

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Unit of Work</b>	<p><b>MEDICINE ENQUIRY 1:</b> Why was there limited progress in medical ideas and practices in medieval England?</p> <p><b>MEDICINE ENQUIRY 2:</b> How far did medical ideas and practices progress in the Renaissance?</p> <p><b>MEDICINE ENQUIRY 3:</b> What was the greatest breakthrough in industrial medicine?</p>	<p><b>MEDICINE ENQUIRY 3:</b> What was the greatest breakthrough in industrial medicine?</p> <p><b>MEDICINE ENQUIRY 4:</b> Why have medical ideas and practices rapidly advanced in the modern period?</p> <p><b>MEDICINE ENQUIRY 5:</b> What was life like for soldiers fighting on the Western Front?</p>	<p><b>MEDICINE ENQUIRY 6:</b> How did medical treatments improve over the course of the First World War?</p> <p><b>MEDICINE ENQUIRY 7:</b> How effective was the system for dealing with wounded soldiers on the Western Front?</p> <p><b>RUSSIA &amp; USSR ENQUIRY 1:</b> To what extent was the Russian Revolution a communist one?</p>	<p><b>RUSSIA &amp; USSR ENQUIRY 2:</b> How successful were the Bolsheviks at turning Russia into a communist country?</p> <p><b>RUSSIA &amp; USSR ENQUIRY 3:</b> How did Stalin create a totalitarian dictatorship in Russia?</p>	<p><b>RUSSIA &amp; USSR ENQUIRY 3:</b> How did Stalin create a totalitarian dictatorship in Russia?</p> <p><b>RUSSIA &amp; USSR ENQUIRY 4:</b> How successful were the economic and social changes that were brought under communist rule?</p>	<p><b>RUSSIA &amp; USSR ENQUIRY 4:</b> How successful were the economic and social changes that were brought under communist rule?</p>
<b>Ethos Links</b>	<p><b>STEM</b></p> <ul style="list-style-type: none"> <li>Scientific discovery and innovation: Understanding how developments in anatomy, microbiology, and public health transformed medicine (e.g., Vesalius, Harvey, Pasteur, Koch).</li> <li>Data and evidence: Analysing historical sources and statistics (e.g., mortality rates during the Black Death or cholera outbreaks).</li> </ul>	<p><b>STEM</b></p> <ul style="list-style-type: none"> <li>Scientific discovery: Germ Theory, DNA, antibiotics</li> <li>Medical technology: X-rays, surgical techniques, cancer treatment</li> <li>Data and evidence: Public health statistics and epidemiology</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>Ethical medicine: Antibiotic resistance and</li> </ul>	<p><b>STEM</b></p> <p><b>Medicine on the Western Front:</b></p> <ul style="list-style-type: none"> <li>Scientific and technological advancements in battlefield medicine (e.g. antiseptics, blood transfusions, X-rays).</li> <li>Use of data and evidence to evaluate medical effectiveness and source reliability.</li> </ul> <p><b>Russia &amp; the USSR:</b></p>	<p><b>STEM</b></p> <ul style="list-style-type: none"> <li>Economic transformation: Understanding industrialisation, central planning, and technological development under the Bolsheviks and Stalin.</li> <li>Data and statistics: Analysing population, production, and propaganda figures to evaluate historical claims.</li> </ul>	<p><b>STEM</b></p> <ul style="list-style-type: none"> <li><b>Data and statistics:</b> Analysing figures related to collectivisation, purges, and propaganda output.</li> <li><b>Technology and control:</b> Understanding how communication, surveillance, and media were used to maintain power.</li> </ul>	<p><b>STEM</b></p> <ul style="list-style-type: none"> <li><b>Industrialisation:</b> Understanding the role of technology, engineering, and planning in transforming the Soviet economy.</li> <li><b>Data and statistics:</b> Analysing production targets, workforce figures, and propaganda claims to evaluate success.</li> <li><b>Social science:</b> Exploring how economic models and central planning affect</li> </ul>

	<ul style="list-style-type: none"> <li>• Medical technology: Exploring how tools, techniques, and hospital design evolved over time.</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>• Public health and sanitation: Examining how societies responded to disease and the long-term impact of infrastructure (e.g., sewers, clean water).</li> <li>• Healthcare access: Considering how inequality and social responsibility shaped medical provision.</li> <li>• Ethical medicine: Reflecting on the sustainability of medical practices and the balance between innovation and safety.</li> </ul>	<p>vaccine development</p> <ul style="list-style-type: none"> <li>• Public health: Government responsibility and long-term planning</li> <li>• Environmental health: Links between living conditions and disease</li> </ul>	<ul style="list-style-type: none"> <li>• Industrialisation and its impact on society and healthcare.</li> <li>• Use of statistics and demographic data to understand social change and revolution.</li> </ul> <p><b>Sustainability</b></p> <p><b>Medicine:</b></p> <ul style="list-style-type: none"> <li>• Ethical considerations in wartime medical innovation.</li> <li>• Long-term impact of war on public health systems and medical infrastructure.</li> </ul> <p><b>Russia:</b></p> <ul style="list-style-type: none"> <li>• Sustainability of political systems and economic models.</li> <li>• Social responsibility and the consequences of rapid political change.</li> </ul>	<ul style="list-style-type: none"> <li>• Social engineering: Exploring how ideology influenced scientific and technological priorities in Soviet Russia.</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>• Social sustainability: Evaluating the impact of totalitarian policies on civil liberties, equality, and long-term societal wellbeing.</li> <li>• Economic sustainability: Considering the consequences of rapid industrialisation and collectivisation on agriculture and infrastructure.</li> <li>• Environmental impact: Reflecting on how Soviet policies affected land use, urbanisation, and resource management</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Economic planning:</b> Exploring the Five-Year Plans and their impact on industrial and agricultural output.</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>• <b>Social sustainability:</b> Evaluating the long-term effects of repression, censorship, and forced collectivisation on society.</li> <li>• <b>Economic sustainability:</b> Considering the consequences of rapid industrialisation and agricultural reform.</li> <li>• <b>Ethical governance:</b> Reflecting on the balance between state control and individual freedoms.</li> </ul>	<p><del>—society and individual—</del> lives.</p> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>• <b>Economic sustainability:</b> Evaluating the long-term viability of rapid industrialisation and collectivisation.</li> <li>• <b>Social sustainability:</b> Considering the impact of Stalin’s policies on community cohesion, equality, and wellbeing.</li> </ul> <p><b>Environmental impact:</b> Reflecting on how industrial growth affected land use, urbanisation, and natural resources.</p>
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<p><b>Knowledge</b></p>	<p><b>By the end of this unit students will know and understand:</b>  <b>Medieval Medicine (1250–1500)</b></p> <ul style="list-style-type: none"> <li>• Role of the Church in shaping medical ideas and practices</li> <li>• Beliefs about causes of disease (e.g. miasma, Four Humours, astrology)</li> <li>• Treatments and prevention methods (e.g. herbal remedies, regimen sanitatis)</li> <li>• Role of women in domestic care</li> <li>• Impact of the Black Death (1348–49) on medical understanding</li> </ul> <p><b>Renaissance Medicine (1500–1700)</b></p> <ul style="list-style-type: none"> <li>• Changes in ideas about disease causation</li> <li>• Continuity and change in treatment and prevention</li> <li>• Role of key individuals: Vesalius, Harvey</li> <li>• Reactions to the Great Plague (1665) compared to the Black Death</li> </ul>	<p><b>By the end of this unit students will know and understand:</b>  <b>Industrial Medicine (19th Century)</b></p> <ul style="list-style-type: none"> <li>• Germ Theory: contributions of Pasteur and Koch</li> <li>• Advances in surgery: anaesthetics and antiseptics</li> <li>• Public health reforms and government intervention</li> <li>• Key individuals: Jenner, Snow, Nightingale</li> </ul> <p><b>Modern Medicine (20th–21st Century)</b></p> <ul style="list-style-type: none"> <li>• DNA discovery and the role of Rosalind Franklin</li> <li>• Lifestyle and public health campaigns</li> <li>• Antibiotics and the rise of resistance</li> <li>• Cancer treatment and technological innovation</li> <li>• Government responses to pandemics (e.g. COVID-19)</li> </ul>	<p><b>By the end of this unit students will know and understand:</b>  <b>Medicine on the Western Front</b></p> <ul style="list-style-type: none"> <li>• Usefulness and accuracy of sources related to battlefield medicine</li> <li>• Treatment of infections, blood loss, broken bones, and head injuries</li> <li>• Medical evacuation and care systems (e.g. RAPs, CCSs, base hospitals)</li> <li>• Source follow-up techniques and exam practice</li> </ul> <p><b>Russia &amp; the USSR (1917–1941)</b></p> <ul style="list-style-type: none"> <li>• Tsarist rule and autocracy in early 20th-century Russia</li> <li>• Impact of WWI on Russian society and economy</li> <li>• Causes and events of the February Revolution (1917)</li> <li>• Role and challenges of the Provisional Government</li> <li>• Rise of the Bolsheviks and</li> </ul>	<p><b>By the end of this unit students will know and understand:</b>  <b>Consolidation of Power (1917–1918)</b></p> <p>Bolshevik decrees and early reforms</p> <p>Treaty of Brest-Litovsk and its consequences</p> <p><b>Russian Civil War (1918–1921)</b></p> <p>Causes and key events</p> <p>Role of the Red and White armies</p> <p>Outcomes and impact on Bolshevik control</p> <p><b>Towards Totalitarianism</b></p> <p>Use of terror, censorship, and propaganda</p> <p>Establishment of a one-party state</p> <p><b>Economic Change</b></p> <p>War Communism and its effects</p> <p>New Economic Policy (NEP)</p> <p>Early industrial and agricultural reforms</p> <p><b>Social Change</b></p> <p>Changes in education, culture, and role of women</p> <p>Impact of Bolshevik policies on daily life</p>	<p><b>By the end of this unit students will know and understand:</b>  <b>Stalin’s Reign of Terror</b></p> <p>Causes and motivations behind the purges</p> <p>Role of the NKVD, show trials, and gulags</p> <p><b>Consequences of the Great Terror</b></p> <p>Impact on the Communist Party, military, and society</p> <p>Long-term effects on governance and trust</p> <p><b>Propaganda and Censorship</b></p> <p>Control of media, education, and culture</p> <p>Use of propaganda to shape public perception</p> <p><b>Cult of Personality</b></p> <p>Creation and maintenance of Stalin’s image</p> <p>Role of art, literature, and public rituals</p> <p><b>Agricultural Reform and Collectivisation</b></p>	<p><b>By the end of this unit students will know and understand:</b>  <b>Stalin’s Industrialisation</b></p> <p>Reasons for rapid industrialisation (economic, ideological, political)</p> <p>Implementation of the Five-Year Plans</p> <p>Impact on workers, productivity, and living conditions</p> <p><b>Life in the Soviet Union</b></p> <p>Daily life under Stalin: housing, work, education, and culture</p> <p>Role of propaganda and censorship in shaping public life</p> <p><b>Women and Ethnic Minorities</b></p> <p>Changing roles of women in work, education, and family</p> <p>Treatment of ethnic minorities and nationalities under Stalin</p> <p>Policies of Russification and repression</p> <p><b>Writing Practice</b></p> <p>Interpretation and source-based exam skills</p> <p>Structuring responses to 4-, 12-, and 16-mark questions</p>

	<p><b>Industrial and Modern Medicine (1700–1900)</b></p> <ul style="list-style-type: none"> <li>Edward Jenner and the development of vaccination</li> <li>John Snow and the discovery of cholera transmission</li> <li>Florence Nightingale and hospital reform</li> <li>Access to medical care by 1900.</li> </ul>	<p><b>Medicine in Context: The Western Front</b></p> <ul style="list-style-type: none"> <li>Nature of trench warfare and battlefield conditions</li> <li>Common injuries and illnesses (e.g. trench foot, shell shock)</li> </ul> <p>Role of medical services and innovations in wartime</p>	<p>reasons for their popularity</p> <ul style="list-style-type: none"> <li>October Revolution and Bolshevik seizure of power</li> <li>Interpretation analysis and writing practice</li> </ul>	<p><b>Leadership Transition</b></p> <p>Lenin’s death and power struggle Stalin’s rise and elimination of opposition</p>	<p>Causes and implementation of collectivisation Resistance, famine, and repression Impact on peasants and rural life</p> <p><b>Interpretation Practice</b></p> <p>Analysing historians’ views on Stalin’s rule Writing evaluative responses using evidence</p>	
<p><b>Skills</b></p>	<p><b>By the end of this unit students will be able to:</b></p> <p><b>Chronological Understanding</b> Sequencing developments and identifying turning points.</p> <p><b>Causal and Consequential Reasoning</b> Explaining causes and effects of medical change</p> <p><b>Source Analysis</b> Evaluating reliability and utility of historical sources</p> <p><b>Interpretation Evaluation</b> Comparing historians’ views on medical progress</p> <p><b>Extended Writing</b></p>	<p><b>By the end of this unit students will be able to:</b></p> <p><b>Source Analysis</b> Evaluating reliability and utility of medical reports, photographs, and wartime records</p> <p><b>Interpretation Evaluation</b> Comparing historians’ views on breakthroughs and government responses</p> <p><b>Extended Writing</b> Structuring responses to 4-, 12-, and 16-mark questions Using evidence to support arguments and judgments</p>	<p><b>By the end of this unit students will be able to:</b></p> <p><b>Source Analysis</b></p> <ul style="list-style-type: none"> <li>Evaluating utility, accuracy, and reliability of historical sources</li> <li>Practising “follow-up” techniques for source-based questions</li> </ul> <p><b>Interpretation Evaluation</b></p> <ul style="list-style-type: none"> <li>Comparing historians’ views on revolution and medical progress</li> <li>Understanding how interpretations are formed and supported</li> </ul> <p><b>Extended Writing</b></p>	<p><b>By the end of this unit students will be able to:</b></p> <p><b>Source Analysis</b> Evaluating reliability, utility, and accuracy of historical sources Practising “follow-up” and contextual source questions</p> <p><b>Interpretation Evaluation</b> Comparing historians’ views on revolution, civil war, and dictatorship Understanding how interpretations are formed and supported</p> <p><b>Extended Writing</b></p>	<p><b>By the end of this unit students will be able to:</b></p> <p><b>Source Analysis</b></p> <ul style="list-style-type: none"> <li>Evaluating reliability, utility, and bias in propaganda and official records</li> </ul> <p><b>Interpretation Evaluation</b></p> <ul style="list-style-type: none"> <li>Comparing historians’ views on Stalin’s leadership and policies</li> </ul> <p><b>Extended Writing</b></p> <ul style="list-style-type: none"> <li>Structuring responses to 4-, 12-, and 16-mark questions</li> </ul>	<p><b>By the end of this unit students will be able to:</b></p> <p><b>Source Analysis</b></p> <ul style="list-style-type: none"> <li>Evaluating reliability, utility, and bias in official records and propaganda</li> </ul> <p><b>Interpretation Evaluation</b></p> <ul style="list-style-type: none"> <li>Comparing historians’ views on Stalin’s policies and their impact</li> </ul> <p><b>Extended Writing</b></p> <ul style="list-style-type: none"> <li>Structuring analytical responses using evidence and judgement</li> <li>Practising exam-style questions across AO1–AO3</li> </ul> <p><b>Causal and Consequential Reasoning</b></p>

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	<p>Structuring responses to 4-, 12-, and 16-mark questions Using evidence to support arguments and judgments</p> <p><b>Thematic Analysis</b> Exploring continuity and change across time periods</p>	<p><b>Causal and Consequential Reasoning</b> Explaining causes and effects of medical change and public health policy</p> <p><b>Significance Analysis</b> Judging the importance of individuals, discoveries, and events</p> <p><b>Contextual Understanding</b> Linking medical developments to wider social, political, and technological change</p>	<ul style="list-style-type: none"> <li>Structuring responses to 4-, 12-, and 16-mark questions</li> <li>Using evidence to support arguments and judgments</li> </ul> <p><b>Causal and Consequential Reasoning</b></p> <ul style="list-style-type: none"> <li>Explaining causes and effects of revolution and medical innovation</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Sequencing events and identifying turning points in both units</li> </ul> <p><b>Contextual Knowledge</b></p> <ul style="list-style-type: none"> <li>Applying background knowledge to source and interpretation questions</li> </ul>	<p>Structuring responses to 4-, 8-, 12-, and 16-mark questions Using evidence to support arguments and judgments</p> <p><b>Causal and Consequential Reasoning</b> Explaining causes and effects of political and social change</p> <p><b>Judgement and Argumentation</b> Assessing the significance of events and decisions Evaluating the extent of ideological transformation</p>	<ul style="list-style-type: none"> <li>Using evidence to support arguments and judgments</li> </ul> <p><b>Causal and Consequential Reasoning</b></p> <ul style="list-style-type: none"> <li>Explaining causes and effects of terror, propaganda, and collectivisation</li> </ul> <p><b>Judgement and Argumentation</b></p> <ul style="list-style-type: none"> <li>Assessing the success and impact of Stalin's policies</li> <li>Evaluating the nature of totalitarian control</li> </ul>	<ul style="list-style-type: none"> <li>Explaining causes and effects of industrial and social change</li> </ul> <p><b>Judgement and Argumentation</b></p> <ul style="list-style-type: none"> <li>Assessing the success and impact of Stalin's reforms on different groups</li> </ul>
<p><b>Key Vocabulary</b></p>	<ul style="list-style-type: none"> <li>Four Humours</li> <li>Galen</li> <li>Hippocrates</li> <li>Superstition</li> <li>Religion</li> <li>Physician</li> <li>Barber surgeon</li> <li>Apothecary</li> <li>Astrology</li> <li>Leprosy</li> </ul>	<ul style="list-style-type: none"> <li>Industrialisation</li> <li>Cholera</li> <li>Public Health</li> <li>Germ theory</li> <li>Pasteur</li> <li>Lister</li> <li>Vaccination</li> <li>Anaesthetic</li> <li>Antiseptic</li> <li>Surgery</li> </ul>	<ul style="list-style-type: none"> <li>Triage</li> <li>Casualty Clearing Station</li> <li>Field hospital</li> <li>Amputation</li> <li>X-ray</li> <li>Blood transfusion</li> <li>Aseptic surgery</li> <li>Thomas splint</li> <li>Infection</li> </ul>	<ul style="list-style-type: none"> <li>War Communism</li> <li>NEP (New Economic Policy)</li> <li>Civil War</li> <li>Red Army</li> <li>Cheka</li> <li>Propaganda</li> <li>Nationalisation</li> <li>One-party state</li> <li>Ideology</li> </ul>	<ul style="list-style-type: none"> <li>Collectivisation</li> <li>Industrialisation</li> <li>Five-Year Plans</li> <li>Kulaks</li> <li>Gosplan</li> <li>Socialism</li> <li>Education reform</li> <li>Healthcare</li> <li>Urbanisation</li> <li>Living standards</li> </ul>	<ul style="list-style-type: none"> <li>Collectivisation</li> <li>Industrialisation</li> <li>Five-Year Plans</li> <li>Kulaks</li> <li>Gosplan</li> <li>Socialism</li> <li>Education reform</li> <li>Healthcare</li> <li>Urbanisation</li> <li>Living standards</li> </ul>

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<ul style="list-style-type: none"> <li>• Black Death</li> <li>• Flagellants</li> <li>• Herbal remedies</li> <li>• Renaissance</li> <li>• Dissection</li> <li>• Vesalius</li> <li>• Harvey</li> <li>• Printing press</li> <li>• Anatomy</li> <li>• Observation</li> <li>• Empiricism</li> <li>• Royal Society</li> <li>• Continuity</li> <li>• Change</li> <li>• Medical training</li> <li>• Scientific method</li> <li>• Industrialisation</li> <li>• Cholera</li> <li>• Public Health</li> <li>• Germ theory</li> <li>• Pasteur</li> <li>• Lister</li> <li>• Vaccination</li> <li>• Anaesthetic</li> <li>• Antiseptic</li> <li>• Surgery</li> <li>• Sanitation</li> <li>• Edwin Chadwick</li> <li>• John Snow</li> </ul>	<ul style="list-style-type: none"> <li>• Sanitation</li> <li>• Edwin Chadwick</li> <li>• John Snow</li> <li>• Antibiotics</li> <li>• Penicillin</li> <li>• NHS</li> <li>• DNA</li> <li>• Genetics</li> <li>• MRI</li> <li>• Keyhole surgery</li> <li>• Immunisation</li> <li>• Lifestyle diseases</li> <li>• Medical research</li> <li>• Technology</li> <li>• Healthcare</li> <li>• Government intervention</li> <li>• Trench warfare</li> <li>• Western Front</li> <li>• No Man's Land</li> <li>• Shell shock</li> <li>• Lice</li> <li>• Rats</li> <li>• Gas attacks</li> <li>• Stretcher bearer</li> <li>• Dugout</li> <li>• Rations</li> <li>• Morale</li> <li>• Casualty</li> <li>• Front line</li> </ul>	<ul style="list-style-type: none"> <li>• Anaesthetic</li> <li>• Evacuation route</li> <li>• RAMC (Royal Army Medical Corps)</li> <li>• FANY (First Aid Nursing Yeomanry)</li> <li>• Chain of evacuation</li> <li>• Dressing station</li> <li>• CCS (Casualty Clearing Station)</li> <li>• Base hospital</li> <li>• Ambulance</li> <li>• Medical records</li> <li>• Medical innovation</li> <li>• Logistics</li> <li>• Recovery</li> <li>• Medical infrastructure</li> <li>• Battlefield medicine</li> <li>• Efficiency</li> <li>• Survival rate</li> <li>• Tsar</li> <li>• Autocracy</li> <li>• Revolution</li> <li>• Bolsheviks</li> <li>• Lenin</li> <li>• Communism</li> <li>• Soviets</li> <li>• Provisional Government</li> <li>• October Revolution</li> <li>• Marxism</li> <li>• Class struggle</li> <li>• Abdication</li> <li>• Red Guards</li> </ul>	<ul style="list-style-type: none"> <li>• Opposition</li> <li>• Kronstadt Rebellion</li> <li>• Economic control</li> <li>• Political repression</li> <li>• Totalitarianism</li> <li>• Cult of personality</li> <li>• Purges</li> <li>• Gulag</li> <li>• NKVD</li> <li>• Show trials</li> <li>• Propaganda</li> <li>• Censorship</li> <li>• Fear</li> <li>• Control</li> <li>• Five-Year Plans</li> <li>• Industrialisation</li> <li>• Surveillance</li> </ul>	<ul style="list-style-type: none"> <li>• Women's roles</li> <li>• Youth organisations</li> <li>• Success criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Women's roles</li> <li>• Youth organisations</li> <li>• Success criteria</li> </ul>
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# Y10 Curriculum Overview: History, 2025-2026



<b>Assessment</b>	Students will be given an assessment at the end of September on Medieval medicine. In order to prepare for this there will be writing homeworks and quiz homeworks set.	Students will receive formative assessment tasks in each lesson and will receive writing homeworks designed to prepare them for future examinations.	Students will receive formative assessment tasks in each lesson and will receive writing homeworks designed to prepare them for future examinations.	Students will receive formative assessment tasks in each lesson and will receive writing homeworks designed to prepare them for future examinations. Students will also have a mock exam straight after the holiday following Spring 2.	Students will receive formative assessment tasks in each lesson and will receive writing homeworks designed to prepare them for future examinations.	Students will receive formative assessment tasks in each lesson and will receive writing homeworks designed to prepare them for future examinations.
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