Exam Board: Eduqas

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| **Term**  | **INTENT** | **IMPLEMENTATION** | **IMPACT**  |
| **Substantive Knowledge**This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | **Disciplinary Knowledge (Skills)**This is the action taken within a particular topic in order to gain substantive knowledge. | **Assessment opportunities**What assessments will be used to measure student progress?Evidence of how well students have learned the intended content. |
| **Autumn Term****1A** | **Intent** Why is this taught now?  | Key questions:* Question One: Worth 4 marks, asks you to outline and identify one similarity and one difference between the sources.
* Question Two: Worth 6 marks, asks you to assess the reliability of a source based upon its content and provenance.
* Question Three: Worth 5 marks and asks you to describe the key features of the topic given in the question.
* Question Four: Question 4 is worth 9, asks you to explain why something happened or had a specific impact.
* Question Five: Question 5 is worth 16 marks and asks you to outline and give reasons for why something has changed or continued over time (usually a period spanning over 1000 years.)
* Question Six A: Worth 8 marks, ask to describe two features of the historical environment.
* Question Six B: Worth 12 marks, ask to ‘explain why’ the historical environment is significant for a particular purpose.

Skills:* Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement.
* Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance.
* Reading – the skill of reading with interrogation to prioritise information.
* Analysis – the skill of weighing up evidence to form a substantiated judgement.
* Interpretations- the skill of analysing and evaluating how and why an interpretation has been formed and why they may differ.
 | Formative:* Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge
* Exam practice for specific questions as part of each lesson peer marked by students and checked by the teacher.

Summative:* A 20-mark question six a and six b based on their learning prior to the summer break. Detailed feedback will be given and then improvements drafted by the students.
* A 15-mark assessment, based on question one, question two and question three of Health and Medicine. Detailed feedback will be given and then improvements drafted by the students.
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| **2F. CHANGES IN HEALTH AND MEDICINE IN BRITAIN, c.500 to the present-day COMPONENT 2: THEMATIC STUDY****Topic One: Causes of illness and disease What have been the causes of illness and disease over time?** Problems in the medieval era: poverty, famine, warfare: lack of hygiene in the medieval and early modern eras with reference to the Black Death of the fourteenth century and the Great Plague of the seventeenth century; the effects of industrialisation and the incidence of cholera and typhoid in the nineteenth century; the spread of bacterial and viral diseases in the twentieth century**Topic Two: Attempts to prevent illness and disease How effective were attempts to prevent illness and disease over time?** Early methods of prevention of disease with reference to the Black Death: alchemy, soothsayers and medieval doctors; the application of science to the prevention of disease in the late eighteenth and early nineteenth centuries: the work of Edward Jenner and vaccination; the influence and spread of inoculation since 1700; the discovery of antibodies and developments in the field of bacteriology**Topic Three: Attempts to treat and cure illness and disease How have attempts to treat illness and disease changed over time?** Traditional treatments and remedies common in the medieval era: herbal medicines, barber surgeons, use of leeches; Joseph Lister and the use of antiseptics in the later nineteenth century; James Simpson and the development of anaesthetics ; twentieth century developments: Marie Curie and the development of radiation; the roles of Fleming, Florey and Chain regarding antibiotics; Barnard and transplant surgery; modern advances in cancer treatment and surgery; alternative treatments**Topic Four: Advances in medical knowledge How much progress has been made in medical knowledge over time?** Common medical ideas in the medieval era: the influence of alchemy, astrology and the theory of the four humours; the influence of the medical work of Vesalius, Pare and Harvey in the sixteenth and seventeenth centuries; nineteenth century advances in medical knowledge: improved knowledge of the germ theory: Pasteur and Koch; the development of scanning techniques in the twentieth century: X-rays, ultrasound and MRI scans; the discovery of DNA and genetic research in the later twentieth century |
| **Autumn Term****1B** | **Intent** Why is this taught now? | Key questions: (Health and Medicine) * Question One: Worth 4 marks, asks you to outline and identify one similarity and one difference between the sources.
* Question Two: Worth 6 marks, asks you to assess the reliability of a source based upon its content and provenance.
* Question Three: Worth 5 marks and asks you to describe the key features of the topic given in the question.
* Question Four: Worth 9 marks, asks you to explain why something happened or had a specific impact.
* Question Five: Worth 16 marks and asks you to outline and give reasons for why something has changed or continued over time (usually a period spanning over 1000 years.)
* Question Six A: Worth 8 marks, ask to describe two features of the historical environment.
* Question Six B: Worth 12 marks, ask to ‘explain why’ the historical environment is significant for a particular purpose.

Key questions: (USSR) * Question One: Worth 5 marks, asks you to describe the key features of the topic given in the question.
* Question Two: Worth 6 marks and asks you to give a well-supported judgement on change.
* Question Three: Worth 9 marks and asks you to give a well-supported explanation about importance of three events.
* Question Four: Worth 8 marks and asks you to provide a focused and well-supported explanation.
* Question Five: Worth 12 marks and asks you to analyse and evaluate the importance of one issue compared to others.

Skills:* Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement.
* Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance.
* Reading – the skill of reading with interrogation to prioritise information.
* Analysis – the skill of weighing up evidence to form a substantiated judgement.
* Interpretations- the skill of analysing and evaluating how and why an interpretation has been formed and why they may differ.
 | Formative:* Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge
* Exam practice for specific questions as part of each lesson peer marked by students and checked by the teacher.

Summative:* Students will undertake their Yr11 mocks during this term which will be 1x 53-mark paper where students will be given one hour (Germany and Elizabeth) and 1x 60-mark paper where students will be given one hour 15 minutes.
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| **2F. CHANGES IN HEALTH AND MEDICINE IN BRITAIN, c.500 to the present-day COMPONENT 2: THEMATIC STUDY****Topic Five. Developments in patient care How has the care of patients improved over time?** The role of the church and monasteries from medieval times up to the mid sixteenth century; the roles of voluntary charities in patient care after the mid sixteenth century; science and the development of endowed hospitals in the late eighteenth century; Florence Nightingale and the professionalisation of nursing in the nineteenth century; the impact of the early 20th century Liberal reforms; the Beveridge Report of 1944 and provision under the NHS after 1948**Topic Six. Developments in public health and welfare How effective were attempts to improve public health and welfare over time?** Public health and hygiene in medieval society; public health and hygiene in the sixteenth and seventeenth centuries ; the impact of industrialisation on public health in the nineteenth century; the work of Edwin Chadwick leading to Victorian improvements in public health; efforts to improve housing and pollution in the twentieth century; local and national government attempts to improve public health and welfare in the twenty-first century: campaigns, fitness drives, healthy eating**2C.THE DEVELOPMENT OF THE USSR, 1924-1991 COMPONENT 2: PERIOD STUDY****Topic One. The rule of Stalin How did Stalin achieve and maintain power in the USSR between 1924 and 1953?** The leadership contest; the `Cult of Stalin`; use of propaganda and censorship; use of control and terror**Topic Two. Changing life under Stalin How were the lives of the Soviet people affected under Stalin`s rule between 1924 and 1953?** Collectivisation and de-kulakisation; Five Year Plans and work practices; modernisation of industry; changing role of women |
| **Spring Term****2A** | **Intent** Why is this taught now? | Key questions:* Question One: Worth 5 marks, asks you to describe the key features of the topic given in the question.
* Question Two: Worth 6 marks and asks you to give a well-supported judgement on change.
* Question Three: Worth 9 marks and asks you to give a well-supported explanation about importance of three events.
* Question Four: Worth 8 marks and asks you to provide a focused and well-supported explanation.
* Question Five: Worth 12 marks and asks you to analyse and evaluate the importance of one issue compared to others.

Skills:* Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement.
* Reading – the skill of reading with interrogation to prioritise information.
* Analysis – the skill of weighing up evidence to form a substantiated judgement.
 | Formative:* Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge
* Exam practice for specific questions as part of each lesson peer marked by students and checked by the teacher.

Summative:* A 15-mark question two and question three end of topic 3- assessment. Detailed feedback will be given and then improvements drafted by the students.
* Topic 1-5 Development of the USSR, 1924-1991 Mock Examination. 1x 40-mark, 45 minutes.
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| **2C.THE DEVELOPMENT OF THE USSR, 1924-1991 COMPONENT 2: PERIOD STUDY****Topic 3. Impact of the Second World War How was the USSR affected by war, 1939-45?** Preparations for war; Operation Barbarossa; Leningrad and Stalingrad; post-war reconstruction**Topic 4. Cold War relations, 1945-91 Why did relations between the USSR and the USA change between 1945 and 1991?** Causes of post-war tensions; Warsaw Pact and NATO; the arms race; `hot-spots` - Berlin, Cuba and Afghanistan; relations in the 1980s- 'Second Cold War'**Topic 5. Political developments, 1953-85 How did the USSR develop politically between 1953 and 1985?** Khrushchev and de-Stalinisation; industrial change and agricultural reform; the Brezhnev years; leadership changes, 1982-85 |
| **Spring Term****2B** | **Intent** Why is this taught now? | Key questions:* Question One: Worth 5 marks, asks you to describe the key features of the topic given in the question.
* Question Two: Worth 6 marks and asks you to give a well-supported judgement on change.
* Question Three: Worth 9 marks and asks you to give a well-supported explanation about importance of three events.
* Question Four: Worth 8 marks and asks you to provide a focused and well-supported explanation.
* Question Five: Worth 12 marks and asks you to analyse and evaluate the importance of one issue compared to others.

Skills:* Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement.
* Reading – the skill of reading with interrogation to prioritise information.
* Analysis – the skill of weighing up evidence to form a substantiated judgement.
 | Formative:* Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge
* Exam practice for specific questions as part of each lesson peer marked by students and checked by the teacher.

Summative:* A 100-mark knowledge test based on topics 1-7 of ‘The Development of the USSR, 1924-1991.’ Used to identify areas for targeted revision.
* 25-mark question one, four and five assessments at the end of topic 6. Detailed feedback will be given and then improvements drafted by the students.
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| **2C.THE DEVELOPMENT OF THE USSR, 1924-1991 COMPONENT 2: PERIOD STUDY****Topic 6. Political reform under Gorbachev How did Gorbachev`s policies bring change to the USSR?** Economic reconstruction; perestroika; glasnost and democratisation; improved relations with the West**Topic 7. The collapse of communism and the break-up of the USSR What factors led to the collapse of Communism in the USSR?** Unrest in Eastern Europe; rise of nationalism within the USSR; the role of Yeltsin; the end of Communism |
| **Summer Term****3A** | **Intent** Why is this taught now? | Skills:* Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement.
* Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance.
* Reading – the skill of reading with interrogation to prioritise information.
* Connections- the skill of exploring, explaining and articulating how historical events relate to each other.
* Analysis – the skill of weighing up evidence to form a substantiated judgement, particular emphasis on the significance of historical events.
* Interpretations- the skill of analysing and evaluating how and why an interpretation has been formed and why they may differ.
 | * Regular knowledge tests and low-stakes quizzes (carousel) to assess understanding of key terms and concepts.
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.
* All potential revision questions planned and submitted by students reviewed by the teacher.
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| **GERMANY IN TRANSITION, 1919-1939 COMPONENT 1: NON-BRITISH STUDY IN DEPTH,1B. THE ELIZABETHAN AGE, 1558-1603 COMPONENT 1: BRITISH STUDY IN DEPTH, 2F. CHANGES IN HEALTH AND MEDICINE IN BRITAIN, c.500 to the present-day COMPONENT 2: THEMATIC STUDY, 2C.THE DEVELOPMENT OF THE USSR, 1924-1991 COMPONENT 2: PERIOD STUDY****All component revision- will be strategically targeted based on prior assessment results and student feedback. Focused on key exam questions for each paper where students usually struggle.** |