

	HT1 (Week 1-7)	HT2 (Week 8-15)	HT3 (Week 16-21)	HT4 (Week 22-27)	HT5 (28-32)	HT6 (Week 33-39)
<p>Year 10</p> <p>2 x 100 lessons per week</p>	<p>Medicine through time</p> <p>Literacy focus: Oracy - Class debate on the Theory of the 4 Humours</p> <p>Assessment/subject key piece:</p> <p>Explain why medical knowledge did not improve during the Medieval period</p>	<p>Medicine through time</p> <p>Literacy focus: Reading - Read key findings and research of Renaissance individuals</p> <p>Assessment/subject key piece:</p> <p>Explain one difference between Medieval and Renaissance understanding towards anatomy</p>	<p>Medicine through time /Western Front</p> <p>Literacy focus: Oracy - Class debate on the most important reasons why medicine improved across time</p> <p>Assessment/subject key piece:</p> <p>'The greatest development in treatment during the 20th century was Penicillin'. How far do you agree?</p>	<p>Weimar and Nazi Germany</p> <p>Literacy focus: Writing - Newspaper report on the terms and responses to the Treaty of Versailles</p> <p>Assessment/subject key piece:</p> <p>Give 2 inferences from source A about the Treaty of Versailles</p>	<p>Weimar and Nazi Germany</p> <p>Literacy focus: Writing - Write a letter explaining reasons why you oppose the Weimar constitution</p> <p>Assessment/subject key piece:</p> <p>Explain why the Munich Putsch failed in 1923</p>	<p>Weimar and Nazi Germany</p> <p>Literacy focus: Reading - Analysis of Nazi propaganda</p> <p>Assessment/subject key piece:</p> <p>How far do you agree with interpretation2 about the reasons for the successes of the Nazi Party</p>
<p>GCSE study in preparation for KS5</p>	<p>There are 3 History courses available in the local colleges that lead from the GCSE study of History:</p> <p>Ancient History</p> <p>Medieval History</p> <p>Modern History</p> <p>Whilst the topics studied on the GCSE course to not link directly to the post 16 offers, the historical skills of analysis, interpretation, judgement and evaluation are woven throughout these.</p>					
<p>SMSC</p>	<p>M – investigate moral and ethical issues</p> <p>S – Investigate moral viewpoints</p>			<p>S – explore beliefs and experiences</p> <p>M – recognition of right and wrong</p> <p>S – investigate moral issues</p> <p>C- Respect of diversity / governing systems</p>		

<p>British values</p>	<p>Individual liberty – looking at responsibility of individuals to seek improvement</p> <p>Tolerance – tolerance of religious vs non-religious approaches to medicine</p> <p>Respect- rights of equality for all to have access to world class health care</p>			<p>Rule of law – understanding of how laws to protect society can be used against society</p> <p>Democracy – understanding of democracy 1919-33 and how this changed to dictatorship post 1933</p> <p>Mutual respect – respect for individuals regardless of race, religion, sexuality or disability</p>		
<p>Purpose / Big picture</p>	<p>Students will understand and make links on the basis of modern medicine on Medieval and Ancient ideas</p>	<p>Students will link how society and views within society are influenced by varying factors</p>	<p>Students will link how modern medicines we use today were created as a result of World War One</p>	<p>Students will link to the different political and voting systems we have in the UK.</p>	<p>Students will understand the idea of international cooperation and the success of countries working diplomatically together</p>	<p>Students will link the idea of removal of rights to modern day societies and the negatives from this</p>
<p>Careers</p>	<p>Understanding of a range of career opportunities within medicine E.G Surgeon, GP, Researcher, Nurse and Anatomist</p>			<p>Understanding and development of legal skills – interpreting different sources and evidence and then using this to make valid and justified judgements.</p>		
<p>Enrichment</p>	<p>Once re-opened, possible cohort visit to Thackeray Medical Museum in Leeds</p> <p>Possible visit from Front Line Living History</p> <p>Research on Commonwealth War Graves</p> <p>World War One Cinema Film experience</p>			<p>Possible visit to Imperial War Museum North</p>		
<p>Key knowledge</p>	<p>-Students will study Medieval attitudes towards causes, treatment, prevention and surgery and the appropriate influencing factors. Students will understand the impact of Roman and Greek ideas.</p> <p>Students will understand and make links on the basis of</p>	<p>-Students will study the influence of the decline of the church during the renaissance and the impact of this on medicine and medical developments.</p> <p>-Students will identify change and continuity between the Medieval and renaissance periods.</p> <p>Students will link how society and views</p>	<p>-Students will study key developments in Industrial and Modern Day medicine and change and continuity over time.</p> <p>-Students will study the factors that have impacted change.</p> <p>-Students will study the Western Front in World War One and how the terrain, conditions and</p>	<p>-Students will study the early development of the Weimar Republic and its successes and failures. They will also study the early development of the Nazi party.</p> <p>Students will link to the different political and voting systems we have in the UK.</p>	<p>-Students will study the early development of the Weimar Republic and its successes and failures. They will also study the early development of the Nazi party and the successes of the Weimar Republic during the Lean Years.</p> <p>Students will understand the idea of international cooperation and the</p>	<p>-Students will study Hitler’s rise to power and he consolidates his role as leader of Germany.</p> <p>Students will link the idea of removal of rights to modern day societies and the negatives from this</p>

	modern medicine on Medieval and Ancient ideas	within society are influenced by varying factors	injuries led to medical advancements. Students will link how modern medicines we use today were created as a result of World War One		success of countries working diplomatically together	
Key skills	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</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 period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</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 period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</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 period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p>	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p>	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p>