

Curriculum Overview History– Holly Lodge Girls’ College

Year 10/11		
Title	Curriculum content	Assessment
<p><u>America, 1920–1973: Opportunity and inequality</u></p> <p>This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.</p>		<p>Pupils will familiarise themselves with the questions on the American Paper:</p> <p>1. HOW DO INTERPRETATIONS A AND B DIFFER ABOUT...? (4 marks): How are the two interpretations different based on what they say?</p> <p>2. WHY DO THE AUTHORS OF INTERPRETATIONS A AND B HAVE A DIFFERENT INTERPRETATION ABOUT... ? (4 marks): Identify why they have a different opinion using the provenance (who is saying it, when and why?) You need to focus needs on the AUTHORS.</p> <p>3. WHICH INTERPRETATION DO YOU FIND MORE CONVINCING ABOUT... ?(8 marks): You need to use KNOWLEDGE to explain which is most CONVINCING. You DO NOT mention the author or purpose. For each source explain: What it says about the topic and how your knowledge PROVES it.</p>

		<p>Then reach a conclusion about which is MOST CONVINCING and WHY</p> <p>4. DESCRIBE TWO ... (4 marks): In this question you need to IDENTIFY two problems/ways (features, issues etc.) and give reasons and show understanding of how they are problems/issues.</p> <p>5. IN WHAT WAYS WERE THE LIVES OF PEOPLE AFFECTED/CHANGED BY... ? EXPLAIN YOUR ANSWER (8 marks): You need to use the Point, Evidence, Explain structure. You need to identify a way lives changed, give evidence and explain WHY/HOW it was a change. You do not need a conclusion.</p> <p>6. WHICH OF THE FOLLOWING WAS THE MORE IMPORTANT REASON FOR...? (12 mark): You need THREE paragraphs in your answer: First explain how the first bullet point was important, LINKING to the question Second explain how the second bullet point was important, LINKING to the question Third reach a CONCLUSION – which was the most important and WHY</p>
<p><u>Part one: American people and the 'Boom'</u></p>	<ul style="list-style-type: none"> • The 'Boom': benefits, advertising and the consumer society; hire purchase; mass production, including Ford and 	

	<p>the motor industry; inequalities of wealth; Republican government policies; stock market boom.</p> <ul style="list-style-type: none"> • Social and cultural developments: entertainment, including cinema and jazz; the position of women in society, including flappers. • Divided society: organised crime, prohibition and their impact on society; the causes of racial tension, the experiences of immigrants and the impact of immigration; the Ku Klux Klan; the Red Scare and the significance of the Sacco and Vanzetti case. 	
<p><u>Part two: Bust – Americans' experiences of the Depression and New Deal</u></p>	<ul style="list-style-type: none"> • American society during the Depression: unemployment; farmers; businessmen; Hoover's responses and unpopularity; Roosevelt's election as president. • The effectiveness of the New Deal on different groups in society: successes and limitations including opposition towards the New Deal from Supreme Court, Republicans and Radical politicians; Roosevelt's contribution as president; popular culture. • The impact of the Second World War: America's economic recovery; Lend 	

	<p>Lease; exports; social developments, including experiences of African-Americans and women.</p>	
<p><u>Part three: Post-war America</u></p>	<ul style="list-style-type: none"> • Post-war American society and economy: consumerism and the causes of prosperity; the American Dream; McCarthyism; popular culture, including Rock and Roll and television. • Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Segregation laws; Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts of 1964 and 1968. • America and the 'Great Society': the social policies of Presidents Kennedy and Johnson relating to poverty, education and health; the development and impact of feminist movements in the 1960s and early 1970s, including the fight for equal pay; the National Organisation for Women, Roe v Wade (1973), the Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment. 	

<p><u>Conflict and tension in Asia, 1950–1975</u> This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers the role of nationalist movements in causing and sustaining conflict. It focuses on the causes and events of the Cold War in Asia and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.</p>		<p><u>Assessment</u></p> <p>1. SOURCE A OPPOSES/SUPPORTS ... How Do You Know? (4 Marks):</p> <p>2. HOW USEFUL Are Sources E And F To A Historian Studying...? (12 marks): Follow the same pattern for each source: MEANING, AGREE, and PROVENANCE.</p> <p>3. WRITE AN ACCOUNT OF HOW...BECAME AN INTERNATIONAL CRISIS/CAUSED PROBLEMS (8 marks): CHRONOLOGICALLY EXPLAIN how a crisis occurred. Link back for each point WHY it was a crisis.</p> <p>4. “INTERPRETATION”. HOW FAR DO YOU AGREE WITH THIS STATEMENT? (16 marks) You need to agree and disagree that the statement was the main reason in causing war /causing victory/result of the war. Follow this structure: INTRO, FACTOR NAMED IN QUESTION, OTHER FACTOR, OTHER FACTOR and CONCLUSION.</p>
<p><u>Part one: Conflict in Korea</u></p>	<ul style="list-style-type: none"> The causes of the Korean War: nationalism in Korea; US relations with China; the division of Korea; Kim Il Sung and Syngman Rhee; reasons why the North invaded the South in June 1950; US and the UN responses; USSR's absence from the UN. 	

	<ul style="list-style-type: none"> • The development of the Korean War: the UN campaign in South and North Korea; Inchon landings and recapture of South Korea; UN forces advance into North Korea; reaction of China and intervention of Chinese troops October 1950; the sacking of MacArthur. • The end of the Korean War: military stalemate around the 38th Parallel; peace talks and the armistice; impact of the Korean War for Korea, the UN and Sino-American relations. 	
<p><u>Part two: Escalation of conflict in Vietnam</u></p>	<ul style="list-style-type: none"> • The end of French colonial rule: Dien Bien Phu and its consequences; Geneva Agreement, 1954; civil war in South Vietnam; opposition to Diem; the Vietcong – aims, support, leadership and guerrilla tactics and Ho Chi Minh. • The US involvement: the Domino Theory; intervention under Eisenhower and Kennedy; Strategic Hamlets programme. • Johnson’s War: the Gulf of Tonkin; the US response to Vietcong tactics; the mass bombing campaign; demands for peace and growing student protests in the USA; My Lai 	

	and its public impact; Search and Destroy tactics and impact; the Tet Offensive and its consequences for the war.	
<u>Part three: The ending of conflict in Vietnam</u>	<ul style="list-style-type: none"> • Nixon’s War: Vietnamisation; chemical warfare; bombing campaign of 1970–1972; relations with China; widening of the war into Laos and Cambodia. • Opposition to war: Kent State University; the importance of the media and TV in influencing public opinion; the context of the Watergate affair. • The end of the war: the Paris Peace talks; the role of Kissinger; the US withdrawal; fall of Saigon; the price of conflict; problems of Vietnam in 1975. 	
<u>Elizabethan England, c1568–1603</u> This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I’s reign considered		<u>Assessment</u> Question 1 – How convincing is Interpretation C about... (8 marks)

<p>from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.</p>		<p>Focus on CONTENT of interpretation (what it says) and CONTEXTUAL KNOWLEDGE. You do not mention provenance. Interpretation C says... Interpretation C is correct because... Question 2 – Explain what was important about... (8 marks) Straightforward explain question. THREE factors explained and linked back to the question. Question 3 – Write an account of... (8 marks) WRITE AN ACCOUNT OF THE WAYS... Essentially an EXPLAIN question – word “ways” implies more than one. The examiner is looking for a carefully structured account that is chronological (‘account’) Students identify a way in relation to the question and EXPLAIN it. TWO factors explained. THREE if you can. Question 4: 16-mark essay question: Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students’ understanding of Elizabethan England</p>
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<p><u>Part one: Elizabeth's court and Parliament</u></p>	<ul style="list-style-type: none"> • Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers. • The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601. 	
<p><u>Part two: Life in Elizabethan times</u></p>	<ul style="list-style-type: none"> • A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre. • The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem. • English sailors: Hawkins and Drake; circumnavigation 1577–1580, 	

	voyages and trade; the role of Raleigh.	
<u>Part three: Troubles at home and abroad</u>	<ul style="list-style-type: none">• Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.• Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact.• Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.	

<p><u>Part four: The historic environment of Elizabethan England</u></p>	<ul style="list-style-type: none"> • The historic environment is 10% of the overall course, which equates to approximately 12 hours out of 120 guided learning hours. • Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Elizabethan England 	
<p><u>Britain: Health and the people: c1000 to the present day</u></p> <p>This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short- and long-term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that</p>		<p>Question 1 - Study Source A. How useful is Source A to a historian in....? Explain your answer using Source A and your own contextual knowledge. [8 marks].</p> <p>Question 2 - Explain the significance ofin the development of [8 marks].</p> <p>Question 3 - 'Compare....' will ask students to compare two key events, developments or the role of individuals or groups. [8 marks]</p> <p>Question 4 - Evaluate factors [16 marks] [4: SPaG]</p> <p>Requires knowledge, understanding and analysis of historical events and</p>

<p>impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.</p>		<p>developments over time. It draws on second order concepts of cause, consequence and/or change. It will ask students to evaluate one stated factor against other factors.</p>
<p><u>Part one: Medicine stands still</u></p>	<ul style="list-style-type: none"> • Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness. • Medical progress: 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 the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention. 	

<p><u>Part two: The beginnings of change</u></p>	<ul style="list-style-type: none"> • The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change. • Dealing with disease: traditional and new methods of treatments; 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. • Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change. 	
<p><u>Part three: A revolution in medicine</u></p>	<ul style="list-style-type: none"> • The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; 	

	<p>Paul Ehrlich and magic bullets; everyday medical treatments and remedies.</p> <ul style="list-style-type: none"> • A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery. • Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts. 	
<p><u>Part four: Modern medicine</u></p>	<ul style="list-style-type: none"> • Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments. 	

	<ul style="list-style-type: none">• The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.• Modern public health: 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 the issues of healthcare in the 21st century.	
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