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

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|  | Year 10 | Year 11 |
| Autumn half term 1  Sequential 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  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | 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 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 |  | | **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 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 |  | | **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 test  Written 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  |  |  | | --- | --- | | **Disciplinary knowledge:** |  | | Cause and/or consequence |  | | Change and/or continuity |  | | Similarity and/or difference |  | | Significance |  | | Using evidence |  | | Interpretations |  | | **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? |
| 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 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)   |  |  | | --- | --- | | **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 |  | | **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 term  Exam technique on range of question types  **Retrieval of Yr9**  **Retrieval Yr10 (Normans via homework activities)** |
| 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 and 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: 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 - 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) |  |