

**YEAR 10 CURRICULUM MAP**

<b>Topic</b>	<b>Medicine in Britain (c.1250-present)</b>	<b>Early Elizabethan England (1558-1588)</b>	<b>The American West (c.1835-c.1895)</b>
<b>Concepts focus</b>	<b>Thematic study.</b> Cause and consequence; change and continuity; similarity and difference	<b>British depth study.</b> Cause and consequence; significance	<b>Period study.</b> Cause and consequence; change and continuity; significance
<b>Skills focus</b>	<b>AO1; AO2.</b> Explaining similarity/difference; writing to explain; assessing opinions and giving a supported judgement	<b>AO1; AO2.</b> Describing key features; writing to explain; assessing opinions and giving a supported judgement	<b>AO1; AO2.</b> Explaining consequences; explaining importance; writing a narrative account
<b>Knowledge focus</b>	Ideas about the cause of disease and illness in the Medieval period; approaches to prevention and treatment; the Black Death; continuity and change in ideas about the causes of disease and approaches to prevention and treatment during the Medical Renaissance; the Great Plague; continuity and change in the eighteenth and nineteenth century; cholera; advances in understanding the cause of illness in modern Britain; the extent of change in care and treatment since c1900; the fight against lung cancer; key individuals in the history of medicine.	The situation on Elizabeth's accession; the 'settlement' of religion; challenges to the Religious Settlement; the problem of Mary Queen of Scots; plots and revolts at home; relations with Spain; outbreak of war with Spain 1585-88; the Armada; education and leisure; the problem of the poor; exploration and voyages of discovery; Raleigh and Virginia.	The Plains Indians: their beliefs and way of life; migration and early settlement; conflict and tension 1835-62; the development of settlement in the West; ranching and the cattle industry; changes in the way of life of the Plains Indians; changes in farming, the cattle industry and settlement; conflict and tension 1876-95; the Plains Indians: the destruction of their way of life.
<b>SEND Provision</b>	Complex texts are studied collectively and broken down using various strategies. New vocabulary is explicitly taught. Appropriate guidance for writing is be given (e.g. scaffolding, exemplars, walkthrus) to encourage confidence and independence. Seating plans are used to facilitate early and regular intervention with SEND students. Praise is given for effort and progress, not just attainment.		
<b>Careers input</b>	Medicine; Biological Sciences; Governance and welfare	Law, Politics, International Relations, Trade	Global politics; anthropology; travel; narration
<b>Links to prior and future knowledge</b>	Y7 Medieval England; Y8 Industrial Revolution, Y9 Ancient History; Y11 The British Sector of the Western Front	Y8 Dynasties; Y8 Empire and Colonialism; Y9 HERstory; Y12 Stuart Britain	Y7 Migration and Settlement; Y8 Fight for Freedom; Y9 Revolution and Civil Warfare
<b>Key vocabulary</b>	Beliefs; treatment; prevention; diagnosis; supernatural; religious; four humours; dissection; miasma; plague; cholera; lung cancer; poverty; welfare; reform; laissez faire; anaesthetic; antiseptic; vaccination; germ theory; antibiotics	Succession; legitimacy; heir; Religious Settlement; Catholic; Papacy; Protestant; Puritan excommunication; revolt; plot; court; parliament; pastimes; vagabond; New World; armada; privateer; circumnavigation	Plains; Plains Indians; Native-Americans; nomadic; buffalo; migration; settlement; manifest destiny; mormon; homesteader; prospecting; ranch; cowboys; civil war
<b>Assessment</b>	10 retrieval quizzes; mid unit assessment and end of unit assessment (with follow up GRIT lessons); mock exam	10 retrieval quizzes; mid unit assessment and end of unit assessment (with follow up GRIT lessons); mock exam	10 retrieval quizzes; mid unit assessment and end of unit assessment (with follow up GRIT lessons); mock exam