Carmel College Curriculum Implementation – KS 4 Long term plan  **Subject: History 2023-2024**

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|  | Year 10 | Year 11 |
| Autumn half term 1Sequential knowledge and skills | **New specification from 2023****Britain: Health and the people, c1000 to the present day****Part two: the beginnings of change**The impact of the Renaissance on Britain: * Challenges to medical authority
* Vesalius, Pare and Harvey and opposition to change

Dealing with disease: * Traditional and new methods of treatments
* Quack doctors
* The Great Plague
* 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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| **Disciplinary knowledge:** |  |
| Cause and/or consequence |  |
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| Significance |  |
| Using evidence |  |
| Interpretations |  |

 | **Old specification – final year and cohort****American West*** Early settlement of the West.
* The Mormon Migration
* The homesteaders
* The cattle industry
* Ranchers v homesteaders
* Gold rushes
* Reconstruction and railroads
* Law and order in the West
* Government policies towards the Plains Indians
* War on the Plains
* The Great Sioux War
* Ending the Indians’ way of life
* Why did the Indians lose the fight for the Plains?

(S) knowledge, cause & consequence, change & continuity, significance |
| 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:‘Explain the importance of X for Y ..’‘Explain 2 consequences of ...’‘Write a narrative account analysing ...?’ |
| 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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 | **Medicine in Britain:** **The historic environment – the British sector of the Western Front, 1914-1918: injuries, treatment and the trenches*** What was the Western Front?
* How were the trenches constructed?
* What were the difficulties of treating soldiers during warfare
* What conditions required medical treatment?
* Who were the RAMC and the FANY?
* What new techniques were developed in the treatment of wounds and infection?
* How did the development of x-rays, blood transfusion and storage impact treatments?
* Understanding how different national and local sources are relevant to different aspects of the period
* Assessing strengths and weaknesses of different sources and selecting the relevant sources to answer a particular enquiry

(S) Source analysis, cause and consequence  |
| 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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 | **Weimar & Nazi Germany*** What was the Impact of World War I on Germany?
* How did the new government set up its new constitution?
* Why was there so much political violence?
* Who was Gustav Stresemann?
* Why was 1924 to 1929 called a ‘Golden Age’ in Germany?
* Where did the Nazi Party come from?
* How did they gain so much support in the 1920s?

(S) Significance, cause and consequence, sources, interpretations |
| 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**‘Give 2 things you can infer about …’‘What is the main difference between the views given in Interpretation 1 and Interpretation 2 about …?’‘How far do you agree with Interpretation 1/2 about …’ |
| 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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 | **Weimar & Nazi Germany*** Was the Munich Putsch Hitler’s greatest failure or his greatest success?
* Why did Hitler decide to ‘outvote rather than outshoot’ his opposition?
* How did the Wall Street Crash help Hitler?
* Why was Hitler invited to be Chancellor of Germany?

Recap and revise Terror, Propaganda, Women, Youth, Opposition (from Year 9)* From Chancellor to Fuhrer – the Nazi consolidation of power
* Did the standard of living in Germany improve under the Nazis?
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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 including:** ‘Give 2 things you can infer about …’‘What is the main difference between the views given in Interpretation 1 and Interpretation 2 about …?’‘How far do you agree with Interpretation 1/2 about …’ |
| 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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 | **Weimar & Nazi Germany*** Who opposed the Nazis and how?
* Employment and living standards
* Why did the Nazis persecute minority groups and Jews?

Revision for 3 weeks to end of half termExam technique on range of question types**Retrieval of Yr9****Retrieval Yr10 (Normans via homework activities)** |
| 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 and 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: 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 - 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) |  |