

Beths Grammar School KS5 History Curriculum Map – Year 13

Exam Board: Edexcel

Term	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities 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>Introduction to Poverty, Public health and the State in Britain, 1780-1939.</p> <p>3.1 The impetus for public health reforms</p> <ul style="list-style-type: none"> • Problems of public health caused by industrialisation. • Impact of epidemics and reports on the state of towns and of increasing understanding about causes of disease. • the significance of advances in technology for improvements in the provision of systems for drainage and water supply. • Changes in the attitude of public, press and Parliament to public health issues, c1780–1939, and the reasons for them. • The growth of the government’s role in the nineteenth and early twentieth century. <p>3.2 Changes in public health provision.</p> <ul style="list-style-type: none"> • Vaccinations, improvements in drainage and sewerage, improvements in water supply. • The work of medical officers of health, provision of TB sanatoria and measure to improve the health of children [Public Health Acts of 1848, 1858 and 1875, Liberal government reforms 1906-08]. • Impact of the work of individuals- Edward Jenner, Edwin Chadwick, John Snow, Joseph Bazalgette and Marie Stopes. 	<p>Key concepts:</p> <ul style="list-style-type: none"> • Change and continuity: The development of pressure for changes to public health reform and the role of the government. As well as the role played by local interests, individuals, and government and how they change over time. • Similarity and Difference: A comparison between the different case studies to assess the similarities and differences. • Significance: How significant different factors, individuals or events are in driving change and the pressure for change in the role of the government and Public Health in Britain between the years 1780-1939 (key turning points) • Chronology: A clear understanding of the order of events that led to pressures for reform and reforms themselves. <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. 	<p>Year 13 Baseline Assessment</p> <ul style="list-style-type: none"> • 1x Glorious Revolution Essay, 1x Russia Source Essay- 40 marks, 90 minutes. Detailed feedback given then improvement of weakest essay submitted and marked. • 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.

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<p>Autumn Term 1B</p>	<p><u>Intent</u> Why is this taught now?</p> <p>3.3 Paupers and Pauperism, 1780-1834</p> <ul style="list-style-type: none"> The organisation of the parish-based relief system; the problem of the ‘able-bodied pauper’; outdoor relief systems – Speenhamland, Roundsman and the Labour rate. Indoor relief in poorhouses, workhouses, and houses of correction; the impact of Gilbert’s Act 1782 and the Sturges-Bourne Act 1819. The pressures for change- financial and ideological arguments; the influence of Bentham’s Utilitarianism. <p>3.4 Less Eligibility: the Poor Law Amendment Act and its impact, 1832-1847</p> <ul style="list-style-type: none"> Reforming the poor Law: The Royal Commission of Enquiry; aims of the Poor Law policy; the Poor Law Amendment Act 1834; work of the Poor Law Commission; role of Edwin Chadwick. The impact of the workhouse: The workhouse test and less eligibility; the workhouse regime and the continuation of outdoor relief. The nature of opposition to the operation of the new Poor Law, the roles of Oastler and Fielden; the significant of the Anti-Poor Law movement. 	<p>Key concepts:</p> <ul style="list-style-type: none"> Change and continuity: The changing role of the government, more active involvement in the welfare of its citizens and centralising poor relief. Similarity and Difference: A comparison between the respective local parish-based relief system, e.g., the effectiveness of outdoor vs indoor relief. Significance: How significant different factors, individuals or events are in driving change, e.g., Assessing what was the most significant pressure for change in 1832. Chronology: A clear understanding of the order of events that led to changes in the administration of public health provision, what changes took place and their impact. <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. 	<ul style="list-style-type: none"> Regular knowledge tests and low-stakes quizzes (carousel) to assess understanding of key terms and concepts. One timed Exam style essay on the Section C- breadth aspect of the paper- 20 marks, 45 minutes. Detailed feedback given then improvement of weakest essay submitted and marked. Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.
<p>Spring Term 2A</p>	<p><u>Intent</u> Why is this taught now?</p> <p>3.5 The Government, Self-help and Charity, 1847-80</p> <ul style="list-style-type: none"> Changing government control: Significance of the Andover workhouse scandal; the Poor Law Board; the impact of the Parliamentary Reform Act 1867 on poor law policy; the Local Government Board. The importance of charity and self-help in dealing with poverty: the Charity Organisation Society, Friendly Societies, trade unions and cooperatives. The role of individuals in developing and challenging the prevailing orthodoxy: Samuel Smiles, Henry Mayhew and Charles Dickens. 	<p>Key concepts:</p> <ul style="list-style-type: none"> Change and continuity: The changing role of the government, more active involvement in the welfare of its citizens and centralising poor relief alongside the increasing role of charities etc. Similarity and Difference: A comparison between the treatment of the poor under the Poor Law Board and the Local Government Board, catering for specialised care. Significance: How significant different factors, individuals or events are on the provision of poor relief, e.g., Assessing the importance that charities played in dealing with poverty. Chronology: A clear understanding of the order of events that led to changes to the Poor Law Commission, Poor Law Board and the Local Government Board. 	<ul style="list-style-type: none"> Regular knowledge tests and low-stakes quizzes (carousel) to assess understanding of key terms and concepts. Year 13 Mock examination- 1 paper per teacher- 1x Russia Source question, 1x Russia knowledge question, 1x Poverty knowledge (aspects in depth) questions- 60 marks, 135 minutes. Detailed feedback given then improvement of weakest essay submitted and marked. Research and independent learning using books and articles to assess

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	<p>3.6 Social and Welfare reforms: pressure and action, 1880-1914</p> <ul style="list-style-type: none"> Pressures for reform: The work of Charles Booth, Seebohm Rowntree and the Fabian Society; the impact of Boer War recruitment statistics; the work of the Government Inter-Departmental Committee; the debate over national efficiency. The significance of the Royal Commission on the Poor Laws, 1905-09 and of the majority and minority reports; the establishment of principles of welfare reform. The impact of the Liberal government's reforms: Old age pensions and National Insurance; the Trade Boards Act 1909 and the Labour Exchanges Act 1909. 	<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. 	<p>comprehension of issues and broaden knowledge.</p>
<p>Spring Term 2B</p>	<p><u>Intent</u> Why is this taught now?</p> <p>Depression and the dole: poverty in the inter-war years, 1920-39</p> <ul style="list-style-type: none"> The problem of poverty in the 1920s and 30s: The impact of the decline of heavy industry; the impact of the Wall Street Crash and the Depression. The impact of the Jarrow March and hunger marches; the role of Ellen Wilkinson. Government measures in the 1930s including the impact of the Means Test and the 'Dole'; the Special Areas Act 1934 and Unemployment Act 1934. <p>Russia in Revolution, 1894-1924 and Poverty, Public Health and the State exam revision.</p> <ul style="list-style-type: none"> Approach to Section A Source question (Russia) Approach to Section B knowledge question (Russia) Approach to Section A Source question (Poverty) Approach to Section B knowledge question (Poverty) Approach to Section C breadth knowledge question (Poverty) 	<p>Key concepts:</p> <ul style="list-style-type: none"> Change and continuity: What about the contextual situation in the 1920s drove change, and what remained similar in the governments approach to dealing with poverty. Similarity and Difference: A comparison between the treatment of the poor and the administration of poor relief between the respective chapters. Significance: How significant different factors, individuals or events are on the provision of poor relief, e.g., Assessing the role of the Jarrow March and Hunger Marches in changing the governments approach to poverty. Chronology: A clear understanding of the order of events that led to government measures in the 1930s. <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. 	<ul style="list-style-type: none"> Regular knowledge tests and low-stakes quizzes (carousel) to assess understanding of key terms and concepts. Year 13 Poverty source examination- 1 paper per teacher- 1x Poverty source- 20 marks, 45 minutes. Detailed feedback given then improvement of weakest essay submitted and marked. Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.

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Summer Term 3A	<u>Intent</u> Why is this taught now?	Skills: <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. 	<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.
	Russia in Revolution, 1894-1924 and Poverty, Public Health and the State exam revision. <ul style="list-style-type: none"> • Approach to Section A Source question (Russia) • Approach to Section B knowledge question (Russia) • Approach to Section A Source question (Poverty) • Approach to Section B knowledge question (Poverty) • Approach to Section C breadth knowledge question (Poverty) 		