Curriculum Content Map — **Subject: Year 10 History**

Month			Term 1				Term 2						Term 3		
			September	**October**	**November**	**December**	**January**	**February half term 1**	**February half term 2**	**March**	**April**		**May**	**June**	**July**
	Units of Work		Medieval medicine	Medieval medicine	Renaissance medicine	Renaissance medicine	Public Health	Public Health	The Norman conquest	The Norman conquest	Feudalism and government		Feudalism and government	Feudalism and government	Norman church
Cultural Transmission	**National Curriculum area – KS3**		AQA Unit 3.3 Shaping the nation Section A: Thematic studies AA Britain: Health and the people: c1000 to the present day	AQA Unit 3.3 Shaping the nation Section A: Thematic studies AA Britain: Health and the people: c1000 to the present day	AQA Unit 3.3 Shaping the nation Section A: Thematic studies AA Britain: Health and the people: c1000 to the present day	AQA Unit 3.3 Shaping the nation Section A: Thematic studies AA Britain: Health and the people: c1000 to the present day	AQA Unit 3.3 Shaping the nation Section A: Thematic studies AA Britain: Health and the people: c1000 to the present day	AQA Unit 3.3 Shaping the nation Section A: Thematic studies AA Britain: Health and the people: c1000 to the present day	AQA Unit 3.3 Shaping the nation Section A: Thematic studies AA Britain: Health and the people: c1000 to the present day	AQA Unit 3.3 Shaping the nation Section A: Thematic studies AA Britain: Health and the people: c1000 to the present day	AQA Section B: British depth studies BA Norman England, c1066–c1100		AQA Section B: British depth studies BA Norman England, c1066–c1100	AQA Section B: British depth studies BA Norman England, c1066–c1100	AQA Section B: British depth studies BA Norman England, c1066–c1100
	Substantive knowledge	***The What!***	Students look at how medieval theories of medicine developed and Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments Students look at the Medieval doctor, training and beliefs about the causes and treatments of diseases. The contribution of Christianity and Islam to medical progress.	Students look at how medieval theories of medicine developed and Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments Students look at the Medieval doctor, training and beliefs about the causes and treatments of diseases. The contribution of Christianity and Islam to medical progress.	Students look at medieval surgery and medical practice as well as public health in medieval towns. Students examine the causes and treatments of this disease in the Middle Ages. Students look at the beginnings of change in the Renaissance and how medicine developed during this period to treat illness Students look at the growth of hospitals and the role of John Hunter in the Renaissance period.	Students will examine the conflict between those who favour innoculation and the creation of the first vaccination by Edward Jenner Students look at Germ theory and the role of Pasteur and Koch in promoting a better understanding of the way disease spreads. As well as students exploring the role of Lister and Simpson and Fleming, Florey and Chain and Penicillin	Students look at public health in the 19th century and how medicine developed in the 20th century with the growth of the welfare state, surgical developments and growth of the pharmaceutical industry	Students look at public health in the 1 the 20th century with the growth of the welfare state, surgical developments and growth of the pharmaceutical industry	. Edward the Confessor and the claimants to the English throne. Students look at the Norman conquest and how they sought to control England after 1066.	Military interventions and castle building post-Norman conquest. The Harrying of the North and Revolts.	. Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as ordeals, 'murdrum'; inheritance; the Domesday Book. .	Economic and social changes and their consequences: Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life; Forest law. Students will examine the Norman Church and monasticism and build their knowledge of the Norman historic environment	Economic and social changes and their consequences: Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life; Forest law. Students will examine the Norman Church and monasticism and build their knowledge of the Norman historic environment	Students will examine the Norman Church and monasticism and build their knowledge of the Norman historic environment
	Disciplinary knowledge	***The How!***	Extended writing opportunities Source analysis Source and interpretation practice	Extended writing opportunities Source analysis Source and interpretation practice	Extended writing opportunities Source analysis Source and interpretation practice	Extended writing opportunities Source analysis Source and interpretation practice	Extended writing opportunities Source analysis Source and interpretation practice	Extended writing opportunities Source analysis Source and interpretation practice	8 mark and 20 mark question Extended writing opportunities Source analysis Source and interpretation practice	AP2 - testing knowledge from all period sincluding 8 marsk and 20 mark question from Britain Health and the People. Hippocrates and Galen, Bevan, Fleming. The role of warfare represent key areas to est Y10 Extended writing opportunities Source analysis	Extended writing opportunities Source analysis Source and interpretation practice 8 mark and 20 mark question		Extended writing opportunities Source analysis Source and interpretation practice 8 mark and 20 mark question	Extended writing opportunities Source analysis Source and interpretation practice 8 mark and 20 mark question	Extended writing opportunities Source analysis Source and interpretation practice
	Sequencing (flow)	***Retrieval & Extension***	Builds upon KS3 knowledge Y7 – medieval period notably by examining the Black Death and the medieval mind set AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts. Is further developed in This is further developed as we begin to consider core skills such as AO1	Builds upon KS3 knowledge Y7 – medieval period notably by examining the Black Death and the medieval mind set AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts. 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	Summative Assessment		Introducing source utility questions and applying contextual knowledge - Comparing Islamic physicians and explaining their significance	AP1 - source questions and compare questions. Introduction of the 20 mark factor question, where we explore the significance of the Black Death	Comparing the work of Hunter and Vesalius. Building a chronological understanding of how medicine changed in the Renaissance. Comparing the Black Death with the Great Plague - 8 mark question	AP1 assessment - covering source, significance, compare and and 20 mark questions. Examining souces that demonstrate opposition to Jenner.	Explaining the significance of Nightingale, and the 1838 and 1875 Public Health Acts. Examining Bazalgette, John Snow, Chadwick and other noted 19th century personalities who helped drive medical progress	Considering the significance of Fleming - Comparing Pasteur and Koch against the work of Fleming. Building Y10s capacity to tackle 20 mark questions that covere the whom,e period. Source evaluation of Beveridge and Bevan - 4 giants. AP2 - All styles of questions across the whole synoptic period Assessing Hippocrates and Galen, Islamic medicine, John Snow and the role of	Each student will complete a strengths and weakness, opportunities and threats analysis of England in January 1066	se a map of England with the appropriate regions marked on Students will be able to crate an account of the aftermath of the Battle of Hastings and assess how this led to revolts. Students should record what happened in each revolt. You	Creating an account of how William was able to gain control of England through the use of the Domesday book.		Working on our interpreration skills, assessing differences in points of view and supporting with contextual knowledge AP3 revision of History of medicine, use of quizzes and fill in the gap exercises as well as peer assessment of modelled answers to help improve exam technique	Research intto the Historic environment of Yorkshire after the Norman conquest, c1066–c1088 - focus on Fountains Abbey - building a research project into it - students will assess its key fratures, historic background. Working on our interpreration skills, assessing differences in points of view and supporting with contextual knowledge AP3AP3	Research intto the Historic environment of Yorkshire after the Norman conquest, c1066–c1088 - focus on Fountains Abbey - building a research project into it - students will assess its key fratures, historic background. Working on our interpreration skills, assessing differences in points of view and supporting with contextual knowledge AP3AP3
Personal Empowerment	**Virtue**	***The opportunity to reflect, think deeply and critically about an issue.***	Friendliness & Civility	Justice & Trithfulness	Courage	Generosity	Gratitude	Good Speech	Good Speech	Good temper & Humour	Self-Mastery		Self-Mastery	Compassion	Good Sense
	Link to Virtue		By exploring political changes in Britain, we shall explain how friendliness and civility created a climate for people to work together and share knowledge of medical ideas. How did people showcase friendliness and civility in order to improve their daily lives in medieval England and care for one another.	We shall explore the justice and truthfulness needed to be honest with one another and discover ways of searching for truth in order to solve medical issues.	We shall consider the way surgeons during the Renaissance sought to create ways in which to resolve medical issues and create better solutions to medical problems.	How was creativity used to establish solutions to medical needs? What was the role of individual genius to establish these new ideas in medicine?	Showing gratitude for what we have. How we can show generosity to one another so we don't repeat the mistakes of the past.	By demonstrating good speech our students will understand how medical ideas can be translated and spread so ideas are shared and medicine improves.	By demonstrating good speech our students will understand how medical ideas can be translated and spread so ideas are shared and medicine improves.	Our students will understand the good temper and good humour needed to make the world a better place by sharing medical ideas Our students will understand the good temper and good humour needed to deal with problems in medicine and research.	How did the Normans demonstrate self-mastery in order to capitalise on chance, government, and war to drive the progress of their society forward.		How did the Normans demonstrate self-mastery in order to capitalise on chance, government, and war to drive the progress of their society forward.	We shall evaluate the compassion in Norman society or lack thereof as we scrutinise the relationship between the Normans and the Anglo Saxons. How do we demonstrate compassion for one another in times of conflict?	How did the Normans exercise good sense in the planning and build of their civilisation?
Preparation for Work	**Skill**	***Transferable skills***	Listening	Leadership	Problem-Solving	Creativity	Staying Postive	Speaking	Speaking	Staying Positive	Aiming High		Aiming High	Speaking	Teamwork
	Link to Skill		Listening to one another and using key pieces of evidence to build on one another's ideas in a coherent and meaningful way. .	The leadership of medical leaders and key medical thinkers	How did medical thinkers and surgeons solve complex medical problems.	How did medical figures promote scientific change	How did medical leaders stay positive and work with one another to promote medical change.	Ensuring we can communicate effectively so we can help spread the value of knowledge and ideas	Ensuring we can communicate effectively so we can help spread the value of knowledge and ideas	How did medical figures stay positive during times of struggle?	Why did Schlieffen Aim High with his plan to invade Europe? Aiming high with military development in the conquest of Anglo-Saxon England.		Why did Schlieffen Aim High with his plan to invade Europe? Aiming high with military development in the conquest of Anglo-Saxon England.	Speaking to one another and communicating during times of war. Speaking – as we consider ways to engage our audiences and promote our understanding of Norman society after 1066. .	How did Normans work as a team after 1066 to consolidate their power in England?
Preparation for Citizenship	**SMSC & British Values**	*Developing opinions on current issues*	Encourages students to take responsibility for their own behaviour as we consider the role of protest as well as the respect	Encourages students to take responsibility for their own behaviour as we consider the role of protest as well as the respect	Respect for democracy Tolerance and harmony Respecting differences in opinions as we consider interpretations and assess their viewpoints Encourages respect for different opinions	Respect for democracy Tolerance and harmony Respecting differences in opinions as we consider interpretations and assess their viewpoints Encourages respect for different opinions	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony		Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony
	Link to Lived of British Values														