Roundwood Park School

KS4 History (Edexcel 1H10FR)

The aims and objectives of GCSE History are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Assessment objectives:

AO1 Knowledge and understanding of key features and characteristics of the period

AO2 Explain and analyse historical events from the period. (Causation)

AO3 Analyse, evaluate and use sources to make substantiated judgements

AO4 Analyse, evaluate and make substantiated judgements about interpretations (how they differ, why they differ and reaching a judgement on different interpretations) in the context of the period.

Year / term	Unit of work	Assessment
Year 10 **Autumn term** **Modern Depth Study: Option 31:** Weimar and Nazi Germany, 1918-39	The Weimar Republic: ● The origins of the Republic, 1918-19 ● The early challenges to the Weimar Republic, 1919-23 ● The recovery of the Republic, 1924-29 ● Changes in society, 1924-29 Hitler's rise to power: ● Early development of the Nazi Party, 1920-22 ● The Munich Putsch and the lean years, 1923-29 ● The growth in support for the Nazis, 1929-32 ● How Hitler became Chancellor, 1932-33 Nazi Control and dictatorship, 1933-39: ● The creation of a dictatorship, 1933-34 ● The police state ● Controlling and influencing attitudes ● Opposition, resistance and conformity Life in Nazi Germany, 1933-39 ● Nazi policies towards women ● Nazi policies towards the young ● Employment and living standards ● The persecution of minorities	All four assessment objectives will be assessed. Students should: ● Have knowledge and understanding of key features of the period ● Have the ability to analyse and evaluate contemporary sources and later interpretations ● Study a range of evidence and consider ways in which it could give rise to and support different interpretations ● Know and appreciate reasons why interpretations may differ ● Know and appreciate that differences based on conclusions drawn from evidence are legitimate and can be explained. ● Evaluate given interpretations using their own knowledge of the period.
Super Curricular	**Hindsight Journal articles:** Jan 2011 'The weakness of the Weimar Constitution' April 2014 'Early challenges of the Weimar Republic' April 2019 'Was the Weimar Republic fatally flawed?' Jan 2019 'Culture in Weimar Germany' Sept 2011 'Hitler's rise to power' Sept 2012 'The Berlin Olympics' Jan 2012 'Control in Nazi Germany' Sept 2009 'Education in Nazi Germany' Sept 2010 'How Hitler destroyed the Treaty of Versailles' Jan 2014 'What role did the SS play in Nazi Germany?' Sept 2017 'Economics in Nazi Germany'	**BBC2 Rise of the Nazis** Episode 1: Night of the Long Knives Episode 2: First sixth months in Power Episode 3: Politics

Year / term	Unit of work	Assessment
Year 10 Spring & Summer Term **Period Study** Superpower relations and the Cold War 1941-91	Origins of the Cold War ● Early tension between East and West ● The development of the cold war ● The cold war intensifies Cold War Crises, 1958-70 ● Increased tension between East and West ● Cold War Crises – Berlin Wall, Cuban missile crisis, Brezhnev Doctrine ● Reaction to the Crisis The end of the Cold War, 1070-71 ● Attempts to reduce tension between East and West ● Flashpoints (Afghanistan and the second cold war) ● The collapse of the Control of Eastern Europe	● Knowledge and understanding of the unfolding narrative of substantial developments and issues associated with the Cold War. ● Chronological understanding of the events ● Consequence ● Significance ● Analytical narrative ● Analysing events to find connections that explain the way events unfolded.
Super Curricular	**Hindsight Journal articles:** Closing the Iron Curtain A peek behind the Iron Curtain Eastern Europe after Stalin Was the USSR primarily responsible for starting the Cold War? The USA and the Cuban Revolution How important was Solidarity? Why did the Czechs and Hungarians oppose Soviet control? Afghanistan – the end of détente The Fall of Communism in Europe End of the Cold War	**BBC2 Cold War History files** Berlin 1945-8 Hungary 2956 U2 and the Arms Race, 1956 - 60 The Cuban Missile Crisis, 1962 Evil Empire, 1980s

Year / term	Unit of work	Assessment
Year 11 Autumn & Spring term **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.**	**Thematic study** ● c1250–c1500: Medicine in medieval England: Ideas about the cause of disease and illness. Approaches to prevention and treatment. Case study on the Black Death. ● c1500–c1700: The Medical Renaissance in England: Ideas about the cause of disease and illness. Approaches to prevention and treatment. Case study on the Great Plague. ● c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain: Ideas about the cause of disease and illness. Approaches to prevention and treatment. Case study on the Cholera outbreak. ● c1900–present: Medicine in modern Britain: Ideas about the cause of disease and illness. Approaches to prevention and treatment. Case study on lung cancer. **The historic environment - The British sector of the Western Front, 1914–18: injuries, treatment and the trenches** ● The context of the British sector of 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 of the nature of the terrain and problems of the transport and communications infrastructure. ● Conditions requiring medical treatment on the Western Front, 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 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 understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.	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. 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. Students will be assessed on their knowledge and understanding, with questions focusing on similarity and difference, and change and continuity. This may include turning points (significance), extent of, and causes or consequences of change 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. The content is assessed through a question on features of the period and also through a historical enquiry. For the historical enquiry, students will need to develop the skills necessary to analyse, evaluate and use contemporary sources to make substantiated judgements, in the context of the historical events studied.

Super Curricular	**Hindsight Journal articles:** Louis Pasteur and Germ theory Key figures in Renaissance medicine Medieval medicine and the black death The Western Front **Books** "Butchering Art" Lindsey Fitzharris	**Mini revision videos** Medicine through time - Medieval Medicine through time – Vesalius, Pare and Harvey Medicine through time – 18th century medicine Medicine through time – 19th century medicine Medicine through time – Pasteur and Koch Medicine through time – Lister and Simpson Medicine through time – Fleming, Florey and Chain Medicine through time – Chadwick and Snow
Year / term	**Unit of work**	**Assessment**
Year 11 Spring & Summer Term **British depth study** Early Elizabethan England 1558-88	Queen, government and religion ● The situation of Elizabeth's ascension ● The settlement of religion ● Challenges to the religious settlement ● The problem of Mary, Queen of Scots Challenges to Elizabeth at home and abroad ● Plots and revolt at home ● Relations with Spain ● Outbreak of war with Spain, 1585-88 ● The Armada Elizabethan Society in the age of exploration ● Education and Leisure ● The problem of the poor ● Exploration and voyages of discovery ● Raleigh and Virginia	Students are required to understand the complexity of Elizabethan society and the unfolding narrative of substantial developments and issues associated with the period. ● Knowledge and understanding. ● Continuity ● Consequence ● Similarity and difference ● Significance
Super Curricular	**Hindsight Journal Articles:** Sept 2018 'Queen Elizabeth I's consolidation of power' April 2018 'Opposition to the Elizabethan religious settlement' Sept 2016 'Anglo- Spanish relations in the reign of Elizabeth I' Jan 2018 'Threats to Elizabeth I' April 2019 'The poor in Elizabethan England' 'Theatre in the reign of Elizabeth I' Jan 2019 'Was Elizabeth a strong leader?'	**Channel 5 Elizabeth I TV Series** Episode 1 'Death of a dynasty' Episode 2 'The enemy within' Episode 3 'Battle for the throne'