

YEAR 10 & 11 – EDEXCEL GCSE HISTORY 2022 - 24

The following outline of potential topics is prescriptive. Over the course of this year (2021-22), a curriculum map will be devised, which will include the learning objectives for each lesson and space out timings. This will be created by the Head of History, which will be dependent on timetabling and staffing for the new History GCSE at Henlow Academy.

YEAR 10 - Autumn Term & Spring 1 (2022-23)

| Key topic | Specification content |
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| <i>Introduction and overview to Medicine in Britain, c1250-present. How and why have ideas about the cause of disease and illness and approaches to prevention and treatment changed over time?</i> <i>Overview of key features in the development of medicine and how these were linked with the key features of society in Britain in the periods studied.</i> | |
| c1250–c1500: Medicine in medieval England <i>Brief overview of the period: medieval England. Continuity in ideas with the ancient world.</i> | |
| 1 Ideas about the cause of disease and illness in the Middle ages | Supernatural and religious explanations of the cause of disease. |
| | Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence of Hippocrates and Galen. |
| 2 Approaches to prevention and treatment | Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies. |
| | New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500. |

| Key topic | Specification content |
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| 3 Case study Review | Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread. <i>Summary of the influence of key factors on change and continuity in the years c1250–c1500.</i> |

c1500–c1700: The Medical Renaissance in England

Brief overview of the period: Britain 1500-1700. The 'Medical Renaissance'.

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| 1 Ideas about the cause of disease and illness | Continuity and change in explanations of the cause of disease and illness. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of ideas. |
| 2 Approaches to prevention and treatment | Continuity in approaches to prevention, treatment and care in the community and in hospitals. Change in care and treatment; improvements in medical training and the influence in England of the work of Vesalius. |
| 3 Case studies Review | Key individual: William Harvey and the discovery of the circulation of the blood. Dealing with the Great Plague in London (1665): approaches to treatment and attempts to prevent its spread. <i>How much changed in the 'medical renaissance' in understanding of the cause of disease and illness, and in approaches to prevention, treatment and care?</i> <i>How much changed in understanding of the cause of disease and illness, and in approaches to prevention, treatment and care c1250-1700?</i> <i>Summary of the influence of key factors on change and continuity in the years c1500-1700</i> |

c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain

Brief overview of the period: Britain 1700-1900.

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| 1 Ideas about the cause of disease and illness | Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes. |
| 2 Approaches to prevention and treatment | The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale. The impact of anaesthetics and antiseptics on surgery. New approaches to prevention: the development and use of vaccinations and the Public Health Act (1875). |
| 3 Case studies Review | Key individual: Jenner and the development of vaccination. Fighting Cholera in London (1854); attempts to prevent its spread; the significance of Snow and the Broad Street Pump. <i>How much did ideas about the causes of disease and illness change between 1700 and 1900?</i> <i>How much did ideas about approaches to prevention and treatment change between 1700 and 1900?</i> <i>How much changed in understanding of the cause of disease and illness, and in approaches to prevention, treatment and care c1250-1900?</i> <i>Summary of the influence of key factors on change and continuity in the years c1700-c1900</i> |
| c1900–present: Medicine in modern Britain <i>Brief overview of the period: Britain 1900 to present.</i> | |
| 1 Ideas about the cause of disease and illness | Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health. Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors. |
| 2 Approaches to prevention and treatment | The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals. New approaches to prevention: mass vaccinations and government lifestyle campaigns. |

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| <p>3 Case studies</p> <p>Review</p> | <p>Key Individuals: Fleming, Florey and Chain's development of penicillin.</p> <p>The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.</p> <p><i>How much have ideas about the causes of disease and illness changed between 1900 and the present?</i></p> <p><i>How much have ideas about approaches to prevention and treatment changed between 1900 the present?</i></p> <p><i>How much has changed in understanding of the cause of disease and illness, and in approaches to prevention, treatment and care c1250-present?</i></p> <p><i>Summary of the influence of key factors on change and continuity in the years c1900-present day</i></p> |
| <p>The British sector of the Western Front, 1914–18: injury, treatment and the trenches</p> | <p><i>Introduction to historic environment</i></p> <p>The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its construction and organisation, including frontline and support trenches. The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure.</p> <p><i>Types of source relevant to this option.</i></p> <p>Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks.</p> <p><i>Source utility</i></p> <p>The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras.</p> <p><i>Following up a source</i></p> |

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| | <p>The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.</p> <p><i>Source utility</i></p> <p>The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.</p> <p><i>Following up a source</i></p> <p><i>Review and assessment of Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injury, treatment and the trenches</i></p> |
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YEAR 10 - Spring 2 and Summer 1 (2023)

Specification content

Introduction and overview of Anglo-Saxon and Anglo-Norman England, 1060–1088.

Key topic 1.1 Anglo-Saxon society

- Monarchy and government. The power of the English monarchy. Earldoms, local government and the legal system.

The economy and social system. Towns and villages. The influence of the Church.

Key topic 1.2 The last years of Edward the Confessor and the succession crisis

The house of Godwin. Harold Godwinson's succession as Earl of Wessex. The power of the Godwins.

Specification content

Harold Godwinson's embassy to Normandy. The rising against Tostig and his exile. The death of Edward the Confessor.

Key topic 1.3 The rival claimants for the throne

The motives and claims of William of Normandy, Harald Hardrada and Edgar.

The Witan and the coronation and reign of Harold Godwinson.

Reasons for, and significance of, the outcome of the battles of Gate Fulford and Stamford Bridge.

Key topic 1.4 The Norman invasion

The Battle of Hastings.

Reasons for William's victory, including the leadership skills of Harold and William, Norman and English troops and tactics.

Key topic 2.1 Establishing control

The submission of the earls, 1066.

Rewarding followers and establishing control on the borderlands through the use of earls. The Marcher earldoms.

Reasons for the building of castles; their key features and importance.

Key topic 2.2 The causes and outcomes of Anglo-Saxon resistance, 1068–71

The revolt of Earls Edwin and Morcar in 1068.

Edgar the Aethling and the rebellions in the North (1069).

Hereward the Wake and rebellion at Ely (1070–71).

Specification content

Key topic 2.3 The legacy of resistance to 1087

The reasons for and features of Harrying of the North (1069–70). Its immediate and long-term impact, 1069–87.
Changes in landownership from Anglo-Saxon to Norman, 1066–87.
How William I maintained royal power.

Key topic 2.4 Revolt of the Earls, 1075

Reasons for and features of the revolt.
The defeat of the revolt and its effects.

Key topic 3.1 The feudal system and the Church

The feudal hierarchy. The role and importance of tenants-in-chief and knights. The nature of feudalism (landholding, homage, knight service, labour service); forfeiture.
The Church in England: its role in society and relationship to government, including the roles of Stigand and Lanfranc. The Normanisation and reform of the Church in the reign of William I.

The extent of change to Anglo-Saxon society and economy.

Key topic 3.2 Norman government

Changes to government after the Conquest. Centralised power and the limited use of earls under William I. The role of regents.
The office of sheriff and the demesne. Introduction and significance of the 'forest'.

Domesday Book and its significance for Norman government and finance.

Key topic 3.3 The Norman aristocracy

The culture and language of the Norman aristocracy.

Specification content

The career and significance of Bishop Odo.

Key topic 3.4 William I and his sons

Character and personality of William I and his relations with Robert. Robert and revolt in Normandy (1077–80).

William's death and the disputed succession. William Rufus and the defeat of Robert and Odo.

Review and assessment of Anglo-Saxon and Norman England, c1060–88.

YEAR 10 GOING INTO YEAR 11 - Summer 2 & Autumn 1 (2023-2024)

Specification content

Introduction. Background to and overview of Superpower relations and the Cold War, 1941–91

Key topic 1.1 Early tension between East and West

The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences.

The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.

The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.

Key topic 1.2 The development of the Cold War

The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947.

The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949).

Specification content

Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.

Key topic 1.3 The Cold War intensifies

The significance of the arms race. The formation of the Warsaw Pact.

Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response.

The international reaction to the Soviet invasion of Hungary.

Key topics 2.1-2.3 Cold War crises, 1958-70 (Berlin, Cuba, Czechoslovakia)

The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959-61.

The construction of the Berlin Wall, 1961.

Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963.

Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident.

The events of the Cuban Missile Crisis.

The consequences of the Cuban Missile Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968).

Opposition in Czechoslovakia to Soviet control: the Prague Spring.

The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia.

The international reaction to Soviet measures in Czechoslovakia.

Key topic 3.1 Attempts to reduce tension between East and West

Détente in the 1970s, SALT 1, Helsinki, SALT 2.

The significance of Reagan and Gorbachev's changing attitudes.

Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty (1987).

Specification content

Key topic 3. 2 Flashpoints

The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts.
Reagan and the 'Second Cold War', the Strategic Defence Initiative.

Key topic 3.3 The collapse of Soviet control of Eastern Europe

The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe.
The significance of the fall of the Berlin Wall.
The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact.

Review and assessment of Superpower relations and the Cold War, 1941–91.

YEAR 11 Autumn 2 & Spring Term (Potentially Summer 1 with REVISION) (2023-2024)

Specification content

Introduction to and overview of the USA, 1954–75

Key topic 1.1 The position of black Americans in the early 1950s

Segregation, discrimination and voting rights in the Southern states.
The work of civil rights organisations, including the NAACP and CORE.

Specification content

Key topic 1.2 Progress in education

The key features of the Brown v. Topeka case (1954).

The immediate and long-term significance of the case.

The significance of the events at Little Rock High School (1957).

Making inferences from a source

Analysis of interpretations on desegregation in education

Key topic 1.3 The Montgomery Bus Boycott and its impact, 1955-60

Causes and events of the Montgomery Bus Boycott. The significance of Rosa Parks.

Reasons for the success and importance of the boycott. The Supreme Court ruling. The Civil Rights Act (1957).

The significance of the leadership of Martin Luther King. The setting up of the SCLC.

Key topic 1.4 Opposition to the civil rights movement

The Ku Klux Klan and violence, including the murder of Emmet Till in 1955.

Opposition to desegregation in the South. The setting up of White Citizens' Councils.

Congress and the 'Dixiecrats'.

Making inferences from a source

Key topic 2.1 Progress 1960-62

The significance of Greensboro and the sit-in movement.

The Freedom Riders. Ku Klux Klan violence and the Anniston bomb (1961).

The James Meredith case (1962).

Specification content

Key topic 2.2 Peaceful protests and their impact, 1963-65

King and the peace marches of 1963 in Birmingham, Alabama, and Washington. Freedom Summer and the Mississippi murders.

The roles of Presidents Kennedy and Johnson and the passage of the Civil Rights Act (1964).

Selma and the Voting Rights Act (1965).

Analysis of interpretations on the roles of Kennedy and Johnson

Key topic 2.3 Malcolm X and Black Power, 1963-70

Malcolm X, his beliefs, methods and involvement with the Black Muslims. His later change of attitude and assassination.

Reasons for the emergence of Black Power. The significance of Stokely Carmichael and the 1968 Mexico Olympics.

The methods and achievements of the Black Panther movement.

Source utility

Key topic 2.4 The civil rights movement, 1965-75

The riots of 1965-67 and the Kerner Report (1968).

King's campaign in the North. The assassination of Martin Luther King and its impact.

The extent of progress in civil rights by 1975.

Analysis of interpretations on the significance of Martin Luther King's leadership

Key topic 3.1 Reasons for US involvement in the conflict in Vietnam, 1954-63

The battle of Dien Bien Phu and the end of French rule in Vietnam.

Reasons for greater US involvement under Eisenhower, including the domino theory and weaknesses of the Diem government.

Making inferences from a source

Specification content

Greater involvement under Kennedy, including the overthrow of Diem and the Strategic Hamlet Program.

Evaluation of interpretations on the reasons for US involvement in the conflict in Vietnam

Key topic 3.2 Escalation of the conflict under Johnson

The increasing threat of the Vietcong.

The Gulf of Tonkin incident (1964) and increased US involvement in Vietnam.

Key topic 3.3 The nature of the conflict in Vietnam, 1964-68

The guerrilla tactics used by the Vietcong.

The methods used by the USA, including Search and Destroy, Operation Rolling Thunder and chemical weapons.

The key features and significance of the Tet Offensive, 1968.

Making inferences from a source

Key topic 3.4 Changes under Nixon, 1969-73

The key features of Vietnamisation. Reasons for its failure.

The Nixon Doctrine and the withdrawal of US troops.

Attacks on Cambodia (1970) and Laos (1971) and the bombing of North Vietnam (1972).

Key topic 4.1 Opposition to the war

Reasons for the growth of opposition, including the student movement, TV and media coverage of the war and the draft system.

Public reaction to the My Lai Massacre (1968). The trial of Lt. Calley.

Specification content

The Kent State University shootings (1970).

Making inferences from a source

Key topic 4.2 Support for the war

Reasons for support for the war, including the fear of communism.

The 'hard hats' and the 'silent majority'.

Evaluation of interpretations on opposition and support for the war

Key topic 4.3 The peace process and the end of the war

Reasons for, and features of, the peace negotiations (1972–73).

The significance of the Paris Peace Agreement (1973).

Source utility

The economic and human costs of the war for the USA.

Analysis of interpretations about the economic and human costs of the war for the USA

Key topic 4.4 Reasons for the failure of the USA in Vietnam

The strengths of North Vietnam, including the significance of Russian and Chinese support, Vietcong tactics and the Ho Chi Minh Trail.

The weaknesses of the US armed forces. The failure of US tactics.

The impact of opposition to the war in the USA.

Source utility

Evaluation of interpretations about the failure of the USA in Vietnam

Review and assessment of the USA, 1954-75: conflict at home and abroad

OUTLINE OF THE COURSE

Paper 1 – Medicine Through Time, c.1250-Present (Thematic Study)

- 30% of the overall GCSE
- 1 exam consisting of 5 questions lasting 1 hour and 15 minutes
- Section A of the paper are three source-based questions on Medicine on the British Sector of the Western Front (1914-18). These questions will test the core concept of source analysis, specifically provenance and content of sources.
- Section B of the paper consists of three questions testing the core concepts of change, continuity, cause, consequence, similarity & difference.
- Assessment Objectives (AOs) met – **AO1** (knowledge & understanding), **AO2** (explanation), **AO3** (source analysis)
- The focus of the question types in the assessment of the Thematic study:
 - Describe two features of... (4 marks)
 - How useful is source... for an enquiry into... (8 marks)
 - Study source... How could you follow source... to find out more about... (4 marks)
 - Explain one way in which... was similar/different in... compared to... (4 marks)
 - Explain why... (12 marks)
 - '[statement]' How far do you agree? Explain your answer. (Any second-order concept.) (16 + SPaG marks).

Paper 2 – Anglo-Saxon and Anglo-Norman England, 1060–1088 (British Study) & Superpower Relations and the Cold War, 1941-1991 (Period Study).

- 40% of the overall GCSE.

- 1 exam paper split into two sections lasting 1 hour 45 minutes.
- Section A of the paper will contain three questions on Superpower Relations and the Cold War. These questions will test core concepts of cause and consequence, with an added question on writing a narrative account.
- The focus of the question types in the assessment of the Period study:
 - Explain two consequences of... (8 marks)
 - Write a narrative account analysing... (8 marks)
 - Explain the importance of x for y... (8x2 marks = 16 marks)
- Section B of the paper will contain three questions on Anglo-Saxon and Anglo-Norman England. These questions will test the same core concepts of cause & consequence; change & continuity; similarity & difference.
- The focus of the question types in the assessment of the British depth study:
 - Describe two features of... (4 marks)
 - Explain why... (12 marks)
 - '[statement]' How far do you agree? Explain your answer. (Any second-order concept.) (16 marks)

Paper 3 - The USA, 1954–75: conflict at home and abroad (Modern Depth Study)

- 30% of the overall GCSE.
- 1 exam paper split into two sections lasting 1 hour 20 minutes.
- Section A of the paper will contain 2 questions that address AO1, AO2 & AO3.
- The variety of question types in the assessment of the Modern depth study (Section A), which targets three Assessment objectives:
 - Give two things you can infer from Source A about... (AO3) (4 marks)
 - Explain why... (AO1/2) (12 marks)

- The variety of question types in the assessment of the Modern depth study (Section A), which targets all four Assessment objectives:
 - How useful are Sources B and C for an enquiry into ... (AO3) (8 marks)
 - What is the main difference between [Interpretation 1 and Interpretation 2] (AO4) (4 marks)
 - Suggest one reason why Interpretations 1 and 2 give different views about ... (AO4) (4 marks)
 - How far do you agree with Interpretation 2 about... (AO4) (16+4 SPaG marks)

Intent, Implement, Impact:

INTENT: In year 10, the students who opt to take History GCSE will start off by learning about Medicine in Britain since the year 1250. They will learn about the conditions of medicine (causes, treatment & prevention, and care of the sick) in four distinctive time periods (Medieval, Renaissance, Industrial, and Modern). They will learn about how medicine was understood and practiced throughout each time period, and will be able to draw comparisons with each time period to gain a greater understanding of how the present has been impacted by medical developments over a long period of human existence. The students will also learn about medical developments in the First World War, which will provide a great insight into how medical professionals adapt their skills in stressful situations.

Towards the end of year 10, the students will learn about Anglo-Saxon & Norman England between the years 1066 and 1087. This is, arguably, one of the most transformative moments in England's history, and is part of the British depth study section of paper 2. They will learn about how Anglo-Saxon society was completely uprooted after the Norman Conquest of 1066, and how the English people were forced to adapt to Norman changes. They will also gain an understanding of medieval English society and how control was established in terms of territory and religion. This will also link well with their understanding of medieval medicine in Britain.

In year 11, the students will go on to concentrate on Superpower Relations & the Cold War, 1941-1991. This part of the course will concern the aftermath of the Second World War, and the establishment of the two distinct power blocs – the Capitalist West and the Communist East. Here

the students will be expected to learn about the developments and tensions that took place in the Cold War, and will be able to explain consequences of events, as well as write narrative accounts.

Towards Summer 1 in 2024, the students will turn to their final section of the course on the USA 1954–75: conflict at home and abroad', which is their modern depth study. This course will be sent around the events of the Civil Rights Movement and the Vietnam War. The former conflict was about the struggle to obtain basic rights for black Americans and their standing in society, and whether or not improvements were made societally, in terms of education and politics. The latter conflict concerns a stage of the Cold War (which is not included in the Cold War section of paper 2!), which is the Vietnam War. Students will turn their focus to how the war in Vietnam was fought and who in the USA supported and opposed it. Students will be able to utilise their knowledge of garnered in year 8 of the black peoples of America, and the history of Transatlantic slavery. The students will also be able to see how historians have written about this time period and analyse interpretations that are based on historical evidence, to see how historians reach different conclusions on the topic.

IMPLEMENT: From the beginning of year 10, a large focus will be getting students to understand the importance of self-organisation for their GCSE. Each student will be required to take a weekly Google Forms quiz as part of their homework. Additionally, we will also focus on how to write consistently strong essays, which gather the most marks throughout the GCSE papers. Students will need to provide a piece of written homework once every two weeks, which will be marked. The teacher will also ask students to complete any corrections to work and homework in green pen so that the teacher will know if students are able to self-assess their own work and make the necessary improvements. Moreover, as year 10 progresses, the students will be practicing how to analyse source material for medicine in World War One. This will require them to look at sources and analyse their utility based on the source's provenance and content. As spelling and grammar can also be an issue for some students, regular spelling tests will also be conducted in order to prepare them for examinations. This is because spelling and grammar are marked in 2 out of the 3 GCSE papers.

Over the course of both year 10 & 11, the students will be required to complete around 2-3 assessments with questions that will be styled in the same way as a GCSE paper on the relevant topic they are studying at that time. These assessments will tackle all four of the key assessment objectives (AOs):

AO1 – Knowledge and Understanding

AO2 – Cause & consequence; similarity & difference; change & continuity

AO3 – Source analysis

AO4 – Analysis of historical interpretations.

IMPACT: Students will be presented with a wide range of class-based activities, which will be largely completed in exercise books. However, the GCSE material also requires each student to take far more control of their learning, especially when it comes to homework and revision, so that students can understand what will be required of them in further education, and be prepared. The students will also be able to build and adapt their critical thinking skills. This will include skills such as being able to formulate arguments, both verbally and written. They will also analyse historical sources by understanding what they are trying to emphasise, and assessing how useful they are to historical writers in terms of the source's provenance and content. Furthermore, students will be able to analyse historical interpretations so they can debate which historians opinions they agree with the most based on the evidence they have gathered.