

Gatsby Benchmark 4

'Linking curriculum learning to careers'

Specific career content delivery and the promotion of employability skills

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| Curriculum area: | History |
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Year 7/8

| Autumn term | Spring term | Summer term |
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| <p style="text-align: center;"><u>Autumn 1- The Norman Conquest</u> <u>Autumn 2- Life in Medieval Times</u></p> <p>Communication- Pupils will have opportunities to communicate their thoughts and opinions on Anglo-Saxon and Norman England through writing and verbally throughout the topic.</p> <p>Organisation- Sorting tasks (e.g. Battle of Hastings) where pupils organise different causes for a result in battle and evaluate them in terms of relative importance.</p> <p>Leadership- Battle of Stamford Bridge & Hastings; designing/suggesting battle plans.</p> <p>Problem Solving- Feudal System: How can William show his control over England?</p> <p>Creativity- Black Death: Create a survival box to help people understand how to survive the Black Death in the Middle Ages.</p> | <p style="text-align: center;"><u>Spring 1- Tudor and Stuart England</u> <u>Spring 2- The Slave Trade and how it was abolished</u></p> <p>Communication- Pupils will have opportunities to communicate their thoughts and opinions on Tudor and Stuart England and the Slave Trade through writing and verbally, as well as various events and people throughout the topic.</p> <p>Organisation- Sorting tasks (e.g. Causes of the Civil War) where pupils organise different causes into categories (religious, economic, political) and evaluate them in terms of relative importance.</p> <p>Leadership- Deciding how Charles I should be dealt with after the Civil War. Deciding how the Abolition Movement should act to achieve their goals.</p> <p>Problem Solving- Abolition Acts: How could the British government convince owners to give up their enslaved people?</p> | <p style="text-align: center;"><u>Summer 1- Women's Suffrage in Britain</u> <u>Summer 2- The First World War</u></p> <p>Communication- Pupils will have opportunities to communicate their thoughts and opinions on Women's Suffrage and the First World War through writing and verbally, as well as various events and people throughout the topic.</p> <p>Organisation- Sorting tasks (e.g. Causes of the First World War) where pupils organise different causes into categories (short-term vs long-term/military, imperial or alliances) and evaluate them in terms of relative importance.</p> <p>Leadership- Evaluating strategies of different nations during the First World War and suggesting alternatives which would have been more effective.</p> <p>Problem Solving- How could the Suffragists and Suffragettes generate attention for their movement? Should they rely more on peaceful or violent methods?</p> |

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| <p>Emotional Intelligence- Domesday Book & Harrying of the North: Why did the English people dislike William when he became King? How did they feel about his rule?</p> <p>Teamwork- Empress Matilda: Pupils work in groups and take turns to collect information on Matilda's war with Stephen from a poster.</p> <p>Numeracy & Literacy- Pupils can use statistical data to draw conclusions, and use extended writing/EPQs to practice and peer mark their responses to various questions.</p> | <p>Creativity- Mary Rose: pupils are given a budget and options to build a Tudor warship before taking it through a game to see if their ship survives the voyage.</p> <p>Emotional Intelligence- How did it feel for an enslaved person to be kidnapped, taken to America and auctioned? Why was plantation work so hard?</p> <p>Teamwork- Abolition Movement: How did abolitionists work together and combine their skills to achieve their goals?</p> <p>Numeracy & Literacy- Pupils can use statistical data to draw conclusions, and use extended writing/EPQs to practice and peer mark their responses to various questions.</p> | <p>Creativity- Creating posters or newspaper articles to gain attention for women's suffrage. Writing a speech to announce the end of WW1 to the public.</p> <p>Emotional Intelligence- What was it like for women in prison during the suffrage movement? How did it feel to experience life in the trenches of WW1?</p> <p>Teamwork- How did the Suffragists and Suffragettes work together towards a common goal? How did the Allies help each other during WW1?</p> <p>Numeracy & Literacy- Pupils can use statistical data to draw conclusions, and use extended writing/EPQs to practice and peer mark their responses to various questions.</p> |
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| Autumn term | Spring term | Summer term |
| <p><u>Autumn 1- Europe Between the World Wars</u> <u>Autumn 2- Causes of WW2</u></p> <p>Communication- Pupils will have opportunities to communicate their thoughts and opinions on issues such as Germany's treatment after WW1 and whether Appeasement was the right thing</p> | <p><u>Spring 1- The Second World War</u> <u>Spring 2- The Holocaust</u></p> <p>Communication- Pupils will have opportunities to communicate their thoughts and opinions on issues such as turning points in WW2 and the Nazis' treatment of minorities, as well as various events and people throughout the topic.</p> | <p><u>Summer 1- Migrant Experiences in Britain</u> <u>Summer 2- The Russian Revolution</u></p> <p>Communication- Pupils will have opportunities to communicate their thoughts and opinions on issues such as how migrants were treated in Britain, how the Tsars of Russia ran their</p> |

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| <p>to do through writing and verbally, as well as various events and people throughout the topic.</p> <p>Organisation- Sorting tasks (e.g. Why the League of Nations failed) where pupils organise different causes into categories (military, economic, the League's structure) and evaluate them in terms of relative importance.</p> <p>Leadership- What should Britain and France's leaders have done in the build-up to WW2? How should Germany be treated after WW1?</p> <p>Problem Solving- How could the League have solved the Manchuria and Abyssinia Crises? What could have been done about Hitler in the build-up to WW2?</p> <p>Creativity- Working together to create our own versions of treaties after WW1. Creating a storyboard to show why Turkey was treated differently to other nations.</p> <p>Emotional Intelligence- What was it like to live through the Great Depression? Why did people feel like dictators such as Hitler and Mussolini would solve their problems?</p> <p>Teamwork- Working together to create our own version of the Treaty of Versailles. Taking turns to collect information from a poster on the aims of the League of Nations.</p> | <p>Organisation- Sorting tasks (e.g. Whether or not Dunkirk was a success) where pupils evaluate different opinions and statistics before reaching a conclusion. Categorising different aspects of Nazi persecution (e.g. camps, anti-Semitic laws and violence) and evaluate them in terms of relative effect.</p> <p>Leadership- What should Britain and France's leaders have done in the build-up to WW2? How should Germany be treated after WW1?</p> <p>Problem Solving- Was there a way to defeat Japan without using the atomic bombs? Solving the Enigma Code.</p> <p>Creativity- How did people use the 1936 Olympics to protest against Hitler? How could the Allies have better dealt with Blitzkreig?</p> <p>Emotional Intelligence- What was it like for Jewish people and other groups in Nazi Germany and occupied Europe? What was the impact of persecution on the Nazis' victims?</p> <p>Teamwork- How did the British public work together during Dunkirk and the Battle of Britain? How did the team at Bletchley Park work together to discover the Enigma Code?</p> <p>Numeracy & Literacy- Pupils can use statistical data to draw conclusions, and use</p> | <p>country, and various other events and people throughout the topic.</p> <p>Organisation- Sorting tasks (e.g. Whether migrant experiences in Britain were positive or negative) where pupils evaluate different opinions and statistics before reaching a conclusion. Categorising different causes of the Russian Revolution (e.g. WW1, economic problems, Rasputin) and evaluating them in terms of relative effect.</p> <p>Leadership- Why was Nicholas II a bad leader for Russia? Why did his leadership lead to Russia struggling in WW1?</p> <p>Problem Solving- How could migrants be better integrated into British society and culture? How could the leaders after the Russian Revolution improve on Nicholas II's failures?</p> <p>Creativity- Writing postcards home as a member of the Windrush generation. How has the influence of migrants affected popular culture through music and television? How has this influence changed over time?</p> <p>Emotional Intelligence- How did it feel to be a migrant in Britain? What was life like for minorities in Britain before WW2? Why were people so angry at Tsar Nicholas II?</p> |
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| <p>Numeracy & Literacy- Pupils can use statistical data to draw conclusions, and use extended writing/EPQs to practice and peer mark their responses to various questions.</p> | <p>extended writing/EPQs to practice and peer mark their responses to various questions.</p> | <p>Teamwork- Working in groups to retrieve information from a poster (War Communism). Group debates on migrant experiences with a third pupil or member of staff listening to make a conclusion from the discussion.</p> <p>Numeracy & Literacy- Pupils can use statistical data to draw conclusions, and use extended writing/EPQs to practice and peer mark their responses to various questions.</p> |
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| Year 10 | | |
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| Autumn term | Spring term | Summer term |
| <p>Health and the People in Britain: Medieval, Renaissance and Industrial Medicine</p> <p>Communication- Pupils will have opportunities to communicate their thoughts and opinions on Health and the People in Britain, and various other events and people throughout the topic.</p> <p>Organisation- Sorting tasks (e.g. analysis of continuity and change or short-term & long-term impacts of new developments and discoveries) where pupils evaluate different opinions and statistics before reaching a conclusion. Categorising different factors affecting medicine (GATWICC) and evaluating them in terms of relative effect.</p> | <p>Spring 1- Health and the People in Britain: Modern Medicine</p> <p>Spring 2- Democracy and Dictatorship in Germany Section 1: The Growth of Democracy 1890-1929</p> <p>Communication- Pupils will have opportunities to communicate their thoughts and opinions on modern developments in Health and the People in Britain, and various other events and people throughout the topic. Verbal and written discussion of Germany under the Kaiser and early Weimar period.</p> <p>Organisation- Sorting tasks (e.g. whether or not the Kaiser's Germany was democratic, advantages and disadvantages of the NHS)</p> | <p>Summer 1- Germany in the Great Depression 1929-1934</p> <p>Summer 2- Germany under the Nazis 1933-1945</p> <p>Communication- Pupils will have opportunities to communicate their thoughts and opinions on Germans' experience during the Great Depression, the rise of the Nazi Party and what life was like in Nazi Germany, as well as various other events and people throughout the topic.</p> <p>Organisation- Sorting tasks (e.g. whether or not Nazi economic policies were successful) where pupils evaluate different opinions and statistics before reaching a conclusion. Categorising different reasons for Hitler's</p> |

Leadership- How did leaders like Andreas Vesalius and John Hunter inspire others to follow? How did Pasteur and Koch lead their research teams to make new discoveries.

Problem Solving- What could the government have done to improve public health? How could the three problems with surgery be solved? What needs to happen for people to better understand disease?

Creativity- Creating a guide to surviving the Black Death. Writing speeches to support/criticise doctors and scientists and their developments.

Emotional Intelligence- Why did people use religion and superstition to explain disease? Why were people so scared of the Black Death? Why did patients fear surgery in the 19th century? What was it like to live in towns and cities in Britain in the past?

Teamwork- Working together to collect information on Medieval Public Health from a poster. Group tasks on John Hunter and the Royal College of Surgeons.

Numeracy & Literacy- Pupils can use statistical data to draw conclusions, and use extended writing/EPQs to practice and peer mark their responses to various questions.

where pupils evaluate different opinions and statistics before reaching a conclusion. Categorising different impacts of WW1 on Germany (political, social, economic) to understand why Germany struggled in the 1920s.

Leadership- What qualities made the Kaiser a good/bad leader for Germany? Why was it important for Britain's government to create and develop a welfare state in 1906 and after WW2?

Problem Solving- What could the government do to improve the NHS? What problems do modern medicine and surgery still need to solve? Was the early response to COVID-19 effective? How could the Weimar Republic solve some of its early weaknesses?

Creativity- Drafting new laws/a constitution for Germany after WW1. Understanding the importance of art, culture and cinema in 1920s Germany.

Emotional Intelligence- How did German people feel about the Treaty of Versailles and the Weimar Republic? Was Rosalind Franklin treated fairly by her colleagues? Why do some people still prefer alternative treatments to professional/mainstream medicines?

Teamwork- Working together to collect information on the Munich Putsch from a

popularity (his tactics, the weaknesses of Weimar democracy, the Great Depression) to present arguments on why Hitler became chancellor.

Leadership- Why did the German people look up to Hitler? How did Hitler organise the Nazi Party in the 1920s? What were the weaknesses of the Weimar leadership? How did Nazi leadership lead Germany to ruin in WW2?

Problem Solving- Could Germany have dealt better with the Wall Street Crash/Great Depression? What problems did Hitler claim he was solving with his election promises? How did Hitler change the Nazi Party to make them more popular?

Creativity- How did the Nazis use symbolism and metaphors to make their propaganda more appealing? How did the Nazis control and influence art and culture in Germany?

Emotional Intelligence- How were different sections of society affected differently by Nazi policies? How did it feel to live in the Nazi police state? What was the impact of persecution on the Nazis' victims?

Teamwork- How did opposition groups work together to resist the Nazis? How did a lack of teamwork and cooperation lead to the failure of Weimar Germany? Working in groups to collect information from posters about the

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| | <p>poster. Group debates on the NHS and Britain's welfare state, or the Kaiser's implementation of Naval Laws in Germany.</p> <p>Numeracy & Literacy- Pupils can use statistical data to draw conclusions, and use extended writing/EPQs to practice and peer mark their responses to various questions.</p> | <p>Nazi Party in the 1920s and on different groups who were victims of Nazi persecution.</p> <p>Numeracy & Literacy- Pupils can use statistical data to draw conclusions, and use extended writing/EPQs to practice and peer mark their responses to various questions.</p> |
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| Year 11 | | |
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| Autumn term | Spring term | Summer term |
| <p>Elizabethan England: 1568-1603</p> <p>Communication- Pupils will have opportunities to communicate their thoughts and opinions on Elizabeth's court and parliament, her advisors, society during her reign and the strengths and weaknesses of her opposition, as well as various other events and people throughout the topic.</p> <p>Organisation- Sorting tasks (e.g. whether people supported or opposed the rise of the theatre) where pupils evaluate different opinions and statistics before reaching a conclusion. Categorising different reasons for Elizabeth's opposition failing (foreign influence, Elizabeth's Religious Settlement, lack of viable alternatives) to present arguments and assess why Elizabeth was able to defeat all threats to her power.</p> | <p><u>Spring 1-</u> Conflict & Tension in Europe: 1919-1939</p> <p><u>Spring 2-</u> Revision</p> <p>Communication- Pupils will have opportunities to communicate their thoughts and opinions on post-WW1 treaties, the League of Nations, the rise of dictatorships across Europe and the road to WW2, as well as various other events and people throughout the topic.</p> <p>Organisation- Sorting tasks (e.g. whether or not Appeasement was the right option in the 1930s) where pupils evaluate different opinions and statistics before reaching a conclusion. Categorising different types of punishments given to Germany by the Treaty of Versailles (land, army, money, blame) to present arguments and assess which punishments would have had the greatest impact on Germany.</p> | |

Leadership- How did Elizabeth rule England so effectively? What role did Elizabeth's advisors play in helping her rule England? How did Elizabeth ensure her people would be loyal to her?

Problem Solving- Creating solutions to poverty. Predicting how Elizabeth could/would deal with opposition. Explaining how Elizabeth dealt with the early problems she had upon becoming Queen (e.g. religion).

Creativity- How did Elizabethan art, theatre and culture contribute to England's "golden age"? What were the different ways Elizabethan nobility and gentry would show their wealth?

Emotional Intelligence- How was Elizabeth influenced by experiences in her childhood (e.g. her father and mother)? What were Elizabeth's thoughts and feelings on marriage? Why were most Catholics happy to live under a Protestant ruler like Elizabeth?

Teamwork- How well did Elizabeth work with her parliaments and privy councillors? How did Walsingham and Cecil work together to protect Elizabeth? How did Elizabeth unite England and ensure her subjects worked together against foreign threats?

Numeracy & Literacy- Pupils can use statistical data to draw conclusions, and use

Leadership- How did the 'Big Three' affect the Treaty of Versailles? Why did people look to dictators like Hitler and Mussolini in the 1930s? How did the actions of leaders like Hitler and Chamberlain lead to an increase in tension and WW2?

Problem Solving- Pupils explain how they would prioritise/solve issues in Europe in the aftermath of WW1. Solving issues and suggesting improvements to the structure of the League of Nations. Suggesting how Hitler could be dealt with in the lead-up to WW2.

Creativity- Pupils look at different agreements made in the 1920s and present their findings to others (group work or as individuals). Storyboarding events such as Remilitarisation of the Rhineland. Understanding contemporary newspaper sources, including political cartoons which may include complex imagery and metaphors.

Emotional Intelligence- How did different countries feel about the Treaty of Versailles? What was it like to live during the Great Depression? How did leaders like Hitler exploit their peoples' emotions? Why did everybody feel tense in the years leading towards WW2?

Teamwork- Did the peacemakers at Versailles work together? How effective was the League of Nations at encouraging international

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| <p>extended writing/EPQs to practice and peer mark their responses to various questions.</p> | <p>cooperation? Why did France and Britain struggle to work together against Hitler until 1939? Opportunities for group poster tasks (e.g. Aims of the League of Nations) and presentations (Who was responsible for WW2?)</p> <p>Numeracy & Literacy- Pupils can use statistical data to draw conclusions, and use extended writing/EPQs to practice and peer mark their responses to various questions.</p> | |
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