

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
Autumn Half Term 1	<u>Medicine Through Time – The British sector of the Western Front</u> <ul style="list-style-type: none"> • Focus points. Using sources to help answer our questions • Arthurs service record. British involvement in the Western Front timeline • The Trench system of the Western Front • What was life like the trenches research task • The four key places in the British sector of the Western Front • The impact of the terrain on help for the wounded. 	Trenches knowledge test	During this unit pupils are introduced to a new unit of work, which builds on the themes from the previous unit’s work but with new knowledge. This unit (The British sector of the Western Front) also builds on topics studied by students in Y8.	Challenging texts activities used. Key word glossaries used at the start of each new topic with key words tests to check understanding. Discuss Arthur’s military service record source.
Autumn Half Term 2	<u>Medicine Through Time</u> <ul style="list-style-type: none"> • Illness and wounds in the trenches • The evacuation route. How affective was the evacuation route? • How would you follow up a source to find out more information? • The impact of the Western Front on medicine and surgery. 	N.O.P. ASSESSMENT: 8 Mark source Q 4 mark following up the sources Q	During this unit pupils are introduced to a new unit of work, which builds on the themes from the previous unit’s work but with new knowledge. This unit (The British sector of the Western Front) also builds on topics studied by students in Y8, and builds on the source work skills introduced in the previous half term.	Challenging text activities used. Paired oracy discussion, using talk tactics, on 4 mark source question before writing one.

<p>Spring</p> <p>Half</p> <p>Term 3</p>	<p><u>Early Elizabethan England</u> Queen, government and religion 1558 – 69.</p> <p>The development of Elizabeth’s government, the problems faced by Elizabeth during the early part of her reign and how she solved the problem of religion.</p>	<ul style="list-style-type: none"> • WW1 key knowledge test. • 16 mark GCSE exam question in exam conditions • 4 mark GCSE describe two features question. 	<p>This topic is the first topic on paper 2 of the GCSE exam. Students will have studied the reign of Elizabeth 1st in Y8. This unit will build on this. The paper also includes 12 and 16 mark GCSE questions that pupils also have to answer in the Medicine Through Time unit studied in Y9, so this unit of work builds on the skills acquired in that unit.</p>	<p>Each unit of work has a key word glossary list, this includes key vocabulary.</p> <p>Each unit has a series of exam questions which enables pupils to develop their writing skills for each of the types of exam questions. There are also writing frames available to support with the 12-mark and 16 mark questions that are withdrawn as the pupils become more confident with the techniques. Peer assessment discussion using exam feedback sheets.</p>
<p>Spring</p> <p>Half</p> <p>Term 4</p>	<p><u>Early Elizabethan England</u> Challenges to Elizabeth at home and abroad, including the threat from Mary Queen of Scots and the Spanish Armada. The age of exploration, the voyages of Drake and Raleigh, and how was Elizabethan society organised.</p>	<ul style="list-style-type: none"> • 12 mark ‘explain why’ GCSE question completed in exam conditions from memory • 16 mark GCSE exam question in exam conditions 	<p>This topic builds on the previous half term’s skills and knowledge and explores the challenges to Elizabeth’s throne.</p>	<p>Paired oracy talk on which of Elizabeth’s problems is the most urgent and why?</p> <p>Each unit has a series of exam questions which enables pupils to develop their writing skills for each of the types of exam questions. There are also writing frames available to support with the 12-mark and 16 mark questions that are withdrawn as the pupils become more confident with the techniques.</p>

<p>Summer Half Term 5</p>	<p><u><i>The American West</i></u> The lives of the Plains Indians, their beliefs and way of life. The early pioneers who moved west, the journey from East to West and the problems of living and farming on the great Plains.</p>	<ul style="list-style-type: none"> • 8 mark GCSE importance question x2 • 8 mark write a narrative account question 	<p>This topic will be new to the students; we haven't studied the Plains Indians at KS3 but pupils will further develop the skills they have acquired studying previous units.</p>	<p>Each unit of work has a key word glossary list, this includes key vocabulary. Each unit has a series of exam questions which enables pupils to develop their writing skills for each of the types of exam questions.</p>
<p>Summer Half Term 6</p>	<p><u><i>The American West</i></u> The building of the Transcontinental Railroad, The challenges of law and order in frontier towns and conflict between the white settlers and native Americans.</p>	<ul style="list-style-type: none"> • 8 mark GCSE importance question x2 • 8 mark write a narrative account question 	<p>This uses the knowledge acquired in the Half Term 5 and builds on it. Pupils must have an understanding of the tensions between the white settlers and Native Americans, and how the increasing expansion of white settlers territory threatened the livelihoods of the Native Americans before they can understand the content studied during this half term.</p>	<p>Each unit of work has a key word glossary list, this includes key vocabulary. Each unit has a series of exam questions which enables pupils to develop their writing skills for each of the types of exam questions. Oracy – narrative account task. Pupils verbally answer an 8 mark narrative account question in pairs and give their partners work a score out of 8.</p>