

GCSE

The People's Health, c. 1250 - present

Did anyone really care about health in medieval England, 1250-1500?

More of the same? People's health 1500-1750

Revolution! Where were there such huge changes in the people's health, 1750-1900?

Better than ever? Do the changes in public health since 1900 tell a simple story of progress?

The Norman Conquest, 1065-87

Too good to be true? What was Anglo-Saxon England really like in 1065?

'Lucky Bastard'? What made William a conqueror in 1066?

'Brutal slaughter': Is this how William gained full control of England, 1067-71?

Military fortresses or status symbols? What can research reveal about early Norman castles?

'A truckload of trouble': What was the impact of the Norman Conquest on the English by 1087?

History Around Us: Fountains Abbey

What can we learn from studying the physical features of Fountains Abbey about its, local, and national histories?

KS4 History Curriculum

The Making of America, 1789-1900

Growing pains: What tensions arose as they USA grew, 1789-1838?

Visions: How did different groups see the American West, 1839-60?

'A new birth of freedom': What sense can be made of the Civil War and its aftermath, 1861-77?

Smoke and blood: Settlement and conflict on the Plains, 1861-77

We the people: How did the lives of Americans change 1877-1900?

NHS



Living under Nazi Rule 1933-45

Democracy to dictatorship: How were the Nazis able to take control of Germany so quickly?

Taking a stand: What made it so hard to oppose Nazi rule?

Dem Deutschen Volke: How did the lives of the German people change 1933-39?

Germany in war: What was the impact of the Second World War on the German people?

Occupation: What did Nazi rule mean for the people of Europe 1939-45?



KS4 History:

History Around Us: Fountains Abbey



Aims of this study:

This unit gives you the opportunity to learn about a significant local site in depth. You will develop a deeper connection to the people of the past that lived and work at our site, as well as those that visited and destroyed it. You will learn about the physical features of the site and how historians use these to gain a richer knowledge of the site's past. You will visit the site, seeing and interpreting the physical remains for yourself.

Assessment objectives assessed in this topic

AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
AO2	Explain and analyse historical events and periods studied using second-order historical concepts.
AO3	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

History Around Us: Fountains Abbey

Part 1	Overview You will study: <ul style="list-style-type: none">- the history of monastic life in Europe and England- the origins of Fountains Abbey and its near-900 year history
Part 2	Overview You will study: <ul style="list-style-type: none">- the physical features of the site, what can be seen and what we can learn from them- the way historians make inferences from physical features and the challenges faced- the varying groups and people associated with our site across its history- the range of daily activities and uses of the site across time
Part 3	Overview You will study: <ul style="list-style-type: none">- a range of criteria that you could be assessed against- how to apply your detailed knowledge of the site and its history to the criteria

Academic vocabulary

monastic	something relating to monks (e.g. monastic life or monastic buildings)
abbey	the buildings occupied by monks
rule	the set of rules for how a monk should live
choir monk	a monk whose time is spent mostly performing religious acts and services
lay brother	a monk whose time is spent mostly performing manual labour
preserve	to keep something in its original state
folly	a structure built purely for entertainment
turning point	a moment or event, after which things change notably

KS4 History:

The Making of America, 1789 – 1900



Aims of this study:

This unit is your Period Study. In this unit, you will explore the relationships between different cultures at a particularly interesting time in American history. We will see how groups interacted at a time of great upheaval and consider the experiences of different groups and individuals. You will understand how and why American territory expanded from 1789 to 1900 as well as the relationship between this expansion and the cultures of Native Americans, black Americans, and white Americans. You will develop your ability to identify, describe, and explain events and developments relating to these three cultures and the conflicts between them in the time period.

Assessment objectives assessed in this topic

AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
AO2	Explain and analyse historical events and periods studied using second-order historical concepts.

The Making of America, 1789 – 1900

Part 1	America's expansion, 1789 – 1838 You will study: <ul style="list-style-type: none">- how and why the USA expanded from 1789 – 1838- the expansion of Southern cotton on plantations and of slavery, 1793 – 1838- the removal of indigenous people from the East, 1830 – 1838
Part 2	The West, 1839 – 1860 You will study: <ul style="list-style-type: none">- the culture of the Plains Indians, including a case study of the Lakota Sioux- the journeys of the early migrants to California and Oregon- the Mormon settlement of Utah- the nature and impact of the Californian Gold Rush (1848-49) and the consequences of the Pike's Peak Gold Rush (1858-59)
Part 3	Civil War and Reconstruction, 1861 – 1877 You will study: <ul style="list-style-type: none">- divisions over slavery and the causes of the Civil War- African-American experiences of the Civil War, 1861-65- Reconstruction and continuing limitations to African-American liberty
Part 4	Settlement and conflict on the Plains, 1861 – 1877 You will study: <ul style="list-style-type: none">- the causes and nature of white American exploitation of the Plains; railroads, ranches and cow towns- Homesteaders; living and farming on the Plains- the Indian Wars including Little Crow's War (1862), Red Cloud's War (1865-68) and the Great Sioux War (1876-77)
Part 5	American cultures, 1877 – 1900 You will study: <ul style="list-style-type: none">- changes to the Plains Indians' way of life including the impact of reservations and the destruction of the buffalo- the impact of economic, social, and political change on the lives of African-Americans- the growth of big business, cities, and mass migration

Academic vocabulary

culture	A way of living shared by a group of people
democratic	A system in which decisions are made by voting
federal	National – i.e. something that affects all the different states of the USA
indigenous	Something or someone whose origins are deeply rooted in a place (synonym: native)
vision	A way of looking at an issue or place

KS4 History:

The Norman Conquest, 1065-87



Aims of this study:

This unit is your British Depth Study. In this unit, you will study society across a short, yet dramatic period of time. You will gain a deeper understanding of the complexity of society and the interplay of different forces within it. Crucially, you will also engage with interpretations of the time, considering how and why different interpretations of the same events have been formed.

Assessment objectives assessed in this topic

AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
AO2	Explain and analyse historical events and periods studied using second-order historical concepts.
AO4	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

The Norman Conquest, 1065-87

Part 1	Overview You will study: - England on the eve of the conquest, considering society, religion and culture - the extent to which Anglo-Saxon England can be seen as a 'golden age'
Part 2	Overview You will study: - how and why William of Normandy became King of England in 1066
Part 3	Overview You will study: - the establishment of Norman rule between 1066 and 1071 - early resistance to Norman rule across England
Part 4	Overview You will study: - the nature and purpose of Norman castles in England up to 1087
Part 5	Overview You will study: - the impact of the Norman Conquest on the English and English society to 1087

Academic vocabulary

Interpretation	A crafted point of view of past events, people, or places
Norman Yoke	The idea that the Normans controlled the English through force and oppression
Culture	Way of life
Factor	Something that plays a part in causing an event or development
Earl	A powerful nobleman
Lord	An important person such as a baron or knight

KS4 History:

The People's Health c.1250 to present



Aims of this study:

This is your thematic study. You will study and understand the changes and continuities in public health in Britain since c.1250 to the present. You will consider wider changes in aspects of society across time and make comparisons between them. You will develop a deeper understanding of the characteristic features of each time period. You will then be able to identify and describe events, situations, and developments in the history of public health in Britain as well as considering the diverse experiences of different groups of people in Britain. In each time period you will consider three key issues: the impact of living conditions on people's health, the response to epidemics, and attempts to improve people's health. Across the whole course you will also consider the role of the five factors detailed below and how they influenced changes and continuities in public health.

Assessment objectives assessed in this topic

AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
AO2	Explain and analyse historical events and periods studied using second-order historical concepts.

The People's Health c.1250 to present

Part 1	<p>Medieval Britain c.1250 – c.1500 You will study:</p> <ul style="list-style-type: none"> - the characteristic features of medieval Britain - living conditions: housing, food, water, and waste - responses to the Black Death: beliefs and actions - approaches to public health in late medieval towns and monasteries
Part 2	<p>Early Modern Britain c.1500 – c.1750 You will study:</p> <ul style="list-style-type: none"> - cultural, social, and economic change including the growth of towns - changing living conditions: housing, food, water, and waste - responses to outbreaks of plague including national plague orders and local reactions - the impact of local and national government on public health including measures to improve the urban environment and the government response to the gin craze, 1660-1751
Part 3	<p>Industrial Britain c.1750 – c.1900 You will study:</p> <ul style="list-style-type: none"> - industrialisation, the growth of major cities, and political change - urban living conditions in the early nineteenth century: housing, food, water, and waste - responses to cholera epidemics - public health reform in the nineteenth century including the Public Health Acts and local initiatives
Part 4	<p>Britain since c.1900 You will study:</p> <ul style="list-style-type: none"> - Economic, political, social, and economic change - living conditions and lifestyles: housing, food, air quality, and inactivity - responses to Spanish Influenza and HIV/AIDS - growing government involvement in public health including pollution control, anti-smoking initiatives, and the promotion of healthy lifestyles

You will consider how the following five factors influenced changes and continuities:

beliefs, attitudes, and values	The role of religious beliefs as well as social attitudes and what people saw as important
local and national government	Ranging from the monarch and parliament, to local government and town councils
science and technology	Scientific ideas and methods as well as inventions
urbanisation	The growth of urban areas – more towns and cities rather than rural life
wealth and poverty	The impact of someone's wealth on their health and life

Academic vocabulary

epidemic	a disease that affects a large number of people at the same time
factor	something that influences other aspects – e.g. factors that led to improvements
hygiene	keeping clean
public health	measures taken by governments and other authorities to look after people's health
rural	to do with the countryside
urban	to do with towns or cities