

# Curriculum Summary Document

## Year 10 – History

Module/Unit of Learning	Taught During	What will students learn?	How does this prepare students for success at GCSE?	Links to other Subjects
Medicine in Britain c1250–Present: Medieval and Renaissance Eras	September – October	Students explore medical understanding and practice between 1250 and 1700. They study the influence of religion, the Church, and key individuals such as Hippocrates and Galen. They analyse continuity and change from the Medieval to Renaissance period, including the impact of science and technology.	Students practise using GCSE command words such as 'explain' and 'analyse' to structure extended responses. They learn to evaluate continuity and change, applying evidence and interpretation skills required for Paper 1 essays.	Oracy: discussing historical significance with clarity  Science: understanding early scientific and medical ideas  Religious Education: analysing the Church's influence on knowledge
Medicine in Britain c1250–Present: 18th to 20th Century Developments	October – December	Students study how medical knowledge and public health developed during the 18th, 19th and 20th centuries. They examine the work of Jenner, Pasteur, and Fleming, and explore the impact of industrialisation and government reform on health.	Students develop evidence-based reasoning and apply thematic thinking across long time periods. They refine exam skills including causation, significance, and the use of specific factual detail in extended writing.	Oracy: constructing clear historical argument  Science: linking discoveries in biology and medicine  Geography: examining urbanisation and its impact on health
Medicine on the Western Front, 1914–18	January	Students examine the context of medicine during the First World War, focusing on trench warfare, medical treatment, and technological innovations. They use primary sources to explore the role of individuals, the chain of evacuation, and developments in surgery and infection control.	Students strengthen skills in analysing sources and applying provenance, tone, and context — key Paper 1 source-based assessment skills. They also practise concise factual recall and precision in short-answer questions.	Oracy: discussing evidence and source evaluation  Science: understanding infection and medical innovation  Geography: exploring battlefield conditions and environment
The Weimar Republic, 1918–29	February – March	Students study the establishment of the Weimar Republic, the challenges it faced, and its recovery in the 'Golden Years'. They explore political, social, economic, and cultural developments in post-war Germany.	Students build their understanding of cause and consequence and practise using GCSE command words such as 'explain how' and 'evaluate'. They develop source analysis and inference skills essential	Oracy: presenting balanced historical interpretations  Geography: examining economic geography and resources

# Curriculum Summary Document

## Year 10 – History

			for Paper 3 question types.	Citizenship: exploring democracy and political change
Hitler's Rise to Power, 1919–33	April – May	Students explore how the Nazi Party developed from 1919 to 1933, including the Munich Putsch, propaganda, and the weaknesses of Weimar democracy. They assess how Hitler became Chancellor and analyse factors that led to dictatorship.	Students practise sequencing and linking events to construct clear cause-and-consequence explanations. They refine their extended writing and evaluation of political and social factors — core skills for Paper 3 essays.	Oracy: debating leadership and political influence  Religious Education: analysing ideology and belief systems  English: developing persuasive and analytical writing
Nazi Control and Dictatorship, 1933–39	June	Students study the creation of a totalitarian regime, exploring propaganda, censorship, the police state, and opposition. They examine how Nazi policies and terror mechanisms were used to maintain control over Germany.	Students strengthen analytical precision and the ability to use detailed evidence in context. They practise interpretation evaluation, comparing historians' perspectives — a key element of Paper 3 analysis.	Oracy: analysing differing interpretations  Citizenship: discussing democracy and dictatorship  English: evaluating persuasive and rhetorical techniques
Life in Nazi Germany, 1933–39	July	Students explore the impact of Nazi policies on women, youth, workers, and minority groups. They examine how propaganda shaped identity and how different social groups experienced life under Nazi rule.	Students consolidate extended writing, interpretation analysis, and evaluation of social and cultural change. They strengthen connections between themes and practise comparative reasoning for GCSE essays.	Oracy: discussing the impact of ideology on society  Religious Education: exploring morality and discrimination  Geography: understanding population, migration, and resources