

## History Unit Overview Year 10 Topic 1

Students were set 12 lessons of GCSE knowledge-based work in the previous half term. On return to school, **seven lessons will initially be allocated to consolidate this work**. It is accepted that there will be a range of situations amongst students and a range of activities and support will therefore be offered. These will include opportunities to test knowledge in quizzes; to apply knowledge in planning and answering essay style questions; working in pairs with other students to check and develop knowledge and understanding of topics; the chance to add detail to notes or catch up content missed; participation in small teacher led groups on areas of misunderstanding and uncertainty; whole class teaching of key points. Should the seven lessons prove insufficient for some students, individual catchup plans will be made with them which will highlight what work still needs to be covered and when and how this will be done. This is likely to involve a mixture of independent work at home and additional time offered in school.

### Year 11

Students completed their work on Paper 2 Anglo-Saxon and Norman England during the initial phase of lockdown. They were then set 12 lessons of GCSE knowledge-based work on Paper 1, History of Medicine in the final half term. On return to school, **seven lessons will initially be allocated to consolidate the work on Medicine**. It is accepted that there will be a range of situations amongst students and a range of activities and support will therefore be offered. These will include opportunities to test knowledge in quizzes; to apply knowledge in planning and answering essay style questions; working in pairs with other students to check and develop knowledge and understanding of topics; the chance to add detail to notes or catch up content missed; participation in small teacher led groups on areas of misunderstanding and uncertainty; whole class teaching of key points. Should some students require more support at that point, then individual catchup plans will be made with them which will highlight what work still needs to be covered and when and how this will be done. This is likely to involve a mixture of independent work at home and additional time offered in school. As the Exam Board have now announced that we can drop one paper of four for the 2021 exams, **some curriculum time later in the year can now be used to consolidate students' work on Paper 2 Anglo-Saxon and Norman England**; it was felt better not to confuse students by trying to catch up two very diverse topics in quick succession.

**History - Year 10 2021-2 Topic 1/ Year 11 2020-21 Final Topic Paper 1 – Medicine Through Time 1250-present  
Autumn Term 1**

<b>What are we learning?</b>	<b>What knowledge, understanding and skills will we gain?</b>	<b>What does mastery look like?</b>	<b>How does this build on prior learning?</b>	<b>What additional resources are available?</b>
<ul style="list-style-type: none"> <li>Unit 1: Medieval Medicine 1250-1500</li> </ul> <p>Topic covered during lockdown and to be revisited at the start of Autumn Term 1</p>	<p>Knowledge: Key figures: Hippocrates, Galen. Key events: The Black Death. Key terminology: apothecaries, barber-surgeons, Four Humours, miasma, Theory of Opposites, purging, flagellation, herbal remedies. Key ideas on what people during the period knew about causes, treatment, and prevention of illness.</p> <p>Understanding: Can explain what people believed about causes, treatment and prevention of illness during the period and why those ideas existed. How and why the Church limited medical knowledge. How and why the Black Death spread and was treated. What action was taken by authorities.</p> <p>Skills: Answering 12mark essays with knowledge and explanation. Writing logical, well-reasoned essays that clearly answer the question. Discussing and debating with peers. Developing independent learning and research ability. Creating an argument backed up with clear factual evidence.</p>	<p>In classroom discussion, and written work, students will use relevant, accurate, factual knowledge of course content. Interest will also be apparent.</p> <p>In 12mark essays they can select relevant factors to answer ‘why’ questions and will be able to place those factors in context so they move from explanation to analysis.</p> <p>Home learning will be fully completed and handed in on time.</p>	<p>Black Death and medieval towns/villages studied in Year 7. Should have some awareness of period from prior learning.</p>	<p>EdExcel Pearson textbooks</p> <p>BBC Bitesize</p> <p>Revision guides: Pearson, Hodder, Scholastic, CGP.</p>

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<ul style="list-style-type: none"> <li>Unit 2: Renaissance Medicine 1500-1750</li> </ul> <p>Much of this topic covered during lockdown and will be revisited during Autumn Term 1</p>	<p>Knowledge: Key figures: Harvey, Vesalius, Sydenham, Charles II. Key events: Great Plague 1665, setting up the Royal Society. Key terminology: printing press, 'On The Fabric of the Human Body', quarantine, circulatory system, anatomy, dissection, herbal remedies, natural causes. Key ideas on what people during the period knew about causes, treatment, and prevention of illness.</p> <p>Understanding: What people believed about causes, treatment and prevention during the period and why those ideas existed. How and why understanding of medicine began to change. How and why attitudes to the Church began to change. How and why the Great Plague was treated including action taken by the authorities and why this differed to the Black Death.</p> <p>Skills: Identifying similarities and differences between this period and previous periods. Answering 4, 12 and 16 mark essays. Developing independent learning and research ability. Creating an argument backed up with clear factual evidence.</p>	<p>In classroom discussion, and written work, students will use relevant, accurate, factual knowledge of course content. They can identify change or continuity in aspects of the course across time and they actively and consciously make this part of their learning as the course moves on.</p> <p>In 4mark essays they can accurately identify a difference or a similarity between an aspect of the course across time, and support with details.</p> <p>In 12mark essays they can select relevant factors to answer 'why' questions and will be able to place those factors in context so they move from explanation to analysis. In 16mark essays they will additionally be able to weigh the importance of factors, or the amount of change/ similarity, in order to say how far they agree with a given statement.</p> <p>Home learning will be fully completed and handed in on time.</p>	<p>Links to previous material on Hippocrates/Galen and Black Death (U1) to identify changes in thinking. Links to previous material of miasma, religious understanding, superstition (U1) to identify continuity of thinking.</p>	<p>EdExcel Pearson textbooks BBC Bitesize</p> <p>Revision guides: Pearson, Hodder, Scholastic, CGP.</p>

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<ul style="list-style-type: none"> <li>Unit 3: Industrial Medicine 1750-1900</li> </ul>	<p><b>Knowledge:</b> Key figures: Jenner, Lister, Pasteur, Koch, Nightingale, Chadwick, Snow, Behring. Key events: Cholera epidemic, Great Stink, Public Health Acts 1848 and 1875. Surgery: anaesthetics, antiseptics, aseptic practice, blood transfusion. Key terminology: vaccines, inoculation, smallpox, cowpox, spontaneous generation, germ theory, sterilisation, microbes, microbiology, hospital care, ether, chloroform, nitrous oxide, laissez-faire, anthrax, tuberculosis.</p> <p><b>Understanding:</b> Can explain what people believed about causes, treatment and prevention during the period and why those ideas existed. Explain why inoculation wasn't successful, why vaccination was successful and the role of the government in development its use. Explaining how and why Germ Theory was discovered and further developed. How and why scientific ideas were developed. How and why hospital and nursing care improved. What action was taken by authorities on public health and why this changed over time.</p> <p><b>Skills:</b> Identifying similarities and differences between this, and previous periods. Answering 4, 12 and 16mark essays. Developing independent learning and research ability. Creating an argument backed up with clear factual evidence.</p>	<p>In classroom discussion, and written work, students will use relevant, accurate, factual knowledge of course content. They can identify change or continuity in aspects of the course across time and actively and consciously make this part of their learning.</p> <p>In 4mark essays they can accurately identify a difference or a similarity between an aspect of the course across time, and support with details.</p> <p>In 12mark essays they can select relevant factors to answer 'why' questions and will be able to place those factors in context so they move from explanation to analysis. In 16mark essays they will additionally be able to weigh the importance of factors, or the amount of change/ similarity, in order to say how far they agree with a given statement.</p> <p>Home learning will be fully completed and handed in on time.</p>	<p>Industrial Revolution studied in Year 8 including living conditions in cities and growth of cities/disease in this period.</p> <p>Link back to previous beliefs in U1 and U2 (miasma, supernatural causes, herbal remedies) to explain how and why understanding and treatment changed.</p> <p>Links made to hospital care in U1 to explain how Nightingale and Seacole changed nursing/hospitals.</p>	<p>EdExcel Pearson textbooks BBC Bitesize</p> <p>Revision guides: Pearson, Hodder, Scholastic, CGP.</p>

Autumn Term 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<ul style="list-style-type: none"> <li>Unit 4: Modern Medicine 1900-present</li> </ul>	<p>Knowledge: Key people: Ehrlich, Hata, Fleming, Florey, Chain, Crick &amp; Watson, Rosalind Wilson, Domagk, William Beveridge, Aneurin Bevan. Key events: WW1, WW2. Key terminology: DNA, plastic surgery, brain surgery, keyhole surgery, x-ray, blood transfusions, penicillin, magic bullet, syphilis, blood poisoning, NHS, lung cancer, public health campaigns.</p> <p>Understanding: The role of government, technology, scientific experimentation, individuals, war and chance in the discovery and development of medical knowledge. Can explain what people believed about causes, treatment and prevention during the period and why those ideas existed; how and why scientific ideas were developed; how and why health care improved. How and why ideas on prevention began to develop as well as causes and treatment.</p> <p>Skills: Identifying similarities and differences between this, and previous periods. Answering 4, 12 and 16mark essays. Developing independent learning and research ability. Creating an argument backed up with clear factual evidence.</p>	<p>In classroom discussion, and written work, students will use relevant, accurate, factual knowledge of course content. They can identify change or continuity in aspects of the course across time and actively and consciously make this part of their learning.</p> <p>In 4mark essays they can accurately identify a difference or a similarity between an aspect of the course across time, and support with details.</p> <p>In 12mark essays they can select relevant factors to answer 'why' questions and will be able to place those factors in context, so they move from explanation to analysis. In 16mark essays they will additionally be able to weigh the importance of factors, or the amount of change/ similarity, in order to say how far they agree with a given statement.</p> <p>Home learning will be fully completed and handed in on time.</p>	<p>WW1 and WW2 studied in Year 9.</p> <p>Link back to hospitals introduced in U1 and U2 to explain how and why they have changed over time.</p> <p>Links back to key surgery issues discussed in U3 to compare change over time.</p> <p>Links back to authority action in U2 and U3 to compare change over time.</p>	<p>EdExcel Pearson textbooks BBC Bitesize</p> <p>Revision guides: Pearson, Hodder, Scholastic, CGP.</p>

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<ul style="list-style-type: none"> <li>Unit 5: The British Sector of the Western Front 1914-1918</li> </ul>	<p>Knowledge: What was the Western Front, the Ypres Salient, key battles (2<sup>nd</sup> Battle of Ypres, the Somme, Hill 60, Arras, Passchendale). The nature of trench life and warfare –lice, gas, creeping barrage, tank, mines, machine gun etc. The types of illness and injuries these led to- trench fever, gas gangrene, shrapnel, trench foot. The treatment of injuries - gas, shell-shock, plastic surgery &amp; Harold Gillies, amputation, brain surgery &amp; Harvey Cushing, blood transfusions, blood banks, Carrol-Dakin method, Thomas Splint. Stages in chain of evacuation, triage, RAMC, FANY, field ambulance, ambulance wagons, hospitals. Types of historical sources.</p> <p>Understanding: How and why understanding of injuries and treatment developed. Why the trench environment led to physical and mental illness. How the chain of evacuation developed and why it was effective. Why mortality rates decreased between 1914-1918. How sources can be useful or not useful.</p> <p>Skills: Analysing and evaluating historical sources. How to place sources within a historical context. How to use factual knowledge to judge a historical source. Understanding how sources are used by historians. Identifying key features of aspects of the topic. Discussing and debating with peers. Developing independent learning and research ability.</p>	<p>In classroom discussion, and written work, students will use relevant, accurate, factual knowledge of course content. This will include the ability to identify a range of key features of the topic.</p> <p>Home learning will be fully completed and handed in on time.</p> <p>The usefulness of historical sources for a named enquire will be judged based on a combination of their content (including inferences) compared to own knowledge and the context of their production –(Nature, Origin and Purpose) drawing valid conclusions.</p> <p>There will be secure knowledge of a good range of the type of sources available at the time and how they could be used in an historical enquiry.</p>	<p>Links made to U3 to establish what prior medical knowledge existed before WW1 (x-rays, blood groups, anaesthetics, antiseptics but not wide spread and effective blood transfusions, antibiotics or specialist surgeries).</p>	<p>EdExcel Pearson textbooks</p> <p>BBC Bitesize</p> <p>National Archives “Britain on the Western Front.”</p> <p>Revision guides: Pearson, Hodder, Scholastic, CGP.</p>