

HISTORY KS4 CURRICULUM AND ASSESSMENT MILESTONES DOCUMENT

Year 10	Topic:	Core knowledge Milestones	Historical skills and concepts milestones:
Half term 1 & 2	Paper 1: Medicine in Britain, 1250- present	Medieval: -students will be able to give specific examples of Medieval beliefs about illness, treatments of illness and preventions - this will include supernatural examples (linked to God) and natural examples (e.g. miasma) -students will be able to give specific examples of the impact that the Christian Church had on medicine (e.g. control of education) -students will be able to clearly state why people were not allowed to challenge the work of Galen -students will be able to use the 1348 plague as a case study Renaissance: -students will be able to give specific examples of Renaissance beliefs about illness, treatments of illness and preventions (including supernatural and natural examples) -students will be able to identify, describe and explain the work of Thomas Sydenham, Andreas Vesalius and William Harvey and their impact on medicine -students will be able to use the 1665 plague as a case study Industrial England: -students will be able to give examples of increasing influence of the government during Industrial England -students will be able to give knowledge about core beliefs, treatments and preventions used in Industrial England (including the discovery of Germ Theory) -Students will have knowledge of how each of the following people impacted and improved medicine during Industrial England: Edward Jenner, Edwin Chadwick, Florence Nightingale, James Simpson, Joseph Lister, Robert Koch, Louis Pasteur and John Snow. Modern Medicine: -students will be able to give key developments in medicine from WW1 and WW2 in the modern period and link it to the development of the NHS -students will be able to give examples of beliefs, treatments and preventions from the modern period- with the specific case study of the anti- smoking campaign -students will have knowledge of how Flemming, Florey and Chain and Bevan and Beveridge made contributions to medicine -students will understand the role of the government within modern medicine.	-students should be able to identify areas of change and continuity for beliefs, treatments and preventions across the time periods -students should be able to make a judgement and explain their decisions -students will be able to apply knowledge of key themes to their work e.g. War Science and Technology Individual Genius Communication Luck Attitudes in Society -students should be able to assess the significance of different events and the impact of key people -students should be able to make a reasoned judgement to explain their answer to a question using multiple reasons/ pieces of core knowledge
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3	Paper 1: The British Sector of the Western Front, 1914- 18; injuries, treatments and the trenches	-students should understand what a trench was, why they were dug and how the trenches were designed. They should also be able to say what the Western Front was. -students should be able to give specific facts about four core areas of the Western Front- examples include: Somme- deadliest battle in British military history (60,000 injured or killed day 1) Ypres- waterlogged, Hill 60 Cambrai- first mass use of tanks as a battle strategy Arras- underground hospital with 700 beds -Students should have core knowledge about common illnesses and injuries in the trenches including: gun shot wounds, trench foot, trench fever, NYD.N, head wounds and infection. For each of these, they should also be able to state how the government tried to prevent this issue for soldiers. -students should know the evacuation route for injured soldiers (stretcher bearers, RAP, FADS, CCS and base hospital). They should also be able to state how this changed over time e.g. barges, trains and more motor ambulances. -students should have knowledge about the medical teams who worked on the Western Front, including RAMC, QAN and VAD's. -students should be able to give examples of how WW1 led to medical progress, including: Thomas Splint, treatment of gun shot wounds and head wounds, fighting infection, plastic surgery and blood transfusions and blood banks.	-students should be able to give core knowledge about each of the identified knowledge topics -students need to be able to apply their knowledge to sources -students need to be able to make a reasoned judgement about how useful sources are -students need to be able to look at the provenance (nature and origin) of a source to support utility -students need to apply own knowledge to support judgements of utility -students need to be able to suggest other sources and enquiries they would pursue to find out more about WW1 medicine -students need to be able to make a reasoned judgement

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4,5 & 6	Paper 2: Conflict in the Middle East, 1945- 95	To access the course students need overview/recap knowledge on: -why Jerusalem is important to Abrahamic faiths -anti semitism pre 1945 -lands of Palestine pre 1945 -origins of the Cold war Key Topic 1: the birth of the state of Israel and Palestine, 1945- 63. -students should know what the British mandate was and why it came to an end- including bombing of the King David Hotel, SS Exodus, Jewish insurgency and pressure from USA. -impact of the United Nations partition plan and the eventual official Resolution 181 -immediate violence in Palestine (withdrawal of Britain) -students should know the events of the Arab Israeli war- including consequences for both Israel and Palestine (e.g. IDF, 50% land and 700,000 refugees and the Right to return respectively). -students should know who Gamal Nasser was and his goals – independence (from Britain), prosperity and Arab pride. -students should know about Nasser supporting fedayeen raids on Israel (and the retaliation) -students should know about the Sevres Agreement (as a cause of the Suez crisis), the Suez Crisis event and two consequences of the Suez Crisis (e.g. blocked Suez Canal and British humiliation). Key topic 2: The escalating Conflict, 1964- 73 -students should know about the Cairo conference, and it's consequences (e.g. as a long term cause of the 6 day war and the Headwater diversion plan) -students should know at least two causes of the 6 day war, e.g. Cairo conference, actions of USSR and USA or the raid on Samu. -students should know what happened to the 6 day war and consequences of the war; including global rise in terrorism (PLFP plane hijacks and Munich Olympics) and the territorial consequences (e.g. Israeli occupation of 350% land up to the Suez canal) -students should know that Nasser died in 1970 and Anwar Sadat attempted peaceful strategies for 2 years -students should know that Israel kept the land and build defences -students should know about the events of the Yom Kippur war, and the consequences of (specifically the use of the Oil Weapon and the near miss for nuclear war) Key topic 3: Attempts at a Solution, 1974- 1995 -students should understand how the Oil crisis was a significant factor in a push for peace -students should know about Kissinger's Shuttle Strategy and the reopening of the Suez canal -students should be aware of international visits; notably Menachem Begin and Anwar Sadat visiting opposing countries in a push for peace -students should understand why Yasser Arafat and the PLO were now in Lebanon and were continuing to attack Israel- continued attacks and retaliation causing the War in Lebanon. -students should know consequences of the war in Lebanon e.g. global criticism of Israel. -students should be able to link ongoing hard military control of Palestinian land triggered the Intifada -students should be able to give examples of what happened during the intifada and at least two consequences of it -students should be able to state how Yasser Arafat's policy changes -students should be able to state how the end of the Cold war supports the peace process in the Middle east -students should be able to give specific details about the Oslo I (e.g. to be revisited in 5 years) and Oslo II peace agreements (e.g. controlled zones) and why these are positive agreements but do not lead to long standing peace (assassinations, continued violence from extremist groups and lack of Palestinian control over Palestinian land). -both officially accept the right for the other to exist	-students need to be able to successfully apply core knowledge to: -assess the beginning, middle and end of events and come to an end/conclusion -explain consequences for each decision made (consequences positive and negative) -students need to be able to explain the importance of an event in relation to another event -students need to be able to show an overarching knowledge of breadth of the time period enabling access to the exam questions

Year 11	Topic:	Core knowledge Milestones	Historical skills and concepts milestones:
	Paper 2: Early Elizabethan England, 1558- 88	Key topic 1: Queen, government and religion. -students need an understanding of Elizabethan society, including social hierarchy, expectations within hierarchy, importance of religion/role of the Church and ruling of the government (specifically the privy council). -students should understand the domestic problems faced by Elizabeth including: gender, religion, legitimacy, marriage and debt. Students should also know about the foreign problems including threats from Spain, France and Scotland. -students should know Puritans, Catholics and Protestants and their core beliefs e.g. who they want as the lead of the Church and the language of their services. -students should understand the Religious Settlement and what Elizabeth decided- and how this impacted the three religious groups. -students should be able to give specific examples of how Catholics and Puritans challenged the Religious settlement -Mary Queen of Scots arrival in England and the impact this had on Elizabeth (e.g. religious threat) Key topic 2: Challenges to Elizabeth at home and abroad, 1569-88 Students should have core knowledge about the threats at home- explicitly including the role MQS played within the threats -Revolt of the Northern Earls -Ridolfi Plot -Throckmorton Plot -Babington Plot -students should know about Francis Walsingham and his role as the spymaster, MQS trial for treason and eventual execution. -students should know reasons why Spain and England were rivals- including religious reasons, trade, piracy and power. -students should understand why Elizabeth decided to support Protestant rebellions in Spain, and why that led to the Treaty of Nonsuch (the unofficial start of the Spain- England war) -students should understand why Drake led the Raid of Cadiz and how it gave Elizabeth a year extra to prepare for the Spanish armada/invasion. -students should know at least three reasons why Elizabeth defeated the Spanish armada- including: tactics e.g. fireships, strong English leadership, weak Spanish leadership and weather. Key topic 3: Elizabethan society in the age of exploration, 1558- 88. Leisure: -students should have knowledge of Elizabethan leisure for rich and poor, including the theatre, inns/taverns, bear baiting, cock fighting, music, hunting and archery. Education: -students should have knowledge of Elizabethan education, including how this changed over time- including Dame schools, petty schools, education for the rich and universities. Poverty: students should have an understanding about why poverty increased during Elizabeth's reign – including the different viewpoints; deserving and idle poor- including population increase, inflation, changes in sheep farming and closure of the monasteries. Students should understand why Elizabethan's were worried about poverty and vagabonds. -students should know about the core laws introduced regarding poverty- including Vagabonds Act and the Act for the Relief of the Poor. Exploration: students should know why exploration increased during this time period, including: piracy/ money, trade, improved ship design and spreading Christianity. -importance of Drake and Raleigh's exploration voyages -attempts to colonise Virginia/Roanoke- they should have core knowledge about the first two attempts and why they failed- including the 'lost' colony at Roanoke.	-students should have good overall core knowledge to be able to give precise facts about each topic -students should be able to identify, describe and explain their answers -students should be able to make a reasoned judgement to explain their answer -students should be able to make comparisons of the importance of different factors in relation to a topic and use this to support their judgements -students should be able to show an awareness of the interlinked nature of the time period e.g. want for global power and trade, rise of piracy, war with Spain

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	Paper 3: Weimar and Nazi Germany, 1918- 39	Key topic 1: The Weimar Republic, 1918- 19 -students should be aware of Germany's end to WW1 including the abdication of the Kaiser, the Terms of the Treaty of Versailles and the Doctstoss theory -students should know about the establishment of the democratic Weimar Constitution (specifically including the right to vote and Article 48) -students should understand why the new government was not popular from the left and right wings of politics and how they were challenged, including: the Spartacist Uprising, the Kapp Putsch and the Freikorps -students should know about how late reparations payments led to France and Belgium invading the Ruhr- which led to strikes- which the government paid for but printing money triggered hyperinflation. Students should be able to give specific examples to show life in hyperinflation -students should know Stresemann and his role in boosting the German economy and political standing: American loans, Young Plan, Dawes plan and the Rentenmark and the Locarno Pact, Kellog- Briand Pact and the League of Nations respectively. -students should know about the Golden Age including life for women, leisure and the standard of living- including arguments for and against a Golden Age. Key topic 2: Hitler's Rise to Power, 1919- 33 -students should have key details about Hitler's early life (e.g. as a WW1 soldier) which led him to DAP meetings as an informer- they should then be able to include how and why he became a member of the DAP- and consequently the NSDAP - Students should know why Hitler attempted the Munich Putsch, what happened and the consequences- notably Hitler's decision to take power legally in the future and his publicity from the trial. -students should know how this led to the lean years and Hitler had to reorganise the Nazi party -students should know how after 1929 Hitler gained the support of the people including: the Wall Street Crash and economic depression, unemployment, propaganda, failure of Weimar government, fear of communism, role of SA, Hitler himself and electoral success. -students should understand the role played by Hindenburg and Von Papen in Hitler taking power and that he took power through democratic elections Key topic 3: Nazi Control and Dictatorship, 1933- 39 -students should know how Hitler established a (totalitarian) dictatorship- including the Reichstag fire, the Enabling Act, removal of opposition and then the Night of the Long Knives. -students should understand how Hitler created a police state, including: the SS, concentration camps, the Gestapo and the SD. This further includes the control of the legal system and the attempted control of the Christian Church. -students should know about the impact of propaganda- e.g. radio, film, posters, literature, music, sports (including the 1936 Olympics) and architecture. -students should be able to give examples of opposition including: the church, assassination attempts, Edelweiss Pirates, Swing Youth and Martin Niemöller. Key topic 4: Life in Nazi Germany, 1933- 39 -students should understand how Nazi policy effected women, including Nazi ideals, marriage and family, work and women concentration camps. Students should also know how Nazi ideals infiltrated into education and the Hitler Youth (specific examples for boys and girls). They should understand that all policies towards women and children benefitted the long term aims of Hitler and the Reich. -students should understand how Hitler tried to improve employment: Reich Labour Service, Job Creation Schemes, Rearmament and Invisible Unemployment. They should also be able to link this to the standard of living in Germany- including Strength Through Joy, Beauty of Labour, Volkswagen Scheme and food. Students should be able to include positive and negative examples of each of these to balance their knowledge. -students should know key features of Nazi racial beliefs, including selective breeding and anti semitism. They should understand why each group were targeted including Jews, traveller community, disabled people and black people. -students should have specific knowledge of how the Jews were treated 1933- 39 showing progression in severity e.g. boycott of the Jewish shops, Nuremberg Laws and Kristallnacht.	<i>*this topic is taught chronologically not thematically</i> -students should be able to confidently infer information from sources and use the source to support their inference -students should be able to make a reasoned judgement about source utility, linked to provenance (nature and origin) and/or their own knowledge of the topic -students should be able to explain why or how events have taken place, supported by detailed core knowledge -students need to be able to make a reasoned judgement to support their answers -students need to be able to compare and form opinions on topics which supports their reasoned judgements -students need to be able to identify the viewpoints of different historians' interpretations on a topic- -students need to be able to give accurate reasons why Historians have different opinions on the same event -students need to be able to use knowledge to explain different interpretations -students need to be able to explain which interpretation they agree with, supported by additional knowledge