

# History Department

## GCSE History

**The History Curriculum at Soar Valley aims to allow all students access to a range of experiences that will:**

- Inspire a curiosity about the past, a desire to learn more and to find enjoyment in doing so.
- Allow students to gain knowledge of the past so as to help them understand the present.
- Allow students to gain the skills necessary to study History and apply them as an Historian would.
- Allow students to master the subject for peak performance in the GCSE exams.

**It is the responsibility of the class teacher to ensure the following:**

- Plan and deliver the key topics outlined in the GCSE Specification.
- Plan appropriate activities to meet the learning objectives stated for each lesson on the SoL, this includes homework opportunities.
- Formatively assess throughout lessons and adapt teaching to meet the needs of all learners.
- Ensure that students receive summative assessment preparation and are given the opportunity to complete all of the assessments as directed in the SoL. (There is one for each question type that appears on each GCSE exam paper).
- Plan and deliver a SOAR (Specific Opportunities to Act and Reflect) lesson whereby students are given the opportunity to track their results, reflect on their assessment performance and make improvements with an appropriate SOAR activity.

### Programme of study and key learning

#### **YEAR 10**

##### **Elizabethan England c1568 – 1603**

This unit is split into three major foci:

- Elizabeth's Court & Parliament
- Troubles at home & abroad
- Life in Elizabethan Times

Our course addresses these through a broadly chronological approach, not as distinct themes, so as to build a picture of Elizabeth's overall reign.

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Elizabethan England c1568 - 1603	
Controlling the Country	<p>The first 6 lessons allow students to gain an understanding of:</p> <ul style="list-style-type: none"><li>• Who Elizabeth was &amp; the problems facing her when she became queen. What was England like in 1558?</li><li>• How did Elizabeth run the country – Her court, Privy Council &amp; Parliament?</li><li>• How was England controlled at a local level?</li></ul>
The Problem of Religion	<p>The second suite of lessons allow students to explore the threat posed by religious differences in England, and how Elizabeth solved these:</p> <ul style="list-style-type: none"><li>• Why was religion a problem in 1558, and how did Elizabeth attempt to solve this problem?</li><li>• What was the Catholic threat and why did Mary Queen of Scot pose such an issue?</li><li>• Who were the Puritans &amp; how did they threaten Elizabeth's authority?</li><li>• Which of the two was the greater threat?</li></ul>
Elizabethan Explorers & the Spanish Armada	<p>The third sequence of lessons follows this theme with the threat posed by the Spanish Armada, from its causes to reasons for its failure:</p> <ul style="list-style-type: none"><li>• Why were Elizabethan sailors exploring the globe?</li><li>• The causes of the Spanish Armada</li><li>• Why did the Armada fail?</li></ul>
The Golden Age?	<p>The final sequence looks at life in England with the development of the Theatre and lifestyles of the rich and poor, leading to the reasons for the introduction of the Elizabethan Poor Law:</p> <ul style="list-style-type: none"><li>• What was Entertainment like in 1558, how and why did theatres develop?</li><li>• What were the lifestyles of the rich and poor?</li><li>• What were the causes of poverty, how did attitudes to the poor change and how did Elizabethans try to tackle the problem of poverty?</li></ul>

## Britain: Health and the people, c1000 to the present day

This unit is split into four broad chronological periods:

- Medicine stands still (c1000 to c1500)
- The beginning of change (c1500 to c1750)
- A revolution in medicine (c1750 to c1900)
- Modern medicine (c1900 onwards)

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The course is also divided thematically around factors that brought about change. Within each chronological period students need to show an understanding of how the following caused (or hindered) change:

- War
- Technology
- Religion
- Communication
- Government
- Chance
- Individuals

Britain: Health and the people, c1000 to the present day	
Medicine stands still (c1000 to c1500)	<p>The first 11 lessons look at what medicine was like during the middle ages, including:</p> <ul style="list-style-type: none"><li>• The influence of Greek &amp; Roman medical ideas during the middle ages</li><li>• How healthy were people in the middle ages? Lifestyles &amp; public health</li><li>• Who would treat the sick and how would they be treated?</li><li>• The role of religion – Christianity &amp; Islam</li><li>• The Black Death</li></ul>
The beginning of change (c1500 to c1750)	<p>The next sequence charts how and why medical progress slowly started to take place during the Renaissance:</p> <ul style="list-style-type: none"><li>• What was the Renaissance and why did it affect medical thinking?</li><li>• Renaissance healers – Vesalius, Pare &amp; Harvey</li><li>• Ideas about the Great Plague</li><li>• John Hunter &amp; the impact of science</li></ul>
A revolution in medicine (c1750 to c1900)	<p>The third sequence looks at the medical breakthroughs that occur in the late C.18<sup>th</sup> and C.19<sup>th</sup>:</p> <ul style="list-style-type: none"><li>• Small pox, inoculation and the first Vaccine</li><li>• Industrialisation &amp; its impact on health</li><li>• The Public Health Acts</li><li>• Germ Theory and the discovery of true cause of disease</li><li>• Advances in surgery – anaesthetics &amp; antiseptics</li></ul>
Modern medicine (c1900 onwards)	<p>The final sequence looks at the development of medicine through the C.20<sup>th</sup> and beyond:</p> <ul style="list-style-type: none"><li>• Impact of the two world wars – surgery, public health &amp; penicillin</li><li>• Modern medical techniques – scanning, keyhole surgery, transplants and modern health initiatives.</li></ul>

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## Year 11

### Conflict and tension, 1894–1918

This unit is split into three chronological themes:

- What was the main cause of the war?
- Why was the war stuck in a stalemate for so long?
- Why did Germany surrender?

Conflict and tension, 1894–1918	
What was the main cause of the war?	<p>The first unit within the course exams the main reasons for the cause of the war:</p> <ul style="list-style-type: none"><li>• How powerful were the 6 main European countries by 1914?</li><li>• What was the Alliance system and why did it occur?</li><li>• How did imperial jealousy lead to hostility – the Moroccan Crises &amp; the Balkan Crisis?</li><li>• Rising nationalism &amp; the militarism – war plans, armies &amp; navies.</li><li>• Why did the war start – the assassination of Archduke Franz Ferdinand.</li></ul>
Why was the war stuck in a stalemate for so long?	<p>The next sequence looks at the failure of the war plans and the resulting establishment of trench warfare. Why trench warfare was such a difficult problem to solve:</p> <ul style="list-style-type: none"><li>• The failure of the Schlieffen Plan</li><li>• Trench Warfare – why did it occur and why was it such a problem</li><li>• Key battles of the war – Gallipoli, Verdun, The Somme &amp; Passchendaele</li><li>• The war at sea</li><li>• Other fronts</li></ul>
Why did Germany surrender?	<p>The final sequence looks at the innovations and changes in the balance of power that tipped the scales against Germany:</p> <ul style="list-style-type: none"><li>• Why did Russia leave the war?</li><li>• Why did America declare war on Germany?</li><li>• The impact of new tactics and technology</li><li>• The impact of the British Naval blockade</li><li>• The Ludendorff Offensive &amp; the Allied counter attack</li></ul>

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## Germany, 1890–1945: Democracy and dictatorship

This unit is also split into three chronological themes:

- Germany and the growth of democracy
- Germany and the Depression
- The experiences of Germans under the Nazis

Conflict and tension, 1894–1918	
Germany and the growth of democracy	<p>The first unit within the course exams allows students to see how Germany went from being ruled by a king, to having a democracy:</p> <ul style="list-style-type: none"><li>• Who was the Kaiser and what was Germany like in the late C.19<sup>th</sup>?</li><li>• How was Germany governed?</li><li>• Problems of government &amp; the growth of socialism</li><li>• The impact of the first world war &amp; the establishment of Weimar democracy</li><li>• The treaty of Versailles</li><li>• Threats to the new democracy 1919-23</li><li>• The “golden years” 1924-29 &amp; Weimar culture</li></ul>
Germany & the depression	<p>The next sequence looks at the collapse of Weimar democracy and the rise of Hitler:</p> <ul style="list-style-type: none"><li>• The Wall Street Crash and the impact of the depression</li><li>• Nazi election tactics, the Reichstag Fire</li><li>• Why was Hitler offered the Chancellorship – the role of Von Papen, Von Schleicher &amp; Hindenburg</li><li>• The Enabling Act</li><li>• Hitler’s consolidation of power – banning of trade unions &amp; the night of the Long Knives.</li></ul>
The experiences of Germans under the Nazis	<p>The final sequence looks at the life of ordinary Germans under the Nazi dictatorship 1933-1945:</p> <ul style="list-style-type: none"><li>• How did Hitler tackle the unemployment problem?</li><li>• What was life like for women in Nazi Germany?</li><li>• Nazi policies &amp; practices towards the young</li><li>• Church &amp; State – religion in Nazi Germany</li><li>• The treatment of minorities over time – legislation to holocaust</li><li>• The use &amp; impact of propaganda</li><li>• The police state – the SS &amp; Gestapo</li><li>• Opposition to the Nazi regime</li></ul>