

Beamont Collegiate Academy Curriculum Map



Year: 11

Subject: History (Please note – this is subject to adaption as staff may cover content at a quicker pace)

Intent	Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Clarity around knowledge	Theme / topic	Paper 2: American West: The Impact of migration on Native Americans & Gov't Policy	Paper 3: Germany Hitler's rise to power 1918-1933 and the creation of a dictatorship 1933-34	Paper 1: Historic Environment: The British Sector of the Western Front 1914-18 (Medicine)	Paper 2 Elizabeth: Life in Elizabethan England 1558-1588	Paper 2: American West: The rise and fall of the cattle industry & law and order	Paper 3: Germany: Controlling Nazi Germany (police state, [propaganda & opposition) and life in Nazi Germany Revision
	Key substantive knowledge	<ul style="list-style-type: none"> - Gov't attitudes to Native Americans pre-1835. -The establishment of the Permanent Indian Frontier. -The impact of victory in the US-Mexican War (1848) - Indian Appropriations Act and 1st Fort Laramie Treaty (1851) - The significance of the Fort Laramie Treaty. -Little Crow's War (1861-62) -Sand creek Massacre (1864) -Red Cloud's War (1868) -President Grant's 'Peace Policy' (1868) - The 2nd Fort Laramie Treaty (1868) 	<ul style="list-style-type: none"> -Hitler's early career, joining the German Workers Party and setting up the Nazi party, 1919-20. -The early growth and features of the Party, 25-point programme, role of the SA. -The reasons for, events and consequences of the Munich Putsch. -Reasons for limited support for the Nazi's, party reorganisation and Mein Kamp, Bamberg Conference. -The growth of unemployment, causes and impact. The 	<ul style="list-style-type: none"> -The context of the British sector of the Western front and the theatre of war in Flanders and northern France; the Ypres Salient, the Somme, Arras and Cambrai. - Trench System – its constructions and organisation including frontline and support trenches, the use of mines at hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. - Significance for Medical treatment of the nature and terrain and problems of the transport and 	<ul style="list-style-type: none"> -Education in the home, schools, and universities Sport, pastimes and theatre. - The reasons for the increase in poverty and vagabondage during these years The changing attitudes and policies towards the poor. - Factors prompting exploration including the impact of the new technology on ships and sailing, and the drive to expand trade -The reasons for and significance of Drakes circumnavigation of the globe. - The significance of Raleigh and the 	<ul style="list-style-type: none"> -1850s – context & quarantine laws. -1861-65 The Civil War & demand in the north 1866 – Goodnight-Loving Trail. -1867 – McCoy & Abilene. -1870 – Illiff & Cattle Barons. -1875 – Refrigerated cars & beef bonanza. - 1876 – introduction of barbed wire. -1882 – fall of beef prices. -1883 – drought / overstocking. -1886-87 – harsh winter. -1887 – end of the open range. -Impact of the gold rush -Vigilante groups 	<ul style="list-style-type: none"> -The role of the Gestapo, the SS, the SD and concertation camps. - Nazi control of the legal system, judges and law courts. -Nazi policies towards the Catholic and Protestant churches, including the Reich church and the concordat. -Goebbels and the Ministry of Propaganda, censorship, use of the media, rallies and sport, Berlin Olympics of 1936. -Nazi control of culture and the arts, including art, architecture, literature and film. -The extent of support for the Nazi regime. -Opposition from the churches, including the role of Pastor Niemoller -Opposition from the young, including the -----

		<p>-The Indian Appropriations Act (1871)</p> <p>-Battle of Little Bighorn (1876)</p> <p>-The Dawes Act (1887) The closing of the frontier (1890)</p> <p>-Ghost Dance (1890)</p> <p>-Massacre of Wounded Knee (1890)</p> <p>-Closing of the Frontier</p>	<p>failure of successive Weimar Governments to deal with unemployment from 1929 to January 1933.</p> <p>-The growth of support for the Communist party.</p> <p>-Reasons for the growth in support for the Nazi party, including the appeal of Hitler and the Nazi's, the effects of Propaganda and the work of the SA.</p> <p>-Political development in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.</p> <p>-The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</p> <p>-The Reichstag Fire, The Enabling Act, and the banning of other parties and trade unions.</p> <p>-The threat from Rohm and the SA, the Night of the Long Knives and the death of Hindenburg. Hitler</p>	<p>communications infrastructure.</p> <p>-Conditions requiring medical treatment on the Western Front, including problems of ill health arising from the trench environment.</p> <p>-The nature of wounds from rifles and explosives.</p> <p>-The problem of shrapnel, wound infection, and increased numbers of head injuries. The effects of gas attacks.</p> <p>- The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital.</p> <p>-The underground hospital at Arras.</p> <p>-The significance of the Western Front for experiments in surgery and medicine; new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of the</p>	<p>attempted colonisation of Virginia</p> <p>Reasons for the failure of Virginia.</p>	<p>-Problems of geography and race.</p> <p>-No official law and order.</p> <p>-Marshalls & Sheriffs</p> <p>-Miners courts & - Vigilantes</p> <p>State system</p> <p>-Hell on Wheels</p> <p>Disenchanted soldiers</p> <p>Code of the West</p> <p>Reno Gang</p> <p>Federal Gov't: Marshalls & judges</p> <p>State Gov't: town Marshalls, sheriffs and Texas rangers</p> <p>-Non-official: Pinkertons & Vigilantes</p> <p>- The Wild West: Case Studies:</p> <p>-What do we learn about law and order?</p> <p>-Billy the Kid</p> <p>-Wyatt Earp</p> <p>-The Range Wars</p> <p>-Why were there problems between Homesteaders & Ranchers.</p> <p>-The Johnson County War.</p>	<p>Swing movement, and the Pirates.</p> <p>- Nazi views on women and the family.</p> <p>-Nazi policies towards women including marriage and family, employment and appearance.</p> <p>-Nazi aims and policies towards the young. - The Hitler Youth and the League of German Maidens.</p> <p>-Nazi control of the young through education, including the curriculum and teachers. `</p> <p>-Nazi policies to reduce unemployment, including labour service, autobahns, rearmament, and invisible unemployment.</p> <p>-Changes in the standard of living, especially for German workers, Strength Through Joy, Beauty of Labour.</p> <p>-Nazi racial beliefs and policies and the treatment of minorities: Slavs, gypsies, homosexuals, and disabled</p> <p>-The persecution of the Jews, including the boycott of Jewish business, the</p>
--	--	---	---	---	---	--	---

			becomes Fuhrer, the army and oath of allegiance.	blood bank for the Battle of Cambrai. - The historical context of medicine in the early 20th century; the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.			Nuremburg Laws, and Kristallnacht.
	Disciplinary knowledge	Narrative of events Cause and consequence significance	Inference Source utility Cause and consequence Significance interpretation	Change and continuity Significance Cause and consequence Explanation Judgement Source Utility Follow – up Describe	Description Cause and consequence Significance Explanation Judgement	Narrative of events Cause and consequence significance	Inference Source utility Cause and consequence Significance interpretation
Clarity around sequencing	Main links across the curriculum	- Persecution of specific groups – covered at different points in KS3 Curriculum.	- Political ideologies and political scheming covered in Autumn Term 1 and 2 – Year 9.	Links to Modern medicine – progress in treatment, diagnosis and care. - Establishment of the NHS as a consequence of World Wars. Links to WW1 unit at KS3 – trench layout and hardships taught.	- Colonisation and empire. Colonisation and empire taught at KS3 – Slave Trade, Links to the Industrial Revolution unit – refers to agricultural changes – enclosure is also taught within this KS4 Elizabethan module. - Links to early origins of Native resistance to settlers in Virginia. (Roanoke)	- Focused on establishing law and order/policing systems. Links to the concept of control – seen in Elizabethan society and the policing methods used to keep law and order in 16 th century England. - Links to Elizabethan farming methods – enclosure when studying the open/closed ranges.	-Persecution of specific groups – covered at different points in KS3 Curriculum. Links directly to unit on genocide studied in the summer term of year 9 curriculum.

						<ul style="list-style-type: none"> - Refers to the American Civil War. Links to the Slave Trade (consequence) - Exodusters links to slavery studied in Year 8. 	
	Authentic cross curricular links	Brings in the Government legislation and how it can affect inhabitants in a location – Geography.	Check with English when the theme of 'tyranny' is covered.	Check with Science – links to Biology. Control of infections.	Check when English cover Renaissance period. <ul style="list-style-type: none"> - Poetry by key historical individuals such as Sir Francis Drake. - Migration and settlement – push and pull factors – check when Geography covers this. 		Links with Religious Studies and RESPECT Curriculum – explores key themes such as tolerance and racist ideologies.
Vocabulary	Key words	Appropriate Assimilation, Exterminators, Reservations Frontier Treaty	<ul style="list-style-type: none"> -Reichstag, - Propaganda, - Article 48, -Enabling Act -Decree, Trade Union - Fuhrer 	<ul style="list-style-type: none"> - Utility - gangrene - Salient - Carrell Dakin methods - RAMC - FANY - Casualty Clearing Station - Gas gangrene - Transfusion 	<ul style="list-style-type: none"> - Circumnavigation - Colonisation - Empire - Privateers - Illiterate - Rural depopulation - Enclosure 	<ul style="list-style-type: none"> -Vigilantism - Texas longhorn - Texas fever - Quarantine - Cow-town, - Ranch - Open Range, - Beef bonanza - Claim Jumping - Marshall - Federal 	<ul style="list-style-type: none"> - Propaganda - Indoctrination - Concordat - Gestapo - Terror State - Censorship - Kinder, Kirche, Kuche - Lebensborn - Aryan - Eugenics - Autobahn - Autarky - Rearmament - Persecution, - Boycott, - Nuremburg Laws, - Kristallnacht.
Assessment	Summative assessment	Paper 2 assessment style questions:	Paper 3 assessment style questions:	Paper 1 assessment style questions	Paper 2 style assessment questions:	Paper 2 style assessment questions:	Paper 3 assessment style questions:

		<p>Explain the Consequences (4 marks x2)</p> <p>Narrative account (8 marks)</p> <p>Explain the importance of (8 marks)</p>	<p>Inference (4 marks)</p> <p>Explain (12 marks)</p> <p>Q3d – interpretation question with judgement (16 marks)</p>	<p>(Medicine on the Western Front) :</p> <p>Describe two features of (4 marks)</p> <p>How useful ... (8 marks)</p> <p>Follow up question (4 marks)</p>	<p>Describe (4 marks)</p> <p>Explain (12 marks)</p> <p>To what extent (16 marks)</p>	<p>Explain the Consequences (4 marks x2)</p> <p>Narrative account (8 marks)</p> <p>Explain the Importance of...(8 marks)</p>	<p>-Inference (4 marks)</p> <p>-Explain (12)</p> <p>-Source Utility (8 marks)</p> <p>-Interpretations - comparison (4)</p> <p>-Interpretations – why are they different (4)</p> <p>-Interpretation question with judgement (16 marks)</p>
<p>Links to the real world / careers / PD</p>		<p>Reservations still exist today within the USA and the country is still largely segregated in terms of politics and racial ideologies.</p>	<p>Pupils are required to use historians' work and own knowledge to reach an evaluative judgement.</p> <p>Students practice relevant skills needed for a career in law.</p>	<p>Students practice the actual skill of enquiry and thinking like a historian.</p> <p>Students practice relevant skills needed for a career in law.</p>	<p>The Elizabethan era saw the beginnings of British colonisation and empire building. This is a controversial and politically charged topic in modern society.</p>	<p>Students should be able to use correct historical knowledge of the period to challenge Hollywood perceptions of 'cow boys' and the 'wild west.'</p>	<p>Generates student discussion about traditional gender roles and inequality.</p> <p>-Shows students the historical context behind Holocaust memorial Day.</p> <p>- Highlights the concept of Crimes against Humanity which sadly is still present in modern times.</p> <p>Raphael Lemkin coined the term genocide in 1944. This was the result of Nazi leadership.</p> <p>-Students should be able to recognise the 'steps' to Genocide – helps students to appreciate others and highlights the</p>

