

Holywell School Curriculum Overviews

Year 10 Curriculum Overview HISTORY Pearson Edexcel 601/8092/4

Curriculum Intent

History at Holywell aims to provide informative and educational lessons that follow the GCSE specification. Whilst the programmes of study are content—based and predominantly chronological, opportunities have been made for students to engage in independent learning and to partake in more active activities that allow them to reach and express personal opinions. These include debates, mock trials, hot seating, competitions, card-sort activities and more.

Student involvement in lessons is very important and lessons have paired, group and whole-class discussions and debates built in to try to engage pupils and encourage them to take an active role in their own learning.

How the students will be assessed

Students are assessed through three externally examined papers, each focusing on different historical themes and periods.

Paper 1: Thematic Study and Historic Environment – 1 hour 15 minute exam – 30% of the total grade

Paper 2: Period study and British Depth Study – 1 hour 45 minute exam – 40% of the total grade

Paper 3: Modern Depth Study – 1 hour 20 minute exam – 30% of the total grade

Term	Year 10	Year 11
Autumn term <u>Half term 1</u>	<u>MEDICINE IN BRITAIN 1250-PRESENT</u> By the end of the unit, students will have learned about: Medieval Medicine Cause and spread of disease -Supernatural and religious explanations Rational explanations: the Theory of the Four Humours and the miasma theory; influence of Galen. Prevention and treatment- religious actions, bloodletting and purging, purifying the air. Medical training: the role of the physician, apothecary and barber surgeon; the role of hospitals, care within the community and at home/herbal remedies. CASE STUDY: The Black Death, 1348–49; approaches to treatment and attempts to prevent its spread. The Renaissance Cause and spread of disease – scientific approaches inc. 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 and change in approaches to prevention, treatment and care in the community and in hospitals. Key individuals– improvements and influence – Vesalius and William Harvey	<u>THE AMERICAN WEST c.1835-1895</u> Development of the Plains 1872-1876 cont., Ranching and the cattle industry – why it grew, the roles of Iliff, McCoy and Goodnight, the significance of Abilene and of the increasing use of the railroad network. The changing role of the cowboy,- changes in ranching and relations between ranchers and homesteaders. Changes in way of life for Indigenous Peoples of the plains - impact of railroads, the cattle industry and gold , reservations and the second Fort Laramie Treaty (1868). Conflict on the Plains: Little Crow's War (1862) and the Sand Creek Massacre (1864), the significance of Red Cloud's War (1866–68). Later Developments 1876-1895 New farming methods – new technology, changes in the cattle industry (inc the winter of 1886–87), the end of the open range. Continued settlement: the Exoduster movement and Kansas (1879), the Oklahoma Land Rush of 1893. The closure of the 'Indian Frontier'. Conflict and tension – sheriffs, marshals and the significance of Billy the Kidd, Wyatt earp, the OK Corral (1881), the range wars including Johnson County War of

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	CASE STUDY: The Great Plague in London (1665): approaches to treatment and attempts to prevent its spread.	1892, conflict on the Plains, including the Battle of Little Big Horn (1876), its impact and the Wounded Knee Massacre (1890) Destroying the indigenous people's way of life - hunting and extermination of the buffalo, life on the reservations, changing government attitudes including the Dawes act (1887)
Evidence of learning	GCSE Assessment question: Explain why there was continuity in the way disease was treated in the period c.1500-c.1700. You may use the following in your answer: The Great Plague, attitudes in society. You must also use information of your own. [12 marks]	GCSE Assessment question: Write a narrative account analysing the events of the Indian Wars, 1862-1868. You may use the following in your answer: Little Crow's War [1862], the second Fort Laramie Treaty [1868]. You must also include information of your own. [8 marks]
Links to prior learning	Year 7 – medieval England - the Black Death Year 7 – Tudors and Stuarts - the dissolution of the monasteries Year 8 RE – Luther and the invention of the printing press	Year 8 – Industrial Revolution – transport revolution Year 9 – Indian Independence and the end of the British Empire – conflict with indigenous peoples
Links to future learning	Year 10: Medicine in Britain 1250-present AQA A Level history specification 7041/2	AQA A Level history specification 7041/2
Autumn term <u>Half term 2</u>	<u>MEDICINE IN BRITAIN 1250-PRESENT</u> 18 th and 19 th century Medicine Explanations of causes of diseases, including Pasteur's Germ Theory and Koch's work on microbes. Improvements in hospital care and the influence of Nightingale, anaesthetics and antiseptics on nursing and surgery New approaches to prevention: the development and use of vaccinations and the Public Health Act (1875). CASE STUDIES: Jenner and the development of vaccination. Fighting cholera in London (1854), Snow and the Broad Street pump. Modern Medicine Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health. Improvements in diagnosis: blood tests, scans and monitors. Improved care and treatment- role of NHS and science and technology: improved access to care; advances in medicines e.g. magic bullets and antibiotics;	<u>WEIMAR AND NAZI GERMANY 1918-1939</u> The Weimar Republic – 1918-1929 Origins of the Republic – political unrest, abdication of Kaiser and political unrest at the end of WW1, armistice – strengths and weaknesses of new Weimar constitution Early challenges to Weimar Republic 1919-1923 – Treaty of Versailles, challenges from Spartacists, Freikorps and Kapp Putsch, hyperinflation and the French occupation of the Ruhr The golden years 1924-1929 – Stresemann and economic recovery, the Rentenmark, the Dawes and Young Plans, American loans/investment, the Locarno Pact and joining the League of Nations Changes to society - standard of living, position of women in work, politics, leisure, architecture, art and the cinema. Hitler's Rise To Power 1919-1933 Hitler 1920-1922-joining the German Workers' Party, creating the Nazi Party and its 25 Point Programme, the role of the SA.

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	<p>high-tech medical and surgical treatment in hospitals. Mass vaccinations and government lifestyle campaigns. CASE STUDIES: Fleming, Florey and Chain's development of penicillin. The fight against lung cancer in the twenty-first century: the role of science, technology and government action.</p>	The Munich Putsch and the Nazi Party 1923-1928 – causes and consequences, Mein Kampf, lack of support, reorganisation and the Bamberg Conference (1926)
Evidence of learning	<p>GCSE Assessment question: "John Snow was the most significant individual in 18th and 19th century British medical history" How far do you agree? Explain your answer. You may use the following in your answer: Edward Jenner, Florence Nightingale. You must also use information of your own. [16 marks]</p>	Year 11 Mock examinations
Links to prior learning	<p>Year 7 – Medieval England – the Black Death Year 8 – Industrial Revolution – cholera, Chadwick and public health Year 8 RE – Florence Nightingale as a Christian campaigning for change</p>	The Inter War Years – Rise of dictators unit – Year 9
Links to future learning	<p>Injuries and treatment during WW1 trench warfare AQA A Level history specification 7041/2</p>	<p>Hitler's rise to power and Nazi Germany AQA A Level history specification 7041/2 Edexcel A Level history specification 9H10</p>
<p>Spring term Half term 3</p>	<p><u>THE BRITISH SECTOR OF THE WESTERN FRONT 1914-1918; INJURIES TREATMENT AND THE TRENCHES</u> The Western Front The creation of the Western Front Nature of war – Flanders, Ypres, Somme, Arras and Cambrai. Trench warfare - significance for medical treatment, terrain, problems of the transport and communications infrastructure. Western front injuries -. The nature of wounds from rifles and explosives, shrapnel, wound infection, head injuries, gas attacks, diseases caused by conditions in trenches Medical treatment on the Western Front. The work of the RAMC and nurses, stretcher bearers, horse and motor ambulances. aid post and field ambulance, dressing stations, casualty clearing station, base hospital and the underground hospital at Arras. Medical advances including the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai. The move towards modern medicine- the understanding of infection, aseptic surgery, the development of x-rays, blood transfusions, storing blood etc</p>	<p><u>WEIMAR AND NAZI GERMANY 1918-1939</u> Hitler's Rise To Power 1919-1933 cont... Growth of Support for the Nazis 1929-1932- unemployment growth, Communist party popularity, appeal of Hitler Hitler becomes Chancellor - the presidential and Reichstag elections of 1932; why Hitler becoming Chancellor in 1933 - the roles of Hindenburg and von Papen. Nazi Control and Dictatorship 1933-1939 Creating a dictatorship - The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. The threat from Röhm and the SA, the Night of the Long Knives. The death of Hindenburg, accession to power, oath of allegiance The police state- the role of the Gestapo, the SS and concentration camps and Nazi control of the legal system.</p>
Evidence of learning	<p>GCSE Assessment question: (i) How useful are sources A and B [Edexcel pg 138-139] for an enquiry into the problems that faced the medical services during battles on the Western Front? Explain your answer, using Sources C and D and your knowledge of the historical context. [8 marks]</p>	<p>GCSE Assessment questions: Look at Interpretations One and Two [Pearson pg 129-130] – [i]What is the main difference between these views? [4 marks] [ii] Suggest one reason why they give different views about the standard of living. [4 marks]</p>

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	(ii) How would you follow up Source A to find out more about conditions in military hospitals? In your answer, you must give the question you would ask and the type of source you could use. [4 marks]	[iii] How far do you agree with Interpretation Two about standards of living in Nazi Germany 1933-1939? [16 marks]
Links to prior learning	Year 8 – role of Women in World War One Year 9 – World War One Year 10 - Medicine in Britain 1250-present -influence of war on developments and change, medical hospitals, Florence Nightingale	The Inter War Years – Rise of dictators unit – Year 9
Links to future learning	AQA A Level history specification 7041/2 Edexcel A Level history specification 9H10	Next half term – understanding Hitler’s home policy during his dictatorship AQA A Level history specification 7041/2 Edexcel A Level history specification 9H10
Spring term Half term 4	<u>EARLY ELIZABETHAN ENGLAND 1558-1588</u> Queen Government and Religion Problems on accession – Virgin Queen, legitimacy issues, gender, French threat, religious divisions and financial weakness Religious settlement – key features, impact and challenges from Puritans and Catholics Early relations with Mary, Queen of Scots Challenges to Elizabeth at Home and Abroad 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 significance of, Mary Queen of Scots’ execution in 1587.	<u>WEIMAR AND NAZI GERMANY 1918-1939</u> Nazi Control and Dictatorship 1933-1939 cont... Controlling/influencing attitudes – Goebbels, Ministry of Propaganda: censorship, media, rallies and sport, including the Berlin Olympics (1936). Controlling culture and the arts and the church – the Reich Church and the Concordat. Opposition - from the church including Pastor Niemoller, opposition from the young including Swing Youth and Edelweiss Pirates, extent of support for the Nazi regime. Life in Nazi Germany Women- marriage, family, employment and appearance. The young - Hitler Youth and the League of German Maidens. Education - the curriculum and teachers. Reducing unemployment - labour service, autobahns, rearmament Workers - The Labour Front, Strength Through Joy, Beauty of Labour. Persecution of minorities - Slavs, Roma and Sinti, homosexuals, and people with disabilities. The persecution of Jews – boycott of Jewish shops, Nuremberg Laws and Kristallnacht
Evidence of learning	GCSE assessment questions: (i) Describe two features of the plots against Elizabeth I in the years 1571-1586 [4 marks] (ii) “Religion was Elizabeth’s main problem between her accession and 1586” How far do you agree? Explain your answer. You may use the following in your answer: Elizabeth’s religious settlement, Elizabeth’s poor relations with Spain. You must also use information of your own. [16 marks]	GCSE Assessment questions: [i] Look at Interpretations one and two [Pearson pg 80] – What is the main difference for their views? [4 marks] [ii] how useful is source A for an enquiry into the activities of the SA? [8 marks] use Hodder pg 62-63

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		[iii] Explain why the police state was a success in removing opposition to the Nazi regime. You may use the following in your answer: concentration camps and the Gestapo. You must also include information of your own
Links to prior learning	Year 7 – Tudors – Henry VIII and execution of Anne Boleyn, Catholicism v Protestantism, reign of Elizabeth I, Mary Queen of Scots	The Inter War Years – Rise of dictators unit – Year 9
Links to future learning	AQA A Level history specification 7042 Edexcel A Level history specification 9H10	AQA A Level history specification 7041/2 Edexcel A Level history specification 9H10
Summer term <u>Half term 5</u>	<u>EARLY ELIZABETHAN ENGLAND 1558-1588</u> Challenges to Elizabeth at Home and Abroad cont... Relations with Spain -political, religious and commercial rivalry, privateering and the activities of Drake, War with Spain 1585-1588 - English direct involvement in the Netherlands, the actions of Robert Dudley and Drake's raid on Cadiz CASE STUDY: The Armada, key events and reasons for English victory. Elizabethan Society in the Age of Exploration Education and leisure – schools, home education, sports, theatre etc. The problem of the poor – why poverty increased, vagabonds, changing attitudes to the poor Exploration – causes, impact of new technology, trade CASE STUDY: The reasons for, and significance of, Drake's circumnavigation of the globe. Raleigh and the attempted colonisation of Virginia, causes and failure	Revision – priorities based on the cohort needs and closing the gaps. Exams
Evidence of learning	GCSE Assessment question: "The period 1558-88 was a time of real success and progress in England." How far do you agree? Explain your answer. You may use the following in your answer: religious settlement [1559], Drake's circumnavigation [1577-1580]. You must also include information of your own. [16 marks]	
Links to prior learning	Year 7 – Tudors – Effect of closure of the monasteries, Tudor poverty, Spanish Armada Year 8 – Industrial Revolution – creation of Empire, colonisation and the Age of Exploration Year 8 – slave trade – triangle of trade	
Links to future learning	Year 10-11 American West – reasons for struggles with indigenous population AQA A Level history specification 7042	
Summer term <u>Half term 6</u>	<u>THE AMERICAN WEST c.1835-1895</u> Early Settlement of the West 1835-1862	

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	<p>Indigenous people – social/tribal structures, survival on the plains, beliefs and ways of life including land, nature, war and property</p> <p>Migration and early settlement - The factors encouraging migration, including the Oregon Trail from 1836, the belief in Manifest Destiny, and the California Gold Rush of 1849.</p> <p>Early migration to c1850, including the experiences of the Donner Party and the Mormon migration, 1846–47.</p> <p>The development and problems of early settlement.</p> <p>Causes of conflict and tension – US government policy and the 'Permanent Indian Frontier', the Fort Laramie Treaty (1851), the Indian Appropriations Act (1851) and lawlessness in early towns and settlements</p> <p>Development of the Plains 1872-1876</p> <p>Creation of railroads including the Pacific Railroad Act (1862) the First Transcontinental Railroad (1869)</p> <p>The impact of the Homestead Act (1862). Attempted solutions, new technology; the impact of the Timber Culture Act (1873).</p> <p>Improving law and order in settlements</p>	
Evidence of learning	<p>GCSE Assessment question: Explain two of the following: the reasoning behind the permanent Indian frontier, the significance of the Homestead Act, the impact of the American Civil War [16 marks]</p> <p>Year 10 Exams</p>	
Links to prior learning	<p>Year 6 – Mayan Empire – tribal structures</p> <p>Year 9 – Migration and settlement in Britain</p>	
Links to future learning	AQA A Level history specification 7041/2	
<p style="text-align: center;">Careers links</p> <p>Law, Economics, Politics, Teaching, Academia & Lecturing, Business, Archaeology, Museum & Gallery Curation, Writing, Archivist & Librarian, Film & TV Consultant, Media & Journalism, Police & Armed Forces, National & Local Government.</p>		
<p style="text-align: center;">Protected characteristics</p> <p style="text-align: center;">Tudor poverty, attitudes to this and how and why they changed over time.</p> <p style="text-align: center;">American West – respect for cultures and civilisations whose attitudes and way of life differs from our own</p> <p style="text-align: center;">Weimar and Nazi Germany – the dangers of prejudice and scapegoating</p>		
<p style="text-align: center;">Spirituality</p> <p>Medicine in Britain unit gives students opportunities to consider and debate why human life is sacred and why time and effort is taken to preserve life. American West unit invites discussion about the concept of mother earth – being connected to something greater than ourselves. Students also explore the concept of God providing us with the essentials for self-sufficiency. Discussions about equality, respect and tolerance will also take place. Weimar and Nazi Germany, in particular the holocaust, leads to discussion regarding the sanctity of human life.</p>		

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Reading in the curriculum (Literacy & Vocabulary)

Students are encouraged to read, comprehend and analyse primary and secondary sources in every unit
The scheme of work has built in feedback lessons that involve detailed comprehension activities centred around lengthy pieces of writing
Students are often set reading and comprehension homework to supplement their classroom learning

Safeguarding including safety in the curriculum

Ensuring students are seated in a way that takes account of safeguarding notes and which promotes positive learning and social outcomes

How we track your progress

Linking to the progress descriptors all students' progress is tracked through the work they produce and contribute to in class, homework, end of unit assessments and in class assessments/quizzes

Parents/Carers can support their child by:

Checking Satchel One for the homework that is being set and ensuring it is completed. Listening to students read aloud and discussing important ideas with them. Encouraging students to read related material at home or explore related websites. Help students to develop independent working skills and resilience. Taking students to relevant museums, living history experiences and encouraging them to read around the subject at home by exploring related websites or selecting relevant non-fiction library books. Ensuring there is a quiet place to concentrate and study at home, away from any distraction.

Sustainability within the subject

The American West involves learning about how the native Indians utilised every part of the bison, wasting nothing, also their concept of Mother Earth is based around respecting the environment and sustainability.