

<u>Year 10</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>	<u>Assessment</u>
<u>Half-term 1</u>	<p><u>How did medicine in medieval England change?</u></p> <ul style="list-style-type: none"> Natural, supernatural and religious explanations of the causes of disease The Theory of the Four Humours Medieval approaches to treatment and prevention Caring for the sick: hospitals and the home Medieval reactions to the Black Death <p><u>How did medicine change during the Medical Renaissance?</u></p> <ul style="list-style-type: none"> Ideas about the cause of disease in Renaissance England The significance of the work of Thomas Sydenham, Vesalius and William Harvey Approaches to prevention and treatment in Renaissance England Ideas about cause of the Great Plague in 1665 and the effectiveness of treatments and preventions 	<ul style="list-style-type: none"> ✓ AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied ✓ AO2 Explain and analyse historical events and periods studied using second order historical concepts ✓ AO3 Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied ✓ AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) 	<ul style="list-style-type: none"> ❑ 'The Theory of the Four Humours was the main idea about the cause of disease in the Middle Ages.' How far do you agree? Explain your answer. (AO1 & AO2) ❑ Explain one way that attempts to prevent the plague were different in 1665 compared to in 1348. (AO1 & AO2) ❑ Explain why there was a rapid improvement in anatomical knowledge in the period c1500 to c1700. (AO1 & AO2)

<p><u>Half-Term 2</u></p>	<p><u>How did medicine in 18th and 19th century Britain change?</u></p> <ul style="list-style-type: none"> • Jenner’s vaccination discovery and the opposition to the discovery • New ideas about the cause of disease • The importance of the work of Pasteur & Koch and the impact on medicine in Britain • New approaches to prevention and treatment in the 1800s • The impact of Nightingale’s work on the development and improvement of hospitals and nursing • Reactions to cholera outbreaks in the 1800s • The importance of the work of John Snow • Improvements in surgery during the 1800s • The development of aseptic surgery 	<ul style="list-style-type: none"> ✓ AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied ✓ AO2 Explain and analyse historical events and periods studied using second order historical concepts ✓ AO3 Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied ✓ AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain why there was a rapid change in the prevention of smallpox in the period c1750-c1900. (AO1 & AO2) <input type="checkbox"/> ‘There was rapid change in ideas about the causes of illness in the period c1700-c1900.’ How far do you agree? Explain your answer. (AO1 & AO2)
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<p><u>Half-term 2</u></p>	<p><u>How did medicine change during the 20th century and what changes are still taking place?</u></p> <ul style="list-style-type: none"> • Changing ideas about the cause of disease • The importance of the work of Watson & Crick on the development of medical ideas • The factors that resulted in improvements in the prevention and treatment of illness during the 20th century • The factors that resulted in the development of penicillin • The importance of the work of Fleming, Florey & Chain in the development of penicillin • The increased role of the British government in improving the health of the nation • The action taken to reduce deaths from lung cancer 	<ul style="list-style-type: none"> ✓ AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied ✓ AO2 Explain and analyse historical events and periods studied using second order historical concepts ✓ AO3 Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied ✓ AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) 	<ul style="list-style-type: none"> □ 'There has been huge progress in the prevention of disease since c1900.' How far do you agree? Explain your answer. (AO1 & AO2)
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<p><u>Half-term 3</u></p>	<p><u>How were injured soldiers treated in the British sector of the Western Front, 1914-18?</u></p> <ul style="list-style-type: none"> • The organisation of the trench system • The main battles on the British sector of the Western Front • Transport of wounded soldiers • The Chain of evacuation • The role of the RAMC & FANY in the treatment of soldiers • Improvements in surgery on the British sector of the Western Front 	<ul style="list-style-type: none"> ✓ AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied ✓ AO2 Explain and analyse historical events and periods studied using second order historical concepts ✓ AO3 Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied ✓ AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) 	<ul style="list-style-type: none"> ☐ Two complete 'Section A' past paper questions are to be completed to assess the British sector of the Western Front unit of work.
<p><u>Half-term 3</u></p>	<p><u>Was the Weimar Republic a success or a failure?</u></p> <ul style="list-style-type: none"> • Life in Germany in 1918 • The key events of the German Revolution • The strengths and weaknesses of the Weimar Constitution • The early challenges to the Weimar Republic • The challenges faced by the Weimar Republic in 1923 	<ul style="list-style-type: none"> ✓ AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied ✓ AO2 Explain and analyse historical events and periods studied using second order historical concepts ✓ AO3 Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied 	<ul style="list-style-type: none"> ☐ Give two things you can infer from Source A about the problems faced by the Weimar Republic in 1919? (AO3)

<p><u>Half-Term 4</u></p>	<ul style="list-style-type: none"> • Stresemann’s policies to help the Weimar Republic recover • Changes in women’s lives in the Weimar Republic • Cultural changes in the Weimar Republic • The development of the Nazi Party during the early 1920s • Reasons for the unpopularity of the Nazi Party between 1924 - 1928 	<ul style="list-style-type: none"> ✓ AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) 	<ul style="list-style-type: none"> ❑ Study Interpretations 1 and 2. They give different views about the success of Stresemann’s policies. What is the main difference between these views? (AO4)
<p><u>Half-term 5</u></p>	<p><u>How did Hitler and Nazis change the lives of German people?</u></p> <ul style="list-style-type: none"> • The reasons for an increase in support for the Nazi Party in the years, 1929-32 • The reasons for Hitler’s appointment as Chancellor in 1933 • The steps taken by Hitler to turn Germany into a dictatorship • The creation of the Nazi Police State • The propoganda methods used by the Nazis to control the German people 	<ul style="list-style-type: none"> ✓ AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied ✓ AO2 Explain and analyse historical events and periods studied using second order historical concepts ✓ AO3 Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied ✓ AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) 	<ul style="list-style-type: none"> ❑ Study Interpretation 1 and Interpretation 2. They give different views about the reasons for the appeal of the Nazi Party, 1929 -33. What is the main difference between these views? (AO4) ❑ How far do you agree with Interpretation 1 about Hitler’s rise to power? Explain your answer, using both interpretations and your knowledge of the historical context. (AO4)

	<ul style="list-style-type: none"> • The growth of opposition against the Nazis • Nazi policies towards women and the impact of those policies change women's lives? • Nazi policies towards children and the impact of those policies • Nazi policies to reduce unemployment and the effectiveness of those policies • The impact of Nazi economic policies on living standards and an evaluation of the success of Nazi economic policies • Nazi racial beliefs and the consequences of those beliefs • Nazi persecution of minorities in Germany • Religious opposition to Nazi policies 	<ul style="list-style-type: none"> ✓ AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied ✓ AO2 Explain and analyse historical events and periods studied using second order historical concepts ✓ AO3 Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied ✓ AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) 	<ul style="list-style-type: none"> ☐ How useful are Sources A and B for an enquiry into women's attitudes to Nazi policies? Explain your answer using Sources A and B and your own knowledge of the historical context. (AO3)
<p>Half-term 6</p>	<p><u>How did the Cold War develop between 1945 and 1969?</u></p> <ul style="list-style-type: none"> • Ideological differences between East and West • The significance of the Tehran, Yalta and Potsdam conferences • The wartime alliance unravels 1956-46 	<ul style="list-style-type: none"> ✓ AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied ✓ AO2 Explain and analyse historical events and periods studied using second order historical concepts 	<ul style="list-style-type: none"> ☐ Explain two consequences of the decisions made by The Grand Alliance at the Yalta Conference in February 1945. (AO1 & AO2) ☐ Write a narrative account analysing the key events of the Hungarian Uprising. (AO1 & AO2)

	<ul style="list-style-type: none">• The creation of Soviet satellite states in Eastern Europe• The impact of the Truman Doctrine and Marshall Plan• The formation of Cominform and Comecon• The 1948 Berlin Crisis	<ul style="list-style-type: none">✓ AO3 Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied✓ AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ)	<ul style="list-style-type: none">☐ Explain the importance of the building of the Berlin Wall for the development of the Cold War. (AO1 & AO2)
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Year 11	Substantive Knowledge	Disciplinary Knowledge	Assessment
<u>Half-term 1</u>	<ul style="list-style-type: none"> • What caused the Cold War? • Ideological differences between East and West • The significance of the Tehran, Yalta and Potsdam conferences • The wartime alliance unravels 1956-46 • The creation of Soviet satellite states in Eastern Europe • The impact of the Truman Doctrine and Marshall Plan • The formation of Cominform and Comecon • The 1948 Berlin Crisis • The formation of East and West Germany • The creation of two armed camps, NATO in 1949 and the Warsaw Pact in 1955 • The significance of the arms race, 1950-58 • The Hungarian Uprising, 1956 	<ul style="list-style-type: none"> ✓ AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied ✓ AO2 Explain and analyse historical events and periods studied using second order historical concepts ✓ AO3 Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied ✓ AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) 	<p>no consequences of the decisions made by The alliance at the Yalta Conference in February 1945.</p> <p>no consequences of the 1948 Berlin Crisis.</p>

	<ul style="list-style-type: none"> • <u>How did the Cold War intensify, 1958 - 1970?</u> • The refugee problem in Berlin • Khrushchev's Berlin ultimatum • The summit meetings of 1959-1961 • Building the Berlin Wall • The Cuban Revolution & The Bay of Pigs incident • The Cuban Missile Crisis • The 'Prague Spring' • The Brezhnev Doctrine 	<ul style="list-style-type: none"> ✓ AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied ✓ AO2 Explain and analyse historical events and periods studied using second order historical concepts 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the importance of the building of the Berlin Wall for the development of the Cold War. (8 Marks) <input type="checkbox"/> Write a narrative account analysing the key events of the Cuban Missile Crisis, 1959 to 1963.
<p><u>Half-term 2</u> (3 weeks of Yr11 mock exams in December)</p>	<ul style="list-style-type: none"> • <u>What attempts were made to reduce tension between East and West, 1969-79?</u> • Détente • SALT 1, The Helsinki Accords, SALT 2 • The Soviet invasion of Afghanistan, 1979 • The consequences of the invasion on USA-Soviet relations • Reagan and the 'Second Cold War' • Gorbachev's new thinking • The end of the Soviet hold on Eastern Europe 	<ul style="list-style-type: none"> ✓ AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied ✓ AO2 Explain and analyse historical events and periods studied using second order historical concepts ✓ AO3 Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied ✓ AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) 	<ul style="list-style-type: none"> <input type="checkbox"/> Write a narrative account analysing the key events of Détente during the 1970s. (AO1 & AO2) <input type="checkbox"/> Explain the importance of Gorbachev's new thinking for relations between the USSR and the USA.

<p><u>Half-term 3</u></p>	<ul style="list-style-type: none"> • <u>What challenges did Elizabeth I face on her accession?</u> • Society and government in 1558 • GRIME – Gender, religion, illegitimacy, money, enemies abroad • Religious divisions in England in 1558 • Elizabeth’s religious settlement and the impact on the people and the Church • The nature and extent of the Puritan challenge • The nature and extent of the Catholic challenge • The reasons for, and significance of, the Revolt of the Northern Earls, 1569-70 • Growing papal opposition to Elizabeth: the importance of the excommunication of 1570 • The problem of Mary, Queen of Scots • The implications for Elizabeth of Mary’s flight from Scotland in 1568. • Elizabeth’s attitude to Mary 	<ul style="list-style-type: none"> ✓ AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied ✓ AO2 Explain and analyse historical events and periods studied using second order historical concepts ✓ AO3 Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied ✓ AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe two features of the social hierarchy in Elizabethan society. (4 Marks) <input type="checkbox"/> Describe two features of Elizabeth’s reaction to the Revolt of the Northern Earls. (4 Marks) <p style="text-align: center;"><u>Elizabeth I – Assessment 1</u></p> <p>‘Religion was Elizabeth’s main problem in the years 1558-69’. How far do you agree? Explain your answer.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • The settlement of religion • Mary, Queen of Scots’ arrival in England in 1568 <p>You must also use information of your own (16 marks)</p>
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<p><u>Half-term 4</u></p>	<ul style="list-style-type: none"> • <u>What challenges did Elizabeth face at home and abroad, 1569 – 1588?</u> • Plots and revolts at home. • The features and significance of the Ridolfi, Throckmorton and Babington plots • Walsingham and the use of spies • The reasons for, and significance of, Mary Queen of Scots' execution in 1587 • Strength of Catholicism in the north: noble anger at the extension of Elizabeth's power in the region. • Political, religious and commercial rivalry • The New World – privateering and the significance of the activities of Drake. • Philip II's power as a European rival to England; his strong Catholicism: his opposition to the religious settlement of 1559. • The outbreak of war with Spain, 1585-1588 • The Armada – the reasons for, and consequences of, the English victory. 	<ul style="list-style-type: none"> ✓ AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied ✓ AO2 Explain and analyse historical events and periods studied using second order historical concepts ✓ AO3 Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied ✓ AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe two features of the rivalry between England and Spain. (4 Marks) <input type="checkbox"/> Explain why the Spanish Armada was defeated. (12 Marks) You may use the following in your answer: Superior English ships the weather You must also use information of your own.
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	<ul style="list-style-type: none"> • <u>How did Elizabethan society change in the Age of Exploration, 1558-1588?</u> • Changes in education • Changes in sport, pastimes and the theatre • The growing number and popularity of public theatres, especially in London • The reasons for the increase in poverty and vagabondage • Changing attitudes and policies towards the poor. • The distinction between the idle/underserving poor and the deserving poor. • Government policy – The Vagabonds Act 1572 and the Act for the Relief of the Poor 1576. 	<ul style="list-style-type: none"> ✓ AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied ✓ AO2 Explain and analyse historical events and periods studied using second order historical concepts ✓ AO3 Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied ✓ AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe two key features of sports and pastimes for the poor or wealthy. (4 Marks) <input type="checkbox"/> Explain why the Elizabethans were worried about the idle poor and vagabonds. (12 Marks)
<u>Half-term 5</u>	<ul style="list-style-type: none"> • <u>How did Elizabethan Society change in the Age of exploration, 1558-1588?</u> • The factors that prompted exploration, including new technology and ship design • The reasons for and significance of Drake's circumnavigation of the globe 	<ul style="list-style-type: none"> ✓ AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied ✓ AO2 Explain and analyse historical events and periods studied using second order historical concepts 	<ul style="list-style-type: none"> <input type="checkbox"/> 'Drake's most significant achievement in the years 1558-1588 was the raid on Cadiz.' How far do you agree? Explain your answer. (16 Marks)

	<ul style="list-style-type: none">• The development of new navigational aids and the new science of transatlantic navigation• Drake's expedition against Spanish colonies in 1577.• The significance of Raleigh and the attempted colonisation of Virginia.• The combination of factors that resulted in the failure to establish a permanent settlement on Roanoke Island.	<ul style="list-style-type: none">✓ AO3 Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied✓ AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ)	<p><input type="checkbox"/> 'Relations with the Native Americans were the main reason for the failure of the Virginia colonies.' How far do you agree? Explain your answer. (16 Marks)</p>
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