



Alcester Academy Curriculum Planning: Year 9

Department: Hist Year Group: 9							
Term	Topic/subject	Assessment Objectives	Knowledge acquisition	Skill building INTENT	Wider reading opportunities to include numeracy and SMSC	Final assessment task and title	SEND & PP Identify where access and learning is supported
Autumn 1	Health and the People	To understand how medicine and public health developed in Britain over a long period of time. Students will focus on the main change factors: war, religion, government, science, the role of the individual, and how they worked together. Students will develop an understanding of the causes, consequences and significance of change, as well as the resulting progress.	Greeks (Asclepius/Hippocrates/4 Humours) and Romans (Public Health, Galen) Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.	ability to analyse and evaluate contemporary sources (AO3) interpretations, causation and consequence, significance	Wider reading: Medicine and public health through time : for AQA GCSE specification A. Tony McAleavy key words and terminology Begin to develop written answers. Different styles and forms of writing. Use of exam command words – writing to explain and writing to compare Chronology – length of time theories believed SMSC – Impact of religion on medicine. Development of different societies and culture	Ancient Medicine Mixture of source and essay exam style questions	Recall quizzing throughout topic. Differentiated resources (card sorts/worksheets/frames), questioning PP highlights on class packs Free revision guides
Autumn 2	Health and the People	To understand how medicine and public health developed in Britain over a long period of time. Students will focus on the main change factors: war, religion, government, science, the role of the individual, and how they worked together. Students will develop an understanding of the causes, consequences and significance of change, as well as the resulting progress.	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.	ability to analyse and evaluate contemporary sources (AO3) interpretations, causation and consequence, significance	key words and terminology Begin to develop written answers. Different styles and forms of writing. Use of exam command words – writing to explain and writing to compare Source analysis Chronology – length of time theories believed SMSC – Impact of religion on medicine. Development of different societies and culture Government's responsibility to look after its people SMSC- Opposition to change, impact of church and opposition to challenging Galen. Reading opportunities	Source questions on Public Health and the Black Death	Recall quizzing throughout topic. Differentiated resources (card sorts/worksheets/frames), questioning PP highlights on class packs Free revision guides



Alcester Academy Curriculum Planning: Year 9

					Pupils read a variety of sources (primary and secondary)		
Spring 1	Health and the People	To understand how medicine and public health developed in Britain over a long period of time. Students will focus on the main change factors: war, religion, government, science, the role of the individual, and how they worked together. Students will develop an understanding of the causes, consequences and significance of change, as well as the resulting progress.	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.	ability to analyse and evaluate contemporary sources (AO3) interpretations, causation and consequence, significance	key words and terminology Begin to develop written answers. Different styles and forms of writing. Use of exam command words – writing to explain and writing to compare Source analysis Chronology – length of time theories believed SMSC- Vaccinations – arguments for and against <u>Reading opportunities</u> Pupils read a variety of sources (primary and secondary)	Source questions on Vaccination Essay questions on Renaissance	Recall quizzing throughout topic. Differentiated resources (card sorts/worksheets/frames), questioning PP highlights on class packs Free revision guides
Spring 2	Health and the People	To understand how medicine and public health developed in Britain over a long period of time. Students will focus on the main change factors: war, religion, government, science, the role of the individual, and how they worked together. Students will develop an understanding of the causes, consequences and significance of change, as well as the resulting progress.	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. 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.	ability to analyse and evaluate contemporary sources (AO3) interpretations, causation and consequence, significance	key words and terminology Begin to develop written answers. Different styles and forms of writing. Use of exam command words – writing to explain and writing to compare Source analysis Chronology – length of time theories believed SMSC – Government's role in looking after the health of its people <u>Reading opportunities</u> Pupils read a variety of sources (primary and secondary)	Practice exam based on 19 th Century	Recall quizzing throughout topic. Differentiated resources (card sorts/worksheets/frames), questioning PP highlights on class packs Free revision guides
Summer 1	Health and the People	To understand how medicine and public health developed in Britain over a long period of time. Students will focus on the main change factors: war, religion, government, science, the role of	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.	ability to analyse and evaluate contemporary sources (AO3) interpretations, causation and consequence, significance	key words and terminology Begin to develop written answers. Different styles and forms of writing. Use of exam command words – writing to	Factors essay on development of Penicillin	Recall quizzing throughout topic. Differentiated resources (card sorts/worksheets/frames), questioning



Alcester Academy Curriculum Planning: Year 9

		<p>the individual, and how they worked together. Students will develop an understanding of the causes, consequences and significance of change, as well as the resulting progress.</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>explain and writing to compare</p> <p>Source analysis</p> <p>Chronology – length of time</p> <p>theories believed</p> <p>SMSC – Government's role in looking after the health of its people</p> <p><u>Reading opportunities</u></p> <p>Pupils read a variety of sources (primary and secondary)</p>		<p>PP highlights on class packs</p> <p>Free revision guides</p>
Summer 2	Germany, 1890-1945: Democracy and dictatorship	<p>This period focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.</p> <p>Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing 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><u>Part one: Germany and the growth of democracy</u></p> <p>Kaiser Wilhelm II and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialization; social reform and the growth of socialism; the domestic importance of the Navy Laws.</p> <p>Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.</p> <p>Weimar democracy: political change and unrest, 1919-1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924-1929); economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture</p>	<p>Analyse texts (differentiated worksheets) use of maps and diagrams to understand empires and political systems. Timelines for chronology. (AO3)</p> <p>interpretations, causation and consequence, significance</p> <p>Look at how interpretations differ, why interpretations differ and evaluate interpretations in the context of historical events (AO4)</p>	<p>Wider reading: W.Carr, 'A History of Germany 1815-1990' (Hodder Arnold) Chapter 7. Also see Christopher Clark's biography 'Kaiser Wilhelm II: A life in Power', Penguin, June 2009</p> <p><u>Reading opportunities</u></p> <p>Pupils read a variety of sources (primary and secondary)</p> <p>SMSC – Impact of growth of parliamentary change on society. Examining social reform and how economic problems, defeat of war, and changes in parliament and end of the monarchy affected the people living in Germany.</p>	<p>Interpretation questions on the impact of reparations of Weimar Germany.</p>	<p>Recall quizzing throughout topic.</p> <p>Differentiated resources (videos/card sorts/worksheets/frames), questioning</p> <p>PP highlights on class packs</p> <p>Free revision guides</p>



Alcester Academy Curriculum Planning: Year 9