


SUBJECT: HISTORY

Year Group	YEAR 10					
Rationale	Over the course of this year, two of the four units of study for the Edexcel / Pearson History GCSE course are delivered. Both of the units delivered are worth 30% of the overall exam grade. The unit Weimar and Nazi Germany is delivered first because of the contextual familiarity with a proportion of the material from KS3. This is designed to give pupils the opportunity to acclimatise to the more challenging expectations of the GCSE course whilst studying a topic which is broadly familiar to pupils. The second unit, the thematic 'Medicine Through Time' unit fills the remainder of the year. This is due to the greater level of content which needs to be covered, but also provides opportunities for inclusion of a revision / recall sequence of lesson on Weimar and Nazi Germany in preparation for the Y10 mock examinations during the first half of the summer term.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/Unit Knowledge	<p>Modern Depth Study Weimar and Nazi Germany Length of Study: 15 / 16 weeks Unit to be completed by Christmas Break.</p> <p><u>Content Overview:</u> The Weimar and Nazi Germany unit is divided into the following key areas:-</p> <ul style="list-style-type: none"> ▪ What was the impact of the First World War on Germany? ▪ What were the challenges facing the government of the Weimar Republic between 1918 – 1923? ▪ How did the Weimar Republic recover under the government of Gustav Stresemann? ▪ How did German society change during the years of the Weimar Republic? ▪ What was the impact of the Wall Street Crash on Germany? ▪ How did the Nazi Party develop between 1919 – 1923? ▪ What was the Munich Putsch and what were its' consequences? ▪ How did the Nazi Party develop between 1924-1929? ▪ Why did the Nazi Party become more popular in Germany between 1929 – 1933? ▪ Why did Adolf Hitler become Chancellor of Germany in 1933? ▪ How did the Nazis turn Germany from a democracy into a dictatorship? ▪ How did the Nazis control Germany through terror? ▪ How did the Nazi government use propaganda? ▪ How did the government of the Nazis effect the lives of young people? ▪ How did the government of the Nazis changes the lives of women? ▪ Which minority groups were targeted by the Nazis? ▪ How did the Nazi persecution of the Jews change? ▪ How serious was the opposition to the Nazi government? 		<p>Thematic Study Medicine Through Time Total length of study: 18 weeks</p> <p>The thematic study divides the Medicine Through Time topic into 4 time periods:</p> <p>1250 – 1500 1500 – 1700 1700 – 1900 1900 – present</p> <p>For each time period, pupils will cover:</p> <ul style="list-style-type: none"> - Beliefs on the causes of illness and diseases. - Approaches to the prevention and treatment of illness and disease. - Details on medical practitioners of each time period. - Key individuals in medical thinking or change during the period. - A case study of a particular medical feature or advancement during each period. <p>Each area of study is expected to take 5 or 6 lessons to adequately cover the content, but staff are encouraged to incorporate lessons which focus on exam technique and to provide regular recall opportunities.</p> <p>A more detailed breakdown of the precise content can be found on our extensive departmental scheme of work.</p>		<p>During this half term, pupils continue with their studies of the 4 time periods which divide the thematic unit. By this point pupils should be in a position to organise the large amount of factual detail in a way which allows them to compare the features of the different periods, reasons for change, the relative significance of key individuals.</p> <p>There is also a break in the Medicine Through Time unit to allow for a short 5 / 6 lesson sequence of Weimar and Nazi Germany revision lessons in preparation for the Y10 exam (Germany and Medicine hybrid exam).</p>	<p>Thematic Study – Historic Environment The British sector on the Western Front, 1914 – 1918. Injuries, treatment and the trenches. Length of study: 6 weeks</p> <p>The context of the British sector of Western</p> <ul style="list-style-type: none"> ▪ The trench system ▪ The significance for medical treatment of First World War environment ▪ Conditions requiring medical treatment on the Western Front, ▪ The nature of wounds from rifles, explosives etc ▪ The work of the RAMC and FANY. ▪ The significance of the Western Front for experiments in surgery and medicine. ▪ The historical context of medicine in the early twentieth century.



<p>Skills</p>	<p>The key skills focussed on throughout the term include:</p> <p>AO1 – Knowledge and understanding. AO2 – Causes, consequences, change / continuity, similarities and differences, significance (second order historical skills). AO3 – Comprehend, analyse, evaluate, make historical claims about the past based on sources. AO4 – Analyse, evaluate and make substantial judgements about interpretations including how and why interpretations have developed.</p> <p>During the first term, the main focus is to be on AO1 and AO2 as pupils develop a deeper factual understanding of the period and develop their ability to explain the causes of some of the key features of the period.</p>	<p>In the second half term, AO1 and AO2 remain key areas of focus.</p> <p>However, AO3 and AO4 are also introduced during the second half of the term as pupils develop their ability to read, comprehend, analyse and evaluate historical sources.</p> <p>Pupils will also focus more on their ability to make substantial judgements about the period they have been studying as they apply their detailed knowledge to the longer, 16 mark, hypothesis-style exam question.</p>	<p>During the first half term, the focus again switches back to AO1 and AO2 – pupils have a significant amount of factual content to cover and this is the main focus of the first few weeks (AO1).</p> <p>The overall focus of the unit, however, is to be able to compare different time periods and to be able to identify and explain historical changes (AO2).</p>	<p>The skills focus during this half term is the same, although with more emphasis on AO4 as pupils are in more of a position to apply their accumulated knowledge to the longer 16 mark hypothesis questions – these require pupils to make substantial judgements about the past.</p>	<p>The focus remains the same during this half term whilst pupils complete their studies on the Medicine Through Time unit.</p> <p>During the revision sequence of lessons, however, pupils will need to again focus more on AO3 and 4 in addition to AO1 and 2 as they re-cover and develop the skills related to source analysis and evaluation which formed a key component of the Weimar and Nazi Germany unit.</p>	<p>During this half term, pupils move on to their historic environment study. While AO1 remains important, AO3 becomes far more of a focus. The assessment of this part of the course is predominantly source based and pupils need the opportunity to sharpen their analytical and evaluative skills during this period.</p>
<p>Assessments</p>	<p>Throughout Key Stage 4, pupils are assessed regularly. During the first half term, this is mainly through homework tasks which alternate on a fortnightly basis.</p> <p>For one week, pupils will be set an exam question – these are to start with the lower value inference question but is expected to become more challenging across the half term. On the alternate week, pupils will be set a revision task for a factual test thereby ensuring that they revisit and revise the content of the unit on a regular basis.</p>	<p>The same pattern is followed in the second half of the term. However, pupils will be set the longer, more challenging exam questions on a more regular basis to develop, drawing on the higher level skills outlined above.</p>	<p>The principal assessment during this half term is held during the second week of the new term. Pupils complete a ‘walking / talking’ mock exam of the Weimar and Nazi Germany unit. As pupils begin their studies of Medicine Through Time, the same homework pattern is resumed giving teachers the best possible understanding of pupil progress through regular updates.</p>	<p>The same pattern is followed in the second half of the term. However, pupils will be set the longer, more challenging exam questions on a more regular basis to develop, drawing on the higher level skills outlined above.</p>	<p>The Year 10 mock exam is generally held during this half term. Pupils complete a ‘hybrid’ paper – with some components from their Germany unit and some from their Medicine Through Time unit.</p> <p>After this, the normal pattern of h/w assessment is resumed.</p>	<p>As the focus of the lesson content switches to AO3, the continuing exam question / factual test homework focus will also change during this half term.</p> <p>Exam questions set for homework are expected to focus on source analysis and evaluation to support the skill development outlined above.</p>



<p>Homework</p>	<p>As outlined above, pupils will be set homework weekly on a rotational basis completing an exam question in one week, then a factual test on one aspect of the unit of study the next week.</p> <p>Exam based homework tasks in the first term will focus predominantly on the higher value 12 and 16 mark essay questions.</p> <p>Pupils will be expected to revise for homework in preparation for the factual tests having been told which aspect of the unit they need to focus on.</p>	<p>As outlined above, the same homework pattern is resumed following the completion of the walking / talking mock in early January.</p>	<p>The same homework pattern as outlined for Term 1 is followed with more of an emphasis on the longer 16 mark essay. Towards the end of this half term, pupils will be given a revision list for their forthcoming Year 10 mock exam and revision tasks or exam questions from the Weimar and Nazi Germany unit set instead.</p>	<p>Pupils will complete exam h/ws and revision until the completion of their mock examinations in May.</p> <p>After this, pupils will revert to their previous pattern of homework tasks with tasks selected to address any issues arising from the analysis of the Year 10 exam papers.</p>	<p>As outlined above, the h/w focus will become more exam oriented and focus on the skills required by the 'historic environment' element of Paper 1. As this is a source based component of the course, exam question h/ws will generally focus on the 'how useful' and 'follow up' question although a focus on higher value essay questions will continue.</p>
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