

## Year 10 Curriculum Overview Plan: History

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Key Theme:</b> <b>Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</b></p> <p>c1250–c1500: Medicine in Medieval England</p> <p>c1500–c1700: The Medical Renaissance in England</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Supernatural and religious explanations of the cause of disease. Rational explanations: the Theory of the Four Humours and the</p>	<p><b>Key Theme:</b> c1700–c1900: Medicine in Eighteenth and nineteenth-century Britain</p> <p>c1900–present: Medicine in Modern Britain</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur’s Germ Theory and Koch’s work on microbes. The extent of change in care and treatment: improvements in hospital care and the</p>	<p><b>Key Theme:</b> The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its construction and organisation, including frontline and support trenches. The use of mines at Hill 60 near Ypres and the</p>	<p><b>Key Theme:</b> <b>Early Elizabethan England, 1558–88</b></p> <p>Queen, government and religion, 1558–69</p> <p>Challenges to Elizabeth at home and abroad, 1569–88</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Elizabethan England in 1558: society and government. The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. Challenges at home and from abroad: the French threat, financial weaknesses.</p>	<p><b>Key Theme:</b> Elizabethan society in the Age of Exploration, 1558–88</p> <p><b>Weimar and Nazi Germany, 1918–39</b></p> <p>The Weimar Republic 1918–29</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Education in the home, schools and universities. Sport, pastimes and the theatre. The reasons for the increase in poverty and vagabondage during these years. The changing attitudes and policies towards the poor. Factors prompting exploration, including the impact of new technology on</p>	<p><b>Key Theme:</b> <b>Hitler’s rise to power, 1919–33</b></p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20. The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA. The reasons for, events and consequences of the Munich Putsch. Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and <i>Mein Kampf</i>. The Bamberg Conference of 1926. The growth of unemployment – its causes and impact. The failure of</p>

<p>miasma theory; the continuing influence in England of Hippocrates and Galen. Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies. New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500. Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.</p>	<p>influence of Nightingale. The impact of anaesthetics and antiseptics on surgery. New approaches to prevention: the development and use of vaccinations and the Public Health Act 1875. Key individual: Jenner and the development of vaccination. Fighting Cholera in London, 1854; attempts to prevent its spread; the significance of Snow and the Broad Street pump.</p> <p>Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.</p> <p>Improvements in diagnosis: the impact of the availability of</p>	<p>expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure. Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks. The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and</p>	<p>Religious divisions in England in 1558. Elizabeth's religious settlement (1559): its features and impact. The Church of England: its role in society. The nature and extent of the Puritan challenge. The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers. Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. Relations between Elizabeth and Mary, 1568–69.</p> <p>The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70. The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies. The reasons for, and</p>	<p>ships and sailing and the drive to expand trade. The reasons for, and significance of, Drake's circumnavigation of the globe. The significance of Raleigh and the attempted colonisation of Virginia. Reasons for the failure of Virginia.</p> <p>The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution. Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles. Challenges to the Republic from Left and Right: Spartacists,</p>	<p>successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA. Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</p> <p><b>Links to Prior Learning:</b></p> <p>Year 9 study of the Nazi Party and their growth and control. Ideas about politics and changing government. Democracy and the</p>
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<p>Continuity and change in explanations of the cause of disease and illness. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of ideas. Continuity in approaches to prevention, treatment and care in the community and in hospitals. Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius. Key individual: William Harvey and the discovery of the circulation of the blood. Dealing with the Great Plague in</p>	<p>blood tests, scans and monitors. The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals. New approaches to prevention: mass vaccinations and government lifestyle campaigns. Key individuals: Fleming, Florey and Chain's development of penicillin. The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.</p>	<p>field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras. The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai. The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and</p>	<p>significance of, Mary Queen of Scots' execution in 1587. Political and religious rivalry. Commercial rivalry. The New World, privateering and the significance of the activities of Drake. English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley. Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'. Spanish invasion plans. Reasons why Philip used the Spanish Armada. The reasons for, and consequences of, the English victory.</p> <p><b>Links to Prior Learning:</b> Tudor study in Year 7. Monarchy over time including previous study of heirs in the 1066 Y7 study.</p>	<p>Freikorps, the Kapp Putsch. The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact. Changes in the standard of living, including wages, housing, unemployment insurance. Changes in the position of women in work, politics and leisure. Cultural changes: developments in architecture, art and the cinema.</p>	<p>voting system. Year 8 study of voting rights.</p> <p><b>Key Assessment Pieces:</b> Full mock exam suite Papers 1-3.</p> <p><b>Tier 3 Vocabulary Vault:</b> Chancellor, President, Communism, Propaganda Key German words: NSDAP, Putsch, Reichstag, Lebensraum, SA, SS,</p> <p><b>Reading Exposure:</b> Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p>
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<p>London, 1665: approaches to treatment and attempts to prevent its spread.</p> <p><b>Links to Prior Learning:</b> Medieval Life studies in Y7 including social impacts of the Black Death. Study of religion and its importance.</p> <p>Study of the Tudor period and society at the time. Reformation. Key events within the Stuart period such as the Great Fire of London.</p> <p><b>Key Assessment Pieces:</b> Exam Questions 3-6. Comparison of the Medieval and Renaissance periods in relation to ideas about cause of</p>	<p><b>Links to Prior Learning:</b> Industrial Revolution study in year 8. John Snow and Cholera study as part of living conditions.</p> <p>Own understanding and knowledge of the NHS and medical available to them. Knowledge of the two world wars and the injuries sustained. Experience of education and Student Wellbeing as well as campaigns in school.</p> <p><b>Key Assessment Pieces:</b> Exam Questions 3-6. Comparison of the Medieval, Renaissance, Industrial Revolution and Modern periods in relation to ideas</p>	<p>developments in the storage of blood.</p> <p>Knowledge of national sources relevant to the period and issue, e.g. army records, national newspapers, government reports, medical articles. Knowledge of local sources relevant to the period and issue, e.g. personal accounts, photographs, hospital records, army statistics. Recognition of the strengths and weaknesses of different types of source for specific enquiries. Framing of questions relevant to the pursuit of a specific enquiry. Selection of appropriate sources for specific investigations.</p>	<p>Medieval religion. The Reformation and Catholic and Protestant division.</p> <p>Exploration and the foundations of the slave trade in Year 8.</p> <p><b>Key Assessment Pieces:</b> Exam Questions 1a, b, ci and cii.</p> <p><b>Tier 3 Vocabulary Vault:</b> Legitimacy, Heir, Succession, Papal, Puritan, Clergy, Persecution</p> <p>Trade, Commerce, Circumnavigation, Rivalry, Privateer, Revolt</p> <p><b>Reading Exposure:</b> Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p>	<p><b>Links to Prior Learning:</b> Exploration in Year 8 and Tudor study in Year 7. Comparison between modern pastimes, pursuits and poverty standards and Tudor times.</p> <p>Year 8 study of WWI and the Treaty of Versailles. Prior learning of government, monarchy and power struggles such as 1066, the English Civil War, and WWI.</p> <p><b>Key Assessment Pieces:</b> Exam Questions 1a, b, ci and cii</p> <p>Exam Questions 1-3d</p> <p><b>Tier 3 Vocabulary Vault:</b></p>	<p>Recall entry tasks, repeated styles of questioning to build confidence, recall of concepts from earlier years and units, revision homework for knowledge especially surrounding assessed pieces.</p>
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<p>disease and approaches to treatment and prevention.</p> <p><b>Tier 3 Vocabulary Vault:</b> Diagnosis, Symptom, Prescribe, Monarchy</p> <p>Miasma, Supernatural, Flagellation, Physician, Apothecary, Barber-Surgeon, Monastery, Bubo, Clergy, Medieval</p> <p>Circulatory, Respiratory, Scholar, Quarantine, Dissolution, Renaissance</p> <p><b>Reading Exposure:</b> Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p>	<p>about cause of disease and approaches to treatment and prevention.</p> <p><b>Tier 3 Vocabulary Vault:</b> Industrial Revolution, Vaccination, Antiseptic, Anaesthetic, Bacteriology, Microbe, Pasteurisation</p> <p>Genetics, Respiratory, Antibiotic</p> <p><b>Reading Exposure:</b> Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p>	<p><b>Links to Prior Learning:</b> WWI study in Y8. Knowledge of developments made in the period 1900-present as part of the main Medicine study.</p> <p><b>Key Assessment Pieces:</b> Exam Questions 1-2b.</p> <p><b>Tier 3 Vocabulary Vault:</b> Warfare, Shrapnel, Yeomanry, Casualty, Triage, Transfusion</p> <p><b>Reading Exposure:</b> Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills</b></p>	<p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Recall entry tasks, repeated styles of questioning to build confidence, recall of concepts from earlier years and units, revision homework for knowledge especially surrounding assessed pieces.</p>	<p>Vagabond, Guild, Patron, Galleon, Company</p> <p>Armistice, Abdicate, Republic, Constitution, Coup, Inflation, Occupation, Policy, Treaty</p> <p><b>Key German words:</b> Putsch, Reichstag, Kaiser</p> <p><b>Reading Exposure:</b> Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Recall entry tasks, repeated styles of questioning to build confidence, recall of concepts from earlier years and units, revision homework</p>	
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