



Year 10 Curriculum Grid

History

Year/Term	Unit	Intent	What skills are developed?
Autumn Term	The Peoples Health c.1250 to present	1. Medieval and Early Modern Period (c.1250–1700) <ul style="list-style-type: none">• Medieval understandings of disease:<ul style="list-style-type: none">○ The influence of the Four Humours theory○ Role of religion and superstition○ Causes of disease seen as punishment from God or bad air ('miasma')• Medical practitioners:<ul style="list-style-type: none">○ Physicians, apothecaries, barber-surgeons, and healers○ Limited medical knowledge and treatments• Public health and hygiene:<ul style="list-style-type: none">○ Towns had poor sanitation, cesspits, open sewers○ Water supply often contaminated• The Black Death (1348–49):<ul style="list-style-type: none">○ Causes and effects on population and society• Government and church responses:<ul style="list-style-type: none">○ Quarantines, processions, prayers○ Early public health laws, e.g. ordinances to clean streets	<i>The ability to:</i> <ul style="list-style-type: none">• Identify• Describe• Explain• Analyse• Evaluate• Think critically• Understand provenance• Learn independently• Work in groups/teams• Communicate effectively• Research• Develop examination-based skills for the OCR B History specification (variety of question stems) <i>As well as developing historical second-order concepts including:</i> <ul style="list-style-type: none">• Chronology• Using evidence
		2. Early Modern Period (1500–1700) <ul style="list-style-type: none">• Continued belief in humours but gradual questioning• Advances by individuals:<ul style="list-style-type: none">○ Paracelsus challenges traditional ideas○ Vesalius and Harvey improve understanding of anatomy and blood circulation• Outbreaks of plague, smallpox, and other epidemics continue• Attempts at quarantine and pesthouses• Public health acts by local authorities• Role of hospitals and charitable care	<ul style="list-style-type: none">• Causation• Interpretation• Change and continuity• Similarities and Differences• Significance
		3. Industrial Britain (1700–1900) <ul style="list-style-type: none">• Rapid urbanisation and industrialisation lead to overcrowding, pollution, and poor sanitation• Cholera epidemics expose poor water and sewage systems• Government investigation and reform:<ul style="list-style-type: none">○ John Snow's work on cholera (1854)○ Chadwick's report on sanitation (1842)• Public Health Acts (1848, 1875):<ul style="list-style-type: none">○ Introduction of clean water, sewage systems, street cleaning	

		<ul style="list-style-type: none"> Improvements in medical knowledge and hospitals Vaccination introduced (smallpox) Growth of medical professions and training 	
		<p>4. Modern Britain (1900–present)</p> <ul style="list-style-type: none"> Development of the NHS in 1948 – free healthcare for all Advances in medical technology and treatments: <ul style="list-style-type: none"> Antibiotics (e.g., penicillin) Vaccinations for many diseases Changing attitudes to public health: <ul style="list-style-type: none"> Anti-smoking campaigns, health education Government role in welfare and social care Challenges of modern diseases: cancer, heart disease, obesity Continuing health inequalities based on class, region, ethnicity <p>Homework: Seneca Learning platform inc. quizzes, gap fills, etc.</p> <p>Key Historical Concepts: Historical Enquiry, Interpretation, Cause & Consequence, Significance, Chronology, Similarities & Differences, Cultural Diversity, Communicating about the Past</p>	
Spring Term	The Elizabethans 1580-1603	<p>1. Elizabeth's Early Reign and Government</p> <ul style="list-style-type: none"> Elizabeth I's accession in 1558 and establishing her authority The Elizabethan Religious Settlement (1559): <ul style="list-style-type: none"> The Acts of Supremacy and Uniformity The Church of England as a 'middle way' Reaction from Catholics and Puritans Role and structure of government: <ul style="list-style-type: none"> The monarch's powers and the Privy Council Role of Parliament and local government Influence of royal favourites (e.g., Robert Dudley) 	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> Identify Describe Explain Analyse Evaluate Think critically Understand provenance Learn independently Work in groups/teams Communicate effectively Research Develop examination-based skills for the OCR B History specification (variety of question stems)
		<p>2. Religion and Threats to Elizabeth</p> <ul style="list-style-type: none"> Continued religious divisions in England Catholic plots and rebellions: <ul style="list-style-type: none"> The Northern Rebellion (1569) The Ridolfi Plot (1571) The Throckmorton Plot (1583) The Babington Plot (1586) leading to Mary, Queen of Scots' execution Growing threat from Spain: <ul style="list-style-type: none"> Reasons for tension with Spain The Spanish Armada (1588) and its defeat 	<p><i>As well as developing historical second-order concepts including:</i></p> <ul style="list-style-type: none"> Chronology Using evidence Causation Interpretation Change and continuity Similarities and Differences
		<p>3. Elizabethan Society</p>	<ul style="list-style-type: none"> Significance

		<ul style="list-style-type: none"> • Structure of society: <ul style="list-style-type: none"> ◦ Nobility, gentry, yeomen, labourers ◦ Role of women and family life • Life in towns and countryside: <ul style="list-style-type: none"> ◦ Growth of towns, trade and poverty ◦ Problems such as vagrancy and poor relief • Education and culture: <ul style="list-style-type: none"> ◦ The rise of grammar schools and universities ◦ Popular culture, theatre (e.g., Shakespeare) ◦ The role of the printing press 	
		<p>4. Elizabethan Economy and Exploration</p> <ul style="list-style-type: none"> • Agriculture and enclosure • Trade and industry: <ul style="list-style-type: none"> ◦ Cloth trade and overseas markets • Exploration and colonisation: <ul style="list-style-type: none"> ◦ Key figures such as Sir Francis Drake and Sir Walter Raleigh ◦ Early attempts at colonising America <p>Homework: Seneca Learning platform inc. quizzes, gap fills, etc.</p> <p>Key Historical Concepts: Historical Enquiry, Interpretation, Cause & Consequence, Significance, Chronology, Similarities & Differences, Cultural Diversity, Communicating about the Past</p>	
Summer Term	Local Historical Site Study (Quarry Bank Mill)	<p>Main areas studied:</p> <ul style="list-style-type: none"> • The Industrial Revolution – main changes of the era • Why Lancashire? • When and why was the site created? • How has the site changed over time? • How has the site been used over time? • The diversity of the people who lived and worked at the site • Reasons for change • Significant turning points for the site • Significant features of the site • Comparison between QBM and other mills of the era • What does the site reveal about everyday life and opinion of the time? • What can we learn from the physical remains of the site? • What can we learn from artist's impressions of the site? • Key Historical Concepts: Historical Enquiry, Interpretation, Cause & Consequence, Significance, Chronology, Similarities & Differences, Cultural Diversity, Communicating about the Past 	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> • Identify • Describe • Explain • Analyse • Evaluate • Think critically • Understand provenance • Learn independently • Work in groups/teams • Communicate effectively • Research • Develop examination-based skills for the OCR B History specification (variety of question stems) <p><i>As well as developing historical second-order concepts including:</i></p> <ul style="list-style-type: none"> • Chronology • Using evidence • Causation • Interpretation • Change and continuity • Similarities and Differences • Significance

