

KS4 Curriculum Overview: Year 10 History

1.Rationale to include: A learner will develop knowledge across Paper 1 section B and Paper 2 section A. This will see them look at a 1000year thematic study on the development of British Health and the People along with a wider world study on conflict and tensions the Interwar years.			2.A learner in Year 10 will be able to: Develop source evaluation skills, historical interpretation skills, interpret how and why events occur and reach judgements. Pupils will also develop key exam skills such as time management, appropriate paragraphing and recall.		
Term 1:		Term 2:		Term 3:	
1:1: Britain: Health and the People c1000-Present Day	1:2: Britain: Health and the People c1000-Present Day	2:1: Britain: Health and the People c1000-Present Day	2:2: Conflict and tension: the inter-war years, 1918–1939	3:1: Conflict and tension: the inter-war years, 1918–1939	3:2: Conflict and tension: the inter-war years, 1918–1939

Term 1	1:1: Students will develop their understanding of medicine and public health in Medieval Britain <u>Knowledge:</u> <ul style="list-style-type: none"> Key features of British medicine in the Middle Ages Main influences on British medicine in the Middle Ages Public Health in the Middle Ages Impact of Renaissance <u>Skills:</u> <ul style="list-style-type: none"> Critically analyse and evaluate the utility of sources (AO3) Demonstrate knowledge and understanding of the key features and characteristics of the period (AO1) explain and analyse historical events and periods studied using second-order historical concepts. (AO2) <u>Assessment:</u> <ul style="list-style-type: none"> Pit-stops focused on singular key exam questions Quizzes to build knowledge recall EoHT tests which will look at a combination of key exam skills DIRT 	1:2: Students will develop their understanding of medicine and public health in the early modern period <u>Knowledge:</u> <ul style="list-style-type: none"> Dealing with disease Prevention of disease Germ Theory and its impact A revolution in surgery <u>Skills:</u> <ul style="list-style-type: none"> Critically analyse and evaluate the utility of sources (AO3) Demonstrate knowledge and understanding of the key features and characteristics of the period (AO1) explain and analyse historical events and periods studied using second-order historical concepts. (AO2) <u>Assessment:</u> <ul style="list-style-type: none"> Pit-stops focused on singular key exam questions Quizzes to build knowledge recall EoHT tests which will look at a combination of key exam skills DIRT 	Autumn % Assessment Knowledge coverage: <ul style="list-style-type: none"> Public health in Britain during the middle ages Medical beliefs and practises in the Middle ages Renaissance medicine, belief and practises. Skills tested: <ul style="list-style-type: none"> Source utility Ability form a judgement using second order concepts Comparative examination Evaluation of different factors Cause and consequence Assessment style/questions: <ul style="list-style-type: none"> How useful is Source A informing you about public health in Medieval Britain? Explain the significance of Edward Jenners' vaccination Explain two ways in which Medieval surgery and Modern surgery is similar
Topic Coverage	<u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets and relevant historical sources & Interpretations.	<u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets and relevant historical sources & Interpretations.	

	<u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on medieval medicine in Britain by individual teachers.	<u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on renaissance medicine by individual teachers.	
Term 2	2:1: Students will develop their understanding of medicine and public health in modern medicine	2:2: Students Will develop their understanding of Peace making after the First World War	Spring % Assessment
Topic Coverage	<u>Knowledge:</u> <ul style="list-style-type: none"> Improvements in surgery Improvements in public health Modern treatment of disease and surgical advancements Modern public health <u>Skills:</u> <ul style="list-style-type: none"> Critically analyse and evaluate the utility of sources (AO3) Demonstrate knowledge and understanding of the key features and characteristics of the period (AO1) explain and analyse historical events and periods studied using second-order historical concepts. (AO2) <u>Assessment:</u> <ul style="list-style-type: none"> Pit-stops focused on singular key exam questions Quizzes to build knowledge recall EoHT tests which will look at a combination of key exam skills DIRT 	<u>Knowledge:</u> <ul style="list-style-type: none"> The armistice and the aims of the peacemakers The Versailles Settlement Reactions to the Versailles settlement <u>Skills:</u> <ul style="list-style-type: none"> Critically analyse and evaluate the utility of sources (AO3) Demonstrate knowledge and understanding of the key features and characteristics of the period (AO1) explain and analyse historical events and periods studied using second-order historical concepts. (AO2) <u>Assessment:</u> <ul style="list-style-type: none"> Pit-stops focused on singular key exam questions Quizzes to build knowledge recall EoHT tests which will look at a combination of key exam skills DIRT 	<u>Knowledge coverage:</u> <ul style="list-style-type: none"> ➤ Early modern Surgery developments ➤ 19th century public health ➤ Modern medical developments ➤ Modern public health ➤ Peace making and TOV <u>Skills tested:</u> <ul style="list-style-type: none"> ➤ Source analysis ➤ Narrative account ➤ Essay requiring judgement and evaluation of factors <u>Assessment style/questions:</u> <ul style="list-style-type: none"> ➤ 'Science and technology was the most important factor in the development of modern medicine', how far do you agree? ➤ Write an account of German reaction to the Treaty of Versailles ➤ How do you know Source A supports the Treaty of Versailles?
	<u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets and relevant historical sources & Interpretations.	<u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets and relevant historical sources & Interpretations.	

	<u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on early modern and modern medicine in Britain learning by individual teachers.	<u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on peace making and TOV by individual teachers.	
Term 3	3:1: Students Will develop their understanding of the attempts to maintain peace during 1920s and 1930s.	3:2: Students Will develop their understanding of the gradual steps to World War Two	Summer % Assessment
Topic Coverage	<u>Knowledge:</u> <ul style="list-style-type: none"> League of nations Successes and failures The collapse of the League in the 30s <u>Skills:</u> <ul style="list-style-type: none"> Critically analyse and evaluate the utility of sources (AO3) Demonstrate knowledge and understanding of the key features and characteristics of the period (AO1) explain and analyse historical events and periods studied using second-order historical concepts. (AO2) <u>Assessment:</u> <ul style="list-style-type: none"> Pit-stops focused on singular key exam questions Quizzes to build knowledge recall EoHT tests which will look at a combination of key exam skills DIRT 	<u>Knowledge:</u> <ul style="list-style-type: none"> Hitler's early actions and development of tensions The escalation of tension Events in 1939 leading to the outbreak of war. <u>Skills:</u> <ul style="list-style-type: none"> Critically analyse and evaluate the utility of sources (AO3) Demonstrate knowledge and understanding of the key features and characteristics of the period (AO1) explain and analyse historical events and periods studied using second-order historical concepts. (AO2) <u>Assessment:</u> <ul style="list-style-type: none"> Pit-stops focused on singular key exam questions Quizzes to build knowledge recall EoHT tests which will look at a combination of key exam skills DIRT 	<u>Knowledge coverage:</u> <ul style="list-style-type: none"> ➤ Peace-making & TOV ➤ League of Nations ➤ Hitler's aims <u>Skills tested:</u> <ul style="list-style-type: none"> ➤ Source analysis ➤ Source Utility ➤ Narrative account ➤ Using second order concepts to reach judgement <u>Assessment style/questions:</u> <ul style="list-style-type: none"> ➤ Source A is critical of the League of Nations. How do you know? Explain your answer using Source A and your contextual knowledge. [4 marks] ➤ How useful are Sources B and C to a historian studying the Abyssinian Crisis? Explain your answer using Sources B and C and your contextual knowledge. [12 marks] ➤ Write an account of how events in Manchuria became an international crisis in the years 1931 to 1933. [8 marks] ➤ 'The main reason why Germany hated the Treaty of Versailles was because of its military terms.' How far do you agree with this statement? Explain your answer. [16 marks] [SPaG 4 marks]
	<u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets and relevant historical sources & Interpretations.	<u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets and relevant historical sources & Interpretations.	

	<u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on events on The league of Nations by individual teachers.	<u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on events on Hitler's aims and the steps to war by individual teachers.	
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