

## SUBJECT CURRICULUM OUTLINE

Term	Topic/Unit of work	Knowledge	Skills	Assessment
Autumn Term 1	Health and the People; - Disease and Infection and Public Health 1000 AD - 1800.	<ul style="list-style-type: none"> <li>- Theories of disease in the Middle Ages + Renaissance</li> <li>- Changes in attitudes and treatments of disease</li> <li>- Changing Public Health</li> <li>- Epidemics comparison - Black Death and Great Plague</li> <li>- Influence of Renaissance individuals</li> <li>- Growth of hospitals and technology in medicine by 1800.</li> </ul>	Knowledge & Understanding Chronology Change & Continuity Comparison of individuals and developments Analysis of primary sources; <ul style="list-style-type: none"> <li>- Utility</li> <li>- Inferences</li> <li>- Provenance</li> </ul> Factorisation and evaluation of reasons for change.	1) How useful Q - Black Death 2) Explain two ways in which the Middle Ages and the Renaissance era were similar
<b>COMPARISON-</b> By the end of the term, students will have developed an ability to compare historical individuals or time periods.				
Autumn Term 2	Health and the People; - Disease and Infection and Public Health 1800AD - modern times.  Mock preparation - Elizabeth and Health and the People.	<ul style="list-style-type: none"> <li>- Development in understanding of disease and Public Health in the 1800s.</li> <li>- Role of individuals and government in improving Public Health.</li> <li>- Growth of Social welfare in the early 20th Century - Liberal Reforms and NHS</li> <li>- Impact of War</li> <li>- DNA</li> </ul> Review topics - dependent on low stakes quizzing and exam chosen.	Knowledge & Understanding Chronology Change & Continuity Comparison of individuals and developments Analysis of primary sources; <ul style="list-style-type: none"> <li>- Utility</li> <li>- Inferences</li> <li>- Provenance</li> </ul> Factorisation and evaluation of reasons for change.  Exam skills for paper 2	1) Factors Q in development of vaccines 2) Compare Lib reforms and NHS 3) Factors question.  December mock - Elizabeth and Health
<b>SOURCE PROVENANCE</b> - by the end of the term, students will have an ability to understand the provenance of primary sources and use it to evaluate the utility of a source.				

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Spring Term 1	Mock review  Germany revisit	Review of content and skills from December mock. Students have clear targets moving forward.  Overview of each time period in the Germany 1890-1945 unit, to enhance understanding of change and continuity in this topic. <i>(may change depending on diagnosed weak topics)</i>	Knowledge & Understanding Chronology Change & Continuity Comparison of individuals and developments Analysis of primary sources; - Utility - Inferences - Provenance Factorisation and evaluation of reasons for change.	1) Re-write of at least 2 weak exam questions.  2) Explain how the lives of _____ changed during _____
<b>STUDENT PERSONALISED SKILL TARGET</b> - Following the mocks, all students should be aware of their skill target from the December mock and be able to apply it to exam questions afterwards in the build up to the next mock exam.				
Spring Term 2	Health and the people; - Surgery and Anatomy	<ul style="list-style-type: none"> <li>- Medieval and Renaissance methods of surgery                             <ul style="list-style-type: none"> <li>- Barber &amp; Military surgeons, cauterisation, ligatures</li> </ul> </li> <li>- Changes to surgery due to factors</li> <li>- Development in the understanding of anatomy                             <ul style="list-style-type: none"> <li>- Vesalius &amp; Harvey, function of the heart</li> <li>- Modern medicines effect on surgical techniques</li> </ul> </li> <li>- Understand the factors affecting the development of surgery</li> </ul>	Knowledge & Understanding Chronology Change & Continuity Comparison of individuals and developments Analysis of primary sources; - Utility - Inferences - Provenance Factorisation and evaluation of reasons for change.	1) Compare Medieval surgery to 19th C surgery. 2) Explain the biggest factor in the development of surgery.

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Spring Term 2	Elizabethan site study	<ul style="list-style-type: none"> <li>Contextual influences on the development of the site</li> <li>Understanding of location, purpose, function, key people, design and key events affecting the site.</li> </ul>	Knowledge and understanding Cause and consequence Change and continuity Factorisation and evaluation of reasons for change.	
<b>FACTORISATION AND EVALUATION</b> - Students should be able to understand the importance of factors in the development of a topic, and be able to show evaluative skill in relation to a 16 mark question (Factors for Health + Elizabethan site study)				
Summer term 1	Revision for exam paper 1 and paper 2	Cold War revisit  Germany revisit  Topics chosen by the history team based on student needs and diagnosed weak topics in preparation for the exam. Regular revision sessions supplement this process.	Knowledge & Understanding Chronology Change & Continuity Comparison of individuals and developments Analysis of primary sources; <ul style="list-style-type: none"> <li>- Utility</li> <li>- Inferences</li> <li>- Provenance</li> </ul> Factorisation and evaluation of reasons for change.	Paper 1 exam - end of Summer term 1   Paper 2 exam - start of summer term 2
<b>RECALL AND EXAM TECHNIQUE</b> - In preparation for the exam, all students should be aware of their skill target from the December mock and be able to apply it to exam questions afterwards in the build up to the exams.				