

Kings College History Department: Curriculum Overview 2024-25

Curriculum Intent: The History Department offers a broad curriculum that does the following:

- Teaches the significant events that occurred during the time periods studied
- Explore how they affected people living at that time
- Understand how they have contributed to the world the world that we live in today.

Our aim is to challenge students through a variety of questioning techniques and tasks that require them to apply the knowledge they have learnt and understand the consequences of specific events. During KS3 each year group will have an emphasis placed upon a core historical skill. Students are expected to offer feedback on their own and others work in order to gain an understanding of what is required from them when asked specific questions. Ultimately, we are looking to develop the students critical thinking about the world around them.

Year 7	Term 1		Term 2		Term 3		End Points
	Module 1 [10 lessons]	Module 2 [10 lessons]	Module 3 [9 lessons]	Module 4 [9 lessons]	Module 5 [9 lessons]	Module 6 [7 lessons]	
	The Norman Conquest	The Importance of Religion	Life in Medieval England	The Plantagenets	The Plantagenets to the Tudor's	Religion in Stuart England	
Skill Focus – Essay Questions							
Content	1] The Succession Crisis [1] 2] The Battles of 1066 [2] 3] William Gains Control [2] 4] The Long Term Impact of 1066 [1]	1] The Structure of the Christian Church [1] 2] The Church in an English Village [2] 3] The First Crusade [2] * revision lesson and exam time included.	1] Life in a medieval village and town [2] 2] Entertainment in medieval England [1] 3] Medicine in medieval England [1] 4] Crime, law and order in medieval England [1] 5] The importance of Chivalry and Heraldry [1]	1] The Anarchy and the Rise of the Plantagenets [1] 2] Henry II and the Law [2] 3] Richard I and the Third Crusade [2] 4] John and the Magna Carta [2]	1] Henry III and the Provisions of Oxford [2] 2] Edward I and Imperialism [2] 3] Richard II from Peasants Revolt Hero to Dictator [2] 4] The Wars of the Roses and the End of Plantagenet England [1]	1] Henry VIII and the Reformation [1] 2] Edward VI vs Mary I [1] 3] Elizabeth I, the Middle Way and the Armada [2] 4] James I and the Gunpowder Plot [1]	Pupils can write historical narratives that are/include: •Chronological/ sequential •Facts and events •Consequence
Significance	End of Anglo-Saxon and Nordic influence in England. Greater focus on France and Central Europe – still to this day. Creation of the class system and influence of the land owning gentry	The idea of hierarchy and looking to others for guidance. The Crusades are still referred to in the modern world and its problems.	A system based on wealth still exists today. Medical treatments are still based on some medieval ideas. Ongoing medieval holy days.	Is medieval leadership different to leadership today? The importance of habeas corpus and the common law. The tensions that still exist in the Middle East The importance of Parliament in restricting the power of leaders.	Religion and religious schisms are still the basis for many conflicts in the modern world. The importance of diplomacy in solving problems. Religion was and is used to manipulate and control people.	Religion and religious schisms are still the basis for many conflicts in the modern world. The importance of diplomacy in solving problems. Religion was and is used to manipulate and control people.	Pupils can also write responses that identify: •The usefulness of sources •Historical facts that support the sources •Potential problems with the source.
Feedback Points	Narrative Q: How did the death of Edward the Confessor lead to problems in 1066?	Exam Knowledge & Understanding Golden Threads / Describe / Explain / Narrative Essay	Narrative Q: How did medieval society make life challenging for a medieval peasant?	Narrative Q: How the actions of Henry II caused problems in medieval England	Narrative Q: How did actions of Edward I help him conquer Wales	Exam Knowledge & Understanding Golden Threads / Describe / Explain / Narrative Essay	
Key Questions	1] What was the problem in 1066? 2] Who were the contenders for the throne? 3] Why did they think they should be King? 4]What problems did Harold Godwinson face? 5] Who won the crown? 6] How did they end up winning the crown? 7] How did they gain control of England after winning? 8] How did 1066 change England forever?	1] How was religion organised in medieval Europe? 2] Who was the head of the Christian church in Western Europe? 3] What were monks and the clergy expected to do? 4] How did the church help people? 5] How did the church make life difficult for people? 6] What city was at the centre of the Crusades? 7] Why was this city important to Christians? 8] Why did the Crusades begin? 9] What were the key events of the First Crusade?	1] How was society different in medieval times? 2] What was life like in a medieval village? 3] What was life like in a medieval town? 4] What was Guildford like in medieval times? 5] What were the four humours? 6] How were people treated for illnesses? 7] Where did people get medicine from? 8] What surgery was carried out? 9] Why was surgery so dangerous? 10] How was law and order maintained?	1] What made a good King? 2] Who were the good Plantagenet Kings? 3] Why were they good Kings? 4] Who were the bad Plantagenet Kings? 5] Why were they bad Kings? 6] What was the common law? 7] How did habeas corpus change what a King could do? 8] How did the Magna Carta change what a King could do? 9] How did the Provisions of Oxford change government?	1]Why was Henry III a weak King? 2] How did the Provisions of Oxford change England? 3] How did Parliament change after 1258? 4] Why did Edward I want to conquer Wales? 5] How was Edward's campaign in Scotland different to Wales? 6] Was Richard II really a hero during the Peasant's Revolt? 7] Why did Richard II become a dictator? 8] How did the Tudors gain the throne of England?	1] Why were people unhappy with the Catholic church? 2] Why did Henry VIII break from Rome? 3] How did Henry VIII treat the monasteries? 4] What were the two churches created by the Reformation? 5]How were the two churches different? 6] Why were the reigns of Edward VI and Mary I so different? 7] How did Elizabeth try to keep people happy? 8] What caused Spain to try and invade England? 9] Why did people try to blow up James I	Pupils can also write responses that identify: •The opinions in an interpretation •Historical facts that support the opinion •Why the author held this opinion •Which opinion is more historically accurate
Direct Vocab Instruction	Ancestor; chronology; claimant; conquest; consequence; domesday; famine; feudal system; harry; heir; hierarchy; narrative; omen; rebel; subjugate; succession; tax	Anti-Semitism; chastity; clergy; crusade; excommunication; friary; heretic; massacre; Pope; penance; pilgrimage; purgatory; siege; tithe; trebuchet	burgess; cauterise; charter; communal; cottage industry; epidemic; famine; flagellation; guild; hue and cry; magistrate; miasma; pestilence; plague; posse; sanitation; sheriff; tithings; trepanning; trial; wattle and daub	Common Law; charter; conflict; divine; Habeas Corpus; hairshirt; heir; penance; subjugate; tension	civilisation; colonisation; commerce; conquest; dictator; homage; nepotism; Parliament; protocol; revolt	armada; compromise; conspiracy; heretic; hypocrisy; indulgence; plot; reformation; schism; theses;	

Year 8	Term 1		Term 2		Term 3		End Points
	Module 1 [7 lessons]	Module 2 [7 lessons]	Module 3 [6 lessons]	Module 4 [6 lessons]	Module 5 [6 lessons]	Module 6 [7 lessons]	
	Exploration, Exploitation and Conflict	Exploration and Exploitation	The Industrial Revolution				
Skill Focus – Essay Questions							
Content	1] The Age of Exploration [2] 2] The Treatment of Indigenous People [2] 3] From Gunpowder Plot to Civil War [3]	1] Origins of the Slave Trade [1] 2] Life for an Enslaved Person [2] 3] The Abolition of Slavery in the British Empire [2] 4] Slavery in the USA [2]	1] Pre-Industrial Britain and Guildford [1] 2] Technology and Transport Changes [2] 3] The Enclosure Act, the Move to Factories and Working Conditions [2]	1] Life in an Urban Slum [1] 2] Advances in Medicine: Jenner; Snow et al [2] 3] Protest During the Industrial Revolution: The Luddites, Chartists and Suffrage [3]	1] Imperialism in the 18 th century – the Seven Years War [1] 2] Imperialism in the 19 th century – Napoleonic Wars [1] 3] Imperialism in the 19 th century – the Opium Wars [1] 4] Alliances in the 19 th Century [1] – the Scramble for Africa [1] 5] Alliances in the 19 th Century – the creation of the Triple Entente and Triple Alliance [1]	1] Militarism in the 19 th Century – the creation of Germany [1] 2] Militarism in the Early 20 th century – the Arms Race and Dreadnoughts [1] 3] Nationalism in the 19 th Century – the Indian Rebellion [1] 4] Nationalism in Early 20 th century – the Assassination of Archduke Franz Ferdinand [1]	Pupils can write historical narratives that are/include: •Chronological/ sequential •Facts and events •Consequence Pupils can also write responses that identify:
Significance	Continued influence of European culture across the globe. The importance of democracy in the modern world	The existence of racism. The ongoing debate over reparations and imperialism. The continuing tensions in US society around race.	Understanding the socio-economic structure of the modern UK The creation of the class system in the UK.	The birth of the modern world Ongoing political protest over equality and fairness How your town has changed over the centuries	The debate around the actions of the British Empire. The way Africa is viewed and treated in the modern world.	Ongoing geo-political tensions in the modern world The continuing influence of nationalism – Trump; Putin and Modi	•The usefulness of sources •Historical facts that support the sources •Potential problems with the source. Pupils can also write responses that identify: •The opinions in an interpretation •Historical facts that support the opinion •Why the author held this opinion •Which opinion is more historically accurate
Feedback Points	Source Q: What do the sources tell us about relationship between Europeans and indigenous people	Exam Knowledge & Understanding Golden Threads / Describe / Explain / Usefulness of Source	Source Q: How useful are two sources on technological advances.	Essay Question: Industrial Revolution made life in Guildford better. Do you agree?	Source Q: Critical of Imperialism cartoon - carve up of world Supports imperialism – Rhodes text	Exam Knowledge & Understanding Golden Threads / Describe / Explain / Usefulness of Source	
Key Questions	<ol style="list-style-type: none"> Why were European nations exploring the world? How did they exploit the indigenous people they encountered? What part did religion play in the exploitation? What caused England to fight against itself? How were families affected by the Civil War? Why did the Parliamentarians win the war? How did England change after the war? What was the Restoration? 	<ol style="list-style-type: none"> Where did the concept of ‘racial’ differences come from? How were ‘racial’ differences used to justify slavery? What were the stages involved in the life of an enslaved person? What was life like for an enslaved person? What were the causes of the abolition of slavery? Why did this end slavery in Britain but not the USA? What caused the American Civil War? How were the lives of African Americans affected and changed by the war? What were the Jim Crow Laws? 	<ol style="list-style-type: none"> What do we mean by an industrial revolution? How did technology develop? How did transport develop and change? How did work and living conditions change? What were the consequences for people’s lives? 	<ol style="list-style-type: none"> How did medicine develop? How did suffrage develop? Did the industrial revolution benefit everybody? Who opposed the changes taking place? How did the industrial revolution change Guildford? 	<ol style="list-style-type: none"> Where was the Seven Years War fought? Why was it important to both sides to win this war? Who was Napoleon? What successes did Napoleon achieve? How did countries in Europe respond? Why were these countries hypocrites? Why does imperialism cause wars? How did Europe view the continent of Africa? Why did European countries colonise Africa? Why did the Triple Alliance and Entente form? Why do alliances help cause wars? 	<ol style="list-style-type: none"> Why did Bismarck want to unify Germany? What happened in the Franco-Prussian war? How did weapons develop in the late 1800s? Why did countries want these weapons? What was a dreadnought? Why was naval power so important in the early 1900s? Why does militarism help cause wars? How did the British act in India during the Raj? Why was this different from early colonisation? Why did the sepoys rebel? How did the British respond? What were the Balkans like in 1914? Who were the Black Hand and why did they hate Serbia? Why does nationalism help cause wars? 	
Direct Vocab Instruction	colony; commonwealth exploitation; exploration; missionary; Parliamentarian; Royalist; source; trade; transatlantic	abolition; auction; boycott; campaign exploration; plantation; profit; rebellion; reconstruction; revolution; slave; succession	aqueduct; canal; cottage industry; domestic; industry; labour; life expectancy; mass production; mechanised; revolution; rural; sanitation; squalor; urban	anaesthetic; Chartist; Luddite; martyr; miasma; militant; sterile; suffrage; Suffragist	alliances; annexation; conference; entente; imperialism; interpretation; propaganda	assassination; dreadnought; geo-political; imperialism; nationalism; ultimatum	

Year 9	Term 1		Term 2		Term 3		End Points
	Module 1 [10 lessons]	Module 2 [10 lessons]	Module 3 [9 lessons]	Module 4 [9 lessons]	Module 5 [9 lessons]	Module 6 [8 lessons]	
	The Paris Peace Conference	The Rise of the Nazis	The Holocaust	World War Two	World War Two	GCSE History Module 1: The Reign of Edward I	
Skill Focus – Understanding Interpretations							
Content	1] Societal Changes Caused by the War [2] 2] The Content and Consequences of the Treaty of Versailles [2] 3] Why Did Communism and Fascism Gain Popularity [1] 4] The League of Nations [1] 5] The Troubles of the Early Weimar [1] 6] 1923 – Year of Three Crisis [2]	1] The Golden Years of the Weimar to the Wall Street Crash [1] 2] How Hitler Used the Wall Street Crash [1] 3] Hitler’s Consolidation of Power – Politics and Violence [2] 4] The Night of the Long Knives [1] 5] Life in Nazi Germany [2] 6] Hitler’s Foreign Policies 1933-39 [2]	1] The Nazi Blitzkrieg; Dunkirk and the Battle of Britain, 1939-40 [3] 2] Life During the Blitz [1] 3] Key Victories for the Allies – El Alamein, Midway and Stalingrad [3]	1] D-Day and Beyond [2] 2] The War in the Pacific [2] 2] Hiroshima [1] 3] Medical and Technological Advancements [1] 4] From Post War to Cold War [2]	1] The Origins of the Holocaust [1] 2] Persecution and De-humanisation: Nazi Anti-Semitism [2] 3] From Persecution to Murder – The Einsatzgruppen [1] 4] Wannsee and the Final Solution [2] 5] Auschwitz-Birkenau [2] 6] Resistance and Liberation [2]	1] The Rights of the King, government, and people [3] 2] Life in Medieval England – Towns and Villages [4]	Pupils can write historical narratives that are/include: • Chronological/ sequential • Facts and events • Consequence
Significance	The influence of extremist political parties in the modern world. The ongoing issue of inequality and how it affects countries.	The power and influence of banking and finance on people’s lives. The ongoing influence of extreme right-wing politics in the world.	Understanding how WW2 shapes the modern world – geopolitics The rise in influence of the USA.	Understanding how WW2 shapes the modern world – geopolitics The rise in influence of the USA.	The continued scourge of antisemitism in modern society. The use of genocide in modern conflicts – Rwanda.		Pupils can also write responses that identify: • The usefulness of sources • Historical facts that support the sources • Potential problems with the source.
Feedback Points	Interpretation Q: How/Why Interpretations are different [Fairness of ToV]	Exam Knowledge & Understanding: Interpretations [Hitler gaining power – how and why different]	Interpretation Q: How/Why Interpretations are different [Importance of Barbarossa and El Alamein] / Which is more convincing?	Interpretation Q: How/Why Interpretations are different [The aims of communism] / Which is more convincing?	Exam Knowledge & Understanding: Interpretations [who caused the Holocaust?]	Interpretation Q: How convincing is interpretation on relationship between Edward and nobles	
Key Questions	1. How did the war improve medical treatment? 2. How did the war shape the modern world? 3. Who achieved the most at the Paris Peace Conference? 4. What were the main terms of the Treaty of Versailles? 5. What was the League of Nations and what were its main aims? 6. How did the Treaty affect Germany? 7. Why was 1923 such an important year in Germany?	1. What did the Nazis believe? 2. What were Hitler’s main aims? 3. How did the Nazis seize power? 4. What was life like in Nazi Germany? 5. How were opponents of the Nazis treated? 6. How did Hitler lead Germany to war?	1. How close were the Nazis to winning the war? 2. What was life like in Britain during the war? 3. How did the Allies turn the tide of the war across the world?	1. How was the war in the West won? 2. How was the war in the East won? 3. How did World War Two change the world? 4. Why was Europe divided after WW2? 5. How was Europe divided after WW2? 6. How did the West try to stop Communism? 7. What caused the proxy wars?	1. Why did Hitler and the Nazis hate the Jews of Europe? 2. Why and how did the Nazis persecute the Jews and other ethnic groups? 3. How did the Nazis move from persecution to murder? 4. Who was responsible for the start of the mass killings? 5. How did the Nazis implement the Final Solution? 6. How did Jewish people and others resist the Nazis?	1. What was Edward like as a person? 2. What was Edward’s relationship with his father like? 3. How did Edward gain control of his kingdom? 4. Why was Robert Burrell so important? 5. How did Edward work with Parliament? 6. What was life like in a medieval town?	Pupils can also write responses that identify: • The opinions in an interpretation • Historical facts that support the opinion • Why the author held this opinion • Which opinion is more historically accurate
Direct Vocab Instruction	Anschluss; armistice; compromise; contradict; covenant; demilitarisation; disarmament; economy; idealist; inflation; interpretation; nationalism; negotiate; prosthetics; putsch; realist; reconstructive; reparations; socialist; self-determination; trauma; treaty	Alliances; antisemitism; Anschluss; dictatorship; economic depression; expansionism; Gestapo; imperialism; lebensraum; megalomania; militarism; nationalism; police state; totalitarian; volksdeutsche	Amphibious; artillery; atomic; attrition; battalion; blitz; blitzkrieg; blockade; conference; evacuee; home front; kamikaze; liberation; phoney; radar; regiment; siege; war crime	collectivisation; containment; demilitarised; deterrent; doctrine; espionage; guerilla; ideology; influence; pact; politburo; proxy;	antisemitism; bystander; concentration; conspiracy; Einsatzgruppen; eugenics; euthanasia; extermination; Final Solution; genocide; ghetto; holocaust; ideology; morality; persecution; pogrom; Untermensch; uprising	burgess; Chancellor; duplicitous; escheaters; feudal; homage; hundred; pious; prerogative; statute	

Year 10	Term 1		Term 2		Term 3		End Points
	Module 1 [10 lessons]	Module 2 [10 lessons]	Module 3 [9 lessons]	Module 4 [9 lessons]	Module 5 [9 lessons]	Module 6 [8 lessons]	
	GCSE History Module 1: The Reign of Edward I	GCSE History Module 2: USA 1920-1973	GCSE History Module 2: USA 1920-1973	GCSE History Module 2: USA 1920-1973	GCSE History Module 2: Conflict and Tension – The Cold War	GCSE History Module 2: Conflict and Tension – The Cold War	
Skill Focus – Essay Questions							
Content	1] Life in Medieval England - Laws, Trade, Religion and Science [3] 2] Medieval military tactics and weaponry [1] 3] Edward I's military campaigns in Wales [2] 4] Edward I's Military Campaigns in Scotland [2] 5] Historical Environment Study [2]	1] What Was America Like in 1920? – Government; Politics and Social Groups [1] 2] What Caused the Boom in the 1920s? [2] 3] Economic Opportunity and Inequality in 1920s USA [3] 4] Social Opportunity and Inequality in 1920s USA [3]	1930s USA 1] The Effects of the Crash and the 1932 Election [1] 2] The New Deal and the First Hundred Days [2] 3] The Social and Economic Impact of the New Deal [2] 4] How Effective Was the New Deal? [2] 1940s USA 1] The Social and Economic Effects of WW2 [2] 2] Truman's Fair Deal – Post WW2 USA [1]	1950s USA 1] Economic Opportunity and Inequality in 1950s USA [1] 2] Social Opportunity and Inequality in 1950s USA – Teenagers, Rock and Roll and Civil Rights [2] 1960s USA 1] Economic Opportunity and Inequality in 1960s USA – The New Frontier [2] 2] Economic Opportunity and Inequality in 1960s USA – The Great Society [2] 3] Social Opportunity and Inequality in 1960s USA – Civil Rights and Women's Lib [2]	Post WW2 1] From Allies to Enemies – Tehran to the Bomb [2] 2] The Iron Curtain [1] 3] The Truman Doctrine and the Marshall Plan [2] 4] The Berlin Blockade and Airlift [1] 5] Communism in China [1]	1950s 1] Korea and Vietnam [2] 2] NATO and the Warsaw Pact [1] 3] The Space Race [1] 4] The Arms Race [1] 5] The Hungarian Uprising [2] 6] McCarthyism, The Red Scare and Spies [1]	Pupils can write historical narratives that are/include: •Chronological/ sequential •Facts and events •Consequence Pupils can also write responses that identify:
Feedback Points	Essay Q: The main consequence of trade was a new middle class – refer to historic site in answer	Essay Q: Which factor more responsible for boom: - economic or social	Interpretation Q: How/Why Interpretations are different Which one is more convincing? [Effectiveness of the New Deal]	Essay Q: Who changed lives of Americans more: - JFK & LBJ or civil rights movement	Sources Q: How are sources useful for studying relations between West and USSR	Essay Q: The Hungarian Uprising was the main cause of conflict in 1950s. How far do you agree.	•The usefulness of sources •Historical facts that support the sources •Potential problems with the source. Pupils can also write responses that identify: •The opinions in an interpretation •Historical facts that support the opinion •Why the author held this opinion •Which opinion is more historically accurate
Key Questions	1. What did Edward do to maintain law and order? 2. Why did Edward struggle to maintain law and order? 3. Why was wool so important to England? 4. How did trade change England? 5. Why were the Jews of England targeted? 6. Why were Roger Bacon and Duns Scotus important? 7. How did armies attack in the medieval era? 8. Why did Edward invade Wales? 9. What are the four C's? 10. Why did Edward invade Scotland? 11. What successes did Edward have? 12. What failures did Edward have? 13. How was Edward's invasion different to Wales?	1. How can a government help people? 2. What were the key social groups in the USA? 3. What economic advantages did the USA have in the 1920s? 4. Who benefitted from the economic advantages? 5. Who did not benefit from economic advantages? 6. What were the main social events in 1920s USA? 7. Who benefitted from these events? 8. Who did not benefit from these events?	1. How did the Wall Street Crash affect people. 2. What did FDR want to do? 3. What were the Three R's? 4. How did the New Deal help people? 5. Who was not helped by the New Deal? 6. Who opposed the New Deal? 7. Why did they oppose the New Deal? 8. Did the New Deal work? 9. Which social groups saw change due to WW2? 10. What changes did they see? 11. How did the GI Bill benefit Americans? 12. Who did not benefit from the GI Bill? 13. What did the Fair Deal do?	1. How did Americans show off their wealth? 2. Who did not benefit from the Second Boom? 3. Why was their no crash? 4. How did teenagers rebel? 5. What were the key areas the civil rights movement tried to change? 6. What were the key events in the civil rights movement? 7. Who were the key individuals in the civil rights movement? 8. Why did LBJ achieve more than JFK? 9. What were the key events in the women's liberation movement? 10. Who were the key individuals in the women's liberation movement?	1. What were the causes of the Cold War? 2. How did Yalta and Potsdam change Europe? 3. What were the spheres of influence? 4. What were the main aims of the Truman Doctrine? 5. Who benefitted from the Marshall Plan? 6. Why did the actions of the USA anger the USSR? 7. How did the communists respond to the actions of the West? 8. Why did China become communist in 1949?	1. What were proxy wars? 2. Why did south-east Asia become so important? 3. How did the spheres of influence affect people's lives? 4. Why did space become so important? 5. What was Mutually Assured Destruction? 6. How was MAD received? 7. What caused the Hungarians to rebel? 8. How did the USSR respond to the Hungarians? 9. How did the USA respond to the Hungarians? 10. Why did Americans believe McCarthy?	
Direct Vocab Instruction	appropriation Anti-Semitism; bastide; cavalry; civilisation; colonisation; commerce; conquest; culture; evolve; homage; guilds; legacy; petitions; purveyance; rebellion; revenue; schiltrom; sheriff; siege; symbolic; trebuchet;	consumerism; economic; hedonism; laissez-faire; protectionism; social; tariffs	boondoggle; intervention; recovery; reform; regulation; relief; socialism; unconstitutional;	consumerism; desegregation; liberation; literacy; misogyny; policy; precedent; segregation; slum; welfare; white flight	atomic; blockade; capitalism; communism; conference; containment; democracy; delegation; doctrine; ideology; influence; peninsula;	boycott; brinkmanship; coexistence; deterrent; guerrilla; mutually; pact; propaganda; summit; treaty; unilateral; uprising	

Year 11	Term 1		Term 2		Term 3		End Points
	Module 1 [10 lessons]	Module 2 [10 lessons]	Module 3 [9 lessons]	Module 4 [9 lessons]	Module 5 [9 lessons]	Module 6 [7 lessons]	
	GCSE History Module 2: Conflict and Tension – The Cold War	GCSE History Module 3: British Depth Study – Health and the People	GCSE History Module 3: British Depth Study – Health and the People	GCSE History Module 3: British Depth Study – Health and the People			
Skill Focus – Essay Questions							
Content	1960s 1] The U2 Crisis [1] 2] The Paris Peace Conference [1] 3] JFK and the Separation of Berlin [2] 4] Cuba – From Revolution to Crisis [2] 5] The Prague Spring [2] 6] The Brezhnev Doctrine [1] 1970s 1] Nixon and Détente [2]	Medieval Medicine 1] Origins of Medieval Medicine [1] 2] Medieval Diagnosis and Treatment [1] 3] The Importance of the Church [1] 4] Medieval Surgery [1] 5] Medical Progress in the Medieval Period – The Black Death [2] Early Modern Britain 1] The Importance of the Renaissance [1] 2] Diagnosis and Treatment in Early Modern Britain [2]	Early Modern Britain (cont.) 3] Surgery in Early Modern Britain [1] 4] Improvements in Medicine – The Great Plague to John Hunter [1] 19 th Century Medicine 1] The Importance of Science [1] 2] Prevention, Diagnosis and Treatment the 19 th Century [2] 3] Surgery in the 19 th Century [2] 4] Other Innovations in 19 th Century Healthcare [1] 5] Improvements in Medicine – Cholera and Childbirth [1]	20 th Century Medicine 1] The Importance of Government in 20 th Century Healthcare [2] 2] Prevention, Diagnosis and Treatment the 20 th Century [2] 3] Surgery in the 20 th Century [2] 4] Improvements in Medicine – AIDS and Cancer [1]	Revision sessions focusing on all four modules.		<ul style="list-style-type: none"> • Pupils can write historical narratives that are/include: <ul style="list-style-type: none"> • Chronological/ sequential • Facts and events • Consequence • Pupils can also write responses that identify: <ul style="list-style-type: none"> • The usefulness of sources • Historical facts that support the sources • Potential problems with the source. • Pupils can also write responses that identify: <ul style="list-style-type: none"> • The opinions in an interpretation • Historical facts that support the opinion • Why the author held this opinion • Which opinion is more historically accurate
Feedback Points	Essay Question: ‘The main cause of tension between the superpowers in the 1960s was the Cuban Missile Crisis’.	Essay Question: Religion was the main factor in the development of treatment.	Essay Question: Science and technology was the main factor in the development of diagnosis.	Essay Question: Government was the main factor in the development of public health			
Key Questions	9. Why were the Soviets able to separate Berlin? 10. What was the response to the building of the wall? 11. How did Cuba and the USSR become allies? 12. Who won the Cuban Missile Crisis? 13. What caused the Czechs to rebel? 14. How did the USSR respond to the Czechs? 15. How did the USA respond to the Czechs? 16. What did Brezhnev believe? 17. What did Nixon believe? 18. What problems did both men face? 19. What did both men achieve?	1. Where did medieval physicians get their ideas from? 2. How was medieval medicine similar to modern medicine? 3. How was medieval medicine different to modern medicine? 4. How was medieval surgery similar to modern surgery? 5. How was medieval medicine different to modern surgery? 6. What factors led to improvements in medieval medicine? 7. What was the renaissance? 8. How did it affect medicine? 9. How was medical treatment and diagnosis different in early modern Britain?	1. What improvements were there in surgery by the 18 th century? 2. How was treatment of illness improved? 3. What held medicine back? 4. How did science develop in the 19 th century? 5. Why did science develop in the 19 th century? 6. Why were doctors able to diagnose illnesses better? 7. How did diagnosis help treatment? 8. What made surgery safer? 9. What is public healthcare? 10. How did it develop in the 19 th century?	1. How did governments help prevent and treat illness? 2. What led to the creation of the pharmaceutical industry? 3. How did surgery get so advanced? 4. Why can surgeons perform transplants? 5. Why is AIDS no longer fatal?			
Direct Vocab Instruction	accords; DEFCON; defection; détente; embargo; exile; manoeuvre; mercenary; policy; reform; strategic; volatile	Apothecary; buboes; cauterise; emetic; endemic; epidemic; flagellation; hospitality; humours; pandemic; physician; poultice; purge; quack; remedy;	anaesthetic; antiseptic; aseptic; diagnosis; inoculation; laissez-faire; latrine; ligature; literacy; medicinal; miasma; plague; reform; utensils; vaccine;	Antibiotics; insurance; pharmaceutical radiotherapy; reconstructive; transfusion; transplant;		Conclusion; Convincing; Evaluation; Interpretation; Narrative; Source; Usefulness	