

Medium Term Planning Document: History Year 10

Curriculum Intent Overview:

To learn about the past by exploring diverse people and places from different periods.

Curriculum Intent:

The aim of the history curriculum is to build and grow a wide-ranging interest and passion for history by studying the past so that pupils can understand the world they live in today, which will show progress at each key stage. The passionate and engaged student will be able to foster and develop their written, oral and analytical skills through independent, logical and inquisitive thinking, combined with a tolerant approach to contrasting opinions. Underpinning this academic goal, the curriculum will focus on key aspects of character and allow the students to cultivate a strong set of British values to inform an understanding of the world we live in and their own place in it. A strong and inclusive Key Stage 3 curriculum will enable the students to analyse primary source material, looking at the concepts of reliability and usefulness before making judgements on the merits of the sources. It will provide students with opportunities for reasoned debates, to listen to other people's arguments and provide reasoned counterpoints in a respectful manner. The curriculum has recently been updated to provide a more diverse, wide-ranging and thought-provoking series of lessons including a range of black and women's history across the world. At Key Stage 4, the curriculum will expand on the issues and some of the topics studied at Key Stage 3. Topics such as Elizabeth I and the Cold War will be studied to provide students with an understanding of both British history and the wider world. The curriculum will focus on understanding a wider aspect to life than their immediate community, realising that other people think differently and believe different things. Furthermore, these units are enhanced in the Key Stage 5 curriculum where students will study the origins of British democracy and build on their knowledge gained during KS3 and KS4 to assess the development and change in Russia and the USSR. They will gain the facilitation skills, including how to write academically, how to reference resources and how to work independently, alongside resilience and character traits required to successfully attain places at university, including some of the top universities in the world. Underpinning this academic goal, students will be tolerant of the views of others and be able to respectfully articulate their points to others.

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'Why This, Why Now?'

In our planning, we have asked ourselves 'why this, why now?' Here we provide some examples of the curriculum choices we have made, and why the units have been placed in the order we have chosen:

Unit	Topic	Why now?	Themes taught	Links to previous topics
LP1	Medieval and Renaissance medicine	This paper is divided into two sections. Students will study the larger section b first, which is a study of medicine in Britain through time. Section b is a thematic study covering a long period of time which requires that students know about change and continuity across that period and identify trends, progress and turning points. They will need to become familiar with key persons and aspects of each period under study to be able to make comparisons across the periods. The course starts in the Medieval Period before moving to the Renaissance Period. The course follows a chronological framework.	<ul style="list-style-type: none"> • Cause • Treatment • Prevention • Religion • Supernatural • Communication • Care 	<ul style="list-style-type: none"> • Y7 – Life in the Middle Ages • Y7 – The Black Death • Y8 – Elizabethan England
LP2	Industrial and modern medicine	The latter half of the depth study focuses on the Industrial and Modern Periods. Knowledge of the causes, treatment and prevention of disease is built upon from the previous periods to show change and continuity across time. Students will be able to compare methods used to treat disease from the 14 th century to the present day to understand the depth student from a skills-based perspective.	<ul style="list-style-type: none"> • Industrialisation • Vaccinations • Science • Technology • Hospitals • Cause • Treatment • Prevention 	<ul style="list-style-type: none"> • Y8 – Industrial Revolution • Y9 – Post-WW2 in Britain
LP3	Medicine on the Western Front	Section a is a source-based enquiry into the uses and development of medicine and surgery during WWI. Students will need to be familiar with key battles and the conditions of the trenches, but the focus of this section is primarily on medical and surgical treatments. A solid understanding of the content will enable students to interrogate sources more confidently for utility and to understand their limitations.	<ul style="list-style-type: none"> • Provenance • Nature • Origin • Purpose • Content • Trenches • Treatment • Battles 	<ul style="list-style-type: none"> • Y9 – World War One • KS3 – Source analysis
LP4	The Weimar Republic	This paper is the modern depth study, focusing on Germany after the end of WWI, the establishment of the new Weimar Republic, the Republic's ultimate demise alongside the rise to prominence of	<ul style="list-style-type: none"> • Fascism • Treaty 	<ul style="list-style-type: none"> • Y9 – World War One • Y9 – Rise of dictators

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		Hitler and his Nazi Party and the establishment of the Nazi state. The paper is divided into two sections and the question focus is primarily on source and interpretation work, with the expectation that students will be able to demonstrate an in-dept knowledge of this relatively brief period. Like previous units, this is taught in chronological order.	<ul style="list-style-type: none"> • Putsch • Politics • Economics • Hyperinflation • Prosperity • Constitution 	<ul style="list-style-type: none"> • Y9 – The Holocaust
LP5	Hitler's rise to power	This unit will focus on how the Nazi Party gained power and turned Germany into a one-party dictatorship. It will build on the challenges to the Weimar Republic to understand why the Nazi Party was able to gain power in 1933 and consolidate their power in Germany.	<ul style="list-style-type: none"> • Purge • Dictatorship • Censorship • Police State • Secret police 	<ul style="list-style-type: none"> • Y9 – World War One • Y9 – Rise of dictators • Y9 – The Holocaust
LP6	Life in Nazi Germany	The final unit will explore what life was like in Nazi Germany for the German people. Students will be able to compare life for Germans in the Weimar Republic to Nazi rule and examine the change and continuity.	<ul style="list-style-type: none"> • Persecution • Gleichschaltung • Mothers' Cross • Propaganda 	<ul style="list-style-type: none"> • Y9 – World War One • Y9 – Rise of dictators • Y9 – The Holocaust

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The Medium Term Planning document below is designed to show the journey that every student takes through our curriculum. Some elements of the curriculum may be taught over several lessons, others in a single lesson.

History	Year 10 – Half Term 1		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Medieval and Renaissance medicine	What is change over time?	<ul style="list-style-type: none"> Bell work starter quizzes Formative knowledge checks in lessons Extended writing self-assessment End-of-unit test 	L1 - Lesson.pptx L1 - Information sheet.pub
	Where did medieval people think disease came from?		L3 - Lesson.pptx L3 - Information sheet.pub
	How did medieval people treat and prevent disease?		L4 - Lesson.pptx L4 - Information sheet.pub
	Who did medieval people go to for medical help?		L5 - Lesson.pptx L5 - Information sheet.pub
	What can the Black Death tell us about medieval medicine?		L6 - Lesson.pptx L6 - Information sheet.pub
	Why was there an improvement in medical knowledge in the Renaissance Period?		L8 - Lesson.pptx L8 - Information sheet.pub
	To what extent did ideas on the causes of disease change in the Renaissance Period?		L9 - Lesson.pptx L9 - Information sheet.pub
	How similar were methods used to treat and prevent disease in 14th and 17th centuries?		L10 - Lesson.pptx L10 - Information sheet.pub
	Did Vesalius or Paré have a greater impact on medical advancements?		L11 - Lesson.pptx L11 - Information sheet.pub
	Did the work of William Harvey have a greater short-term or long-term impact?		L12 - Lesson.pptx L12 - Information sheet.pub
	Did the role of hospitals and medical professionals improve in the 17th century?		L13 - Lesson.pptx L13 - Information sheet.pub
	To what extent did society respond different to the Great Plague and the Black Death?		L14 - Lesson.pptx L14 - Information sheet.pub
Key Words:			

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History	Year 10 – Half Term 2		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Industrial and modern medicine	What was the Industrial Revolution?	<ul style="list-style-type: none"> Bell work starter quizzes Formative knowledge checks in lessons Extended writing self-assessment 	L16 - Lesson.pptx L16 - Information sheet.pub
	How significant was the discovery of Germ Theory in understanding the causes of disease?		L17 - Lesson.pptx L17 - Information sheet.pub
	What role did John Snow play in the understanding of the causes of disease?		L18 - Lesson.pptx L18 - Information sheet.pub
	Did James Simpson or Joseph Lister have a greater impact on surgical development?		L19 - Lesson.pptx L19 - Information sheet.pub
	How significant was Edward Jenner in improving methods to prevent disease?		L20 - Lesson.pptx L20 - Information sheet.pub
	Why did the government start to intervene in public health?		L21 - Lesson.pptx L21 - Information sheet.pub
	How big of an impact did Florence Nightingale have on hospital care in Britain?		L22 - Lesson.pptx L22 - Information sheet.pub
	How did ideas about the cause of disease change after 1900?		L24 - Lesson.pptx L24 - Information sheet.pub
	Did the NHS transform medicine in Britain?		L25 - Lesson.pptx L25 - Information sheet.pub
	How did treatment advance in the 20th century?		L26 - Lesson.pptx L26 - Information sheet.pub
	How significant was the discovery of penicillin?		L27 - Lesson.pptx L27 - Information sheet.pub
	How was the battle against lung cancer fought?		L28 - Lesson.pptx L28 - Information sheet.pub
	Key Words:		

Summative Assessment:

Pupils will sit an end of term 1 mock exam

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History	Year 10 – Half Term 3		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Medicine on the Western Front	What was medicine like just before the First World War begun?	<ul style="list-style-type: none"> Bell work starter quizzes Formative knowledge checks in lessons Extended writing self-assessment End-of-unit test 	L29 - Lesson.pptx
	What were the key battles on the Western Front?		L29 - Information sheet.pub
	What conditions required medical treatment on the Western Front?		L30 - Lesson.pptx
	How did injuries on the Western Front lead to new techniques in medical treatment?		L30 - Information sheet.pub
	How were wounded soldiers helped on the Western Front?		L31 - Lesson.pptx
			L31 - Information sheet.pub
			L32 - Lesson.pptx
			L32 - Information sheet.pub
			L33 - Lesson.pptx
	L33 - Information sheet.pub		
	Key Words:		

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History	Year 10 – Half Term 4		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
The Weimar Republic	How democratic was the Weimar Republic?	<ul style="list-style-type: none"> • Bell work starter quizzes • Formative knowledge checks in lessons • Extended writing self-assessment 	L1 - How democratic was the Weimar Republic.pptx L1 - Information sheet.pub
	Why did Germans feel stabbed in the back?		L2 - Why did Germans feel stabbed in the back.pptx L2 - Information sheet.pub
	Why was there a rise in political extremism in Germany after WWI?		L3 - Why was there a rise in political extremism.pptx L3 - Information sheet.pub
	Why did 1923 become known as the year of crisis?		L4 - Why did 1923 become known as the year of crisis.pptx L4 - Information sheet.pub
	How did Germany recover its economy, 1924-29?		L5 - How did Germany recover its economy.pptx L5 - Information sheet.pub
	How did Germany recover its international standing, 1924-29?		L6 - How did Germany recover its international standing.pptx L6 - Information sheet.pub
	Were the 1920s a golden age for Germans?		L7 - Were the 1920s a golden age for Germans.pptx L7 - Information sheet.pub
	What cultural changes were there in the Weimar Republic?		L8 - How did culture change in the Weimar Republic.pptx L8 - Information sheet.pub
	Had the Weimar Republic recovered by 1929?		L9 - How successful was the Weimar Republic.pptx L9 - Information sheet.pub
	Key Words:		

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History	Year 10 – Half Term 5		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Hitler's rise to power	What was Hitler's ideology?	<ul style="list-style-type: none"> Bell work starter quizzes Formative knowledge checks in lessons Extended writing self-assessment 	L10 - Hitler's ideology.pptx L10 - Information sheet.pub
	What led to the Munich Putsch in 1923?		L11 - Lesson.pptx L11 - Information sheet.pub
	What were the consequences of the Munich Putsch in 1923?		L12 - Lesson.pptx L12 - Information sheet.pub
	What was Nazi strategy in the lean years, 1924-28?		L13 - Lesson.pptx L13 - Information sheet.pub
	Why was 1929 a turning point for Nazi success?		L14 - Lesson.pptx L14 - Information sheet.pub
	How did the political scheming of 1932 lead to Hitler becoming Chancellor?		L15 - Lesson.pptx L15 - Information sheet.pub
	Why did Hitler become Chancellor in January 1933?		L16 - Lesson.pptx L16 - Information sheet.pub
	How did the Nazis remove political opposition?		L17 - Lesson.pptx L17 - Information sheet.pub
	How did Hitler consolidate his power within the Nazi Party?		L18 - Lesson.pptx L18 - Information sheet.pub
	How did the Nazis create a police state?		L19 - Lesson.pptx L19 - Information sheet.pub
	How did the Nazis use propaganda to control attitudes?		L21 - Lesson.pptx L21 - Information sheet.pub
	Was there any opposition to the Nazis from 1933?		L22 - Lesson.pptx L22 - Information sheet.pub
	Key Words:		

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Summative Assessment:

Pupils will sit an end of year mock exam

History	Year 10 – Half Term 6		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Life in Nazi Germany	What were Nazi attitudes towards women?	<ul style="list-style-type: none"> Bell work starter quizzes Formative knowledge checks in lessons Extended writing self-assessment 	L24 - Lesson.pptx
			L24 - Information sheet.pub
	Why were the young so important to the Nazis?		L26 - Lesson.pptx
			L26 - Information sheet.pub
	Why did the Nazis seek to control education?		L27 - Lesson.pptx
			L27 - Information sheet.pub
	How successful were Nazi employment policies?		L28 - Lesson.pptx
			L28 - Information sheet.pub
To what extent did the life of workers improve after 1933?	L29 - Lesson.pptx		
	L29 - Information sheet.pub		
What were Nazi attitudes to minorities?	L30 - Lesson.pptx		
	L30 - Information sheet.pub		
Why did persecution of the Jews escalate after 1933?	L31 - Lesson.pptx		
	L31 - Information sheet.pub		
	Key Words:		