

BD Conflict and tension in Asia, 1950-1975

This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers the role of nationalist movements in causing and sustaining conflict. It focuses on the causes and events of the Cold War in Asia and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

Part one: Conflict in Korea

- The causes of the Korean War: nationalism in Korea; US relations with China; the division of Korea; Kim Il Sung and Syngman Rhee; reasons why the North invaded the South in June 1950; US and the UN responses; USSR's absence from the UN.
- The development of the Korean War: the UN campaign in South and North Korea; Inchon landings and recapture of South Korea; UN forces advance into North Korea; reaction of China and intervention of Chinese troops October 1950; the sacking of MacArthur.
- The end of the Korean War: military stalemate around the 38th Parallel; peace talks and the armistice; impact of the Korean War for Korea, the UN and Sino-American relations.

Part two: Escalation of conflict in Vietnam

- The end of French colonial rule: Dien Bien Phu and its consequences; Geneva Agreement, 1954; civil war in South Vietnam; opposition to Diem; the Vietcong - aims, support, leadership and guerrilla tactics and Ho Chi Minh.
- The US involvement: the Domino Theory; intervention under Eisenhower and Kennedy; Strategic Hamlets programme.
- Johnson's War: the Gulf of Tonkin; the US response to Vietcong tactics; the mass bombing campaign; demands for peace and growing student protests in the USA; My Lai and its public impact; Search and Destroy tactics and impact; the Tet Offensive and its consequences for the war.

Part three: The ending of conflict in Vietnam

- Nixon's War: Vietnamisation; chemical warfare; bombing campaign of 1970-1972; relations with China; widening of the war into Laos and Cambodia.
- Opposition to war: Kent State University; the importance of the media and TV in influencing public opinion; the context of the Watergate affair.
- The end of the war: the Paris Peace talks; the role of Kissinger; the US withdrawal; fall of Saigon; the price of conflict; problems of Vietnam in 1975.

Key Exam Skills:

4 marks - 5 minutes / 12 marks - 15 minutes / 16 marks - 20 minutes

Q1 HOW DO YOU KNOW? Source q .4 marks

The question will ask you explain how a primary source supports or opposes something. You must refer to the source in your answer then use your knowledge to explain the context. You can refer to the content or the provenance or both.

Example - Study Source A. Source is supportive of bombing raids in Vietnam. How do you know?

Q2 HOW USEFUL? Source q. 12 marks (You'll find the same type of question in the Health Paper)

This question will ask you to analyse how 'useful' two sources are. You will need to explain what the source is telling you then analyse each source using your knowledge. You should try to write about the content and the provenance/purpose of each source.

Example - Study sources B and C. How useful are sources B and C to an historian studying US involvement in Vietnam.

Q3 WRITE AN ACCOUNT 8 marks

You will need to describe an event and explain how it caused wider problems

Example - Write an account of how event at My Lai led to problems in America

Q4 - HOW FAR DO YOU AGREE essay question 16 marks + 4 marks SPaG

You will be given a statement about a cause or a consequence and asked whether you agree or disagree with it. Ideally you need to explain (using PEE) why the statement is true then show alternative (again using PEE). The best essays will have an introduction and a judgement paragraph.

Example - 'The main reason for changing American support for the Vietnam war was the cost'. How far do you agree with this statement.

In this example you could also talk about the role of the media and the failure to achieve success on the battlefield for example.

Unit and Year: 1 Conflict and tension in Asia: The Korean War

Purpose of Unit

This unit focusses on the causes, events and consequences of the Korean War:

Key Questions to consider:

- What were the causes of the Korean War?
- Who or what was to blame?
- What were the important turning points of the Korean War?
- Why and how did the War end?
- What were the consequences of the War?

Key Vocabulary and meanings:

- Capitalism - political/economic system that promotes private ownership of businesses and profit.
- Communism - political/economic system where the state owns everything and there is no private business
- Democracy - elections and free speech
- Dictatorship - no elections or free speech
- Superpower - a very powerful country (USA or USSR during the Cold War)
- Cold War - the intense rivalry between the USA and the USSR. No actual fighting between them but each side had a vast military including nuclear weapons. They competed for influence around the world.
- USSR - United Soviet Socialist Republics (communist countries under the control of Russia)
- Containment - to stop communism spreading further
- Marshall Plan - The US plan to give billions of dollars in aid to European countries to promote capitalism and democracy
- Truman Doctrine - the promise to support government's trying to fight communism
- United Nations - set up after WW2 to allow countries to resolve their problems
- Security Council of the UN - Any major decision on military intervention had to be agreed by members
- 38th parallel - the border between North and South Korea
- Pusan - the south-eastern corner of South Korea
- Inchon - on the west coast of South Korea - where the UN force landed
- Kim Il Sung - leader of North Korea during the War
- Stalin - leader of the USSR
- Truman - US President during the Korean War
- Syngman Rhee - the leader of South Korea
- General MacArthur - leader of the UN forces
- Mao Zedong - Chinese Communist leader
- Stalemate - when neither side makes military progress
- Demilitarized zone - a no man's land on the boarder of North and South Korea
- ICBM - Inter-Continental Ballistic Missile

Links to prior knowledge/learning:

Y8 - students cover the causes, events and impact the Cold War.

Cross Curricular link/ World Issues

The nature of democracy and the study of extremist ideologies.

Unit and Year: 2. Y9 Conflict and tension in Asia: The escalation of the War in Vietnam

Purpose of Unit

This unit focusses on how US involvement in Vietnam developed from the French departure to the end of the 1960s

Key Questions to consider:

- Why were the French in Vietnam and why were they unable to keep control?
- Why was Vietnam divided?
- Why did a civil war develop in South Vietnam?
- What was Eisenhower's Vietnam policy?
- What about Kennedy's?
- Why was the Gulf of Tonkin incident important?
- How did the Vietcong fight?
- What were the US tactics?
- Why was the Tet Offensive an important turning point in the War?
- What was the impact of the My Lai massacre?
- Why were there growing demands for peace in the US?

Key Vocabulary and meanings:

- Zippo raids: A term used to describe operations where American soldiers set fire to villages or other structures using flamethrowers.
- Cluster bombs: Bombs that release smaller bomblets over a wide area, often causing extensive damage and casualties.
- Agent Orange: A chemical defoliant used by the United States military during the Vietnam War to destroy vegetation and expose enemy positions, but it had long-term harmful effects on human health and the environment.
- Agent Blue: A herbicide used by the United States military during the Vietnam War to destroy crops and vegetation.
- Napalm: A highly flammable substance used in bombs and flamethrowers, creating deadly fireballs and causing severe burns and destruction.
- Tet Offensive: A major military campaign launched by the Vietcong and North Vietnamese forces during the lunar new year holiday (Tet) in 1968, involving simultaneous attacks on multiple targets in South Vietnam.
- My Lai massacre: A tragic incident during the Vietnam War where American soldiers killed hundreds of unarmed Vietnamese civilians in the village of My Lai.
- AK-47: A type of assault rifle that was widely used by the Vietcong and other forces during the Vietnam War.

Key Vocabulary and meanings:

- Empire: A large group of territories or countries ruled by a single leader, often an emperor or empress.
- Vietminh: A political organization in Vietnam that fought for independence from French colonial rule.
- Guerrilla: A fighter who uses surprise attacks and hit-and-run tactics, often in small groups, to resist a larger and more powerful enemy.
- Nepotism: When someone in a position of power favours their relatives or friends by giving them special treatment or jobs.
- National Liberation Front (NLF): A political and military organization in South Vietnam that fought against the government and the United States during the Vietnam War.
- Army of the Republic of Vietnam (ARVN): The official army of South Vietnam during the Vietnam War.
- Self-immolation: The act of setting oneself on fire as a form of protest or sacrifice.
- Coup: A sudden, usually violent, overthrow of a government or leader by a group of people, typically the military.
- Vietcong: A term used to refer to the communist guerrilla fighters in South Vietnam during the Vietnam War.
- Domino Theory: The belief that if one country in a region falls under the influence of communism, the surrounding countries will also follow like a row of falling dominoes.
- Mercenary: A soldier who fights for money, often hired by a foreign country or organization.
- Operation Rolling Thunder: A sustained bombing campaign conducted by the United States against North Vietnam during the Vietnam War.
- Gulf of Tonkin: An area in the South China Sea where a naval incident involving the United States and North Vietnam occurred, leading to an escalation of the Vietnam War.
- Strategic Hamlet: A program during the Vietnam War that involved moving villagers into fortified villages to protect them from the Vietcong.
- Civil War: A war between different groups or factions within the same country.
- McCarthyism: The practice of making unfair accusations and using intimidation to target individuals suspected of having communist or subversive sympathies, named after U.S. Senator Joseph McCarthy.
- Ho Chi Minh Trail: A network of supply routes used by North Vietnam to transport troops and supplies to the Vietcong in South Vietnam during the Vietnam War.
- Thich Quang Duc: A Buddhist monk who self-immolated in protest against the South Vietnamese government's treatment of Buddhists.
- President Kennedy: Refers to John F. Kennedy, who served as the 35th President of the United States until his assassination in 1963.
- President Eisenhower: Refers to Dwight D. Eisenhower, who served as the 34th President of the United States from 1953 to 1961.

- M-16: A type of rifle that was the standard weapon for American soldiers during the Vietnam War.
- Hanging on the belts of the Americans: Refers to the various equipment and gear that American soldiers carried on their belts during the Vietnam War, such as ammunition, grenades, and other supplies.
- Punji traps: A type of booby trap made of sharpened stakes hidden in pits or holes, designed to injure or impale unsuspecting victims.
- Search and Destroy: A military strategy used during the Vietnam War involving actively seeking out and engaging enemy forces to eliminate them.
- Fragging: Refers to the act of intentionally killing or injuring a superior officer, typically with a fragmentation grenade, often carried out by disaffected soldiers.
- Anti-war movement: A social and political movement that emerged during the Vietnam War, advocating for an end to the war and opposing military intervention.
- Great Society: A set of domestic policies introduced by President Lyndon B. Johnson aimed at combating poverty, promoting civil rights, and improving social welfare in the United States.
- Draft dodgers: Individuals who attempted to evade or avoid being drafted into military service during the Vietnam War, often due to opposition to the war.

- President Johnson: Refers to Lyndon B. Johnson, who succeeded President Kennedy and served as the 36th President of the United States during the Vietnam War.
- Ho Chi Minh: The leader of North Vietnam and a key figure in the Vietnamese struggle for independence from colonial rule.
- Dien Bien Phu: A battle that took place in 1954, resulting in a decisive victory for the Vietminh against French forces and leading to the end of French colonial rule in Vietnam.
- Geneva Agreement: An agreement signed in 1954 that ended the First Indochina War and temporarily divided Vietnam into North and South at the 17th parallel.
- Ngo Dinh Diem: The first President of South Vietnam, who faced opposition and was eventually assassinated during the Vietnam War.
- Booby Trap: A hidden device or mechanism designed to cause harm or injury when triggered, often used as a defensive measure during wars
- Bouncing Betty: A type of booby trap that jumps into the air and explodes when triggered, designed to injure or kill nearby soldiers.
- Porter: A person hired to carry supplies or equipment for soldiers.

Links to prior knowledge/learning:

Y8 - students cover the causes, events and impact the Cold War.

Cross Curricular link/ World Issues

The nature of democracy and the study of extremist ideologies.

Unit and Year: 3. Y9 Conflict and tension in Asia: The ending of the War in Vietnam

- Purpose of Unit
- This unit focusses on how and why the War in Vietnam ended.

Key Questions to consider:

- Why did Nixon introduce Vietnamisation?
- How was the war widened?
- Why were the Kent State shootings significant?
- How did media coverage influence public opinion about the War?
- How did the US withdraw from Vietnam?
- Why did the US fail in Vietnam?
- Why did the Communists succeed?
- What were the consequences of the War?

Key Vocabulary and meanings:

- President Nixon: Refers to Richard Nixon, who served as the 37th President of the United States from 1969 to 1974, including the period of the Vietnam War.
- Democratic Party: One of the two major political parties in the United States, associated with more liberal and progressive policies.
- Republican Party: One of the two major political parties in the United States, associated with more conservative policies.
- Vietnamisation: A policy introduced by President Nixon during the Vietnam War to gradually withdraw American troops and transfer responsibility for the war to the South Vietnamese government and military.
- Khmer Rouge: A communist political organization that gained control over Cambodia in the 1970s and carried out a genocidal regime that resulted in the deaths of millions of Cambodians.
- Pathet Lao: A communist political organization in Laos that fought against the government and received support from North Vietnam during the Vietnam War.
- Phan Thi Kim Phuc: A Vietnamese woman who was photographed as a child running naked and severely burned during a napalm attack in the Vietnam War. The photo became an iconic symbol of the war's impact on civilians.
- Hippies: A countercultural movement that emerged in the 1960s, characterized by anti-establishment views, emphasis on peace, love, and freedom, and unconventional lifestyles.
- Five o'clock follies: A term used to describe the daily press briefings during the Vietnam War, where the military would provide information that often contradicted the reality on the ground, leading to skepticism and criticism.
- Walter Cronkite: An American journalist and anchorman for the CBS Evening News, known for his influential reporting on the Vietnam War and his statement expressing doubt about the U.S. prospects for success.
- Kissinger: Refers to Henry Kissinger, an American diplomat and political scientist who served as National Security Advisor and later as Secretary of State under President Nixon. He played a significant role in shaping U.S. foreign policy during the Vietnam War.
- Paris Peace Accord: An agreement signed in 1973 in Paris, which marked the official end of U.S. involvement in the Vietnam War and aimed to establish peace in Vietnam. It called for a ceasefire, the withdrawal of U.S. troops, and a political resolution to the conflict.

Links to prior knowledge/learning:

Y8 - students cover the causes, events and impact the Cold War.

Cross Curricular link/ World Issues

The nature of democracy and the study of extremist ideologies.

Germany, 1890-1945: Democracy and dictatorship

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship - the development and collapse of democracy and the rise and fall of Nazism.

Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Part one: Germany and the growth of democracy

- Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.
- Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.
- Weimar democracy: political change and unrest, 1919-1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924-1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.

Part two: Germany and the Depression

- The impact of the Depression: growth in support for the Nazis and other extremist parties (1928-1932), including the role of the SA; Hitler's appeal.
- The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.
- The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Fuhrer.

Part three: The experiences of Germans under the Nazis

- Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.
- Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.
- Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.

Key Exam Skills:

4 marks - 5 minutes / 8 marks - 10 minutes / 12 marks - 15 minutes

Q1-3 - The 'interpretations' questions. You must compare the views of two different people who are writing about the same event.

Q1 HOW are they different? Identify one/two differences between what they say and explain how they are different. 4 marks

Q2 WHY are they different? Look at the provenance. Why have they got different points of view? Think about who wrote them and why. 4 marks

Q3 WHICH IS MORE CONVINCING? 8 marks Use your knowledge of the event to agree and/or disagree with each source in turn then say which you think is closer to the truth.

Q4 - Describe a short period of German history. 4 marks

Usually you are asked to describe the problems faced by Germans generally or a specific group of Germans at a certain point.

Q5 - Explain how a group of people in German society were affected by something. 8 marks

Ideally write two PEE paragraphs to show two ways in which a group of people (e.g. women) were affected by a change in Germany history. You might also consider how great the change was overall.

Q6 - Compare two causes or consequences in an essay 12 marks

You are given two causes or consequences and should try to write a PEE paragraph about both. You might also consider which was more important in your conclusion.

Unit and Year: 1 Y9 Germany 1890-1945: Part 1 Germany and the growth of Democracy

Purpose of Unit

This unit focusses examines Germany under Kaiser Wilhelm II, the political, economic and social chaos caused by the First World War and the years of fragile democratic rule known as the Weimar period.

Students will study the political, economic, social and cultural aspects of the period and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Key Learning/Knowledge:

- What were the strengths and weaknesses of the Kaiser's position by 1914?
- How did the defeat in WW1 affect the economic and social condition of Germany up to 1923
- How did the Weimar Government survive the political upheaval up to 1923?
- To what extent was there a recovery under Stresemann from 1923 to 1929?

- Hyperinflation - Extreme price rises so that money becomes worthless
- Passive resistance - a non-violent refusal to follow orders
- Treaty of Versailles - the peace treaty after WW1
- Putsch - a violent attempt to overthrow the government (I.e. Kapp and Munich)
- Nazi Party - the right-wing party that Hitler joins in 1919
- SA -the military wing of the Nazi Party, also known as Brownshirts
- Rentenmark - the new Germany currency from 1923
- Dawes/Young plans - deals with the USA to borrow money and reduce reparations payments
- League of Nations - an organisation created after WW1 to avoid future wars
- Golden Age - a time of cultural and artistic freedom and creativity
- Avant-garde - new forms of culture
- Bauhaus - a radical design movement

Culture - the creative expression of a population (e.g. art or literature)

Key Vocabulary and meanings:

- Kaiser - Emperor
- Kaiser Wilhelm - Emperor from 1890 to 1918
- Prussia - the most powerful region of Germany
- Militarism - belief in a strong military
- Chancellor - the most powerful elected politician
- Reichstag - parliament
- SPD - the socialist party
- Socialism - a left-wing political ideology that emphasises equality
- Trade Union - organisations designed to support workers' rights
- Industrialisation - manufactured goods are produced in large factories using heavy machinery
- Weltpolitik - 'world policy' - a desire to have an empire
- Mutiny - the refusal of an army to follow orders
- Abdicate - to stop being king (or emperor)
- November Criminals - the name given to those politicians who signed the armistice and Treaty of Versailles
- Democratic republic - there is no monarch and people have the vote
- Weimar Republic - the name given to the period of German history from 1918-1933
- Armistice - the Germany surrender in WW1
- Spartacus League - German Communists
- Communism - a political ideology that forbids private property and profit
- Free Corps - Ex-soldiers who kept hold of their weapons after WW1 and wanted to see a return to the old Germany (before democracy)
- Left-wing/Right-wing - opposite political groups
- Constitution - the rights of every citizen
- Proportional Representation - a way of voting where power is shared amongst political parties
- Article 48 - the powers given to the President whereby he can rule without Parliament in an emergency
- Reparations - the money Germany had to pay to France and Belgium after WW1
- Diktat - something that is forced, there is no choice
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Links to prior knowledge/learning:

Y8 - students cover the causes, events and impact of WW1 and WW2. They also study the rise of fascism in Europe.

Cross Curricular link/ World Issues

The nature of democracy and the study of extremist ideology

Unit and Year: Germany 1890-1945: Part 2 The impact of the Depression and the Rise of Hitler

Purpose of Unit

This unit focusses examines Germany from 1929 and explores the impact of the worldwide economic depression on Germany, You will explore how the economic and social problems caused by the depression helped propel the Nazis to power and examine how the Weimar government's underlying weaknesses saw Hitler elected as Chancellor by 1933. Finally you will study the dramatic changes that took place during 1933-4 when Hitler systematically dismantled German democracy and created the authoritarian dictatorship that lasted until its collapse at the end of the Second World War.

Key Learning/Knowledge:

- What was the impact of the depression on Germany and how did it lead to a growth in support for extremist parties?
- How did the Weimar governments and the political system fail to stop Hitler from taking power?
- How did Hitler eliminate all opposition after he became Chancellor?

- Depression - very severe economic problems that began in the USA with the Wall Street Crash
- Propaganda - information designed to mislead people or give a very one-sided view
- Coalition - where political parties share power
- Cabinet - the most powerful people in the government
- Dictator - a single leader with total power
- Enabling Law - allowed Hitler to make laws without consulting the German Parliament
- Gestapo - the secret police
- SS - An elite unit of the German army. Started as Hitler's bodyguard then had several roles including running the concentration camps
- Concentration camps - large prison camps used for political prisoners and then other groups including Jews. Responsible for the deaths of millions
- Der Furher - the leader
- Police State - a country in which the law is there to enforce the will of the leader not support the people
- The Night of the Long Knives - when Hitler had anyone he considered a political threat murdered
- President Hindenburg - Germany's most senior general in WW1 and President in the 1920s
- Heinrich Himmler - lead the SS and Gestapo
- Ernst Rohm - head of the SA
- Middle Class - people who earn a good living, often professionals like lawyers, or people who own businesses
- Working class - people who work in manual jobs, usually paid less than Middle Class people

Links to prior knowledge/learning:

Y8 - students cover the causes, events and impact of WW1 and WW2. They also study the rise of fascism in Europe.

Cross Curricular link/ World Issues

The nature of democracy and the study of extremist ideologies

Unit and Year: Germany 1890-1945: Part 3 Life in Nazi Germany

Purpose of Unit

This unit is broken down into three parts:

- Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.
- Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.
- Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.

Key Learning/Knowledge:

- To what extent did people benefit from the economic changes introduced by the Nazis?
- What was the impact of the War on German society?
- How were the lives of women changed after 1933?
- How were the lives of young people changed after 1933?
- To what extent did the Christian church support the Nazi regime?
- How and why did the treatment of Jews change from 1933 to 1945?
- How were propaganda and censorship used to control people?
- How was force and fear used to control people?
- Who resisted the Nazis?

Key words/meanings

- **KDF - Strength Through Joy.** An organisation designed to provide holidays and other incentives for hard work
- **Kinder, Kirche, Kuche - Children, Church and Kitchen.** A phrase used to explain the Nazi attitude towards women
- **Kristallnacht - Night of Broken Glass.** IN 1938 when Jewish homes and businesses were attacked in Germany
- **Nuremburg Laws - laws to discriminate against Jews**
- **Pacifist - someone who opposes war**
- **Passive Resistance - non-violent protest**
- **Police State - a country where the police and courts enforce the will of the government**
- **Propaganda - spreading ideas via the media to influence people's thoughts and actions**
- **Rationing - placing limits on what people can eat or buy**
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Key words/meanings

- **Anti-Semitism - hatred and persecution of the Jews as a group**
- **Aryan- person of German or Scandinavian origin; usually blue-eyed and blond-haired. The Nazis believed they were superior to other races.**
- **Censorship - limiting access to information, ideas and books to prevent freedom of thought**
- **Concentration camp - a place in which people are held in terrible conditions and often worked to death**
- **Confessional church - German Protestant group determined to have nothing to do with the Nazis**
- **Conscription - law forcing all men of a certain age to military service**
- **DAF - German Labour Front.** An organisation which was supposed to improve working conditions.
- **Death Camp - a place where prisoners, mainly Jews, were put to death**
- **Edelweiss Pirates - German Youth group that made fun of the Nazis and got into fights with the Hitler Youth**
- **Einsatzgruppen - SS killing squads responsible for the deaths of many Jews**
- **Eugenics - the 'science' of improving a population by controlling breeding**
- **Euthanasia - the deliberate killing of a person**
- **Final Solution - Nazi name given to the decision to murder all the Jews of Europe**
- **Four Year Plan - attempt to increase production and achieve self-sufficiency in raw materials**
- **German Christians - German Protestant group under Nazi control**
- **Gestapo - the secret police**
- **Ghetto - area where a particular racial group are forced to live**
- **Hitler Youth - the youth wing of the Nazi Party**
- **Holocaust - term used to describe the mass murder of millions of Jews during WW2**
- **Indoctrinate - another word for brainwash or to teach someone to accept a view without question**
- **July bomb Plot - attempt in 1944 to assassinate Hitler**
- **Total War - the idea that all Germans must focus all their energies on the war alone**
- **White Rose Group - an anti-Nazi student group**
- **SS - Started as Hitler's bodyguards but became a key instrument of terror in Germany and ran the concentration camps**

Links to prior knowledge/learning:

Y8 - students cover the causes, events and impact of WW1 and WW2. They also study the rise of fascism in Europe.

Cross Curricular link/ World Issues

The nature of democracy and the study of extremist ideologies

Elizabethan England, c1568-1603

Part one: Elizabeth's court and Parliament

- Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers.
- The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.

Part two: Life in Elizabethan times

- A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre.
- The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem.
- English sailors: Hawkins and Drake; circumnavigation 1577-1580, voyages and trade; the role of Raleigh.

Part three: Troubles at home and abroad

- Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.
- Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact.
- Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.

Key Skills:

Q1 - Interpretation question

An interpretation here means an historian's view. You will need to show you understand what an interpretation is telling you about an aspect of the Elizabethan era. You should select relevant information from the interpretation and then say whether you agree and/or disagree with its view. Ideally you then make a judgement about the extent to which it is convincing. 8 marks - 10 minutes.

Q2 - Explain the importance of.....

You will need to explain why something was important in Elizabethan England.

Example - 'Explain the importance of voyages of discovery in Elizabethan England'

You should try to write about TWO areas in detail using PEE. The best answers then show the extent to which this was important - perhaps showing its importance in the long-term or showing the limits of its significance.

8 marks - 10 minutes.

Q3 Write an account question

You will need to explain/analyse how change occurred because of some event/issue.

For example 'How did voyages of discovery change Elizabethan England?'

You should try to describe the event/issue and explain how it led to change(s). The best answers show more than one change and are able to draw wider conclusions about the nature of change, i.e. how important was it? Did it have a long-lasting effect?

8 marks - 10 minutes.

Q4 Historical Environment question

This will be an essay on a specific place or location (you will be told what this is in Y11)

You will have to think about the:

location, function, structure, design and people connected with the site, how the site reflects the culture, values and fashions of the time and how the site links to important events and/or developments of the specified period.

16 marks - 20 minutes

Unit and Year: 1 Elizabeth's Court and Parliament

Purpose of Unit

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. The first unit examines where power lay in Elizabethan England and how the Queen managed the competing factions within her court and government. It also looks at the key challenges she faced including the thorny issue of the succession.

Key Learning/Knowledge:

- What problems did Elizabeth inherit?
- How did being a woman make things even harder?
- Who held power in Elizabethan England?
- Why was her relationship with Parliament challenging?
- Why was marriage such an important issue?
- How much of a threat was Essex's rebellion?
- Why did the plots against her fail?

Key Vocabulary and meanings:

- **Royal court** - the large group of nobles and their families that surrounded the monarch
- **Nobility** - the wealthy landowners with inherited titles
- **Gentry** - important members of society who had money usually earned through business
- **Secretary of State** - the most important member of the Privy Council
- **Privy Council** - the most powerful men in the country who advised the Queen and ran the country
- **Patronage** - Elizabeth could grant certain privileges to people she favoured like monopolies
- **Monopoly** - the right to be the only person to trade in something
- **Catholic and Protestant** - Two different ideas about how Christians should worship. The split between the two was one of the most important issues of the 16th century
- **William Cecil** - Elizabeth's longest serving SoS
- **Francis Walsingham** - Her chief spy
- **Pope** - the man in charge of the Catholic Church
- **Robert Dudley** - Elizabeth's childhood sweetheart
- **Phillip II** - the King of Spain and her sister's former husband
- **Francis, Duke of Anjou** - the heir to the French throne and possible suitor for Elizabeth
- **Succession** - who should inherit the throne after Elizabeth
- **Duke of Norfolk** - a powerful landowner involved in plots against Elizabeth
- **Ridolfi** - an Italian banker behind one of the plots
- **Earl of Essex** - a favourite of Elizabeth who led a plot against her government
- **Anne Boleyn** - Elizabeth's mother
- **Henry VIII** - Her father
- **Mary I** - Her Catholic sister
- **Edward VI** - Her Protestant brother
- **Treason** - the crime of trying to overthrow the monarch

Links to prior knowledge/learning:

Y8 - Tudors

Cross Curricular link/ World Issues

Women's rights

English Lit - Shakespeare

Unit and Year: 2 Life in Elizabethan Times

Purpose of Unit

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. The second unit explores what life was like for people living in Elizabethan England. We consider whether this really was a 'Golden Age' by exploring the living standards of different groups including the growing 'gentry' class as well as the lives of the poorest members of society. We examine the hugely popular theatre scene, consider how fashion was used to indicate social status and evaluate the impact of Elizabethan voyages of discovery on England.

Key Learning/Knowledge:

- Was Elizabethan England a 'Golden Age'?
 - Who were the 'gentry' and why were they important?
 - How did the Elizabethans have fun?
 - Why was there so much poverty in Elizabethan England?
 - How did Elizabethan society view the poor and how did the government respond to the problems of poverty?
 - What was the impact of the voyages of discovery on England?
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- **Almshouse** - charity building set up to provide rest and food to the poor
 - **Astrolabe** - a navigation tool that allowed for much greater accuracy at sea
 - **Circumnavigate** - to travel all the way around something
 - **Colony** - land controlled by another country
 - **Enclosure** - the process of moving people off land they had farmed to be replaced by sheep
 - **House of Correction** - where beggars could be forced to spend the night as punishment
 - **Lateen** - a triangular sail that was invented in the 16th century; it allowed ships to move much more quickly
 - **Pauper** - the poorest members of society unable to find work
 - **Privateer** - a ship's captain with royal permission to attack foreign ships
 - **Rack Renting** - demanding excessive rent
 - **Stocks** - a way of punishing criminals
 - **The Poor Law** - the first national law that was supposed to deal with the problem of poverty
 - **Blood sports** - sport involving animal-fighting
 - **Great Chain of Being** - the belief that you were born into a certain position in life and you could move from it

Links to prior knowledge/learning:

Y8 - Tudors / The Empire/ The 20th century welfare state /

Cross Curricular link/ World Issues

Attitudes towards poverty

English Lit - Shakespeare

Unit and Year: 3 Troubles at home and abroad

Purpose of Unit

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. The third unit explores the major problems faced by Elizabeth during her reign and how she dealt with them. These include the threats she faced from Catholics unhappy with her religious settlement and the extent to which Puritans posed a problem for her. We also study the life of her cousin Mary and consider how she became the focus for the Catholic plotters during her 20 year imprisonment in England. Finally we examine England's conflict with Spain culminating in the attempted invasion by the Spanish Armada in 1588. By the end of this unit you should be able to reach a clear view as to how successful Elizabeth was as a monarch in dealing with the complex problems.

Key Learning/Knowledge:

- What religious difficulties did Elizabeth inherit?
- What was Elizabeth's religious settlement?
- Why was Catholicism a threat and what were the Catholic Plots?
- How great a threat were the Catholic Plots?
- How and why did the treatment of Catholics change over Elizabeth's reign?
- Who were the Puritans and to what extent did they pose a threat to Elizabeth?
- Who was Mary, Queen of Scots?
- Why did Mary pose a threat to Elizabeth?
- How did Elizabeth and her government deal with the threat posed by Mary?
- What caused the conflict between England and Spain?
- What happened during the attempted Spanish invasion?
- Why did the English defeat the Spanish?

Why was the defeat significant?

Keywords

- **Protestants** - those Christians who disagreed with the many of the beliefs and rules of the Catholic Church
- **Martin Luther** - the German monk who first criticised the Catholic Church
- **Catholics** - Christians who believed that the Pope was the head of the Church
- **Reformation** - the split in Christianity between Catholics and Protestants
- **Papal Bull** - an order from the Pope
- **Indulgences** - Catholics believed you could buy forgiveness
- **Transubstantiation** - Catholics believed the bread and wine actually turned into the body and blood of Jesus during communion
- **Excommunicate** - to no longer be allowed to take Communion, to be effectively unable to take part in church services
- **Recusancy fines** - fines for not going to Elizabeth's church
- **Missionary** - a Catholic priest who attempted to convert Protestants back to Catholicism
- **Jesuits** - Catholic monks who tried to convert Protestants
- **Counter-Reformation** - The attempt by the Catholic Church to convert Protestants
- **Seminary** - a Catholic training College
- **Edmund Campion** - a Catholic missionary who was executed for treason
- **Rosary beads** - a symbol of Catholic faith
- **Puritan** - a very strict form of Protestant
- **Prophesying** - Puritan meetings
- **Presbyterians** - another word for Puritan
- **Popish** - an insult used by Puritans to describe Catholics
- **Fireship** - a ship set on fire used in the fight against the Spanish Armada

Links to prior knowledge/learning:

Y8 - Tudors / The Empire

Cross Curricular link/ World Issues

Religious conflict and sectarianism

Britain: Health and the people: c1000 to the present day

Part one: Medicine stands still

- Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.
- Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques.
- Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.

Part two: The beginnings of change

- The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change.
- Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter.
- Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.

Part three: A revolution in medicine

- The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies.
- A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.
- Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts.

Part four: Modern medicine

- Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.
- The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.
- Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.

Key Exam Skills:

8 marks - 10 minutes / 16 marks - 20 minutes

Q1- How useful question (the same type as you'll find in the War in Asia paper). 8 marks

This question will ask you to analyse how 'useful' a source is. You will need to explain what the source is telling you then analyse the source using your knowledge. You should try to write about the content and the provenance/purpose of each source.

Example - Study source A. How useful is Source A to an historian studying 19th century public health?

Q2 - Explain the significance of a person/group or development. 8 marks

This question is asking you to explain the significance of a person/group or development at the time and in the longer-term. The very best answers then show how both these aspects of significance are linked and overall how significant this person/group or development was.

Example - Explain the significance of Edward Jenner

Q3 - Compare question. 8 marks

For this question you need to identify the similarities or differences between things across two periods of time. Try to aim for at least two similarities or differences fully explained. The best answers might also reach a judgement as to how similar or different they were overall.

Example - Compare hospitals in the medieval period with those in the late 18th and early 19th centuries. In what ways were they similar?

Q4 - Factor essay question. 16 marks

You will have studied seven key factors that have influence health and treatment (war, religion, chance, government, communication, science and technology and the role of the individual). You need to evaluate the factor you are given as well as the influence of other factors (ideally two more). The best answers have a short introduction with your opinion and a conclusion that compares your factors to show which was most important.

Example - Have individuals been the main factor in the development of medicine in Britain since medieval times?

Unit and Year: 1 Health and the People - Medieval Medicine (1000-mid-1400s): Progress stands still

Purpose of Unit

This unit focusses explore the reasons why, with some exceptions, there was limited progress made in the medieval era.

Key Learning/Knowledge:

- What did medieval doctors know about disease?
- How significant were the ideas of Galen and Hippocrates?
- What was the role of medieval hospitals?
- What was the significance of Christianity on progress?
- How much progress was there in the field of surgery?
- Why was public health so poor?
- What was the impact of the Black Death?

- Privy: A term referring to an outdoor toilet or outhouse, typically used in the past when indoor plumbing was not available.
- Cesspit: An underground container or pit used for collecting and storing human waste and sewage.
- Gong farmer: A person who was responsible for cleaning and emptying cesspits and other waste receptacles in medieval times.
- Anaesthetics: Substances or medications used to induce a loss of sensation or consciousness during medical procedures, preventing pain and discomfort.
- Cauterisation: The act of burning or searing a wound or tissue using heat or a caustic substance, often performed in the past to stop bleeding or remove unwanted tissue.
- Epidemic: The rapid and widespread occurrence of a particular disease in a specific community or region.
- Bubonic Plague: A deadly infectious disease caused by the bacterium *Yersinia pestis*, transmitted by fleas and characterized by swollen lymph nodes and high fever. It caused a devastating pandemic known as the Black Death in the 14th century.
- Pneumonic Plague: A form of the plague that primarily affects the lungs, often resulting from the spread of the bacteria from person to person through respiratory droplets.
- Quarantine: The isolation or separation

Key Vocabulary and meanings:

- Barber-surgeon: A person who practiced both barbering and basic surgical procedures in the past, often performing tasks such as bloodletting and tooth extractions.
- Bloodletting: A medical practice in which blood is deliberately drawn from a person's body, believed in the past to restore balance and treat various illnesses.
- Astrology: The study of how the positions and movements of celestial bodies, such as the stars and planets, can influence human behavior and predict events.
- Four humours: An ancient medical theory that suggested the human body was composed of four main fluids or humours—blood, phlegm, yellow bile, and black bile—whose balance or imbalance affected a person's health and personality.
- Galen: A Greek physician and philosopher who lived in ancient Rome, known for his influential medical theories and writings.
- Hippocrates: An ancient Greek physician often referred to as the "Father of Medicine" for his significant contributions to medical ethics and the development of the Hippocratic Oath.
- Monastery: A place where monks or nuns live, often in seclusion, dedicating their lives to religious devotion, study, and prayer.
- Patron: A person who provides support, protection, or financial assistance to artists, scholars, or individuals in need.
- Pilgrimage: A journey made by a person for religious or spiritual reasons, often to visit a sacred place or shrine.
- Crusades: A series of military campaigns undertaken by European Christians during the Middle Ages to recapture the Holy Land (Jerusalem) from Muslim rule.
- Caliph: A title given to the political and religious leader of the Islamic community, often representing the successor to the Prophet Muhammad.
- Dissection: The act of carefully cutting and examining the body of a deceased organism, typically done for scientific or educational purposes.
- Al-Razi: A Persian polymath and physician who made significant contributions to various fields, including medicine, chemistry, and philosophy, during the Islamic Golden Age.
- Ibn Sina: A Persian philosopher and physician known as Avicenna, who authored influential works on medicine and philosophy and made important contributions to both fields.
- Public Health: The branch of medicine that focuses on promoting and protecting the health of communities and populations, through measures such as disease prevention, sanitation, and health education.

Links to prior knowledge/learning:

Y7 medieval History

Cross Curricular link/ World Issues

The impact of religion on society / Scientific discoveries

Unit and Year: 2. Renaissance and Early Modern medicine: The beginnings of change (Mid 1400s-late 1700s)

Purpose of Unit

This unit focusses on how new ideas began to emerge about the causes of illness leading to some progress in the development of treatments.

Key Learning/Knowledge:

- What was the Renaissance?
- Why was Vesalius so important?
- Why was Pare so important?
- What contribution did Harvey make to medieval progress?
- How scientific was 17th/18th century medicine?
- How different was the reaction to the Great Plague than the Black Death?
- How far had hospitals changed by the 18th century?
- Why was Jon Hunter important?
- How significant was Edward Jenner?

Key words/meanings

- Renaissance: A period of renewed interest and innovation in art, literature, and learning that took place in Europe between the 14th and 17th centuries, marking a transition from the Middle Ages to the modern era.
- Andreas Vesalius: A Flemish physician and anatomist who made significant contributions to the field of human anatomy, particularly through his work "De humani corporis fabrica" (On the Fabric of the Human Body).
- Anatomy: The study of the structure and organization of living organisms, including humans, and their parts.
- Ambroise Paré: A French surgeon known for his advancements in surgical techniques and the treatment of wounds, often considered one of the fathers of modern surgery.
- Ligature: A thread or band used to tie off blood vessels or secure surgical sutures during a medical procedure.
- William Harvey: An English physician who made groundbreaking discoveries about the circulation of blood in the human body, explaining the function of the heart and the systemic circulation.
- Quack doctor: A person who falsely claims to have medical knowledge or skills, often promoting ineffective or fraudulent treatments.
- Apothecaries: Historical professionals who prepared and dispensed medications, often working in their own shops or as part of a pharmacy.
- Thomas Sydenham: An English physician known as the "English Hippocrates" for his systematic approach to diagnosis and treatment, making important contributions to the field of clinical medicine.
- Great Plague: A devastating outbreak of the bubonic plague that occurred in London in 1665-1666, resulting in the deaths of a significant portion of the population.
- Miasma: A now-discredited theory that diseases were caused by "bad air" or noxious gases, leading to the spread of illness, particularly during the time of the Great Plague.
- Thomas Coram: An English philanthropist who founded the Foundling Hospital in London, one of the first institutions in England dedicated to the care and support of abandoned children.

Key words/meanings

- John Hunter: A Scottish surgeon and anatomist who made significant contributions to the understanding of human anatomy, surgical techniques, and dental science.
- Edward Jenner: An English physician and scientist who developed the first successful vaccine for smallpox, demonstrating the concept of immunization.
- Virus: A tiny infectious agent that can cause diseases in living organisms, consisting of genetic material (DNA or RNA) enclosed in a protein coat.
- Inoculation: The deliberate introduction of a weakened or modified pathogen into the body to stimulate an immune response and provide immunity against future infections.
- Vaccination: The administration of a vaccine to stimulate the immune system and provide protection against specific diseases.
- Smallpox: A highly contagious and often deadly infectious disease caused by the variola virus, characterized by fever and a rash of raised blisters, which has been eradicated through widespread vaccination efforts.

Links to prior knowledge/learning:

Y7 Tudor/Stuart history

Cross Curricular link/ World Issues

Scientific developments

Unit and Year: 3. 19th century medicine

Purpose of Unit

This unit examines the major breakthroughs in health and medicine in the 19th century.

Key Learning/Knowledge:

- How was pain conquered?
- How significant was Pasteur and his germ theory?
- Why was Robert Koch significant in this field?
- What was the debate around germ theory in the UK and how was it finally accepted?
- Why was Lister important?
- How were vaccines developed?
- To what extent did Public Health improve in the 19th century?
- Why was cholera so deadly and how did Snow and Chadwick help fight its spread?
- Why did politicians become increasingly concerned about public health?
- Why was Bazalgette significant?

Key words/meanings

- Roberts and Cheyne: Likely a reference to Sir William Roberts and John Cheyne, who made contributions to medical science but would need more context for specific definitions.
- Edwin Chadwick: An English social reformer who campaigned for public health improvements and played a key role in the creation of the 1848 Public Health Act.
- 1848 Public Health Act: A British law that aimed to improve public health by establishing sanitary standards and regulations for things like sewage systems and clean water supplies.
- Dr. John Snow: A British physician who investigated the 1854 cholera outbreak in London and is considered one of the founders of modern epidemiology.
- Cholera: A serious and often deadly disease caused by a bacterial infection of the intestines, usually spread through contaminated water or food.
- Laissez-faire: An economic and political philosophy that advocates for minimal government interference in the economy and individual freedom in economic matters.
- Great Stink: A term used to describe the foul odor from the River Thames in London during the hot summer of 1858, caused by the untreated sewage and waste in the river.

Key words/meanings

- Anaesthetic: A substance that is used to numb or dull pain during a medical procedure.
- Ether: A type of liquid that used to be used as an anaesthetic, but is not commonly used anymore.
- Nitrous Oxide: A gas that is sometimes used as an anaesthetic or painkiller. It is also known as "laughing gas" because it can make people feel happy or giggly.
- Chloroform: A liquid that was once used as an anaesthetic, but is now considered unsafe because it can be harmful to the body.
- Microbes: Tiny living organisms, such as bacteria and viruses, that cannot be seen without a microscope.
- Spontaneous generation: An old idea that living organisms can arise from non-living matter, like maggots appearing on rotting food without any previous living organisms being present.
- Anti-contagionists: People who believed that diseases were not caused by germs or microbes, but by other factors like bad air or supernatural causes.
- Antiseptic: A substance that prevents the growth of germs or kills them, usually used to clean wounds or surfaces to prevent infection.
- Aseptic: A state of being free from germs or microorganisms, usually achieved through careful cleaning and sterilization.
- Germ Theory: The scientific theory that many diseases are caused by the presence and growth of microorganisms, such as bacteria and viruses.
- Louis Pasteur: A French scientist who made significant contributions to the development of the germ theory and the process of pasteurization, a method of killing harmful bacteria in food and drink.
- Joseph Lister: A British surgeon who promoted the use of antiseptics to prevent infection during surgery and is considered the founder of antiseptic surgery.
- Carbolic Acid: Another term for phenol, a chemical compound that was used as an antiseptic in the past.
- John Tyndall: An Irish physicist who conducted experiments to study the properties of air and the behavior of microorganisms, contributing to the understanding of germ theory.
- Robert Koch: A German physician who is known for his discoveries and research on infectious diseases, including identifying specific microbes as the cause of particular diseases.
- Joseph Bazalgette: A British engineer who designed and oversaw the construction of a sewer system in London, greatly reducing the pollution and health hazards caused by sewage

Links to prior knowledge/learning:

Y8 - 19th century reforms

Cross Curricular link/ World Issues

The impact of democracy / Scientific developments

Unit and Year: 4. Modern medicine - 20th-21st century**Purpose of Unit**

This unit examines the major breakthroughs in health and medicine in the 20th and 21st centuries.

Key Learning/Knowledge:

- How was penicillin discovered and what has been its impact?
- What are the major breakthroughs in terms of drugs and treatments since 1945?
- How effective is alternative medicine?
- What was the impact of WW1 on surgery and health?
- What was the impact of WW2 on surgery and health?
- Why did the government introduce public health reforms after 1900?
- What was their impact?
- How has the welfare state changed the nation's health?

Key words/meanings

- **Antibiotic:** A medicine that fights and kills bacteria in the body, helping to treat infections and diseases caused by bacteria.
- **Penicillin:** The first antibiotic ever discovered, which is used to treat a wide range of bacterial infections.
- **Pharmaceutical industry:** The industry involved in the research, development, production, and sale of drugs or medications.
- **Bacteriologist:** A scientist who studies bacteria, their characteristics, and their effects on living organisms.
- **Spore:** A small reproductive structure produced by certain organisms, such as bacteria and fungi, that can develop into a new organism under favourable conditions.
- **Alexander Fleming:** A Scottish scientist who discovered penicillin, the first antibiotic, and its ability to kill bacteria.
- **Staphylococcus:** A type of bacteria that can cause infections in humans, commonly associated with skin infections, abscesses, and other diseases.
- **Florey and Chain:** Howard Florey and Ernst Chain were scientists who worked with Alexander Fleming to develop and produce penicillin on a large scale for medical use.
- **Pacemaker:** A small device implanted in the body, usually in the chest, to help regulate the heart's rhythm and treat irregular heartbeats.
- **Thalidomide:** A drug that was originally marketed as a sedative but caused severe birth defects when taken by pregnant women, leading to major regulations in drug testing and safety.
- **IVF (In Vitro Fertilization):** A medical procedure in which an egg is fertilized outside the body and then implanted into a woman's uterus to help couples conceive a baby.
- **MRI scanner:** An imaging device that uses magnetic fields and radio waves to create detailed pictures of the inside of the body, helping doctors diagnose and monitor various medical conditions.
- **DNA (Deoxyribonucleic Acid):** The molecule that contains genetic information and instructions for the development and functioning of living organisms.
- **Clone:** An organism, cell, or piece of genetic material that is genetically identical to another organism, cell, or piece of genetic material.
- **Human Genome Project:** A scientific endeavour that aimed to map and sequence all the genes in the human genome, providing valuable information about human genetics and diseases.
- **Stem Cells:** Cells that have the ability to develop into different types of cells in the body, making them important for growth, development, and tissue repair.
- **Alternative medicine:** A broad term for medical treatments and practices that are not considered part of conventional or mainstream medicine, often based on traditional or non-scientific approaches.
- **Welfare State:** A system in which the government plays a key role in providing social and economic assistance to its citizens, particularly in areas such as healthcare, education, and social security.
- **Sir William Beveridge:** A British economist and social reformer who played a significant role in the development of the welfare state and the creation of the modern social security system in the United Kingdom.

Key words/meanings

- **Homeopathy:** A system of alternative medicine that involves treating diseases or conditions with highly diluted substances that would produce similar symptoms in healthy individuals.
- **Acupuncture:** A traditional Chinese medical practice that involves inserting thin needles into specific points on the body to stimulate and restore the body's energy flow.
- **X-Ray:** A type of radiation that can pass through the body and create images of the internal structures, commonly used for diagnosing fractures and other bone-related issues.
- **Shell shock:** A term used to describe the psychological trauma experienced by soldiers during World War I, now referred to as post-traumatic stress disorder (PTSD).
- **Plastic surgery:** Surgical procedures aimed at improving a person's appearance, often involving reshaping or reconstructing certain body parts.
- **The NHS (National Health Service):** The publicly funded healthcare system in the United Kingdom that provides medical services and treatment to all residents, regardless of their ability to pay.
- **Radiotherapy:** The use of high-energy radiation, such as X-rays or gamma rays, to treat and kill cancer cells in the body.
- **Liberal reforms:** A series of social welfare reforms implemented in the early 20th century in the United Kingdom, aiming to improve the living conditions and welfare of the population.
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Links to prior knowledge/learning:

Y8 WW1 and WW2 & social reforms of 20th century

Cross Curricular link/ World Issues

Scientific developments