



Curriculum Overview: History

Year 9 Summer Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>GCSE Health and the people part 4: Modern medicine (20th century to present)</p> <p>A range of factors that influenced ideas about causes and treatments relating to poor health and developments by the end of the 20th century and up to the present</p>	<p>Knowledge</p> <ul style="list-style-type: none">• The influence and ideas of Rowntree, Booth, Bevan and Beveridge (public health), Ehrlich (magic bullets), Fleming, Florey and Chain (penicillin). Crick and Watson (DNA)• Liberal reforms and NHS, government campaigns e.g. anti-smoking.• World wars as a factor for change in surgery and treatment e.g. antibiotics• Recent medical developments and alternative medicines. <p>Understanding</p> <ul style="list-style-type: none">• The concept of historic significance in the short and long term, causes and consequences of ideas leading to change or continuity in medical developments the 20th century. <p>Skills</p> <ul style="list-style-type: none">• Judging historic significance• Explaining similarities and differences	<p>Ability to contribute verbally to class discussion and debate about modern understanding of disease and forms of prevention and treatment e.g. discovery of DNA and its impact on testing for genetic disorders.</p> <p>The ability to justify decisions in well- reasoned conclusions.</p> <p>Ability to establish the chronology of events leading to change and the ability to judge the utility of sources using the content and provenance, and to explain source limitations.</p> <p>The ability to explain causes and establish links between them. To show this in written essays and analyse the importance of a range of factors leading to development.</p> <p>Applying knowledge to GCSE questions in the Health and the People unit and to apply understanding of the mark scheme to peer assess accurately.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as creating thought maps and using PEEL paragraphs to enable successful completion of essays.</p>	<p>BBC Bitesize/class clips Doddle AQA GCSE workbooks linked to Hodder Health and the People book AQA website Oxford textbook and revision guide for Health and the People</p>

	<ul style="list-style-type: none"> Evaluating The utility (usefulness) of sources Analysing the main factors for change or continuity 	The ability to collaborate and work independently according to task.	
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Year 9 Summer Term 2			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>Overview of change in medicine across all time periods involved in our study of Health and the People</p> <p>Medieval Renaissance 19th century 20th century to present</p>	<p>Knowledge</p> <ul style="list-style-type: none"> The influence and ideas of key individuals of all relevant time periods. The role of chance, government, war, science and technology, attitudes, religion and money in medical development (or lack of it) across time. <p>Understanding</p> <ul style="list-style-type: none"> The concept of historic significance in the short and long term, causes and consequences of ideas leading to change or continuity in medical developments across time. <p>Skills</p> <ul style="list-style-type: none"> Judging historic significance Explaining similarities and differences Evaluating The utility (usefulness) of sources Analysing the main factors for change or continuity 	<p>Ability to contribute verbally to class discussion and debate about understanding of disease and forms of prevention and treatment across time from medieval era to present day.</p> <p>The ability to revise with confidence using a range of strategies, e.g. flash cards and timelines.</p> <p>Ability to establish the chronology of events leading to change and the ability to judge the utility of sources using the content and provenance, and to explain source limitations.</p> <p>The ability to explain causes and establish links between them. To show this in written essays and analyse the importance of a range of factors leading to development.</p> <p>Applying knowledge to GCSE questions in the Health and the People unit and to apply understanding of the mark scheme to peer assess accurately.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as creating thought maps and using PEEL paragraphs to</p>	<p>BBC Bitesize/class clips Doddle AQA GCSE workbooks linked to Hodder Health and the People book AQA website Oxford textbook and revision guide for Health and the People AQA medicine webinar via Hodder</p>

	<ul style="list-style-type: none">• revision strategies for history prior to formal assessment.	enable successful completion of essays that show consistent judgements and focus on the question. The ability to collaborate and work independently according to task.	
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