

# YEAR 10 History CURRICULUM PROGRESSION OVERVIEW

## Subject Curriculum Intent:

We aim to fire our pupils' curiosity so that they can ask questions about the world as it was, so that they can explain the world as it is. Understanding is based around a spine of British history. Enquiries are sequenced in a coherent way so students can examine the interconnected nature of Britain's relationship with the wider world to show the diversity of the inhabitants of the past. We aim to show students that history is an interpretation which can be constructed and contested. Therefore, students will not just learn the latter but, also develop their disciplinary knowledge of our unique skills such as causation and interpretation. Thus, the narrative and skill will be sequenced and weaved through our curriculum so that students are able to become 'history citizens'. Aware of the emergence of national institutions, problems and values so that they are equipped and can participate in the world around them.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Paper 1 Medicine 1250 to the present	Paper 1 Medicine 1250 to the present	Paper 1 Medicine 1250 to the present	Paper 1: Historic Environment: World War One	Paper 2 Elizabeth 1558-1588	Paper 2 Elizabeth 1558-1588
Core Knowledge/ Threshold Concept	Students will have knowledge in the Middle Ages of: the cause of disease and illness. Approaches to prevention and treatment including how to deal with the Black death and new and traditional approaches to hospital care. They will also have knowledge of the role of the Physician, apothecary and barber surgeon and will know reasons for change and continuity in the Middle Ages. Students will know how much change there was in the treatment and cause of disease in the Renaissance and why.	Students will know how much change and continuity in Medicine in the Medical Renaissance, Scientific period and the Industrial Revolution in the following areas: cause, treatment and prevention, hospitals.  Students will know the importance/impact of individuals and events such as William Harvey, Vesalius, Jenner, John Snow Pasteur Robert Koch and the Plague in 1665.	Students will know how much change and continuity in Medicine in the Industrial Revolution and the Twentieth century in the following areas: cause, treatment and prevention, hospitals and surgery.  Students will know the importance/impact of individuals and events such as Fleming,	Students will have Knowledge of: The context of the British sector of the Western Front. The trench system Nature of the terrain and wounds and the medical problems they cause. Effects of a gas attack. The evacuation route and the work of the RAMC and the FANY. The underground hospital at Arras. Improvements in surgery and medicine. Knowledge of national sources.	Students will have knowledge of: The situation on Elizabeth's ascension The religious settlement. Challenges to the religious settlement from both Puritan and Catholics in 1567-9. The problem of Mary Queen of Scots. Plots against Elizabeth. Execution of Mary Queen of Scots.	Students will have knowledge of: Relations with the Netherlands. Reasons for the invasion by Spain. Defeat of the Spanish Armada. Elizabethan society in the Age of Exploration, 1558–88 including, education and leisure, problems of the poor, exploration and voyages of discovery and Raleigh and Virginia.

<b>Why this learning now?</b>	This course follows the GCSE Edexcel syllabus and core content is specified by the exam board. Learning is deliberately sequenced having considered what core knowledge is required to unlock deeper understanding of a topic and the ability to make connections between topics as that when implementing this intent, teachers can effectively and explicitly draw attention to where a historical concept/ key word/ behaviour/ pattern etc. has been seen previously and effectively expose the relationship through effective questioning.					
	The curriculum is sequenced so students can use prior knowledge gained in 7,8 and 9.  It is taught as coherent narrative from the earliest to the present day. This enables links to be made both within the unit and across paper 2 and 3.	The curriculum is sequenced in order that students can build a chronological narrative and so that students can identify trends, change and continuity across broad sweeps of time. This part of the specification lays the foundations for the students understanding of the Twentieth Century.	The curriculum is sequenced in order that students can build a chronological narrative and so that students can identify trends, change and continuity across broad sweeps of time. This part of the specification lays the foundations for the students understanding of the Twentieth Century and context for the Historic Environment.	The curriculum is sequenced in order that students can use prior knowledge of medical improvements in the Twentieth Century as context for their study of Britain in the Western Front.	The curriculum is sequenced in order that students can make links to knowledge acquired in autumn term y10 and year 8 spring term and disciplinary skills in KS3 and in autumn and spring term.  It is sequenced so students can acquire core knowledge and analyse change and continuity, reasons for events etc.	The curriculum is sequenced in order that students can make links to prior knowledge of exploration and empire studied in year 8 and year 9 summer term.
<b>Assessment Opportunities:</b>	Foremost, formative assessment will be used in everyday lessons to judge whether students are ready to move on? This could be through recall activities questioning and peer assessment etc. Secondly students will also be assessed through summative assessment which test skills across each paper.					
	Paper 1 exam questions	Paper 1 exam questions	Paper 1 exam questions	Paper 1 exam questions	Paper 1 and 2 exam questions	Paper 2 exam questions.
<b>Learning at Home</b>	Students will be set home learning in accordance with the school policy. The students will be set home learning which enables them to recall both substantive and disciplinary knowledge from class. This could be exam questions, knowledge tests, revision of material from previous units.					
<b>Key Vocabulary</b>	Rational Supernatural Diagnosis	Renaissance Breakthrough	Anaesthetic Pharmaceutical Advancement	Terrain Enquiry	Puritan Legitimacy	Vagabond Culture Circumnavigation

<b>Spiritual, Moral, Social and Cultural concepts covered</b>	<ul style="list-style-type: none"> <li>• knowledge of, and respect for, different people’s faiths, feelings and values</li> <li>• Sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> <li>• Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</li> <li>• Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.</li> </ul>
<b>Links to careers and the world of work</b>	<p>Bench mark 7: Encounters with universities. For example, lectures by Teesside University and Durham and Holocaust Education Trust.</p> <p>Bench mark 4: Linking Learning to careers</p>

# YEAR 11 HISTORY CURRICULUM PROGRESSION OVERVIEW

**Subject Curriculum Intent:** We aim to fire our pupils' curiosity so that they can ask questions about the world as it was, so that they can explain the world as it is. Understanding is based around a spine of British history. Enquiries are sequenced in a coherent way so students can examine the interconnected nature of Britain's relationship with the wider world to show the diversity of the inhabitants of the past. We aim to show students that history is an interpretation which can be constructed and contested. Therefore, students will not just learn the latter but, also develop their disciplinary knowledge of our unique skills such as causation and interpretation. Thus, the narrative and skill will be sequenced and weaved through our curriculum so that students are able to become 'history citizens'. Aware of the emergence of national institutions, problems and values so that they are equipped and can participate in the world around them.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Topic</b>	Paper 2 Early Elizabethan England Paper 3- Germany 1918-39	Papers 3: Germany 1918-1939	Paper 3- Germany 1918-1939 Paper 2: Superpowers relations and the Cold War	Paper 2: Superpowers relations and the Cold War	Paper 2: Superpowers relations and the Cold War Revision	Not applicable
<b>Core Knowledge/ Threshold Concept</b>	Elizabethan society in the Age of Exploration, 1558–88 including, education and leisure, problems of the poor, exploration and voyages of discovery and Raleigh and Virginia. The Weimar Republic 1919-23	The Weimar Republic 1923-9 Hitler's rise to power, 1919–33 Nazi control and dictatorship, 1933–39	Life in Nazi Germany, 1933–39 Persecution of Jews and minorities. <b>The origins of the Cold War, 1941–58</b> Early tension between East and West. The development of the Cold War.	The Cold War intensifies. <b>Cold War crises, 1958–70;</b> <b>The end of the Cold War, 1970–91:</b> Attempts to reduce tension between East and West, Afghanistan, Second Cold War.	The collapse of Soviet control of Eastern Europe. Revision for exams.	
<b>Why this learning now?</b>	Foremost, formative assessment will be used in everyday lessons to judge whether students are ready to move on? This could be through recall activities questioning and peer assessment etc. Secondly students will also be assessed summatively with an end of enquiry knowledge test and core assessments for identified pieces of work.					
	Links to the specification. This unit is taught before Cold War as it is chronologically. Also it	Links to the specification. This unit is taught before Cold War as it is chronologically. Also it	The Cold War is taught chronologically as students are expected to know it chronologically for the	The Cold War is taught chronologically as students are expected to know it chronologically for the	The Cold War is taught chronologically as students are expected to know it chronologically for the	

	will lay the foundation for students to understand more difficult concepts. Furthermore, this enables students to develop their skills in interpretation.	will lay the foundation for students to understand more difficult concepts. Furthermore, this enables students to develop their skills in interpretation.	exam. The students answer a narrative and consequence question which rely on students know what happened next. Concepts are carefully built up so that students are able to understand the reasons for changing relations. This links to A level where students study communist Russia.	exam. The students answer a narrative and consequence question which rely on students know what happened next. Concepts are carefully built up so that students are able to understand the reasons for changing relations. This links to A level where students study communist Russia.	exam. The students answer a narrative and consequence question which rely on students know what happened next. Concepts are carefully built up so that students are able to understand the reasons for changing relations. This links to A level where students study communist Russia.	
<b>Assessment Opportunities:</b>	4 mark and 16 mark Mock exams	Paper 1,2 and 3 exam questions.	Mock exam Paper 2 Paper 3 exam question	Paper 2 exam questions	Mixture of exam questions.	
<b>Learning at Home</b>	Students will be set home learning in accordance with the school policy. The students will be set home learning which enables them to recall both substantive and disciplinary knowledge from class. This could be exam questions, knowledge tests, revision of material from previous units.					
<b>Key Vocabulary</b>	Armistice, Putsch, constitution	Hyperinflation, Police state Cultural	Capitalism Communism Satellite states	Détente Glasnost Warsaw Pact		
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