

	Autumn	Spring	Summer
Year 10	<p>Germany - Democracy and Dictatorship 1890-1945</p> <p>The Growth of democracy 1890-1929</p> <p>Germany and the Depression</p>	<p>Germany – Democracy and Dictatorship 1890-1945</p> <p>Life under the Nazis 1933-45</p> <p>Conflict and Tension 1918-39</p> <p>Peace-making</p>	<p>Conflict and Tension 1918-39</p> <p>The League of Nations and the origins of the Second World War</p> <p>Health and the People</p> <p>Medieval Medicine</p>
	<p>Concepts/Tier 3 vocabulary</p> <p>Democracy, dictatorship, Weltpolitik, diktat, reparations, hyperinflation, putsch, rentenmark, coalition, Der Fuhrer, SA, SS, swastika</p>	<p>Concepts/Tier 3 vocabulary</p> <p>Propaganda, police state, rearmament, conscription, self-sufficient, refugee, indoctrinate, eugenics, persecute, Anti-Semitism, Holocaust, Kristallnacht demilitarised, self – determination, isolationism, armistice</p>	<p>Concepts/Tier 3 vocabulary</p> <p>League of Nations, covenant, veto, Council, Assembly, appeasement, Lebensraum, Luftwaffe, Anschluss, Four Humours, cauterise, classical, epidemic, plague, poultice, purgatory</p>
	<p>Justification:</p> <p>The AQA GCSE History course has been carefully chosen to provide continuity with the skills taught at KS3 and for students to study periods of the past both in depth and breadth. It is a mixture of both British and World History, as set out in the National Curriculum at KS4.</p> <p>Students start their study of Germany by gaining knowledge and understanding of the nature of the growth of parliamentary democracy under Kaiser Wilhelm and the importance of strong leadership in Germany. This is crucial in helping to explain the growth of the Nazi party after 1929. They also study the impact of WW1 on Germany, recovery in the 1920's and the political, social and economic consequences of the Great Depression on the German population.</p>	<p>Justification:</p> <p>In the final part of the Germany course, students look at the experience of Nazi rule on groups in Germany, including young people, women, workers and minority groups. This allows students to revisit aspects of their Year 9 course, in particular the Holocaust and reflect on the horrors of the Final Solution.</p> <p>Students then move on to the second component (of four) of the GCSE course – Conflict and Tension 1918-1939. This is a depth study, which focuses on 20 years of international relations and the end of one war and steps to another. This was chosen to tie in with the Germany component, with the emphasis this time on global developments. Much of what the students learn is highly relevant in understanding international relations today, for example- communism vs capitalism and the significance of the making, and breaking of international agreements.</p>	<p>Justification:</p> <p>Students continue with their study of international relations in the first half of the Summer term and hone their source evaluation skills, with a particular emphasis on political cartoons. They also work on their extended writing skills.</p> <p>The National Curriculum at KS4 requires students to study a broad period of British History. We have chosen the development of Health and Medicine over time, as it gives students a completely different historical perspective. The focus is thematic, looking at the significance of factors such as war and individuals on medical developments, starting with those in the Medieval period.</p>

	<p>Assessment:</p> <ul style="list-style-type: none"> Students are assessed throughout, using GCSE questions, which assess their Knowledge and understanding, their understanding of change and continuity, cause and consequence, similarity and difference and their evaluation of both historical sources and interpretations. Year 10 PPE is a full Germany GCSE paper (one hour) For all assessment types, students reflect on their progress and set themselves targets.
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	Autumn	Spring	Summer
Year 11	<p>Health and the People Early Modern era, 19th Century and Modern Medicine</p>	<p>Elizabethan England</p>	<p>Revision Exam</p>
	<p>Concepts/Tier 3 vocabulary</p> <p>Autopsy, antiseptic, anaesthetic, immune, inoculation, Laissez faire, miasma, pandemic, secular, sterile, vaccination, welfare state</p>	<p>Concepts/Tier 3 vocabulary</p> <p>Alms, astrolabe, circumnavigation, debasement, enclosure, gentry, inflation, privateers, privy Council, puritan, Reformation, suitor, treason, vagrant</p>	<p>Revision Exam</p>
	<p>Justification:</p> <p>Students complete their knowledge and understanding of the developments in Health and Medicine from 1500- to modern day. They look at the significant part played by individuals such as Louis Pasteur, Marie Curie, Edward Jenner and Mary Seacole. They also consider the growing role of the government and communications in bringing about change. Modern medicine is also studied and important ethical questions are addressed in relation to the treatment of disease.</p> <p>In terms of skills, students continue to improve their source analysis and extended writing. The final exam question type is a factor question, which is particularly useful for students going on to study History or indeed any essay – based subject at A level and beyond.</p>	<p>Justification:</p> <p>In the final full term of the GCSE course, students study what England was like during the reign of the Tudor monarch, Elizabeth I. This component was chosen partly to revisit an area that students have studied at KS3, partly with an eye to what comes next (if students opt to take A Level History, the Tudors forms one part of the course) and partly because of the important changes to life that occurred during the period. The component also fits well with the development of Health and Medicine, as students will already have covered the significance of the opening up of the world and the beginning of a move towards a more scientific approach to life during this period.</p>	<p>Justification:</p> <p>Throughout the two years, students will have had time to revisit all 4 components, in preparation for assessments and PPEs for example, and in regular retrieval tasks.</p> <p>The final half term is spent consolidating content and practising exam skills.</p>
	<p>Assessment:</p> <ul style="list-style-type: none"> Students are assessed throughout, using GCSE questions, which assess their Knowledge and understanding, their understanding of change and continuity, cause and consequence, similarity and difference and their evaluation of both historical sources and interpretations. Year 11 PPE are full Conflict and Tension and Health and Medicine papers. For all assessment types, students reflect on their progress and set themselves targets. 		

Wider reading/Cultural capital:

Students will be making links between with other humanities subjects throughout the course and are encouraged to make connections with events happening around the world in modern day. They are provided with wider reading and film, documentary and podcast recommendations to enhance their understanding. They are also having the opportunity to take part in a virtual reality experience hosted by the Holocaust Educational Trust.