

Year 10 and 11 History Curriculum Rationale

In year 10/11, students follow the AQA GCSE syllabus. Paper 1 units of study: 1A/D America 1920-1973 Opportunity and Inequality / 1B/B Conflict and Tension 1918-1939. Paper 2 units of study: 2A/A Britain: Health and the People c1000-present / 2B/C Elizabethan England c1568-1603. These allow students to explore a range of British and Wider world topics across the two years of study. Emerging from the course of study, students will develop skills in using sources and interpretations to support judgements, writing essays, as well as developing complex analytical skills. Students will build on their KS3 studies and prepare for transition to A-Level study, if they wish to follow this route, by developing their skills as historians. By the end of the course students will be proficient in critical and logical thinking.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
1A/D America 1920-1973 Opportunity and Inequality This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice. Students will study the political, economic, social and	Key Knowledge: Part one: American people and the 'Boom' <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 	Builds on: students' historical knowledge developed at KS3 – understanding of American Revolution, protest and reform (year 8), impact of WW1 (year 9) Leads to: greater use/understanding of historical context / use of chronological terminology / understanding of second order concepts / understanding of Links to: Conflict and Tension unit 1B/B	Informal – in class low stakes questioning in each lesson. Source / interpretation analysis in each lesson. Regular knowledge quizzes (Forms). Regular exam question practice including whole class modelling and peer work. Each unit has a series of single question assessment points at intervals throughout and a full paper at the end.	SPAG and reading for meaning and making inferences. Numeracy for understanding timelines, historical data etc.	Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence). Linking – Connection finding (use connections from past experiences to seek possible generalisations). Analysing - Precision (Ability to work effectively within the rules of a domain). Meta Thinking Meta Cognition (knowingly use a wide range of thinking approaches to transfer knowledge from one circumstance to another). Realising – Speed and Accuracy	Homework is set weekly. Extra reading materials is available via Teams. Consolidation / Revision tasks set several times per unit.

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<p>cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.</p>	<p>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> <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 					

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	<p>from Supreme Court, Republicans and Radical politicians; Roosevelt's contribution as president; popular culture.</p> <ul style="list-style-type: none"> • The impact of the Second World War: America's economic recovery; Lend Lease; exports; social developments, including experiences of African-Americans and women. <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 					

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	<p>peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts of 1964 and 1968.</p> <ul style="list-style-type: none"> 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. <p>Development of skills Analytical skills in using Historical interpretation and identifying thematic development.</p>					

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1B/B Conflict and Tension 1918-1939 This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role	Key Knowledge: Part one: Peacemaking • 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. Part two: The League of Nations and international peace • The League of Nations: its formation	Builds on: students' historical knowledge developed at KS3 – understanding WW1, Interwar years and the rise of Nationalism studied in year 9 Leads to: greater use/understanding of historical context / use of chronological terminology / understanding of second order concepts / understanding of Links to: America unit 1A/D	Informal – in class low stakes questioning in each lesson. Source / interpretation analysis in each lesson. Regular knowledge quizzes (Forms). Regular exam question practice including whole class modelling and peer work. Each unit has a series of single question assessment points at intervals throughout and a full paper at the end.	SPAG and reading for meaning and making inferences. Numeracy for understanding timelines, historical data etc.	Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence). Linking – Connection finding (use connections from past experiences to seek possible generalisations). Analysing - Precision (Ability to work effectively within the rules of a domain). Meta Cognition – knowingly use a wide range of thinking approaches to transfer knowledge from one circumstance to another. Realising – Speed and Accuracy	Homework is set weekly. Extra reading materials is available via Teams. Consolidation / Revision tasks set several times per unit.

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of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.	<p>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.</p> <ul style="list-style-type: none"> • 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>					

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	<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 					

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	<p>individuals: Hitler, Stalin and Chamberlain.</p> <p>Development of skills</p> <p>Analytical skills in using Historical interpretation and identifying thematic development.</p>					
<p>2A/A Britain: Health and the People c1000-present</p> <p>This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the</p>	<p>Key Knowledge:</p> <p>Part one: Medicine stands still</p> <ul style="list-style-type: none"> 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 	<p>Builds on: students' historical knowledge developed at KS3 – Early medicine studied in year 9, understanding of the medieval world (year 7)</p> <p>Leads to: greater use/understanding of historical context / use of chronological terminology / understanding of second order concepts / understanding of</p>	<p>Informal – in class low stakes questioning in each lesson.</p> <p>Source / interpretation analysis in each lesson.</p> <p>Regular knowledge quizzes (Forms).</p> <p>Regular exam question practice including whole class modelling and peer work.</p> <p>Each unit has a series of single question assessment points at intervals throughout and a full paper at the end.</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Numeracy for understanding timelines, historical data etc.</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).</p> <p>Linking – Connection finding (use connections from past experiences to seek possible generalisations).</p> <p>Analysing - Precision (Ability to work effectively within the rules of a domain).</p> <p>Meta Cognition – knowingly use a wide range of thinking approaches to transfer knowledge from one circumstance to another.</p>	<p>Homework is set weekly.</p> <p>Extra reading materials is available via Teams.</p> <p>Consolidation / Revision tasks set several times per unit.</p>

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<p>periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people. Students will study the importance of the following factors:</p>	<p>times, ideas and techniques.</p> <ul style="list-style-type: none"> Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention. <p>Part two: The beginnings of change</p> <ul style="list-style-type: none"> 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. 				Realising – Speed and Accuracy	

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<ul style="list-style-type: none"> • war • superstition and religion • chance • government • communication • science and technology • the role of the individual in encouraging or inhibiting change <p>Students will show an understanding of how factors worked together to bring about particular developments at a particular time, how they were related and their impact upon society. Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the</p>	<ul style="list-style-type: none"> • Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change. <p>Part three: A revolution in medicine</p> <ul style="list-style-type: none"> • 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. • Improvements in public health: public health problems in 					

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<p>change(s). They should also be able to distinguish between different types of causes and consequences, such as short/longterm causes, intended/unintended consequences.</p> <p>This option focuses on the following questions:</p> <ul style="list-style-type: none"> • Why has there been progress in the health of the British people? • How and why has the pace and scale of medical development varied at different times? • What impact has medical progress had on people and society? • How and why have different factors been more important than others for individual medical 	<p>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> <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 					

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<p>developments?</p> <ul style="list-style-type: none"> What is the significance of key individuals or events in the history of medical development?. 	<p>surgery.</p> <ul style="list-style-type: none"> 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. <p>Development of skills. Analytical skills in using primary source materials and identifying extent of change development.</p>					
2B/C Elizabethan England c1568-1603	<p>Key Knowledge:</p> <p>Part one: Elizabeth's court and Parliament</p>	Builds on: students' historical knowledge developed at KS3 –	Informal – in class low stakes questioning in each lesson.	SPAG and reading for meaning and making inferences.	Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).	<p>Homework is set weekly.</p> <p>Extra reading materials is available via Teams.</p>

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<p>This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.</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 	<p>understanding of the Tudor period (year 7).</p> <p>Leads to: greater use/understanding of historical context / use of chronological terminology / understanding of second order concepts / understanding of</p> <p>Links to: A-level History Tudors / Stuarts.</p>	<p>Source / interpretation analysis in each lesson.</p> <p>Regular knowledge quizzes (Forms).</p> <p>Regular exam question practice including whole class modelling and peer work.</p> <p>Each unit has a series of single question assessment points at intervals throughout and a full paper at the end.</p>	<p>Numeracy for understanding timelines, historical data etc.</p>	<p>Linking – Connection finding (use connections from past experiences to seek possible generalisations).</p> <p>Analysing - Precision (Ability to work effectively within the rules of a domain).</p> <p>Meta Cognition – knowingly use a wide range of thinking approaches to transfer knowledge from one circumstance to another.</p> <p>Realising – Speed and Accuracy</p>	<p>Consolidation / Revision tasks set several times per unit.</p>

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	<p>seriousness of the problem.</p> <ul style="list-style-type: none"> 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. Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the 					

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	<p>challenge posed by Mary; plots; execution and its impact.</p> <ul style="list-style-type: none"> • 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>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. The study of the historic environment will focus</p>					

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	<p>on a particular site in its historical context and should examine the relationship between a specific place and associated historical events and developments.</p> <p>Development of skills Analytical skills in using primary source materials and identifying extent of change development.</p>					