

Year 10 History

The Year 10 History curriculum prepares students for the GCSE History course. The AQA specification for paper 2 includes a study of change over time, in which we study Health and the Nation 1000-present day and a study in depth, Elizabeth 1568-1603. These topics are the British elements of the specification and will build on work done previously in Key Stage 3.

The first half of the year is devoted to Health and the Nation (medicine) and students follow the topic in a broadly chronological manner, studying first the different aspects of Medieval and Renaissance medicine and then looking at causes and cures and surgery and public health in the 19th and 20th centuries. Students have to build on their contextual understanding of world history taught at Key Stage 3 to master the specific knowledge of the medical advances. They also have to understand the reasons for change and how factors have also hindered progress. The students continue to develop their historical skills and practise exam questions. There is also the opportunity for students to visit the Thackray Medical Museum in Leeds.

In the second half of the year, the students will study the reign of Elizabeth I 1568-1603. Initially this will involve some context of life in Tudor England and the role of monarchy and then the students will specifically focus on the Elizabethan court, the structure of government and the potential problems this led to such as the Essex rebellion. The focus is then on the religious challenges faced by Elizabeth both from the Puritans and Catholics and the threat from abroad with the Pope's ex-communication of Elizabeth in 1570, Mary Queen of Scots and the Spanish Armada. Students will also look at whether Elizabethan England can be considered to be a 'Golden Age' by studying the theatre, houses as well as the issues of poverty. Every year, the exam board specifies a specialist topic for the students to study in detail and this will be the basis of the 16 mark question. They have to explain the context and significance of the building and for 2022 it will be Burghley's Almshouses. The students will develop their historical skills and practise exam questions.

| Methods of deepening and securing knowledge: | |
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| Spaced practice | Spaced practice is used in the Medicine topic by thinking about the key factors such as war, government and individuals to explain why progress happened at different rates at different times. Recurring links are made between the key topics in Medicine such as cause and cure and surgery and public health as well as in the Elizabeth unit with religion and the issues of poverty being considered several times. |
| Retrieval practice | Retrieval practice is evident through starter activities in which students use prior learning to complete a low stakes quiz, identify individuals and the importance of their work or offer their opinion on a topic. An image or cartoon is often used to aid students' retrieval of information. Reflective plenaries often link to prior learning as well as to current learning therefore checking students' knowledge and understanding. |
| Elaboration | Students are regularly encouraged to elaborate on a written or picture source using their own knowledge to help them assess how useful the source is to an historian. They verbally and in written form expand on their ideas and justify their opinions and these are often shared with the whole class. |
| Concrete examples | Concrete examples are used with assessment work or longer pieces of written work as students can see how to structure their ideas and include precise examples and explanation to improve their marks. |
| Dual coding | Dual coding is a strategy that students use to aid revision with use of highlighting and symbols etc. |

| | Autumn term 1 | Autumn term 2 | Spring term 1 | Spring term 2 | Summer term 1 | Summer term 2 |
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| Topic(s) | Medicine through time <ul style="list-style-type: none"> - Medieval medicine - Introduction - Causes and cures - Medieval hospitals - Medieval surgery - Public health - Black Death - Renaissance medicine - Renaissance and Vesalius - Pare - Harvey - Treatments for people - Plague - Hospitals - John Hunter - Edward Jenner | Medicine through time <ul style="list-style-type: none"> - Causes and cures (19th and 20th century) - Impact of industrialisation - Pasteur and germ theory - Robert Koch - Development of germ theory: vaccinations - Ehrlich - Penicillin - 20th century problems - Surgery (19th and 20th century) - Anaesthetics - Lister and antiseptics - Florence Nightingale and hospitals - World War I surgery - World War 2 surgery | Medicine through time <ul style="list-style-type: none"> - Public Health (19th and 20th century) - Problem of public health and Cholera - Chadwick and 1848 Public Health Act - John Snow - Great Stink and 1875 Public Health Act - Liberal welfare reforms - Impact of World War I and World War 2 - Welfare state - Problems in 21st century - Revision work | Elizabethans <ul style="list-style-type: none"> - Introduction to Elizabeth and Elizabethan England - Elizabeth and her court - Problems faced by Elizabeth in 1558 - Elizabeth's court - Potential suitors - Parliament | Elizabethans <ul style="list-style-type: none"> - Religious problems - Catholics and Protestants - Religious settlements 1559 - Problems with Catholics - Catholic plots - Mary Queen of Scots - Relations with Spain - Spanish Armada - Puritans | Elizabethans <ul style="list-style-type: none"> - Golden Age of Elizabeth? - Great Chain of Being - Theatres - Golden Age - Voyages of discovery - Poverty - Specific specialist topic - this varies every year but in 2022 is Burghley's Almshouses |
| Assessment | - Assessment: End-of-unit exam on medieval and | - 16 mark question on surgery | - 16 mark question on public health | - Assessment: Year 10 PPE | - Assessment: to be developed | - Assessment: to be developed |

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| | Renaissance medicine | | | | | |
| CEIAG (<i>Careers that are linked to that topic</i>) | <p>The skills learnt as part of the Year 10 course are highly valued and are transferable across a wide range of careers. Employers and universities greatly value GCSE History and the skills that students have to demonstrate such as source interpretation, being able to write a balanced argument and reaching substantiated conclusions.</p> <p>Specific careers that students have pursued in recent years after studying GCSE History include: law (solicitor and barrister), medicine, museum work, archaeology, work in the heritage sector, teaching, journalism.</p> | | | | | |

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| Independent Learning: |
| <p>Independent learning is a vital aspect of the Year 10 curriculum, with students expected to complete regular tasks depending on the topic. These include:</p> <ul style="list-style-type: none"> - Regular practice questions to complete - Completing revision tasks - Revising for the end of topic assessments and the Year 10 exam in the Spring term |