

History Curriculum Knowledge Overview (Years 10 and 11)

The History GCSE is designed to ensure that students continue to access a broad curriculum, where they are able to explore the global society in which they live but to a greater degree than at Key Stage 3. The units chosen are selected to provide students with a mixture of British and World History, across a broad period of time. The events chosen are done so because they allow students to better understand their own history and the world in which they today.

<u>Scholarly foundation and rationale</u>	<u>Enquiry (substantive and disciplinary knowledge)</u>
<p>Students will</p> <ul style="list-style-type: none"> ● develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience ● engage in historical enquiry to develop as independent learners and as critical and reflective thinkers ● develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context ● develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them ● organise and communicate their historical knowledge and understanding in 	<p><u>GCSE History Year 10 and II</u></p> <p>Medicine in Britain 1250-the Present</p> <ul style="list-style-type: none"> ● In studying the content defined below in strands 1 and 2, students will understand how key features in the development of medicine were linked with the key features of society in Britain in the periods studied. ● They will develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are: individuals and institutions (Church and government); science and technology; and attitudes in society. ● They will also understand how factors worked together to bring about particular developments at particular times. <p>There are three main strands for studying this unit:</p> <ol style="list-style-type: none"> 1. Ideas about the cause of disease and illness. This will include learning about contemporary ideas of why people got sick which moves from the supernatural and early Greek ideas about medicine to the scientific approaches of today such as DNA. 2. Approaches to prevention and treatment. A journey through the changing ideas about how to prevent and treat illness, including the mask wearing plague doctors, treatments based on the Four Humours, the invention of vaccination and discovery of magic bullets. 3. Case studies. In order to exemplify the ideas studied students will consider a range of case studies including the Black Death, Jenner and vaccination, Jon Snow and Cholera, the discovery of penicillin and the NHS. <p>The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</p> <p>As part of their Medicine studies students also complete a large case study on the development of medicine during the First World War.</p> <p><u>The American West, c1835–c1895</u></p> <p>Key topic 1: The early settlement of the West, c1835–c1862</p> <ul style="list-style-type: none"> ● The Plains Indians: their beliefs and way of life ● Migration and early settlement ● Conflict and tension <p>Key topic 2: Development of the plains, c1862–c1876</p> <ul style="list-style-type: none"> ● The development of settlement in the West ● Ranching and the cattle industry ● Changes in the way of life of the Plains Indians <p>Key topic 3: Conflicts and conquest, c1876–c1895</p> <ul style="list-style-type: none"> ● Changes in farming, the cattle industry and settlement

different ways and reach substantiated conclusions.

At Callington we deliver those aims through a range of activities and enquiries in lessons. We ensure that all students are able to access that curriculum through a range of scaffolded learning tasks and supported home learning.

- Conflict and tension
- The Plains Indians: the destruction of their way of life

Early Elizabethan England, 1558–88

Key topic 1: Queen, government and religion, 1558–69

- The situation on Elizabeth's accession
- The 'settlement' of religion
- Challenge to the religious settlement
- The problem of Mary, Queen of Scots

Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88

- Plots and revolts at home
- Relations with Spain
- Outbreak of war with Spain, 1585–88
- The Armada

Key topic 3: Elizabethan society in the Age of Exploration, 1558–88

- Education and leisure
- The problem of the poor
- Exploration and voyages of discovery
- Raleigh and Virginia

Weimar and Nazi Germany, 1918–39

The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. Depending on the depth study chosen, these may include social, economic, political, cultural and military aspects. The main content is divided into four key topics. These provide a framework for teaching and understanding the option, but should not be taken in isolation from each other. For each depth study, there is some chronological overlap between key topics – this structure helps highlight the complexity and interplay of different aspects within society.

Key topic 1: The Weimar Republic 1918–29

- The origins of the Republic, 1918–19
- The early challenges to the Weimar Republic, 1919–23
- The recovery of the Republic, 1924–29
- Changes in society, 1924–29

Key topic 2: Hitler's rise to power, 1919–33

- Early development of the Nazi Party, 1920–22
- The Munich Putsch and the lean years, 1923–29
- The growth in support for the Nazis, 1929–32
- How Hitler became Chancellor, 1932–33

Key topic 3: Nazi control and dictatorship, 1933–39

- The creation of a dictatorship, 1933–34
- The police state
- Controlling and influencing attitudes
- Opposition, resistance and conformity

Key topic 4: Life in Nazi Germany, 1933–39

- Nazi policies towards women
- Nazi policies towards the young
- Employment and living standards
- The persecution of minorities