Curriculum C	ontent Ma	эр		Subject: Year 10 History Term 1 Term 3 Term 2 Term 3										
Mor	th	1	September	Term 1 October	November	December	January	February half term 1	Term 2 February half term 2	March	April	May	Term 3 June	July
	ts of		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
Transmission	rtional Curriculum area Unit		AQA Unit 3.3 Shaping the nation Section A: Thematic studies AA Britain: Health and the people: c:1000 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	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 Birtain: Health and the people: c1000 to the present day	AQA Unit 3.3 Shaping the nation Section A: Thematic studies AA Birtain: Health and the propile: c1000 to the present day	sequation and government AQA Section 8: British depth studies BA Norman England, c1066-c1100	AQA Section B: British depth studies BA Norman England, c1066-c1100	Peucaison and government ACIA Section 8: British depth studies BA Norman England, c1066-c1100	Normain crinero AQA Section 8: British depth studies BA Normain England, c1066-c1100
	Substantive Knowledge	The What!	approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments	medicine developed and Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments Students Iook at the Medieval doctor, training and beliefs about the causes and treatments	Students look at medical surgery and medical practice as unit ay make health in medical towars. Students examine the causes and recomments of this disease in the Middle Ages. Students look at the beginning of change in the Remissioner and five medicals developed during this period to treat illness. Students look at the growth of hospitals and the role John Nutreal in the Remissioner period. Gap filling I channe medicine and medical surgery.	Students will examine the conflict between those who favour innoculation and the creation of the first vaccinosion by Edward Innoculation by Edward Innoculation by Edward Innoculation of the first vaccinosion by Edward Innoculation of the Innoculation of the Innoculation of the Innoculation of Innocul	Students look at public health in the 19th century and how medicine developed in the 10th century with the growth of the welfare state, surgical developments and growth of the pharmaconcol industry	Sudents look at public health in the 1 the 20th century with the growth of the welfare state, suggist developments and growth of the plarmacountical 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 gost Norman conquest. The Harrying of the North and Revolts.	Feudalism and government: roles, rights, and responsibilities; landholding and lorethisp; land distribution; patronage, Anglo- matholism and the state of the legal system such as ordeals, "mandom", inheritance; the Domesday Book.	Economic and social changes and their convergences. Angle, Sana and Norman Me, Including tome, villages, buildings, Sana and Norman Me, Including tome, villages, buildings, work, boot, role and execute life. Forest law. Students will examine the Norman Durch and monasticism and build their knowledge of the Norman historic environment build their knowledge of the Norman historic environment.	Economic and social changes and their consequences. Angle- Saces and forman Me, including towns, villages, buildings, work, food, roles and seasonal file-forest law. Soudests will examine the Norman Charlos 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 Instance environment
	Disciplinary know ledge	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
Cultural	Sequencing (Flow)	Retrieval & Extension	Builds upon KS3 knowledge Y7 medieval period notably by examined to be a second of the control of the contr	Builds upon \$3 knowledge 77-medieval period notably by count for the control of the control medieval mind set medieval mind set A01. demonstrate howledge and understanding of the key features and characteristics of the period studied. A02. explain and analyse historical events and periods studied unique scond-order historical concepts. Is further developed as we begin to consider one sides such as A01 consider one sides such as A01	AO2: explain and analyse historical events and periods studied using second-order historical concepts is further developed in AO3: analyse, evaluate and use sources (contemporary to	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	Is further developed in	Builds upon AD1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AD2: explain and analyze historical events and periods studied using a period of the control o	How did medical figures stay positive during times of struggle? ADI: demonstrate increases and such span. ADI: demonstrate increases and such spans and such as a su	How did medical figures stay positive during times of struggle? AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyes historical events and periods studied using second-order historical concepts.	period) to make substantiated judgements, in the context of historical events studied. Is further developed in	Builds upon Knowledge acquired in Year Felding to the Norman conquest. AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studed. AO2: explain and analyte historical ceres approxis studed using second-order historical concepts AO2: analyte, explain and analyte historical concepts AO2: analyte, explain and the historical concepts Its further developed in AO4: analyte, explain and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical cerest studied.	Buildo upon Koowledge acquired in Year 7 relating to the Norman conquest. AD1: demonstrate knowledge and understanding of the key features and characteristics of the peniod studied. AD2: explain and analyse historical events and periods studed causing second-order historical concepts AD3: analyse, evaluate and use sources (contemporary to the period) to make substantiated pidements, in the context of historical events studied. In Sturber developed in AD4: analyse, evaluate and make substantiated judgements about entangement of the properties	.AO1: demonstrate knowledge and understanding of the key features and haracteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts. AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiately objectives, in the context of historical events studied. AO4: analyse, evaluate and use sources (contemporary to the period) to make substantiately objectives, in the context of historical events studied. AO4: analyse substantiately objectives including how and why interpretations may differ) in the context of historical events studied. This will be further developed in term 3 of year 11 as we revise all key topics covered for their GCSE.
	Summative		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 sources 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 medicial 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 her whom, pe prior. Source evaluation of Beverridge and Bevan - 4 giants. AP2 - All styles of questions across the whole synoptic period Assessing Hipporates and Galen, Islamic medicine, Juston 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		Working on our interpretation 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	fratures, historic background. Working on our interpreration skills	
erment	Virtue		Friendliness & Civility	Justice & Trithfulness	Courage	Generosity	Gratitude	Good Speech	Good Speech	Good temper & Humour	Self-Mastery	Self-Mastery	Compassion	Good Sense
Personal Empowe	Link to Virtue	The opportunity to reflect, think deeply and critically about an listue.	By exploring political changes in Britain, we shall explain how friendliness and civility created a climate for people to work together and shark nowodleg 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 Remaissance 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 gratifude for what we have. How we can show generally 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 mediche 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 Sasons. 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?
n for	Skill	kills	Listening	Leadership	Problem-Solving	Creativity	Staying Postive	Speaking	Speaking	Staying Positive	Aiming High	Aiming High	Speaking	Teamwork
Preparatio Work	Link to Skill	Transferable s	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.	K 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 or war. Speaking — as we consider ways to engage our audiences an promote our understanding of Norman society after 1066.	How did Normans work as a team after 1056 to consolidate their power in England?
eparation for Citizenship	SMSC & British Values	ig opinions on curent 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 interpretation and assess their viewpoints interpretation 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
P.	Link to SMSC & British Values	Developin												