

YEAR 10 History CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

To support students to demonstrate knowledge and understanding of the key features and characteristics of the periods studied; to explain and analyse historical events and periods studied using second-order historical concepts; to analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements in the context of historical events studied; and to analyse, evaluate and make substantiated judgments about interpretations (including how and why interpretations may differ) in the context of historical events studied.

	Topic 1 Britain: Health: c1000 to the present	Topic 2 Britain: Health: c1000 to the present	Topic 3 Britain: Health: c1000 to the present	Topic 4 Britain: Health: c1000 to the present	Topic 5 World War I 1894 - 1918	Topic 6 World War I 1894 - 1918	Topic 7 World War I 1894 - 1918	Topic 1 USA 1920 - 1973
Topic	To what extent did Medicine stand still? (Medieval Health)	How and why did Medicine begin to change? (Renaissance)	Why was there a revolution in medicine? (19 th Century)	How did modern medicine develop? (20 th Century – Now)	Why did World War I begin?	What was the stalemate and why did it continue?	Why did World War I end?	How did the Boom cause Opportunity and Inequality?
Crucial Knowledge	Medieval Medicine – natural and supernatural, influence of Hippocrates and Galen, doctors Christianity / Islam and medical progress	Impact of the Renaissance. Galen challenged. Vesalius, Pare and Harvey. Dealing with disease. Hospitals. Great Plague. John Hunter.	Development of Germ Theory – Pasteur, Koch, vaccination, magic bullets Developments in surgery – anaesthetics, antiseptics, aseptics	Penicillin, Pharmaceuticals, antibiotic resistance Impact of war and technology on surgery The Liberal Social Reforms, impact of the	The Alliance System. Crises in Morocco and the Balkans. Anglo-German rivalry, Weltpolitik, Naval Race. Relations between Serbia	Reasons for the Schlieffen Plan, its failure and cause of the stalemate. Tactics on the Western Front. The war of attrition. Verdun. The	Changes in the Allied forces. Russia leaves the war and the USA joins. Military developments – tactics and technology. Ludendorff and the German	Benefits and causes of the Boom. Inequalities of wealth. Social and cultural developments.

	(including hospitals) Medieval Surgery Public Health in towns and monasteries including the Black Death. BIG IDEA = during Medieval Times there was little progress in Medicine, especially in Western Europe	Jenner. BIG IDEA = Although progress was made this often met opposition and made little difference to the treatments used at the time..	Problems and improvements in public health. BIG IDEA = Germ Theory was a turning point for causes and cures of disease, surgery and public health.	World Wars, the Beveridge Report and the Welfare State, creation and development of the NHS. BIG IDEA = While major progress has been made other problems have emerged	and Austria-Hungary, assassination of the Archduke, Schlieffen Plan. BIG IDEA = There are long term as well as short term reasons why World War I began. It wasn't entirely the responsibility of one country.	Somme. Passchendaele. Gallipoli. The War at Sea including Jutland and the U-Boat campaign BIG IDEA = Trenches caused a stalemate which both sides were unable to break	Spring Offensive. The Hundred Days. German surrender: impact of the naval blockade. Armistice. Haig and Foch. BIG IDEA = A combination of factors led to German defeat	Divided society e.g. organised crime, immigration and the Red Scare. BIG IDEA = The Boom affected different Americans in different ways
Why this learning now?	<ul style="list-style-type: none"> Consolidates work completed at the end of Y9. International and British units are interspersed Provides variety and spacing as students studied WWI in Y9 	<ul style="list-style-type: none"> International and British units are interspersed Builds on work completed in the Medieval topic Allows mastery of the style of 	<ul style="list-style-type: none"> International and British units are interspersed Builds on work completed in the Medieval and Renaissance topic Allows mastery of 	<ul style="list-style-type: none"> International and British units are interspersed Builds on work completed in the Medieval, Renaissance and C19th topic Allows mastery of 	<ul style="list-style-type: none"> International and British units are interspersed Builds on Y9 work on causes of WWI Broadly chronological (prior to USA topic) Students are now 	<ul style="list-style-type: none"> International and British units are interspersed Builds on causes of WWI topic e.g. Schlieffen Plan Allows mastery of the style of 	<ul style="list-style-type: none"> International and British units are interspersed Fits with the USA topic at the start of Y11 (begins in 1920) Improves understanding of USA role in WWI 	<ul style="list-style-type: none"> Broadly chronological framework Follows on from WWI topic which ends in 1918. Means international units are interspersed with the

	<ul style="list-style-type: none"> Style of questions are easier to access than WWI topic (e.g. usefulness) 	question for this unit	the style of question for this unit	the style of question for this unit	more prepared for more complex question types (e.g. usefulness covering 2 sources)	question for this unit <ul style="list-style-type: none"> Builds on Y9 work on the Battle of the Somme 	which helps with USA Boom topic <ul style="list-style-type: none"> Builds on causes of WWI and stalemate topics Allows mastery of the style of question for this unit 	British units.
Assessment Opportunities:	<p>Formative – Every lesson has a recall starter and there are opportunities for Q & A and embedded WINs AfL exam questions which can be self, peer or teacher marked. Because a large variety of questions are provided teachers can match these to the needs of their classes while still meeting the requirement of a minimum of one WINs task a fortnight. Some tasks will be modelled with the class in an ‘I do, We do, You do’ manner.</p> <p>Summative – Y10 Exams (2 of the 4 Papers are sat). End of topic practice questions. As Y10 complete each section of a topic they complete a 1 hour practise paper covering all the question styles on that specific exam.</p> <p>Note. Apart from trial exams these assessments do not follow an iterative model as the aim is to consolidate how to answer each type of exam question on the current topic. However, other styles of exam questions may be covered in revision sessions such as pd 6 or holiday revision sessions.</p>							
Learning at Home	<p>For the vast majority of the year homework will be set WEEKLY. Homework completion, along with attendance, is a crucial indicator of likely exam performance.</p> <ul style="list-style-type: none"> Most homework will be revision tasks encouraging learners to develop effective revision skills (and to utilise resources such as revision guides, knowledge organisers and revision notes) while breaking up the amount to be revised into manageable chunks which can be monitored by staff. Students have access to resources such as index cards and revision exercise books through the History Department and by Year 11 many are changing and adapting the suggested strategies for revision in order to match the methods which they personally find most effective. Parents are encouraged to engage with revision and revision resources are presented in a way whereby parents can test students and what they know. Periodically homework may be set to complete work which is unfinished in booklets or work which has been missed through absence 							

	<ul style="list-style-type: none"> Homework may be set to thoroughly prepare an answer to a longer exam question in order to enable students to prepare for an assessment. 							
National Curriculum Links	N/A							
Key Vocabulary (Etymology words)	<i>Surgery</i> (last term) <i>Theory</i> (last term) Supernatural	Renaissance Anatomy Vaccination	Magic Bullets Anaesthetics Antiseptics (and Aseptic) Reformers	Pharmaceutical Antibiotics Transplants	Crisis	Stalemate War of Attrition	Armistice	
Spiritual, Moral, Social and Cultural concepts covered	<p>The History curriculum provides students with the opportunity to learn about how to formulate an enquiry, the use of sources (including being critical consumers of information from films and other sources) as well as to develop their understanding of global citizenship.</p> <p>Concepts covered include:</p> <ul style="list-style-type: none"> Spiritual – Religious attitudes to disease (Christianity and Islam) and how these have helped and hindered medical development Moral - Ethics of War e.g. Attrition – aim to ‘bleed France white’, moral dilemmas e.g. cost of some drugs Social – impact of medical developments on different groups in society over time e.g. Welfare State Cultural - Citizenship and understanding the modern world. Vocabulary development 							
Links to careers and the world of work	<ul style="list-style-type: none"> Links to careers through skills and content Doctor / Nurse / Medical Professional – History of Medicine Law – A study of history and the ability to argue your case is often linked to careers in law. Army – World War I topic 							