

Year 10 HISTORY Curriculum Map

Term	Topic/Unit title	Essential knowledge and skills (what students should know, understand and be able to do by the end of the unit/topic)
Autumn 1&2	<p><u>Understanding the modern world</u></p> <p><u>Conflict and Tension, 1918-1939</u></p>	<p>Part one: Peacemaking</p> <ul style="list-style-type: none"> ● The armistice: aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims. ● The Versailles Settlement: Diktat; territorial changes; military restrictions; war guilt and reparations. ● Impact of the treaty and wider settlement: reactions of the Allies; German objections; strengths and weaknesses of the settlement, including the problems faced by new states. <p>Part two: The League of Nations and international peace</p> <ul style="list-style-type: none"> ● The League of Nations: its formation and covenant; organisation; membership and how it changed; the powers of the League; the work of the League's agencies; the contribution of the League to peace in the 1920s, including the successes and failures of the League, such as the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria. ● Diplomacy outside the League: Locarno treaties and the Kellogg-Briand Pact. ● The collapse of the League: the effects of the Depression; the Manchurian and Abyssinian crises and their consequences; the failure of the League to avert war in 1939.

		<p>Part three: The origins and outbreak of the Second World War</p> <ul style="list-style-type: none"> ● The development of tension: Hitler's aims and Allied reactions; the Dollfuss Affair; the Saar; German rearmament, including conscription; the Stresa Front; Anglo-German Naval Agreement. ● Escalation of tension: remilitarisation of the Rhineland; Mussolini, the Axis and the Anti-Comintern Pact; Anschluss; reasons for and against the policy of appeasement; the Sudeten Crisis and Munich; the ending of appeasement. ● The outbreak of war: the occupation of Czechoslovakia; the role of the USSR and the Nazi-Soviet Pact; the invasion of Poland and outbreak of war, September 1939; responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain.
<p>Spring 1&2</p>	<p><u>Understanding the modern world</u></p> <p><u>America 1920-1973: Opportunity and inequality</u></p>	<p>Part one: American people and the 'Boom'</p> <ul style="list-style-type: none"> ● The 'Boom': benefits, advertising and the consumer society; hire purchase; mass production, including Ford and the motor industry; inequalities of wealth; Republican government policies; stock market boom. ● Social and cultural developments: entertainment, including cinema and jazz; the position of women in society, including flappers. ● Divided society: organised crime, prohibition and their impact on society; the causes of racial tension, the experiences of immigrants and the impact of immigration; the Ku Klux Klan; the Red Scare and the significance of the Sacco and Vanzetti case. <p>Part two: Bust – Americans' experiences of the Depression and New Deal</p>

		<ul style="list-style-type: none"> ● American society during the Depression: unemployment; farmers; businessmen; Hoover's responses and unpopularity; Roosevelt's election as president. ● The effectiveness of the New Deal on different groups in society: successes and limitations including opposition towards the New Deal from Supreme Court, Republicans and Radical politicians; Roosevelt's contribution as president; popular culture. ● The impact of the Second World War: America's economic recovery; Lend Lease; exports; social developments, including experiences of African-Americans and women
<p>Summer 1&2</p>	<p><u>Understanding the modern world</u></p> <p><u>America 1920-1973: Opportunity and inequality</u></p>	<p>Part three: Post-war America</p> <ul style="list-style-type: none"> ● Post-war American society and economy: consumerism and the causes of prosperity; the American Dream; McCarthyism; popular culture, including Rock and Roll and television. ● Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Segregation laws; Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts of 1964 and 1968. ● America and the 'Great Society': the social policies of Presidents Kennedy and Johnson relating to poverty, education and health; the development and impact of feminist movements in the 1960s and early 1970s, including the fight for equal pay; the National Organisation for Women, Roe v Wade (1973), the Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment.

Year 11 HISTORY Curriculum Map

Term	Topic/Unit title	Essential knowledge and skills (what students should know, understand and be able to do by the end of the unit/topic)
Autumn 1&2	<p>Shaping the nation</p> <p><i>Elizabethan England, 1568-1603</i></p>	<p>Part one: Elizabeth's court and Parliament</p> <ul style="list-style-type: none"> ● Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers. ● The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601. <p>Part two: Life in Elizabethan times</p> <ul style="list-style-type: none"> ● A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre. ● The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem. ● English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh. <p>Part three: Troubles at home and abroad</p> <ul style="list-style-type: none"> ● Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.

		<ul style="list-style-type: none"> ● Mary Queen of Scots: background; Elizabeth and Parliament’s treatment of Mary; the challenge posed by Mary; plots; execution and its impact. ● Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada. <p>Part four: The historic environment of Elizabethan England</p> <p>The historic environment is 10% of the overall course.</p> <p>Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students’ understanding of Elizabethan England.</p> <p>The following aspects of the site should be considered:</p> <ul style="list-style-type: none"> ● location ● function ● the structure ● people connected with the site e.g. the designer, originator and occupants ● design ● how the design reflects the culture, values, fashions of the people at the time ● how important events/developments from the depth study are connected to the site.
Spring 1&2	Shaping the nation	Part one: Medicine stands still

*Health and the People, c.1000-Present Day
(thematic study)*

- Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.
- Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques.
- Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.

Part two: The beginnings of change

- The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change.
- Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter.
- Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.

Part three: A revolution in medicine

- The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies.
- A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.

		<ul style="list-style-type: none"> ● Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts. <p>Part four: Modern medicine</p> <ul style="list-style-type: none"> ● Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments. ● The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery. ● Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.
Summer 1	Revision	Revision

