

Beths Grammar School KS4 History Curriculum Map – Year 11

Exam Board: Eduqas

Term	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge</p> <p>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills)</p> <p>This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities</p> <p>What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term 1A</p>	<p><u>Intent</u> Why is this taught now?</p> <p>2F. CHANGES IN HEALTH AND MEDICINE IN BRITAIN, c.500 to the present-day COMPONENT 2: THEMATIC STUDY</p> <p>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</p> <p>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</p>	<p>Key questions:</p> <ul style="list-style-type: none"> • 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. <p>Skills:</p> <ul style="list-style-type: none"> • 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. 	<p>Formative:</p> <ul style="list-style-type: none"> • 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. <p>Summative:</p> <ul style="list-style-type: none"> • 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

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	<p>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</p> <p>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</p>	<ul style="list-style-type: none"> • 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. 	<p>given and then improvements drafted by the students.</p>
<p>Autumn Term 1B</p>	<p><u>Intent</u> Why is this taught now?</p> <p>2F. CHANGES IN HEALTH AND MEDICINE IN BRITAIN, c.500 to the present-day COMPONENT 2: THEMATIC STUDY</p> <p>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</p>	<p>Key questions: (Health and Medicine)</p> <ul style="list-style-type: none"> • 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.) 	<p>Formative:</p> <ul style="list-style-type: none"> • 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.

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	<p>century Liberal reforms; the Beveridge Report of 1944 and provision under the NHS after 1948</p> <p>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</p> <p>2C.THE DEVELOPMENT OF THE USSR, 1924-1991 COMPONENT 2: PERIOD STUDY</p> <p>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</p> <p>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</p>	<ul style="list-style-type: none"> • 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. <p>Key questions: (USSR)</p> <ul style="list-style-type: none"> • 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. <p>Skills:</p> <ul style="list-style-type: none"> • 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. 	<p>Summative:</p> <ul style="list-style-type: none"> • 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.
<p>Spring Term 2A</p>	<p><u>Intent</u> Why is this taught now?</p> <p>2C.THE DEVELOPMENT OF THE USSR, 1924-1991 COMPONENT 2: PERIOD STUDY</p>	<p>Key questions:</p> <ul style="list-style-type: none"> • 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. 	<p>Formative:</p> <ul style="list-style-type: none"> • Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.

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	<p>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</p> <p>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'</p> <p>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</p>	<ul style="list-style-type: none"> • 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. <p>Skills:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. <p>Summative:</p> <ul style="list-style-type: none"> • 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.
<p>Spring Term 2B</p>	<p><u>Intent</u> Why is this taught now?</p> <p>2C.THE DEVELOPMENT OF THE USSR, 1924-1991 COMPONENT 2: PERIOD STUDY</p> <p>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</p> <p>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</p>	<p>Key questions:</p> <ul style="list-style-type: none"> • 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. <p>Skills:</p> <ul style="list-style-type: none"> • 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. 	<p>Formative:</p> <ul style="list-style-type: none"> • 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. <p>Summative:</p> <ul style="list-style-type: none"> • A 100-mark knowledge test based on topics 1-7 of 'The Development

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		<ul style="list-style-type: none"> • Reading – the skill of reading with interrogation to prioritise information. • Analysis – the skill of weighing up evidence to form a substantiated judgement. 	<p>of the USSR, 1924-1991.’ Used to identify areas for targeted revision.</p> <ul style="list-style-type: none"> • 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.
<p>Summer Term 3A</p>	<p><u>Intent</u> Why is this taught now?</p> <p>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</p> <p>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.</p>	<p>Skills:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.