



KS4 HISTORY – Year 10 Long Term Mapping

Subject Intent/ Aims:

At St Philip Howard we want to foster a love of Humanities and reflect its importance on how it has and does shape our day to day lives. Pupils will be taught how History has changed our world and how Geography is shaping the future world. Humanities teaching will encourage pupils to think creatively, attempt to rationalize our past and to ask questions about our present world. Pupils will learn how Humanities helps us to understand others through their languages, histories and cultures which will foster a growing awareness in our young people of the need for social justice and equality. Our teaching will encourage pupils to have enquiring empathetic minds that seek to make intellectual sense of the changing world.

Pupils will be able to approach their learning critically and logically with subjective, complex, imperfect information. They will weigh evidence skeptically and consider more than one side of every question.

As such in Humanities pupils will build skills in writing and critical thinking.

We will endeavor to develop informed and critical citizens of the future enriching learning within and outside of the classroom. Success will ensure that pupils appreciate that without the Humanities, democracy cannot flourish and the sustainability of our planet cannot be guaranteed.

<p><u>ADVENT- Key Concepts:</u> <u>Britain Health and the People Thematic Study</u> <u>AQA</u></p>	<p><u>LENT- Key Concepts:</u> <u>German Depth Study AQA</u></p>	<p><u>PENTECOST- Key Concepts:</u> <u>German Depth Study</u> <u>Conflict and Tension 1918-39</u></p>
<p><u>National Curriculum Coverage:</u> <u>N/A</u></p>	<p><u>National Curriculum Coverage:</u> <u>N/A</u></p>	<p><u>National Curriculum Coverage:</u> <u>N/A</u></p>



<u>Components (Key Content):</u>	<u>Components (Key Content)</u>	<u>Components (Key Content)</u>
<p>Britain Health and the People</p> <p>Part one: Medicine stands still (*Part one started in Y9)</p> <ul style="list-style-type: none"> • Medieval medicine: and Medical progress, • Public health in the Middle Ages <p>Part two: The beginnings of change</p> <ul style="list-style-type: none"> • The impact of the Renaissance on Britain • Dealing with disease during the Renaissance • Prevention of disease <p>Part three: A revolution in medicine</p> <ul style="list-style-type: none"> • Germ Theory and its impact: • A revolution in surgery: • Improvements in public health: public health problems in industrial Britain 	<p>German Depth Study</p> <p>Part one: Germany and the growth of democracy</p> <ul style="list-style-type: none"> • Kaiser Wilhelm and the difficulties of ruling Germany • Impact of the First World War • Weimar democracy <p>Part two: Germany and the Depression</p> <ul style="list-style-type: none"> • The impact of the Depression • The failure of Weimar democracy and election results. • The establishment of Hitler's dictatorship. 	<p>Part three: The experiences of Germans under the Nazis</p> <ul style="list-style-type: none"> • Economic changes: benefits and drawbacks. • Social policy and practice: reasons for policies, practices and their impact. • Control in Nazi Germany. <p>*Conflict and tension: the inter-war years, 1918–1939</p> <p>Part one: Peace making</p> <ul style="list-style-type: none"> • The armistice: aims of the peacemakers. • The Versailles Settlement. • Impact of the treaty and wider settlement



<p>Part four: Modern medicine</p> <ul style="list-style-type: none"> • Modern treatment of disease and alternative treatments. • The impact of war and technology on surgery • Modern public health and reformers. <p style="text-align: center;"><u>HO Knowledge</u></p> <p>Britain Health and the People</p> <ul style="list-style-type: none"> • Part One: Medieval Medicine • Ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; beliefs about cause of illness. • The contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times • Medieval towns and monasteries; the Black Death in Britain • Part Two: Renaissance Medicine • The work of Vesalius, Paré, William Harvey; opposition to change. 	<p style="text-align: center;"><u>HO Knowledge</u></p> <p>German Depth Study</p> <p>Part one: Germany and the growth of democracy</p> <ul style="list-style-type: none"> • The growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws. • War weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation. <p>Part two: Weimar Germany and growth of Nazis</p> <ul style="list-style-type: none"> • Political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924–1929): economic developments including the 	<p style="text-align: center;"><u>HO Knowledge</u></p> <p>German Depth Study</p> <p>Part 3: Nazi Germany</p> <ul style="list-style-type: none"> • Employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees. • Women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution. • Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot. <p>Conflict and tension: the inter-war years, 1918–1939</p>
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<ul style="list-style-type: none"> • Quackery; Great plague; the growth of hospitals; training and status of surgeons; the work of John Hunter. • Inoculation; Edward Jenner, vaccination and opposition to change. • Part 3: Industrial Medicine • The importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; • Anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery. • Cholera epidemics; the role of public health reformers; government involvement, including the 1848 and 1875 Public Health Acts. • Part 4: Modern Medicine • The development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; • Plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, • The importance of Booth, Rowntree, and the Boer War; the Liberal social 	<p>new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.</p> <ul style="list-style-type: none"> • Growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler’s appeal. • The role of Papen and Hindenburg and Hitler’s appointment as Chancellor. • The Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer. 	<p>Part one: Peace making</p> <ul style="list-style-type: none"> • Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims. • Diktat; territorial changes; military restrictions; war guilt and reparations • Reactions of the Allies; German objections; strengths and weaknesses of the settlement, including the problems faced by new states.
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<p>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.</p>		
<p><u>Generic Composite Skills:</u></p> <ul style="list-style-type: none"> • Source Analytical Skills. • Communications skills – both verbal and written. • Evaluation skills. • Organisational skills. • Initiative. • Independent learning and research skills. • Extended writing Skills 	<p><u>Composite Skills:</u></p> <ul style="list-style-type: none"> • Source Analytical Skills. • Communications skills – both verbal and written. • Evaluation skills. • Organisational skills. • Initiative. • Independent learning and research skills. • Extended writing Skills 	<p><u>Composite Skills:</u></p> <ul style="list-style-type: none"> • Source Analytical Skills. • Communications skills – both verbal and written. • Evaluation skills. • Organisational skills. • Initiative. • Independent learning and research skills. • Extended writing Skills



<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice</u>
<p>Assessment Objective 1: Knowledge and Understanding</p> <ol style="list-style-type: none"> 1. Recall and select relevant historical knowledge 2. Demonstrate an understanding of historical context 3. Demonstrate an understanding of historical processes: Cause and effect/continuity and change. 4. Understand historical sources 5. Deploy detailed, in-depth knowledge. 6. Demonstrate knowledge and understanding of a specific historical topic 	<p>Assessment Objective 1: Knowledge and Understanding</p> <ol style="list-style-type: none"> 7. Recall and select relevant historical knowledge 8. Demonstrate an understanding of historical context 9. Demonstrate an understanding of historical processes: Cause and effect/continuity and change. 10. Understand historical sources 11. Deploy detailed, in-depth knowledge. 12. Demonstrate knowledge and understanding of a specific historical topic 	<p>Assessment Objective 1: Knowledge and Understanding</p> <ol style="list-style-type: none"> 13. Recall and select relevant historical knowledge 14. Demonstrate an understanding of historical context 15. Demonstrate an understanding of historical processes: Cause and effect/continuity and change. 16. Understand historical sources 17. Deploy detailed, in-depth knowledge. 18. Demonstrate knowledge and understanding of a specific historical topic
<p>Assessment Objective 2: Application and Interpretation</p> <ol style="list-style-type: none"> 1. Apply historical knowledge as evidence 2. Show awareness of different approaches to, and interpretations of, historical issues and events. 3. Compare and contrast historical sources as evidence. 4. Explain the importance of historical sources 	<p>Assessment Objective 2: Application and Interpretation</p> <ol style="list-style-type: none"> 6. Apply historical knowledge as evidence 7. Show awareness of different approaches to, and interpretations of, historical issues and events. 8. Compare and contrast historical sources as evidence. 9. Explain the importance of historical sources 10. Present a summary of evidence. 	<p>Assessment Objective 2: Application and Interpretation</p> <ol style="list-style-type: none"> 11. Apply historical knowledge as evidence 12. Show awareness of different approaches to, and interpretations of, historical issues and events. 13. Compare and contrast historical sources as evidence. 14. Explain the importance of historical sources 15. Present a summary of evidence.



<p>5. Present a summary of evidence.</p> <p>Assessment Objective 3: Synthesis and Evaluation</p> <ol style="list-style-type: none"> 1. Evaluate different approaches to, and interpretation of, historical issues and events. 2. Evaluate historical sources as evidence. 3. Evaluate and synthesize evidence from both historical sources and background knowledge. 4. Develop critical commentary using the evidence base 5. Synthesize by integrating evidence and critical commentary. 6. Present an analysis of a summary of evidence. <p>Assessment Objective 4: Use of Historical Skills</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to structure an essay answer, using evidence to support relevant, balanced and focused historical arguments. 2. Demonstrate evidence of research skills, organization and referencing. 3. Demonstrate the use of historiography by including the views of historians. 	<p>Assessment Objective 3: Synthesis and Evaluation</p> <ol style="list-style-type: none"> 7. Evaluate different approaches to, and interpretation of, historical issues and events. 8. Evaluate historical sources as evidence. 9. Evaluate and synthesize evidence from both historical sources and background knowledge. 10. Develop critical commentary using the evidence base 11. Synthesize by integrating evidence and critical commentary. 12. Present an analysis of a summary of evidence. <p>Assessment Objective 4: Use of Historical Skills</p> <ol style="list-style-type: none"> 6. Demonstrate the ability to structure an essay answer, using evidence to support relevant, balanced and focused historical arguments. 7. Demonstrate evidence of research skills, organization and referencing. 8. Demonstrate the use of historiography by including the views of historians. 9. Demonstrate the ability to reach a qualified historical judgment. 	<p>Assessment Objective 3: Synthesis and Evaluation</p> <ol style="list-style-type: none"> 13. Evaluate different approaches to, and interpretation of, historical issues and events. 14. Evaluate historical sources as evidence. 15. Evaluate and synthesize evidence from both historical sources and background knowledge. 16. Develop critical commentary using the evidence base 17. Synthesize by integrating evidence and critical commentary. 18. Present an analysis of a summary of evidence. <p>Assessment Objective 4: Use of Historical Skills</p> <ol style="list-style-type: none"> 11. Demonstrate the ability to structure an essay answer, using evidence to support relevant, balanced and focused historical arguments. 12. Demonstrate evidence of research skills, organization and referencing. 13. Demonstrate the use of historiography by including the views of historians. 14. Demonstrate the ability to reach a qualified historical judgment.
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<p>4. Demonstrate the ability to reach a qualified historical judgment.</p> <p>5. Demonstrate synopticity – 'Approaching History in the way a professional historian would' by drawing together knowledge, ideas and arguments to show overall historical understanding.</p>	<p>10. Demonstrate synopticity – 'Approaching History in the way a professional historian would' by drawing together knowledge, ideas and arguments to show overall historical understanding.</p>	<p>15. Demonstrate synopticity – 'Approaching History in the way a professional historian would' by drawing together knowledge, ideas and arguments to show overall historical understanding.</p>
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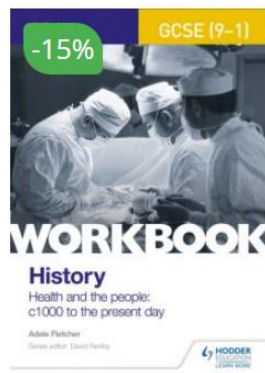


<u>Assessment/s (Formative and Summative):</u>	<u>Assessment/s (Formative and Summative):</u>	<u>Assessment/s (Formative and Summative):</u>
<p>RRR tasks Vocab tests Knowledge Tests AQA GCSE Exam Questions AQA Paper 2 Section 1 Qs 8 mark Utility 8 mark Significance 8 mark Comparison 16 mark Essay Q</p>	<p>RRR tasks Vocab tests Knowledge Tests AQA GCSE Exam Questions AQA Paper 1 Section 1 Qs Interpretation Qs 4 mark Describe Qs 8 Mark Account Qs 12 Mark Comparison Q</p>	<p>RRR tasks Vocab tests Knowledge Tests AQA GCSE Exam Questions Year 10 Mock Exam – AQA Paper 2 Section 1 AQA Paper 1 Section 1</p>



Adapted Curriculum Content:

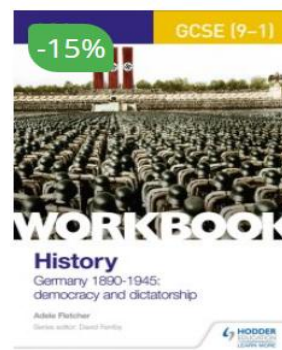
Reduced content workbooks



AQA GCSE (9-1) History Workbook: Health and the people, c1000 to the present day

Adapted Curriculum Content:

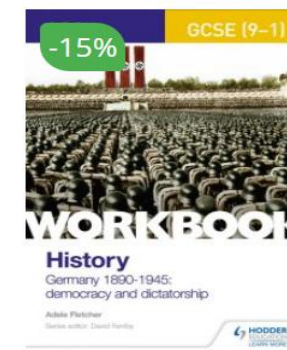
Reduced content workbooks



AQA GCSE (9-1) History Workbook: Germany, 1890-1945: Democracy and Dictatorship

Adapted Curriculum Content:

Reduced content workbooks



AQA GCSE (9-1) History Workbook: Germany, 1890-1945: Democracy and Dictatorship



Adaptive Implementation Practices:

Well considered and regularly reviewed seating plans.

Dyspraxia: Gradual teaching of smaller skills and components into larger skills. Allow extra time to complete tasks and ask pupils to repeat back instructions. Use of lined paper with margins. Only ask pupil to answer Qs if they volunteer. Extra support during task changes. Use of simple clear language. Use of laptop where necessary. Variety of teaching approaches e.g visual / auditory / kinesthetic. Visual reminders of expectations.

Autism: Break down steps / instructions and explain new tasks in advance where possible. Consistent tone and phrasing and use of symbols to assist communication. Differentiation through chunking and clear goals. Modelling of completed work. Time out and cooling off time if needed.

Dyscalculia: Differentiated work with chunks and repeated, clear instruction. Extra time to complete tasks. Time out if needed. Use of squared paper and calculator where appropriate.

ADHD: Use of fidget tools and chair stretches when needed. Time warning countdowns and brain breaks / time out cards. Clear behaviour expectations and use of praise / reward. Interruption slides to reengage during lessons and provide brain break. Visible instructions for all tasks, chunked and differentiated.



<p><u>Key Terms:</u> Factors / Themes Medieval Renaissance Industrial Laissez Faire Foundling Quack Doctor Chancellor of the Exchequer Reformers Public Health</p>	<p><u>Key Terms:</u> Weimar Kaiser Autocratic Dictatorship Constitution Democracy Police State Nazi Furher Propaganda Censorship Gestapo Police State Totalitarian Reichstag Ayan Eugenics Race Persecution Anti Semitism Racism Ghetto Rallies</p>	<p><u>Key Terms:</u> Weimar Kaiser Autocratic Dictatorship Constitution Democracy Police State Nazi Furher Propaganda Censorship Gestapo Police State Totalitarian Reichstag Ayan Eugenics Race Persecution Anti Semitism Racism Ghetto Rallies</p>
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<p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>Science – Vaccines / Medicine development / Antibiotics RS – Medieval beliefs</p> <p><u>SMSC/ BV/ RSHE:</u></p> <p>BV – Politics / Rebellion and Reform / World economics SMSC – Welfare State / Laissez Faire / Social</p>	<p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>RS – Judaism / Persecution and The Holocaust</p> <p><u>SMSC/ BV/ RSHE:</u></p> <p>BV – Politics / Rebellion and Reform / World economics SMSC -Autocratic Rule RSHE - Weimar Culture</p>	<p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>RS – Judaism / Persecution and The Holocaust</p> <p><u>SMSC/ BV/ RSHE:</u></p> <p>BV – Politics / Rebellion and Reform RSHE – Genetics / Aryan Race / Reproduction</p>



<p>Reformers RSHE – Medieval Church / Beliefs</p>		<p>SMSC – Catholic Church during WW2 / moral resistance</p>
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**St Ralph
Sherwin**
Catholic Multi Academy Trust



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