

KS4 History Curriculum Overview

Year 9

This is taught to ALL students as part of the Key Stage 3 curriculum. It starts in September of year 9 and all students are taught Britain: Health and the People. Key content and pinnacle points within history are studied within this topic which links directly with PSHE and Citizenship such as the creation of the NHS, learning about the development of our cities for example, how people's living conditions have changed over time and also the discovery of germ theory and how this has influenced people's beliefs about causes of disease and responses to them. The decision to move to AQA GCSE in October 2019 was made, in line with Leasowes school who are also in the MAT. On the whole, the topics we have chosen match up with theirs. Health and the People is the thematic study which students' study at GCSE to gain an understanding of how medicine and public health have developed in Britain over a long period of time. It considers key factors that have impacted on medicine for example war, individuals and chance; students will gain an understanding of how these factors work together to bring about developments and their impact on society. This topic also draws on wider world developments such as the Black Death and students will learn how these events impacted Britain and make their own links with the modern world around them. With the development of second order concepts such as cause and consequence and significance, students will gain an overall key understanding of what impact has medical progress had on people and society, why there has been progress in the health of the British people and how significant individuals, events and developments impacted British history.

Britain: Health and the People (All "lessons" based on 55 minutes)

Topic 1 - Medieval England 1000-1500 (8 lessons)

Topic 2 - the Renaissance 1500-1700 (9 lessons)

Topic 3 - the Industrial Revolution 1700-1900 (11 lessons)

Topic 4 - Modern Medicine 1900 - modern day (9 lessons)

Key knowledge:

The theory of the Four Humours, a medieval doctors training, Christianity's beliefs about treating the sick, Islamic ideas about health and medicine, medieval surgery, public health in towns, health in monasteries, spread of the Black Death, impact of the Black Death. What was the Renaissance, the work of Vesalius, Pare and Harvey. Scientific development in the 17th and 18th centuries, what people thought caused the Great Plague, responses to the Great Plague, Jenner's development of a vaccine against Smallpox. Uses of Nitrous Oxide, Ether and Chloroform, opposition to anaesthetics, germ theory, the use of antiseptic, the work of Pasteur, Lister, Koch, Snow and Chadwick, responses to Cholera, public health in Industrial cities, government responses for example, the Public Health Act and other legislation to the public health crisis. Staphylococcus, Penicillin, DNA, keyhole surgery, Human Genome Projects, Antibiotic resistance, Alternative/complementary medicine, MRI scanning, the NHS,

Diet, Heart Surgery, Hygiene and disease, Drug development, Poverty, Liberal social reforms, welfare state.

Key vocabulary:

Bloodletting, 4 humours, herbal remedies, pilgrimage, caliph, Canon of Medicine, barber surgeons, amputation, anaesthetics, cauterisation, privies, cesspits, gong farmers, monasteries, monks, celibacy, lay people, epidemic, Bubonic Plague, Pneumonic Plague, bacteria, quarantine. Renaissance, quack, anatomy, dissection, gunshot, wounds, circulation, barber surgeon, wise women, epidemic, hospital, virus, inoculation, vaccination, Nitrous oxide, ether, chloroform, miasma, antiseptic, Germ theory, vaccine, war, government, luck, communication, Cholera, disease, Public Health Act, sewage system, the Great Stink. Prevention, cure, antibiotic, mould, spore, Aromatherapy, Acupuncture, Hypnotherapy, Homeopathy, Chiropractic, XRays, Plastic surgery, Blood transfusions, Infection, Shell shock, reforms, government.

Key figures:

Hippocrates, Galen, Al Razi, Ibn Sina, Andreas Vesalius, Ambroise Pare, Hippocrates, Galen, John Hunter, Edward Jenner, John Snow, Louis Pasteur, Joseph Lister, John Tyndall, Robert Koch, Edwin Chadwick, Joseph Bazalgette, Alexander Fleming, Leroy Stevens, Edwin Chadwick, William Beveridge.

Key understanding:

Why did Christianity hinder and Islam help medical progress in the Medieval period?

Why was there a public health crisis in the Medieval period?

Why were there consequences of epidemics on people's health?

Why were individual's contributions to medical progress in England significant for example, Pare, Harvey and Vesalius?

Why was Jenner's discovery of vaccination a turning point in medicine?

Why was germ discovery so key to medical progress?

Why was there opposition to ideas such as germ theory?

Why was there disease in Britain's towns in the early 1800s?

Why was WW2 key in transforming Penicillin?

Why have drugs and treatments developed since 1945?

Why was war, government and finance, change in attitudes and communication key in the development of medicine?

Why was the impact of war and technology significant on surgery and health?

Why did the government try to improve the nation's health after 1900?

Key second order concepts:

Cause and consequence, diversity, Causation, Change over time/Change and continuity, significance.

Key source-work skills:

Interpretation, usefulness.

Key conclusion:

The ancient influences of Hippocrates and Galen and the theory of the 4 Humours remained central to beliefs about medicine during the Medieval period. Religious beliefs still had a very big effect on medicine. During the Medieval period towns were very unhealthy but authorities were starting to take measures to change that. The Black Death wiped out about 25% of the population of Europe. The Renaissance was a time of the thirst for discoveries and questioning existing beliefs, including those about medicine and medical knowledge. People realised the importance of being educated in the development of science. Individuals were important in this process such as Pare, Harvey and Jenner. Not everybody accepted these new discoveries and they took time to have an effect. The Industrial Revolution was a time of huge change in people's lives and this led to even more development of science and technology within industry. Cities of the Industrial Revolution were terribly overcrowded places for the poor to live in and life expectancy was low. The Government had a "Laissez Faire" attitude towards public health which made problems with people's health worse. The modern period saw a quest to improve medical treatments and public health through the development of technology which hugely impacted medicine and surgery. War allowed for the experimentation and development of technology such as X Rays and blood transfusions, The introduction of the NHS meant medical treatment for all.

Year 10

Students will firstly study "America - expansion and consolidation 1840-1895" as part of the World History Period part of their GCSE. Students will gain an understanding of the narrative across this significant period of change and developments for the US in this key part of their domestic history. This period focuses the expansion West within the US and the consolidation of the US as a nation. Students will study the geography of North America and why early settlers went West with the challenges that they faced. A vital aspect of this topic is the understanding of the culture of the Plains Indians and their way of life and the changing relationship of them and the Government. Students will study key conflicts and their causes and consequences, such as the Fetterman Massacre and Custer's last stand at the Battle of Little Bighorn. The key issue of slavery, differences between the North and the South and causes of the Civil War, are vital in students gaining an understanding of the political make up of America and the Reconstruction process during the aftermath of the war. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Module 1: America 1840-1895: Expansion and Consolidation. (All "lessons" based on 55 minutes)

Topic 1 - Expansion: Opportunities and challenges (14 lessons)

Topic 2 - Conflict Across America (11 lessons)

Topic 3 - Consolidation - forging the nation (17 lessons)

Key knowledge

Attitudes to the West, the Great Plains, Mexican-American War, the belief in Manifest Destiny, Pioneer farmers and their journey West, the persecution of the Mormons in the East, Joseph Smith leading the Mormons to Great Salt Lake, the discovery of gold in California, the Plains Indians way of life, the Plains Indians tribes and bands, the Plains Indians dependency on the buffalo, Indian warfare, Native Americans being forced beyond a Permanent Indian Frontier, the American Government policy of concentration and civilisation, the US government increasingly took control of the Mormon territory of Utah, the Cheyenne War, the Sand Creek Massacre, Red Cloud's War, the Fetterman Massacre, the Second Fort Laramie Treaty, differences between the North and the South, causes of the American Civil War, consequences of the American Civil War, slavery, Radical Reconstruction, Homesteaders and why they went West, problems Homesteaders faced on the Plains and some solutions to these problems, the Great Sioux War, the Battle of Little Bighorn, Reservations, the Battle of Wounded Knee.

Key vocabulary

Great American Desert, California, Texas, settlers, farmers, the Union, Manifest Destiny, democracy, push and pull factors, Oregon, hostility, journey, gentiles, polygamy, Great Salt Lake, irrigation, Deseret, Forty-Niners, gold, Sierra Nevada Mountains, the Gold Rush, attitudes, Plains Indians, nomadic, buffalo, hunters, tipi, Sioux, chiefs, councils, warrior societies, buffalo dances, the buffalo hunt, counting coup, the Permanent Indian Frontier, concentration, civilisation, Utah, exterminator, Cheyenne War, militia, the Sand Creek Massacre, Bozeman Trail, Fetterman Massacre, Second Fort Laramie Treaty, long-term cause, short-term cause, slavery, free states, Missouri Compromise, Republican Party, abolition, Confederacy, Emancipation Proclamation, Amendment, Reconstruction, Homesteaders, dry-farming, total war, winter campaigns, Wounded Knee Massacre, Dawes Act.

Key figures

Brigham Young, Joseph Smith, Colonel Chivington, Red Cloud, General Custer, Black Kettle, Crazy Horse, Sitting Bull, Abraham Lincoln.

Key understanding

Why did the concept of Manifest Destiny mean people moved West?

Why did visions of the West differ?

Why was the way of life for the Plain's Indians so different from the white settlers?

Why did the US governments attitude and treatment of the Plains Indians change over time?

Why did the US government and the Plains Indians go to war?

Why did the American Civil War start?

Why did the aftermath and Reconstruction of the Civil War impact slaves?

Why did Homesteaders face problems settling on the Plains and how did they try and overcome these?

Why did the US Government finally resolve the "Indian Problem"?

Key second order concepts

Significance, cause and consequence, change and continuity

Key source-work skills

Differences between interpretations, how convincing interpretations are.

Key conclusion

Since the establishment of the United States of America different groups of different people had different visions of the West, as well as motives for moving East to West for example, miners for profit and the Mormons to escape religious persecution. The Plains' Indians way of life was polar opposite to that of the white settlers - their nomadic existence and reliance of the buffalo did not marry up with the US Government's and white settlers' visions of farming, expansion and fortune which they saw as their Manifest Destiny. The colliding of these ideas led to a change in attitude of the Government towards the Indians and treatment of them. Increased conflict with the Plains Indians led to small victories on both sides but an overall win for the US government with an ultimate goal of destroying Indian culture and identity altogether and the resolution of the "Indian Problem". The US Civil War had several causes which led to increased tension between North and South with a devastating impact on both sides and the aftermath of the Civil War saw a Reconstruction process which failed in some key areas and highlighted the main issue of the status of former slaves. Homesteaders moved West and faced problems living and farming on the Plains, although they did find some solutions to these problems.

Module 2: Conflict and tension between East and West, 1945-1972

Crestwood have decided to study the Cold War topic within the Conflict and Tension option for AQA. Rationale behind this is during KS3 students would have studied WW1, parts of WW2 and the Holocaust and as this GCSE option is the Cold War, this follows on in chronological order from these. It's also fascinating and our students will really engage with the topic. It brings in new roles and ideas of the superpowers that students have known in a different context eg. USA and Britain but new positions students haven't studied before eg. with the USSR. It highlights the key role that politics has within history and students are not getting a lot of political history in other areas of the new GCSE, and this leads into international relations and the rise and fall of country's relationships and tensions. It studied exciting events within brinkmanship - the arms race, the space race, the Cuban Missile Crisis that students will really engage with. It's bringing in the wider world that we haven't looked at before

particularly with the USSR, Hungary, Cuba etc. We wanted to offer a broad and varied curriculum and this tops it off! Staff and student voice has been undertaken (Y10 and some Y9) and response has been great - students are excited by it.

Key Knowledge

The USA was capitalist, the USSR was Communist, agreements and disagreements at the Yalta Conference and Potsdam Conference, atom bomb, mistrust between the USA and the USSR, the Iron Curtain, Cominform, Truman Doctrine, Containment, Marshall Plan and Marshall Aid, Comecon, the Berlin Blockade, the Berlin Airlift, the Korean War, the outbreak of war in Vietnam, NATO, the arms race, the space race, the Hungarian Uprising, the Warsaw Pact, the U-2 Crisis, the Berlin Wall, Kennedy's response, the division of East and West Berlin, Soviet tanks, the Cuban Revolution, the Bay of Pigs, the Prague Spring, opposition in Czechoslovakia, the Brezhnev Doctrine, period of Détente, reasons for Détente, the SALT treaties.

Key Vocabulary

Capitalist, Communist, Yalta, Potsdam, Soviet, expansion, tension, relationship, Iron Curtain, policy, Cominform, sphere of influence, disagreements, Marshall Plan, Marshall Aid, Comecon, zones, Berlin Blockade, tanks, Berlin Airlift, shortages, West Berlin, East Berlin, Federal Republic of Germany, German Democratic Republic, brinkmanship, superpowers, distrust, Korea, Vietnam, Viet Cong, Sputnik, Apollo, hydrogen bomb, missile gap, de-Stalinisation, U-2 crisis, the Berlin Wall, conflict, Checkpoint Charlie, nuclear missiles, Bay of Pigs, weapons.

Key figures

Winston Churchill, Joseph Stalin, Franklin D. Roosevelt, President Truman, President Eisenhower, Nikita Khrushchev, Walter Ulbricht, Alexander Dubcek.

Key Understanding

Why did the USA and the USSR have such a suspicious and hostile relationship?

Why did the Yalta and Potsdam Conferences lead to disagreements?

Why did the development of the atom bomb lead to even more mistrust?

Why did Soviet expansion into Eastern Europe cause increased tension between the USA and the USSR?

Why did Marshall Aid aim to stop the spread of Communism?

Why did the Berlin Blockade bring the USSR and the USA closer to war?

Why were events in Asia significant for superpower relations?

Why were their military rivalries between the superpowers?

Why was the Berlin Wall a key area of conflict between the superpowers?

Why was the Cuban Missile Crisis so significant?

Why did the Prague Spring have an impact on Cold War relations?

Why did Détente occur and why did this lead to an easing in tension?

Key second order concepts

Significance, cause and consequence, change and continuity

Key source-work skills

Differences between interpretations, how convincing interpretations are.

Key conclusion

The period 1945-1972 was a time of great and increasing tension between the superpowers - the USA and the USSR. The conflict in ideologies between Capitalism and Communism led to hostility and suspicion on both sides and many events led to brinkmanship several times. The Yalta Conference was an attempt to negotiate and compromise, to some success, however Potsdam led to a number of disagreements between the main leader Attlee, Truman and Stalin due to Stalin's troops seemingly creeping into Eastern Europe and America's development of the atom bomb. Soviet expansion into Eastern Europe caused increased tension with Churchill coining the term "the Iron Curtain" and the US reacted to this with the development of Marshall Aid and the Berlin Blockade almost brought both sides close to war with Berlin being a cause of increased tension during the whole time period. Events in Asia further led to increased tensions as well as both the USSR's and America's race to be the best in both the arms race and the space race. When Khrushchev seemingly followed a policy of "de-Stalinisation", there was a brief thaw in relations however this soon ended with the Hungarian Uprising and the U-2 Crisis. Tensions rose significantly with events in Cuba, the USA backing a failed invasion at the Bay of Pigs and the USSR prominently placing nuclear weapons so close to the US however, relations briefly improved after this with the signing of the SALT treaties. By 1972, détente (reduction in tension) was reached due to causes such as new leaders, new worries about the growing power of China and other conflicts rising in the Middle East led to attention of both sides needing to be elsewhere.