

## Year 10 Curriculum Map; **The People's Health** and **Britain in Peace and War**

- A good history student should be able to set events issues and people within the **context** of their own time and to display empathetic understanding of the views, norms and conditions of those time. They should also be able to read and understand historical sources in the **context** of their production and set firmly against the student's knowledge
- A good history student should understand and be able to explain the **causation** of significant events. Higher level students should be able to prioritise the causes of events
- A student of history should recognise that there are differing **interpretations** of the past; students working at a higher level should be able to evaluate the different views
- A good history student should be able to make judgements about the **significance** of events, issues and people. They should be able to explain why certain events are significant and what the impacts of significant events are
- A good history student should be able to evaluate the **utility** of historical sources and information by measuring them against provenance and wider knowledge

The four assessment objectives are:

### **Assessment Objective**

**AO1**

Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

**AO2**

Explain and analyse historical events and periods studied using second-order historical concepts.

**AO3**

Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

**AO4**

Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied

Term One	Term Two	Term Three
<p><b>Medieval Britain c.1250–c.1500</b></p> <ul style="list-style-type: none"> <li>• The characteristic features of medieval Britain: an overview</li> <li>• Living conditions: housing, food, clean water and waste.</li> </ul> <p><b>How did these conditions affect people's health? AO1,AO2,AO4</b></p> <ul style="list-style-type: none"> <li>• Responses to the Black Death: beliefs and actions <b>Source based exercise explaining why people responded in this way AO1,AO2,AO3</b></li> <li>• Approaches to public health in late-medieval towns and monasteries</li> </ul> <p><b>Analyse public health in the Middle Ages AO1,AO2,AO4</b></p> <p><b>Early Modern Britain c.1500–c.1750</b></p> <p>Cultural, social and economic change including the growth of towns: an overview</p> <p><b>Identify key features of the time and impact on health</b></p> <ul style="list-style-type: none"> <li>• Changing living conditions: housing, food, clean water and waste</li> <li>• Responses to outbreaks of plague including national plague orders and local reactions</li> </ul>	<p><b>Britain since c. 1900</b></p> <p>Economic, political, social and cultural change: an overview</p> <ul style="list-style-type: none"> <li>• Living conditions and lifestyles: housing, food, air quality and inactivity <b>Identify key features and the impact on health AO1,AO2</b></li> <li>• Responses to Spanish Influenza and AIDS</li> <li>• Growing government involvement in public health including pollution controls, anti-smoking initiatives and the promotion of healthy lifestyles</li> </ul> <p><b>Exam based assessment extended writing across time period AO1,AO2, AO4</b></p> <p><b>Britain in Peace and War 1900-1918</b></p> <p><b>What were the key features of Edwardian society?</b></p> <p>Britain's power and wealth at the beginning of the twentieth century: an overview of industry, empire, military strength, technology and cities</p> <ul style="list-style-type: none"> <li>• Class distinctions: the lives of the upper, middle and working classes</li> <li>• Rowntree's investigation into the nature of poverty</li> </ul> <p><b>What were the key features of Edwardian society? How fair was Edwardian society? AO1,AO2, AO3, AO4</b></p>	<p>Differing attitudes towards the British Empire at the beginning of the twentieth century including responses to the Boer War</p> <ul style="list-style-type: none"> <li>• India: differing British attitudes toward the Raj, 1900–1914</li> <li>• Ireland: differing attitudes to the Home Rule crisis, 1912–1914</li> </ul> <p><b>Understanding context and the key features of the time</b></p> <p><b>How far were British attitudes towards empire changing in the years before 1914? AO1,AO2, AO4</b></p> <p>Government policy and propaganda in response to the changing demands of war including early recruitment, conscription and DORA</p> <ul style="list-style-type: none"> <li>• Men's responses to the demands of the war including volunteering, pals' battalions and conscientious objection</li> <li>• Women's responses to the demands of the war including volunteering, employment and development in the suffrage campaign</li> </ul> <p><b>Assess the view that WWI was a total war? AO1,AO2, AO4</b></p> <p><b>Preparation for History Around us</b></p> <p>What were the major changes in Britain during the Industrial revolution?</p>

<ul style="list-style-type: none"> <li>• The impact of local and national government on public health including measures to improve the urban environment</li> </ul> <p><b>How far were government attempts to deal with the Plague unsuccessful?</b> AO1,AO2,AO4</p> <p>government response to the gin craze, 1660–1751 <b>Use Hogarth source based assessment</b> AO1,AO2, AO3, AO4</p> <p><b>Industrial Britain, c.1750–c.1900</b></p> <p>Industrialisation, the growth of major cities and political change: an overview <b>Identify key features and impact on health</b></p> <ul style="list-style-type: none"> <li>• Urban living conditions in the early nineteenth century: housing, food, clean water and waste</li> <li>• Responses to cholera epidemics</li> </ul> <p><b>Source based assessment on attitudes and interpretations at the time</b> AO1,AO2, AO3, AO4</p> <ul style="list-style-type: none"> <li>• Public health reform in the nineteenth century including the Public Health Acts and local initiatives</li> </ul> <p><b>Assess how far the problems of public had been solved by 1900?</b> AO1,AO2, AO4</p>	<p><b>What were the threats to the stability of Edwardian society?</b></p> <p>Strengths and weaknesses of the established parties and the rise of the Labour Party</p> <ul style="list-style-type: none"> <li>• The Liberal reforms, the People’s Budget, the clash with the Lords and the Parliament Act of 1911</li> <li>• The challenge from militant labour including the crisis years between 1910 and 1914 <b>Source based exercise to examine interpretations of the threats and to examine significance</b> AO1,AO2, AO3, AO4</li> </ul> <p>Women’s lives at the beginning of the twentieth century <b>Understand the key features of the time</b></p> <ul style="list-style-type: none"> <li>• The campaigns for the vote: suffragists, suffragettes, support and opposition</li> <li>• The relationship between Government responses and changes to the campaigns, 1910–1914</li> </ul> <p><b>assessment based on understanding change and continuity in the treatment of women at this time</b> AO1,AO2, AO4</p>	<p><b>Students to recognise key features and to identify continuity and change.</b></p> <p>Trade and Empire Cotton textiles Power Transport Coal Iron and steel Agriculture</p> <p><b>What was the impact of change in the textile industry?</b></p> <p><b>Source based exercise on living and working conditions</b> AO1,AO2, AO3, AO4</p> <p><b>Contextual study of New Mills as a textile town</b></p> <p><b>Extended as independent study over summer</b></p>
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