

## History GCSE – programmes of study

Year 9		
Term and topic	Unit content	Homework opportunities
Autumn term:  British Medicine c. 1250- present	<p><b><i>c1250–c1500: Medicine in medieval England</i></b></p> <p>1 Ideas about the cause of disease and illness</p> <ul style="list-style-type: none"> <li>● Supernatural and religious explanations of the cause of disease.</li> <li>● Rational explanations: The Theory of the Four Humours, the miasma theory; influence of Hippocrates and Galen.</li> </ul> <p>2 Approaches to prevention and treatment</p> <ul style="list-style-type: none"> <li>● religious actions, bloodletting and purging, purifying the air, and the use of remedies.</li> <li>● New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon.</li> </ul> <p>3 Case study - The Black Death,</p> <p><b><i>c1500–c1700: The Medical Renaissance in England</i></b></p> <p>1 Ideas about the cause of disease and illness</p> <ul style="list-style-type: none"> <li>● The work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society.</li> </ul> <p>2 Approaches to prevention and treatment</p> <ul style="list-style-type: none"> <li>● Continuity in approaches to prevention, treatment and care in the community and in hospitals.</li> <li>● Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius.</li> </ul> <p>3 Case studies</p> <ul style="list-style-type: none"> <li>● Key individual: William Harvey and the discovery of the circulation of the blood.</li> <li>● Dealing with the Great Plague in London, 1665.</li> </ul> <p><b><i>c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain</i></b></p> <p>1 Ideas about the cause of disease and illness</p> <ul style="list-style-type: none"> <li>● The influence in Britain of Pasteur’s Germ Theory and Koch’s work on microbes.</li> </ul> <p>2 Approaches to prevention and treatment</p> <ul style="list-style-type: none"> <li>● Improvements in hospital care and the influence of Nightingale.</li> </ul> <p>The impact of anaesthetics and antiseptics on surgery.</p> <ul style="list-style-type: none"> <li>● New approaches to prevention: the development and use of vaccinations and the Public Health Act 1875.</li> </ul>	<p>Revision for short knowledge tests</p> <p>GCSE questions</p> <p>Creation of revision materials</p> <p>Research work</p> <p>Revision for end of topic assessments.</p>

	<p>3 Case studies</p> <ul style="list-style-type: none"> <li>● Key individual: Jenner and the development of vaccination.</li> <li>● Fighting Cholera in London, 1854; attempts to prevent its spread; the significance of Snow and the Broad Street pump.</li> </ul>	
<p>Spring term</p> <p>British Medicine c. 1250- present</p> <p>The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</p>	<p><b><i>c1900–present: Medicine in modern Britain</i></b></p> <p>1 Ideas about the cause of disease and illness</p> <ul style="list-style-type: none"> <li>● The influence of genetic and lifestyle factors on health.</li> <li>● Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.</li> </ul> <p>2 Approaches to prevention and treatment</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● New approaches to prevention: mass vaccinations and government lifestyle campaigns.</li> </ul> <p>3 Case studies</p> <ul style="list-style-type: none"> <li>● Key individuals: Fleming, Florey and Chain’s development of penicillin.</li> <li>● The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.</li> </ul> <p><b><i>The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</i></b></p> <ul style="list-style-type: none"> <li>● The British sector of Western Front and key battles in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai</li> </ul> <p>The trench system</p> <p>The problems of terrain</p> <p>Trench illness and injuries caused by the environment, weapons, shrapnel.</p> <p>The effect of gas attacks.</p> <ul style="list-style-type: none"> <li>● The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances.</li> </ul>	<p>Revision for short knowledge tests</p> <p>GCSE questions</p> <p>Creation of revision materials</p> <p>Research work</p> <p>Revision for end of topic assessments.</p>

	<p>The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras.</p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p>2 Knowledge, selection and use of sources for historical enquiries</p>	
<p><b>Summer term</b></p> <p><b>Anglo Saxon and Norman England</b></p>	<p><b><i>Key topic 1: Anglo-Saxon England and the Norman Conquest, 1060–66</i></b></p> <p>1 Anglo-Saxon society</p> <ul style="list-style-type: none"> <li>● Monarchy and government. The power of the English monarchy. Earldoms, local government and the legal system.</li> <li>● The economy and social system. Towns and villages. The influence of the Church.</li> </ul> <p>2 The last years of Edward the Confessor and the succession crisis</p> <ul style="list-style-type: none"> <li>● The house of Godwin. Harold Godwinson’s succession as Earl of Wessex. The power of the Godwins.</li> <li>● Harold Godwinson’s embassy to Normandy. The rising against Tostig and his exile. The death of Edward the Confessor.</li> </ul> <p>3 The rival claimants for the throne</p> <ul style="list-style-type: none"> <li>● The motives and claims of William of Normandy, Harald Hardrada and Edgar.</li> <li>● The Witan and the coronation and reign of Harold Godwinson.</li> <li>● Reasons for, and significance of, the outcome of the battles of Gate Fulford and Stamford Bridge.</li> </ul> <p>4 The Norman invasion</p> <ul style="list-style-type: none"> <li>● The Battle of Hastings.</li> <li>● Reasons for William’s victory, including the leadership skills of Harold and William, Norman and English troops and tactics.</li> </ul>	<p>Revision for short knowledge tests</p> <p>GCSE questions</p> <p>Creation of revision materials</p> <p>Research work</p> <p>Revision for end of topic assessments.</p>

Year 10		
Term and topic	Unit content	Homework opportunities
<p data-bbox="201 271 411 297"><b>Autumn term</b></p> <p data-bbox="201 342 411 450"><b>Anglo Saxon and Norman England</b></p>	<p data-bbox="432 271 984 338"><b>Key topic 2: William I in power: securing the kingdom, 1066–87</b></p> <p data-bbox="432 378 984 622">           1 Establishing control           <ul style="list-style-type: none"> <li>● The submission of the earls, 1066.</li> <li>● Rewarding followers and establishing control on the borderlands through the use of earls. The Marcher earldoms.</li> <li>● Reasons for the building of castles; their key features and importance.</li> </ul> </p> <p data-bbox="432 663 984 943">           2 The causes and outcomes of Anglo-Saxon resistance, 1068–71           <ul style="list-style-type: none"> <li>● The revolt of Earls Edwin and Morcar in 1068.</li> <li>● Edgar the Aethling and the rebellions in the North, 1069.</li> <li>● Hereward the Wake and rebellion at Ely, 1070–71.</li> </ul> </p> <p data-bbox="432 983 984 1234">           3 The legacy of resistance to 1087           <ul style="list-style-type: none"> <li>● The reasons for and features of Harrying of the North, 1069–70. Its immediate and long-term impact, 1069–87.</li> <li>● Changes in landownership from Anglo-Saxon to Norman, 1066–87.</li> <li>● How William I maintained royal power.</li> </ul> </p> <p data-bbox="432 1274 984 1373">           4 Revolt of the Earls, 1075           <ul style="list-style-type: none"> <li>● Reasons for and features of the revolt.</li> <li>● The defeat of the revolt and its effects.</li> </ul> </p> <p data-bbox="432 1413 984 1447"><b>Key topic 3: Norman England, 1066–88</b></p> <p data-bbox="432 1487 984 1944">           1 The feudal system and the Church           <ul style="list-style-type: none"> <li>● The feudal hierarchy. The role and importance of tenants-in-chief and knights. The nature of feudalism (landholding, homage, knight service, labour service); forfeiture.</li> <li>● The Church in England: its role in society and relationship to government, including the roles of Stigand and Lanfranc. The Normanisation and reform of the Church in the reign of William I.</li> <li>● The extent of change to Anglo-Saxon society and economy.</li> </ul> </p>	<p data-bbox="1010 271 1474 297">Revision for short knowledge tests</p> <p data-bbox="1010 342 1198 369">GCSE questions</p> <p data-bbox="1010 414 1366 441">Creation of revision materials</p> <p data-bbox="1010 486 1190 512">Research work</p> <p data-bbox="1010 557 1474 584">Revision for end of topic assessments.</p>

	<p>2 Norman government</p> <ul style="list-style-type: none"> <li>● Changes to government after the Conquest. Centralised power and the limited use of earls under William I. The role of regents.</li> <li>● The office of sheriff and the demesne. Introduction and significance of the ‘forest’.</li> <li>● Domesday Book and its significance for Norman government and finance.</li> </ul> <p>3 The Norman aristocracy</p> <ul style="list-style-type: none"> <li>● The culture and language of the Norman aristocracy.</li> <li>● The career and significance of Bishop Odo.</li> </ul> <p>4 William I and his sons</p> <ul style="list-style-type: none"> <li>● Character and personality of William I and his relations with Robert. Robert and revolt in Normandy, 1077–80.</li> <li>● William’s death and the disputed succession. William Rufus and the defeat of Robert and Odo.</li> </ul>	
<p><b>Spring term</b></p> <p><b>The American West c.1835-1895</b></p>	<p><b><i>Key topic 1: The early settlement of the West, c1835–c1862</i></b></p> <p>1 The Plains Indians: their beliefs and way of life</p> <ul style="list-style-type: none"> <li>● Social and tribal structures, ways of life and means of survival on the Plains.</li> <li>● Beliefs about land and nature and attitudes to war and property.</li> <li>● US government policy: support for US westward expansion and the significance of the Permanent Indian Frontier. The Indian Appropriations Act 1851.</li> </ul> <p>2 Migration and early settlement</p> <ul style="list-style-type: none"> <li>● The factors encouraging migration, including economic conditions, the Oregon Trail from 1836, the concept of Manifest Destiny, and the Gold Rush of 1849.</li> <li>● The process and problems of migration, including the experiences of the Donner Party and the Mormon migration, 1846–47.</li> <li>● The development and problems of white settlement farming.</li> </ul> <p>3 Conflict and tension</p>	<p>Revision for short knowledge tests</p> <p>GCSE questions</p> <p>Creation of revision materials</p> <p>Research work</p> <p>Revision for end of topic assessments.</p>

	<ul style="list-style-type: none"> <li>● Reasons for tension between settlers and Plains Indians. The significance of the Fort Laramie Treaty 1851.</li> <li>● The problems of lawlessness in early towns and settlements. Attempts by government and local communities to tackle lawlessness</li> </ul> <p><b>Key topic 2: Development of the plains, c1862–c1876</b></p> <p>1 The development of settlement in the West</p> <ul style="list-style-type: none"> <li>● The significance of the Civil War and post war reconstruction, including the impact of the Homestead Act 1862, the Pacific Railroad Act 1862, and the completion of the First Transcontinental Railroad, 1869.</li> <li>● Attempts at solutions to problems faced by homesteaders: the use of new methods and new technology; the impact of the Timber Culture Act 1873 and of the spread of the railroad network.</li> <li>● Continued problems of law and order in settlements, and attempted solutions, including the roles of law officers and increases in federal government influence.</li> </ul>	
<p><b>Summer term</b></p> <p><b>The American West c.1835-1895</b></p>	<p>2 Ranching and the cattle industry</p> <ul style="list-style-type: none"> <li>● The cattle industry and factors in its growth, including the roles of Iliff, McCoy and Goodnight, the significance of Abilene and of the increasing use of the railroad network.</li> <li>● The impact of changes in ranching on the work of the cowboy.</li> <li>● Rivalry between ranchers and homesteaders.</li> </ul> <p>3 Changes in the way of life of the Plains Indians</p> <ul style="list-style-type: none"> <li>● The impact of railroads, the cattle industry and gold prospecting on the Plains Indians.</li> <li>● The impact of US government policy towards the Plains Indians, including the continued use of reservations. President Grant’s ‘Peace Policy’, 1868.</li> <li>● Conflict with the Plains Indians: Little Crow’s War (1862) and the Sand Creek Massacre (1864), the significance of Red Cloud’s War (1866–68) and the Fort Laramie Treaty (1868).</li> </ul>	<p>Revision for short knowledge tests</p> <p>GCSE questions</p> <p>Creation of revision materials</p> <p>Research work</p> <p>Revision for end of topic assessments.</p>

***Key topic 3: Conflicts and conquest, c1876–c1895***

1 Changes in farming, the cattle industry and settlement

- Changes in farming: the impact of new technology and new farming methods.
- Changes in the cattle industry, including the impact of the winter of 1886–87. The significance of changes in the nature of ranching: the end of the open range.
- Continued growth of settlement: the Exoduster movement and Kansas (1879), the Oklahoma Land Rush of 1893.

2 Conflict and tension

- Extent of solutions to problems of law and order: sheriffs and marshals. The significance of Billy the Kid, OK Corral (1881), Wyatt Earp.
- The range wars, including the Johnson County War of 1892.
- Conflict with the Plains Indians: the Battle of the Little Big Horn, 1876 and its impact; the Wounded Knee Massacre, 1890.

3 The Plains Indians: the destruction of their way of life

- The hunting and extermination of the buffalo.
- The Plains Indians' life on the reservations.
- The significance of changing government attitudes to the Plains Indians, including the Dawes Act 1887 and the closure of the Indian Frontier.

Year 11		
Term and topic	Unit content	Homework opportunities
<p data-bbox="201 271 411 297"><b>Autumn Term</b></p> <p data-bbox="201 342 411 443"><b>Weimar and Nazi Germany 1918-39</b></p>	<p data-bbox="432 304 984 338"><b>Key topic 1: The Weimar Republic 1918–29</b></p> <p data-bbox="432 376 984 622">           1 The origins of the Republic, 1918–19           <ul style="list-style-type: none"> <li>● The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19.</li> <li>● The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.</li> </ul> </p> <p data-bbox="432 663 984 1048">           2 The early challenges to the Weimar Republic, 1919–23           <ul style="list-style-type: none"> <li>● Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles.</li> <li>● Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.</li> <li>● The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.</li> </ul> </p> <p data-bbox="432 1088 984 1406">           3 The recovery of the Republic, 1924–29           <ul style="list-style-type: none"> <li>● Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.</li> <li>● The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</li> </ul> </p> <p data-bbox="432 1447 984 1693">           4 Changes in society, 1924–29           <ul style="list-style-type: none"> <li>● Changes in the standard of living, including wages, housing, unemployment insurance.</li> <li>● Changes in the position of women in work, politics and leisure.</li> <li>● Cultural changes: developments in architecture, art and the cinema.</li> </ul> </p> <p data-bbox="432 1733 984 1767"><b>Key topic 2: Hitler’s rise to power, 1919–33</b></p> <p data-bbox="432 1805 984 1975">           1 Early development of the Nazi Party, 1920–22           <ul style="list-style-type: none"> <li>● Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20.</li> </ul> </p>	<p data-bbox="1010 271 1474 297">Revision for short knowledge tests</p> <p data-bbox="1010 342 1198 369">GCSE questions</p> <p data-bbox="1010 414 1366 441">Creation of revision materials</p> <p data-bbox="1010 486 1190 512">Research work</p> <p data-bbox="1010 557 1474 584">Revision for end of topic assessments.</p>



	<ul style="list-style-type: none"> <li>● The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.</li> </ul> <p>2 The Munich Putsch and the lean years, 1923–29</p> <ul style="list-style-type: none"> <li>● The reasons for, events and consequences of the Munich Putsch.</li> <li>● Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926.</li> </ul> <p>3 The growth in support for the Nazis, 1929–32</p> <ul style="list-style-type: none"> <li>● The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.</li> <li>● Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.</li> </ul> <p>4 How Hitler became Chancellor, 1932–33</p> <ul style="list-style-type: none"> <li>● Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.</li> <li>● The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</li> </ul> <p><b><i>Key topic 3: Nazi control and dictatorship, 1933–39</i></b></p> <p>1 The creation of a dictatorship, 1933–34</p> <ul style="list-style-type: none"> <li>● The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.</li> <li>● The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.</li> </ul> <p>2 The police state</p> <ul style="list-style-type: none"> <li>● The role of the Gestapo, the SS, the SD and concentration camps.</li> <li>● Nazi control of the legal system, judges and law courts.</li> <li>● Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.</li> </ul>	
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	<p>3 Controlling and influencing attitudes</p> <ul style="list-style-type: none"> <li>● Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936.</li> <li>● Nazi control of culture and the arts, including art, architecture, literature and film.</li> </ul> <p>4 Opposition, resistance and conformity</p> <ul style="list-style-type: none"> <li>● The extent of support for the Nazi regime.</li> <li>● Opposition from the Churches, including the role of Pastor Niemöller.</li> <li>● Opposition from the young, including the Swing Youth and the Edelweiss Pirates.</li> </ul>	
<p><b>Spring Term</b></p> <p><b>Weimar and Nazi Germany 1918-39</b></p>	<p><b>Key topic 4: Life in Nazi Germany, 1933–39</b></p> <p>1 Nazi policies towards women</p> <ul style="list-style-type: none"> <li>● Nazi views on women and the family.</li> <li>● Nazi policies towards women, including marriage and family, employment and appearance.</li> </ul> <p>2 Nazi policies towards the young</p> <ul style="list-style-type: none"> <li>● Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.</li> <li>● Nazi control of the young through education, including the curriculum and teachers.</li> </ul> <p>3 Employment and living standards</p> <ul style="list-style-type: none"> <li>● Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.</li> <li>● Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.</li> </ul> <p>4 The persecution of minorities</p> <ul style="list-style-type: none"> <li>● Nazi racial beliefs and policies and the treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities.</li> <li>● The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.</li> </ul> <p>Students will then be revising for their 3 papers</p>	<p>Revision for short knowledge tests</p> <p>GCSE questions</p> <p>Creation of revision materials</p> <p>Research work</p> <p>Revision for end of topic assessments.</p>
<p><b>Summer Term</b></p>	<p>Students will be revising for their 3 papers</p>	