

All Saints' Catholic High School Luceat lux Vestra

Subject: History Year: 10

10	Unit 1- Paper 1.	Unit 2 - Paper 1.	Unit 3 - Paper 1.	Unit 4 - Paper 3.	Unit 5 - Paper 3.	Unit 6 - Paper 3. Modern
	Thematic study and	Thematic study and	Thematic study and	Modern depth study:	Modern depth study:	depth study: Weimar and
	historic	historic	historic	Weimar and Nazi	Weimar and Nazi	Nazi Germany, 1918–39
	environment.	environment.	environment.	Germany, 1918–39	Germany, 1918–39	
	Medicine in	Medicine in	Medicine in			
	Britain, c1250–	Britain, c1250–	Britain, c1250–			
	present and The	present and The	present and The			
	British sector of the	British sector of the	British sector of the			
	Western Front,	Western Front,	Western Front,			
	1914–18: injuries,	1914–18: injuries,	1914–18: injuries,			
	treatment and the	treatment and the	treatment and the			
	trenches	trenches	trenches			
Aim of Unit	The thematic	The thematic	The thematic	The depth study	The depth study focus	The depth study focus on a
	studies require	studies require	studies require	focus on a	on a substantial and	substantial and coherent
	students to	students to	students to	substantial and	coherent short time	short time span and require
	understand change	understand change	understand change	coherent short time	span and require	students to understand the
	and continuity	and continuity	and continuity	span and require	students to understand	complexity of a society or
	across a long	across a long	across a long	students to	the complexity of a	historical situation and the
	sweep of history,	sweep of history,	sweep of history,	understand the	society or historical	interplay of different
	including the most	including the most	including the most	complexity of a	situation and the	aspects within it. These will
	significant	significant	significant	society or historical	interplay of different	include social, economic,
	characteristics of	characteristics of	characteristics of	situation and the	aspects within it.	political, cultural and
	different ages from	different ages from	different ages from	interplay of different	These will include	military aspects.
	the medieval to	the medieval to	the medieval to	aspects within it.	social, economic,	
	modern periods.	modern periods.	modern periods.	These will include		

	They include	They include	They include	social, economic,	political, cultural and	
	people, events and	people, events and	people, events and	political, cultural	military aspects.	
	developments and	developments and	developments and	and military aspects.		
	reveal wider	reveal wider	reveal wider			
	changes in aspects	changes in aspects	changes in aspects			
	of society over the	of society over the	of society over the			
	centuries and allow	centuries and allow	centuries and allow			
	comparisons to be	comparisons to be	comparisons to be			
	made between	made between	made between			
	different periods of	different periods of	different periods of			
	history. Each	history. Each	history. Each			
	historic	historic	historic			
	environment is	environment is	environment is			
	linked to a thematic	linked to a thematic	linked to a thematic			
	study and focuses	study and focuses	study and focuses			
	on that site in its	on that site in its	on that site in its			
	historical context.	historical context.	historical context.			
	It examines the	It examines the	It examines the			
	relationship	relationship	relationship			
	between a place	between a place	between a place			
	and historical	and historical	and historical			
	events and	events and	events and			
	developments.	developments.	developments.			
	Much of the	Much of the	Much of the			
	content is linked to	content is linked to	content is linked to			
	the thematic study,	the thematic study,	the thematic study,			
	but additionally	but additionally	but additionally			
	some of the content	some of the content	some of the content			
	focuses on the	focuses on the	focuses on the			
	place itself.	place itself.	place itself			
Composite	Students should	Students should	Students should	Students will focus	Students will focus on	Students will focus on
Knowledge	understand how	develop an	understand how	on knowledge and	knowledge and	knowledge and
	key features in the	understanding of	key features in the	understanding of key	understanding of key	understanding of key events
(a task that	development of	the nature and	development of	events in Weimar	events in Weimar and	in Weimar and Nazi
requires	medicine were	process of change.	medicine were	and Nazi Germany.	Nazi Germany. These	Germany. These will target
several	linked with the key	This will involve	linked with the key	These will target	will target causation.	causation. Other aspects of
building	features of society	understanding	features of the	causation. Other	Other aspects of the	the topic will target the

blocks or	in Britain in the	patterns of change,	British sector of the	aspects of the topic	topic will target the	ability to analyse and
components)	periods studied.	trends and turning	Western Front	will target the ability	ability to analyse and	evaluate contemporary
		points, and the	historic	to analyse and	evaluate	sources and later
		influence of factors	environment	evaluate	contemporary sources	interpretations. Students
		inhibiting or	studied.	contemporary	and later	should be aware that
		encouraging	Knowledge of	sources and later	interpretations.	interpretations are based on
		change within	national sources	interpretations.	Students should be	evidence from their period
		periods and across	relevant to the	Students should be	aware that	of study. They should be
		the theme. The key	period and issue,	aware that	interpretations are	aware of a range of
		factors are:	e.g. army records,	interpretations are	based on evidence	evidence that can be used to
		individuals and	national	based on evidence	from their period of	reach conclusions. They
		institutions	newspapers,	from their period of	study. They should be	will consider ways in which
		(Church and	government	study. They should	aware of a range of	it could give rise to and
		government);	reports, medical	be aware of a range	evidence that can be	support different
		science and	articles.	of evidence that can	used to reach	interpretations. Students
		technology; and	Knowledge of local	be used to reach	conclusions. They	should understand a range
		attitudes in society.	sources relevant to	conclusions. They	will consider ways in	of reasons why
			the period and	will consider ways	which it could give	interpretations may differ.
			issue e.g. personal	in which it could	rise to and support	They should be aware that
			accounts,	give rise to and	different	differences based on
			photographs,	support different	interpretations.	conclusions drawn from
			hospital records,	interpretations.	Students should	evidence are legitimate and
			army statistics.	Students should	understand a range of	can be explained. They
			Recognition of the	understand a range	reasons why	should be able to evaluate
			strengths and	of reasons why	interpretations may	interpretations using their
			weaknesses of	interpretations may	differ. They should be	own knowledge of the
			different types of	differ. They should	aware that differences	period.
			source for specific	be aware that	based on conclusions	
			enquiries. Framing	differences based on	drawn from evidence	
			of questions	conclusions drawn	are legitimate and can	
			relevant to the	from evidence are	be explained. They	
			pursuit of a specific	legitimate and can	should be able to	
			enquiry.	be explained. They	evaluate	
				should be able to	interpretations using	
				evaluate	their own knowledge	
				interpretations using	of the period.	

				their own knowledge of the period.		
Component Knowledge (the building blocks that together, when known, allow successful performance of a complex task)	Pupils will study medieval, Renaissance, early modern and modern British society. They will consider what people believed caused disease, the treatments of that era and the methods of preventing illness. Case studies will include the Black Death of 1348 and Great Plague of 1665.	Pupils will study medieval, Renaissance, early modern and modern British society. They will consider what people believed caused disease, the treatments of that era and the methods of preventing illness. Case studies will include the development of vaccination by Edward Jenner and the development of antibiotics and the fight against lung cancer.	Pupils will consider the context of the British sector of the Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its construction and organisation, including frontline and support trenches. The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment due to the nature of the terrain and problems of the transport and communications infrastructure. Conditions requiring medical treatment on the Western Front,	Pupils will study the origins of the Republic, 1918–19, its early challenges and recovery from 1924-29 and the changes that took place in society at that time.	Pupils will study the early development of the Nazi party, the events and consequences of the Munich Putsch, the growth of the party and how Hitler became chancellor by 1933.	Pupils will study the creation of a dictatorship under Hitler, the police state and development of propaganda and censorship. Pupils will consider opposition, the role of women, men and children in the Nazi society. They will consider the persecution of minority groups, including the Jews.

including the
problems of ill
health arising from
the trench
environment. The
nature of wounds
from rifles and
explosives. The
problem of
shrapnel, wound
infection and
increased numbers
of head injuries.
The effects of gas
attacks. The work
of the RAMC and
FANY. The system
of transport:
stretcher bearers,
horse and motor
ambulances. The
stages of treatment
areas: aid post and
field ambulance,
dressing station,
casualty clearing
station, base
hospital. The
underground
hospital at Arras.
The significance of
the Western Front
for experiments in
surgery and
medicine: new
techniques in the
treatment of

Rationale		Students study	infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai. The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x- rays; blood transfusions and developments in the storage of blood. Students study		Students study GCSE	Students study GCSE
(why?): Links to prior & future learning	Students study GCSE History and are now examined on a broader range of time periods. There is greater emphasis on British History and site analysis is now included in all the examination courses. This option supports pupils	GCSE History and are now examined on a broader range of time periods. There is greater emphasis on British History and site analysis is now included in all the examination courses. This option supports pupils	GCSE History and are now examined on a broader range of time periods. There is greater emphasis on British History and site analysis is now included in all the examination courses. This option supports pupils	Students study GCSE History and are now examined on a broader range of time periods. There is greater emphasis on British History and site analysis is now included in all the examination courses.	History and are now examined on a broader range of time periods. There is greater emphasis on British History and site analysis is now included in all the examination courses. This option supports pupils going on to study Politics, Law	History and are now examined on a broader range of time periods. There is greater emphasis on British History and site analysis is now included in all the examination courses. This option supports pupils going on to study Politics, Law and History at A' Level.

	going on to study Science and History at A' Level.	going on to study Science and History at A' Level.	going on to study Science and History at A' Level.	This option supports pupils going on to study Politics, Law and History at A' Level.	and History at A' Level.	
Assessment Task	Exam based assessment, linked to the medieval medicine topic studied and produced by PiXL and/or Edexcel board. This question will be related to AO1 and AO2 (knowledge and understanding) and will take the form of a 'Explain why' 12 mark question.	Exam based assessment, linked to the Renaissance, Industrial and modern medicine topics studied and produced by PiXL and/or Edexcel board. This question will be related to AO1 and AO2 (knowledge and understanding) and will take the form of a 'How far do you agree' 20 mark question.	Exam based assessment, linked to the historic environment topic studied and produced by PiXL and/or Edexcel board. This question will be related to AO1, AO2 and AO3 (knowledge and understanding and analyse and use sources) and will take the form of a 'How useful' 8 mark question.	Exam based assessment, linked to the topics studied and produced by PiXL and/or Edexcel board. This question will be related to AO1, AO2, AO3 and AO4 (knowledge and understanding) and will take the form of a 'How far do you agree with the interpretation' 20 mark question.	Exam based assessment, linked to the topics studied and produced by PiXL and/or Edexcel board. This question will be related to AO1, AO2, AO3 and AO4 (knowledge and understanding) and will take the form of a 'How far do you agree with the interpretation' 20 mark question.	End of year exam. Pupils will revisit aspects of all topics studied this year to determine overall progress. This question will be related to AO1, AO2, AO3 and AO4 (knowledge and understanding) and will take the form of a 'How far do you agree with the interpretation' 20 mark question.
Enrichment	Guided reading activities.	'Meanwhile, elsewhere' from this same period.	National archives sources. 'Story, Source, Scholarship' literacy work.	How to write a CV from the perspective of a significant historical figure.	'Write your own historical essay'- competition.	Research and plan careers related to history.