels of literacy in evaluation task			
	3 - What other natural causes of disease were there? Who was Galen and what were his ideas?	To understand the role the theory of the four humours played in medieval medicine	-To be able to decipher and state who came up with the theory -To be able to explain how people were treated based upon the theory of the four humours -To be able to link the various humours to personality traits -To be able to evaluate the extent of progress from Ancient Greek to Medieval times	Extension questions on all tasks to challenge MA pupils Sentence starters to support pupils with lower levels of literacy in comparison of time periods task			
	4 - Natural Explanations for the causes of disease, Part 2 – Galen	To understand the way Galen influenced medieval medicine	-To be able to describe Galen’s life and career -To be able to compare and contrast Galen and Hippocrates -To be able to evaluate the significance of the two individuals	Extension questions on all tasks to challenge MA pupils Sentence starters to support pupils with lower levels of literacy in evaluation of significance task			

What methods did they use to prevent and treat disease in the Middle Ages?	5: Classical Thinking in the Middle Ages – why did nothing change?	To understand why there was such continuity in the Medieval period	-To be able to explain why classical thinking continued to be important throughout the middle ages -To be able to make inferences from primary sources -To be able to evaluate change and continuity in the medieval period	Extension questions on all tasks to challenge MA pupils Sentence starters to support pupils with lower levels of literacy in analysis of change task			
	6 - How do I answer 12 mark change and continuity questions?	To understand how to answer 12 mark 'Explain why' questions	-To be able to understand the mark scheme -To learn how to structure a 12 mark question -To be able to gain top marks in a 12 mark question	Sentence starters to support pupils with lower levels of literacy on 12 mark question task Support sheets for LA pupils			
	7 - What were the religious and humoral treatments in the medieval period?	To understand medieval treatments for disease	-To be able to identify various religious treatments -To be able to explain the various humoral treatments of the medieval period -To be able to analyse the efficacy of some medieval potions -To be able to create personal revision resources	Extension questions to challenge MA pupils Sentence starters to support pupils with lower levels of literacy in potion task			
	8 - How did people try to prevent disease in the medieval period and where would you go if you were sick?	To understand approaches to disease in the medieval period	-To be able to describe methods by which disease was prevented -To be able to explain attempts to prevent disease in the medieval period -To be able to analyse the efficacy of each type of Medieval healer	Extension questions to challenge MA pupils Template provided to support LA and SEN pupils in Prevention methods task			
	9 - Where would you be treated if you were sick in the	To understand what places of treatment were like in the	-To be able to make supported inferences about Medieval hospitals -To be able to portray creatively the key features of medieval hospitals	Extension questions to challenge MA pupils			

	medieval period?	Medieval period	-To be able to evaluate whether treatment by a wise woman at home or in a Medieval hospital would be preferable	Sentence starters to support pupils with lower levels of literacy in inference task			
What beliefs were there about the Black Death in 1348?	10 - What were the Symptoms and Causes of the Black Death?	To understand the causes and symptoms of the Black Death	-To be able to describe what the Black Death was and what happened - To be able to analyse sources to determine details about the plague and beliefs about it - To be able to create a newspaper report accurately detailing the symptoms and beliefs about why it spread	Extension questions on all tasks to challenge MA pupils Guidance given on newspaper task to support those who struggle with this type of task e.g. some ASD			
What was the Renaissance?	11 - How did people try and treat and prevent the Black Death?	To understand the treatments and preventative measures for the Black Death in 1348	-To be able to make inferences from primary sources to determine medieval beliefs about the plague -To be able to analyse sources to explain the ways in which medieval people tried to treat the plague -To be able to explain the different methods of prevention for the Black Death	Extension questions to challenge MA pupils Images included in treatment task to support learners of LA and some SEN			
What new ideas about disease were there during the Renaissance?	12 - What was the Renaissance and why was it important?	To understand the impact of the Renaissance on medicine	-To use primary sources to identify changes during this time -To explain the major changes of the time -To suggest how da Vinci may have impacted upon medicine -To discuss how the Renaissance may have impacted upon medical development	Extension questions on all tasks to challenge MA pupils Sentence starters to support pupils with lower levels of literacy in comparison of time periods task			
	13 - How much change was there during the Renaissance?	To understand the extent of change in the Renaissance	-To be able to rank new Renaissance developments in medicine -To be able to evaluate whether these would have had a positive impact on medicine -To be able to assess the extent of change by the end of the period	Extension questions on all tasks to challenge MA pupils Sentence starters to support pupils with lower levels of			SMSC C1 – explain the impact of the Enlightenment to increase understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.

				literacy in evaluation task			
	14 – Why did medical knowledge and understanding develop during the Renaissance?	To understand the role played by Sydenham, Humanism and the printing press in improving Medicine in the Renaissance	-To be able to describe humanism -To be able to explain the work and beliefs of Sydenham -To be able to analyse the impact of the printing press and the Royal Society	Extension questions to challenge MA pupils			

Term 2 - 11 – Edexcel Medicine in Britain, c1250–present, Unit 2 – 1500-1700 – The Medical Renaissance and Unit 3 - 1700-1900: Medicine in 18th and 19th century Britain

Key Words:

Alchemy	An early form of chemistry . Alchemists tried to turn one material into another, mainly with metals.
Anatomy	The science of understanding the structure and make-up of the body.
Dissection	The dismembering of a body to study its anatomical structure.
Iatrochemistry	A way of treating disease using chemical solutions . Pioneered by Paracelsus.
Renaissance	The French word that means rebirth . The Medical Renaissance refers to a period in the 16th and 17th centuries when new ideas were beginning to influence medicine.
The Royal Society	A group of people who promote scientific experiments and the sharing of knowledge. The Society received a royal charter from Charles II which gave it more credibility.
Secular	Not religious ; not connected with spiritual beliefs.
Syphilis	A sexually transmitted infection , also known as the Great Pox. Can cause blindness, paralysis and madness.
Amputation	The removal of a limb by surgery.
Anaesthetic	A drug or drugs given to produce unconsciousness before and during surgery.
Antiseptics	Chemicals used to destroy bacteria and prevent infection.
Chloroform	A liquid whose vapour acts as an anaesthetic and produces unconsciousness.
Diarrhoea	A symptom of a disease (such as cholera); frequent, fluid bowel movements .
The Enlightenment	A European intellectual movement of the 18th century emphasising reason and science over religion and tradition; also known as the “Age of Reason”.
Germ theory	The theory that germs cause disease , often by infection through the air.
Inoculation	Putting a low dose of a disease into the body to help it fight against a more serious one.
Laissez-faire	Belief that governments should not interfere in people’s lives.
Microbe	A living organism that is too small to see without a microscope.
Pasteurisation	A way of preserving food or drink by heating to 55 degrees C and thus killing the bacteria.
Public Health Act (1875)	Government legislation that made it compulsory for city authorities to dispose of sewage , build public toilets and provide clean water . New houses had to be built to better quality and food sold in shops had to be checked for safety.
Spontaneous generation	The theory that decaying matter turns into germs.
Vaccination	Injection into the body of weakened organisms to give the body resistance . Comes from the word <i>vacca</i> which means cow in Latin. This was because the first vaccination involved injecting cow pox samples into people to develop immunity against small pox.

Overarching Big Questions	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links
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							(SMSC, British Values, PSHE)
How did approaches to Prevention and Treatment change during the Renaissance?	15: How did prevention and treatment change during the Renaissance?	To understand the way prevention and treatment of disease changed in the Renaissance	-To be able to exemplify the theory of transference -To be able to explain some new herbal treatments -To be able to analyse why there were changes to herbal remedies -To be able to evaluate change and continuity in the Renaissance	Extension questions to challenge MA pupils Scaffolding to support LA pupils in evaluation task	1) 10 mark peer assessed knowledge quiz 2) One formal written assessment 3) PIT lesson on Written Assessment (reviewing skills)	1) Revision for knowledge quiz 2) Revision for assessment 3) At least one written piece of work set by the class teacher each term recapping prior material to allow for interleaving of learning. Nature of task will vary class by class to allow for differentiation	
	16 - How did Vesalius improve knowledge of anatomy during the Renaissance?	To understand the way medical care in the Renaissance changed and the role played by Vesalius in improving knowledge of the body	-To be able to assess the changes and continuities in medical care -To be able to effectively analyse a primary source to make inferences about Vesalius and his work -To be able to explain and analyse the impact of Vesalius	Extension questions on all tasks to challenge MA pupils			
	17: How much did care for the sick change during the Renaissance?	To understand the way medical care changed in the Renaissance	To be able to explain the extent of change from the medieval period To be able to explain the impact of the dissolution of the monasteries on hospital care To be able to analyse developments in care in the Renaissance	Extension questions to challenge MA pupils			
	18 - Did William Harvey's discovery revolutionise medicine?	To understand the impact of Harvey's discoveries	-To be able to describe Harvey's main areas of focus -To be able to explain his achievements -To be able to compare Renaissance and modern interpretations of his achievements -To be able to compare understanding of anatomy in the Medieval and Renaissance periods	Extension questions on all tasks to challenge MA pupils Sentence starters for comparison task to support LA and SEN			
	19 - How did ideas about Plague Change from the Black Death in 1347 to the Great Plague of 1665?	To understand the different ideas about plague in the Renaissance	-To be able to make inferences about prevention from a primary source -To be able to identify changes in beliefs about the causes of plague by 1665 -To be able to explain continuity in treatment of plague	Sentence starters for evaluation of change task to support LA and SEN			
Who was William Harvey and why was he significant? (Case study)							

<p>How did beliefs about the Great Plague in 1665 change from those in 1348?</p> <p>How and why did medicine improve during the 18th and 19th century?</p>			-To be able to evaluate the extent of change in prevention				
	20 - How was smallpox eradicated from the planet?	To understand how smallpox was eradicated	-To be able to describe the work of Jenner -To be able to make inferences from primary sources about how Jenner's discovery was viewed -To be able to explain the impact of Jenner's work -To be able to evaluate Jenner's significance	Variety of media to assist all learning styles Extension questions to challenge MA pupils			<p>PSHE – Health - The facts and science relating to immunisation and vaccination.</p> <p>PSHE – Health - About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p>
	21 - What New Ideas did people have about disease in 18 th and 19 th century Britain?	To understand the way ideas changed about the causes of disease in this period	-To be able to describe the theory of spontaneous generation -To be able to explain the work of Pasteur -To be able to evaluate why Pasteur's theory was not accepted by many even in the late 19 th century -To be able to analyse a primary source to determine Koch's significance	Easy to understand images provided for LA pupils to scaffold understanding of Pasteur's work			
	22 - What impact did Koch have and how did various factors aid him?	To understand Koch's achievement and the impact of factors	-To be able to analyse a primary source to determine Koch's significance -To be able to explain Koch's achievements -To be able to evaluate the role of factors in the changing understanding of the causes of illness and disease in Britain	Extension questions to challenge MA pupils Images representing factors provided to support visual learners			
23 - What role did John Snow play in combating cholera?	To understand the significance of John Snow in the fight against cholera	-To be able to describe Snow's work -To be able to analyse a primary source -To be able to explain the role played by the Great Stink -To be able to evaluate Snow's significance	Extension questions to challenge MA pupils Sentence starters for evaluation of change task to support LA and SEN				

	24 - How was the Problem of Pain Solved?	To understand how the problem of pain was solved	<ul style="list-style-type: none"> -To be able to make inferences about surgery from a primary source -To be able to explain why speed of surgery was not an ideal solution -To be able to depict chronologically depict the development of anaesthetic -To be able to evaluate Simpson's impact on surgery 	<p>Sentence starters for evaluation task to support LA and SEN</p> <p>Extension question to challenge MA pupils</p>			
	25 - How was the Problem of Infection solved?	To understand how the problem of infection was solved	<ul style="list-style-type: none"> -To be able to contrast Renaissance and modern surgery -To be able to explain the achievements of Lister -To be able to evaluate the relative importance of Lister and Simpson 	<p>Extension questions on all tasks to challenge MA pupils</p> <p>Sentence starters for evaluation task to support LA and SEN</p>			
	26 - How did government involvement impact on Public Health in the 19th Century?	To understand how the increasing role of government impacted upon Public Health in the 19th century	<ul style="list-style-type: none"> -To be able to make inferences about government attitudes to Public Health -To be able to explain the PH Act of 1848 -To be able to explain why there was a change in governmental attitudes to Public Health by 1875 -To be able to analyse the PH Act of 1875 	Extension questions on all tasks to challenge MA pupils			
	27 - How did Hospitals change in the 18th and 19th Century and Why?	To understand how hospitals changed in the 18th and 19th centuries	<ul style="list-style-type: none"> -To be able to describe the changes in hospital care from 1700-1900 -To be able to explain the achievements of Florence Nightingale -To be able to evaluate the change in hospitals by 1900 -To be able to evaluate a historical interpretation of Florence Nightingale 	<p>Extension questions to challenge MA pupils</p> <p>Sentence starters for evaluation task to support LA and SEN</p>			

Term 3 – Edexcel Medicine in Britain, c1250–present - Unit 4 – 1900-present – Medicine in Modern Britain

Key Words:	
Antibiotic	A treatment that destroys or limits the growth of bacteria in the human body.
Beveridge Report	A 1942 report chaired by William Beveridge which identified five "Giant Evils" in society : squalor, ignorance, want, idleness, and disease, and went on to propose widespread reform to the system of social welfare.
DNA	Short for deoxyribonucleic acid, a substance that carries genetic information that determines characteristics such as hair and eye colour.
Genome	The complete set of DNA containing all the information needed to build a particular organism.
Haemophilia	A genetic disease passed from parent to child that stops blood from clotting.
Human Genome Project	A 10-year project which decoded and mapped all the genomes in DNA . This made it possible for scientists to better understand genetic diseases such as cancer and haemophilia.
Magic Bullet	A chemical treatment that targets specific microbes without harming the rest of the body.
Mastectomy	Surgery to remove one or both breasts.
NHS	National Health Service which provides free medical care for the entire population of Britain.
Penicillin	First antibiotic to be discovered.
Prontosil	A bright red dye which was discovered by scientist Gerhard Domagk to kill bacterial infections in mice, then successfully tested on his daughter who had blood poisoning in 1935.
Salvarsan 606	First magic bullet drug which treated Syphilis .
Streptomycin	Powerful antibiotic , discovered in 1943, effective against tuberculosis which until then, had been considered incurable.

Overarching Big Questions	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
How did ideas about the cause of disease and illness change in the 20th century?	28 - How has improved understanding of genetics affected health in the 20 th century?	To understand the impact of DNA's discovery upon health	-To be able to state how diagnosis has improved from the 19th century -To be able to explain the work of Crick and Watson -To be able to analyse the role of factors in developing the understanding of DNA	Extension questions on all tasks to challenge MA pupils Key words provided for	1) 10 mark peer assessed knowledge quiz 2) One formal written assessment 3) PIT lesson on	1) Revision for knowledge quiz 2) Revision for assessment 3) At least one written piece of work set by the class teacher each term recapping prior material to allow for interleaving of learning. Nature of task will vary class	PSHE – Health - (Late secondary) the benefits of regular self-examination and screening. Link when mentioning the Angelina Jolie double mastectomy
	29 - How has science explained the impact of lifestyle factors in health?	To understand how scientists have gained a better understanding of the impact of lifestyle on health	-To be able to list lifestyle factors which impact upon health -To be able to explain the impact of various lifestyle factors on health -To be able to compare 20 th century methods of diagnosis with those from the Middle Ages	Extension questions to challenge MA pupils Sentence starters for comparison of	Written Assessment (reviewing skills)		

How have approaches to treatment and prevention changed in the 20th century?				diagnosis methods task	by class to allow for differentiation	RSE - About the science relating to blood, organ and stem cell donation.
	30 - Why did Treatment improve in the 20th century?	To understand how treatment of disease improved in the 20th century	-To be able to compare magic bullets with vaccinations and identification of bacteria -To be able to explain the steps leading up to and including the development of antibiotics -To be able to use a newspaper article to analyse the limitations of antibiotics in the 21 st century	Extension questions on all tasks to challenge MA pupils		
	31 - How far has care changed in the 20 th Century	To understand how far care and treatment changed in the 20th Century	- To be able to describe care in Britain prior to the NHS - To be able to evaluate the extent to which care changed in phase 1 of the NHS - To be able to explain how technology has improved care in phase 2 of the NHS' existence	Extension questions on most tasks to challenge MA pupils		
	32 - How has treatment and care changed in the 20th century?	To understand how far care and treatment changed in the 20th Century	-To be able to analyse life expectancy statistics -To be able to explain changes to care and treatment in the 20th century -To be able to chronologically depict changes to prevention in the 20th century	Extension questions on most tasks to challenge MA pupils Model given to support LA pupils in timeline task		
	33 - Penicillin - Does Fleming deserve so much credit?	To understand how Penicillin was discovered and developed	-To be able to suggest why Fleming was significant -To be able to explain the discovery and development of penicillin -To be able to evaluate the relative importance of Fleming, Florey and Chain	Extension questions on most tasks to challenge MA pupils Success criteria to support evaluation task for LA pupils		
34 - How has incidence,	To understand the increase and decrease	-To be able to analyse data about lung cancer	Extension questions on		SMSC – Moral - M1, M2, M3 the study of the NHS and its foundation as part of the Medicine Course elicits debate about the necessity, and morality of, the welfare state	

<p>Why are lung cancer deaths now declining in the 21st century? (case study)</p>	<p>treatment and prevention of lung cancer changed?</p>	<p>in lung cancer and changes to the treatment and prevention</p>	<p>-To be able to identify examples of technology in improving diagnosis of lung cancer -To be able to explain improvements in treatment and prevention of lung cancer</p>	<p>most tasks to challenge MA pupils</p>			<p>PSHE - Health - The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p>
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Term 4 - Edexcel Medicine in Britain, c1250–present, The British sector of the Western Front 1914-1918

Key Words:	
Barbed wire	Metal wire with sharp points used in no-man’s-land to protect from enemy attack. It made it difficult for men to get through without being trapped by the wire.
Blighty wound	A wound serious enough to get a soldier away from the fighting and back to Britain .
Brodie helmet	Steel helmet held with a strap. Introduced in 1915, it reduced fatal head wounds by 80%.
Chlorine gas	Causes burning pain in throat and eyes and can lead to death by suffocation . First used by Germans in the second battle of Ypres, 1915.
First Aid Nursing Yeomanry (FANY)	A women’s voluntary organisation which provided medical services on the frontlines such as driving ambulances and emergency first aid.
Machine guns	Guns that could fire 450 rounds a minute ; their bullets could fracture bones or pierce organs.
Mustard gas	Odourless gas which passes through clothing to burn the skin , causing internal and external blisters. Gas masks offer little protection against mustard gas, as it goes through clothing. First used by the Germans in 1917.
No-man’s-land	The area between two opposing lines of trenches.
Phosgene gas	Similar to chlorine gas but faster acting and can kill exposed person within 2 days. First used end of 1915.
Royal Army Medical Corps (RAMC)	The branch of the army responsible for medical care.
Salient	An area of a battlefield that is surrounded by enemy territory on 3 sides .
Trench system	A complex network of trenches in which men could live and fight. Trenches were dug to a depth of about 2.5m in a zig-zag pattern to confuse the enemy. Trenches were built over a distance of 400 miles all the way from the northern French coast to Switzerland.
Shrapnel	Fragments of metal from exploded shells.

Overarching Big Questions	Big Questions	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
What was the medical context at the start of the 20th century?	1 -What was the Western Front and What was the Medical Context at the start of WW1?	To understand what the Western Front was and the medical context of the time	-To be able to recall key details about WW1 -To be able to explain what and where the Western Front was -To be able to analyse what the medical context was at the start of WW1	A number of videos to support more visual learners	1) 10 mark peer assessed knowledge quiz 2) One formal written assessment 3) PIT lesson on Written Assessment (reviewing skills)	1) Revision for knowledge quiz 2) Revision for assessment 3) At least one written piece of work set by the class teacher each term recapping prior material to allow for interleaving of learning. Nature of	PSHE – Health – emphasise the issues with germs and infection as a key cause of death in WW1 and contrast with modern Britain where we have preventions (e.g. antiseptic
	What was it like on the Western Front?	2 - What were trenches like during WW1?	To understand the nature and role of trenches in WW1	-To be able to state what the trenches were like -To be able to describe the key features of a trench -To be able to analyse and evaluate a primary source written in the trenches	Extension questions to challenge MA pupils		

				Success criteria for source analysis task to aid LA and SEN learners		task will vary class by class to allow for differentiation	and aseptic) and treatment post 1928 – Fleming
What medical conditions were there during WW1 and who treated them?	3: What were the Key Battles of WW1 and what happened in them?	To understand what happened at the key battles of WW1 and the issues that existed with communication and transport	-To be able to describe the role of tunnelers during WW1 -To be able to explain what happened at key battles during WW1 -To be able to analyse the impact of new weapons/technology in the key battles of WW1	Extension questions on most tasks to challenge MA pupils A number of videos to support more visual learners			
	4 - What Conditions Required Treatment and what issues were there with transport?	To understand what conditions required treatment and how those soldiers who suffered them were treated	-To be able to suggest causes of injury/death during WW1 -To be able to analyse causes of injury and death during WW1 -To be able to explain the various issues involved in treating the wounded on the Western Front	Extension questions on most tasks to challenge MA pupils			
	5 - What was the role of the RAMC in WW1?	To understand the role played by the RAMC in WW1	-To be able to infer who the RAMC were -To be able to explain what the RAMC did during WW1 -To be able to accurately depict the chain of evacuation	Extension questions on most tasks to challenge MA pupils			
How did medicine improve during WW1?	6 - What Role did the FANY play during WW1?	To understand the role played by the FANY in WW1	-To be able to infer who the FANY were -To be able to explain what the FANY did -To be able to become familiar with terminology and concept surrounding the 8 mark usefulness question and apply them to source about the FANY	Extension questions on most tasks to challenge MA pupils Guidance given to support LA pupils in Source task			

7 - How significant was Experimentation on the Western Front for Medical Developments during WW1?	To understand how experimentation on the Western Front improved surgery and medicine	<ul style="list-style-type: none"> -To be able to state what some of the key medical developments of WW1 were -To be able to explain the medical improvements that occurred during WW1 -To be able to evaluate the relative significance of surgical improvements during WW1 	<ul style="list-style-type: none"> Extension questions on most tasks to challenge MA pupils Sentence starters for evaluation task to support LA and SEN 				Protected characteristics – gender – compare modern Britain where nearly all roles are undertaken by women even in the military on the front lines, whereas in WW1 the British refused the help of even female medics until half way through WW1
8 - How do you answer Two Features and Usefulness questions?	To understand how to answer 4 mark feature questions and 8 mark usefulness questions	<ul style="list-style-type: none"> -To be able to answer 4 mark describe 2 feature questions -To be able to summarise and simplify the mark scheme for 8 mark usefulness questions -To be able to effectively answer an 8 mark usefulness question 	<ul style="list-style-type: none"> Sentence starters for 8 mark question task to support LA and SEN 				
9 - How do I answer 4 mark Following up an Enquiry questions?	To understand how to answer 4 mark 'following up an enquiry questions'	<ul style="list-style-type: none"> -To be able to state which sources might be appropriate for following up an enquiry -To be able to suggest sources that might be useful for following up an enquiry about transporting the wounded -To be able to effectively answer a 4 mark 'following up an enquiry' question 	<ul style="list-style-type: none"> Whole lesson is a form of scaffolding to build confidence in answering this type of question for LA learners 				

Term 5 - B1 - Anglo-Saxon and Norman England, c1060-1088 – 1 - Anglo-Saxon England and the Norman Conquest, 1060-1066

Key words/terms:

Witan – The council that advised the king on issues of government. Made up of the most important aristocrats including Earls and Archbishops

Social system – The understanding of how society is made up

Hierarchy - a system in which members of an organization or society are ranked according to relative status or authority.

Ceorls – Free peasant farmers not tied to their land

Thegns – Local lords that usually held more than 5 hides of land

Hides – Measurement used for land in Anglo-Saxon and Norman England

Earls – The highest Anglo-Saxon aristocracy

Oath – A solemn promise to do something. On a Holy relic makes it especially binding.

Shire reeve – An official of the king; his sheriff. Sherriff’s managed the king’s estates, collected revenue for him and took charge of local courts.

Anoint – To put sacred oil on someone as part of a religious ceremony.

Danelaw – The part of England where Danish (Viking) power had been strongest and which had kept some of its Danish laws instead of Anglo-Saxon ones.

Embassy – An official visit by a representative of one ruler to another ruler

Housecarls – Highly trained troops that stayed with their lord wherever he went; a bodyguard

Fyrd – The men of the Anglo-Saxon army and fleet. Every 5 hides provides one man for the fyrd.

Tithing – An administrative unit that was a group of ten households – originally equivalent to a tenth of a hundred in some areas.

Geld tax – A tax on land, originally to pay off the Vikings (Danegeld). It went to the king.

Collective responsibility – The duty of all members of a tithing to hunt for a criminal (hue and cry)

Blood Feud – A revenge system based on family loyalties and honour. If someone is killed, the victim’s family had the right to kill someone from the murders family and so on

Hostage - People given to another as part of an oath or agreement. If the oath was broken, hostages could be killed or maimed

Succession – The process that decides who should be the next king or queen and ‘succeed’ to the throne.

Claimant – Someone who declares that something belongs to them

Shield wall – A military tactic used by both Viking and Anglo-Saxon armies. Troops are set in a line, several men deep. The men at the front overlapped their shields, with spears sticking out, to create a strong defence formation

Knight - a man who served his king or lord as a mounted soldier in armour

Mercenary - a professional soldier hired to serve in a foreign army

Overarching Big Questions	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
What was Anglo Saxon society like?	1- How was Anglo-Saxon society organised?	To understand how Anglo-Saxon Society was organised	-To be able to categorise the different roles within the Anglo-Saxon hierarchy -To be able to explain the way in which there was social mobility in Anglo-Saxon England	Extension questions on all tasks to challenge MA pupils	1) 10 mark peer assessed knowledge quiz 2) One formal written	1) Revision for knowledge quiz 2) Revision for assessment – end of year exam	

Why was there a succession crisis in 1066 and what happened?			-To be able to answer a 4 mark 'describe key feature' examination question -To be able to evaluate how fair Anglo-Saxon Society was	Sentence starters for 4 mark key feature question to support LA and SEN	assessment – and of year exam 3) PIT lesson on Written Assessment (reviewing skills)	3) At least one written piece of work set by the class teacher each term recapping prior material to allow for interleaving of learning. Nature of task will vary class by class to allow for differentiation	SMSC - S3 - By discussing and understanding the qualities of good and bad kings in Term 5 as part of the AS and Norman England course, pupils develop their perspectives about what makes a positive contribution to society.
	2- How powerful was an Anglo-Saxon king?	To understand the powers of the king in Anglo-Saxon England	-To be able to use key terms effectively -To be able to link the duties of the people with the powers of the king -To be able to explain the extent of Edward's power -To be able to support inferences with specific details from primary sources	Extension questions on all tasks to challenge MA pupils Sentence starters for 4 mark inference question to support LA and SEN			
	3- How was England run?	To understand the Anglo-Saxons administered their kingdoms	-To be able to use key terms effectively -To be able to explain the roles of key people in the king's administration -To be able to evaluate the powers of Earls -To be able to answer a 4 mark 'describe 2 features' exam style question on the powers of Earls	Extension questions on all tasks to challenge MA pupils Sentence starters for 4 mark key feature question to support LA and SEN			
	4 – Did England have a strong economy in Anglo-Saxon times?	To understand key features of an Anglo-Saxon town and evaluate the strength of the economy and tax system	-To be able to use key terms effectively -To be able to explain how the legal system worked -To be able to evaluate strength of the economy -To be able to answer a 4 mark 'describe 2 features' exam style question on Anglo-Saxon towns				
	5 - Why was Harold Godwinson so important?	To understand why Harold Godwinson became so powerful	-To be able to describe the dominance of the Godwin's position in England -To be able to explain the significance of Harold's embassy to Normandy	Extension questions on all tasks to challenge MA pupils			

			-To be able to write a narrative account of the rebellion in Northumbria	Sentence starters for 4 mark key feature question to support LA and SEN			
6 – Why did Harold Godwinson stab his brother in the back?	To understand why Harold Godwinson turned against his brother, Tostig.	-To be able to describe the importance of the Danelaw in Northumbria -To be able to identify the causes and consequences of the rebellion in Northumbria -To be able to write a narrative account of the rebellion in Northumbria	Extension questions on all tasks to challenge MA pupils Sentence starters for 8 mark narrative account question to support LA and SEN				
7- Who was the best candidate to be Edward’s successor?	To understand who had the strongest claims to the throne in 1066?	-To be able to describe who claimed the throne in 1066 -To be able to explain the strength of each contender’s claim -To be able to evaluate a statement regarding the strength of the candidate’s claims	Extension questions on all tasks to challenge MA pupils Modelled worksheet to support LA and SEN Sentence starters for 16 mark question to support LA and SEN				
8- What happened when the Vikings invaded?	To understand the impact of the Viking invasion	-To be able to describe the difficulty of Harold’s situation in 1066 -To be able to explain what happened at Fulford Gate and Stamford Bridge -To be able to evaluate the impact the battles against Hardrada would have had on Harold’s army	Extension questions on all tasks to challenge MA pupils Differentiated worksheet for LA and SEN on S Bridge task				

Why did William win the Battle of Hastings				Videos to support more visual learners			
	9 - Why did William win the Battle of Hastings? Part 1		<p>To be able to describe some of the reasons why William won the Battle of Hastings</p> <p>To be able to compare the different armies of the two leaders</p> <p>To evaluate the differences between the armies to determine which was the more superior.</p>	<p>Extension questions on all tasks to challenge MA pupils</p> <p>Sentence starters comparison question to support LA and SEN</p>			
	10 – Why did William win the Battle of Hastings? Part 2	To understand why William won the Battle of Hastings	<p>-To be able to describe some of the reasons why William won the Battle of Hastings</p> <p>-To be able to effectively categorise the reasons why the Normans won the Battle of Hastings</p> <p>-To be able to write a 12 mark essay question analysing why the Normans won</p>	<p>Extension questions on all tasks to challenge MA pupils</p> <p>Sentence starters comparison question to support LA and SEN</p>			

Term 6 - B1 - Anglo-Saxon and Norman England, c1060-1088 Unit 2 – William I in power: securing the kingdom, 1066-87

Key words:

Submission: Formal acceptance of and surrender of authority

Marcher earldom: Anglo-Saxon term for the new Earldoms set up on the border with Wales

Motte and Bailey: (Motte) The mound of earthy as castle stood on. (Bailey) The outer part of the castle, surrounding the motte and protected by a fence or wall.

Palisade: The fence around the Motte and Bailey

Keep: A strong wooden structure on top of the motte.

Harrying: An archaic (old) word meaning to lay waste to something, to devastate it.

Guerrilla war: When small bands attack a larger force by surprise and then disappear back into the local population. It is a modern term.

Genocide: A deliberate and organised attempt to exterminate an entire group of people.

Tenants-in-chief: The large landowners of Norman England who held their land directly from the king (known as Earls in Anglo-Saxon England)

Forfeiture: To lose something as punishment for committing a crime or bad action.

Tenure: 'To hold' in Latin – it is a short, but precise, way of talking about landholding and landownership

Vassal: Someone who held their land in return for services to their Norman lord.

Reconciliation: To find ways for former enemies to forgive each other.

Overarching Big questions	Lesson title	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
How did William establish control in England?	11 -How did William gain control of England by the end of 1067? – Part 1 – Submission!	To understand how William used force to gain control of England by the end of 1067	-To be able to suggest how William might take control of England -To be able explain how William forced the earls to submit -To be able to analyse if the earls were right to submit to William	Extension questions on all tasks to challenge MA pupils Sentence starters for 16 mark question to support LA and SEN	1) 10 mark peer assessed knowledge quiz 2) One formal written assessment 3) PIT lesson on Written Assessment (reviewing skills)	1) Revision for knowledge quiz 2) Revision for assessment 3) At least one written piece of work set by the class teacher each term recapping prior material to allow for interleaving of learning. Nature of task will vary class by class to allow for differentiation	
	12 -How did William gain control of England by the end of 1067? – Part 2 - Castles	To understand how William used force to gain control of England by the end of 1067	-To be able to explain Williams reasons for building castles -To be able describe the key features of a motte and bailey castle -To be able to analyse the importance of castles for William to seize control				

Why did the Anglo-Saxons rebel and how did William deal with it?	13 -How did William gain control of England by the end of 1067? – Part 3 – Reward	To understand how William used reward to gain control of England by the end of 1067	-To be able to explain how William rewarded his supporters -To be able to describe two key features of the Marcher Earldoms -To be able to analyse why William created the Marcher Earldoms	Extension questions on all tasks to challenge MA pupils Sentence starters for 12 mark question to support LA and SEN			
	14 – What happened when Edwin and Morcar rebelled in 1068?	To understand the causes, events and outcomes of Edwin and Morcar’s rebellion in 1068	-To be able to describe the causes of Edwin and Morcar’s rebellion -To be able to evaluate the main events of the rebellion -To be able to categorise/distinguish between the causes and consequences of the 1068 rebellion	Extension questions on all tasks to challenge MA pupils Sentence starters for how far do you agree task			
	15 – 1069-1071 – Three years, three rebellions – How did William survive?	To understand the rebellions faced by William between 1069 and 1071 and how he dealt with the threats	-To be able to describe who rebelled against William between 1069 and 1071 -To be able to analyse the extent to which the rebellions threatened William -To be able to explain how William dealt with each threat -To be able to evaluate the significance of the threats	Extension questions on all tasks to challenge MA pupils Sentence starters available in plenary			
	16 – What was the Harrying of The North?	To understand the causes and impact of the harrying of the North	To be able to describe why the harrying occurred To be able to explain the harrying and its consequences To be able to analyse a primary source to understand the brutality of the harrying	Extension questions on all tasks to challenge MA pupils Key information highlighted in Source analysis task to support SEN and LA pupils			
	17 – How did land ownership change after 1066?	To understand how land ownership changed after 1066	-To be able to describe changes to land ownership after 1066	Extension questions on all tasks to challenge MA pupils			

SMSC – Cultural
– Explain how some see this as the beginning of the North-South divide meaning pupils gain an understanding and appreciation of the wide range

What were the causes, main events and consequences of the rebellion of the earls in 1075?			-To be able to explain how changes to land ownership made resistance less likely -To be able to answer a 12 mark explain why question about changes to land ownership	Sentence starters to support LA and SEN in 12 mark question			of cultural influences that have shaped their own heritage and those of others.
	18 - Why did a wedding lead to rebellion, execution and death?	To understand the causes, main events and consequences of the Rebellion of the Earls in 1075	-To be able to state why each plotter may have participated in the rebellion -To be able to describe the main events of the rebellion -To be able to explain the consequences of the rebellion	Extension questions on all tasks to challenge MA pupils Sentence starters to support LA and SEN			

Term 6 - B1 - Anglo-Saxon and Norman England, c1060-1088 Unit 3: Norman England

Key words:

Feudal system: The system of land offered in return for rent and loyalty in Norman England

Hierarchy - a system in which members of an organization or society are ranked according to relative status or authority.

Fief: Land held by a vassal in return for service to a lord. Also called a 'feud' (i.e. feudalism)

Knight service: The duty to provide a mounted knight to the king in exchange for a grant of land. The vassal had to ensure he had the right armour, weapons and equipment to carry out their service.

Barony: The lands held by a baron from the king

Homage: To demonstrate allegiance to another person publically

Tenants-in-chief: The large landowners of Norman England who held their land directly from the king (known as Earls in Anglo-Saxon England)

Forfeiture: To lose something as punishment for committing a crime or bad action.

Vassal: Someone who held their land in return for services to their Norman lord.

Regents: Someone appointed to act for a king or queen when they are underage, unable to rule because of illness or out of the country

Demesne: The land that the king or a tenant keep for his own use rather than granting it as a fief to an under-tenant. It is pronounced 'de-mean'.

Forest laws: New laws introduced by William to protect animals and vegetation. Not always a forest but all 'green areas' belonging to the king.

Pluralism: The Clergy/bishops are often absent from their parishes/bishoprics as they have more than one office of duty

Simony: Church offices and sacraments are sold

Domesday book: A survey ordered by William to investigate the landholdings of each shire: who held what land, what taxes they owed the king, and whether they could pay anymore.

Aristocracy: The people in society who are seen as being important because of their wealth and power, which they have often inherited from their parents and ancestors.

Logistics: The planning and organisation of supplies for troops and moving troops around

Sub-topic	Lesson title	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
Big Question: 3.1 – 3.4 How did England change under the Normans?	19-What was the feudal system?	To understand how the Feudal System worked	-To be able to define hierarchy -To be able to depict the Norman feudal system -To be able to explain why tenants-in-chief and knight service was important	Extension questions on all tasks to challenge MA pupils Work sheet available for hierarchy task to support LA and SEN			
	20 -What changes did	To understand how changes to the church	-To be able to describe the issues William claimed existed in the church	Extension questions on all			

3.1 – The feudal system and the Church	William impose on the Church?	increased William's power	-To be able to explain the Normanisation of the church under Lanfranc -To be able to analyse why William was able to increase his power over the church	tasks to challenge MA pupils Picture support to identify key words to support LA and SEN			SMSC - C1, C2 - the study of the changes made by William I to England following his conquest allows pupils to understand how events of a millennium ago still have an impact today e.g. the primacy of the Archbishop of Canterbury
3.2 – Norman Government	21 – To what extent did the Norman conquest bring change to society and the economy?	To understand how far society and the economy changed under the Normans	-To be able to describe how society changed after the Norman conquest -To be able to explain how far town life changed -To be able to categorise changes to village life into changes and continuities	Extension questions on all tasks to challenge MA pupils Table partially completed for LA and SEN			
3.3 – The Norman aristocracy	22 – Why did William change the system of government in England?	To understand why William changed the system of government in England	-To be able to explain the ways in which William increased the power of the king -To be able to analyse the advantages and disadvantages of regents -To be able to evaluate the impact of changes to the power and wealth of the earls	Extension questions on all tasks to challenge MA pupils Sentence starters available to support planning of 12 mark question to support LA & SEN			British Values – compare the dictatorship and centralised government of Norman England with the democratic elected government of modern Britain
	23 – To what extent did William change the legal system in England?	To understand how far the legal system changed under the Normans	-To be able to define 2 key medieval legal terms -To be able to explain what the new forests and forest laws were -To be able to categorise changes and continuities in the legal system	Extension questions on all tasks to challenge MA pupils Use of video and group discussion to introduce key terms and support SEN and LA pupils			
	24 – What was the Domesday book and why	To understand the significance of the Domesday book	-To be able to identify features of the Domesday Book -To be able to describe the significance of the Domesday Book	Extension questions on all tasks to challenge MA pupils			

3.4 – William and his sons	was it significant?		-To be able to evaluate the main significance of the Domesday Book	Sentence starters to support LA and SEN in 16 mark question			
	25 - What were the Norman aristocracy like in England?	To understand the aristocracy of Norman England	-To be able to describe key features of the Norman aristocracy -To be able to depict the career of Odo of Bayeux in a living graph -To be able to analyse the career of Odo to determine the significance of Odo	Extension questions on all tasks to challenge MA pupils Sentence starters to support LA and SEN			
	26 - What was William's relationship like with his son, Robert?	To understand William's character and the relationship with Robert Curthose	-To be able to exemplify William's character traits -To be able to depict William's family tree and suggest where issues may arise -To be able to explain the causes, main events and outcomes of Robert's rebellion	Extension questions on all tasks to challenge MA pupils Sentence starters to support LA and SEN			
	27 - Why did the Death of William lead to rebellion?	To understand what happened after the death of William I	-To be able to describe how William died and what happened to his body -To be able to explain what happened in 1088 -To be able to analyse why the rebellion occurred	Extension questions on all tasks to challenge MA pupils Key text in bold to support LA and SEN			