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# **Our Lady's Catholic College**

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## **GCSE History Curriculum Overview – Y10**

Our Lady's Catholic College, Morecambe Road, Lancaster, LA1 2RX

## KS4 Curriculum Overview 2023-2024

### Curriculum Rationale

At Key Stage 4, pupils study the Edexcel exam specification. We have ensured that the curriculum at KS3 has developed schemas that are built upon by the GCSE content to ensure that they are effectively prepared not only for their GCSE examination but for further education, training and the world of work beyond school.

There are three papers:

- **Paper One:** *Medicine in Britain 1250 – present*. This is a 'Thematic Study' including a focus on a specific 'Historic Environment' - the Western Front in WW1 1914-18.
- **Paper Two:** This divides into two parts. Students focus on *Early Elizabethan England 1558-88* as a 'British Depth Study' and *Superpower Relations and the Cold War* as a 'Period Study'.
- **Paper Three:** *Weimar and Nazi Germany 1918-39* as a 'Modern Depth Study'.

**Year 10** focuses on Paper One and the '*Early Elizabethan England*' part of Paper Two.

**Year 11** focuses on Paper Three and the '*Superpower Relations and the Cold War*' part of Paper Two.

	<b>Year 10 (a)</b>
<b>Edexcel Unit</b>	<b>Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</b>
<b>Rationale</b>	<p>This thematic study requires students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods. The study includes people, events and developments and reveals wider changes in aspects of society over the centuries and allows comparisons to be made between different periods of history. Content is divided into four sections, which run sequentially from medieval to the present day. For the historical enquiry, students develop the skills necessary to analyse, evaluate and use contemporary sources to make substantiated judgements, in the context of the historical events studied.</p> <p>The aim is for students to</p> <ul style="list-style-type: none"> <li>• develop and extend their knowledge and understanding of specified key events, periods and societies in British and wider world history; and of the wide diversity of human experience.</li> <li>• engage in historical enquiry, developing as independent learners and as critical and reflective thinkers</li> <li>• 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</li> <li>• develop an awareness of why people, events and developments have been accorded historical significance and to organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.</li> </ul>

Autumn 1

## c1250–c1500: Medicine in medieval England

### Know:

- Supernatural and religious explanations of the cause of disease.
- Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen.
- Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies.
- New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500.
- Case Study: Black Death 1348 – 1349. Approaches to treatment and attempts to prevent its spread.

### Know how

*To explain why supernatural and religious explanations were used to understand where disease came from.*

*To explain the rational theories about where disease came from.*

*To assess the significance of Hippocrates and Galen in understanding where disease came from.*

*To describe prevention methods and treatments and explain how they link to the ideas of where disease came from.*

*To describe the role of healthcare providers in Medieval England and evaluate the impact of these providers in treating disease.*

*To explain the role of Medieval hospitals in society and evaluate the level of treatment that they provided.*

*To explain the methods of treatment and prevention used during the Black Death 1348-1349 and compare them to the treatments and preventions learnt 1250-1500.*

## c1500–c1700: The Medical Renaissance in England

### Know:

- Continuity and change in explanations of the cause of disease and illness. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of ideas.
- Continuity in approaches to prevention, treatment and care in the community and in hospitals.
- Change in care and treatment; improvements in medical training and the influence in England of the work of Vesalius.
- Key individual case study: William Harvey and the discovery of the circulation of the blood.
- Case study: Dealing with the Great Plague in London (1665): approaches to treatment and attempts to prevent its spread.

### Know how

*To explain how ideas about the cause of disease and illness were similar 1250-1500 -1500-1700.*

*To explain how ideas about the cause of disease and illness changed 1250-1500 – 1500-1700.*

*To assess the significance of Thomas Sydenham in improving diagnosis.*

*To assess the significance of the printing press in communicating ideas.*

*To assess the significance of the Royal Society in communicating ideas and improving scientific approaches to medicine.*

*To explain how prevention methods and treatments were similar 1250-1500 – 1500-1700.*

*To explain how prevention methods and treatments changed 1250-1500 – 1500-1700.*

*To describe the training that healthcare providers received.*

*To analyse the impact of Andreas Vesalius in improving medical training.*

*To compare hospital treatment 1250-1500 to hospital treatment 1500-1700.*

*To analyse the short term and long term impact of William Harvey's discoveries.*

*To explain the methods of treatment and prevention used during the Great Plague 1665 and compare them to the Black Death 1348 - 1349.*

Autumn 2 /  
Spring 1

## **c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain**

**Know:**

- Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.
- The extent of change in care and treatment: The impact of anaesthetics and antiseptics on surgery. improvements in hospital care and the influence of Nightingale.
- Key individual: Jenner and the development of vaccination.
- New approaches to prevention: the development and use of vaccinations and the Public Health Act (1875).
- Case Study: Fighting Cholera in London (1854); attempts to prevent its spread; the significance of Snow and the Broad Street pump.

**Know how**

*To assess the significance of Louis Pasteur's germ theory in understanding where disease came from.*

*To assess the significance of Robert Koch's work on microbes.*

*To evaluate which individual (Pasteur or Koch) did more to improve the understanding of where disease came from.*

*To describe and explain the factors that led to a change in ideas about where disease came from.*

*To explain the developments made in surgical procedures in the 19<sup>th</sup> Century.*

*To assess the significance of James Simpson and Joseph Lister in improving surgical procedures in the 19<sup>th</sup> Century.*

*To assess the significance of Florence Nightingale's work in hospital care.*

*To explain Edward Jenner's discovery of the smallpox vaccination.*

*To assess the short term and long term impact of Edward Jenner's discovery.*

*To explain why the government became more involved in public health in the 19<sup>th</sup> Century.*

*To assess the significance of John Snow's work fighting Cholera in London 1854.*



Spring 1

## c1900–present: Medicine in modern Britain

### Know:

- Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.
- Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors. The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals.
- New approaches to prevention: mass vaccinations and government lifestyle campaigns.
- Key individuals: Fleming, Florey and Chain's development of penicillin.
- The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.

### Know how

*To explain whether science or technology was the biggest factor in developing the understanding of genetics.*

*To describe the influence lifestyle factors, have on health.*

*To explain the impact that technology has on diagnosing the cause of disease.*

*To evaluate the extent of change in the treatment of disease and care of the sick.*

*To explain why there was progress in disease prevention.*

*To describe Fleming's discovery of penicillin.*

*To assess the significance of Florey and Chain in the development of penicillin.*

*To explain why Lung Cancer has become more widespread in the 20<sup>th</sup> Century.*

*To explain the role of science and technology in diagnosing and treating Lung Cancer.*

*To describe the role of the government in preventing Lung Cancer.*

## The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

### Know:

- The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its construction and organisation, including frontline and support trenches. The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure.
- Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks.
- The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras.
- The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.
- The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.

### Know how

*To describe key features of injuries, treatments and the trenches.*

*To analyse national sources relevant to the period and issue, e.g. army records, national newspapers, government reports, medical articles.*

*To analyse local sources relevant to the period and issue, e.g. personal accounts, photographs, hospital records, army statistics.*

*To evaluate the strengths and weaknesses of different types of source for specific enquiries.*

*To develop enquiry based skills.*



	<b>Year 10 (b)</b>
<b>Edexcel Unit</b>	<b>Early Elizabethan England, 1588-88</b>
<b>Rationale</b>	<p>This depth study focuses on a substantial and coherent short time span and requires students to understand the complexity of Elizabethan society and the interplay of different (social, economic, political, religious and military) aspects within it.</p> <p>The aim is for students to</p> <ul style="list-style-type: none"><li>• develop and extend their knowledge and understanding of specified key events, periods and societies in British and wider world history; and of the wide diversity of human experience.</li><li>• engage in historical enquiry, developing as independent learners and as critical and reflective thinkers</li><li>• develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims.</li><li>• develop an awareness of why people, events and developments have been accorded historical significance and to organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.</li></ul>

Spring 2 /  
Summer 1

## The situation on Elizabeth's accession

### Know:

- The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths.
- Challenges at home and from abroad: The French threat, financial weaknesses.
- Elizabethan England in 1558: society and government.
- The reasons for the increase in poverty and vagabondage during these years.
- The changing attitudes and policies towards the poor
- Education in the home, schools and universities.
- Sport, pastimes and the theatre.

### Know how

*To evaluate the problems that Elizabeth I faced on her accession to the throne.*

*To explain the hierarchal structures of Elizabethan society.*

*To describe the key features of each part of Elizabeth's government.*

*To assess the significance of the Privy Council in Elizabeth's government.*

*To explain why there was an increase in poverty and vagabondage during Elizabeth's reign.*

*To describe the key features of Elizabeth's policies towards the poor.*

*To evaluate the extent of change in attitudes towards the poor.*

*To describe the education systems in place during Elizabeth's reign.*

*To explain the sports and pastimes available to different social classes in Elizabethan England.*

*To explain why the theatre developed during Elizabeth's reign.*

## Challenges to the religious settlement

### Know:

- Religious divisions in England in 1558.
- Elizabeth's religious settlement (1559): its features and impact.
- The nature and extent of the Puritan challenge.
- The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.
- Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568.
- Relations between Elizabeth and Mary, 1568–69.
- The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70.
- The features and significance of the Ridolfi, Throckmorton and Babington plots.
- Walsingham and the use of spies.
- The reasons for, and significance of, Mary Queen of Scots' execution in 1587.

### Know how

*To explain the differences between Catholics and Protestants.*

*To describe the geographical division of Catholics and Protestants in England and Europe.*

*To describe the key features of the Religious Settlement 1559.*

*To assess how significant the Puritan challenge was to the Religious Settlement.*

*To assess how significant the Catholic challenge was to the Religious Settlement.*

*To explain why Mary Queen of Scots was a threat to Elizabeth when she arrived in England 1568.*

*To explain why the Northern Earls revolted 1569-70.*

*To assess the significance of the Revolt of the Northern Earls 1569-70.*

*To describe the key features of the plots against Elizabeth 1571-86.*

*To explain why Sir Francis Walsingham's spy network was effective.*

*To explain why Mary Queen of Scots was executed in 1587 and not earlier.*

Autumn 1 (Y11)

## Exploration and voyages of discovery

### Know:

- Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade.
- The reasons for, and significance of, Drake's circumnavigation of the globe
- The significance of Raleigh and the attempted colonisation of Virginia.
- Reasons for the failure of Virginia.

### Know how

*To evaluate which technological development was most important in encouraging voyages of discovery.*

*To explain why Drake circumnavigated the globe.*

*To assess the significance of Drake's circumnavigation of the globe.*

*To describe the attempts to colonise Virginia.*

*To evaluate reasons why the colonisation of Virginia was not successful.*

Autumn 1 (Y11)	<p><b>Relations with Spain</b></p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• Political and religious rivalry.</li> <li>• Commercial rivalry. The New World, privateering and the significance of the activities of Drake</li> <li>• English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley.</li> <li>• Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.</li> <li>• Spanish invasion plans. Reasons why Philip used the Spanish Armada.</li> <li>• The reasons for, and consequences of, the English victory.</li> </ul> <p><b>Know how</b></p> <p><i>To explain why Spain and England were rivals in the 1500's.</i></p> <p><i>To evaluate the reasons why there was a decline in Anglo – Spanish relations 1569-1585.</i></p> <p><i>To explain why Elizabeth became directly involved in the Netherlands 1585 - 1588.</i></p> <p><i>To explain why the Spanish Armada was sent in 1588.</i></p> <p><i>To evaluate the reasons why the Spanish Armada failed.</i></p>
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