

History



Year 10

Curriculum Map



Year 10 – Autumn Term

Early Elizabethan England

Prior Learning	<p>Pupils have been exposed to a wide range of historical skills, themes and activities throughout their key stage 3 journey that have enabled them to access a variety of different time periods and topic areas. They have been identifying change and continuity, analysing sources and evaluating their usefulness to us as historians, and debating whether historian’s interpretations match their own views on events. They have built upon their oracy and literacy skills enabling them to write effectively answering a range of questions.</p>
What will I learn?	<p>Early Elizabethan England: During this unit, pupils will engage with a depth study about the early reign of Elizabeth I, focusing on her problems when she came to the throne, her successes as a monarch, and the plots and revolts against her.</p> <p>Autumn 1: Here, pupils will focus specifically on key topic 1: ‘Queen, Government and Religion’ which exposes pupils to the range of problems Elizabeth faces when she became Queen, and how she overcame them. Pupils will look in depth at the religious problems England faced and the ways in which the church was changed to suit the multi-faith society that had developed since Henry VIII.</p> <p>Autumn 2: Pupils will continue looking at Elizabeth, moving through into key topic 2: ‘Challenges to Elizabeth at Home and Abroad’. Here, pupils will look at the four different plots and revolts against the queen, and how they were dealt with. The challenge of Mary, Queen of Scots will also be studied, specifically analysing the steps that led to her execution. Finally, pupils will look at the Spanish Armada and the causes, events and consequences linked with this key moment in Elizabeth's reign.</p> <p>Exam Skills: Pupils will be exposed to all exam questions within this unit, and will have the opportunities to practise imbedding the skills needed to effectively answer these ready for their year 11 GCSE exams.</p>
How will I be assessed?	<p>Retrieval Quiz: Small quizzes will be completed regularly to assess the knowledge pupils have</p> <p>Exam Questions: Regular exam practise will be completed in books that are marked to GCSE standard.</p> <p>End of Unit Assessments: At the end of every unit, pupils will sit their end of unit test which will be marked to GCSE standard, so pupils can see how they are doing in real exam conditions.</p>
Next Steps	<p>Pupils will be moving on to looking at Elizabethan Society, and how the regular people of the 16th century lived under her reign. Pupils will then sit a full mock paper looking over all three units. Finally, pupils will move into their next unit of work focussing on Medicine Through Time, and how we have developed the medical facilities we have today.</p>
Opportunities for Independent Learning	<p>Regular Revision: Pupils should be making flash cards and other useful revision notes to prepare them for their upcoming GCSE exams.</p> <p>Elizabeth I: Who was Elizabeth I? Hunting for History BBC Teach – YouTube</p> <p>The Spanish Armada: The Epic Failure of the Spanish Armada PIRATES – YouTube</p> <p>Elizabethan Court: What was life like in the court of Elizabeth I? History - Elizabethan England – YouTube</p> <p>Poverty in Elizabethan England: What was life like for the poor in the towns of Elizabethan England? History - Elizabethan England - YouTube</p>
Personal Development and CEIAG	<p>PSHCE: Diversity</p> <ul style="list-style-type: none"> • Identity, rights and responsibilities • About living in a diverse society

	<p>SMSC</p> <ul style="list-style-type: none"> • Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England <p>British Values</p> <ul style="list-style-type: none"> • Democracy • The rule of law • Individual Liberty • Mutual respect • Tolerance those of different faiths (including none), cultures and beliefs <p>Possible Career links with Law, Politics, Data Analyst, Archaeology and History Teacher</p>
Enrichment Opportunities (Cultural Capital)	<p>Royal Museum in Greenwich: Seeing the three Armada Portraits together at the Queen's House (rmg.co.uk)</p> <p>National Museum of Scotland: Mary, Queen of Scots (nms.ac.uk)</p> <p>National Museum of the Royal Navy: National Museum of The Royal Navy Saves Incredibly Rare Spanish Armada Maps for the Nation National Museum of the Royal Navy (nmrn.org.uk)</p>

	<h2>Year 10 – Spring Term</h2> <h3>Elizabeth Medicine and Medicine Through Time</h3>
Prior Learning	<p>Pupils have been studying Early Elizabethan England, looking at her early problems and how she handled them, and then the plots and revolts against her. Pupils have had the time to practise all exam style questions, and have conducted two mock style exam papers.</p>
What will I learn?	<p>Spring 1: Pupils will focus on Key Topic Three, looking at Elizabethan Society and the Age of Exploration. Here, pupils will get to explore the lifestyles the different classes got to experience, looking at their hobbies, sports and education. Then, they will move on to looking at Walter Raleigh and Francis Drakes' explorations around the world, and how that began to shape the world that we live in today.</p> <p>Spring 2: Pupils will move on to looking at their new unit, Medicine Through Time. In the first half term, pupils will begin looking at Medieval Medicine and the roles of Hippocrates, Galen and the Church in the prevention of medical knowledge. We will then move on to looking at the Medical Renaissance and how medicine began to make changes that would eventually set up the Industrial period. Pupils will pay particular focus to changes and continuities of time periods, and be making judgements on the significance of the different medical inventions of the time.</p> <p>Exam Skills: Pupils will be exposed to all exam questions within this unit, and will have the opportunities to practise imbedding the skills needed to effectively answer these ready for their year 11 GCSE exams. Pupils will specifically focus on the 4 and 12 mark questions for medicine, and the continuities between the two papers in terms of exam skills.</p>
How will I be assessed?	<p>Retrieval Quiz: Small quizzes will be completed regularly to assess the knowledge pupils have</p> <p>Exam Questions: Regular exam practise will be completed in books that are marked to GCSE standard.</p> <p>End of Unit Assessments: At the end of every unit, pupils will sit their end of unit test which will be marked to GCSE standard, so pupils can see how they are doing in real exam conditions.</p>

Next Steps	Pupils will be moving on to looking at Industrial and modern medicine. Here, pupils will need to make links throughout the entire course looking at how causes, treatments and prevention methods have gone through periods of change and continuity. Pupils will also then move on to working in more detail on the 16 mark essays and applying their own opinions to their essay structures.
Opportunities for Independent Learning	<p>Regular Revision: Pupils should be making flash cards and other useful revision notes to prepare them for their upcoming GCSE exams.</p> <p>Medieval Medicine: Medieval Medicine Secondary History - Medicine Through Time – YouTube</p> <p>Vesalius, Pare and Harvey: Vesalius, Paré and Harvey Secondary History - Medicine Through Time – YouTube</p> <p>The Black Death: BBC Documentary THE BLACK DEATH - YouTube</p> <p>The Great Plague: The Great Plague Of London - YouTube</p>
Personal Development and CEIAG	<p>PSHCE: Discrimination</p> <ul style="list-style-type: none"> • How to manage influences on beliefs and decision about group-think and persuasion <p>SMSC</p> <ul style="list-style-type: none"> • Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures <p>British Values</p> <ul style="list-style-type: none"> • Democracy • The rule of law • Individual Liberty • Mutual respect • Tolerance those of different faiths (including none), cultures and beliefs <p>Possible Career links with Law, Politics, Data Analyst, Archaeology and History Teacher</p>
Enrichment Opportunities (Cultural Capital)	<p>Museum of London: East Smithfield Black death (Medieval) Museum of London</p> <p>Museum of London: War, Plague and Fire – free gallery Museum of London</p> <p>Royal Museums Greenwich: The Great Plague Royal Museums Greenwich (rmg.co.uk)</p>

	<h2>Year 10 – Summer Term</h2> <h3>Medicine Through Time and Medicine on the Western Front</h3>
Prior Learning	Pupils have completed their Elizabethan unit, and have begun to study Medicine Through Time. Pupils have been exposed to concepts such as change and continuity, and similarity and difference, which are key concepts looked at in this GCSE topic.
What will I learn?	<p>Summer 1: Pupils will focus on Industrial medicine, learning about the developments key individuals like Louis Pasteur and Edward Jenner make, and evaluating the impact this will have on medical progression. Here they will also begin to look at how public health has changed, and focussing on how the spread of Cholera was handled differently to the spread of the Black Death and Great Plague. Pupils will then move on to begin looking at modern medicine, with a focus on the changes in causes of disease such as genetic and lifestyle factors.</p> <p>Summer 2: Pupils will continue to look at Modern Medicine, including the birth of the NHS, changes in treatments such as antibiotics and magic bullets, and how technology impacted the way we assess and deal with medical conditions in the modern day. From this, we will then move on to look at the depth study on Medicine on the Western Front. Here, pupils will explore how the conditions in WW1 were a catalyst for medical</p>

	<p>developments, and how the problems of warfare and trenches led to the Thomas Splint, Brain Surgery and blood transfusions.</p> <p>Exam Skills: Pupils will begin to look at source-based questions for the Depth Study. Here, they will be focussing on how to answer source utility questions, looking at why different sources are useful in answering specific historical questions. They will also be looking at how to follow up this by asking additional questions about sources and identifying appropriate sources of evidence to use to find the answers for themselves.</p>
How will I be assessed?	<p>Retrieval Quiz: Small quizzes will be completed regularly to assess the knowledge pupils have</p> <p>Exam Questions: Regular exam practise will be completed in books that are marked to GCSE standard.</p> <p>End of Unit Assessments: At the end of every unit, pupils will sit their end of unit test which will be marked to GCSE standard, so pupils can see how they are doing in real exam conditions.</p>
Next Steps	<p>Pupils will be moving on to looking at Germany post World War one, specifically focussing on the recovery of the German economy under the Weimar Republic, and then the role of Hitler and the Nazi regime. Following on from this, pupils will be looking at the Cold War, and the conflicts between America and Russia that have shaped the modern world today.</p>
Opportunities for Independent Learning	<p>Regular Revision: Pupils should be making flash cards and other useful revision notes to prepare them for their upcoming GCSE exams.</p> <p>Life in the Trenches: Life in the Trenches WW1 Trench Warfare Explained – YouTube</p> <p>Modern Medicine: Modern Medicine Secondary History - Medicine Through Time – YouTube</p> <p>Formation of the NHS: The Foundation of the National Health Service History – Exploring the Past: Post War Britain – YouTube</p> <p>18th Century Medicine: 18th Century Medicine Secondary History - Medicine Through Time – YouTube</p> <p>Pasteur & Koch: Pasteur and Koch Secondary History - Medicine Through Time – YouTube</p>
Personal Development and CEIAG	<p>PSHCE: Health and Puberty</p> <ul style="list-style-type: none"> • How to make healthy lifestyle choices including diet, dental, health, physical activity and sleep • How to manage influences relating to caffeine, smoking and alcohol. <p>SMSC</p> <ul style="list-style-type: none"> • Encourage respect for other people • Enable pupils to develop their self-knowledge, self-esteem and self-confidence <p>British Values</p> <ul style="list-style-type: none"> • Democracy • The rule of law • Individual Liberty • Mutual respect • Tolerance those of different faiths (including none), cultures and beliefs <p>Possible Career links with Law, Politics, Data Analyst, Archaeology and History Teacher</p>
Enrichment Opportunities (Cultural Capital)	<p>Manchester Imperial War Museum: What's on IWM North Imperial War Museums</p> <p>Walking the Battle of Ypres: Walking the Battle of Ypres – YouTube</p> <p>Thackray's museum of Medicine: Thackray Museum of Medicine</p>