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

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|  | Year 10 | Year 11 |
| Autumn half term 1  Sequential 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  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | 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  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  |   **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  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | |
| 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 2  Sequential 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  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  |   **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  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | | **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  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | |
| Assessment Content and methods used to judge learning | Knowledge test  GCSE 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 3  Sequential 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  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | | **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  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | |
| Assessment Content and methods used to judge learning | Knowledge test +  GCSE questions including Medicine and Normans  **Some retrieval of Yr7/Autumn topic** | Knowledge test  Written 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  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | | **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. |
| Assessment Content and methods used to judge learning | Knowledge test  GCSE 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)   |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  |   **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  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | | Revision   |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | |
| Assessment Content and methods used to judge learning | Knowledge test  Exam 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 6  Sequential 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 learning  Assessment | 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) |  |