



Curriculum map - HISTORY

YEAR 11 TOPIC(s)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Elizabethan England, c1586–1603 including the historic environment Part three (cont): Troubles at home and abroad Part four: The historic environment of Elizabethan England	Health and the People, c1000 to the present Part one: Medicine stands still Part two: The beginnings of change	Health and the People, c1000 to the present Part two (cont): The beginnings of change Part three: A revolution in medicine	Health and the People, c1000 to the present Part four: Modern medicine	Revision and exams	Revision and exams

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What students will know	<p>Elizabeth and Parliament's treatment of Mary. The challenge posed by Mary; plots; execution and its impact. Reasons for, and the events of, conflict with Spain Naval warfare, including tactics and technology. The defeat of the Spanish Armada.</p> <p>Historic Environment study – annual study provided by exam board.</p>	<p>Ideas of Hippocratic and Galenic methods and treatments The medieval doctor, training, beliefs about causes of illness The contribution of Christianity to medical progress and treatment Hospitals The nature and importance of Islamic medicine and surgery Surgery in medieval times, ideas and techniques Public health in medieval towns and monasteries The Black Death in Britain: beliefs about its causes, treatment and prevention Challenge to medical authority in anatomy, physiology and surgery The work of Vesalius, Paré, William Harvey opposition to change Traditional and new methods of treatment - 'quackery' Methods of treating disease Plague The growth of hospitals Changes to the training and status of surgeons and physicians The work of John Hunter</p>	<p>Inoculation Edward Jenner vaccination and opposition to change Anaesthetics; including Simpson and chloroform Germ Theory, its impact on the treatment of disease in Britain: the importance of Pasteur Antiseptics; including Lister and carbolic acid Surgical procedures Aseptic surgery Robert Koch and microbe hunting. Pasteur and vaccination. Paul Ehrlich and magic bullets. Everyday medical treatments and remedies Public health problems in industrial Britain Cholera epidemics Improvement, including the 1848 and 1875 Public Health Acts The role of public health reformers Local and national government involvement in public health</p>	<p>The development of the pharmaceutical industry Penicillin, its discovery by Fleming and its development New diseases and treatments Antibiotic resistance Alternative medicine and treatments Plastic surgery Blood transfusions X-rays Transplant surgery Modern surgical methods, including lasers; radiation therapy; and keyhole surgery The importance of Booth, Rowntree, and the Boer War The Liberal social reforms The impact of two world wars on public health, poverty and housing The Beveridge Report and the Welfare State Creation and development of the National Health Service Costs, choices and issues of healthcare in the 21st century</p>		

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What students will be able to do	<p>Construct a causal argument which shows analysis of several features. Build an argument using accurate, relevant knowledge.</p> <p>Recognise and explain the way in which historians use change and continuity as historical markers.</p> <p>Confident use of a range of different sources and skilled at judging them based on valid criteria for a specific enquiry. Uses both the content and provenance of the sources skillfully to support judgements of utility whilst also being aware of issues of reliability. Precise contextual knowledge is used when analysing the sources and applying criteria for judgements on their utility.</p>	<p>Explain consequences of an event by analysing period features and explain causes may have unintended consequences in history or how an event may have different consequences depending on focus and scale (e.g., political/social or national/regional).</p> <p>Explain that significance changes according to the assumptions and methodologies of historians and the perspectives they hold.</p>	<p>Use generalisations and where to include features of similarity and difference between people, groups, experiences or places in the same historical period.</p>	<p>Confidently handle different interpretations and identify the different evidence and arguments used by their creators. Make judgement and apply specific contextual knowledge of more than one period (i.e., the period in which the interpretation is created and the period that it refers to) to support judgements.</p>		

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Beyond the classroom (Wider reading / Trips)	<p>My Heart is my Own: The Life of Mary Queen of Scots by John Guy</p> <p>Visits to Fotheringhay or Sheffield Castles</p> <p>Online or visit Royal Greenwich Museum https://www.rmg.co.uk/stories/topics/spanish-armada-history-causes-timeline</p>	<p>Medieval Medicine: A Reader</p> <p>Medieval Medicine: Its Mysteries and Science by Toni Mount</p>	<p>Medieval and Early Renaissance Medicine by Nancy Siraisi</p> <p>Medicine Through the Ages by Chris Oxlade</p>	<p>War wounds by Ashley Ekins</p> <p>Science Museum https://www.sciencemuseum.org.uk/objects-and-stories/war-and-medicine</p>		