



# All Saints' Catholic High School

**Luceat lux Vestra**

**Subject: History**

**Year: 10**

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

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

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

			<p>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</p>			
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			wounds and 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.			
<b>Rationale (why?): Links to prior &amp; future learning</b>	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	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	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	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.	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 going on to study Politics, Law	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 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.	
<b>Assessment Task</b>	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.
<b>Enrichment</b>	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.