

Curriculum Intent, Implementation and Impact 2022-2023

Subject (include exam board if examination subject): Edexcel GCSE History (9-1)

Year group: 10

Periods per fortnight: 5

INTENT:

The GCSE History course at The Buckingham School is designed to develop and extend students' knowledge and understanding of key events, periods and societies in British and wider world history; and of the wide diversity of human experience. It aims to engage students in historical enquiry so that they are able to develop as independent learners and as critical and reflective thinkers. It will enable them to develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context. In addition to this, GCSE History students at The Buckingham School will develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them, whilst being able to organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

IMPLEMENTATION:

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p><u>Anglo-Saxon and Norman England</u></p> <ul style="list-style-type: none"> How William established control of England The causes and outcomes of Anglo-Saxon resistance, 1068-71 The legacy of resistance to 1087 Revolt of the Earls, 1075 The Feudal System and the Church Norman government The Norman Aristocracy William I and his sons <p>Assessment: Past paper on Anglo-Saxon and Norman England</p>	<p>Extended learning outline: A mix of Google revision quizzes and practice exam questions.</p> <p><u>Interleaving opportunities</u> Anglo-Saxon England links with the Year 7 units 'What can a burial site in Wolverton tell us about Anglo-Saxon England?' and 'How far did Anglo-Saxon England survive the Norman Conquest?'</p> <p>The Anglo-Saxon and Norman Churches link with the Year 7 unit 'What posed the greatest threat to the authority of medieval monarchs?'</p> <p>The Feudal System links with the Peasants' Revolt lesson in the Year 7 unit 'What posed the greatest threat to the authority of medieval monarchs?'</p>	<p><u>Anglo-Saxon and Norman England</u></p> <ul style="list-style-type: none"> Revision guides Testing content knowledge Talking historically (use of specialist language) Encouraging attendance at revision sessions
Spring Term	<p><u>Medicine Through Time, c1250-present</u></p> <p>Medicine in Medieval England, c1250-c1500:</p> <ul style="list-style-type: none"> ideas about the cause of disease and illness approaches to prevention and treatment dealing with the Black Death, 1348-49 	<p>Extended learning outline: A mix of Google revision quizzes and practice exam questions.</p> <p><u>Interleaving opportunities</u> The Black Death links with the same topic in the Year 7 'What posed the greatest threat to the authority of medieval monarchs?' unit.</p> <p>Religious beliefs about the cause of disease and illness links with 'How</p>	<p><u>Medicine Through Time, c1250-present</u></p> <ul style="list-style-type: none"> Revision guides Testing content knowledge Talking historically (use of specialist language)

	<p>The Medical Renaissance in England, c1500-c1700:</p> <ul style="list-style-type: none"> • ideas about the cause of disease and illness • approaches to prevention and treatment • William Harvey • dealing with the Great Plague in London, 1665 <p>Assessment: Past paper questions on Medieval and Renaissance medicine</p>	<p>did Europeans experience the Reformation in different ways?’</p>	<ul style="list-style-type: none"> • Encouraging attendance at revision sessions
<p>Summer Term</p>	<p><u>Medicine Through Time, c1250-present</u> Medicine in 18th and 19th Century Britain:</p> <ul style="list-style-type: none"> • ideas about the cause of disease and illness • approaches to prevention and treatment • fighting cholera in London, 1854 <p>Medicine in Modern Britain, c1900-present:</p> <ul style="list-style-type: none"> • ideas about the cause of disease and illness • approaches to prevention and treatment • Fleming, Florey and Chain’s development of penicillin <p>The British Sector of the Western Front, 1914-1918: injuries, treatment and the trenches:</p> <ul style="list-style-type: none"> • the historical context of medicine in the early 20th century • the context of the British sector of the Western Front • conditions requiring medical treatment on the Western Front • the work of the RAMC and FANY • the significance of the Western Front for experiments in surgery and medicine <p>Assessment: Full mock examinations based on past papers for the Anglo-Saxon and Norman England and Medicine Through Time units.</p>	<p>Extended learning outline: A mix of Google revision quizzes and practice exam questions.</p> <p><u>Interleaving opportunities</u> Religious beliefs about the cause of disease and illness in the 19th century link with the Year 8 ‘Was Charles Darwin responsible for a ‘faith crisis’ in 19th century Britain?’ unit.</p> <p>Cholera in London links with the Year 8 ‘Who benefitted most from the Industrial Revolution?’ unit.</p> <p>The NHS links with the Welfare State lesson from the Year 9 ‘Is British history after WWII the story of equality for all?’ unit.</p> <p>The context of the British sector of the Western Front links with the WWI lessons from the Year 9 ‘Which world war matters the most today?’ unit.</p>	<p><u>Medicine Through Time, c1250-present</u></p> <ul style="list-style-type: none"> • Revision guides • Testing content knowledge • Talking historically (use of specialist language) • Encouraging attendance at revision sessions

IMPACT:

The impact of the curriculum will be measured using classwork, homework and assessments. The assessments will be based on questions from past examination papers.