

Long Term Plan GCSE History

Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	(AD) America: 1920-1973 Opportunity and inequality	(AD) America: 1920-1973 Opportunity and inequality	(AD) America: 1920-1973 Opportunity and inequality/conflict and tension	(BC) Conflict and tension between East and West	(BC) Conflict and tension between East and West	(BC) Conflict and tension between East and West/Health and the people
Skills, Knowledge and Learning	<p>Pupils will take a look at the social, economic, political and cultural changes that were occurring in America. There are two parts to this module that will be covered in Autumn 1. Part 1 Boom, part 2 bust. Pupils will be looking at the year 1920-1973 to learn a chronological timeline of key events that happened in each decade such as Roaring twenties, gangs, New Deal and the feminist movement. Pupils will be able to identify key aspects of these events and explain their significance. Key skills learnt within this module will enquire about the change and continuity of the decades and how this impacted the different eras. Pupils will be using a number of visual and written sources to link information learnt to primary sources. Pupils will then be able to</p>	<p>Pupils will then finish part 2 looking at the impact of WW2 in terms of America's economic recovery. Finally, pupils will finish this module of study by learning about Post War America (Part 3). This will engage students on issues such as popular culture, McCarthyism, and consumerism. This will provide relevant information for students to make inferences of this America compared to 1920's America. Pupils will then have a chance to engage with the Civil Rights movements and familiarise themselves with key individuals. Finally, pupils will study the 'Great Society' looking at President Kennedy and Johnson- looking at their policies and deciding why each president made such decisions and to what extent they were helpful. Pupils will have looked at causation of these events and the overall impacts of these.</p>	<p>Pupils at the end of this module will have built on their knowledge of America and how it changed over the decades. Pupils will have consolidated their learning to be able to account, describe and explain key events that have occurred and how they impacted American society.</p> <p>Pupils will be able to place the short term and long term effects of these changes and how they have shaped the American nation.</p> <p>This term if pupils finish the America content, this will entail reviewing key material such as primary and secondary sources and will become more comfortable with exam questions such as 'Explain' 'Analyse' 'Impact' This will help pupils revisit information and apply relevant information to the questions.</p>	<p>This module will go over the events that caused tensions between east and west and in particular the USSR and USA. This will be undertaken in three parts.</p> <p>Part 1: Origins of the Cold War Pupils will be able to identify the different ideologies of Capitalism and Communism and why they are fundamentally different. Pupils will be able to understand these new key terms and provide examples of how they are used. Pupils will then move onto the end of the Second World War taking a look at the Yalta and Potsdam conferences and the ideas/wants of the Big Three. Then we will take a look at primary sources such as the Iron Curtain to determine the relationship between east and west. This shall be followed by exploring Eastern Expansion, Truman Doctrine, Marshall Plan, Comeon and Cominform to really determine how each</p>	<p>Part 2: Pupils at this part will focus on Asia and the impact that was had, including China's turn to communism, Korean War and Vietnam War. This is important as it builds upon learning around tensions around ideology. This gives pupils the chance to revisit iron curtain speech and identify similarities.</p> <p>Pupils will finish part 2 in this term looking at Military rivalries surrounding the arms race (Space Race). They will understand the successes and failures from both sides and identify why an arms race was forged. Pupils will be able to confidently use correct dates of these events and be able to describe these events in detail. Pupils will use primary sources to understand how the general population felt about progress within space and how government opinion may</p>	<p>Part 3: Pupils will study the final part of this module focussing on the Berlin Wall (causes and effects), Cuba and the hostilities surrounding it. Czechoslovakia (Prague Springs), and finally the easing of tensions. These are all events that caused a number of issues with East and West and pupils will be able to highlight why these events occurred and how they increased tensions further from the previous term. Pupils will be able look at how Communism had expanded across countries, and how control and power of the USSR had begun to dwindle in the latter half of the 20th century. Key skills from the module will be change and continuity as to the rise and fall of communism and causation of events. The main skill learnt shall be</p>

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	<p>apply these to exam style questions which will make them more confident learners and get more used to exam style questions and sustainable judgements. They will become more independent thinkers and start to think more critically about information presented.</p>	<p>Lessons will build upon previous learning by comparing changes within presidencies and how society had changed over the decades.</p> <p>Pupils will then practice the skills needed to answer exam style questions. Pupils will be equipped with the knowledge of the type of questions that are asked and the best strategies to answer them.</p>		<p>country felt about one another. Previous learning such as the Red Scare learnt in the America module will help pupils understand the interlinking timeline of the course. All of these events highlight the tensions beginning to bubble between the superpowers and pupils looking at these events will be able to identify the 'hot points' within the Cold War and challenge pupils to not only describe events but begin to explain its significance.</p>	<p>have differed. Pupils will be able to answer 'write an account' question which builds the skill of describing events in detail which would have been supported with prior learning.</p> <p>Finally, to complete this part pupils will study the 'Thaw' in which pupils will identify why countries were unhappy being communist and how relations had started to change during this period. Pupils will be able to identify key phrases and points within this part of the module, and will be able to build a tension timeline starting from the previous terms learning to track tensions between USA and USSR. This will give pupils a clear sense of tensions and key areas of disdain.</p>	<p>historical significance for pupils to decide overall how important tensions with these countries were and how this has impacted relations today.</p> <p>Pupils will be able to then use this knowledge to answer exam style questions to utilise their knowledge. Pupils will be able to answer questions such as 'explain' 'useful' which would have already been covered in America lessons. Therefore pupils can build on exam techniques previously used. Pupils will also learn new techniques such as 'write an account' and 'How far do you agree' statements.</p> <p>Pupils at the end of the module will be able to explain why the two ideologies could not co-operate and the long-term effects of this. Pupils will be able to place events within a chronological timeline that reflects the learning of the module.</p> <p>If lessons are completed before end of term, pupils to move onto health and the people.</p>
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AQA expectations	Pupils will learn about the social changes that occurred during this period, and how this affected the economy. This will allow pupils to identify key factors.	Pupils will understand the impact of WW2 and how this changed America. Pupil will continue with their social understanding of civil rights and the meaning behind the movements.	Pupils will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.	Learn about the superpowers and the individuals involved with aiding tensions within these countries.	Why the superpowers were in competition and to use the knowledge to explain the impacts of these event.	Identify causes and effects and how this impacted relationships between superpowers.
Suggested reading texts	<p>Daily Life in the United States, 1920-1940: How Americans Lived Through the "Roaring Twenties" and the Great Depression-David Keyvig</p> <p>America in the 1920s for Kids-Keith Goodman</p>	Red Scared!: America's Struggle Against the Comm- Michael Barson		<p>The Cold War: A very short introduction- Robert Mahon</p> <p>The Cold War- John Lewis Gaddis</p>		
Enrichment/ Experiences	Role plays on the stock market, create fashion based on the time.	McCarthyism role play. Trial of people accused of being communist. Useful to learning for pupils to understand why and how groups would feel at being accused.	Exam practice group work- pupils have a chance to engage with peers to support and aid in their understanding of answering questions.	Immersion room- Potential to highlight war and also to use to show the Iron Curtain speech so pupils get a real sense of the danger the West felt the East to be.	Flipchart- create a group timeline of information learnt so far within the module.	Pupils to create their own berlin wall graffiti piece to analyse why graffiti was added and what message the west was given to east berlin.
Curriculum End Point / Goal	By the end of the first year pupils will have the wider world knowledge of the exam covered. This will give pupils the breadth study of America and the Cold War. By the end of the academic year pupils will be able to recall key dates, individuals and events and be able to apply these to exam questions. In addition to this pupils will also be able to use sources both visual and written to apply their own knowledge in inferences.					

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Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	(AA) Britain Health and the people c.1000 to the present day.	(AA) Britain Health and the people c.1000 to the present day.	(BC)Elizabethan England 1558-1603	Elizabethan England 1558-1603	Revision	Revision up until exam.
Skills, Knowledge and Learning	<p>Pupils will be looking at how medicine changes over time within the British setting. As this is a breadth study pupils will go over a substantial number of years and this will be covered in four parts across the terms.</p> <p>Part 1: Medieval- taking a look at the natural and supernatural thoughts of the time to medicine. Pupils will take a look at Galen and Hippocrates thoughts on causes and cures to illness. This will look at why groups believed these theories and what beliefs at the time would lead to this. Key skills such as describing causes and cures in detail and explaining it within the perspective of the medieval mindset. This will be aided through visual aids and biographies of key individuals. We will then look at how Christianity and Islam impacted hospitals and cures. This will aid what beliefs</p>	<p>Part 3: The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies. A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery. Pupils will again in other areas compare individuals and how medicine has progressed. Pupils will highlight how previous individuals helped these groups to develop their theories further. Pupils will be able to decipher why people believe in certain theories and why groups of theorists were</p>	<p>Pupils will study (depth) the Elizabethan period within four parts.</p> <p>Part 1: Elizabeth's court and parliament. Pupils will look at Elizabeth as an individual within her early life and ascending the throne. Pupils will then look at key individuals within Elizabeth's parliament and court and how it ran. We will then discuss how difficult it was for her to maintain her power being a woman and what she did to solidify her position. Pupils will outline key parliamentary positions which will help pupils differentiate key individuals throughout the course. Key skills within this module will encourage pupils to think critically about Elizabeth and her court and why decisions were made to withhold power and why certain individuals are important to Elizabeth's court. This skill will be embedded into pupils due to individuals work completed in the Medicine</p>	<p>Part 3: Troubles at home and abroad. Pupils will look at several religious matters that plagued the reign of Elizabeth, such as excommunication. We will then see how Elizabeth responded to these matters. In particular Mary Queen of Scots. This is needed in order to start understanding the Spanish Armada and why this occurred. Pupils will have prior knowledge to religious influences from the medicine module and can use skills learnt in that module to aid historical significance of religions. Pupils will be able to define why this period in Elizabeth's reign was difficult and compare how her court ran previously to then this point in the course. Pupils will be able to define why turning points and key events</p>	<p>Pupils will recap all of the knowledge studied throughout the two years. This will involve a selection of revision methods:</p> <ul style="list-style-type: none"> • Quizzes • Past Papers • Model answers • Recap (whistlestop) • Group activities <p>Pupils will be able to apply learnt information to specific tasks and be able to analyse the importance of the information presented. Pupils will be able to define key moments within the modules studied and unpick its relevance to exam questions. Pupils will develop their usage of primary sources within questions and taking out relevant information and explaining to answer the question effectively.</p>	<p>Paper 1: Understanding the modern world.</p> <p>Paper 2: Shaping the nation</p>

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	<p>we have previously learnt about and how these are either utilised by religions or rejected. Finally for this part there will be a focus on public health in the Middle Ages, looking at the Black Death. This will focus on how it happened and what they thought were the causes/treatments and preventions. Pupils will revisit key themes studied throughout the term and with the aid of primary sources be able to explain the impact these events created and further explain beliefs and cures that were believed to help. Pupils will be able to successfully outline why these beliefs existed and discuss similarities and differences between medicine in medieval period and their own knowledge of modern medicine.</p> <p>Part 2: Pupils will then look at the impact of the Renaissance- The work of key individuals. Dealing with disease (differences) and the prevention of disease using individuals such as Edward Jenner, Vesalius, Harvey and Pare. Pupils will identify the similarities and differences between this</p>	<p>adamant to compete for success.</p> <p>Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts. Pupils will develop a timeline at this point in the course to maintain clear and concise vision of what has been taught so far. Pupils can then highlight areas of great change and begin to focus on key factors that are shown throughout the module such as key individuals, communication, war and how knowledge learnt can be applied to the skills of the exam and cross referencing.</p> <p>Part 4: Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic</p>	<p>module previously. Pupils will dissect the importance of the court and how this gained favourability within the nobility. Pupils will be able to assess cause and consequence of Elizabeth's early life and how this influenced her rule and decisions. Pupils will use a number of primary and secondary sources to explore this further and link learning to historical documents for interpretations work.</p> <p>Part two: Life in Elizabethan times A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre. The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem. English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh. Pupils will be able to highlight similarities and differences between the nobility and the poor within this period. Pupils will be able to answer 'enquiry' questions that allow pupils to understand</p>	<p>within this period and how this impacted Britain.</p> <p>Part 4: Historic environment (this changes every year) listed below are environments studied on Wenlock curriculum since joining AQA.</p> <p>2023: Sheffield Manor Lodge</p> <p>2024: The Americas and Drake's circumnavigation, 1577—1580</p> <p>2025: Hardwick Hall</p> <p>The following aspects of the site should be considered:</p> <ul style="list-style-type: none"> ● location ● function ● the structure ● people connected with the site eg the designer, originator and occupants ● design ● how the design reflects the culture, values, fashions of the people at the time ● how important events/developments from the depth study 	
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	<p>period and previous and areas that have developed. Pupils will be able to compare belief systems of these individuals to individuals previously learnt and look at the similarity and differences of these individuals. Pupils will be able to explain and explore these groups and explain the importance of these individuals as well as the limitations of their work.</p>	<p>resistance; alternative treatments. The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery. Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century. This part brings the module to a close and within this pupils will be able to link together all the threads learnt previously. Pupils will be able to locate key areas of similarity and difference and how far medicine has come in centuries studied. Pupils will be able to pinpoint key events and individuals that made huge contributions to development of medicine, but also elements that</p>	<p>events in more detail such as 'Why did the poor need help?' 'How did navigation help Elizabeth's reign?' These will allow pupils to delve further into information and be able to have the necessary skills to pick out key information to specific questions. Pupils will have access to group activities, sources, secondary information to understand how all of this material comes together to provide a whole perspective. Exam questions looked at within the module will discuss elements such as 'how convincing' 'explain' 'write an account' Pupils will be able to use interpretations presented to them to answer these questions and have the necessary skills to pick out relevant information from sources and use contextual knowledge from lessons to develop points.</p>	<p>are connected to the site. Historical enquiry- pupils to take learnt information from past months to develop and showcase how own knowledge can add to the requirement of the course. Pupils from previous modules have learnt key skills of unpicking primary sources and this is the main focus for the historical enquiry. Pupil will hone this skills to a particular case and be able to use contextual knowledge to develop their points further. Pupils will have clear knowledge of the case study and be able to apply this to the 16 mark question of the exam paper.</p>	
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		hindered progress and how this was overcome. Pupils will be looking at exam questions and begin to answer questions such as 'significance' 'explain two ways' 'has the role of..been the main factor' Pupils will develop their written skills to showcase knowledge as well as the exam techniques to answer the questions effectively.				
AQA expectations	<p>Students will study the importance of the following factors:</p> <ul style="list-style-type: none"> • war • superstition and religion • chance • government • communication • science and technology • the role of the individual in encouraging or inhibiting change. 	<p>This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short- and long-term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.</p>	<p>This option allows students to study a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social, and cultural standpoints, and arising contemporary and historical controversies.</p> <p>Importance of following factors: government, chance, communication, individuals. Pupils will have a wider understanding of source material and use a case study to develop knowledge further.</p>	<p>To understand the historical enquiry and to showcase skills learnt and apply them to the context of a case study. Pupils will know the case study confidently and effectively use this with their contextual knowledge.</p>	<p>Pupils will have the knowledge and skills to be able to apply them to the examination. Pupils to be able to make connections between modules and to be able to answer questions effectively within the time frame.</p>	<p>Pupils will have the knowledge and skills to be able to apply them to the examination. Pupils to be able to make connections between modules and to be able to answer questions effectively within the time frame.</p>

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Suggested reading	The face maker- Lindsey Fitzharris Medieval Bodies- Jack Hartnell		Elizabeth I: The people's queen. Elizabeth- David Starkey			
Enrichment/ Experiences	Brining in objects used at the time to be able to explore how medicine has changed.	Pupils to complete hot seat activities based on key individuals and the general public to consolidate learning further.	Immersion room- golden age show theatres to delve deeper into spacing and relevance of these changes.	Potential to visit the historical environment site (changes each year). Pupils do not need to go to complete exam but may help to visualise the importance of the buildings	Specialised revision sessions to meet the needs of the pupils and to complete gaps in knowledge.	Exams
Curriculum End Point / Goal	By the end of year 2, pupils will have a sound understanding and firm knowledge base of all content covered, being able to quickly pull facts/events that are relevant into discussions. Pupils will be able to use the second order concepts within history to securely analyse and explain events giving their own opinions and reasonings. Pupils will be able to develop their skills from year 1 in exam writing and be able to pull together their own knowledge and exam skills to successfully complete their GCSE History exams.					