

Long-term planning

History - Year 10

Year 10 Themes	Paper 1: Medicine Through Time, 1250-Present Day (Thematic Study) Medieval, Renaissance and Industrial	Paper 1: Medicine Through Time, 1250-Present Day (Thematic Study) Modern, Historic Environment	Paper 3: Weimar and Nazi Germany 1918-1939: Weimar Republic and Hitler's Rise to Power	Paper 3: Weimar and Nazi Germany 1918-1939: Nazi Control and Dictatorship, Life in Nazi Germany
<p>Paper 1: Students will develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme</p> <p>Paper 3: The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or</p>	Students will know that			
	<p>Medieval (c1250–c1500): Medicine was dominated by the Church, which preserved Galen's ideas and promoted religious explanations for disease. Treatments were based on the Four Humours, bloodletting, purging, herbal remedies, and prayer. The Black Death of 1348 shows how people combined supernatural, religious, and practical responses to illness.</p> <p>Renaissance (c1500–c1700): The Reformation reduced Church influence, and scientific experimentation began with figures like William Harvey and Thomas Sydenham. The printing press and Royal Society helped spread new knowledge, though old ideas such as miasma and humours persisted. The Great Plague of 1665 reveals both continuity and limited change compared with the Black Death.</p> <p>Industrial/19th Century (c1700–c1900): Scientific breakthroughs such as Pasteur's Germ Theory and Koch's work on microbes transformed understanding of disease. Jenner's vaccination, Snow's cholera study, and improvements in surgery, nursing, and hospitals marked progress. Public health reforms and government action reflected growing concern for living conditions and disease prevention.</p>	<p>Modern (1900-Present): Medicine changed dramatically with the development of magic bullets, antibiotics, mass vaccinations, and government public health campaigns. The creation of the NHS in 1948 gave everyone access to healthcare, supported by lifestyle campaigns and advances in science and technology. Case studies such as Fleming, Florey and Chain (penicillin) and the fight against lung cancer show the role of science, government, and high-tech treatment.</p> <p>Western Front (Historic Environment): The trench environment created new health problems, including trench foot, trench fever, and gas injuries, alongside devastating wounds from rifles, shells, and shrapnel. Medical responses included the Thomas splint, x-rays, blood transfusions, and the establishment of Britain's first blood bank. The chain of evacuation, the work of the RAMC and nurses, and facilities like casualty clearing stations and the underground hospital at Arras were vital in treating the wounded.</p>	<p>Weimar Republic: Germany faced hardship and unrest in 1918–19, with the abdication of the Kaiser, the armistice, and the creation of the Weimar Republic under a new constitution. The Treaty of Versailles and its terms (e.g. War Guilt, reparations, military restrictions) created anger and opposition, fueling the 'stab in the back's myth and challenges from both Left and Right. After crisis years of political unrest, Ruhr occupation and hyperinflation (1919–23), Stresemann's leadership brought political, economic and cultural recovery during the 'Golden Years', including improvements in living standards, women's rights, and culture.</p> <p>Hitler's Rise to Power: The Nazi Party grew from its early beginnings (25 Point Programme, role of Hitler, SA) to a national movement by the 1920s. The Depression after 1929 created widespread unemployment and discontent, which the Nazis exploited through propaganda, promises, and Hitler's leadership. Political instability, backroom deals, and the weaknesses of Weimar democracy led to Hitler being appointed Chancellor in January 1933.</p>	<p>Nazi Control and Dictatorship: The Nazis consolidated power after 1933 through events such as the Reichstag Fire, Enabling Act, Night of the Long Knives, and Hitler becoming Führer. Control was maintained through propaganda, censorship, rallies, culture, the Gestapo, SS, concentration camps, and persecution of minority groups. Opposition existed but was limited, with youth groups, the Church, and individuals resisting in small numbers.</p> <p>Life in Nazi Germany: The Nazis shaped the lives of young people through education, curriculum changes, and youth organisations like the Hitler Youth and League of German Maidens. Women's roles were redefined around family, children, and the home, reinforced by propaganda and policies like marriage loans and medals for mothers. The economy was geared towards reducing unemployment and preparing for war, while persecution of Jews escalated, culminating in events like Kristallnacht (1938).</p>

historical situation and the interplay of different aspects within it. E.g. social, economic, political, cultural and military aspects	Students will know how to			
	<p>Explain the influence of religion, science, technology, and government on medicine.</p> <p>Compare continuity and change in causes, treatments, and prevention across time.</p> <p>Evaluate the role of individuals (e.g. Galen, Harvey, Sydenham, Jenner, Nightingale).</p> <p>Analyse case studies (Black Death, Great Plague, cholera, smallpox) as turning points.</p> <p>Use evidence to support well balanced arguments about progress and stagnation in medicine.</p>	<p>To explain the impact of science, technology, and government on modern medicine.</p> <p>To compare developments in prevention, treatment, and diagnosis with earlier eras.</p> <p>To use case studies to show the significance of individuals and organisations.</p> <p>Western Front:</p> <p>To describe the trench environment and its impact on illness and injury.</p> <p>To apply contextual knowledge to source analysis and judgement on Source Usefulness</p>	<p>To identify and explain key features of events, individuals, and developments using precise supporting knowledge</p> <p>To make inferences from Historical Sources to try to understand the period being studied</p> <p>To apply contextual knowledge to evaluate the accuracy and typicality of sources.</p> <p>To judge the reliability and usefulness of sources, considering provenance, purpose, and content.</p> <p>To analyse and evaluate different historical interpretations, considering the evidence and arguments that support them.</p> <p>To make supported judgements about significance, causation, and change over time.</p>	<p>To identify and explain key features of events, individuals, and developments using precise supporting knowledge.</p> <p>To apply contextual knowledge to evaluate the accuracy and typicality of sources.</p> <p>To judge the reliability and usefulness of sources, considering provenance, purpose, and content.</p> <p>To analyse and evaluate different historical interpretations, considering the evidence and arguments that support them.</p> <p>To make supported judgements about significance, causation, and change over time.</p>
	Vocabulary and the concepts they link to			
<p>Medieval: Church, Theory of Four Humours, Theory of Opposites, physician, apothecary, barber surgeon, herbal remedy, supernatural, astrology, bloodletting, purging, Black Death.</p> <p>Renaissance: Reformation, circulation of blood, Royal Society, printing press, miasma, Great Plague.</p> <p>Industrial/19th Century: Germ Theory, vaccination, cholera, anaesthetics, antiseptics, public health, Industrial Revolution.</p>	<p>Modern: Magic bullets, antibiotics, penicillin, NHS, vaccination, lung cancer, diagnosis, prevention, lifestyle campaigns, public health</p> <p>Historic Environment: Western Front, trenches, trench foot, trench fever, poison gas, RAMC, chain of evacuation, casualty clearing stations, Thomas splint, blood transfusion</p>	<p>Weimar Republic: Constitution, armistice, Treaty of Versailles, War Guilt, reparations, Ruhr occupation, hyperinflation, Spartacists, Freikorps, Kapp Putsch, Munich Putsch, Dawes Plan, Young Plan, Locarno Pact, League of Nations, 'Golden Years', cultural change, women's rights.</p> <p>Hitler's Rise to Power: Nazi Party, 25 Point Programme, SA, Mein Kampf, Great Depression, unemployment, propaganda, Reichstag elections, Chancellor.</p>	<p>Nazi Control and Dictatorship: Reichstag Fire, Enabling Act, Night of the Long Knives, Führer, Gestapo, SS, concentration camps, censorship, propaganda, rallies, persecution, Nuremberg Laws, opposition, Edelweiss Pirates, Swing Youth</p> <p>Life in Nazi Germany: Hitler Youth, League of German Maidens, indoctrination, curriculum, women's roles, Kinder/Küche/Kirche, marriage loans, Lebensborn, unemployment, autobahns, rearmament, Strength Through Joy (KdF), German Labour Front (DAF), persecution, Nuremberg Laws, Kristallnacht, anti-Semitism.</p>	
Assessment				

	<p>Medieval, Ren and Ind: Students complete a task using 10 key terms, essential knowledge, and chronology drawn from the Knowledge Organiser, followed by an exam-style question based on a technique modelled during the deliberate practice lesson.</p>	<p>Modern: Students complete a task using 10 key terms, essential knowledge, and chronology drawn from the Knowledge Organiser, followed by an exam-style question based on a technique modelled during the deliberate practice lesson.</p> <p>Western Front: Students complete a task using 10 key terms, essential knowledge, and chronology drawn from the Knowledge Organiser, followed by an exam-style question based on a technique for the Historic Environment during the deliberate practice lesson.</p>	<p>Students complete a task using 10 key terms, essential knowledge, and chronology drawn from the Knowledge Organiser, followed by an exam-style question based on a technique modelled during the deliberate practice lesson.</p>	<p>Students complete a task using 10 key terms, essential knowledge, and chronology drawn from the Knowledge Organiser, followed by an exam-style question based on a technique modelled during the deliberate practice lesson.</p>
Diversity & development of cultural capital				
<p>Lucy Worsley Investigates – The Black Death</p> <p>A Time Traveller’s Guide to Medieval England – Ian Mortimer</p>	<p>Operation Ouch (BBC IPlayer) - Goes Back in Time</p> <p>The Facemaker - Lindsey Fitzharris</p> <p>David Olusoga – Black and British</p>	<p>Hitler on Trial (Netflix Documentary)</p> <p>The Rest is History – Rise of the Nazis Podcast Series</p> <p>Jojo Rabbit (Movie)</p>	<p>Hitler on Trial (Netflix Documentary)</p> <p>The Rest is History – Rise of the Nazis Podcast Series</p> <p>Jojo Rabbit (Movie)</p>	
Cross-curricular opportunities and enrichment				
<p>Science - Link with KS4/KS4 Science as Medicine develops throughout the content</p>	<p>Science - Science - Link with KS4/KS4 Science as Medicine develops throughout the content</p> <p>English – War Poetry at KS3/4</p> <p>Yr 9 History Trip to WW1 Battlefields – visit to the battlefields of WW1 which will give students an insight into conditions soldiers thought in during WW1</p>	<p>English - Link with political speeches and analysing the tone/audience of a speech.</p> <p>Understanding the differences between different interpretations, and why people form them</p> <p>RE – Understand how language was used to justify the treatment of those considered ‘inferior’ to others</p>	<p>English - Link with political speeches and analysing the tone/audience of a speech.</p> <p>Understanding the differences between different interpretations, and why people form them</p> <p>RE – Understand how language was used to justify the treatment of those considered ‘inferior’ to others</p>	