

## Hobart High School Key Stage 4 Curriculum Map – Year 10



Department / Syllabus Link: Humanities – History Edexcel 9-1 Specification

	GCSE Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
<b>Autumn 1</b>	Early Elizabethan England (Paper 2 – Option B4)	<p>Knowledge: This unit focuses on the first 30 years of Elizabeth I's reign (1558-1588). Students will learn about the problems Elizabeth faced from within England and abroad including the religious tensions between Catholics and Protestants. Key events of Elizabeth's reign, including the defeat of the Spanish Armada and well as the lives of people in Elizabethan England will be studied.</p> <p>Skills: chronological understanding, cause and consequence, change and continuity, placing events in a historical context.</p>	<p>End of unit mock in May of Year 10.</p> <p>Full paper 2 mock December Y11.</p> <p>In class assessment questions throughout the unit using the 'I do, we do, you do' method to model answers for each type of question.</p>	<p>References made to historic views on the role of women in society. Focus on religious divisions within society and the conflicts that can arise from these.</p>
<b>Autumn 2</b>	As above	As above	As above	As above
<b>Spring 1</b>	Medicine Through Time (Paper 1 – Option 11)	<p>Knowledge: This unit focuses on the changes and developments in medical history in Britain from c.1250 to present day. Four times periods will be studied (Medieval, Renaissance, Industrial and Modern) and, in each time period, students will focus on ideas about cause of disease and methods of treatment and prevention. Key medical</p>	<p>End of unit unseen assessment December Y10.</p> <p>Full paper one mock in the Summer of Y10.</p> <p>In class assessment questions throughout the unit using the 'I do, we do, you do' method to model answers for each type of question.</p>	<p>Reference to lifestyle choices and the impact they can have on health. Focus on the positive impact on conflict with regards to medical advancement.</p>

		<p>developments and the work of individuals form key case studies for the unit.</p> <p>Skills: chronological understanding, cause and consequence, change and continuity, placing events in a historical context.</p>		
<b>Spring 2</b>	As above	As above	As above	As above
<b>Summer 1</b>	British Sector of the Western Front (Paper 1 – Option 11)	<p>Knowledge: Students focus on the historic environment of the British sector of the Western Front during World War One. They will learn about the injuries soldiers sustained in the trenches, the methods of transporting injured soldiers, the problems of treating soldiers, the stages of treatment and the medical developments that occurred during the war.</p> <p>Skills: Chronological understanding, use of sources including assessing the usefulness of sources, placing events in a historical context.</p>	<p>Full paper 1 mock in Summer Y10.</p> <p>In class assessment questions throughout the unit using the ‘I do, we do, you do’ method to model each type of question.</p>	Focus on the nature of conflict; the positive impact it can have on medical advancements and the negative impact on society, especially those actively fighting.
<b>Summer 2</b>	The American West (Paper 2 – option P3)	<p>Knowledge: Students will learn about the settlement, development and conflict of America from c.1835 – 1895. They will focus on the lives of the Plains Indians and how this was changed as the white Americans expand westwards.</p> <p>Skills: chronological understanding, cause and consequence, change and continuity, placing events in a historical context.</p>	<p>Full paper 2 mock December of Year 11.</p> <p>In class assessment questions throughout the unit using the ‘I do, we do, you do’ method to model answers for each type of question.</p>	Understanding the difference between cultures and the impact of one culture dominating another.

## Hobart High School Key Stage 4 Curriculum Map – Year 11



Department / Syllabus link: Humanities – History Edexcel 9-1 Specification

	GCSE Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
<b>Autumn 1</b>	The American West (Paper 2 – option P3)	As summer 2 Y10.	As summer 2 Y10.	As summer 2 Y10.
<b>Autumn 2</b>	USA home and abroad (Paper 3 – Option 33)	<p>Knowledge: This unit is divided into two key sections. The 'home' section deals with the Civil Rights movement in America during the 1950s and 1960s. Students will focus on the treatment of black Americans and why there was a need for the movement as well the key events, individuals and laws that led to change. The 'abroad' section focuses on the USA's involvement in the Vietnam War. Students will focus on the causes of the war, reasons for the USA's escalated involvement, the tactics used by both armies, the protest movement against the war and the ending of the conflict.</p> <p>Skills: Chronological understanding, use of sources including assessing the usefulness of sources, placing events in a historical context, cause and consequence, analysis historical interpretations.</p>	<p>Full paper 3 mock Spring Year 11.</p> <p>In class assessment questions throughout the unit using the 'I do, we do, you do' method to model answers for each type of question.</p>	<p>Understanding human rights and how they have been fought for. Social responsibility to stand up for what is right and the role of protest in affecting change.</p>
<b>Spring 1</b>	USA home and abroad (Paper 3 – Option 33)	As above	As above	As above

<b>Spring 2</b>	Revision	<p>Knowledge: Students to undertake a range of revision activities using a variety of strategies to cover the content of the course in preparation for GCSE examinations.</p> <p>Skills: Practicing a range of revision techniques including retrieval practice, inter-leaving, memory palaces, mind mapping, flash cards etc. Practicing a range of exam questions.</p>		
<b>Summer 1</b>	Revision	As above		
<b>Summer 2</b>				