



Key Stage 4 Curriculum Overview - History

Progression from Key Stage 3 and Progression through Key Stage 4:

	Autumn Term	Spring Term	Summer Term
Year 9	<p>Students at the end of Key Stage 3 will be able to:</p> <ul style="list-style-type: none"> Extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Identify significant events, make connects, draw contrasts, and analyse trends within a period and over longer periods of time. Use historical terms and concepts in increasingly sophisticated ways. Pursue valid enquiries including some they have framed themselves and create relevant, structured and evidentially supported accounts in response. Understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. 		
Year 10	<p>Medicine in Britain</p> <p>Medieval Medicine: What was medicine like in Medieval Times? Why were they still reading Galen in 1400? How did the Middle Ages approach prevention and treatment of disease and illness? How were sick people cared for in the Medieval period? How did Medieval England deal with the Black Death?</p> <p>Renaissance Medicine: Why was the Renaissance a period of new ideas? Change and continuity (all sections) What impact did Harvey make on medicine? How did London deal with the Great Plague of 1665?</p> <p>Industrial Medicine:</p>	<p>American West Who were the Plains Indians? Why was the Donner Party's migration West a failure? Why was the Mormon migration West a success? Why did the Gold Rush cause problems in the West? What problems did white settlement farmers face? What was the significance of the Fort Laramie Treaty? Why were there problems with lawlessness in early towns and settlements? How significant was the American Civil War on the development of the West? Part 1 (Homestead Act) How significant was the American Civil War on the development of the West? Part 2 (Pacific Railroad Act)</p>	<p>Elizabethan England How was Elizabeth's character and reign shaped by events in her early life? What was the greatest problem facing Elizabeth in 1558? What was the greatest problem facing Elizabeth in 1558? Exam question Why did Elizabeth still face religious problems in 1569? How big a threat was Mary Queen of Scots in 1568? What made the Northern Earls revolt in 1569? Were the Catholics plots really dangerous? Why did England and Spain go to war in 1585? Why did England win the Spanish Armada? Was Elizabeth's reign a Golden Age? Why was there an increase in poverty and vagabondage in Elizabethan England? Was Elizabethan society really under threat from vagabonds?</p>

Was the Germ Theory the most significant breakthrough in the 1800s? Germ Theory
Was the Germ Theory the most significant breakthrough in the 1800s? Jenner vaccination
Was the Germ Theory the most significant breakthrough in the 1800s? Nightingale
Was the Germ Theory the most significant breakthrough in the 1800s? Snow
Was the Germ Theory the most significant breakthrough in the 1800s? Simpson
Was the Germ Theory the most significant breakthrough in the 1800s? Lister

Modern Medicine:

How did the understanding of what caused disease improve in the 1900s? DNA and lifestyle choices
How did the approach to prevention and treatment change? Magic bullets and Penicillin
How did access to care improve in the twenty-first century? NHS
How did access to care improve in the twenty-first century? Part 2 Lung Cancer

Western Front:

The context of the British sector of the Western Front Battles, trenches, trench system and terrain
How were soldiers affected by trench warfare? illnesses, weapons
What was the chain of evacuation?
What new techniques developed on the Western Front? Medical advancements

How did the cattle industry develop between 1861 – 73?
How did the role of the cowboys change?
Why did government policy lead to war?
Why did settlement in the West continue to grow?
Did law and order improve in the pater period on the West?
How did two ropes lead to war?
What was the impact of the Battle of Little Bighorn?
What can Wounded Knee tell us about the decline of Indian Independence?
How can we define government attitudes to Indians 1880 – 1890?

Assessment:

- **Mini mock Paper 2 American West**

Why did the Virginia colonies fail?
Why was there so much overseas exploration in Elizabeth's reign?

Revision for each paper – tailored to students needs

Assessment:

- **Mini mock Paper 2 Elizabethan England**
- **Paper 2 American West and Elizabethan England**

	<p>Assessment:</p> <ul style="list-style-type: none"> • Mini Mock Paper 1 section b 50 mins • Mini Mock Paper 1 section a 20 mins 		
<p>Year 11</p>	<p>Weimar and Nazi Germany Weimar Republic: Was the Weimar Republic doomed from the start? Why was the Republic unpopular with the Germans in the early years? Treaty of Versailles, Spartacist Uprising and Kapp Putsch What further challenges did the Weimar Republic face in its early years? Occupation of the Ruhr and hyperinflation Did the Weimar Republic recover? Dawe Plan, US loans, Rentenmark, Young Plan, political stability, policies abroad, impact on domestic policies Was 1924 – 29 really the ‘golden age’ if the Weimar Republic? How did the Nazi party develop? Was the Munich Putsch a failure? Why were the years 1924 to 1929 called the Nazi ‘Lean Years’? How did Hitler become chancellor? How did Hitler manage to become a dictator? Did Hitler create a police state?</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Mini Mock Paper 3 section a • Paper 1 mock 	<p>Weimar and Nazi Germany What opposition did Hitler face? How did the Nazis deal with women? How did the Nazis deal with young boys and girls? Did employment and living standards improve under the Nazis? Why did the Nazis persecute minority groups between 1933 to 1939?</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Mini Mock Paper 3 section b • Paper 3 mock <p>Revision for each paper – tailored to students needs</p>	<p>Revision for each paper – tailored to students needs</p> <p>Final Examinations</p>

By the end of Key Stage 4 a student should be able to:

- Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience.
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.