

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge & Skills	<p>Section A: Thematic Studies from AQA Paper 2- Shaping the Nation.</p> <p>Britain: Health and the People: C1000 to the present day. This part of the AQA GCSE course explores the development of medicine and public health in Britain from around 1000 AD to the present day. It is a thematic study that examines the nature, pace, and factors influencing medical progress over a lengthy period.</p> <p>We will study the following topic areas:</p> <p><u>Part 1: Medicine stands still (1000–1500)</u></p> <ul style="list-style-type: none"> •Beliefs and causes of disease •Medical practice •Public health and epidemics <p><u>Part 2: The beginnings of change (c. 1500–c. 1700)</u></p> <ul style="list-style-type: none"> •The Renaissance and new ideas •Pioneering work •Continuity and change •Great Plague 1665 •Edward Jenner and vaccination 	<p>Section A: Thematic Studies from AQA Paper 2- Shaping the Nation.</p> <p>C1000 to the present day. This part of the AQA GCSE course explores the development of medicine and public health in Britain from around 1000 AD to the present day. It is a thematic study that examines the nature, pace, and factors influencing medical progress over a lengthy period.</p> <p>We will study the following topic areas:</p> <p><u>Part 3: A revolution in medicine (c. 1700–c. 1900)</u></p> <ul style="list-style-type: none"> •Germ Theory •Surgery •Improvements in public health <p><u>Part 4: Modern medicine (c. 1900–present day)</u></p> <ul style="list-style-type: none"> •Modern treatment of disease •Impact of war and technology on surgery •Modern public health 	<p>Section B: Wider World Depth Study from AQA Paper 1 -Understanding the modern world. This unit examines the complex causes of World War I, covering the formation of rival alliances and escalating tensions like Anglo-German rivalry and the destabilising naval race driven by Kaiser Wilhelm's Weltpolitik. Students will also investigate international crises and the Balkan Wars, culminating in the outbreak of war. This develops skills in analysing historical evidence and understanding complex causation. We will study the following topic areas: <u>Part 1: The causes of the First World War</u></p> <ul style="list-style-type: none"> •Alliance Systems •Anglo-German rivalry •The naval race and Kaiser Wilhelm II's foreign policy (Weltpolitik) •International crises and the Balkan Wars •Outbreak of war and the Schlieffen Plan 	<p>Section B: Wider World Depth Study from AQA Paper 1 -Understanding the modern world. This unit examines the First World War stalemate, exploring the Western Front where the failed Schlieffen Plan led to trench warfare. Students will study life in the trenches, new weaponry like machine guns, whilst the course also covers the wider war, helping students analyse military tactics and the war's global reach.</p> <p><u>Part 2: The First World War stalemate</u></p> <ul style="list-style-type: none"> •The Western Front •Life in the trenches •Key battles •The wider war 	<p>Section B: Wider World Depth Study from AQA Paper 1 -Understanding the modern world. This concluding section explains how the First World War ended. It focuses on the key changes in the Allied Forces. Students will study the final military developments of 1918, examining both Germany's last major offensive and the Allied counterattacks. <u>Part 3: Ending the war.</u></p> <ul style="list-style-type: none"> •Changes in the Allied Forces •Military developments in 1918 	<p>Section B: Wider World Depth Study from AQA Paper 1 -Understanding the modern world. The unit culminates in an analysis of the reasons for the German surrender, exploring factors such as the naval blockade, mounting domestic unrest and the abdication of the Kaiser. This study develops skills in evaluating turning points, understanding the complex reasons for a conflict's end, whilst analysing the impact of social and political pressures on military defeat.</p> <p><u>Part 3: Ending the war continued:</u></p> <ul style="list-style-type: none"> •German surrender •Revision, technique development, and buffer time for any overrun caused by loss of lessons
Links to prior learning	The GCSE course on the development of medicine directly builds on the chronological understanding and analytical skills gained during Key Stage 3. It applies KS3 concepts of change, continuity, and causation to a specific thematic study, providing a detailed case study of how historical factors shape long-term developments.	The GCSE course on the development of medicine directly builds on the chronological understanding and analytical skills gained during Key Stage 3. It applies KS3 concepts of change, continuity, and causation to a specific thematic study, providing a detailed case study of how historical factors shape long-term developments.	The topics covering the causes of the First World War directly build upon the chronological and thematic knowledge taught in Key Stage 3 topics, particularly in Year 9 at Balshaw’s.	The topics covering the causes of the First World War directly build upon the chronological and thematic knowledge taught in Key Stage 3 topics, particularly in Year 9 at Balshaw’s.	The topics covering the causes of the First World War directly build upon the chronological and thematic knowledge taught in Key Stage 3 topics, particularly in Year 9 at Balshaw’s.	The topics covering the causes of the First World War directly build upon the chronological and thematic knowledge taught in Key Stage 3 topics, particularly in Year 9 at Balshaw’s.
Assessment	In GCSE History, teachers use a blend of formative assessments to guide learning and summative assessments to measure student progress and exam readiness. These assessment methods include: <ul style="list-style-type: none"> •GCSE Pod activity and quiz results •Completing practice questions •Extended writing tasks •Targeted questioning and class discussions •Concept mapping tasks •Quizzes and factual recall tasks •Peer and self-assessment tasks 	In GCSE History, teachers use a blend of formative assessments to guide learning and summative assessments to measure student progress and exam readiness. These assessment methods include: <ul style="list-style-type: none"> •GCSE Pod activity and quiz results •Completing practice questions •Extended writing tasks •Targeted questioning and class discussions •Concept mapping tasks •Quizzes and factual recall tasks •Peer and self-assessment tasks 	In GCSE History, teachers use a blend of formative assessments to guide learning and summative assessments to measure student progress and exam readiness. These assessment methods include: <ul style="list-style-type: none"> •GCSE Pod activity and quiz results •Completing practice questions •Extended writing tasks •Targeted questioning and class discussions •Concept mapping tasks •Quizzes and factual recall tasks •Peer and self-assessment tasks 	In GCSE History, teachers use a blend of formative assessments to guide learning and summative assessments to measure student progress and exam readiness. These assessment methods include: <ul style="list-style-type: none"> •GCSE Pod activity and quiz results •Completing practice questions •Extended writing tasks •Targeted questioning and class discussions •Concept mapping tasks •Quizzes and factual recall tasks •Peer and self-assessment tasks 	In GCSE History, teachers use a blend of formative assessments to guide learning and summative assessments to measure student progress and exam readiness. These assessment methods include: <ul style="list-style-type: none"> •GCSE Pod activity and quiz results •Completing practice questions •Extended writing tasks •Targeted questioning and class discussions •Concept mapping tasks •Quizzes and factual recall tasks •Peer and self-assessment tasks 	In GCSE History, teachers use a blend of formative assessments to guide learning and summative assessments to measure student progress and exam readiness. These assessment methods include: <ul style="list-style-type: none"> •GCSE Pod activity and quiz results •Completing practice questions •Extended writing tasks •Targeted questioning and class discussions •Concept mapping tasks •Quizzes and factual recall tasks •Peer and self-assessment tasks
Home learning	All teachers within the department will instruct students to regularly use GCSE POD to watch relevant clips and make revision cards/ notes. This is the main task that teachers will set as homework throughout Years 10 and 11. In addition to GCSE Pod teachers may also set: <ul style="list-style-type: none"> •Research and make fact files, revision mats or mind map tasks •They will be asked to prep for tests with revision and complete past papers •Students will also be directed to revision groups as and when is needed 	All teachers within the department will instruct students to regularly use GCSE POD to watch relevant clips and make revision cards/ notes. This is the main task that teachers will set as homework throughout Years 10 and 11. In addition to GCSE Pod teachers may also set: <ul style="list-style-type: none"> •Research and make fact files, revision mats or mind map tasks •They will be asked to prep for tests with revision and complete past papers •Students will also be directed to revision groups as and when is needed 	All teachers within the department will instruct students to regularly use GCSE POD to watch relevant clips and make revision cards/ notes. This is the main task that teachers will set as homework throughout Years 10 and 11. In addition to GCSE Pod teachers may also set: <ul style="list-style-type: none"> •Research and make fact files, revision mats or mind map tasks •They will be asked to prep for tests with revision and complete past papers •Students will also be directed to revision groups as and when is needed 	All teachers within the department will instruct students to regularly use GCSE POD to watch relevant clips and make revision cards/ notes. This is the main task that teachers will set as homework throughout Years 10 and 11. In addition to GCSE Pod teachers may also set: <ul style="list-style-type: none"> •Research and make fact files, revision mats or mind map tasks •They will be asked to prep for tests with revision and complete past papers •Students will also be directed to revision groups as and when is needed 	All teachers within the department will instruct students to regularly use GCSE POD to watch relevant clips and make revision cards/ notes. This is the main task that teachers will set as homework throughout Years 10 and 11. In addition to GCSE Pod teachers may also set: <ul style="list-style-type: none"> •Research and make fact files, revision mats or mind map tasks •They will be asked to prep for tests with revision and complete past papers •Students will also be directed to revision groups as and when is needed 	All teachers within the department will instruct students to regularly use GCSE POD to watch relevant clips and make revision cards/ notes. This is the main task that teachers will set as homework throughout Years 10 and 11. In addition to GCSE Pod teachers may also set: <ul style="list-style-type: none"> •Research and make fact files, revision mats or mind map tasks •They will be asked to prep for tests with revision and complete past papers •Students will also be directed to revision groups as and when is needed

Cultural Capital and extra-curricular opportunities	Studying the AQA "Health and the People" GCSE thematic study provides students with significant cultural capital by linking historical developments to their current lives, promoting critical thinking about institutions, and fostering an understanding of human experience. Moreover, it seeks to develop a critical perspective on society, science, and the human condition.	Studying the AQA "Health and the People" GCSE thematic study provides students with significant cultural capital by linking historical developments to their current lives, promoting critical thinking about institutions, and fostering an understanding of human experience. Moreover, it seeks to develop a critical perspective on society, science, and the human condition.	Studying the causes of WWI provides cultural capital for understanding modern global politics. It shows how the Alliance System, Anglo-German rivalry, and Kaiser Wilhelm's Weltpolitik led to escalating tensions and arms races.	Studying the stalemate of WWI fosters reflection on the human condition under duress. The Western Front and life in the trenches show humanity's resilience and struggle for dignity. This historical study cultivates empathy, respect for sacrifice, and a quest for peace by exploring universal experiences of hardship.	Studying the final stages of WWI provides cultural capital by giving students a deep understanding of geopolitical shifts, the complex nature of victory and defeat, and the role of innovation in warfare.	Studying the final stages of WWI provides cultural capital by giving students a deep understanding of geopolitical shifts, the complex nature of victory and defeat, and the role of innovation in warfare.
Literacy	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none">•Reading, listening and writing in lessons•Class discussions and debating skills•Extended writing assessment tasks linked to AQA exam papers•Developing subject specific vocabulary•Interpretation and reading comprehension tasks supporting AQA exam techniques•Reading for argument and developing critical source analysis	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none">•Reading, listening and writing in lessons.•Class discussions and debating skills.•Extended writing assessment tasks linked to AQA exam papers.•Developing subject specific vocabulary.•Interpretation and reading comprehension tasks supporting AQA exam techniques.•Reading for argument and developing critical source analysis.	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none">•Reading, listening and writing in lessons.•Class discussions and debating skills.•Extended writing assessment tasks linked to AQA exam papers.•Developing subject specific vocabulary.•Interpretation and reading comprehension tasks supporting AQA exam techniques.•Reading for argument and developing critical source analysis.	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none">•Reading, listening and writing in lessons.•Class discussions and debating skills.•Extended writing assessment tasks linked to AQA exam papers.•Developing subject specific vocabulary.•Interpretation and reading comprehension tasks supporting AQA exam techniques.•Reading for argument and developing critical source analysis.	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none">•Reading, listening and writing in lessons.•Class discussions and debating skills.•Extended writing assessment tasks linked to AQA exam papers.•Developing subject specific vocabulary.•Interpretation and reading comprehension tasks supporting AQA exam techniques.•Reading for argument and developing critical source analysis.	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none">•Reading, listening and writing in lessons.•Class discussions and debating skills.•Extended writing assessment tasks linked to AQA exam papers.•Developing subject specific vocabulary.•Interpretation and reading comprehension tasks supporting AQA exam techniques.•Reading for argument and developing critical source analysis.
Numeracy	Teachers will seek to develop numeracy skills by encouraging students to: <ul style="list-style-type: none">•Interpret charts and graphs•Analysing statistics•Sequencing dates•Monitoring time and completion of questions based on value of marks within an AQA paper•Working out marks and scores from assessments	Teachers will seek to develop numeracy skills by encouraging students to: <ul style="list-style-type: none">•Interpret charts and graphs•Analysing statistics•Sequencing dates•Monitoring time and completion of questions based on value of marks within an AQA paper•Working out marks and scores from assessments	Teachers will seek to develop numeracy skills by encouraging students to: <ul style="list-style-type: none">•Interpret charts and graphs•Analysing statistics•Sequencing dates•Monitoring time and completion of questions based on value of marks within an AQA paper•Working out marks and scores from assessments	Teachers will seek to develop numeracy skills by encouraging students to: <ul style="list-style-type: none">•Interpret charts and graphs•Analysing statistics•Sequencing dates•Monitoring time and completion of questions based on value of marks within an AQA paper•Working out marks and scores from assessments	Teachers will seek to develop numeracy skills by encouraging students to: <ul style="list-style-type: none">•Interpret charts and graphs•Analysing statistics•Sequencing dates•Monitoring time and completion of questions based on value of marks within an AQA paper•Working out marks and scores from assessments	Teachers will seek to develop numeracy skills by encouraging students to: <ul style="list-style-type: none">•Interpret charts and graphs•Analysing statistics•Sequencing dates•Monitoring time and completion of questions based on value of marks within an AQA paper•Working out marks and scores from assessments
Careers Information, Education, Advice and Guidance (CEIAG)	GCSE History provides valuable and highly transferable skills sought by employers in diverse fields like management, law, and politics. Students notably develop their ability to analyse evidence, evaluate arguments, and construct their own reasoned conclusions, which prepares them for a wide range of career paths.	Transferable skills for further study and employment: <ul style="list-style-type: none">•Critical thinking skills•Reading, listening and writing skills•Class discussions and debating skills•Data analysis skills•Reading for argument and developing critical source analysis skills	Transferable skills for further study and employment: <ul style="list-style-type: none">•Critical thinking skills•Reading, listening and writing skills•Class discussions and debating skills•Data analysis skills•Reading for argument and developing critical source analysis skills	Transferable skills for further study and employment: <ul style="list-style-type: none">•Critical thinking skills•Reading, listening and writing skills•Class discussions and debating skills•Data analysis skills•Reading for argument and developing critical source analysis skills	Transferable skills for further study and employment: <ul style="list-style-type: none">•Critical thinking skills•Reading, listening and writing skills•Class discussions and debating skills•Data analysis skills•Reading for argument and developing critical source analysis skills	Transferable skills for further study and employment: <ul style="list-style-type: none">•Critical thinking skills•Reading, listening and writing skills•Class discussions and debating skills•Data analysis skills•Reading for argument and developing critical source analysis skills
Spirituality	Studying the development of medicine through the AQA "Health and the People" GCSE can develop a student's spirituality by engaging them with profound questions about life, suffering, belief, and the human condition. It does this by moving beyond the simple factual history of medical advancements to explore the deeper human dimensions of health and illness across different eras.	Studying the development of modern medicine fosters spiritual reflection on our collective responsibility for health and well-being. Examining advances in modern treatment, alongside challenges like antibiotic resistance, prompts reflection on human limitations and consequences. The impact of war and technology on surgery reveals human resilience and ingenuity in the face of extreme trauma. Finally, the development of modern public health initiatives, such as the NHS, cultivates a spiritual appreciation for compassion, community, and the collective pursuit of a better quality of life.	Studying the causes of WWI encourages spiritual reflection on human flaws like pride and fear that led to catastrophic war. It demonstrates how systems (alliances) can have unintended consequences, prompting reflection on human limitations and responsibility. By examining how collective pressures led to conflict, it fosters a spiritual lesson in moral courage and responsibility. This study builds humility, empathy, and a quest for peace by contrasting human flaws with the desire for meaning in chaos.	Studying the WWI stalemate and wider war fosters spiritual reflection on the human condition under duress. The Western Front and life in the trenches demonstrate resilience and the struggle for dignity amidst chaos. Battles like the Somme reveal the scale of human suffering, while the wider war shows the global reach of conflict. This prompts a spiritual quest for peace by exploring the universal experience of hardship and sacrifice.	Studying the changes in Allied forces and military developments of 1918 can develop a student's spirituality by focusing on themes of renewed purpose, collective effort, and hope in the face of despair. It provides a powerful case study of how perseverance and strategic change can lead to positive outcomes after a period of hardship.	Studying the German surrender at the end of WWI can develop a student's spirituality by engaging them with the themes of humility, consequence, and the nature of reconciliation. It offers powerful lessons on how societies and individuals respond to defeat and provides a critical case study of how unresolved historical trauma can lead to future conflict.
How can parents support the curriculum?	<ul style="list-style-type: none">•Check that students have completed homework set by their teacher•Discuss and ask them what they learnt in class today•Take students to visit historical sites that link to their learning in class•Watch linked documentaries or take up wider reading and research with your children at home	<ul style="list-style-type: none">•Check that students have completed homework set by their teacher•Discuss and ask them what they learnt in class today•Take students to visit historical sites that link to their learning in class	<ul style="list-style-type: none">•Check that students have completed homework set by their teacher•Discuss and ask them what they learnt in class today•Take students to visit historical sites that link to their learning in class	<ul style="list-style-type: none">•Check that students haveCheck that students have completed homework set by their teacher•Discuss and ask them what they learnt in class today•Take students to visit historical sites that link to their learning in class	<ul style="list-style-type: none">•Check that students have completed homework set by their teacher•Discuss and ask them what they learnt in class today•Take students to visit historical sites that link to their learning in class	<ul style="list-style-type: none">•Check that students have completed homework set by their teacher•Discuss and ask them what they learnt in class today•Take students to visit historical sites that link to their learning in class

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