Carmel College Curriculum Implementation – KS 4 Long term plan  **Subject: History 2024-2025**

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|  | Year 10 | Year 11 |
| Autumn half term 1Sequential knowledge and skills | **Britain: Health and the people, c1000 to the present day****Part two: the beginnings of change**Dealing with disease: * The growth of hospitals
* Changes in training of surgeons and physicians
* Who was John Hunter?

Prevention of disease: * Inoculation
* Edward Jenner and vaccination
* Opposition to change

**Part three: A revolution in medicine**The development of Germ Theory and its impact on the treatment of disease in Britain:* The importance of Pasteur, Koch and microbe hunting
* Pasteur & vaccination
* Paul Ehrlich and magic bullets
* Everyday medical treatments and remedies

A revolution in surgery:* Anaesthetics including Simpson and chloroform
* Antiseptics including Lister and carbolic acid
* Surgical procedures
* Aseptic surgery

Improvements in public health:* Public health problems in industrial Britain
* Cholera epidemics
* The role of public health reformers
* Local and national government involvement in public health improvement including the 1848 and 1875 Public Health Acts

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| Using evidence |  |
| Interpretations |  |

 | **Part two: The First World War: stalemate**The Schlieffen Plan:* The reasons for the plan, its failure including the Battle of Marne and its contributions to stalemate

The Western Front:* Military tactics and technology including trench warfare
* The war of attrition
* Key battles including Verdun, the Somme and Passchendaele, the reasons for, the events and the significance of these battles

The wider war: * The war on other fronts
* Gallipoli and its failure
* The events and significance of the war at sea including Jutland, the U-Boat campaign and convoys

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**Part three: Ending the War** Challenges in the Allied Forces:* Consequences of the Bolshevik Revolution and the withdrawal of Russia on German strategy
* The reasons for and entry of the USA into the war

Military developments n 1918 and their contribution to Germany’s defeat:* The evolution of tactics and technology
* Ludendorff and the German Spring Offensive
* The Allied advance during the Hundred Days

Germany surrenders:* Impact of the Blockade
* Abdication of the Kaiser
* Armistice
* The contribution of Haig and Foch to Germany’s defeat

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| Assessment Content and methods used to judge learning | Knowledge test +GCSE questions:How useful is source … (8)Explain the significance of … (8)Explain 2 ways in which X and Y were similar/different … (8)Essay question using factors (16 + 4 SPaG) | Knowledge test +**Cumulative assessment (yr10)**GCSE questions including:‘Study Source A…’ (4)‘How useful are Sources B and C to an historian studying …’ (12)‘Write and account of …’(8)‘Statement’ How far do you agree? (16) |
| Autumn half term 2Sequential knowledge and skills | **Part four: Modern medicine**Modern treatments of disease:* The development of the pharmaceutical industry
* Penicillin, Fleming and its development
* New diseases and treatments, antibiotic resistance
* Alternative treatments

The impact of war and technology on surgery:* Plastic surgery
* Blood transfusions
* X-rays
* Transplant surgery
* Modern surgical methods including lasers, radiation therapy and keyhole surgery

Modern public health:* The importance of Booth, Rowntree and the Boer War
* The Liberal social reforms
* The impact of two world wars on public health, poverty and housing
* The Beveridge Report and the Welfare State
* Creation and development of the NHS
* Costs, choices and issues of healthcare in the 21st century

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**Norman England, c1066-c1100****Part one: The Normans: conquest and control**Causes of the Norman Conquest* The death of Edward the Confessor, the claimants and claims

Military aspects:* Battle of Stamford Bridge
* Battle of Hastings
* Anglo-Saxon and Norman tactics
* Military innovations including cavalry and castles

Establishing and maintaining control:* The Harrying of the North
* Revolts, 1067-1075
* King William’s leadership and government
* William II and his inheritance

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 | **Germany, 1890-1945: Democracy and Dictatorship:** **Part one: Germany and the growth of democracy**Kaiser Wilhelm and the difficulties of ruling Germany: * the growth of parliamentary government;
* the influence of Prussian militarism;
* industrialisation;
* social reform and the growth of socialism;
* the domestic importance of the Navy Laws.

Impact of the First World War: * war weariness, economic problems; defeat;
* the end of the monarchy;
* post-war problems including reparations, the occupation of the Ruhr and hyperinflation.

Weimar democracy: * political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch;
* the extent of recovery during the Stresemann era (1924–1929):
* economic developments including the new currency, Dawes Plan and the Young Plan;
* the impact of international agreements on recovery; Weimar culture

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| Assessment Content and methods used to judge learning | Knowledge testGCSE questions/paragraph summaries could include:‘Statement’ How far do you agree? (8)Explain …(8)Write an account … (8)  | Knowledge test + mock **(mixture of topics)****May be cumulative assessment and may include:**‘Describe two features of ..’‘How useful are Sources A and B for an enquiry into ..?’‘How could you follow up Source A to find out more about …?’ |
| Spring half term 3Sequential knowledge and skills | **Part two: Life under the Normans**Feudalism and government:* Roles, rights and responsibilities
* Landowning and lordship
* Land distribution
* Patronage
* Anglo-Saxon and Norman government systems
* Anglo-Saxon and Norman aristocracies and societies
* Military service
* Justice and legal system including ordeals, ‘murdrum’
* Inheritance
* Domesday Book

Economic and social changes and their consequences: * Anglo-Saxon and Norman life including towns, villages, buildings, work, food, roles and seasonal life
* Forest law

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 | **Part two: Germany and the Depression**The impact of the Depression: * growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA;
* Hitler’s appeal.

The failure of Weimar democracy: * election results;
* the role of Papen and Hindenburg and Hitler’s appointment as Chancellor.

The establishment of Hitler’s dictatorship: * the Reichstag Fire;
* the Enabling Act;
* elimination of political opposition;
* trade unions;
* Rohm and the Night of the Long Knives;
* Hitler becomes Führer

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| Assessment Content and methods used to judge learning | Knowledge test +GCSE questions including Medicine and Normans**Some retrieval of Yr7/Autumn topic** | Knowledge testWritten task**Cumulative assessment – retrieval of earlier GCSE work**‘How does Interpretation B differ from Interpretation A?’ (4)‘Why might the authors of Interpretation A and B have a different interpretation about the …’(4)‘Which interpretation gives the more convincing opinion about …’ (8)‘Describe …’ (4)‘Explain …’ (8) |
| Spring half term 4 Sequential knowledge and skills | **Part three: The Norman Church and monasticism**The Church:* The Anglo-Saxon Church before 1066
* Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals
* Church organisation and courts
* Church-state relations
* William II and the Church
* The wealth of the Church
* Relations with the Pope
* The Investiture Controversy

Monasticism:* The Norman reforms including the building of abbeys and monasteries
* Monastic life
* Learning
* Schools and education
* Latin usage and the vernacular

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 | **Part three: The experiences of Germans under the Nazis**Economic changes: * benefits and drawbacks;
* employment;
* public works programmes;
* rearmament;
* self-sufficiency;
* the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.

Social policy and practice: * reasons for policies, practices and their impact on women, young people and youth groups;
* education;
* control of churches and religion;
* Aryan ideas, racial policy and persecution;
* the Final Solution.

Control: * Goebbels, the use of propaganda and censorship;
* Nazi culture;
* repression and the police state and the roles of Himmler, the SS and Gestapo;
* opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.
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| Assessment Content and methods used to judge learning | Knowledge testGCSE questions: **Retrieval of Yr7** | **Specific revision activities over Easter holiday****Practice answers for all papers and a range of topics** |
| Summer half term 5 Sequential knowledge and skills | **Part four: The historic environment of Norman England**10% of overall GCSE (approx. 12 -15 lessons)* Examination of a specific site in depth
* Site is specified and changed annually
* Site will relate to the content of the rest of the Norman depth study
* Intention is that the study of different historic environments will enrich students’ understanding of Norman England.
* Previous sites have included Durham Cathedral, Pevensey Castle

(no requirement to visit the site)

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**Conflict and Tension: The First World War, 1894-1918****Part one: The causes of the First World War**The Alliance System:* The Triple Alliance
* Franco-Russian Alliance
* Relations between the ‘Entente’ powers
* The crisis in Morocco (1905 and 1911) and the Balkans (1908-1909) and their effects on international relations

Anglo-German rivalry:* Britain and challenges of Splendid Isolation
* Kaiser Wilhelm’s aims in foreign policy including Weltpolitik
* Colonial tensions
* European rearmament including the Anglo-German naval race

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 | Revision

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| Assessment Content and methods used to judge learning |  Knowledge testExam technique**Cumulative assessment**Essay linked to Historic Environment site - Normans plus GCSE questions related to WWI which may include some of the following: Source analysis (4) How useful are sources … (12)Write an account of… (8)Essay question.. how far do you agree? (16 + 4 SPaG) |   |
| Summer half term 6Sequential knowledge and skills | Outbreak of war:* Slav nationalism and relations between Serbia and Austria-Hungary
* The assassination of Archduke Franz Ferdinand in Sarajevo and its consequences
* The July Crisis
* The Schlieffen Plan and Belgium
* Reasons for the outbreak of hostilities and the escalation of the conflict

(Part two: stalemate - Year 11) |  |
| Assessment Content and methods used to judge learningAssessment | GCSE questions – mock:Source analysis (4) How useful are sources … (12)Write and account of… (8)Essay question.. how far do you agree? (16 + 4 SPaG) |  |