

Curriculum Assessment Map: Year and Subject



Year 10 History	Autumn Term	Spring Term	Summer Term
Topic	Britain Health and the People C1000 – Modern day	America Expansion and Consolidation	Conflict & Tension: World War One Chapter 1 Causes of the War
Key Learning & Skills	<p>This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short- and long-term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.</p> <p>Students will study the importance of the following factors:</p> <ul style="list-style-type: none"> • war • superstition and religion 	<p>This period study focuses on the development of America during a turbulent half century of change. It was a period of expansion and consolidation – the expansion to the west and consolidation of the United States as a nation.</p> <p>Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.</p> <p>Interpretations focus</p> <ul style="list-style-type: none"> • Defined: An interpretation is “a conscious reflection of the past and not the ideas and attitudes of participants in past events” <p>When asked how interpretations differ, focus on the CONTENT, not the PROVENANCE.</p> <ul style="list-style-type: none"> • Make a clear statement about the ways in which they are different • Then take specific evidence from the interpretations to support your point, they do not have to be direct quotes, 	<p>This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations</p> <p>. Building on the skills and topics at Key Stage 3, our GCSE will equip students with essential skills and prepare them for further study.</p> <p>Source Analysis: Does it support the message given?</p> <ul style="list-style-type: none"> • What can we learn from the contents of the source? Does it support or contradict the focus area of the question. Don’t forget to use specific evidence from the course to develop your points. For example: Source A supports the formation of the Triple Entente, I know this because it shows the Kaiser as aggressive but kept in check by the powerful Entente members shown by the large shiny boots.

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	<ul style="list-style-type: none"> • chance • government • communication • science and technology • the role of the individual in encouraging or inhibiting change. <p>Students will show an understanding of how factors worked together to bring about particular developments at a particular time, how they were related and their impact upon society.</p> <p>Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the change(s). They should also be able to distinguish between different types of causes and consequences, such as short/long-term causes, intended/unintended consequences.</p>	<p>but must summarise the key message you are trying to emphasise.</p> <p>When asked why the interpretations differ, focus on the PROVENANCE, not the CONTENT</p> <ul style="list-style-type: none"> • Make a clear statement about how the authors, time of writing or purpose of writing might make the authors focus on different aspects of the event. Maybe one interpretation was created by a friend of Custer, and one was created by one of his Indian scouts. This difference in relationship with Custer might effect how they recall key events being discussed. • Make direct reference to the provenance and use that key word. <p>Interpretations focus</p> <p>When asked which interpretation you find most convincing, what you are really being asked is 'which interpretation supports your knowledge of the subject discussed.</p> <ul style="list-style-type: none"> • So, for example if you have already been taught that Custer refused 180 extra men and Gatling guns, this would make you more convinced by the interpretation that describes him as reckless • If one interpretation describes Custer as kind and caring, this would go against what you had learnt in lesson about Custer as we know that he was hard on his soldiers and was driven by his ego <p>When asked to describe:</p> <ul style="list-style-type: none"> • Be clear and precise, state the issue being discussed, and its impact on what 	<p>Source Analysis: Utility / How Useful?</p> <ul style="list-style-type: none"> • What can we learn from the contents of the source – what are the key features and messages • Is the provenance significant? What Time was it created, who created it and what was the purpose of the source originally? • Remember there are two sources to consider here, an extra challenge from the Britain Health & The People course. Consider content and provenance for both, not just the one you like the best.
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		<p>you were asked about, eg: if you are asked to describe two problems faced by early settlers crossing the plains, half of the answer would be identifying the problem [river crossing] and the other half should be dedicated to explaining why this was an issue [loss of supplies, injury or death].</p> <ul style="list-style-type: none"> • If it asks for two problems, 	
<p>End points</p>	<ul style="list-style-type: none"> • Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness. • Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques. • Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention. • The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change. • Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the 	<ul style="list-style-type: none"> • Explain the geography of north America and how it impacted expansion • Explain how and why the early settlers went west and the challenges they faced • Explain the native American lifestyle and how this differed to the white settlers • Explain how relationships with white settlers and Native Americans evolved • Explain the conflict that happened between native Americans and the USA, the reasons for and the outcomes of key battles • Explain the differences between the North and South in the USA and how this led to the American Civil War • Explain how Mormon lifestyle bought it into conflict with US settlers and the Government • Explain how the end of the civil war affected the southern US states and the lives of formerly enslaved Black people • Explain how reconstruction across the south had successes and failures 	<ul style="list-style-type: none"> • The Alliance System: the Triple Alliance; Franco-Russian Alliance; relations between the 'Entente' powers; the crises in Morocco (1905 and 1911) and the Balkans (1908–1909), and their effects on international relations. • Anglo-German rivalry: Britain and challenges to Splendid Isolation; Kaiser Wilhelm's aims in foreign policy, including Weltpolitik; colonial tensions; European rearmament, including the Anglo-German naval race. • Outbreak of war: Slav nationalism and relations between Serbia and Austria-Hungary; the assassination of Archduke Franz Ferdinand in Sarajevo and its consequences; the July Crisis; the Schlieffen Plan and Belgium; reasons for the outbreak of hostilities and the escalation of the conflict.

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	<p>training and status of surgeons and physicians; the work of John Hunter.</p> <ul style="list-style-type: none"> • Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change. • The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies. • A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery. • Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts. • Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments. • The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including 	<ul style="list-style-type: none"> • Explain who homesteaders were, the problems and solutions they encountered, including government acts and laws • Explain how reservation life was used to control native Americans, and how the reservations were broken up • Explain the key events of the Battle of Little Bighorn and The Battle of Wounded Knee 	
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	<p>lasers, radiation therapy and keyhole surgery.</p> <ul style="list-style-type: none"> • Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century. 		
<p>Informal (formative) Assessment</p>	<p>End of Chapter Quizzes – focusing on key learning to ensure all students have access to the End Points</p>	<p>End of Chapter Quizzes – focusing on key learning to ensure all students have access to the End Points</p>	<p>End of Chapter Quizzes – focusing on key learning to ensure all students have access to the End Points</p>
<p>Formal (summative) Assessment</p>	<ul style="list-style-type: none"> • Practice Mock Exam Skills 	<ul style="list-style-type: none"> • Practice Mock Exam skills 	<ul style="list-style-type: none"> • Practice Mock Exam Skills

Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects

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Year 11 History	Autumn Term	Spring Term	Summer Term
Topic	Conflict & Tension: World War One Chapter 1 Causes of the War	Norman England	Targeted Revision for Upcoming History Exam
Key Learning & Skills	<p>This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations</p> <p>. Building on the skills and topics at Key Stage 3, our GCSE will equip students with essential skills and prepare them for further study.</p> <p style="text-align: center;"><u>SKILLS Focus</u></p> <p><u>Write an account</u></p> <ul style="list-style-type: none"> • When you are asked to write an account, you need to select the key events of the area of study • Writing an account requires you to write key events in chronological order and show how they led to the focus of the question. You may be asked to write an account of life on the Western Front, you must select the key information and present it in an organised manner 	<p>This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.</p> <p>. Building on the skills and topics at Key Stage 3, our GCSE will equip students with essential skills and prepare them for further study</p> <p><u>Interpretations focus: How Convincing</u> When asked which interpretation you find most convincing, what you are really being asked is 'which interpretation supports your knowledge of the subject discussed.</p> <ul style="list-style-type: none"> • So, for example if you have already been taught that William won the battle of Hastings because of a feigned retreat; you would be convinced by an interpretation that suggests he is tactical and a good planner 	<p>Students will focus on key subjects from each GCSE course to ensure that they have the content knowledge in readiness for the GCSE</p> <p>Students will also ensure that they are ready for the next stages of their education journey. If they go on to A Level history the skills and content we have provided will prepare them for the next stages in their education. If students choose not to go on to study history further then they are still ready for life as a modern member of British and world society.</p> <p>A weekly review of each section of the GCSE course to ensure that students are fully prepared for the examinations.</p> <p>During each weekly review students will revisit the key skills that the GCSE course covers</p>

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	<p><u>Extended writing – ‘The main reason for X is Y’.</u> for example: <u>The main reason for Germanies defeat in the war was the British Naval Blockade</u></p> <ul style="list-style-type: none"> • Always deal with the main factor first. You must give reasons why the Blockade caused Germany to lose. • Consider two other possible factors. In this case it could be new tactics and the entry of the USA into the war. Make sure each point has a sentence which links back to the question • Always write a clear conclusion about which factor you feel is most significant and why. 	<ul style="list-style-type: none"> • If the interpretation represents William as a bad soldier, you would be less convinced because this does not support your prior knowledge. <p><u>Write an account</u></p> <ul style="list-style-type: none"> • When you are asked to write an account, you need to select the key events of the area of study • Writing an account requires you to write key events in chronological order and show how they led to the focus of the question. You may be asked to write an account of life of Lanfranc’s reforms to the English Church, what changes did he introduce first? Why and what was the impact? What were his final changes, were these influenced by his earlier work. Keep your points clear, supported with evidence and directly linked back to the question. 	
<p>End points</p>	<ul style="list-style-type: none"> • Explain the Alliance System, what led to them forming and how they caused building tension in Europe • Explain Anglo-German rivalry: Why and how these two nations competed at the start of the 20th century • Explain the outbreak of war, the short term causes that threw Europe into chaos • Explain how the start of the war unfolded, and how the trench system evolved • Explain the different tactics and conditions on the Western Front 	<ul style="list-style-type: none"> • Explain the causes of the Norman Conquest in 1066, understanding each claimant validity of their claim • Explain the different battles that happened on the build up to Hastings, and how they affected the outcome. • Explain the techniques that William I used to establish and maintain control of England including the use of castles and the Harrying of the North. • Explain the inheritance and rule of William II • Explain the feudal system and how this affected the lives of Anglo-Saxons and Normans • Explain how the legal and Justice system worked in Norman England 	<ul style="list-style-type: none"> • BH&P Germ Theory • Am Expansion: Civil War. Background and aftermath • C&T Key features of stalemate • C&T Life in the trenches • C&T Ludendorff offensive and the 100 days • Norman England Fulford, Stamford Bridge and Hastings • Norman England: Lanfranc’s reforms

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	<ul style="list-style-type: none"> • Explain the other areas of conflict that Britain was involved in, including Gallipoli and Jutland • Explain how the Allied forces changed in 1917 and the impact that this had • Explain the Ludendorff offensive and the 100 days counter attack • Explain the reasons for Germany's surrender in 1918 	<ul style="list-style-type: none"> • Understand and explain the seasonal nature of life in Norman England and the roles everyday people had to carry out • Explain the difference between town and village life • Explain what the Anglo-Saxon church was like before 1066 and the changes Lanfranc made • Explain how relationships between the Monarch and Church changed with different Kings • Explain the life of Monks and how the Normans reformed Monasteries • Explain how monasteries supported the life of local people 	
Informal (formative) Assessment	End of Chapter Quizzes – focusing on key learning to ensure all students have access to the End Points	End of Chapter Quizzes – focusing on key learning to ensure all students have access to the End Points	End of Chapter Quizzes – focusing on key learning to ensure all students have access to the End Points
Formal (summative) Assessment	<ul style="list-style-type: none"> • Practice Mock Exam Skills 	<ul style="list-style-type: none"> • Practice Mock Exam skills 	

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