

## Key Stage 4 Subject Timeline Year 9 to 11

Subject: history

Exam Board: AQA

KS4 HISTORY Y9					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Medieval medicine, surgery and public health</b></p> <ul style="list-style-type: none"> <li>-The Four Humours</li> <li>-Monasteries</li> <li>-Medieval Surgery</li> <li>-The significance of Islamic doctors and medicine</li> <li>-Treatments</li> <li>-The Black Death case study</li> </ul>	<p><b>Renaissance medicine, surgery and public health</b></p> <ul style="list-style-type: none"> <li>- <b>Andreas Vesalius</b></li> <li>-William Harvey</li> <li>-<b>Ambroise Pare</b></li> <li>-Sydenham and Hunter</li> <li>-Continuity and progress in anatomical knowledge, surgery and medicine.</li> <li>-Great Plague case study.</li> <li>Compare and contrast with Black Death.</li> <li>-<b>The printing press</b></li> </ul>	<p><b>Industrial regress and progress</b></p> <ul style="list-style-type: none"> <li>-Edward Jenner and his vaccination.</li> <li>-<b>Louis Pasteur</b>, the microscope, Robert Koch and magic bullets.</li> <li>-Simpson, Lister and improvements to surgery.</li> <li>-Regress in public health and laissez-faire governments</li> <li>-Progress in public health caused by Edwin Chadwick, <b>John Snow</b>, <b>Joseph Bazalgette</b> and others.</li> <li>-Government reforms like the 1848 and 1875 public health acts.</li> </ul>	<p><b>The 20<sup>th</sup> Century</b></p> <ul style="list-style-type: none"> <li>- Liberal reforms and the foundations of the welfare state</li> <li>-World War One and progress in surgery</li> <li>-Alexander Fleming, Chain and Florey penicillin</li> <li>-<b>The NHS</b></li> <li>-Modern medicine</li> <li>-Evaluating causes and change</li> </ul>	<p><b>Treaty of Versailles, League of Nations and the 1920s</b></p> <ul style="list-style-type: none"> <li>- The armistice in 1918</li> <li>-The wishes of the 'Big 3'</li> <li>-Terms of the treaty</li> <li>-<b>Attitudes towards the Versailles treaty</b></li> <li>-Evaluating how fair the treaty was</li> <li>-Aims and structure of the League of Nations</li> <li>-Successes and failures of the League in the 1920s</li> </ul>	<p><b>Failures of the League in the 1930s</b></p> <ul style="list-style-type: none"> <li>-The Great Depression's significance</li> <li>-<b>The Manchurian crisis 1931-1933</b></li> <li>-<b>The Abyssinian Crisis 1935-6</b></li> <li>-Axis alliance</li> <li>-Collapse of the League of Nations</li> </ul>
<p><u>Key Concepts and skills</u></p> <ul style="list-style-type: none"> <li>- <b>Source utility and provenance</b></li> <li>- Change and continuity</li> <li>- Comparing and contrasting the Great Plague with Black Death</li> <li>- <b>Significance of individuals</b>, religion, and science and technology</li> <li>-Cause and consequence</li> <li>-Linking and evaluating factors</li> </ul>		<p><u>Key Concepts and skills</u></p> <ul style="list-style-type: none"> <li>- Source utility and provenance</li> <li>- Change and continuity in public health, medicine and surgery.</li> <li>- Comparing and contrasting surgery and public health with previous centuries</li> <li>- Significance of individuals, governments, and science and technology</li> <li>-Cause and consequence</li> <li>-Linking and evaluating factors</li> </ul>		<p><u>Key Concepts and skills</u></p> <ul style="list-style-type: none"> <li>- <b>Source utility and provenance. Written sources and images.</b></li> <li>- Evaluating without using the benefit of hindsight</li> <li>- Comparing and contrasting attitudes</li> <li>- <b>Significance of politicians</b>, governments, and the Global Depression</li> <li>-Cause and consequence. Linking events.</li> <li>-Linking and evaluating factors causing change</li> <li>-Empathy</li> </ul>	
<p><u>Endpoint</u></p> <ul style="list-style-type: none"> <li>• To explain what Medieval Britain thought caused disease</li> <li>• How the sick in Medieval Britain were treated</li> <li>• <b>The impact of other countries on British medicine</b></li> <li>• Evaluating change and continuity between 1000 and 1450</li> </ul>	<p><u>Endpoint</u></p> <ul style="list-style-type: none"> <li>• To explain the significance of individuals on anatomical knowledge and surgery.</li> <li>• Understand progress and continuity between 1450 and 1750 in anatomical knowledge and surgery.</li> <li>• Similarities between Early Modern and Medieval Britain in medicine, public health and surgery.</li> </ul>	<p><u>Endpoint</u></p> <ul style="list-style-type: none"> <li>• Explain the regress in public health between 1750 and 1870c.</li> <li>• To explain the progress in public health after 1875 and the causes.</li> <li>• To explain the progress in medicine and how this links to public health and surgery.</li> <li>• Explain progress in surgery.</li> </ul>	<p><u>Endpoint</u></p> <ul style="list-style-type: none"> <li>• To have explained the significance of war and governments on surgery, medicine and public health.</li> <li>• To understand the extent of change between 1000ad and the present day.</li> </ul>	<p><u>Endpoint</u></p> <ul style="list-style-type: none"> <li>• To have understood the terms of the treaty and explain positive and negative attitudes towards it.</li> <li>• To have explain why events between 1919 and 1929 are linked</li> </ul>	<p><u>Endpoint</u></p> <ul style="list-style-type: none"> <li>• To explain the significance of the depression on Japanese and Italian foreign policy.</li> <li>• To have explained, and some to have evaluated, the causes of the League's collapse.</li> </ul>

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	<ul style="list-style-type: none"> <li>The develop their ability to explain, link and evaluate factors in PEEL paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>To have linked events together to understand cause and consequence.</li> <li>The develop their ability to explain, link and evaluate factors in PEEL paragraphs.</li> </ul>			
Medieval assessment at the end of the half-term	Renaissance assessment at the end of the second half-term	Industrial assessment at the end of half-term	20 <sup>th</sup> Century assessment at the end of half-term	Revision for PPE	<b>Year 9 PPE Exams</b> To include Britain Health and the People (4 questions) and Conflict and tension (4 questions)

Key

Diversity and inclusion

Careers

Cultural Capital