



History

Paper 1: Medicine in Britain, c1250-present: Topic 1: c1250-c1500: Medicine in Medieval England	<u>Weeks</u>	<u>Topic/theme</u>	<u>Rationale</u>	<u>Assessment</u>	<u>Homework</u>	<u>Wider Curriculum (FBV, Employability, SMSC, Cultural Capital)</u>
	1	Introduction	Students will gain an overview of the whole medicine course in order for them to be aware of where the course is heading and where development will take place.			Employability – Group work and delegation of roles within the tasks. Communication of project to class. SMSC – Understanding of how changes in medicine has impacted on societies across different time periods.
	1-2	Ancient Medicine	Students require an understanding of ancient medicine and key individuals in order to consider change and continuity during the Medieval period and across the course as a whole.	Exam style question - 4 mark describe	Mind maps on Ancient medicine	Employability – Investigating the roles of physicians in Ancient Rome and Greece and their impact on medicine through time.
	3	Introduction to Medieval medicine	Students will consider how the fall of Rome affected life in Britain and the impact that it had on public health during the Medieval period. Students will also consider differences between Islamic and Christian attitudes towards medicine.	Exam style questions - 8 mark consequence, 4 mark explain question	Mind maps on Medieval medicine	SMSC – Understanding of how the fall of the Roman Empire led to people in England not receiving basic human needs. SMSC – Students will consider the differences in Islamic and Christian hospitals.
	4	Types of Medieval Healers	Students need to understand the different types of healers and the different methods of treatment in the Medieval period.	Exam style questions – 4 mark describe, 12 mark explain question	Mind maps on Medieval healers	Employability - Investigating the types of healer were in the Medieval period and comparing this to modern healers. Considering the difference between gender roles within healing.
	5	Public Health in Medieval England and the Black Death	Students need to understand the problems with public health and consider the causes, prevention and treatment of the Black Death during the Medieval period.	Exam style questions – 4 mark inference, 12 mark question	Mind maps on public health	SMSC – Understanding of how people had to survive in difficult conditions.
	6	Overview of Medieval topic and assessment	Students will consolidate knowledge gained on ancient and Medieval medicine to complete examination questions.	End of topic assessment - 4 mark describe, 4 mark explain, 12 mark question	Revision for end of unit assessment	Employability – Literacy skills for extended writing. SMSC – Understanding the difficulties faced by people living in the Medieval Period.



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Paper 1: Medicine in Britain, c1250-present: Topic 2: c1500-c1700: The Medical Renaissance in England	Weeks	Topic/theme	Rationale	Assessment	Homework	Wider Curriculum (FBV, Employability, SMSC, Cultural Capital)
	1	Introduction to Renaissance medicine	Students will consider what the Renaissance period was and consider why the Renaissance is a 'turning point' in history.	Exam style question - 4 mark explain		SMSC&FBV – Understanding how the fall of the power of the Christian church affected society in England and across Europe.
	2-3	Key Individuals in Renaissance medicine	Students require an understanding of the key individuals during the Renaissance period that brought about significant change and the impact this had on medicine.	Exam style questions - 4 mark inference, 16 mark question	Flash cards on key Individuals	Cultural Capital – Discovering the key individuals of the Renaissance and their impact at the time and their relevance in modern society. Employability – Literacy skills for extended writing and communication and critical thinking for argument.
	4	Medicine during the Renaissance period	Students require an understanding of the causes, preventions, treatment and care during the Renaissance period including comparison with Medieval medicine.	Exam style question - 4 mark describe	Flash cards on medicine in the Renaissance	Employability – Literacy skills and decision making on the amount of change between Medieval and Renaissance medicine. Cultural Capital – Comparison between Renaissance medicine and modern medicine.
	5-6	Great Plague and comparisons with Black Death	Students require an understanding of the causes, prevention and treatment of the Great Plague. They will also need to consider similarities and differences of these with the Black Death.	Exam style questions – 4 mark describe, 16 mark question.	Flash cards on Great Plague	Cultural Capital – Students will consider the reasons behind the differences and similarities of reactions to the Black Death and Great Plague.
	7	Factors that affected medicine during the Renaissance	Students require knowledge of the different factors that affected medicine and consider how much medicine changed from the Medieval to the Renaissance.	Exam style question – 4 mark inference	Revision for the end of unit assessment	Employability – Looking at the development of the Royal Society and the impact that better education had on physicians.
	8	End of unit assessment	Students will be tested on their knowledge of the course so far and also their skills at answering different exam question.	End of topic assessment – 4 mark describe, 4 mark inference, 4 mark explain, 12 mark, 16 mark question		Employability – Literacy skills for extended writing and communication and critical thinking for argument.



Paper 1: Medicine in Britain, c1250-present: Topic 3: c1700-c1900: Medicine in eighteenth- and nineteenth-century Britain	Weeks	Topic/theme	Rationale	Assessment	Homework	Wider Curriculum (FBV, Employability, SMSC, Cultural Capital)
	1	Edward Jenner and vaccination	Students require an understanding of the significance of Edward Jenner. Students will look at his vaccination and the opposition to his vaccination.	Exam style questions – 4 mark explain, 8 mark source question, 12 mark.	Graphic organiser on Edward Jenner	FBV – Understanding people’s views on the morality of the vaccination and the fear that it would turn people into cows. Cultural Capital – Understanding how Jenner’s vaccination has affected medicine following this and its impact today.
	2-3	Other key Individuals who fought diseases during 18th and 19th century medicine	Students require an understanding of key individuals, Jenner, Pasteur, and Koch who attempted to fight diseases during the 18th and 19th century. Students will also consider the impact of industrialisation on medicine and key individuals.	Exam style question – 4 mark inference. Assessment - 4 mark explain, 12 mark, 16 mark question	Graphic organiser on key Individuals	SMSC – Understanding the consequences of the actions of individuals and the impact they had on society. Cultural Capital – Understanding how Pasteur and Koch have played an impact in modern society. Employability – Students will consider the impact of industrialisation on employment for people and their health.
	4	Public Health in 18th and 19th century	Students need to understand the reason behind the changes to public health during the 18th and 19th centuries and the impact of the change.	Exam style questions - 4 mark explain, 12 mark	Graphic organiser on public health	SMSC – Understanding of how people had to survive in difficult conditions. Employability – Students will consider the impact of industrialisation on employment and the public health of the country.
	5	Surgery and Hospitals in the 18th and 19th century	Students need to understand the advancements in surgery and hospitals and the impact these had on medicine.	Exam style questions – 4 mark explain, 16 mark question	Graphic organiser on hospitals and surgery	Cultural Capital – Students will consider the impact that the advancements in surgery have made in modern day. SMSC – Students will discuss the impact that Florence Nightingale had on hospitals.
	6	Factors revision and end of unit assessment	Students will be tested on their knowledge of the course so far and also their skills at answering different exam question.	End of topic assessment	Revision for end of unit assessment	Employability – Literacy skills for extended writing and communication and critical thinking for argument.



Paper 1: The British sector of the Western Front, 1914–18: injuries treatment and the trenches	Weeks	Topic/theme	Rationale	Assessment	Homework	Wider Curriculum (FBV, Employability, SMSC, Cultural Capital)
	1	Overview of the British Sector	Students will gain an overview of the British Sector of the Western Front to build on during this unit.	Exam style question – 4 mark describe	Flash cards on British sector	Cultural Capital – Understanding the difficulties faced by men in the British Sector of the Western Front.
	2	British trenches and medical problems and advances during WW1	Students require an understanding of the British trench system and the advancements made in medicine during 1914-1918.	Exam style question – 8 mark source	Flash cards on trench system	Employability – Literacy skills for extended writing. Employability - Investigating the differing job roles undertaken by people across WW1 and their impact upon medicine. SMSC – Understanding of how people had to work and survive in the difficult conditions within the trenches.
	3	Helping the wounded soldiers	Students need to be able to explain the evacuation process for wounded soldiers and also the ways in which wounded soldiers were treated.	Exam style question – 4 mark follow up question	Flash cards on Helping the wounded	SMSC – Understanding of how people had to work and treat wounded soldiers in the Western Front.
	4	Revision and end of unit assessment	Students will be tested on their knowledge of the British Sector of the Western Front and also their skills at answering different exam question specific to this part of the medicine paper.	End of topic assessment - 4 mark describe, 8 mark source, 4 mark follow up	Revision for end of unit assessment	Employability – Literacy skills for extended writing



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Paper 1: Medicine in Britain, c1250-present: Topic 4: c1900-present: Medicine in modern Britain	Weeks	Topic/theme	Rationale	Assessment	Homework	Wider Curriculum (FBV, Employability, SMSC, Cultural Capital)
	1	Lifestyle and diagnosis in modern medicine	Students require an understanding of changes to lifestyle and diagnosis from the 20th century and the impact these have had on medicine. Students also need an understanding of the introduction of National Insurance.	Exam style questions - 4 mark explain, 12 mark, 16 mark	Mind maps on life style and diagnosis	<p>Cultural Capital – Understanding how a person’s lifestyle can have an impact on their health.</p> <p>FBV – Students will consider how working men getting the vote led to the introduction of NI.</p> <p>Employability – To understand how technology has affected the roles played by medical staff in diagnosing medicine.</p>
	2	Changes to treatment and care	Students require an understanding of the impact of the NHS on treatment and care today. They also require an understanding of the impact of the discovery of penicillin.	Exam style question – 8 mark source question, 12 mark practice	Mind maps on treatment and care	<p>Cultural Capital – Students will consider the role of the NHS in Britain and compare to other countries who do not have free health care.</p> <p>Employability – To understand the different roles within the NHS and wider medical industry in modern society.</p>
	3	Public health in modern medicine	Students need to understand the public health campaigns run by the government in modern society. They will also need to understand how the discovery of DNA affected knowledge on causes of disease.	Exam style question 4 mark explain, 12 mark	Mind maps on public health	<p>Cultural Capital – Students will consider the impact of public health campaigns on society and their individual’s lives.</p> <p>Employability – To understand how DNA was discovered and its importance.</p>
	4	Overview of medicine topic and assessment	Students will consolidate knowledge gained across the whole medicine topic to complete an exam paper	End of unit assessment - full mock exam paper	Revision for end of unit assessment	<p>SMSC – Students will consider how far medicine has changed from the Medieval period to modern day and the impact this has on people in society.</p> <p>Employability – Literacy skills for extended writing and communication and critical thinking for argument.</p>



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Weeks	Topic/theme	Rationale	Assessment	Homework	Wider Curriculum (FBV, Employability, SMSC, Cultural Capital)
1	Impact of World War One on Germany and the setting up of the Weimar government.	Students require an understanding of the impact that the First World War had on Germany and how 'the stab in the back' myth began a distrust and anger towards the new Weimar government. Students also need to understand the new constitution of the Weimar government and its potential weaknesses.	4 mark inference questions	Unit test 1 and flash cards	<p>FBV – analysis of the Weimar constitution and compare to British constitution.</p> <p>SMSC – was the constitution fair? Equality for women under the constitution.</p> <p>Cultural capital – understanding of the wider implications of war.</p> <p>Employability – inference and critical analysis skills.</p>
2-3	Germany in crisis, 1919-23	Students develop an understanding of how unsettled and revolutionary Germany was in the immediate post-war years and how this impacted on the population, forging a dislike or hatred towards the government.	12 mark explain paragraph - partial	Unit test 2 and knowledge organiser	<p>FBV – law and order. Looking at how the German government could not keep law and order in the country at this time.</p> <p>SMSC – Political beliefs – the difference between left wing and right wing beliefs.</p> <p>Cultural capital – an understanding of the impacts of economic depressions.</p> <p>Employability – The ability to explain and analyse concepts in depth.</p>
4	The Golden Years of the Weimar Republic	Students will understand how the Weimar Republic began to recover in the years 1924-29, highly influenced by the work of Gustav Stresemann. Students will look at how economically and internationally Germany recovered and the impact this had on the population, including for free-speech and women during the roaring 20s. Students will also understand how the recovery could be seen as flawed.	12 mark explain paragraph in full	Unit test and mindmap	<p>FBV – Freedom of speech – the implications in Weimar Germany. Equality for women.</p> <p>SMSC – Analyse the importance of freedom of speech.</p> <p>Cultural capital – An understanding of international relations.</p> <p>Employability – Discussion based topic.</p>
5	Was the Weimar Republic doomed from the start?	Students will consolidate their learning of the Weimar Republic period and will complete an assessment to develop important historiographical skills.	Weimar Republic partial assessment paper from mock exams.	Revision materials	<p>FBV – Democracy and rule of law in the period.</p> <p>SMSC – Political leanings.</p> <p>Cultural capital – an understanding of what laid the basis for the Nazi party's rise.</p> <p>Employability – Preparation skills and ability to cope in a timed situation.</p>

Paper 3: Weimar and Nazi Germany, 1918-39:
Topic 1: The Weimar Republic, 1918-29



Paper 3: Weimar and Nazi Germany, 1918-39: Topic 2: Hitler's rise to power, 1919-33	<u>Weeks</u>	<u>Topic/theme</u>	<u>Rationale</u>	<u>Assessment</u>	<u>Homework</u>	<u>Wider Curriculum (FBV, Employability, SMSC, Cultural Capital)</u>
	1	The early years of the Nazi party	Students gain an understanding of who Hitler was and where he came from, how the Nazi Party was formed and what its core beliefs were. Students then understand the Nazi attempt to seize power in the Munich Putsch.	Both 4 mark interpretation questions	Topic test and flash cards	FBV - Rule of law and democracy SMSC – Political beliefs, what did the Nazis believe? Cultural capital – an understanding of Hitler and the Nazis and fascism. Employability – Ability to understand people's opinions and to make comparisons.
	2	The impact of the Munich Putsch and the wilderness years of the Nazi Party	Students will understand how despite being an apparent failure, the Munich Putsch provided many positive consequences for the Nazi Party and how they used their period in the wilderness during the Weimar Republic's 'Golden Years' to develop and strengthen the Nazi Party.	16 mark interpretation question	Topic test and knowledge organiser	FBV – Rule of law and democracy. Why people do not support extreme parties during relatively successful periods. SMSC – Questions over the fairness of Hitler's trial and sentence in comparison to today. Cultural capital – an understanding of how people will not generally turn to more extreme political leanings during periods of success. Employability – 16 mark two sided answers provide students with the opportunity to debate opinions and give their own.
	3	The impact of the Wall Street Crash on Germany	Students will understand what the Wall Street Crash was and what its immediate and long term consequences were. Students will also learn how the Nazis used this period to their advantage and established themselves as a political force with electoral potential.	4 mark interpretation questions – Wall Street Crash or other reason for success?	Topic test and mindmap	FBV – Support for all – and the consequences of being unable to provide this. SMSC – Democracy and political argument – why did people turn to the Nazis? Cultural capital – an understanding of the impact of economic downturns on the world and their possible far-reaching consequences. Employability – Understanding the impact of actions and influencing opinions.
	4	How did Hitler become Chancellor in 1933?	An understanding of the political intrigue that brought Hitler to the Chancellorship. Consolidation of learning and then students will make a decision – 'why did Hitler become Chancellor in 1933?	Inference 16 mark question	Topic test and revision materials	FBV – Democracy and the rule of law SMSC – The strengths of the German political system to allow Hitler to become Chancellor. Cultural Capital – An understanding of the role of individuals in history. Employability – Debate and interpretation of others' opinions.



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Paper 3: Weimar and Nazi Germany, 1918-39: Topic 3: Nazi control and dictatorship, 1933-39	<u>Weeks</u>	<u>Topic/theme</u>	<u>Rationale</u>	<u>Assessment</u>	<u>Homework</u>	<u>Wider Curriculum (FBV, Employability, SMSC, Cultural Capital)</u>
	1	The Reichstag Fire	Students will understand how the Nazis (who possibly caused the Reichstag Fire) used this event to their advantage in establishing a dictatorship in Germany through the Enabling Act.	12 mark explain question		FBV – Democracy and rule of law – how the Nazis circumvented the system. SMSC – The impact of scapegoating of a group and the importance of the secret ballot in elections. Cultural Capital – Understand how dictatorships can be formed. Employability – Evidence analysis exercise develops critical thinking, team-working and problem solving skills.
	2-3	The Nazi consolidation of the Dictatorship	Students will understand how the Nazis were able to tighten their grip on undisputed power through a range of events, such as; The Night of the Long Knives, the banning of trade unions and other political parties, the death of Hindenburg and the Hitler Oath.	4 mark interpretation questions where students formulate their own opinions.		FBV – Democracy and the rule of law, discussions around free speech. SMSC – The importance of checks and balances in a political system. Cultural capital – an understanding of how Dictatorships can be built. Employability – Building and arguing opinions.
	4	The rise of the Nazis Assessment	Students will develop and build on their exam skills before completing a mock-exam assessment. Students will look at inference, source analysis, interpretation and essay writing skills before completing a mock exam in the relevant time.	Full Paper 3 mock exam		FBV – Democracy and the rule of law. SMSC – Democracy. Cultural capital – Understand how the Nazi rise to power happened. Employability – Several skills developed; critical analysis, explanation, making judgements, time management.