

Weimar and Nazi Germany, 1918-39
 4. Life in Nazi Germany, 1933-39. To examine Nazi policies towards women and the young. To explain how the Nazis affected the standard of living in Germany and how minority groups were persecuted.

Weimar and Nazi Germany, 1918-39
 2. Hitler's rise to power, 1919-39. To explain how the Nazi Party developed; to explain the causes and consequences of key events such as the Munich Putsch; to explain why support for the Nazi Party grew and how Hitler became Chancellor of Germany.

Medicine through time 1250-present day
 To examine causes, treatment and prevention of disease in:
 Medieval times – 1250-1500
 Renaissance times – 1500-1700
 Industrial period – 1700-1900
 Modern period – 1900-present day.

Early Elizabethan England, 1558-88
 3. Elizabethan society in the Age of Exploration, 1558-88. To examine what life was like in Elizabethan England.

Early Elizabethan England, 1558-88
 1. Queen, government and religion, 1558-69. To examine the problems Elizabeth faced when she became queen. To explore how Elizabeth tried to solve the issue of religion.

The American West, 1835-1895
 3. Conflicts and conquest, 1876-1895. To explore changes in farming, cattle industry and settlement. To examine why there was tension and conflict with Plains Indians. To examine how the Plains Indians way of life was destroyed.

Go to 6th Form to study:
 A-Level History
 A-Level Politics.
 Go to College
 Begin an apprenticeship

Weimar and Nazi Germany, 1918-39
 3. Nazi control and dictatorship, 1933-39. To explain how a dictatorship was created; how the Nazi Party controlled Germany; and to examine who opposed the Nazi Party.

Weimar and Nazi Germany, 1918-39
 1. The Weimar Republic 1918-29. To explore the origins of the Republic, the challenges it faced, and how German society changed.

British sector of the Western Front 1914-18: injuries, treatment and the trenches.
 To explore, through the use of sources, what conditions were like on the Western Front and how injuries were treated and how medicine progressed during WW1.

Early Elizabethan England, 1558-88
 2. Challenges to Elizabeth at home and abroad, 1569-88. To explore the plots and revolts at home as well as the challenges Elizabeth faced from Spain.

The American West, 1835-1895
 2. Development of the plains, 1862-1876. To examine the significance of the civil War and post-war reconstruction. To explore why the cattle industry grew. To explain the changes in the way of life for Plain Indians as a result of settlers.

Why was WWII a world war?
 A module exploring the causes of WWII and key events of the war including Dunkirk, Battle of Britain, the Blitz. To examine the role of soldiers from around the world in WWII.

How did WWII end?
 A module examining the events which culminated in the end of WWII: D-Day; bombing of Hiroshima and Nagasaki; VE day; Liberation and Rescue from Nazi rule, and VJ day.



How did life change during the inter-war years?
 A module studying the years after WWI including the Wall Street Crash, Great Depression and the rise of Hitler and the Nazi Party in Germany.

Was the Holocaust destined to happen?
 A module exploring how life changed for Jewish people in Germany as well as the escalation of persecution of minority groups.



How did people fight to gain equality in the USA?
 To explore key events of the American Civil Rights movements including Jim Crow Laws, Rosa Parks and the Greensborough sit ins

How did the Industrial Revolution change Britain?
 A module exploring the Industrial Revolution through the history of Derby looking at the Silk Mill, Arkwright Mills and Silk Mill lockout.

The American West, 1835-1895
 1. The early settlement of the West, 1835-1862. To describe what life was like on the Plains; to explain why people migrated to the Plains; to explain why there was tensions between Plains Indians and settlers.

What was Africa like before the Europeans arrived?
 A module looking at African Kingdoms, in particular the Kingdom of Mali

How did the British Empire change the lives of people in India?
 A module studying the reasons why countries wanted empires before a depth-study on the British Empire in India.

GCSE options

Why was WW1 a world war?
 A module exploring the causes of WWI, life on the Western Front and the contribution of soldiers from around the world to the war. Students also study how WWI ended.

How did the trans-Atlantic slave trade impact the lives of African people?
 A module exploring the impact of the Trans-Atlantic slave trade, following Olaudah Equiano's life from capture, the journey across the Atlantic, life as a slave, abolition and freedom.

Why was Elizabeth's reign a Golden Age?
 A module assessing the problems Elizabeth faced at the start of her reign. To describe what life was like in Elizabethan England. To explore why Elizabeth's reign was a Golden Age.

How did the Normans shape Britain?
 A module looking at how the Normans changed Britain and the consequences of their rule.

How did Tudor Monarchs change England?
 A module assessing the impact of Henry VIII, Edward VI and Mary 1 on England.

Why have people's attitudes to slavery changed over time?
 To explore changes in an aspect of social history. To discover events beyond living memory that are significant nationally or globally.



YEAR 7

What was medieval life like in Britain?
 A module studying the role the church played on medieval life; to explain the differences in urban and rural life; to describe the links Britain had with the wider world. To study the causes, treatment and consequences of the Black Death.



What was life like in Tudor England?
 A module studying the features of Tudor schools and crime. To describe the lifestyle of Black Tudors in England.

How did the Ancient Mayans live?
 To discover facts about the Mayan civilisation. To explain who the ancient Maya people were, when and where they lived.

How did the Ancient Greeks live?
 To develop a chronologically secure knowledge and understanding of world history. to explain who the ancient Greek's were, when and where they lived



What linked the village of Eyam and London in 1665?
 To study a place from a period beyond 1066 that is locally significant.

What impact did Viking invaders have on Britain?



What was life like for the Anglo-Saxons?



How is Benin important to the development of Africa?
 To describe and contrast a non-European society with British history.



Crime and Punishment

Local history study: Derby and the Industrial Revolution.

Anglo-Saxons Vs. Scots

Victorians



Florence Nightingale Vs. Mary Seacole



Why did people build castles?
 To develop an awareness of the past, using common words and phrases relating to the passing of time. To know where event studied fit in a chronological framework.

How did British people live in the Stone Age?



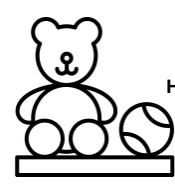
How did British people live in the Iron Age?



What was the impact of the Roman empire on Britain?



How have some people changed our lives for the better?
 To understand the lives of significant individuals in the past.



How have toys changed since my grandparents were born?
 To understand changes within living memory and how they reflect changes in national life.



Why do we celebrate Bonfire Night?
 To understand the lives of significant individuals in the past; to recall events beyond living memory that are significant nationally.

How did British people live in the Bronze Age?



How did Ancient Egyptians live?
 To develop a chronologically secure knowledge and understanding of world history. To establish narratives within and across periods. To learn about how the Egyptians lived.

All about me: What do I know about my family history?



KS1



How has the world changed over time?

EYFS

welcome