

The Priory Belvoir Academy: Curriculum Overview

"Opportunity and Achievement for All"

SUBJECT	History	CURRICULUM LEADER	Mr Brown	YEAR	Year 10
ORGANISATION OF THE SUBJECT	Students who opt to take this subject study History for 3 hours each week.				
Key Concepts (The big ideas underpinning this subject)	Key Skills in this subject				
There is a full focus in Year 10 on developing student understanding of the component content relevant to final GCSE examination at the end of Year 11. Further to this there is regular assessment aimed at developing relevant 'exam skills' required in the final Key Stage 4 assessment	Description of key events and people in History. Explaining why events happened. Using sources and interpretations to reach conclusions. Understanding and explanation of significance. Understanding key Historical language. Revision / preparation for final examination through completion of regular independent work is required for success in the final GCSE assessment				
What will be learnt in this subject?	How will learning take place in this subject?				
<p><u>Health and the people, c1000 to the modern day (GCSE unit, continued)</u></p> <ul style="list-style-type: none"> • To understand the nature of medicine and the treatment of illness in Renaissance times • To look at the impact of key people in medicine in the Renaissance period (Vesalius, Harvey, Pare, for example) • To have knowledge how medicine developed in the 17th and 18th centuries (quackery) <ul style="list-style-type: none"> • To complete a case study of the Great Plague of 1665 and how it impacted on England (Britain) • To look at the development of hospitals in the 17th and 18th centuries • To look at the impact of John Hunter in the development of surgery, Florence Nightingale's influence on nursing and Edward Jenner understanding of how to treat Smallpox • To look at the 'revolution' in medicine in the 19th century – 	<ul style="list-style-type: none"> • Classroom learning will use a range of strategies and resources. There will be opportunities for pupils to work independently as well as collaboratively with others. Pupils will be encouraged to present their work verbally to their peers. • Resources will include opportunities for role play as well as traditional methods of sharing information (text, internet, DVD / video) • Regular assessment will take place to gauge progress and enable pupils to demonstrate their learning, as well as develop skills required for final GCSE examination • Study skills / in-class revision will also be focused on • Extra-curricular visit(s) 				

the development of anaesthetics

- To understand the work of Louis Pasteur and Robert Koch and how this influenced Germ Theory in Britain (including Joseph Lister and anti-septic treatment in surgery)
- To complete a case study of public health in Britain in the 1800s (cholera epidemics)
- To understand and evaluate reasons for medical progress by 1900
- To look at progress made in the 20th century – focus on Alexander Fleming and the development of penicillin
- To assess the impact of war in the 20th century on surgery
- To understand the reasons why public health improved in the early 20th century (Liberal health reforms)
- To have knowledge of the reasons behind the creation of an NHS in Britain and how this impacted on public health
 - To look at alternative methods of treating illness and disease
- To assess and evaluate where medicine is today and how it has evolved over time

Germany, 1890-1945 (GCSE unit)

- To understand the nature of German politics, government and society in the late 19th century
- To look at pre-1914 German foreign policy and how this led to war in 1914
- To have knowledge of how the Great War impacted on German society, and how defeat in 1918 led to the creation of democracy in Germany
- To understand the challenges faced by the new Weimar German democratic government in the early 1920s
 - To assess the role played by Gustav Stresemann in the German recovery of the mid-to-late 1920s (Weimar's 'golden years')
- To understand how Adolf Hitler came into politics and the development of the National Socialist (Nazi) movement in post-war Germany
- To look at how Adolf Hitler failed to come to power in 1923 (The Munich Putsch)
- To understand the reasons why popularity of the Nazi Party

<p>increased and how Hitler came to power in Germany in 1933</p> <ul style="list-style-type: none"> • To evaluate how the Nazis were able to create a new dictatorship in Germany • To understand what life was like in Nazi Germany for a range of people (women, young people, religious groups, minorities) • To look at how and why minority groups were persecuted by the Nazis (minicase study on the Holocaust) • To look at culture in Germany under the Nazis • To have knowledge of opposition to the government in Nazi Germany <p><u>Conflict and Tension, 1894-1918 (GCSE unit)</u></p> <ul style="list-style-type: none"> • To have an overview understanding of the reasons war broke out in Europe in 1914 • To look at pre-1914 Europe and the development of the 'alliance system' • To have knowledge of how Anglo-German relations worsened in the pre-war period • To complete case studies on a range of pre-war crises (east Europe, Africa, the assassination of Franz Ferdinand) • To understand how nations, notably Germany, prepared for war 	
<p>What methods of assessment will be used?</p>	<p>How can you support learning and progress in this subject?</p>
<p>Assessments will use a range of resources to enable pupils to reach judgements on key questions relating to key events, which will include completing GCSE exam questions. An end of year 'mock' exam will test pupils' revision skills / subject knowledge recall, working in 'conditions' similar to those required at the end of Key Stage 4.</p>	<p>It is advised this is best served through encouragement of students to undertake independent reading, research and work, through visits to places of interest (local and beyond), through engagement in the pupil's History curriculum through questioning</p>
<p>Equipment needed for this subject.</p>	<p>Learning outside the classroom: enrichment opportunities in this subject.</p>
	<p>Creative and research-based homework projects; visit to the Thackray Museum of Medicine in Leeds. There</p>

Pen, pencil, ruler

is also a possible visit to the Imperial War Museum. Furthermore, the History department is also looking into the viability of a Key Stage 4 visit to either / both the First World War battlefields in France and Belgium and Berlin.