

HISTORY YEAR 9

	Autumn (Enquiry 1)	Autumn (Enquiry 2)	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	When did Britain become a home? Thematic unit on migration	To what extent have Jews been persecuted throughout history? Thematic	What were the causes, treatments and preventions of disease in Medieval England?	What were the causes, treatments and preventions of disease in Renaissance England?	What were the causes, treatments and preventions of disease in Industrial England?	What were the causes, treatments and preventions of disease in Modern England?
Unit length:	4 weeks	6 weeks				
Core Concepts use these to draw links across units Key Knowledge: <ul style="list-style-type: none"> • Individuals • Dates • Places • Extra Facts 	Migration Race Relations Persecution Religion <ul style="list-style-type: none"> • Individuals Julius Caesar – first Roman invasions of Britain were led by him as he wanted power and glory Emperor Claudius – conquered Britain in 43 AD Barathes - Came to Britain from Palmyra (now in Syria) and made his living selling flags. We know this from his tombstone at Corbridge Ivory Bangle Lady - Skeleton of inhabitant of Roman York from 4th century CE (found in 1901 but re-examined in 2010) Genialis - the Roman cavalryman from the Netherlands Bede - A monk who wrote about the invasion of Britain by the Anglo Saxons in the 600's 	Migration Race Relations Persecution Religion Key Knowledge: <ul style="list-style-type: none"> • Individuals Ferdinand and Isabella – the king and queen of Catholic Spain. Tomas Torquemada – the head of the Spanish Inquisition The British Brothers' League – a group opposed to the migration of Jews into Britain. Charles William Smith – an anti-Semitic British Businessman. Adolf Hitler – Fuhrer (leader) of Nazi Germany from 1933-45 Jürgen Stroop – an officer in the army stationed in Poland Leon Greenman – Holocaust Survivor Esther Greenman – Leon's wife Barney Greenman – their son Rudolf Hoss – the commandant of Auschwitz • Dates 1492 – Jews in Spain were told to either convert to Christianity or leave Spain. 	Religion Persecution Control Society <ul style="list-style-type: none"> • Individuals Hippocrates – developed the Theory of the Four Humours and also wrote the Hippocratic Oath. Galen - developed Theory of Opposites Johannes Gutenberg - invented the printing press which allowed ideas from all over the word to spread. • Dates 460BC-370BC - Hippocrates 130AD-210AD – Galen 1440 – Printing Press created • Places Ancient Rome (Claudius Galen), Ancient Greece (Hippocrates) • Ideas about cause of disease and illness Supernatural and religious explanations of the cause of disease such as God and Jewish people Rational explanations: the theory of the four humours and miasma theory; the 	Religion Reform Control Discovery Society <ul style="list-style-type: none"> • Individuals Johannes Gutenberg - invented the printing press which allowed ideas from all over the word to spread. Andreas Vesalius 1514-1564 – Anatomist who challenged Galen and said that students should perform medical dissections. Wrote the book Fabric of the human body (1543). William Harvey (1578-1657) - worked as a royal doctor and lecturer in anatomy in London, he developed a theory of circulation of blood and challenged Galen. Thomas Sydenham 1624-1689 insisted that doctors should observe and note down the symptoms treating their cause. Henry VIII - Closed the monasteries which had an impact on the hospitals. 	Reform Discovery Society <ul style="list-style-type: none"> • Individuals: John Snow (1813-1858) - proved that Cholera spread through contaminated water in Soho, proved this through scientific investigation but could not say why (pre germ theory) helped change public attitude towards public health and reduce cholera. James Simpson - developed chloroform in 1847 tested various chemical on himself and his friends, James Simpson promoted it and even Queen Victoria gave it her blessing. Edward Jenner (1749-1823) - developed smallpox vaccine by using cowpox to inoculate 23 different people, took over 50 years to be accepted – government finally accepted due to smallpox outbreak and germ theory. 	Reform Discovery Economy Society <ul style="list-style-type: none"> • Individuals Paul Ehrlich (1854-1915) - developed Salvarsan 606 the first "Magic Bullet" a chemical mixture that would target and kill specific bacteria eg Syphilis. Gerhard Domagk (1895) - discovered Prontosil which killed streptococci bacteria Alexander Fleming (1881-1955) - accidentally discovered penicillin in 1928 and it worked. However, could not be massed produced as not enough mould could be grown. Florey and Chain - learned how to produce penicillin, it became widely available following USA introduction into WW2 after the D DAY landing of 1944. Watson and Crick - discovered the structure of DNA. They also proved that DNA was in every human cell and was passed from parents

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	<p>Robert Winder – Historian who wrote ‘Bloody Foreigners’</p> <p>Kigg Aethelstan – United the Kingdoms of England in 937</p> <p>Luther – His writings were responsible for splitting the Catholic Church and sparking the Protestant Reformation.</p> <ul style="list-style-type: none"> Dates 43AD - Romans arrive and rule until they leave in 410AD 450AD – The Angles and Saxons arrive from Denmark and Northern Germany 1570s – French Huguenots begin to flee France and come to England 1840’s / 50’s – The Irish Potato Famine leads to large amounts of Irish Migration 1948 – The ship SS Empire Windrush brings a wave of black migrants from the West Indies. 1948 - the British Nationality Act gave 800 million people in the Commonwealth the right to claim British Citizenship 1975 – Referendum to remain part of EEC. 66% of UK vote in favour 2016 - UK holds a referendum on whether they should ‘Stay in’ or ‘leave’ the EU. 51.9% vote Leave. 2020 – The UK leave the EU Places Roman Empire Rome, Italy Britain Gaul (Modern day France Palmyra, Syria 	<p>50000 accepted, between 100000-200000 left. 1905 – the Alien Act was passed by Parliament – the first piece of legislation to restrict immigration. 1929 – The Great Depression began, leading to massive economic downturn 15th September 1935 – the Nuremburg Laws were passed. 10th November 1938 – Kristallnacht 26th October 1939 – Hitler created a government to be put in charge of Poland. Jews were put to manual labour. December 1939 – More restrictions placed on the Jews inkling having to wear a sat of David as identification. April 1940 – Walls were built around the area where most Jews lived in Warsaw. 15-16th November 1940 – This area (the Warsaw Ghetto) was closed and no Jews were allowed to leave. Spring 1941 – Jews were put to work in workshops. 1943 – Warsaw Ghetto Uprising. 1940 – The Nazis invaded the Netherlands where the Greenmans lived. 8th October 1942 – The Greenmans were taken to Westerbork transit plans. January 1943 – The Greenmans were taken from the Netherlands. 1939 – start of WW2 January 1942 – Wansee Conference 19th April 1943 – The Warsaw Uprising August 1943 – Treblinka Uprising</p>	<p>continuing influence in England of Hippocrates and Galen.</p> <ul style="list-style-type: none"> Approaches to prevention and treatment Religious actions, bloodletting and purging, purifying the air, the use of remedies. Furthermore, new and traditional approaches to hospital care in the 13th Century. The role of the physician, apothecary, and barber surgeons in treatment and care provided within the community and in hospitals 1250-1500. 	<p>King Charles II - Royal Society set up and granted Royal Charter by him in 1660.</p> <ul style="list-style-type: none"> Dates 1543 - Fabric of the Human Body written by Vesalius 1628 - An Anatomical Account of the Motion of the Heart and Blood in Animals by William Harvey 1660 - Royal Society set up Places Paris – where Vesalius studied in Paris Padua in Italy – Vesalius was a professor here and William Harvey studied here. Cambridge – William Harvey also studied here. Ideas about cause of disease and illness Continuity and change in explanations of the cause of disease and illness. Miasma – very popular during epidemics. Theory of the Four Humours – although very few physicians by 1700 still believed in it. Astrology still popular during epidemics. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. 	<p>reduced the death rate by 30% in surgery.</p> <p>Florence Nightingale (1820-1910) - trained nurse, helped in the Crimean war death rate dropped from 40% to 2% - promoted that hospitals changes; sanitation, ventilation, set up wards, tiled floor for cleaning.</p> <p>Edward Chadwick (1800-1890) - government official who completed 1842 report on the living conditions in cities, finding unhealthy conditions, poor diet and overcrowding causing disease.</p> <p>Louis Pasteur (1822-1895)- French scientist who created Germ Theory in 1861 and worked with brewery and dairies to develop pasteurisation, used experiments (swan neck flask) to prove spontaneous generation wrong. Pasteur inspired Lister and Koch.</p> <p>Robert Koch (1843-1910) - German scientist who proved germs cause disease, Anthrax 1876 and was known as the ‘father of “bacteriology”’ invented growing and staining bacteria (agar jelly)</p> <ul style="list-style-type: none"> Dates 1700 – Microscopes 1798 - Jenner’s ‘An Enquiry into the Causes and Effects of the Variola Vaccinae’. 1848 – Public Health Act (permissive) 1854-56 – Crimean War 1861 - Germ Theory 1876 – Anthrax Vaccine 	<p>to children through their genes</p> <p>Rosalind Franklin - Photographed DNA.</p> <ul style="list-style-type: none"> Dates 1914 - Salvarsan 606 first magic bullet 1928 - Penicillin discovered 1948 – NHS Established 1953 – DNA discovered <p>Ideas about cause of disease and illness: Advances in understanding the causes of illness and disease; the influence of genetic and lifestyle factors on health. Improvement in diagnosis; the impact of the availability of blood test, scan and monitors.</p> <p>Approaches to prevention and treatment: The extent of change in care and treatment. The impact of the NHS and science and technology; improved access to care, advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals. New Approaches to prevention – Mass vaccinations and government lifestyle campaigns</p>
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	<p>Hadrians Wall Roman York Denmark Germany Ireland Commonwealth West Indies Europe</p> <p>Extra Facts Migration - people moving from one place to another</p> <p>Emigration - The act of leaving one country and going to live in another country</p> <p>Empire - When one country rules over other countries (e.g the British Empire)</p> <p>Colonies - In this context colonies refers to countries, regions and islands (such as India and parts of the 'West Indies') that were part of the British Empire and controlled from Great Britain.</p> <p>Diaspora - A scattered population with a common origin in a smaller geographic area. Diaspora can also refer to the movement of the population from its original homeland</p>	<ul style="list-style-type: none"> • Places Vienna – the capital of Austria, Hitler’s native country and where he lived before moving to Germany and joining the Army in 1914. Nuremburg – a city in the south of Germany, where the Nazis had lots of support and held regular rallies. Warsaw – The Capital of Poland Warsaw Ghetto – the area of the city where Jews lived. Auschwitz – the largest death camp Treblinka – a death camp • Extra Facts Anti-Semitism – hostility to prejudice or discrimination against Jewish people. Jewish people were persecuted in Spain because it was a Christian country and the Catholic church banned the jobs the Jewish people did such as money lending so they were seen as unholy. Jewish people were blamed for starting the Black Death by poisoning wells. A pogrom was the killing of a community of Jews especially Russia or Eastern Europe. Jews were blamed for a number of social, economic and religious reasons (which were not valid) By the end of the 19th Century, the idea of racial anti-Semitism had developed – the Jews were a distinct and separate race. 		<p>The influence of the printing press and the work of the Royal society on the transmission of ideas.</p> <ul style="list-style-type: none"> • Approaches to prevention and treatment <p>Continuity in approaches to prevention, treatment and care in the community and in hospitals.</p> <p>Change in care and treatment – improvements in medical training and the influence in England of the work of Vesalius.</p>	<p>1882 – TB identified 1883 – Cholera Identified 1842 - Report on the Sanitary Conditions of the Labouring Population of Great Britain by Edwin Chadwick 1875 - Public Health Act (compulsory)</p> <ul style="list-style-type: none"> • Places: Soho- Area of London where the Broad Street Water Pump was located. France – Home of Louis Pasteur Crimea Germany – Home of Robert Koch • Ideas about cause of disease and illness: <p>The influence in Britain of Pasteur’s Germ theory and Koch’s work on microbes.</p> <p>Miasma – very popular during epidemics, theory of the</p> <p>Four Humours – although very few physicians by 1700 still believed in it,</p> <p>Astrology still popular during epidemics</p> <ul style="list-style-type: none"> • Approaches to prevention and treatment: Improvements in hospital care and the influence of Florence Nightingale. <p>The impact of anaesthetics and antiseptics in surgery.</p>	
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		Men and women (with children) were separated when they came to the camps. People in the camps were tattooed with a number by which the guards called them. Zyklon B – the gas used to kill people in the camps. People were starved and dehydrated in the camps. Inmates were experimented on.				
End points covered	End Point 1 - An appreciation of the importance of factual knowledge in History, and an ability to recall and place such knowledge within a broad range of time periods					
	End Point 2 - An ability to formulate arguments, framed around key historical concepts, in order to provide analytical responses to historical questions	End point 3 - Skills in using historical sources independently, in order to carry out a historical investigation	End Point 2 - An ability to formulate arguments, framed around key historical concepts, in order to provide analytical responses to historical questions End point 3 - Skills in using historical sources independently, in order to carry out a historical investigation			
NC/Spec coverage:	<ul style="list-style-type: none"> An overview study help students understand the long arc of development in this particular theme Coverage of core concepts of Trade / Economy, Conquest, Society, Migration, Culture, Discovery, Religion, Reform, Colonisation, Imperialism, Nationalism, Control, Race relations and Oppression offer multiple opportunities for pupils to 'gain and deploy a historically grounded understanding of abstract terms ..Each enquiry provides students opportunities to work on developing pupils' understanding of historical concepts such as continuity and change... similarity, difference... and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. Students gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history <p>Also covers:</p>		<p>NC: An overview study help students understand the long arc of development in this particular theme.</p> <p>Also covers:</p> <ul style="list-style-type: none"> the development of Church, state and society in Medieval Britain 1066-1509 the development of Church, state and society in Britain 1509-1745 ideas, political power, industry and empire: Britain, 1745-1901 challenges for Britain, Europe and the wider world 1901 to the present day 			
			<p>GCSE Paper 1: Thematic study and historic environment (Paper code: 1HI0/11)</p> <p>Written examination: 1 hour and 15 minutes 30%* of the qualification 52 marks (16 for the historic environment, 36 for the thematic study)</p>			

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Cross-curricular links:	Link to English - Expressing complex ideas and information clearly, precisely, and accurately in spoken and written communication. Reading, understanding the detail and gaining an overview of texts from a wide range of sources. Supporting and strengthening views by incorporating different kinds of evidence from a range of sources.					
	Link to Geography – theme of migration	Link to Geography – theme of migration Link to RE – Religious persecution.	Link to RE – Christian beliefs	Link to Science – Dissection, Human Anatomy, Scientific Method.	Link to Science – Discovery of Microbes and development of vaccinations	Link to Science – Discovery of DNA
				Link to Art – Renaissance Artists.		
Assessments:	Formative: Explain paragraph Knowledge Test Summative: End Point 1+2	Formative: Explain paragraph Cumulative Knowledge Test Summative: End Point 3 + 4	Formative: Explain Paragraph Cumulative Knowledge Test Summative: End Point 1+2	Formative: Explain Paragraph Cumulative Knowledge Test Summative: End Point 1+2	Formative: Judgement Paragraph Cumulative Knowledge Test Summative: End Point 1+2	Formative: Judgement Paragraph Cumulative Knowledge Test Summative: End Point 1+2
Curriculum Careers -	Historian Archaeologist Government NGO Charity work.	Historian Archaeologist Archivist	Historian Archaeologist Archivist Medicine Scientist Jobs in religion Public Health Worker			
Culturally rich – broadening horizons	Irish Folk Music included in Irish migration lesson Poetry included in Windrush lesson		Abington Park Museum has a small medicine display. Opportunities for online lectures regarding development of medicine. Opportunity to visit Operating Theatre in London and/or Thackeray Medical Museum Leeds. WW1 Battlefields Trip in Year 10/11.			