



Key Stage 4 History at St. Benedict's Catholic High School

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 10</b>	<p>Health and the People: Medieval and Renaissance</p> 	<p>Health and the People: Industrial</p> 	<p>Health and the People: Modern</p> 	<p>Elizabethan England: Introduction and Court and Parliament</p> 	<p>Elizabethan England: Life in Elizabethan Times</p> 	<p>Elizabethan England: Troubles at Home and Abroad</p> 
<b>Year 11</b>	<p>Conflict and Tension: Causes of WWI</p> 	<p>Conflict and Tension: Stalemate</p> 	<p>Conflict and Tension: Ending the War</p> 	<p>Germany 1890-1945: Weimar Germany and Germany and the Depression</p>  	<p>Germany 1890-1945: The experiences of Germans under the Nazis</p> <p>USA 1840-1895: Conflict and Consolidation</p> 	<p>Exams</p>
				<p>USA 1840-1895: Opportunities and Challenges</p>		



						
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In Year 10, you will learn about...		
Term	Topic title	Brief description
Autumn 1	Health and the People: Medieval and Renaissance 	The students will begin their GCSE course by studying Health and the People. This unit is completed chronologically and begins with Medieval Medicine. Students will investigate the impact of the Medieval Church on the development of medicine, understanding how religion helped and hindered medical progress. The developments of medicine in the Islamic world are studied and how such ideas made their way to Europe. Public health in towns and monasteries is compared to allow students to understand subtle differences in medieval life. The impact of the 1348 Black Death is also investigated as a case study of what people believed were the causes of illness and how they treated it. The horrors of medieval surgery are examined for students to understand the key themes of anaesthetics and antiseptics, as well as types of surgery that were carried out based on the standard of anatomical understanding at the time. Key individuals: Rhazes, Avicenna, the ideas of Hippocrates and Galen.
		The students then study Renaissance Medicine and begin with investigations of anatomical and surgical progress through the work of Vesalius, Paré, Harvey and Hunter. Renaissance treatments for illness are investigated and students consider how much progress was made on everyday medical treatments for ordinary people. The 1665 Great Plague serves as a case study for what people believed were the causes of illness and how they treated it - this is directly compared with the 1348 Black Death in order to appreciate the extent of medical progress. The development of hospitals, free from Church control is examined before looking at the development of vaccines as preventative medicine. Key individuals: Vesalius, Paré, Harvey, Hunter, Jenner.
Autumn 2	Health and the People: Industrial 	The students begin their study of Industrial Medicine by investigating the development of anaesthetics and their impact on surgery. They then go on to study the development in understanding of the causes of illness from miasma and Spontaneous Generation to the Germ Theory. This is then applied to surgery with an understanding of the development of antiseptic and aseptic surgery. Students then understand the changes in public health; from the laissez-faire attitude of the early 19 <sup>th</sup> century to the slow progress made due to outbreaks of cholera, the work of individuals such as Chadwick and the political changes that created the pressure for real impactful change through Public Health Acts. Developments in nursing are understood through a study of the work of Florence Nightingale. Key individuals: Simpson, Pasteur, Koch, Lister, Chadwick, Nightingale.
Spring 1	Health and the People: Modern 	The students complete their Health and the People unit with a study of Modern Medicine. They begin with an examination of the Liberal Reforms and their impact which will allow students to understand the later introduction of the NHS. The students develop an appreciation of the impact of the World Wars on the development of medicine and health. The discovery and development of penicillin is studied. Key individuals: Booth, Rowntree, Beveridge, Bevan, Gillies, McIndoe, Fleming, Florey and Chain.
Spring 2	Elizabethan England: Introduction and	The students begin this unit by examining Elizabeth's family and her experiences before she became queen. This allows the students to appreciate the type of queen that Elizabeth became after her accession in 1558. The students will understand the problems that Elizabeth inherited and had to address in the first ten years of her reign. The students then go on to study the roles and functions of different parts of Elizabethan government such as Parliament, the Privy Council and progresses. The students examine the 1601 rebellion by the Earl of Essex and how Elizabeth used marriage as a tool of diplomacy, considering the pros and cons of different potential suitors.



	<p>Court and Parliament</p> 	<p>Key individuals: Henry VIII, Anne Boleyn, Edward VI, Mary I, Robert Dudley (Earl of Leicester), William Cecil (Lord Burghley), Sir Francis Walsingham, Philip II of Spain, Francis, Duke of Alencon, Robert Devereux (Earl of Essex).</p>
Summer 1	<p>Elizabethan England: Life in Elizabethan Times</p> 	<p>As part of this unit, students will develop an appreciation for various aspects of culture during the mid-late 16<sup>th</sup> century and whether or not Elizabeth's reign can be considered a "Golden Age". A range of topics are investigated including fashion, architecture and the development of theatre. Students also investigate the lives of the Tudor poor: how poverty became an increasing problem, attitudes to the poor and the 1601 Elizabethan Poor Law. The final part of this section is the development of exploration with a particular focus on Drake and Raleigh. Key individuals: William Shakespeare, Sir Walter Raleigh, Sir Francis Drake, Elizabeth I as Gloriana.</p>
Summer 2	<p>Elizabethan England: Troubles at Home and Abroad</p> 	<p>The students begin this final part of the Elizabethan England unit with an appreciation of the Roman Catholic and Protestant beliefs and practices. This helps them to understand the problems that Elizabeth faced - domestically and abroad. The students go on to study the Elizabethan Religious Settlement before understanding how it was challenged by the Jesuits and Puritans. The threat of Mary, Queen of Scots is then examined with an understanding of Mary's claim to the English throne and her imprisonment in England after 1568, as well as her involvement in various plots leading to her execution in 1587. The war with Spain is the final part of this section; students will understand the origins of the conflict and how the relationship deteriorated culminating in the defeat of the Spanish Armada in 1588. Key individuals: Pope Pius V, Edmund Campion, Mary, Queen of Scots, Duke of Norfolk, Archbishop Grindal, Archbishop Whitgift, Duke of Parma, Lord Howard.</p>

In Year 11, you will learn about...		
Term	Topic title	Brief description
Autumn 1	<p>Conflict and Tension: Causes of WWI</p> 	<p>The students begin their study of Conflict and Tension 1894-1918 with an understanding of the alliances formed before conflict broke out in 1914. They will know the allegiances of the key countries and their strengths and weaknesses. The students then go on to study the two Moroccan Crises of 1905-1906 and 1911 before studying the 1908 Balkans Crisis and the 1912-13 Balkans Wars. An understanding of the ambitions of Kaiser Wilhelm II and the resulting Anglo-German naval race is also covered. The students examine the assassination of Archduke Franz Ferdinand and the subsequent July Crisis as all of the European countries fell into war. Key individuals: Kaiser Wilhelm II, Archduke Franz Ferdinand, King George V, the Black Hand Gang including Gavrilo Princip.</p>
Autumn 2	<p>Conflict and Tension: Stalemate</p> 	<p>The students begin their second part of this unit with an examination of the Schlieffen Plan - why it was formulated, the plan and why it failed, leading to a stalemate after the Battle of the Marne. Trench structures and designs are examined so students understand the role of the front-line trench, support trench, reserve trench and communication trenches in the war of attrition. Conditions in the trenches are investigated so students are familiar with the food eaten by soldiers, their uniform and equipment, duties and routines and health and hygiene. Students learn about the weapons of trench warfare and how they developed during the conflict. Three battles on the Western Front are investigated: The Battle of Verdun, the Battle of the Somme and the Battle of Passchendaele. Students also investigate the Gallipoli Campaign and the Battle of Jutland as part of the war at sea. Key individuals: Sir Douglas Haig, General Joffre, General Pétain, Winston Churchill, Erich von Falkenhayn, Prince Wilhelm.</p>
Spring 1	<p>Conflict and Tension: Ending the War</p>	<p>The students begin the final part of this unit with an investigation of Russia's withdrawal from the war as a result of the Bolshevik Revolution and the entry of the USA. The Spring Offensive planned by General Ludendorff is examined by the students as a final attempt to break the stalemate, resulting in failure and the subsequent Allied response of the Hundred Days Offensive. Students will learn about the Armistice and the reasons behind the German defeat including the naval blockade, the role of the tank, the defeat of Germany's allies and the German Revolution. Key individuals: Tsar Nicholas II, General Ludendorff, General Hindenburg, Woodrow Wilson, General Ferdinand Foch.</p>



Spring 2	<p>Germany 1890-1945: Weimar Germany and Germany and the Depression</p>   <p>OR</p> <p>USA 1840-1895: Opportunities and Challenges</p> 	<p>The students begin their course with an investigation into the power of Kaiser Wilhelm II as leader of Germany before examining the impact of World War One on Germany, including the ramifications of the Treaty of Versailles. The constitution of Weimar Germany is examined so that students can understand its strengths and weaknesses in order to grasp the rise of the Nazis. The students then go on to study how the Weimar government was challenged by left-wing groups such as the Spartacists and Communists and right-wing revolts such as the Kapp Putsch and Munich Putsch. The 1923 hyperinflation and its impact on ordinary Germans is studied so that students start to build up a wider awareness of factors that contributed to the electoral success of the Nazi Party. The students then look at the recovery of the Weimar Republic between 1923 and 1929 with an understanding of the flourishing of art and culture. Key individuals: Kaiser Wilhelm II, Friedrich Ebert, Paul von Hindenburg, Wolfgang Kapp, Adolf Hitler, Rosa Luxemburg, Gustav Stresemann.</p> <p>The second topic of this unit focuses on how the Nazi Party gained and secured complete power by 1934, firstly through electoral success and then through the establishment of a dictatorship. The students study the 1929 Wall Street Crash and subsequent Great Depression in terms of its effect on ordinary Germans' lives and also their voting patterns. Other factors for Nazi electoral success are covered including the use of propaganda and fear of Communism. The political wrangling behind Hitler's appointment as Chancellor is studied before students examine the factors behind the establishment of a dictatorship including the banning of other political parties, the Night of the Long Knives and the death of President Hindenburg. Key individuals: Joseph Goebbels, Franz von Papen, Kurt von Schleicher, Ernst Röhm.</p> <p>OR</p> <p>The students begin the first topic with an introduction to the geography of North America, developing an understanding of the diverse attitudes to the region from both the early settlers and the Native Americans. The students develop an understanding of the motives and challenges of different settler groups moving onto the Plains and beyond; groups which included Pioneers, Mormons and Miners. The students then go on to study the culture of the Native Americans who lived on the Plains including their nomadic lifestyle, reliance on the buffalo and organisation of their society. The students start to understand the impact of the early settlers and government upon the indigenous people and their way of life. Key individuals: Brigham Young.</p>
Summer 1	<p>Germany 1890-1945: The experiences of Germans under the Nazis</p>  <p>OR</p>	<p>The final part of the Germany paper focuses on the lives of ordinary people in Germany between 1933 and 1945. The impact of Nazi economic policies on unemployment and different occupations are analysed to consider which workers gained most/least from strategies implemented after 1933, including the work programmes and manipulation of employment rates. The indoctrination of young people both through the school curriculum and extra-curricular groups such as the Hitler Youth and League of German Maidens are investigated. The image of the ideal German woman is examined before students learn how the Nazis attempted to achieve this idea through the imposition of laws and expectations. Nazi beliefs about different social, ethnic and religious groups are examined before the students look into the persecution of groups including disabled people, Jewish people, Roma and Jehovah's Witnesses. The students learn about how the Nazis established a police state using the SS, Gestapo and judicial system. The relationship between the Nazi Party and various Christian Churches is also studied, including those who opposed the Nazis. The inescapable nature of Nazi propaganda is studied ranging from film, newspapers and radio to art, architecture and literature. Opposition to the Nazis in a variety of forms is examined from private grumbings to assassination attempts. Students need to understand the impact of WWII on various aspects of life ranging from economic impact, effects on women and on young people. Key individuals: Albert Speer, Heinrich Himmler, Cardinal Galen, Dietrich Bonhoeffer, Pastor Niemöller, Hans and Sophie Scholl, The Swing Youth, The Edelweiss Pirates, the SS, the Gestapo.</p> <p>OR</p>



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	<p>USA 1840-1895: Conflict and Consolidation</p> 	<p>The second topic focuses on the increasing conflict between the settlers and the Native Americans; the students develop their understanding of agreements such as the Fort Laramie Treaty and how the relationship deteriorated further with the outbreak of the Indian Wars and events such as the Sand Creek Massacre. Students then investigate the causes and consequences of the American Civil War. Key individuals: John Brown, Abraham Lincoln, Jefferson Davis.</p> <p>In the final topic of Consolidation, students investigate the political implications of the American Civil War such as amendments to the American Constitution and the balance between federal and state power. Students then study how the "Indian problem" was "resolved" using reservations and the Dawes Act, as well as understanding the Battle of Little Bighorn and the Battle of Wounded Knee leading to the closing of the frontier. Key individuals: Sitting Bull, General Custer, Red Cloud.</p>
Summer 2		The students will be completing their exams. Lessons will continue until their exams have been completed in each subject.



## Overview

### Year One: UK Politics and UK Government/Core Ideologies

<b>Autumn 1</b>	<ul style="list-style-type: none"><li>• Democracy and participation</li><li>• The Constitution</li></ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"><li>• Electoral systems</li><li>• Parliament</li></ul>
<b>Spring 1</b>	<ul style="list-style-type: none"><li>• UK Political Parties</li><li>• Prime Minister and Cabinet</li></ul>
<b>Spring 2</b>	<ul style="list-style-type: none"><li>• Voting behaviour and the media</li><li>• Relations between institutions, including devolution and Parliament checking the executive</li></ul>
<b>Summer 1</b>	<ul style="list-style-type: none"><li>• Relations between institutions: the EU</li><li>• Ideas – Conservatism</li></ul>
<b>Summer 2</b>	<ul style="list-style-type: none"><li>• Introduction to US Politics</li><li>• Ideas – Conservatism</li><li>• Ideas – Liberalism</li></ul>



## Year Two

	<b>Comparative politics – USA/Ideologies</b>
<b>Autumn 1</b>	<ul style="list-style-type: none"><li>• The US Constitution and federalism</li><li>• US presidency</li><li>• Ideas: Liberalism</li></ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"><li>• US democracy and participation</li><li>• Ideas: Socialism</li></ul>
<b>Spring 1</b>	<ul style="list-style-type: none"><li>• US Supreme Court and civil rights</li><li>• Ideas: Socialism</li></ul>
<b>Spring 2</b>	<ul style="list-style-type: none"><li>• US Congress</li><li>• Ideas: Anarchism</li></ul>
<b>Summer 1</b>	<ul style="list-style-type: none"><li>• US Federalism</li><li>• Ideas: Anarchism</li><li>• Revision</li></ul>
<b>Summer 2</b>	<ul style="list-style-type: none"><li>• Examination</li></ul>



## Year One - Brief description of what is taught:

Autumn 1	Autumn 2
<p><b>Democracy and participation</b></p> <ul style="list-style-type: none"><li>• Current systems of representative democracy and direct democracy</li><li>• A wider franchise and debates over suffrage</li><li>• Pressure groups and other influences</li><li>• Rights in context</li></ul> <p><b>The Constitution</b></p> <ul style="list-style-type: none"><li>• The nature and sources of the UK constitution</li><li>• How the constitution has changed since 1997</li><li>• The role and powers of devolved bodies in the UK, and the impact of this devolution on the UK</li><li>• Debates on further reform</li><li>•</li></ul>	<p><b>UK Elections and Voting</b></p> <ul style="list-style-type: none"><li>• Different electoral systems</li><li>• Referendums and how they are used</li><li>• Electoral systems analysis</li></ul> <p><b>Parliament</b></p> <ul style="list-style-type: none"><li>• The structure and role of the House of Commons and House of Lords</li><li>• The comparative powers of the House of Commons and House of Lords</li><li>• The legislative process</li><li>• The ways in which Parliament interacts with the Executive</li></ul>



Spring 1	Spring 2
<p><b>Political parties</b></p> <ul style="list-style-type: none"><li>• Political parties</li><li>• Established political parties</li><li>• Emerging and minor UK political parties</li><li>• UK political parties in context</li></ul> <p><b>UK Prime Minister and Cabinet</b></p> <ul style="list-style-type: none"><li>• The structure, role and powers of the Executive</li><li>• The concept of ministerial responsibility</li><li>• The Prime Minister and the Cabinet</li></ul>	<p><b>Voting Behaviour and Media</b></p> <ul style="list-style-type: none"><li>• Class voting and other social factors influencing voting patterns</li><li>• Case studies of three key general elections</li><li>• The influence of the media</li></ul> <p><b>Relations between Institutions</b></p> <ul style="list-style-type: none"><li>• The Supreme Court and its interactions with, and influence over, the legislative and policy-making process</li><li>• The relationship between the Executive and Parliament</li><li>• The location of sovereignty within the UK political system</li></ul>



Summer 1	Summer 2
<p><b>Relations between Institutions</b></p> <ul style="list-style-type: none"><li>• The aims, role and impact of the European Union (EU) on UK government</li></ul> <p><b>Ideology:</b></p> <p><b>Conservatism</b></p> <ul style="list-style-type: none"><li>• Core ideas and principles, and how they relate to human nature, the state, society and economy</li><li>• Tensions between traditional, one nation and new right</li></ul>	<p><b>An introduction to US Politics</b></p> <ul style="list-style-type: none"><li>• Brief overview of the political system in the US</li><li>• Explanation of the separation of powers: Executive, Legislature and Judiciary</li><li>• Case study of an American President and an election</li></ul> <p><b>Ideology:</b></p> <p><b>Conservatism</b></p> <ul style="list-style-type: none"><li>• Ideas of key thinkers - Hobbes, Burke, Rand, Oakenshott, Nozick</li></ul> <p><b>Liberalism</b></p> <ul style="list-style-type: none"><li>• Core ideas and principles, and how they relate to human nature, the state, society and economy</li></ul>



## Year Two – Brief description of what is taught:

### Autumn 1 – USA/Ideologies

#### US Constitution

- The nature of the US Constitution
- The principles of the US Constitution
- Interpretations and debates around the US Constitution

*Comparisons to the UK* - Similarities and differences between each constitution, their nature, sources, provisions, separation of powers, checks and balances

#### US Presidency

- Formal sources of presidential power as outlined in the US Constitution and their use.
- Informal sources of presidential power and their use:
- The presidency.
- Interpretations and debates of the US presidency.

*Comparisons to the UK* – role and power and limitations of the President and Prime Minister, extent of accountability to legislature

#### Liberalism

- Recap: Core ideas and principles, and how they relate to human nature, the state, society and economy
- Tensions between classical and modern liberalism
- Ideas of key thinkers - Locke, Wollstonecraft, Mill, Rawls, Friedan



## Autumn 2 – USA/Ideologies

### US Democracy and participation

#### Electoral systems in the USA

- Presidential elections and their significance
- Campaign finance
- Debates surrounding elections in the USA including the electoral college and the role of incumbency

#### The key ideas and principles of the Democratic and Republican parties

- The distribution of power and changing significance of the parties
- The current conflicts and tendencies and changing power and influence that exist within the parties
- Coalition of supporters for each party
- Debates surrounding party unity, party policy and voting groups

#### Interest groups in the USA

- Their significance, resources, tactics and debates about their impact on democracy

*Comparisons to the UK* – nature of the party system, degree of unity within major parties, policy profiles, debates around campaign finance, methods and extent of influence of pressure groups

#### Ideology: Socialism

- Core ideas and principles, and how they relate to human nature, the state, society and economy
- Tensions between classical and modern liberalism
- Ideas of key thinkers - Locke, Wollstonecraft, Mill, Rawls, Friedan



## Spring 1 – USA/Ideologies

### US Supreme Court and civil rights

- Nature and role of the Supreme Court
- The appointment process for the Supreme Court
- The Supreme Court and public policy
- The protection of civil liberties and rights in the US today
- Race and rights in contemporary US politics
- Interpretations and debates of the US Supreme Court and civil rights

*Comparisons to the UK* – the basis for their power, impact on government and policy, relative independence of each Court, effectiveness of rights protection in each country, impact/effectiveness of interest groups in protecting rights

### Ideology: Socialism

- Core ideas and principles, and how they relate to human nature, the state, society and economy
- Tensions between revolutionary and social democracy
- Ideas of key thinkers – Marx, Engels, Webb, Luxemburg, Crosland, Giddens



## Spring 2 – USA/Ideologies

### US Congress

- The structure of Congress
- The functions of Congress
- Interpretations and debates around Congress

*Comparisons to the UK* – membership of each House in each country, power of each House, relationship between the two houses in each system

### Ideology: Anarchism

- Core ideas and principles, and how they relate to human nature, the state, society and economy
- Tensions between differing types of this ideology
- Ideas of key thinkers



## Summer 1 – USA/Ideologies

### Federalism

- The main characteristics of US federalism
- Interpretations and debates around the US Constitution and federalism

*Comparisons to the UK* – how far the UK model of devolution parallels the US federal system

### Ideology: Anarchism

- Core ideas and principles, and how they relate to human nature, the state, society and economy
- Tensions between differing types of this ideology
- Ideas of key thinkers

### Revision

## Summer 2

**Examination: UK Politics and Core Ideologies, UK Government and Non Core Ideologies, Comparative Politics: USA**