



YEAR 10 LEARNING JOURNEY INFORMATION

HISTORY

Medieval and Renaissance Medicine, c.1250 –c.1700AD



Autumn Term 1

KNOWLEDGE: We will explore what people thought caused disease and illness in the Medieval and Renaissance periods. We will look at how they tried to prevent and treat disease and illness in the two time periods. We will investigate three case studies: the Black Death (1348-49), the Great Plague in London (1665), and William Harvey's discovery of how blood circulates around the body.

SKILL: We will focus on change and continuity over time, and significance. We will explore how ideas about disease and treatment developed between c.1250 AD and c.1700 AD, considering what changed, what stayed the same, and why it mattered.

The Weimar Republic, 1918-1929



Spring Term 2

KNOWLEDGE: We will explore the history of the Weimar Republic, 1918-29. We will look at how it was created and the political and economic challenges it faced in its early years, 1918-23. We will examine the recovery during the 'Golden Years,' 1924-29, and investigate how German society changed, including changes in the standard of living, the position of women, and cultural changes.

SKILL: We will focus on the historical skills of source analysis and interpretations. Students will learn to analyse and evaluate contemporary sources and historians' interpretations, and use them to make well-supported judgements. We will also explore why people, events, and developments are considered historically significant.

Industrial and Modern Medicine, c.1700AD-present

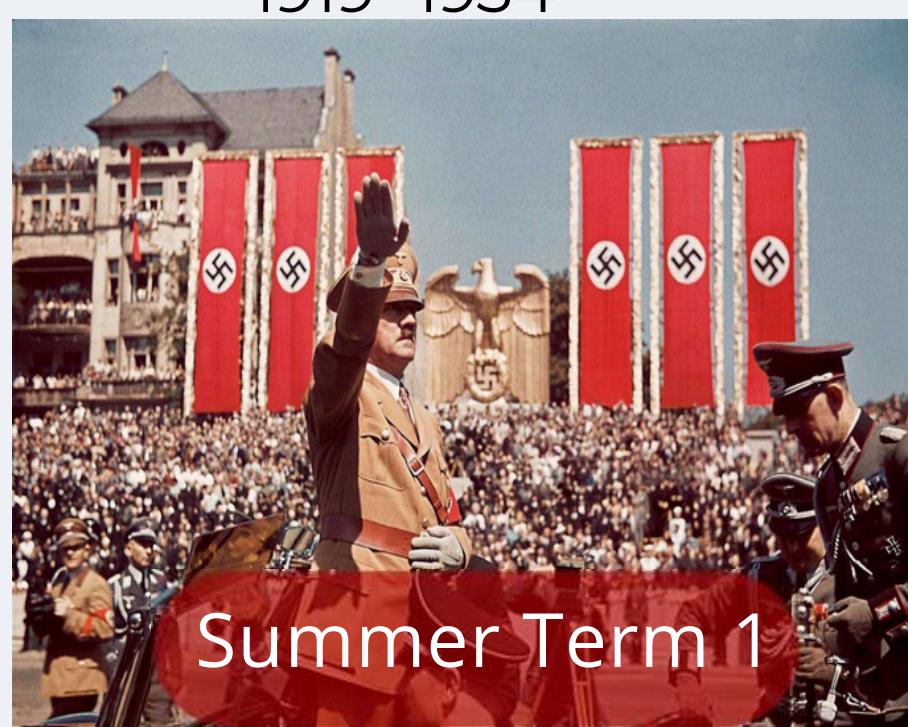


Autumn Term 2

KNOWLEDGE: We will explore what people thought caused disease and illness in the Industrial and Modern periods. We will look at how they tried to prevent and treat disease and illness in the two time periods. We will investigate four case studies: Jenner's development of vaccination, cholera in London (1854), the development of penicillin and the fight against lung cancer in the 21st century.

SKILL: We will focus on change and continuity over time, and significance. We will explore how ideas about disease and treatment developed between c.1700 AD and the present, considering what changed, what stayed the same, and why it mattered.

Hitler's Rise to Power and the creation of the Nazi dictatorship, 1919 -1934



Summer Term 1

KNOWLEDGE: We will explore the early development of the Nazi Party and examine the impact of the Munich Putsch and the party's recovery between 1923-28. We will investigate the growth in support for the Nazis, 1929-32, how Hitler became Chancellor in 1932-33, and the steps taken to establish the Nazi dictatorship between 1933-34.

SKILL: We will focus on the historical skills of source analysis and interpretations. Students will learn to analyse and evaluate contemporary sources and historians' interpretations, and use them to make well-supported judgements. We will also explore why people, events, and developments are considered historically significant.

The British sector of the Western Front, 1914-18



Spring Term 1

KNOWLEDGE: We will explore the context of the British sector of the Western Front. We will examine the conditions that required medical treatment on the Western Front and how medical care was provided. We will also investigate the significance of the Western Front for experiments in surgery and medicine, considering how these developments shaped medical practice during and after the war.

SKILL: We will focus on the historical skill of source analysis in our Historic Environment study. Students will learn how to examine and evaluate sources from the time, and use them to make clear, evidence-based judgements about the First World War.

Life in Nazi Germany, 1933-1939 AD



Summer Term 2

KNOWLEDGE: We will explore life in Nazi Germany, beginning with the creation of the police state and how the Nazis controlled and influenced attitudes. We will investigate opposition, resistance, and conformity under the regime, and examine Nazi policies towards women and young people. We will also explore employment, living standards, and the persecution of minorities.

SKILL: We will focus on the historical skills of source analysis and interpretations. Students will learn to analyse and evaluate contemporary sources and historians' interpretations, and use them to make well-supported judgements. We will also explore why people, events, and developments are considered historically significant.