



Key Stage 4 History: AQA GCSE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Paper 2: Health and the People Medieval Renaissance	Paper 2: Health and the People Renaissance Industrial	Paper 2: Health and the People Industrial Modern	Paper 2: Elizabethan England Introduction Court and Parliament	Paper 2: Elizabethan England Life in Elizabethan Times	Paper 2: Elizabethan England Troubles At Home and Abroad
Year 11	Paper 1: Conflict and Tension 1894-1918 Causes of WWI Stalemate	Paper 1: Conflict and Tension 1894-1918 Stalemate End of the War	Paper 1: America Expansion and Consolidation 1840-1895	Paper 1: America Expansion and Consolidation 1840-1895	Paper 1: America Expansion and Consolidation 1840-1895 Revision	

History Intent Overview: Year 10 (Health and the People)

Unit	Key Knowledge	Key Skills	Key Vocabulary	Assessment
Health and the People: Medieval Medicine	<p>Students will know:</p> <ul style="list-style-type: none"> about medieval approaches to health: beliefs about causes, healers and treatments (natural and supernatural approaches) about the impact of the Church on medicine: how it helped and hindered medical treatment and development about medieval surgery and barber-surgeons about Islamic medicine and health including key individuals such as Rhazes and Avicenna about medieval Public health: towns and monasteries about the Black Death: arrival in England, symptoms, beliefs about causes and treatments (natural and supernatural approaches) the factors involved in the development of medicine and health, providing medieval medicine examples where appropriate 	<p>Students will be able to:</p> <ul style="list-style-type: none"> use key words correctly (Cross-Curricular Link: Literacy) use their chronology skills: medical time periods overview task (Cross-Curricular Link: Numeracy) <p>As the unit progresses, the students will be able to:</p> <ul style="list-style-type: none"> analyse primary source material, evaluating its utility in terms of content and provenance explain the significance of individuals, events and ideas identify examples of similarities between the work of individuals, events and ideas explain the impact of factors on the development of medicine, leading to an evaluation of the most important factor 	<p>Astrology</p> <p>Barber-surgeon</p> <p>Bimaristan</p> <p>Black Death</p> <p>Bubonic plague</p> <p>Dissection</p> <p>Epidemic</p> <p>Factor</p> <p>Flagellants</p> <p>Four Humours</p> <p>Leeches</p> <p>Life expectancy</p> <p>Medieval</p> <p>Middle Ages</p> <p>Monastery</p> <p>Natural</p> <p>Opposites</p> <p>Physician</p> <p>Pilgrimage</p> <p>Pneumonic plague</p> <p>Privy</p> <p>Public health</p> <p>Purging</p> <p>Supernatural</p> <p>The Church</p>	<p>Transition homework: Significance fact-files on Hippocrates and Galen</p> <p>Islamic society and culture homework</p> <p>Black Death research homework</p> <p>Black Death impact homework</p> <p>Kerboodle Quiz</p> <p>Knowledge Recall Test (TEAMS Tracker)</p> <p>Exam style questions (TEAMS Tracker)</p>
Health and the People: Renaissance Medicine	<p>Students will know:</p> <ul style="list-style-type: none"> about the work and significance of Andreas Vesalius about the work and significance of Ambroise Paré about the work and significance of William Harvey about Renaissance treatments: old and new – extent of progress about the Great Plague of 1665: beliefs about causes and treatments (natural and supernatural approaches), comparison with the 1348 Black Death about the work and significance of John Hunter about the work and significance of Edward Jenner: inoculation and vaccination about the similarities/differences between medieval and 18th century hospitals the factors involved in the development of medicine and health, providing Renaissance examples where appropriate 	<p>Students will be able to:</p> <ul style="list-style-type: none"> use key words correctly (Cross-Curricular Link: Literacy) use their chronology skills in terms of the different medical time periods (Cross-Curricular Link: Numeracy) <p>As the unit progresses, the students will be able to:</p> <ul style="list-style-type: none"> analyse primary source material, evaluating its utility in terms of content and provenance explain the significance of individuals, events and ideas identify examples of similarities between the work of individuals, events and ideas explain the impact of factors on the development of medicine, leading to an evaluation of the most important factor 	<p>Anatomy</p> <p>Anatomical knowledge</p> <p>Bills of Mortality</p> <p>Cauterise</p> <p>Circulation</p> <p>Dissection</p> <p>Great Plague</p> <p>Inoculation</p> <p>Ligature</p> <p>Printing press</p> <p>Quack doctor</p> <p>Quarantine</p> <p>Renaissance</p> <p>Vaccination</p>	<p>Renaissance healers homework</p> <p>18th century hospitals homework</p> <p>Opposition to Jenner homework</p> <p>Kerboodle Quiz</p> <p>Knowledge Recall Test (TEAMS Tracker)</p> <p>Exam style questions (TEAMS Tracker)</p>

<p>Health and the People: Industrial Medicine</p>	<p>Students will know:</p> <ul style="list-style-type: none"> ▪ about the development of anaesthetics: laughing gas, ether, chloroform (James Simpson) and impact ▪ about the discovery of germs as cause of illness: miasma/Spontaneous Generation to the Germ Theory and the role of Louis Pasteur ▪ about the development of antiseptic and aseptic surgery (Joseph Lister) ▪ about the work and significance of Robert Koch ▪ about the state of Public Health between 1800 and 1850: cholera, 1842 Chadwick report, 1848 Public Health Act, laissez-faire attitude ▪ about the state of Public Health between 1850 and 1900: John Snow, the Great Stink, Joseph Bazalgette, 1875 Public Health Act, decline of laissez-faire ▪ about reforms in nursing: work and significance of Florence Nightingale ▪ the factors involved in the development of medicine and health, providing Industrial examples where appropriate 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ use key words correctly (Cross-Curricular Link: Literacy) ▪ use their chronology skills in terms of the different medical time periods (Cross-Curricular Link: Numeracy) <p>As the unit progresses, the students will be able to:</p> <ul style="list-style-type: none"> ▪ analyse primary source material, evaluating its utility in terms of content and provenance ▪ explain the significance of individuals, events and ideas ▪ identify examples of similarities between the work of individuals, events and ideas ▪ explain the impact of factors on the development of medicine, leading to an evaluation of the most important factor 	<p>Anaesthetic Anthrax Antiseptics Aseptic surgery Back-to-back housing Carbolic acid Chloroform Cholera Dark Period of Surgery Germ Theory Industrial Revolution Laissez-faire Miasma Microscope Pasteurise Public Health Act Spontaneous generation The Great Stink Urbanisation</p>	<p>Opposition to anaesthetics homework Opposition to antiseptics homework Infectious diseases research homework Kerboodle Quiz Knowledge Recall Test (TEAMS Tracker) Exam style questions (TEAMS Tracker) Booth and Rowntree homework</p>
<p>Health and the People: Modern Medicine</p>	<p>Students will know:</p> <ul style="list-style-type: none"> ▪ about the Liberal Reforms: why they were introduced, the reforms and their impact ▪ about the impact of WWI on medicine and health (Harold Gillies) ▪ about the discovery and development of penicillin (Fleming, Florey and Chain) ▪ about the impact of WWII on medicine and health (Archibald McIndoe) ▪ about the NHS: why it was introduced and its impact ▪ the factors involved in the development of medicine and health, providing Modern examples where appropriate 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ use key words correctly (Cross-Curricular Link: Literacy) ▪ use their chronology skills in terms of the different medical time periods (Cross-Curricular Link: Numeracy) <p>As the unit progresses, the students will be able to:</p> <ul style="list-style-type: none"> ▪ analyse primary source material, evaluating its utility in terms of content and provenance ▪ explain the significance of individuals, events and ideas ▪ identify examples of similarities between the work of individuals, events and ideas ▪ explain the impact of factors on the development of medicine, leading to an evaluation of the most important factor 	<p>Antibiotics Antibiotic resistance Blood group Blood transfusion DNA Infant mortality Liberal Reforms Magic bullet Mass-produce National Insurance NHS Penicillin Rationing Reconstructive surgery Skin grafts Transplants Welfare State X-rays</p>	<p>Magic bullets homework Surgery after 1945 homework Kerboodle Quiz Knowledge Recall Test (TEAMS Tracker) Exam style questions (TEAMS Tracker)</p>

History Intent Overview: Year 10 (Elizabethan England)

Unit	Key Knowledge	Key Skills	Key Vocabulary	Assessment
Elizabethan England: Introduction	<p>Students will know:</p> <ul style="list-style-type: none"> ▪ about images of Elizabeth I – portraiture and propaganda ▪ about the Tudor family tree – key family members and their connections ▪ about Elizabeth I’s reign in overview: key events and approaches ▪ about the childhood of Elizabeth I: her experiences during the reigns of Henry VIII, Edward VI and Mary I and how these experiences shaped her 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ use key words correctly (Cross-Curricular Link: Literacy) ▪ use their chronology skills: events of the life and reign of Elizabeth I (Cross-Curricular Link: Numeracy) <p>As the unit progresses, the students will be able to:</p> <ul style="list-style-type: none"> ▪ use their subject knowledge to test an historical interpretation ▪ explain the importance of individuals, events and ideas ▪ demonstrate their knowledge and understanding of the reign of Elizabeth I in the Write an account style questions ▪ use their knowledge of a nominated site to write an essay about a specified theme/feature of the reign of Elizabeth I 	<p>Accession to the throne Anne Boleyn Act of Succession Break with Rome Coronation Dynasty Edward VI Heir Henry VII Henry VIII House arrest Illegitimate Mary I of England Rebellion Seymour Affair Succession The Tudors Treason</p>	<p>Elizabeth I CV homework</p> <p>Kerboodle Quiz</p> <p>Knowledge Recall Test (TEAMS Tracker)</p> <p>Exam style questions (TEAMS Tracker)</p>
Elizabethan England: Court and Parliament	<p>Students will know:</p> <ul style="list-style-type: none"> ▪ about Elizabethan government – functions and efficacy: Royal Court, progresses, patronage, Privy Council and Parliament ▪ about the 1601 Essex Rebellion: reasons for rebellion, what happened and threat level ▪ about the issue of marriage and succession: importance of securing the succession, potential marriage candidates and their suitability 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ use key words correctly (Cross-Curricular Link: Literacy) ▪ use their chronology skills: events of the life and reign of Elizabeth I (Cross-Curricular Link: Numeracy) <p>As the unit progresses, the students will be able to:</p> <ul style="list-style-type: none"> ▪ use their subject knowledge to test an historical interpretation ▪ explain the importance of individuals, events and ideas ▪ demonstrate their knowledge and understanding of the reign of Elizabeth I in the Write an account style questions ▪ use their knowledge of a nominated site to write an essay about a specified theme/feature of the reign of Elizabeth I 	<p>Christopher Hatton Courtier Francis Walsingham James I of England (VI of Scotland) Justice of the Peace Mary, Queen of Scots Ministers Monarch Monopolies Nobility/Nobles Parliament Patronage Privy Council Progresses Propaganda Robert Cecil Robert Devereux Robert Dudley Royal court Suitor William Cecil</p>	<p>England in 1558 homework</p> <p>Elizabeth I’s ministers homework</p> <p>Succession homework</p> <p>Kerboodle Quiz</p> <p>Knowledge Recall Test (TEAMS Tracker)</p> <p>Exam style questions (TEAMS Tracker)</p>

<p>Elizabethan England: Life in Elizabethan Times</p>	<p>Students will know:</p> <ul style="list-style-type: none"> ▪ about the structure of Elizabethan society: the Great Chain of Being and defining characteristics of the different classes ▪ about Elizabethan fashion and architecture: the key features and how they were used as a sign of status ▪ about Elizabethan theatre: the development of theatre as a form of entertainment and how it was used as a form of propaganda ▪ about poverty in Elizabethan England: causes of poverty, attitudes to poverty and the government response ▪ about Elizabethan exploration: examples of English explorers such as Francis Drake and Walter Raleigh as well as the significance of exploration ▪ 2025 Historic Environment: Hardwick Hall 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ use key words correctly (Cross-Curricular Link: Literacy) ▪ use their chronology skills: events of the life and reign of Elizabeth I (Cross-Curricular Link: Numeracy) <p>As the unit progresses, the students will be able to:</p> <ul style="list-style-type: none"> ▪ use their subject knowledge to test an historical interpretation ▪ explain the importance of individuals, events and ideas ▪ demonstrate their knowledge and understanding of the reign of Elizabeth I in the Write an account style questions ▪ use their knowledge of a nominated site to write an essay about a specified theme/feature of the reign of Elizabeth I 	<p>Alms Alms-house Circumnavigation Colony Debasement Deserving/impotent poor East India Company Empire Enclosure Exploration Gentry Globe Theatre Gloriana Golden Age Golden Hind Great Chain of Being Groundlings Harvest Inflation John Hawkins Long gallery Martin Frobisher Monasteries Monopolies Mullioned windows New World Nobility Ottoman Empire Pauper Plague Poor Law (1601) Poor rate Privateers Propaganda Rack-renting Recoinage Ruff Sir Francis Drake Sir Walter Raleigh Statute of Apparel Statute of Artificers Tavern Undeserving/Idle poor Vagrant Voyage</p>	<p>Elizabethan propaganda homework Golden Age homework Francis Drake homework Kerboodle Quiz Knowledge Recall Test (TEAMS Tracker) Exam style questions (TEAMS Tracker)</p>
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			William Shakespeare Workhouse	
Elizabethan England: Troubles At Home and Abroad	<p>Students will know:</p> <ul style="list-style-type: none"> ▪ about the defining features of Catholicism and Protestantism to understand the Elizabethan Religious Settlement and later opposition ▪ about the Elizabethan Religious Settlement: the 1559 acts, Catholic and Puritan responses and government reaction ▪ about the threat posed by Mary, Queen of Scots: Mary's life and claim to the English throne, the plots/revolts and Mary's execution ▪ about the reasons for war with Spain: power of Philip II and deterioration in Anglo-Spanish relationship ▪ about the Spanish Armada: plans and preparations, the course of the Spanish Armada, reasons for its defeat 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ use key words correctly (Cross-Curricular Link: Literacy) ▪ use their chronology skills: events of the life and reign of Elizabeth I (Cross-Curricular Link: Numeracy) <p>As the unit progresses, the students will be able to:</p> <ul style="list-style-type: none"> ▪ use their subject knowledge to test an historical interpretation ▪ explain the importance of individuals, events and ideas ▪ demonstrate their knowledge and understanding of the reign of Elizabeth I in the Write an account style questions ▪ use their knowledge of a nominated site to write an essay about a specified theme/feature of the reign of Elizabeth I 	Abdicate Act of Supremacy Act of Uniformity Anglican Archbishop Grindal Archbishop Whitgift Armada Babington Plot Beacon Bond of Association Clergy Compromise Counter-Reformation Death warrant Duke of Medina Sidonia Duke of Norfolk Duke of Parma Earl of Northumberland Earl of Westmorland Edmund Campion Episcopal structure Excommunication Fireship Heresy Heretic Jesuits Martyr Mary, Queen of Scots Papal bull Pursuivants Philip II of Spain Printing press Prophesying Protestant Puritan Recusants Regicide Revolt of the Northern Earls Ridolfi Plot Seminary Separatists The Netherlands Throckmorton Plot	Kerboodle Quiz Knowledge Recall Test (TEAMS Tracker) Exam style questions (TEAMS Tracker)

			Transubstantiation Treason Vestments	
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History Intent Overview: Year 11 (Conflict and Tension: 1894-1918)

Unit	Key Knowledge	Key Skills	Key Vocabulary	Assessment
The Causes of WWI	<p>Students will know:</p> <ul style="list-style-type: none"> ▪ about the alliance system of 1914: the two blocs and their strengths ▪ about the Moroccan Crises of 1905 and 1911: what happened and how they contributed to tensions in Europe ▪ about the problems in the Balkans: 1908 Crisis and 1912-1913 Wars ▪ about the aims of Kaiser Wilhelm II: ambitions and how this led to the Anglo-German naval arms race ▪ about the assassination of Archduke Franz Ferdinand: causes, the assassination and its impact ▪ about the countdown to war/The July Crisis 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ use key words correctly (Cross-Curricular Link: Literacy) ▪ use their chronology skills: events of WWI (Cross-Curricular Link: Numeracy) <p>As the unit progresses, the students will be able to:</p> <ul style="list-style-type: none"> ▪ use inferential understanding and subject knowledge to support a statement ▪ analyse primary source material, evaluating its utility in terms of content and provenance ▪ demonstrate their knowledge and understanding of WWI in the Write an account style questions ▪ produce a piece of extended writing using PEE paragraphs, leading to a conclusion which analyses relative importance 	<p>Alliance</p> <p>Alsace-Lorraine</p> <p>Archduke Franz Ferdinand</p> <p>Arms race</p> <p>Assassination</p> <p>Central Alliance/Powers</p> <p>Dreadnought</p> <p>Empire</p> <p>Entente Cordiale</p> <p>Ethnic group</p> <p>July Crisis</p> <p>Kaiser</p> <p>Nationalism</p> <p>Otto von Bismarck</p> <p>Prussia</p> <p>Sarajevo</p> <p>Schlieffen Plan</p> <p>Slav</p> <p>Splendid Isolation</p> <p>The Balkans</p> <p>Triple Entente</p> <p>Tsar</p> <p>Treaty</p> <p>Ultimatum</p> <p>Weltpolitik</p>	<p>Splendid Isolation homework</p> <p>Black Hand Gang fact file homework</p> <p>Balkan Wars homework</p> <p>Kerboodle Quiz</p> <p>Knowledge Recall Test (TEAMS Tracker)</p> <p>Exam style questions (TEAMS Tracker)</p>
Stalemate	<p>Students will know:</p> <ul style="list-style-type: none"> ▪ about how the failure of the Schlieffen Plan led to stalemate: theory of the plan, how/why it failed ▪ about trench warfare: trench features and functions, how trench warfare was conducted ▪ about the weapons of trench warfare: artillery, tanks, gas, machine guns ▪ about the significance of battles on the Western Front: Verdun, Somme and Passchendaele: the objective, what happened and the results ▪ about the Gallipoli Campaign: the objective, what happened and the results ▪ about the war at sea: Jutland: the objective, what happened and the results, including the naval blockade 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ use key words correctly (Cross-Curricular Link: Literacy) ▪ use their chronology skills: events of WWI (Cross-Curricular Link: Numeracy) <p>As the unit progresses, the students will be able to:</p> <ul style="list-style-type: none"> ▪ use inferential understanding and subject knowledge to support a statement ▪ analyse primary source material, evaluating its utility in terms of content and provenance ▪ demonstrate their knowledge and understanding of WWI in the Write an account style questions 	<p>Artillery</p> <p>Battle of Jutland</p> <p>Battle of Passchendaele</p> <p>Battle of the Marne</p> <p>Battle of Mons</p> <p>Battle of the Somme</p> <p>Battle of Verdun</p> <p>Bayonet</p> <p>Bombardment</p> <p>Conscription</p> <p>Convoy system</p> <p>Dogfights</p> <p>Gallipoli Campaign</p>	<p>Trench conditions homework</p> <p>WWI weapon development homework</p> <p>War in the air and wider world homework</p> <p>Kerboodle Quiz</p> <p>Knowledge Recall Test (TEAMS Tracker)</p>

		<ul style="list-style-type: none"> produce a piece of extended writing using PEE paragraphs, leading to a conclusion which analyses relative importance 	<ul style="list-style-type: none"> Mutiny Naval blockade No man's land Q-ships Race to the Sea# Reconnaissance Schlieffen Plan Shellshock Stalemate The BEF The Eastern Front The Western Front Trench U-boats War of attrition Zeppelins 	Exam style questions (TEAMS Tracker)
End of the War	<p>Students will know:</p> <ul style="list-style-type: none"> about the exit of Russia and the entry of the USA: causes and effects about the Ludendorff Spring Offensive: theory, what happened and effects about the Hundred Days Offensive: what happened and effects about the end of the war: the armistice about the reasons for the defeat of Germany 	<p>Students will be able to:</p> <ul style="list-style-type: none"> use key words correctly (Cross-Curricular Link: Literacy) use their chronology skills: events of WWI (Cross-Curricular Link: Numeracy) <p>As the unit progresses, the students will be able to:</p> <ul style="list-style-type: none"> use inferential understanding and subject knowledge to support a statement analyse primary source material, evaluating its utility in terms of content and provenance demonstrate their knowledge and understanding of WWI in the Write an account style questions produce a piece of extended writing using PEE paragraphs, leading to a conclusion which analyses relative importance 	<ul style="list-style-type: none"> Abdicate Armistice Bolshevik Civilians Home Front The Hundred Days Offensive Hurricane bombardment Lusitania Mutiny Neutrality Russian Revolution Salient The Ludendorff Spring Offensive The Treaty of Brest-Litovsk The Treaty of Versailles Tsar Turnip Winter 	<ul style="list-style-type: none"> Home Front homework Kerboodle Quiz Knowledge Recall Test (TEAMS Tracker) Exam style questions (TEAMS Tracker)

History Intent Overview: Year 11 (America Expansion and Consolidation 1840-1895)

Unit	Key Knowledge	Key Skills	Key Vocabulary	Assessment
Expansion: opportunities and challenges	<p>Students will know:</p> <ul style="list-style-type: none"> ▪ • The geography of North America: Attitudes to the great American Desert, the belief in 'Manifest Destiny' • Why the early settlers went west and the challenges they faced; Brigham Young and the Mormons; the pioneer migrant farmers, the journey west; the miners • Dealing with a different culture: the Plains' Indians way of life; early American government policy towards the Plains Indians; the Permanent Indian Frontier; a changing relationship with the Plains Indians 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ use key words correctly (Cross-Curricular Link: Literacy) ▪ use their chronology skills (Cross-Curricular Link: Numeracy) <p>As the unit progresses, the students will be able to:</p> <ul style="list-style-type: none"> ▪ use inferential understanding to explain how opinions/interpretations differ ▪ use the provenance of opinions/interpretations to explain why they differ ▪ use their subject knowledge to test how convincing opinions/interpretations are ▪ demonstrate their knowledge and understanding in a structured answer ▪ explain the impact of an idea/event on the lives of people ▪ produce a piece of extended writing using PEE paragraphs, leading to a conclusion which analyses relative importance 	<p>Indigenous</p> <p>Native Great American desert Manifest Destiny Push/pull factor Migrate Mountain men Rocky Mountains Economic depression Oregon Trail Wagon train Mormon Polygamy Great Salt Lake Pioneer Settlers Gold Rush Prospecting Buffalo/bison Tipi Lakota Great Spirit</p>	<p>Kerboodle Quiz</p> <p>Knowledge Recall Test (TEAMS Tracker)</p> <p>Exam style questions (TEAMS Tracker)</p>
Conflict across America	<p>Students will know:</p> <ul style="list-style-type: none"> ▪ • Increasing conflict on the Plains: Fort Laramie Treaty (1851) and the failure of the policy of concentration; the Indian Wars (1862-67): reasons for and consequences of the Wars; Sand Creek Massacre; Fetterman's Trap • Background to the American Civil War: differences between north and south, issues of slavery, westward expansion, and free states abolitionism; breakdown of the Missouri Compromise, John Brown, roles of Lincoln and Jefferson Davies; social and economic impact of the American Civil War on civilian populations • Coming to terms with the Mormons: the Mountain Meadow Massacre and its aftermath. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ use key words correctly (Cross-Curricular Link: Literacy) ▪ use their chronology skills (Cross-Curricular Link: Numeracy) <p>As the unit progresses, the students will be able to:</p> <ul style="list-style-type: none"> ▪ use inferential understanding to explain how opinions/interpretations differ ▪ use the provenance of opinions/interpretations to explain why they differ ▪ use their subject knowledge to test how convincing opinions/interpretations are ▪ demonstrate their knowledge and understanding in a structured answer ▪ explain the impact of an idea/event on the lives of people 	<p>Treaty Civil war Negotiator Exterminator Reservation Annuity Bozeman Trail Secession Tariff Slave state Free state Republican Confederate Emancipation Conscription</p>	<p>Kerboodle Quiz</p> <p>Knowledge Recall Test (TEAMS Tracker)</p> <p>Exam style questions (TEAMS Tracker)</p>

		<ul style="list-style-type: none"> produce a piece of extended writing using PEE paragraphs, leading to a conclusion which analyses relative importance 		
Conflict across America	<p>Students will know:</p> <ul style="list-style-type: none"> The aftermath of the American Civil War: 13th Amendment; Civil Rights Act; reconstruction in the South, 1866-77; carpetbaggers; balance of Federal and State powers. The continued settlement of the west: the Homesteaders, reasons for going west; government actions and laws; land and railroads; farming problems and solutions. The resolution of 'the Indian problem' after 1865: the small reservations policy; attitudes to the native Americans; Battle of the Little Bighorn; The Dawes Act; Battle of Wounded Knee; the closing of the frontier and its impact on native Americans. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> use key words correctly (Cross-Curricular Link: Literacy) use their chronology skills (Cross-Curricular Link: Numeracy) <p>As the unit progresses, the students will be able to:</p> <ul style="list-style-type: none"> use inferential understanding to explain how opinions/interpretations differ use the provenance of opinions/interpretations to explain why they differ use their subject knowledge to test how convincing opinions/interpretations are demonstrate their knowledge and understanding in a structured answer explain the impact of an idea/event on the lives of people produce a piece of extended writing using PEE paragraphs, leading to a conclusion which analyses relative importance 	<p>Trans-continental railroad</p> <p>Homesteads</p> <p>Industrialisation</p> <p>Reconstruction</p> <p>Federal Amendment</p> <p>Civil rights</p> <p>Congress</p> <p>Black codes</p> <p>Ku Klux Klan</p> <p>White supremacist</p> <p>Carpetbagger</p> <p>Telegraph</p> <p>Sod</p> <p>Prairie</p> <p>Exoduster</p> <p>Cavalry</p> <p>Assimilation</p> <p>Ghost Dance</p>	<p>Kerboodle Quiz</p> <p>Knowledge Recall Test (TEAMS Tracker)</p> <p>Exam style questions (TEAMS Tracker)</p>