

Subject:	History	Year 10	Ability All
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Term / Date(s)	Paper 1	Paper 3
Topic	Edexcel - Medicine in Britain c1250–present, and The British sector of the Western Front, 1914–18: injuries, treatment, and the trenches.	Edexcel - Weimar and Nazi Germany, 1918–39
Topic overview	An overview of the impact that improved knowledge, understanding and technology has had on medicine in Britain from 1250 onwards.	Students will learn how between the First and Second World Wars, a democratic Germany became a one-party dictatorship. Students will examine various political, economic, social, and cultural aspects of this change from a democratic to a one-party state.
Pupils will learn...	In the linked historic environment, students learn about the relationship between conditions on the Western Front and their impact on the nature of illness and the provision of medical care, within the broader context of developments in medicine in the early twentieth century.	
Components	<p>Students will explore medicine over four time periods (Medieval, Renaissance, Industrial and Modern) in order to see broad trends of medicine over time and to explore change and continuity.</p> <p>Students will study two main strands of medicine: 1) ideas about the cause of disease and illness 2) approaches to prevention and treatment. Key individuals and events within these strands are studied as a way of examining change and continuity and the factors influencing its development.</p> <p>Students will understand the key factors of individuals and institutions (Church and government); and science and technology and attitudes in society. This is so students develop an understanding of patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme.</p> <p>Students will develop their understanding through specific case studies within each time period. The case studies allow students the opportunity to understand how factors worked together to bring about particular developments at particular times and make detailed comparisons over time. The case studies are:</p> <ul style="list-style-type: none"> - Black Death - Great Plague - William Harvey - Edward Jenner - John Snow - Penicillin - Lung Cancer <p>In the linked historic environment, students learn about the relationship between conditions on the Western Front and their impact on the nature of illness and the provision of medical care through the use of contemporary sources. This allows students to explore the relationship between a place and historical events and developments.</p> <p>Students will develop their critical evaluation and interpretation of different types of historical source.</p>	<p>Students will first study the Weimar Republic between 1918-29 in order to establish the key context of Germany after WW1. Students should be aware of Weimar being a democratic society but facing early troubles, and the impact this had on people. This section includes:</p> <ul style="list-style-type: none"> - the origins of the Republic (the abdication, Weimar Constitution) - early challenges (Treaty of Versailles, ‘stab in the back’ challenges from the Left and Right, 1923) - recovery of the republic (Stresemann) - Changes in society (social, political, and cultural changes including changes to women) <p>Students will then progress to chart Hitler’s rise to power between 1919 and 1933. This involves some chronological overlap with the previous section on the Weimar Republic which allows students to place Hitler’s actions in the wider context. This section includes:</p> <ul style="list-style-type: none"> - Early development of the Nazi party (25 Point Programme, SA) - Munich Putsch and Lean Years - Growth in support for the Nazis (Great Depression) - Hitler becoming Chancellor of Germany <p>Students will then learn about how Hitler creates his dictatorship. They will draw on the context of the previous sections in order to explain how Hitler dismantled democracy and create a one party state. This section includes:</p> <ul style="list-style-type: none"> - Hitler becoming Fuhrer (Reichstag Fire, Enabling Act, Night of the Long Knives) - The police state - Propaganda and culture - Opposition to the Nazis <p>Finally, students will look at Life in Nazi Germany between 1933-39 in order to understand what it was like to live under a dictatorship and the social, economic, political, and cultural impact that Hitler had on people. This section includes:</p> <ul style="list-style-type: none"> - The impact on young people (education, Hitler Youth) - The impact on women - Employment and living standards - The persecution of minorities <p>Students will understand how and why the past has been interpreted in different ways, and the ability to assess the validity of these differing interpretations.</p> <p>Students will develop their critical evaluation and interpretation of different types of historical source.</p>

<p>What pupils should already know (prior learning components)</p>	<p>Students should have a knowledge of:</p> <ul style="list-style-type: none"> • Ancient World – Galen, Hippocrates, public health • Medieval period – key context including power of the Church and lack of education. • Renaissance period – ‘re-birth’ of Ancient models, scientific revolution including the development of studying anatomy and Royal Society, printing press, Reformation • Industrial period – key context including the increase in population, towns, and technology • Modern period – key context including the development of science and technology • A knowledge of WW1, the key events, trench warfare and the impact on soldiers. • Second order concepts of change and continuity • The methods of historical enquiry and how different types of historical sources are used. 	<p>Students should have a knowledge of:</p> <ul style="list-style-type: none"> • Different forms of government and political ideologies including monarchy, democracy, fascism, and communism • Consequences of the end of WW1 including the devastation of France, the bankruptcy of Germany, American post-war prosperity, and the key terms of the Treaty of Versailles • Rise of dictatorships in Europe during the 1920s and 1930s including Hitler in Germany, Mussolini in Italy, Lenin, and Stalin in Europe • The increasing persecution of Jews in Germany during the 1930s • The methods of historical enquiry and how different types of historical sources are used. • Understanding of how and why the past has been interpreted in different ways, and the ability to assess the validity of these differing interpretations.
<p>Transferrable knowledge (skills)</p>	<p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 Explain and analyse historical events and periods studied using second order historical concepts. (Change & continuity, similarity & difference, cause & consequence, significance)</p> <p>AO3 Analyse, evaluate, and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 Explain and analyse historical events and periods studied using second order historical concepts. (Change & continuity, similarity & difference, cause & consequence, significance)</p> <p>AO3 Analyse, evaluate, and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4 Analyse, evaluate, and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied</p>
<p>Key vocabulary pupil will know and learn</p>	<p>Students should understand chronological terms, such as medieval, Middle Ages, Renaissance, modern, and that, for example, ‘the 1500s’ is the sixteenth century and that ‘c1900’ means ‘around 1900’.</p> <p>Other key vocabulary includes cause, prevention, treatment, diagnosis, purging, bleeding, bloodletting, miasma, supernatural, dissection, anaesthetics, antisepsis, vaccination, cholera, laissez-faire, antibiotics.</p>	<p>Abdication, armistice, autobahn, communist, conformity, constitution, democracy, depression, Freikorps, Führer, hyperinflation, Kaiser, Left, Mein Kampf, persecution, putsch, rearmament, Reichstag, Rentenmark, reparations, republic, Right, trade union</p>
<p>Assessment activities</p>	<p>Section A Historic environment Question 1: students describe features. Question 2 (a): students assess the usefulness of two sources for a specified enquiry, making use of their knowledge of the historical context. Question 2 (b): students suggest a follow-up area of investigation for the specified enquiry.</p> <p>Section B Thematic study Question 3: this focuses on similarity or difference over time. Questions will cross sections and will normally span at least a century (and may span much longer periods). Question 4: this focuses on the process of change (e.g., why there was a rapid change/slow change/why change continued). Questions will normally span at least a century and may span much longer periods. Questions 5/6: requires a judgement and may focus any of the following: the nature or extent of change (similarity/difference or change/continuity); patterns of change (turning points, i.e., significance); the process of change (factors bringing it about, i.e., causation); or the impact of change (i.e., consequence). Questions will normally span at least two centuries and may span much longer periods.</p>	<p>Question 1: students make inferences from one source. Question 2: focuses on explanation of causation. Question 3(a): Students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context. Question 3(b): Students explain how the two interpretations differ. Question 3(c): Students suggest why the two interpretations differ. They may use the contemporary sources provided for Question 3(a) to help them answer this question. Question 3(d): It requires students to evaluate one interpretation, making use of the other interpretation and their knowledge of the historical context.</p>
<p>Resources available</p>	<p>All resources on Shared Area</p> <p>Edexcel website has:</p> <ul style="list-style-type: none"> - Specification - Topic booklet - Exam papers including mark schemes and examiners reports - Sample SOL 	<p>All resources on Shared Area</p> <p>Edexcel website has:</p> <ul style="list-style-type: none"> - Specification - Topic booklet - Exam papers including mark schemes and examiners reports - Sample SOL
<p>Notes Why this topic is important...</p>	<p>The Edexcel specification aims to:</p> <ul style="list-style-type: none"> - develop and extend students knowledge and understanding of specified key events, periods, and societies in local, British, and wider world history, and of the wide diversity of human experience - engage in historical enquiry to develop as independent learners and as critical and reflective thinkers - develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context - develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them - organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions. <p>The thematic study requires students to understand change and continuity across a long</p>	<p>The Edexcel specification aims to:</p> <ul style="list-style-type: none"> - develop and extend students’ knowledge and understanding of specified key events, periods, and societies in local, British, and wider world history, and of the wide diversity of human experience - engage in historical enquiry to develop as independent learners and as critical and reflective thinkers - develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context - develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them - organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions. <p>The depth study focuses on a substantial and coherent short time span and requires students</p>

<p>sweep of history, including the most significant characteristics of different ages from the medieval to modern periods. They include people, events and developments and reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history.</p> <p>The historic environment is linked to a thematic study and focuses on that site in its historical context. It examines the relationship between a place and historical events and developments.</p>	<p>to understand the complexity of a society or historical situation and the interplay of social, economic, cultural, and political factors within it.</p> <p>Students should develop an awareness that interpretations are based on evidence from their period of study. They should become aware of a range of evidence that can be used to reach conclusions. They will study examples of such evidence and consider ways in which it could give rise to and support different interpretations. They will become aware that differences based on conclusions drawn from evidence are legitimate and can be explained.</p>
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