Newent Community School & Sixth Form Centre

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme/Big Idea	**Medicine in Britain, c1250–present** GCSE Paper 1 - units 1-2	**Medicine in Britain, c1250–present** GCSE Paper 1 - units 3-4	**The British sector of the Western Front, 1914–18: injuries, treatment and the trenches** GCSE Paper 1 – unit 5	**Weimar and Nazi Germany, 1918–39** GCSE Paper 3 - unit 1	**Weimar and Nazi Germany, 1918–39** GCSE Paper 3 - unit 2	**Weimar and Nazi Germany, 1918–39** GCSE Paper 3 – units 3-4
Content What are they learning? (including keywords)	**c1250–c1500: Medicine in medieval England** Supernatural and religious explanations of the cause of disease. Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Galen. Approaches to prevention and treatment, and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air.	**C1700–c1900: Medicine in eighteenth- and nineteenth-century Britain** Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes. The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale on nursing and hospitals in Britain. The Impact of anaesthetics and	**The historic environment** The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system – its organisation, including frontline and support trenches. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure. Conditions requiring medical	**The Weimar Republic 1918–29** The situation in Germany at the end of the War: political unrest, abdication of the Kaiser, armistice and new republic. The strengths and weaknesses of the new Weimar Constitution Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles. Challenges to the Republic from Left and Right: Spartacists,	**Hitler's rise to power, 1919–33** Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. The Twenty-Five Point Programme. The role of the SA. The reasons for, events and consequences of the Munich Putsch; Mein Kampf. Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation, including the Bamberg Conference of 1926.	**Nazi control and dictatorship, 1933–39** The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. The threat from Röhm and the SA, the Night of the Long Knives. The death of Hindenburg. Hitler becomes Führer, the army oath of allegiance. The role of the Gestapo, the SS and concentration camps, and Nazi control of the legal system. Goebbels and the Ministry of Propaganda:

	Medical training and traditional approaches to treatment and care for the sick: the role of the physician, apothecary and barber surgeon; the role of hospitals, care within the community and at home, including the use of herbal remedies. Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread. **C1500–c1700: The Medical Renaissance in England** Continuity and change in explanations of the cause of disease and illness. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of ideas.	antiseptics on surgery. New approaches to prevention: the development and use of vaccinations and the Public Health Act (1875). Jenner and the development of vaccination. Fighting Cholera in London (1854); attempts to prevent its spread; the significance of Snow and the Broad Street pump. **C1900–present: Medicine in modern Britain** Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health. Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors. The extent of change in care and	treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks. Medical treatment on the Western Front. The work of the RAMC and nurses. Transport in the chain of evacuation: stretcher bearers, horse and motor ambulances. Stages of treatment in the chain of evacuation: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras. The significance of the Western Front for experiments in	Freikorps, the Kapp Putsch. The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. Stresemann's achievements in gaining international acceptance of Germany abroad through the Locarno Pact and joining the League of Nations. Changes in the standard of living. Changes in the position of women in work, politics and leisure. Cultural changes: developments in architecture, art and the cinema.	The growth of unemployment – its causes and impact. The growth of support for the Communist Party. Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA. The Presidential and Reichstag elections of 1932; reasons for Hitler becoming Chancellor in 1933, including the roles of Hindenburg and von Papen. **Key words** Bamberg Conference, Gauleiters, Great Depression, sectoral appeal, swastika, SS, SA, Third Reich, Concordat, Reichstag, censorship, emergency decree, Fuehrer, populism.	censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936). Nazi control of culture and the arts, including art, architecture, literature and film. Nazi attempts to control the Catholic and Protestant Churches: the Concordat and the Reich Church. The extent of support for the Nazi regime. Opposition from the Churches, including the role of Pastor Niemöller. Opposition from the young, including the Swing Youth and the Edelweiss Pirates. **Life in Nazi Germany, 1933–39** Nazi policies towards women, including marriage and family, employment and appearance. Nazi aims and policies towards the

	Continuity and change in approaches to prevention, treatment and care in the community and in hospitals. Improvements in medical training and the influence in England of the work of Vesalius. William Harvey and the discovery of the circulation of the blood. Dealing with the Great Plague in London (1665): approaches to treatment and attempts to prevent its spread. **Key words** <u>Unit 1</u> Physician, four humours theory, bubonic plague, pestilence, miasma, flagellants, treatment by opposites, astrology, bleeding, purging, supernatural, barber surgeons, apothecaries, ointments, leeches, dissection, public health, factor.	treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals. New approaches to prevention: mass vaccinations and government lifestyle campaigns. Fleming, Florey and Chain's development of penicillin. The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action. **Key words** <u>Unit 3</u> Vaccination, smallpox, chloroform,	surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai. The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood. **Key words** No-Man's Land, communication trench, support trench, artillery, shrapnel, Brodie helmet, chlorine gas, phosgene, mustard gas, shell shock, trench foot, trench fever, stretcher bearers, RAP, ADS, Field	**Key words** Armistice, stab in the back, President, Chancellor, Reichstag, proportional representation, democracy, dictatorship, Article 48, Treaty of Versailles, reparations, war-guilt clause, nationalism, socialism, Ant-Semitism, KPD, Spartacist League, Freikorps, putsch, hyperinflation, NSDAP, Beer Hall Putsch, Mein Kampf, Rentenmark, Dawes Plan, Locarno Pact, League of Nations, Kellogg-Briand Pact, Young Plan, Bauhaus Movement.		young. The Hitler Youth and the League of German Maidens. Nazi control of the young through education, including the curriculum and teachers. Nazi policies to reduce unemployment: labour service, autobahns, rearmament and invisible unemployment. Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour. Nazi racial beliefs and policies and the treatment of minority groups: Slavs, Roma and Sinti, homosexuals, and people with disabilities. The persecution of Jewish people, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and 'Kristallnacht'.

	Unit 2 Great Plague, Royal Society, anatomy, Plague Orders, pest houses, scrofula, The Fabric of the Human Body, wise women, printing press, perspective (art), circulation, The Motion of the Heart.	anesthetic, germ theory, Public Health Acts, antiseptic, carbolic acid, Crimean war, inoculation, Notes on Nursing, nitrous oxide, the "Great Stink, ether. Unit 4 Penicillin, DNA, sulphonamides, antibiotics, keyhole surgery, micro-surgery, National Insurance Act, Beveridge Report, NHS, magic bullets, Salvarsan 606, Prontosil, Ministry of Health, Beveridge Report.	Ambulance, CCS, base hospitals, RAMC, VAD, FANY, QAIMNS, blood banks, Carrel-Dakin method, Thomas Splint, blood storage techniques.			**Key words** Unit 3 Censorship, indoctrination, concentration camp, informants, Gestapo, ideology, propaganda, Volksemfanger, Olympiastadion, Master race, Hitler Myth, eugenics, social Darwinism, Fuehrerprinzip, Volksgemeinschaft, With Burning Anxiety, Reich Church, Confessional Church, euthanasia, Nuremburg laws, Swinging Youth, Edelweiss Pirates, 3Ks. Unit 4 Rearmament, autarky, Reichsbank, Blitzkrieg, Lebensraum, autobahns, DAF, Volkswagen, RAD, Racial Purity Board, NSBL, Hitler Jugend, BDM, untermenschen, asocials, Aryanisation, Kristallnacht, SdA, KdF.

Skills How are they learning it?	Creating and interpreting timelines, taking notes, and using these to write short explanations and form diagrams	Completing structured tasks within class that build on each other to show change over time. Working towards the skills needed for a GCSE "Explain why…" question	Through case studies that link to each key question, each addressing particular issues.	Lessons will focus on notetaking with the aim of answering a set question in either diagram or paragraph form.	Structured tasks and activities that focus on the key issues of the time.	Drafting an essay and then responding to feedback advice to write a final version.
Key Questions	Why did people believe made them ill? Why were Galen's ideas so long-lasting? Why did the Catholic Church protect Galen?	Why did the development of anatomy lead to change? Why did ideas about the causes of disease remain the same?	What was the Western Front like? Why was the chain of evacuation so effective? What developments were there in surgery?	Why was the Weimar Republic so unpopular? Why were the years 1924-194 considered to be a "Golden Age"?	Who was Adolf Hitler? What were Hitler's plans for Germany? What were Hitler's steps to power?	In what ways did life in 1930s Germany change? How did the Nazis control their population? How did Hitler reduce unemployment? Did people's lives improve?
Assessment (specific assessed piece(s); milestone(s))	**Skills checks** – a source usefulness, explain why or an interpretations question. **End of unit tests 1-2**	**Skills checks** – a source usefulness, explain why or an interpretations question. **End of unit tests 3-4**	**Skills check** – a source usefulness, explain why or an interpretations question. **End of unit test 5**	**Skills check** – a source usefulness, explain why or an interpretations question. **End of unit test 1**	**Skills check** – a source usefulness, explain why or an interpretations question. **End of unit test 2**	**Skills checks** – a source usefulness, explain why or an interpretations question. **Paper 1 mock exam** **End of unit tests 3-4**