



<b>Golden Threads</b> How did Germany change from a democracy to a dictatorship in 20 years?	<b>Enrichment</b>	<b>Review and Evaluation</b>
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	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 1	<p><b>c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain cont.</b></p> <ol style="list-style-type: none"> <li>2. Approaches to prevention and treatment</li> <li>3. Case study</li> </ol> <p>The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale. The impact of anaesthetics and antiseptics on surgery.</p> <p>New approaches to prevention: the development and use of vaccinations and the Public Health Act (1875).</p> <p>Key individual: Jenner and the development of vaccination.</p> <p>Fighting Cholera in London (1854); attempts to prevent its spread; the significance of Snow and the Broad Street pump.</p> <p><b>c1900–present: Medicine in modern Britain</b></p> <ol style="list-style-type: none"> <li>1. Ideas about the cause of disease and illness</li> <li>2. Approaches to prevention and treatment</li> <li>3. Case study</li> </ol> <p>Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.</p> <p>Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.</p> <p>The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals.</p> <p>New approaches to prevention: mass vaccinations and government lifestyle campaigns</p> <p>Key individuals: Fleming, Florey and Chain’s development of penicillin.</p> <p>The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.</p>	See Year 10 Term 5	<p>Explain why there was rapid progress in disease prevention after c1900. [12]</p> <p>Approx. Oct</p>	See Year 10 Term 5	<p>Anaesthetics</p> <p>Antiseptics</p> <p>Surgery</p> <p>Vaccinations</p> <p>Acts (of parliament)</p> <p>Cholera</p> <p>Research</p> <p>NHS</p> <p>Magic bullets</p> <p>Antibiotics</p> <p>Penicillin</p> <p>High-tech</p> <p>Prognosis</p> <p>Cancer</p> <p>GP</p>	Recall of the 20th century from Year 9



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Term 2	<p><b>The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</b></p> <p>The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its construction and organisation, including frontline and support trenches. The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure.</p> <p>Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks.</p> <p>The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras.</p> <p>The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.</p> <p>The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.</p>	<p>Knowledge of national sources relevant to the period and issue, e.g. army records, national newspapers, government reports, medical articles.</p> <p>Knowledge of local sources relevant to the period and issue, e.g. personal accounts, photographs, hospital records, army statistics.</p> <p>Recognition of the strengths and weaknesses of different types of source for specific enquiries.</p> <p>Framing of questions relevant to the pursuit of a specific enquiry.</p> <p>Selection of appropriate sources for specific investigations.</p>	<p>Students are assessed on their knowledge and understanding of the time period.</p> <p>Assessment:</p> <p>4 mark question: Describe two features</p> <p>8 mark question: How useful are two sources for an enquiry into...?</p> <p>4 mark question: How would you follow up Source X for an enquiry into...?</p> <p>Regular practice of these question styles. To include at least one of each in exam conditions and the following questions recorded on SIMS.</p> <p>How useful are sources C and D for an enquiry into the treatment of the wounded at ADSs on the Western Front?</p> <p>Approx. Dec</p>	<p>Sources being useful just because they were written / drawn at the time</p> <p>Assuming sources are always objective or always biased and therefore not useful</p> <p>Neglecting to consider the historical context of sources</p>	<p>Useless (of a source)</p> <p>Provenance</p> <p>Argument</p> <p>Content</p> <p>Nature</p> <p>Origin</p> <p>Purpose</p> <p>Author</p> <p>Audience</p> <p>Context</p> <p>Western Front</p> <p>Trench system</p> <p>Triage</p> <p>Evacuation chain</p> <p>Infection</p> <p>Shrapnel</p> <p>Gas</p> <p>Field ambulance</p> <p>Stretcher</p> <p>Casualty clearing station</p> <p>Dressing station</p> <p>Base hospital</p> <p>Splint</p> <p>X ray</p> <p>Blood bank</p>	<p>Recall of Year 9 unit on the First World War (which includes work on medicine)</p>

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<b>Term 3</b>	<p><b>Weimar and Nazi Germany, 1918–39</b></p> <p><b>The origins of the Republic, 1918–19</b> The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.</p> <p><b>The early challenges to the Weimar Republic, 1919–23</b> Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles. Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.</p> <p><b>The recovery of the Republic, 1924–29</b> Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</p> <p><b>Changes in society, 1924–29</b> Changes in the standard of living, including wages, housing, unemployment insurance. Changes in the position of women in work, politics and leisure. Cultural changes: developments in architecture, art and the cinema.</p> <p><b>Early development of the Nazi Party, 1920–22</b> Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20. The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.</p>	<p>The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it.</p> <p>Questions focusing solely on knowledge and understanding will target causation. Other questions will target the ability to analyse and evaluate contemporary sources and later interpretations. Students should be aware that interpretations are based on evidence from their period of study. They should be aware of a range of evidence that can be used to reach conclusions. They should study examples of such evidence and consider ways in which it could give rise to and support different interpretations. Students should understand a range of reasons why interpretations may differ. They should be aware that differences based on conclusions drawn from evidence are legitimate and can be explained. They should be able to evaluate given interpretations using their own knowledge of the period.</p>	<p>Students are assessed on their knowledge and understanding of the time period.</p> <p>Assessment:</p> <p>4 mark question: Two inferences from a source</p> <p>12 mark question: Explain why</p> <p>8 mark question: How useful are two sources for an enquiry into...?</p> <p>4 mark question: Main difference in an interpretation</p> <p>4 mark question: Reason for difference</p> <p>16 mark question:</p> <p>How far do you agree with one of the interpretations</p> <p>Regular practice of these question styles. To include at least one of each in exam conditions and the following questions recorded on SIMS.</p> <p>Explain why there were challenges to the Weimar Republic during the years 1919-23. [12]</p>	<p>Some students might perceive the entire Weimar era as a failure, overlooking its cultural and artistic achievements.</p>	<p>Weimar Kaiser Constitution Communism Nationalism Hyperinflation Economy Foreign policy</p>	



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<b>Term 4</b>	<p><b>The Munich Putsch and the lean years, 1923–29</b> The reasons for, events and consequences of the Munich Putsch. Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926.</p> <p><b>The growth in support for the Nazis, 1929–32</b> The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA</p> <p><b>How Hitler became Chancellor, 1932–33</b> Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</p> <p><b>The creation of a dictatorship, 1933–34</b> The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.</p> <p><b>The police state</b> The role of the Gestapo, the SS, the SD and concentration camps. Nazi control of the legal system, judges and law courts. Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat. Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936). Nazi control of culture and the arts, including art, architecture, literature and film.</p> <p><b>Opposition, resistance and conformity</b> The extent of support for the Nazi regime. Opposition from the Churches, including the role of Pastor Niemöller. Opposition from the young, including the Swing Youth and the Edelweiss Pirates.</p> <p><b>Nazi policies towards women</b> Nazi views on women and the family. Nazi policies towards women, including marriage and family, employment and appearance.</p>	See Term 3	Study sources F and J (p111-112 in textbook). How useful are sources F and J for an enquiry into the attitudes of Germans towards Nazi policies towards women?	<p>Students may simplify the complex factors that led to the rise of the Nazi party, attributing it solely to Adolf Hitler.</p> <p>Some students may believe that all Germans during the Weimar and Nazi eras supported or were complicit in the atrocities committed by the Nazi regime.</p>	<p>Putsch</p> <p>Depression</p> <p>SA</p> <p>SS</p> <p>Gestapo</p> <p>Reichstag</p> <p>Führer</p> <p>Censorship</p> <p>Police state</p>	



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Term 5	<p><b>Nazi policies towards the young</b> Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. Nazi control of the young through education, including the curriculum and teachers.</p> <p><b>Employment and living standards</b> Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.</p> <p><b>The persecution of minorities</b> Nazi racial beliefs and policies and the treatment of minority groups: Slavs, Roma and Sinti, homosexuals, and people with disabilities The persecution of Jewish people, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and 'Kristallnacht'.</p>	See Term 3	Full Question 3 on youth [32]	Some students think that the Nazis solely targeted Jewish people. Some students overlook Nazi persecution in the 1930s and think that persecution involved only mass killings.	Control Rearmament Minority groups Persecution	