

## Year 10 History | Yearly Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 5
<p><b>Past Explorations:</b> Previously in History, students have explored an introduction to the concept of scientific medicine in a mini-course summer pack, which is both printed and online and distributed to students who have picked the subject for study at KS4. They learnt about the salience of the printing press, germ theory and the sewage system, giving them an excellent grounding in the knowledge required in this course.</p> <p>This will help students in this by allowing them to ground them in the knowledge of the ancient Greeks, which was lacking when compared to the era post-printing press.</p>	<p><b>Past Explorations:</b> Previously in History, students have explored an introduction to the concept of scientific medicine in a mini-course summer pack, which is both printed and online and distributed to students who have picked the subject for study at KS4. Also, students have explored the early period of medicinal development from 1250-1500. Furthermore, students have learned about the first half of this module, understanding the huge impact of Gutenberg's printing press -- how this was a seminal moment in medical knowledge, but also how treatment struggled to improve for hundreds of years.</p> <p>This will help students in this by allowing them to verse them in the abundant knowledge of the Renaissance, but they also have realised the limitations of the era with regard to the lack of development in medical treatment.</p>	<p><b>Past Explorations:</b> Previously in History, students have explored an introduction to the concept of scientific medicine in a mini-course summer pack, which is both printed and online and distributed to students who have picked the subject for study at KS4. Furthermore, students have explored the background to surgical development through their study of medicine from 1250-present day. Lastly, students explored WW1 in KS3, the causes and battles, including trench warfare, but not from a medical perspective.</p> <p>This will help students in this by allowing them to develop them in the knowledge of surgery but also the unique exam skills indicative of this sub-unit.</p>	<p><b>Past Explorations:</b> Previously in History, students have explored Hitler's role in causing WW2 as well as how his rise to power had serious consequences for Europe and the wider world. (KS3)</p> <p>This will help students in this by allowing them to realise the themes of fascism and how Hitler's charismatic personality account helped him attain power as well as how socio-economic conditions are vital to the phenomenon of history.</p>	<p><b>Past Explorations:</b> Previously in History, students have explored, in KS3, Hitler's role in causing WW2 as well as how his rise to power had serious consequences for Europe and the wider world. Moreover, they have also explored the first half of this module: they have, therefore, an excellent grounding to understand how Hitler seized the opportunity of chaotic socio-economic conditions to climb to power -- and then to use 'stability' to consolidate it.</p> <p>This will help students in this by allowing them to add to their cultural capital with regard to their awareness of racism, given the local context of Bexley having National Front Headquarters during the 80s and 90s. Furthermore, they will also have a clear grounding in the knowledge and exam skills required on paper 3.</p>	<p><b>Past Explorations:</b> Previously in History, students have explored, in KS3, Hitler's role in causing WW2 as well as how his rise to power had serious consequences for Europe and the wider world. Moreover, they have also explored the first half of this module: they have, therefore, an excellent grounding to understand how Hitler seized the opportunity of chaotic socio-economic conditions to climb to power -- and then to use 'stability' to consolidate it.</p> <p>This will help students in this by allowing them to add to their cultural capital with regard to their awareness of racism, given the local context of Bexley having National Front Headquarters during the 80s and 90s. Furthermore, they will also have a clear grounding in the knowledge and exam skills required on paper 3.</p>
<p><b>Termly Exploration Question: Why was average life expectancy 34 during the period 1250-1500?</b></p>	<p><b>Termly Exploration Question: Why did medical treatment radically improve from 1700 to the modern day?</b></p>	<p><b>Termly Exploration Question: How did the RAMC get one million injured men back to the Western Front in WW1?</b></p>	<p><b>Termly Exploration Question: How did Hitler come from such a modest background and become the leader of Germany 1918-1933?</b></p>	<p><b>Termly Exploration Question: How did Hitler secure power in Nazi Germany, 1933-1939?</b></p>	<p><b>Termly Exploration Question: How did Hitler secure power in Nazi Germany, 1933-1939?</b></p>
<p><b>Termly Overview:</b> In this unit, students will explore why this breadth study covers a substantial period of time and requires students to understand the complexity of thematic ideas around the progress of medical science.</p> <p>This SOW aims to look at a different aspect of humanity, away from war, away from politics – at what humans have done best – extend our lives.</p>	<p><b>Termly Overview:</b> In this unit, students will explore medical treatments such as vaccines were developed in the period 1700-1900, thereby increasing life expectancy. Students will also analyse and evaluate the role of hospital design, and the fundamental importance of Germ Theory in 1861 by Pasteur.</p> <p>Furthermore, our students will develop</p>	<p><b>Termly Overview:</b> In this unit, students will explore the vast range of medical innovations in the trenches, as well as the new technology developed for communication and warfare. Key battles will also be analysed, such as the Somme, Cambrai, Ypres and Arras. Moreover, students will analyse how blood transfusions took place, first with anticoagulants, then with refrigeration.</p>	<p><b>Termly Overview:</b> In this unit, students will explore the domestic history of interwar Germany; the initial power vacuum after the loss of WW1 and the abdication of the Kaiser, followed by chaos and hyperinflation in Germany.</p> <p>Also, students will complete a case study on the impact of Gustav Stresemann during the golden years, as well as comparing the two putsches.</p>	<p><b>Termly Overview:</b> In this unit, students will explore the domestic history of Nazi Germany; Hitler's cult of personality and radical right-wing reforms led to 12 years of Nazi government.</p> <p>Our students will analyse the historical themes of this totalitarian government -- repression, antisemitism, a police state and the end civil liberties</p>	<ul style="list-style-type: none"> <li><b>Termly Overview:</b> In this unit, students will explore the domestic history of Nazi Germany; Hitler's cult of personality and radical right-wing reforms led to 12 years of Nazi government.</li> <li></li> <li>Our students will analyse the historical themes of this totalitarian government --</li> </ul>

Students will also analyse the impact of the printing press. It was, arguably, one of the most significant contributions to human progress. Every field of knowledge was changed and/or improved by it, and thus an awareness of this is instrumental for our students historical knowledge.	their knowledge of exam skills: how to write academic essays, explanations and how to make apt comparisons, using historical second order concepts (cause, consequence, continuity, change, similarity, difference).	Other great medical developments took place, such as the antibiotic properties of maggots and the Thomas Splint, which was an innovation in orthopaedic surgery. Lastly, there is a fascinating local aspect to this course, as plastic surgery was pioneered in Sidcup by Harold Gillies.	Students will develop their paper 3 exam skills, which focus on interpretations of history as well as the skill of inference with regard to both written and pictorial sources.	comprise a major part of our studies. Students will develop their paper 3 exam skills, which focus on interpretations of history as well as the skill of inference with regard to sources.  Students will develop their paper 3 exam skills, which focus on interpretations of history as well as the skill of inference with regard to both written and pictorial sources.	repression, antisemitism, a police state and the end civil liberties comprise a major part of our studies. Students will develop their paper 3 exam skills, which focus on interpretations of history as well as the skill of inference with regard to sources.  - - Students will develop their paper 3 exam skills, which focus on interpretations of history as well as the skill of inference with regard to both written and pictorial sources.
<p><b>Future Explorations:</b> Going forward in History, students will explore the content from this module in intervention in term 6. Also, students will have a summer homework project where they revise, revisit and reacquaint themselves with the key themes of this unit's learning. Furthermore, in term 2, students will continue to explore the study of medicine through time, analysing how treatment changed during Pax Britannica.</p> <p>This unit will help them with this because it will allow them to be versed in the skills and content of this thematic medicinal study, allowing them to make links with chronological and thematic content in the following module.</p>	<p><b>Future Explorations:</b> Going forward in History, students will explore the content from this module in intervention in term 6. Also, students will have a summer homework project where they revise, revisit and reacquaint themselves with the key themes of this unit's learning. Furthermore, in term 3, students will continue to explore the study of medicine, but with a focus on surgery in the trenches of WW1.</p> <p>This unit will help them with this because it will allow them to be versed them in the skills and content of this thematic medicinal study, especially with regard to the progress made in medicine/ surgery by the eve of WW1.</p>	<p><b>Future Explorations:</b> Going forward in History, students will explore the content from this module in intervention in term 6. Also, students will have a summer homework project where they revise, revisit and reacquaint themselves with the key themes of this unit's learning.</p> <p>This unit will help them with this because it will help them retain and recall key content -- revisiting content is crucial for exam outcomes.</p>	<p><b>Future Explorations:</b> Going forward in History, students will explore the Nazi German state (rather than the weaknesses of the Weimar Republic), focusing on how Hitler consolidated his power and Nazified the German state.</p> <p>This unit will help them with this because the students will need to develop the exam skills required and thematic links between the rise and consolidation of Nazism.</p>	<p><b>Future Explorations:</b> Going forward in History, students will explore the Weimar Republic and Nazi German state in a summer homework pack and they will have the opportunity to return to the content in year 11's intervention and term 5 in year 11 is a term of revision which is guided through the completion of past papers and exam skills. The content of Germany also works as a wonderful bridge with the Cold War module they will study in term 6.</p> <p>This unit will help them with this because it will enhance their content recall, as well as the indicative exam skills.</p>	<p><b>Future Explorations:</b> Going forward in History, students will explore the second half of the Superpower Relations module in year 11, which focuses on the ebb and flow of the Cold War from the near disaster of the Cuban Missile Crisis to Detente -- and then from Detente to the implosion of communism in eastern Europe and the USSR.</p> <p>This unit will help them with this because they will be equipped with the key knowledge of the Cold War in the early part of diplomatic tension.</p>