

Year 9 History Curriculum Map

| | Autumn Term | Spring Term | Summer Term |
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| Unit Length | <p>Half Term 1</p> <p>Britain: Health and the people: c1000 to the present day part 1</p> <p>Half Term 2:</p> <p>Britain: Health and the people: c1000 to the present day part 2</p> <p>Britain: Health and the people: c1000 to the present day</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.</p> | <p>Half Term 3 Britain: Health and the people: c1000 to the present day part 3&4</p> <p>Half Term 4 Conflict and tension part 1 (WW1)</p> <p>Conflict and tension: the First World War, 1894–1918</p> <p>This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.</p> | <p>Half Term 5 Conflict and tension part 2 (WW1)</p> <p>Half Term 6 Conflict and tension part 3 (WW1)</p> <p>Conflict and tension: the First World War, 1894–1918</p> <p>This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring</p> |

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| | | | <p>the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.</p> |
| <p>Links to the National curriculum/Assessment Objectives</p> | <ul style="list-style-type: none"> • AO1: demonstrate knowledge and understanding of the key features and characteristics of the period 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. • AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. | | |
| <p>Description of the topic and key learning outcomes (key knowledge and understanding)</p> | <p>Topic 1: Britain: Health and the people: c1000 to the present</p> <p>Part one: Medicine stands still</p> <p>Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.</p> <p>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.</p> <p>Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs</p> | <p>Britain: Health and the people: c1000 to the present day y part 3&4</p> <p>Part three: A revolution in medicine</p> <p>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; Paul Ehrlich and magic bullets; everyday medical treatments and remedies.</p> <p>A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.</p> <p>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</p> | <p>Conflict and tension part 2 (WW1)</p> <p>Part two: The First World War: stalemate</p> <p>The Schlieffen Plan: the reasons for the plan, its failure, including the Battle of Marne and its contribution to the stalemate.</p> <p>The Western Front: military</p> |

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| | <p>about its causes, treatment and prevention.</p> <p>Part two: The beginnings of change</p> <p>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.</p> <p>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.</p> <p>Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.</p> | <p>1848 and 1875 Public Health Acts.</p> <p>Part four: Modern medicine</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Topic 2: Conflict and tension part 1 (WW1)</p> <p>The Alliance System: the Triple Alliance; Franco-Russian Alliance; relations between the 'Entente' powers; the crises in Morocco (1905 and 1911) and the Balkans (1908–1909), and their effects on international relations.</p> <p>Anglo-German rivalry: Britain and challenges to Splendid Isolation; Kaiser Wilhelm's aims in foreign policy, including Weltpolitik; colonial tensions; European rearmament, including the Anglo-German naval race.</p> <p>Outbreak of war: Slav nationalism and relations between Serbia and Austria-Hungary; the assassination of Archduke Franz Ferdinand in Sarajevo and its consequences; the July Crisis; the Schlieffen Plan and Belgium; reasons for the outbreak of hostilities and the escalation of the conflict.</p> | <p>tactics and technology, including trench warfare; the war of attrition; key battles, including Verdun, the Somme and Passchendaele, the reasons for, the events and significance of these battles.</p> <p>The wider war: the war on other fronts; Gallipoli and its failure; the events and significance of the war at sea, including Jutland, the U-Boat campaign and convoys.</p> <p>Conflict and tension part 3 (WW1)</p> <p>Ending the war</p> <p>Changes in the Allied Forces: consequences of the Bolshevik Revolution and the withdrawal of Russia on Germany strategy; the</p> |
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| | | | <p>reasons for and impact of the entry of the USA into the war.</p> <p>Military developments in 1918 and their contribution to Germany's defeat: the evolution of tactics and technology; Ludendorff the German Spring Offensive; the Allied advance during The Hundred Days.</p> <p>Germany surrenders: impact of the blockade; abdication of the Kaiser; armistice; the contribution of Haig and Foch to Germany's defeat.</p> |
| Related Concepts (that are revisited) | <p>Year 7: England from 1066</p> <p>Year 7 Black death</p> | <p>Year 8</p> <p>WW1</p> | <p>Year 8</p> <p>WW1</p> |
| Skills being taught | Skills Taught: | Skills Taught: | Skills Taught: |

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| | Source analysis. critical thinking, evaluation, extended writing. | Source analysis. critical thinking, evaluation, extended writing. | Source analysis. critical thinking, evaluation, extended writing. |
| Milestone assessments | Assessments as per schools calendar Assessment 1: Medicine through time Set questions for GCSE, plus additional 20% old content questions | Assessments as per schools calendar Assessment 2: conflict and tension Set questions for GCSE, plus additional 20% old content questions | Assessments as per schools calendar Assessment 3 conflict and tension Set questions for GCSE, plus additional 20% old content questions |
| Wider reading | BBC Bitesize Revision guides KOs | BBC Bitesize Revision guides KOs | BBC Bitesize Revision guides KOs |
| Literacy programme | Spelling of keywords: Aseptic, Autopsy, Bacillus, Biological, Warfare, Capillaries, Cauterise, Cesspit, Classical, Cloning, Compensate, Compulsory, Contagionists, Destitute, Doctrine of Signatures, Dunghill, Effluent, Embryo, Emetic, Endemic, Entrepreneur, Epidemic, Gelatine capsules, Guild, Heredity, Hippocratic oath, Holistic medicine, Holy land, Human Genome Project, Hypochondria, Immune, Indulgence, Infant mortality, | Spelling of keywords: Inheritance, Inoculation, Laissez-faire, Latrine, Lavatorium, Licensee, Life expectancy, Ligature, Magic bullet or sulphur drug, Malnourishment, Mortality, Nationalisation, Orthodox medicine, Pandemic, Philanthropist, Physic garden, Poultice, Private patients, Privy, Purgatory, Quack, Quarantine, Respite care, Serum, Spontaneous generation, Sterile, Sterilisation, Tranquillisers, Trepanning, Vaccination, Welfare state, Workhouse | Spelling of keywords: Q-ships, U-boats, radar, Homefront, Rationing, Starvation, Revolution, Rebellion, Assassination, The Black Hand, Extremists, Political, economic, |

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| | | Prussia, Kaiser, Empire, Isolationism, Nationalism, Military, Imperialism, Alliance, Entente, Cordialle, Arms Race, Dreadnought, Trench Warfare, Stalemate, War of Movement, Tank, Chemical Warfare, Stormtroopers, Frog Jump, Commander, Enlistment, Conscription, | social, Ludendorff, Offensive, Haig, Winston Churchill, Wilhelm II, Franz Ferdinand, heir, Scramble for Africa, Artillery, canon, Bayonet, grenade, aeroplane, resource, blockade, dysentery, Western Front, Eastern Front. |
| Homework | Knowledge Organisers Exam style questions Set reading from next lesson prep See MTP for breakdown of homework set | Knowledge Organisers Exam style questions Set reading from next lesson prep See MTP for breakdown of homework set | Knowledge Organisers Exam style questions Set reading from next lesson prep See MTP for breakdown of homework set |
| OAK ACADEMY LINKS | Medicine Through Time How much medical progress did Ancient Greece & Rome make? https://classroom.thenational.academy/lessons/how-much-medical-progress-did-ancient-greece-and-rome-make-6npj4r What did people think about where disease came from in Medieval Britain? https://classroom.thenational.academy/lessons/what- | Conflict & Tension Imperialism https://classroom.thenational.academy/lessons/imperial-rivalries-cdhkae Alliances https://classroom.thenational.academy/lessons/systems-of-alliance-cmukgr Militarism & Nationalism https://classroom.thenational.academy/lessons/nationalism- | Half Term 1: |

[did-people-think-about-where-disease-came-from-in-medieval-britain-68r32d](https://classroom.thenational.academy/lessons/who-did-people-go-to-for-medical-help-in-medieval-times-cmuk6t)

Who did people go to for medical help in Medieval Times?

<https://classroom.thenational.academy/lessons/who-did-people-go-to-for-medical-help-in-medieval-times-cmuk6t>

The Black Death

<https://classroom.thenational.academy/lessons/what-can-the-black-death-tell-us-about-medieval-medicine-c9h32c>

Prevention & Treatment changes from 1500 - 1700

<https://classroom.thenational.academy/lessons/did-ideas-about-prevention-and-treatment-change-between-1500-1700-6crkgd>

The Black Death vs The Great Plague

<https://classroom.thenational.academy/lessons/how-did-approaches-differ-in-dealing-with-the-great-plague-compared-to-the-black-death-cth64c>

Vaccination

<https://classroom.thenational.academy/lessons/when-did-vaccination-really-start-to-make-a-difference-to-health-in-britain-6gv30d>

Improvements in Surgery

<https://classroom.thenational.academy/lessons/why-were-there-improvements-in-surgery-6tgppc>

John Snow

<https://classroom.thenational.academy/lessons/how-far-did-john-snow-change-ideas-about-the-prevention-of-disease-cnkh4r>

Public Health

<https://classroom.thenational.academy/lessons/how-and-why-did-ideas-about-responsibility-for-public-health-change-c9j62d>

Medical Conditions on the Western Front

<https://classroom.thenational.academy/lessons/what-medical-conditions-were-there-on-the-western-front-6ct36t>

Factor – War

<https://classroom.thenational.academy/lessons/how-far-did-war-on-the-western-front-give-rise-to-new-techniques-in-medical-treatment-6wupae>

[and-militarism-c8w66r](https://classroom.thenational.academy/lessons/and-militarism-c8w66r)

The “Birth” of Germany

<https://classroom.thenational.academy/lessons/germany-a-new-nation-c5jpac>

What caused the outbreak of WWI?

<https://classroom.thenational.academy/lessons/what-really-caused-the-outbreak-of-wwi-cgwk2d>

The Schlieffen Plan

<https://classroom.thenational.academy/lessons/the-schlieffen-plan-ccr64e>

Introduction to the Western Front

<https://classroom.thenational.academy/lessons/introduction-to-the-western-front-c8vk8e>

The Eastern Front and the Russian Revolution, 1917

<https://classroom.thenational.academy/lessons/the-eastern-front-and-the-russian-revolution-1917-cth3jr>

The US Enters the War

<https://classroom.thenational.academy/lessons/the-us-enters-the-war-1917-cgwkjr>

The Spring Offensive

<https://classroom.thenational.academy/lessons/the-spring-offensive-1918-6mr3cr>

The Armistice

<https://classroom.thenational.academy/lessons/the-armistice-1918-6cvkcr>

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| | <p>Science & Technology</p> <p>https://classroom.thenational.academy/lessons/how-has-the-use-of-science-and-technology-changed-ideas-around-the-treatment-and-prevention-of-lung-cancer-6gvkar</p> <p>NHS</p> <p>https://classroom.thenational.academy/lessons/did-the-nhs-transform-medicine-in-britain-68uk0r</p> <p>20th Century Medicine</p> <p>https://classroom.thenational.academy/lessons/how-far-did-treatment-advance-in-the-20th-century-6crp2c</p> | | |
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