

Subject: History

	Half Term 1 (7 weeks – 10/11 lessons)	Half Term 2 (7 weeks – 10/11 lessons)	Half Term 3 (6 weeks – 9 lessons)	Half Term 4 (6 weeks – 9 lessons)	Half Term 5 (6 weeks - 9 lessons)	Half Term 6 (7 weeks 10/11 lessons)
7	<p><b>What is my history and the history of my city? (7 Lessons)</b></p> <ol style="list-style-type: none"> <li>Expectations and genealogy (with some history skills incorporated)</li> <li>Source skills -</li> <li>Hull – the history of a city fighting the odds; Hull and the Civil War</li> <li>Hull – the history of a city fighting the odds; Key individuals in the history of the city</li> <li>Hull – the history of a city fighting the odds; Hull and the Blitz.</li> <li>Hull – the history of a city fighting the odds; The Headscarf Revolutionaries</li> <li>Baseline Assessment – historical skills and knowledge based on a study of their city.</li> </ol> <p><b>Why is 1066 so important? (7 lessons)</b></p> <ol style="list-style-type: none"> <li>Life before 1066</li> <li>Anglo-Saxon England</li> <li>Contenders to the Throne</li> </ol>	<ol style="list-style-type: none"> <li>The Battle of Stamford Bridge</li> <li>The Battle of Hastings</li> <li>Why William Won</li> <li>Extended writing piece – assessment/purple zone</li> </ol> <p><b>How did the Normans transform England? (8 Lessons)</b></p> <ol style="list-style-type: none"> <li>Feudal System</li> <li>Domesday Book including a study of the region from the book</li> <li>Harrying of the North</li> <li>Motte and Bailey Castles</li> <li>Development of Castles</li> <li>Case study of Clifford’s Tower</li> </ol>	<ol style="list-style-type: none"> <li>Lesson set aside for Castle Projects and feedback</li> <li>TCAT Assessment(?)</li> </ol> <p><b>What changes were there to the church, state and society in Medieval England? (8 lessons)</b></p> <ol style="list-style-type: none"> <li>Medieval Religion – including St. Mary’s in Hull</li> <li>Religious War</li> <li>What was life like in Medieval England? King John and Magna Carta.</li> <li>Henry II and Thomas Beckett.</li> <li>King Medieval Kings have too much power?</li> <li>Black Death causes</li> <li>Black Death consequences</li> </ol>	<ol style="list-style-type: none"> <li>Assessment – Black Death</li> </ol> <p><b>Why was there inter-religious conflict in the medieval period? (9 lessons)</b></p> <ol style="list-style-type: none"> <li>The Islamic Golden Age</li> <li>Achievements of the Islamic Age</li> <li>How influential was the Medieval Islamic world?</li> <li>On Crusades</li> <li>Richard the Lionheart and Saladin</li> <li>Why did Christians go on Crusades?</li> <li>Medieval Women</li> <li>Medieval Jews</li> </ol>	<ol style="list-style-type: none"> <li>How tolerant were Medieval Christians?</li> </ol> <p><b>Were the Tudors Terrible? (1 lessons)</b></p> <ol style="list-style-type: none"> <li>The War of the Roses</li> <li>Henry VIII</li> <li>Henry VIII wives</li> <li>Reformation</li> <li>Causes of the dissolution of the monasteries</li> <li>Consequences of the dissolution of the monasteries</li> <li>Did religious change in England from Catholic to Protestant make the country stronger?</li> <li>Edward VI and Mary I</li> </ol>	<ol style="list-style-type: none"> <li>Elizabeth I</li> <li>Elizabeth I and the world – including her treatment of the Blackmoors.</li> <li>Assessment: Which Tudor monarch was the most controversial?</li> </ol> <p><b>War, Revolution and plague – what made the C17th so turbulent? (8 lessons)</b></p> <p>This may have to be shortened due to lesson allocation and extra curricular activities in the final weeks.</p> <ol style="list-style-type: none"> <li>Charles I</li> <li>Origins of the Civil War</li> <li>Why did the Parliamentarians win?</li> <li>Was Charles I Execution fair?</li> <li>The Great Plague 1665 and The Great Fire of London 1666</li> <li>The Glorious Revolution 1668</li> <li>Why did society, state and religion change after the Civil War?</li> <li>End of year assessment</li> </ol>
	Skill development 1. Chronological Understanding 6. Interpretations	Skill development 2. Cause and consequence 3. Similarity and Difference	Skill development 4. Evidential Inquiry (Thomas Becket) 5. Significance (Castles and Black Death)	Skill development 2. Cause and Consequence	Skill development 3. Similarity and Difference 5. Significance	Skill development 5. Significance
	Assessment Baseline skills assessment	Extended writing/Purple Zone– Why did William with the Battle of Hastings?	Castles Project TCAT Assessment Black Death Assessment	Purple zone: How tolerant were Medieval Christians?	Purple Zone: Did religious change in England from Catholic to Protestant make the country stronger?	<b>End of Year 7 Assessment</b>
8	<p><b>What was the impact of slavery on the world? (18 lessons)</b></p> <ol style="list-style-type: none"> <li>Africa before the Slave Trade</li> <li>The origins of the Slave Trade</li> <li>How did the Slave Trade evolve?</li> <li>Triangular Trade</li> <li>Conditions on the middle passage</li> <li>How were Africans sold into slavery?</li> <li>Slave Auctions</li> <li>Life on plantations</li> <li>What was life like for slaves?</li> </ol>	<ol style="list-style-type: none"> <li>How effective was Slave Resistance?</li> <li>Why was the slave trade important to the development of British Towns and Cities?</li> <li>What was the impact of the slave trade on Industry and Britain?</li> <li>Why was there opposition to slavery?</li> <li>William Wilberforce</li> <li>How was slavery abolished in Britain?</li> <li>Modern day slavery</li> </ol>	<ol style="list-style-type: none"> <li>Why was there tension between Britain and her American colonies by 1774?</li> <li>Why did the American colonies win the war of Independence?</li> <li>Life before 1750 in Britain</li> <li>The Domestic system</li> <li>Jobs in the Industrial Revolution</li> <li>Child Labour</li> <li>What was it like to work during the Industrial revolution?</li> <li>Transport before 1750</li> <li>Why were the railways important?</li> </ol>	<ol style="list-style-type: none"> <li>How did transport develop during the IR?</li> <li>Living conditions in the Industrial cities</li> <li>What was life like in Hull c.1800?</li> <li>16-17. Assessment and feedback</li> </ol> <p><b>Why should the Great War be remembered? (13 lessons)</b></p> <ol style="list-style-type: none"> <li>Introduction</li> <li>What was Europe like before 1914?</li> <li>Long-term causes</li> <li>Short Term Cause (Sarajevo)</li> </ol>	<ol style="list-style-type: none"> <li>Recruitment – did people volunteer to fight?</li> <li>Local case study – Hull Pals</li> <li>Black and Asian soldiers</li> <li>Did all people support the war?</li> <li>The trenches – including conditions and medicine.</li> <li>What weapons were used in WW1?</li> <li>The Battle of the Somme and Douglas Haig – Lions led by Donkeys?</li> <li>Assessment</li> </ol>	<p><b>Why did women get the vote? (10 lessons)</b></p> <ol style="list-style-type: none"> <li>Why were women important in Victorian Britain?</li> <li>What change did women want and why?</li> <li>The Suffragists</li> <li>The Suffragettes – including Mary Murdoch and the organization in Hull.</li> <li>Emily Davison – did she plan on killing herself?</li> <li>The Cat and Mouse Act</li> <li>Opposition to votes for women</li> </ol>

	10 Slave resistance 11. Haiti	18. Assessment and feedback. Summary of slavery.  <b>An age of revolution, 1745 to 1901 – did Britain grow or decline?</b>  1. Why did Britain develop an empire? 2. Why did the American colonies expand after 1713? 3. Why was the French-Indian War important to the American colonies?		5. Who was to blame for the Great war?		8. Women in WW1 – at home and on the front line 9. Why did women get the vote in 1918? 10. Assessment
	Skill development 6. Evidential enquiry 7. Significance 8. Interpretations	2. Cause and consequence 3. Similarity and Difference	2. Cause and consequence 3. Similarity and Difference 5. Significance	1. Chronological understanding 2. Cause and Consequence 4. Evidential enquiry 5. Significance	1. Chronological understanding 2. Cause and Consequence 5. Significance	4. Evidential enquiry 5. Significance 6. Interpretations
	Extended Writing: What was Africa like before the Slave trade? What was life like for slaves?	Slavery assessment	Extended writing: Why did the American colonies win the war of Independence?	IR assessment	WW1 Assessment	End of year 9 Assessment
9	<b>How was Russia turned upside down in the C20th? (11 lessons)</b>  1. What was life like in Tsarist Russia before 1905? 2. Why was there an attempted revolution in 1905? 3. Why did Russia go to war in 1914? 4. What was the impact of WW1 on Russia? 5. Why was there a revolution in Russia in 1917? 6. Why did the provisional government fail? 7. Why did the Bolsheviks win the Civil War, 1918-1921? 8. What was the power struggle after Lenin's death? 9. Why was terror important in the 1930s? 10. Why was propaganda and censorship so important to Stalin? 11. What was it like to live in the Soviet Union?	<b>Why was the Great War not actually the 'war to end all wars'? (23 lessons)</b>  1. Treaty of Versailles 2. Life in Weimar Germany 3. Who was Hitler? 4. Early years of the Nazis and how they rose to power 5-6. Life in Nazi Germany – including for women and children. 7. Initial reaction to WW2 in Britain 8. Why was evacuation important? Hull Evacuees 9. What was life like as an Evacuee? 10. Life on the Home Front 11. The London Blitz	12. Impact of the war in Hull 13. Women and the War 14. German reaction to war in 1939 15. Opposition to war in Germany 16. Stalingrad 17. Dunkirk 18. Battle of Britain 19. D-Day 20. Hiroshima	21. Why did Germany lose WW2? 22. Which of the TP of WW2 was most significant? 23. What happened to Germany after WW2?  <b>How and why could the Holocaust happen? (7 lessons)</b>  1. Medieval origins of Jewish persecution 2. What was life like for Jews before 1933? 3. Nazi racial beliefs 4. Anti Jewish Laws 5. Kristallnacht 6. The Final solution 7. Liberation	<b>How have minorities been treated in the UK since 1945? (6 lessons)</b>  1. Attitudes towards Homosexuality in 1945 2. Why was there a Windrush generation? 3. Attitudes towards Immigration and the LGBTQ+ community in the 1950 and 1960s in. Stonewall/Nottinghill – round the room lesson 4. Why was there a growth in immigration in the 1960s and 1970s? 5. What obstacles did the LGBTQ+ community face in the 1980s and 1990s? 6. what are the attitudes of contemporary movements to minority issues and cancel culture? 7. Why does Hull celebrate Pride in June?	<b>Why was there a Cold War?</b> (up to ten lessons – first GCSE unit to be completed). 1. How did the Cold war start? 2-3. How did the Grand Alliance unravel? 4. What was the impact of the Truman Doctrine and Marshall Aid? 5-6. What was the Berlin Crisis in 1948? 7. What was the significance of the arms race? 8. What happened in Hungary in 1956? 9. Skills – narrative accounts and consequence question 10-11. Assessment and Feedback.

	9. Chronological understanding 10. Cause and Consequence 11. Significance	1.Chronological understanding 2.Cause and Consequence 4.Evidential enquiry	3.Similarity and difference 5.Significance 6. Interpretations	2.Cause and Consequence 3.Similarity and difference 4.Evidential enquiry	1.Chronological understanding 5.Significance 6. Interpretations	2.Cause and Consequence 3.Similarity and difference 5.Significance 6. Interpretations
	Extended writing/Purple Zone: what was the impact of WW1 on Russia? What was it like to live in the Soviet Union?	Sources PZ on life in Nazi Germany	Sources PZ on evacuation using primary sources from Hull	Extended writing/PZ: Which of the events studied proved the biggest Turning point in WW2?		End of year 9 assessment PZ 'Do Black lives matter?'
10	Superpower relations.  1. Retrieval lesson 2-3. Berlin 4-5. Cuba 6.Regan and the 2 <sup>nd</sup> Cold War 7. Gorbachev 8. Summits and narrative accounts. 9. End of Soviet hold on Eastern Europe. 10. Assessment 11. Feedback and intro to A/S Society 1-3. Anglo-Saxon England 4-5. The Godwin Family. 6.Assessment 7. Feedback and succession crisis	Anglo-Saxons.  8. Succession Crisis 9. Gate Fulford and Stamford Bridge. 10-11. Hastings 12. Assessment 13. Feedback and submission of the Earls. 14. Marcher Earldoms and castle building 15-16. Anglo-Saxon resistance 17. Harrying of the North. 17. Changes in Landownership 19. Maintaining Royal power 21. Revolt of the Earls 1075 22. Assessment 23. Feedback and feudalism 24. Feudalism	25-26. The Church in Norman England 27-28. Normanisation of Government Domesday 29. Norman Aristocracy 30. Bishop Odo 31. William and his sons 32 Assessment 33. Feedback and intro to Medicine  Medicine  1-2.Causes of illness in Middle Ages 3-5. Prevention and Treatment in the Middle Ages 6-7. Black Death case study	8.Assessment 9. Feedback and intro to Renaissance 10-12. Causes of Illness in Renaissance 13-14. Prevention and treatment in Renaissance 15. Vesalius 16. Harvey 17. Great Plague 18. Assessment 19. Feedback and intro to IR 20-21. Causes of disease – Pasteur and Koch 22-25. Prevention and treatment	26. Jenner 27. Case study – Cholera 28. assessment 29. Feedback and intro to C20th 30-31. Causes of disease 32. Penicillin 33-34. Prevention and treatment 35. Case study – Lung cancer 36. Assessment 37. Feedback and summaries.  (time has been built in to this to allow for missed lessons due to exams etc. hence it looks like the final half term is free. Its not).	
	1.	Skill development 1. Chronological understanding 2. Cause and Consequence 3. Similarity and difference 4. Evidential enquiry 5. Significance	Skill development 6. Chronological understanding 7. Cause and Consequence 8. Similarity and difference 9. Evidential enquiry 10. Significance	1. Chronological understanding 2. Cause and Consequence 3. Similarity and difference 4. Evidential enquiry 5. Significance	1. Chronological understanding 2. Cause and Consequence 3. Similarity and difference 4. Evidential enquiry 5. Significance	
		Mediaeval and Renaissance Medicine Assessment	Industrial Medicine Assessment Seneca Learning homework test	Modern Medicine Assessment WW1 Assessment Potential for extra PPE in class exam for Paper 1 practice	Sources assessment for paper one	
11	WW1 in the Trenches	10.Little Rock	1.intro to Vietnam			

	<p>1-2. Trenches (context and British sector)</p> <ol style="list-style-type: none"> <li>2. Battles</li> <li>3. Wounds and injuries</li> <li>4. RAMC and FANY</li> <li>5. Significance for surgery and medicine</li> <li>6. Brain Surgery and Plastic Surgery</li> <li>7. Exam practice</li> <li>8. Exam practice</li> </ol> <p>USA 1964-75 – Conflict at home and abroad</p> <ol style="list-style-type: none"> <li>1. Segregation and discrimination</li> <li>2. African Americans in WW2</li> <li>3. US political system</li> <li>4-5. Civil Rights organizations.</li> <li>6. Emmett Till</li> <li>7. Dixiecrats</li> <li>8-9. Brown V Topeka</li> </ol>	<ol style="list-style-type: none"> <li>11. Assessment</li> <li>12. Feedback and Bus Boycott</li> <li>13. Boycott</li> <li>14. Boycott and King; CR Act 1957</li> <li>15. Greensboro</li> <li>16. Freedom riders</li> <li>17. James Meredith</li> <li>18. Birmingham</li> <li>19. March on Washington</li> <li>20. Freedom Summer</li> <li>21. Selma</li> <li>22. CRA; VRA and role of presidents</li> <li>23. Malcom X</li> <li>24. Black power and Black Panthers</li> <li>25. Race Riots and Kerner</li> <li>26. MLK in the North</li> </ol>	<ol style="list-style-type: none"> <li>2. Eisenhower</li> <li>3-4. Kennedy and Johnson</li> <li>5-6. US and Vietcong tactics</li> <li>7-8. Nixon</li> <li>9-10. Opposition to the war</li> <li>11. Support for the war</li> <li>12-13. End of the war</li> <li>14. US Failure in Vietnam</li> </ol> <p>Revision with whatever time is left.</p>			
	<p>Skill development</p> <ol style="list-style-type: none"> <li>1. Chronological understanding</li> <li>2. Cause and Consequence</li> <li>3. Similarity and difference</li> <li>4. Evidential enquiry</li> <li>5. Significance</li> <li>6. Interpretations</li> </ol>	<ol style="list-style-type: none"> <li>1. Chronological understanding</li> <li>2. Cause and Consequence</li> <li>3. Similarity and difference</li> <li>4. Evidential enquiry</li> <li>5. Significance</li> <li>6. Interpretations</li> </ol>	<ol style="list-style-type: none"> <li>1. Chronological understanding</li> <li>2. Cause and Consequence</li> <li>3. Similarity and difference</li> <li>4. Evidential enquiry</li> <li>5. Significance</li> <li>6. Interpretations</li> </ol>	<ol style="list-style-type: none"> <li>1. Chronological understanding</li> <li>2. Cause and Consequence</li> <li>3. Similarity and difference</li> <li>4. Evidential enquiry</li> <li>5. Significance</li> <li>6. Interpretations</li> </ol>		
	<p>Assessment</p> <p>Civil Rights Assessment 1</p>	<p><b>PPE Paper 2 FULL Exam</b></p> <p>Civil Rights Assessment 2</p>	<p>Vietnam Assessment 1</p> <p>Seneca Learning homework task</p>	<p><b>PPE Paper 3 Exam</b></p> <p>Vietnam Interpretations <b>PURPLE ZONE</b></p>	<p>Optional practice papers set in class/hmwk.</p> <p>Walking Talking Mocks.</p> <p>Seneca Learning Revision</p>	
12	<p>Tudors - Henry VII. Key content:</p> <ul style="list-style-type: none"> <li>• Introduction to course and background (war of the Roses)</li> <li>• How did Henry Tudor become king?</li> <li>• Character of Henry</li> <li>• Aims of Henry</li> <li>• Political opposition</li> <li>• Government - including bonds and recognizances, financial controls, Empsom and Dudley, control of the Nobility</li> <li>• Foreign policy and marriages of children (also potential remarriage)</li> </ul> <p>Germany</p> <ul style="list-style-type: none"> <li>• Impact of WW1 on Germany</li> <li>• Versailles</li> </ul>	<p>Tudors - Henry VII. Key content:</p> <ul style="list-style-type: none"> <li>• Securing the succession</li> <li>• English society</li> <li>• Social discontent and rebellion (Cornish and Yorkshire rebellions plus pretenders to the throne e.g. Perkin Warbeck)</li> <li>• Economic development</li> <li>• Evaluation of Henry's competency</li> <li>• Religion and its role in society, including the beginnings of Humanism and the European renaissance</li> </ul> <p>Germany</p> <ul style="list-style-type: none"> <li>• Economic, social and political problems 1919-1924</li> </ul>	<p>Tudors - Henry VIII. Key content:</p> <ul style="list-style-type: none"> <li>• Character and aims of Henry VIII</li> <li>• Government (royal councils vs. key ministers, Wolsey and Cromwell)</li> <li>• The great matter</li> <li>• Foreign policy including War with France, Treaty of London, Field of the cloth of gold, Battle of Pavia, impact of Great Matter, later foreign policy up to Solway Moss</li> </ul> <p>Germany</p> <ul style="list-style-type: none"> <li>• Social, cultural and political developments in Germany 1924-28</li> <li>• Germany's international position 1924-28</li> </ul>	<p>Tudors Henry VIII. Key content:</p> <ul style="list-style-type: none"> <li>• economic development - including relationship with the nobility and influence of ministers</li> <li>• Renaissance ideas and their influence</li> <li>• Reform of the church - development of Protestantism, use of parliament (linking to government under Cromwell)</li> <li>• Reaction to reform (Lincolnshire Rising, Pilgrimage of Grace, Cumberland rising)</li> <li>• Society under Henry VIII</li> </ul> <p>Germany</p> <ul style="list-style-type: none"> <li>• Wall Street Crash and Depression</li> <li>• Appeal of Nazism and Communism</li> </ul>	<p>Tudors - Henry VIII/Revision</p> <p>Germany</p> <ul style="list-style-type: none"> <li>• Appointment of Hitler as Chancellor</li> </ul>	<p>Civil Rights Coursework</p>

		<ul style="list-style-type: none"> <li>The economy in the golden age 1924-1928</li> </ul>			<ul style="list-style-type: none"> <li>Establishment of Nazi dictatorship and final consolidation of power</li> </ul>	
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	Assessment					
13	Tudors - Mid Tudor "Crisis" Edward and Mary. Key Content: <ul style="list-style-type: none"> <li>Recap of situation at time of Edward's coronation</li> <li>Role of Northumberland and Somerset</li> <li>Religious change under Edward and the development of Protestantism</li> <li>Economic changes and the effect of change</li> <li>Kett Rebellion</li> <li>Western Rebellion</li> </ul>	Tudors - Mid Tudor "Crisis" Edward and Mary. Key Content: <ul style="list-style-type: none"> <li>Mary and her ministers</li> <li>Wyatt's Rebellion</li> <li>Religion under Mary and the extent to which England reverted to Catholicism</li> <li>Economy under Mary</li> <li>Discussion of Key Themes and link back to key content from last year to show change and continuity.</li> <li>Was there a mid Tudor crisis?</li> </ul> Germany <ul style="list-style-type: none"> <li>Nazi Terror state</li> <li>Economic policies</li> <li>Nazi social policies</li> </ul>	Tudors - Elizabeth. Key Content: <ul style="list-style-type: none"> <li>Elizabeth I - character</li> <li>early Elizabethan aims - link back to mid Tudor crisis.</li> <li>Impact of economic developments in the early years</li> <li>The religious settlement and the impact</li> <li>Government under Elizabeth looking at privy and presence chamber and role of Parliament</li> </ul> Germany <ul style="list-style-type: none"> <li>Radicalization of the state</li> <li>Jewish policy 1933-37</li> <li>Anti-Semitism 1938-40</li> <li>Jewish Policy 1940-41</li> </ul>	Tudors - Elizabeth. Key Content: <ul style="list-style-type: none"> <li>Factional Rivalry</li> <li>Succession and the marriage issue</li> <li>Mary Queen of Scots</li> <li>Relations with Spain including Sea Beggars</li> <li>Spanish Armada</li> <li>Foreign relations with Netherlands and France</li> <li>Society in England including: poverty, rebellions (Oxfordshire and Northern)</li> </ul> Germany <ul style="list-style-type: none"> <li>Final Solution</li> <li>Impact of war on Germany</li> <li>War economy</li> </ul>	Tudors - Elizabeth/Revision Key content: <ul style="list-style-type: none"> <li>Later economic developments including: trade and depression</li> <li>Religion - recap Religious settlement and look at Puritanism vs Catholicism</li> <li>The Renaissance - art, literature and music</li> <li>Politics/Society/Economy recap</li> </ul> Germany <ul style="list-style-type: none"> <li>Opposition and resistance in wartime</li> <li>Revision</li> </ul>	
	Skill development 1. Chronological understanding 2. Cause and Consequence 3. Similarity and difference 4. Evidential enquiry 5. Significance 6. Interpretations	Skill development 1. Chronological understanding 2. Cause and Consequence 3. Similarity and difference 4. Evidential enquiry 5. Significance 6. Interpretations	Skill development 1. Chronological understanding 2. Cause and Consequence 3. Similarity and difference 4. Evidential enquiry 5. Significance 6. Interpretations	Skill development 1. Chronological understanding 2. Cause and Consequence 3. Similarity and difference 4. Evidential enquiry 5. Significance 6. Interpretations	Skill development 1. Chronological understanding 2. Cause and Consequence 3. Similarity and difference 4. Evidential enquiry 5. Significance 6. Interpretations	
	Assessment					

**Subject: Classical Civilisation**

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
9						

	Skill development					
	Assessment					
10						
	Skill development					
	Assessment					
11						
	Skill development					
	Assessment					
12	<p><b>World of the Hero - The Odyssey</b> (two key texts are studied in this module, one in yr 12, one in yr 13) Key Content: 1. Trojan War background 2. Greek Gods 3. Read books 1-6 of the Odyssey look at themes of: scene setting, xenia, characterisation of Odysseus, Telemachus, Penelope, the Gods, divine interventions, similes.</p> <p><b>Greek Theatre - Oedipus Rex</b></p> <p>1. Classics in Hull 2. Greek Theatre Buildings 3. Nature of tragedy 4. City Dionysia 5. Costumes, masks etc 6. Visual representations of tragedy 7. Oedipus Rex - begin reading</p>	<p><b>World of the Hero - The Odyssey</b> Key Content: 1. Read books 7-12 and look at the themes of: continued characterisation of Odysseus, the crew, women, similes, narrative and why the book is structured this way. Further discussion of the nature of oral poetry, kleos (Cyclops episode)</p> <p><b>Greek Theatre - Oedipus Rex/Bacchae</b></p> <p>8. Continue reading Oedipus rex looking at: Prologue/Parados, episodes 1-4, role of the Chorus, Characterisation of Oedipus, Jocasta, Creon. Role of the Gods, Sophocles and his views in the play, role of fate</p> <p>9. Compare Oedipus Rex to Euripides' Bacchae. Different context to be covered, including myth of Dionysus and his family</p>	<p><b>World of the Hero - The Odyssey</b> Key Content: 1. Read books 13-18 and look at themes of: Nostos, Characterisation of Telemachus, the suitors, Penelope, Odysseus, Servants and slaves. Hubris, dramatic irony</p> <p><b>Greek Theatre - Bacchae</b></p> <p>10. Read the Bacchae and focus on: Role of the Chorus, Portrayal of Dionysus, Character of Pentheus, role of women (Agave), deus ex machina,</p>	<p><b>World of the Hero - The Odyssey</b> Key Content: 1. Read books 18-24 and look at the themes of: Nostos, Characterisation of Telemachus, the suitors, Penelope, Odysseus, Servants and slaves. Hubris, dramatic irony - particularly with the suitors. Role of women in the Odyssey</p> <p><b>Greek Theatre - Bacchae/Frogs</b></p> <p>11. Comparisons and summaries of both tragedies - what questions could be asked and how to answer. Expert sources discussed. Recap of vases and check on examination of these.</p> <p>12. Old vs New Comedy 13. Who was Aristophanes? 14. Political context of Frogs 15. Begin reading Frogs (complete first half before Easter)</p>	<p><b>World of the Hero - The Odyssey</b> Key content: 1. Go through scholarly views of the Odyssey. 2. Practice 30 mark questions using scholarly views 3. Revision of earlier books looking at recurrent themes.</p> <p><b>Greek Theatre - Frogs</b></p> <p>16. Continue to read Frogs looking at: Humour of Aristophanes, political, scatological, base, puns, visual etc. Character of Dionysus (comparisons to Bacchae)</p> <p>17. Greek Theatre Revision including rest of visual material recap.</p>	<p><b>World of the Hero - The Aeneid</b> Key Content: 1. Background of the Trojan war 2. Who was Aeneas? 3. Beginnings of Rome - beliefs and reality 4. Background of Augustan rule 5. Background of Virgil as a writer 6. Differences we expect to see in the text (oral vs written, propaganda and purpose)</p> <p><b>Love and Relationships</b></p> <p>TO BE COMPLETED</p>
	Skill development					
	Assessment	Ongoing tests in class on knowledge of the text 20 mark question set on "was Odysseus a good leader?" 10 mark "gobbet" set on book 9	PPE exams - questions on Oedipus Rex and first half of Odyssey in combined paper "Pentheus is a king who yields to the temptation	Ongoing tests in class on knowledge of the text 20 mark question set on role of women in the Odyssey and is the build up too prolonged 10 mark "gobbet" set on book 17	PPE Exams for WotH (half paper on the Odyssey) and Greek Theatre (full paper) Would Frogs be suitable for a modern play? 20 marks	

		How far should Oedipus as represented in the Oedipus Rex be regarded as an insolent tyrant who not only deserved but aggravated his own fate? 30 marks  Prepare for Jan exam	of power, commits hubris against man and god and is overtaken by catastrophe." 30 marks			
13	World of the Hero - The Aeneid (two key texts are studied in this module, one in yr 12, one in yr 13) Introduction to Roman epic and books 1-4  Love and Relationships 1. Attitudes to women, marriage and sex in Ancient Greece 2. Plato introduction 3. Symposium 4. Plato's Phaedrus 5. Plato's Laws	World of the Hero - The Aeneid Books 5-7  Love and Relationships 6. Plato's Republic 7. Introduction to Sappho 8. Sappho's poetry (set texts so needs reading and annotating carefully)	World of the Hero - The Aeneid Books 8-10  Love and Relationships 9. Attitudes to women, marriage and sex in Ancient Rome 10. Seneca	World of the Hero - The Aeneid Books 11, 12 and revision.  Love and Relationships 11. Ovid - Set text	World of the Hero - Revision  Love and Relationships and Greek Theatre revision	
	Skill development					
	Assessment					