



Our Lady's Catholic College

GCSE History Curriculum Overview – Y10

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

KS4 Curriculum Overview 2025-2026

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 '*Superpower Relations and the Cold War*' part of Paper Two.

Year 11 focuses on '*Early Elizabethan England*' part of Paper Two and Paper Three.

	Year 10 (a)
Edexcel Unit	Superpower relations and the Cold War, 1941–91
Rationale	<p>This period study focuses on a substantial and coherent medium time span of 50 years and requires students to understand the unfolding narrative of substantial developments and issues associated with the period. Questions target: consequence; significance (of specified events in relation to situations and unfolding developments); and analytical narrative (requiring students not only to describe what happened, but also to analyse events to find connections that explain the way in which events unfolded).</p> <p>The aim is for students to</p> <ul style="list-style-type: none">• develop and extend their knowledge and understanding of specified key events, periods and societies in and wider world history; and of the wide diversity of human experience.• engage in historical enquiry, developing 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.• 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.

Spring 2

The origins of the Cold War, 1941–58

Know:

- The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.
- The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences.
- The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.
- The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947.
- The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949).
- Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic
- The significance of the arms race. The formation of the Warsaw Pact.
- Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response.
- The international reaction to the Soviet invasion of Hungary.

Know how

To explain the importance of the Grand Alliance for relations between the Superpowers

To analyse the key events of the peace conferences in the years 1943-45 and explain their consequences

To explain the importance of Soviet expansion for relations between the Superpowers

To analyse the key events of the Soviet Expansion into eastern Europe in the years 1945-48 and explain the consequences for Superpower relations

To identify the importance of and analyse the key events in the development of the Cold War between 1947 and 49 and explain the consequences for Superpower relations.

To analyse why the rivalry increased between the USA and the Soviet Union between 1949 and 1958 and explain the consequences for Superpower relations.

Spring 2 /
Summer 1

Cold War crises, 1958–70

Know:

- The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61.
- The construction of the Berlin Wall, 1961.
- Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963.

- Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident.
- The events of the Cuban Missile Crisis.
- The consequences of the Cuban Missile Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968).

- Opposition in Czechoslovakia to Soviet control: the Prague Spring.
- The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia
- International reaction to Soviet measures in Czechoslovakia

Know how

*To explain the importance of / consequences of key events in the development of the Cold War.
To analyse how the Cold War developed between 1958 and 1970*

Summer 2

The end of the Cold War, 1970–91

Know:

- Détente in the 1970s, SALT 1, Helsinki, and SALT 2.
- The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts.
- Reagan and the 'Second Cold War', the Strategic Defence Initiative.
- The significance of Reagan and Gorbachev's changing attitudes.
- Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty (1987).
- The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe.
- The significance of the fall of the Berlin Wall.
- The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact

Know how

To explain the importance of/ consequence of key events in the period leading up to the end of the Cold War

To analyse the key events in attempts to reduce tension between East and West in the 1970s and 1980s.

Year 10 (b)

Edexcel Unit

Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

Rationale

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.

The aim is for students to

- 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.
- engage in historical enquiry, developing 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 to organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

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 19th Century.

To assess the significance of James Simpson and Joseph Lister in improving surgical procedures in the 19th 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 19th 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 20th 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.