

		Year 10	Year 11
Autumn 1	Content (Why)	This unit introduces students to the Edexcel GCSE thematic study of Medicine in Britain , focusing on the Medieval and Renaissance periods. Students investigate how medical knowledge, treatments and public health developed between c.1250 and c.1700, while exploring the factors that promoted or hindered progress. The unit builds on students' earlier studies of Medieval Life, the Black Death and the Great Plague, enabling them to revisit familiar content in greater depth. Students develop their understanding of change and continuity, causation and significance while strengthening their use of historical sources and interpretations.	This unit introduces students to the AQA GCSE thematic study Health and the People , focusing on the Medieval and Renaissance periods. Students investigate how medicine and public health developed from c.1000 to c.1700, examining the factors that promoted and hindered medical progress. The unit builds on students' previous studies of Medieval Life, the Black Death and the Great Plague, allowing them to revisit these topics in greater depth while developing an understanding of long-term change and continuity in healthcare and medicine.
	Content (What)	Students investigate beliefs about the causes of disease, approaches to treatment and surgery, and the development of hospitals during the Medieval and Renaissance periods. They examine the influence of religion, ancient medical ideas and key individuals such as Galen, Hippocrates, Vesalius and Harvey. Students also study the impact of the Black Death and the Great Plague on public health and consider how far medicine changed during this period.	Students investigate medieval and Renaissance beliefs about the causes of disease, methods of treatment, surgery and public health. They explore the influence of religion, superstition and classical ideas, alongside the contributions of key individuals such as Hippocrates, Galen, Vesalius, Paracelsus and William Harvey. Students also examine the impact of the Black Death and the Great Plague and assess how far medicine changed during this period.
	Acquire (Knowledge)	- Understand the causes of disease, methods of treatment and approaches to public health during the Medieval and Renaissance periods. - Know the contributions of key individuals, including Galen, Vesalius, Harvey and Sydenham to the development of medical knowledge. - Explain the factors that encouraged and limited progress in medicine between c.1250 and c.1700.	- Understand beliefs about disease, treatment and public health during the Medieval and Renaissance periods. - Know the significance of key individuals, including Hippocrates, Galen, Vesalius, Paracelsus and Harvey, in the development of medical knowledge. - Explain the factors that encouraged and limited progress in medicine between c.1000 and c.1700.
	Apply (Skills)	Students compare medical knowledge and practices over time, identify patterns of change and continuity, and explain the reasons for progress or limited change. Through evidence-based historical writing, students develop well-supported explanations and historical judgements using precise historical vocabulary.	Students apply their knowledge by analysing historical sources and interpretations to investigate developments in medicine across the Medieval and Renaissance periods. They compare medical ideas and practices over time, explain the causes of change and continuity, and assess the significance of key individuals and discoveries. Through evidence-based historical writing, students construct balanced historical judgements using precise subject vocabulary and develop a thematic understanding of the history of medicine.
Autumn 2	Content (Why)	This unit builds on students' study of Medieval and Renaissance medicine by examining how industrialisation, scientific discovery and technological advances transformed medicine during the eighteenth and nineteenth centuries. Students investigate the	This unit builds on students' study of Medieval and Renaissance medicine by examining the rapid developments in medicine and public health from the Industrial Revolution to the modern day. Students investigate how science,

		factors that accelerated medical progress and consider how developments in public health, surgery and disease prevention improved healthcare. The unit also introduces the Historical Environment through the study of medicine on the Western Front during the First World War, enabling students to apply their understanding of medical developments to a specific historical context. Students continue to develop their understanding of change and continuity, causation and significance while strengthening their analysis of historical sources and interpretations.	technology, government intervention and war accelerated medical progress and transformed healthcare. The thematic approach enables students to identify patterns of change and continuity across a thousand years of medical history while evaluating the factors that have driven improvements in health and medicine.
	Content (What)	Students investigate key medical developments during the Industrial period, including advances in anatomy, surgery, anaesthetics, antiseptics, vaccination, germ theory and public health. They examine the work of influential individuals such as Jenner, Pasteur, Nightingale and Snow, and assess the factors that contributed to medical progress. Students then study the Western Front as a historical environment, exploring the challenges faced by medical services during the First World War, including the treatment of wounds, infection, evacuation systems and innovations such as blood transfusions, mobile X-rays and plastic surgery.	Students investigate the major developments in medicine and public health from the eighteenth century to the present day. They study advances in surgery, anaesthetics, antiseptics, germ theory, vaccination, antibiotics and medical technology, alongside improvements in sanitation and public health. Students examine the contributions of key individuals, including Jenner, Pasteur, Koch, Lister and Fleming, and consider the impact of the NHS, modern healthcare and continuing challenges such as antibiotic resistance and lifestyle diseases.
	Acquire (Knowledge)	- Understand how scientific discoveries and technological advances transformed medicine and public health during the Industrial period. - Know the contributions of key individuals, including Jenner, Pasteur, Lister and Koch, to medical progress. - Explain how the conditions of the Western Front led to significant developments in battlefield medicine and surgery.	- Understand the major developments in medicine and public health from the Industrial period to the modern day. - Know the significance of key individuals, scientific discoveries and technological advances in improving healthcare. - Explain the factors that promoted rapid medical progress and the challenges that continue to affect health today.
	Apply (Skills)	Students explain the causes of medical progress, assess the significance of key individuals and innovations, and compare continuity and change over time. Through evidence-based historical writing, students develop balanced historical judgements using precise subject vocabulary. They will also analyse a range of sources to understand the context of the Western Front and medical developments.	Students apply their knowledge by comparing developments across different historical periods to identify patterns of change and continuity in medicine and public health. They analyse historical sources and interpretations, explain the significance of key individuals, discoveries and events, and evaluate the factors responsible for medical progress. Through evidence-based historical writing, students construct balanced historical judgements using precise historical vocabulary and develop a secure thematic understanding of how medicine has evolved over time.
Spring 1	Content (Why)	This unit completes students' study of the development of medicine by examining the advances made from the twentieth century to the present day. Building on their learning about Medieval, Renaissance and Industrial medicine, students investigate how scientific research, technology and government intervention have transformed healthcare. The unit encourages students to identify long-term patterns of change and	This unit introduces students to the GCSE British depth study, providing a detailed understanding of Anglo-Saxon and Norman England before and after the Norman Conquest. While the historical content is new, students build on the knowledge of medieval society developed through earlier Key Stage 3 studies, including Medieval Life and Medicine in Britain. The unit continues to strengthen the GCSE

		continuity across the thematic study while developing their understanding of the factors that have driven medical progress.	assessment objectives by developing students' knowledge and understanding (AO1) alongside their ability to analyse historical events and their significance (AO2) and using historical interpretations (AO4).
	Content (What)	Students investigate developments in modern medicine, including the discovery and use of antibiotics, advances in surgery, medical imaging, genetics, vaccinations and modern public health. They examine the role of the NHS, government campaigns and scientific research in improving healthcare and preventing disease.	Students investigate Anglo-Saxon England, the succession crisis of 1066, the Norman Conquest and William the Conqueror's consolidation of power. They will also learn about the Historic Environment of the site of the Battle of Hastings and what allowed William to win.
	Acquire (Knowledge)	- Understand the key developments in medicine and public health from the twentieth century to the present day. - Know how scientific discoveries, technological advances and government policies have improved healthcare and disease prevention. - Explain the factors that have driven medical progress and the challenges that continue to face modern medicine.	- Understand the events of 1066. - Understand why William won the Battle of Hastings. - Understand how William began to consolidate his power.
	Apply (Skills)	Students apply their knowledge by comparing modern medicine with earlier periods to identify patterns of change and continuity across the history of medicine. They explain the significance of key individuals, discoveries and innovations, and evaluate the factors responsible for medical progress. Through evidence-based historical writing, students develop well-supported historical judgements using accurate subject vocabulary and a secure understanding of thematic change over time.	Students apply their knowledge by analysing contemporary sources and historical interpretations to investigate the Norman Conquest and its impact. They develop detailed explanations supported by precise evidence, evaluate the significance of key events and individuals, and strengthen the AO1 and AO2 skills required for GCSE History. Through extended historical writing, students build confidence in constructing well-supported, analytical responses using accurate historical terminology.
Spring 2	Content (Why)	This unit introduces students to the Edexcel GCSE British depth study of Anglo-Saxon and Norman England, c1060–1088 . Students investigate the political, social and religious landscape of England before and after the Norman Conquest, building on their Key Stage 3 study of the Norman Conquest and Medieval England.	This unit continues the GCSE British depth study, providing a detailed understanding of Norman England after the Norman Conquest. While the historical content is new, students build on the knowledge of medieval society developed through earlier Key Stage 3 studies, including Medieval Life and Medicine in Britain. The unit continues to strengthen the GCSE assessment objectives by developing students' knowledge and understanding (AO1) alongside their ability to analyse historical events and their significance (AO2) and using historical interpretations (AO4).
	Content (What)	Students investigate Anglo-Saxon England under Edward the Confessor, the succession crisis of 1066 and the events leading to the Battle of Hastings. They examine how William the Conqueror secured and maintained control through castles, violence and other changes.	Students investigate Anglo-Saxon England, the succession crisis of 1066, the Norman Conquest and William the Conqueror's consolidation of power. They examine changes to government, society, the Church and land ownership, alongside the development of castles and Norman control. Students also explore everyday life in Norman England and evaluate the significance of the changes

			introduced after the conquest.
	Acquire (Knowledge)	- Understand the political and social structure of Anglo-Saxon England and the causes of the succession crisis of 1066. - Know how William the Conqueror established and consolidated Norman control after the Battle of Hastings.	- Know how William the Conqueror established and maintained control over England through political, military and religious changes. - Explain the impact of the Norman Conquest on Anglo-Saxon society, government and everyday life. - Explain the impact of the Norman Conquest on the church.
	Apply (Skills)	Students apply their knowledge by analysing contemporary historical sources and later interpretations to investigate the causes and consequences of the Norman Conquest. They construct evidence-based explanations, evaluate the significance of key events and individuals, and use precise historical vocabulary to develop balanced historical judgements. Throughout the unit, students strengthen their ability to interpret evidence, analyse historical arguments and explain change and continuity across a defined historical period.	Students apply their knowledge by analysing contemporary sources and historical interpretations to investigate the Norman Conquest and its impact. They develop detailed explanations supported by precise evidence, evaluate the significance of key events and individuals, and strengthen the AO1 and AO2 skills required for GCSE History. Through extended historical writing, students build confidence in constructing well-supported, analytical responses using accurate historical terminology.
Summer 1	Content (Why)	Students will continue their study of Anglo-Saxon and Norman England, c1060–1088 . The unit deepens students' understanding of how conquest transformed a nation and develops their ability to analyse causation, consequence, and significance through detailed study of a specific period of British History.	Revision
	Content (What)	They examine how William the Conqueror made changes in England including the feudal system, the Church and changes to government and land ownership. Students also explore the nature of Norman society and the impact of the Conquest on different groups within England.	Revision
	Acquire (Knowledge)	Explain the impact of the Norman Conquest on government, society, the Church and everyday life in England.	Revision
	Apply (Skills)	Students apply their knowledge by analysing contemporary historical sources and later interpretations to investigate the causes and consequences of the Norman Conquest. They construct evidence-based explanations, evaluate the significance of key events and individuals, and use precise historical vocabulary to develop balanced historical judgements. Throughout the unit, students strengthen their ability to interpret evidence, analyse historical arguments and explain change and continuity across a	Revision

		defined historical period.	
Summer 2	Content (Why)	This unit develops students' understanding of the struggle for racial equality in the United States. Students investigate how individuals, organisations and protest movements challenged segregation and discrimination. The unit deepens students' understanding of change and continuity, causation and significance, while preparing them to evaluate how far civil rights had improved by the 1970s.	Revision
	Content (What)	Students investigate segregation and discrimination in the United States before examining key events and individuals in the Civil Rights Movement. They study the roles of figures such as Martin Luther King Jr, Rosa Parks and the Little Rock 9, alongside organisations including the NAACP, SCLC, CORE and SNCC.. Students explore peaceful protest, direct action, legal challenges and federal government intervention before considering the successes and limitations of the movement.	Revision
	Acquire (Knowledge)	- Understand the problems Black people in the USA faced in the 1950s - Examine the methods used to challenge segregation and discrimination in the 1950s - Examine the methods used to challenge segregation and discrimination in the early 1960s.	Revision
	Apply (Skills)	Students apply their knowledge by analysing historical sources and interpretations to investigate different approaches to achieving civil rights. They compare the methods and ideas of key individuals and organisations, explain the causes and consequences of protest, and assess the significance of major events and legislation. Through evidence-based historical writing, students construct balanced judgements about the extent of change and use precise historical vocabulary to support their arguments.	Revision