



## Curriculum Intent

Subject: KS4 History – Cold War

	<b>What?</b>	<b>Crucial knowledge</b>	<b>Why?</b>
<b>Section 1: Cold War in the 1940s</b>	<ol style="list-style-type: none"> <li><b>Origins of the Cold War.</b></li> <li><b>Yalta &amp; Potsdam conferences.</b></li> <li><b>Impact of the A-Bomb on relations between superpowers.</b></li> <li><b>The 'Iron Curtain'.</b></li> <li><b>Truman Doctrine/Marshall Plan.</b></li> <li><b>COMECON.</b></li> <li><b>Berlin Blockade/ Airlift.</b></li> <li><b>Creation of NATO.</b></li> </ol>	<ul style="list-style-type: none"> <li>The Soviet Union was Communist (everything state owned and wealth shared equally) The USA was Capitalist (Individuals could generate great wealth from their own businesses).</li> <li>During World War Two the USA &amp; USSR had worked together to defeat Nazi Germany. However, after the war their relationship broke down over how to deal with a defeated Germany.</li> <li>At the Yalta &amp; Potsdam conferences the Allies agreed to split Germany and Berlin into 4 zones.</li> <li>The dropping of the A-Bomb caused great tension between the two because the USA refused to share its secrets with the USSR.</li> <li>Stalin spreads his influence in the east of Europe and the Americans attempt to contain this by loaning war damaged countries money (Marshall Plan).</li> </ul>	<ul style="list-style-type: none"> <li>This is a starting point which carries on from the end of the Germany course.</li> <li>To understand different ideologies caused conflict between east and west.</li> <li>Important to have a fundamental understanding of the changing nature of the relationship between the former allies the USA &amp; the USSR.</li> <li>To understand how new weapons such as the A-Bomb changed the nature of warfare.</li> <li>Due to the complex nature of this topic this will not be approached until year 10/ 11.</li> </ul>
<b>Section 2: Cold War in the 1950s</b>	<ol style="list-style-type: none"> <li><b>China under Chairman Mao.</b></li> <li><b>The Korean War (1950 – 53).</b></li> <li><b>Beginnings of the Vietnam War.</b></li> <li><b>Warsaw Pact.</b></li> <li><b>Arms Race.</b></li> <li><b>Space Race.</b></li> <li><b>Hungarian Uprising</b></li> <li><b>McCarthyism.</b></li> <li><b>Cuban Revolution.</b></li> </ol>	<ul style="list-style-type: none"> <li>The Cold War spread into Asia in the 50's including The Korean War (1950 - 53), Vietnam (Started in 1954) the USA showed that they were prepared to follow the Truman Doctrine and contain Communism by getting involved in Proxy Wars.</li> <li>There was a military race between the USA and the USSR to develop bigger and better weapons. This race would lead to the threat of Mutually Assured Destruction (MAD).</li> <li>West Germany is allowed to join NATO in 1955. This upsets the Soviets and they form their own version of NATO, the Warsaw Pact (1955).</li> <li>The USSR launch the first satellite in 1957 (Sputnik I) starting the Space Race. A chance for each side to show the superiority of their government.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how the Cold War developed.</li> <li>To continue to develop a chronological understanding of the cold war from the 1940's.</li> <li>To have an understanding of the danger that was present in the world during the 50's.</li> <li>Second order concept of cause and consequence explored through a study of McCarthyism.</li> </ul>



	<p><b>10. Development of the war in Vietnam.</b></p>	<ul style="list-style-type: none"> <li>- In the USA there was a fear of Soviet spies (Reds under the bed). Senator Joe McCarthy fed people’s fears of Communism spreading for personal gain.</li> </ul>	
<p><b>Section 3: Cold War in the 1960s</b></p>	<ol style="list-style-type: none"> <li><b>1. Paris Peace Summit/ U2 incident.</b></li> <li><b>2. Bay of Pigs invasion.</b></li> <li><b>3. The Berlin Wall.</b></li> <li><b>4. Cuban Missile Crisis.</b></li> <li><b>5. Vietnam escalates.</b></li> <li><b>6. Prague Spring.</b></li> </ol>	<ul style="list-style-type: none"> <li>- The peace summit in Paris between the two powers is ruined when an American spy plane is shot down over the Soviet Union (U2 incident).</li> <li>- The Berlin Wall is built separating East and West Berlin. It is built by the USSR to prevent people seeking a better life in the West (1961). President Kennedy visits Berlin and declares that he will protect their freedoms he proclaims 'I am a Berliner'.</li> <li>- There is a Communist Revolution in Cuba lead by Castro in 1959. Because it is so close to home America tries to stop the revolution in 1961 by invading (Bay of Pigs). This fails.</li> <li>- In 1962 there is a stand - off between the USA and the USSR when the USSR tries to put missiles on Cuba. This is the closest the world ever comes to nuclear war.</li> <li>- In 1968 the Soviets invaded Czechoslovakia in response to anti-Soviet reforms. The Soviets killed over 100 people and injured 500 more. A government loyal to Moscow was installed.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand how close the world came to WW3.</li> <li>- To understand how and why the nature of the Cold War changed in the 60’s.</li> <li>- To continue to develop a chronological understanding of the cold war from the 1950’s.</li> <li>- Second order concept of cause and consequence explored through detailed study of the Cuban Missile Crisis.</li> </ul>
<p><b>Section 4: Cold War in the 1970s</b></p>	<ol style="list-style-type: none"> <li><b>1. Détente.</b></li> <li><b>2. SALT I.</b></li> <li><b>3. American withdrawal from Vietnam.</b></li> </ol>	<ul style="list-style-type: none"> <li>- There were still concerns over human rights in the Soviet sphere of influence.</li> <li>- Richard Nixon pulls all American troops out of Vietnam in 1973 starting to ease tensions.</li> <li>- China and the Soviet Union fell out. This eased tension as the two big communist allies no longer supported one another.</li> <li>- SALT 1 was signed in 1972 limiting the development and use of nuclear missiles by both countries.</li> <li>- This period is known as 'Détente' which means a cooling in tension between the two sides (Things were getting better).</li> </ul>	<ul style="list-style-type: none"> <li>- To continue to develop a chronological understanding of the cold war from the 1960’s.</li> <li>- To develop a secure knowledge of how the Cold War was de-escalated.</li> <li>- Second order concept of cause and consequence explored through reasons for the easing of tensions between the two superpowers such as the American withdrawal from Vietnam.</li> </ul>



## Curriculum Intent

Subject: KS4 History - Elizabethan England c. 1568-1603

	What?	Crucial Knowledge	Why?
<b>Section 1 Elizabeth and her Parliament</b>	<ul style="list-style-type: none"> <li>• <b>Introduction to Tudor England-</b> previous monarchs, who was Elizabeth, what was the structure of power in government and court?</li> <li>• <b>Elizabeth’s problems-</b> succession, religion, Mary Queen of Scots, Ireland, taxation, foreign policy and marriage.</li> <li>• <b>Court life-</b> life in the royal court, key individuals in court and Elizabeth’s favourites, Essex’s rebellion and consequences, why rebellions failed.</li> </ul>	<ul style="list-style-type: none"> <li>• The Elizabethan Era lasted from 1558 - 1603.</li> <li>• The most powerful group of advisors in England was the Privy Council. It was responsible for the daily running of the country. They were part of the Royal court, the centre of Elizabethan power and fashion trends.</li> <li>• Elizabeth never married so that she could keep her authority and independence. But there were 3 main contenders to marry her; Robert Dudley Earl of Leicester, King Phillip II of Spain and Francis Duke of Anjou.</li> <li>• Elizabeth showed favouritism amongst her court by giving them land, titles or trade rights (monopolies). To keep power, you had to stay in favour. This helped Elizabeth control powerful nobles.</li> <li>• The Earl of Essex tried to seize power for himself when he fell out of favour with Elizabeth in 1601. This was easily stopped by the her spy network.</li> </ul>	<ul style="list-style-type: none"> <li>• Draws on KS3 knowledge of Tudors but placing this in wider context of Europe and foreign relations.</li> <li>• To understand that relations between the crown and parliament have changed over time, as has the role of the monarch.</li> <li>• To explore how we define Elizabeth in the modern day based on her decision to not marry. Popular exam topic.</li> <li>• To help pupils understand that power has been held by different groups of people in different times. Compare to modern day influencers</li> </ul>



<p><b>Section 2 Life in Elizabethan England</b></p>	<ul style="list-style-type: none"> <li>• <b>The “Golden Age”</b>- wealth and fashion, manor houses, theatres, BATSLEEP.</li> <li>• <b>Poverty</b>- poverty in wider Tudor Era, types of beggars, responses to poverty, government involvement and Elizabethan solutions</li> <li>• <b>Exploration</b>- Drake and his voyages of exploration, Hawkins and the slave trade, Raleigh and colonisation.</li> </ul>	<ul style="list-style-type: none"> <li>• The Great Chain of Being set out the structure of society with Elizabeth at the top followed by nobles who inherited their titles and then the gentry who paid for their titles.</li> <li>• Elizabeth's reign was seen as a 'Golden Age' because of religious stability, exploration where new lands and people were discovered and education is seen as more important. (BATSLEEP).</li> <li>• The theatre's importance grew for all classes in society during Elizabeth's reign due to the works of people like Shakespeare.</li> <li>• There had always been lots of poverty in Tudor England. A population increase and growing unemployment for farm workers made poverty big issue for Elizabeth and her court to deal with. Her solution was the poor laws of 1601.</li> <li>• Elizabeth's reign was known as an age of discovery due to voyages setting sail from England and discovering new lands. This helped increase England's wealth and power. The most famous sailors were Hawkins, Drake and Raleigh.</li> </ul>	<ul style="list-style-type: none"> <li>• Links to KS3 knowledge of the feudal system with a focus on the rise of the Gentry. Cross curricular links to English Literature (Shakespeare’s England).</li> <li>• Cultural Capital through the origins of the theatre and other art forms popular today.</li> <li>• Links to Health and the people by exploring the role of government in improving people’s lives.</li> <li>• Cutural capital through investigation into how England became a global power and laid foundations for the British Empire.</li> </ul>
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<p><b>Section 3 Troubles at Home and Abroad</b></p>	<ul style="list-style-type: none"> <li>• <b>Religion-</b> The Middle Way, Puritans, Catholic plots, Papal Bull and Mary, Queen of Scots</li> <li>• <b>English and Spanish relations-</b> conflict with Phillip, the Netherlands, importance of naval warfare, Spanish Armada.</li> </ul>	<ul style="list-style-type: none"> <li>• From the start of her reign Elizabeth had a religious compromise between Protestants and Catholics (Middle Way). However, Catholic rebellions forced Elizabeth to treat them more severely.</li> <li>• Puritans were extreme Protestants. Elizabeth saw them as dangerous as they would have meetings called prophesyings to criticise her religious policies.</li> <li>• Mary Queen of Scots was Elizabeth's cousin and next in line to the throne. She was Catholic so many in England saw her as the rightful queen above Elizabeth. Mary inspired Catholic plots but was only involved in the Babbington Plot (1586) for which she was executed.</li> <li>• Elizabeth had supported Protestant rebellions against Spanish rule in the Netherlands by sending money, weapons and eventually troops.</li> <li>• Spain tried to invade England with the Spanish Armada of 1588. This failed.</li> </ul>	<ul style="list-style-type: none"> <li>• Links to KS3 knowledge but building on differences between the two religions to the long term problems the Middle Way caused. Vocab extended from KS3 (Papal Bull, excommunicated)</li> <li>• Builds on KS3 knowledge of what the Armada was and why it failed to include short and long term causes in English-Spanish relations.</li> </ul>
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## Curriculum Intent

Subject: KS4 History – Germany

	<b>What?</b>	<b>Crucial knowledge</b>	<b>Why?</b>
<b>Germany under the Kaiser 1890 - 1918</b>	<ol style="list-style-type: none"> <li>1. Who Wilhelm II was and how he ruled.</li> <li>2. Life under the Kaiser.</li> <li>3. Why did Germany go to war in 1914?</li> <li>4. How did WW1 impact upon Germany?</li> </ol>	<ul style="list-style-type: none"> <li>- Kaiser Wilhelm II was the King of Germany.</li> <li>- The Kaiser wanted a strong army and navy to rival Britain.</li> <li>- The WeltPolitik (World Politics) was the Kaiser's desire to rule the world.</li> <li>- Germany entered World War One (1914) full of confidence in its victory due to a strong navy and military.</li> <li>- By the End of World War One (1918) Germany was starving and defeated. The Kaiser had run away to Holland.</li> </ul>	<ul style="list-style-type: none"> <li>- This is a starting point for the study of Germany and an understanding of the causes of Germany's militaristic tendencies.</li> <li>- To understand how Wilhelm II's aspirations led to Germany's involvement in WW1.</li> <li>- Introduces the describe question (<b>GCSE Q4</b>) by giving pupils the opportunity to describe impacts of the Kaiser's policies on the German people.</li> <li>- Important to have a fundamental understanding of nature of Germany with the rest of the world during this period.</li> <li>- To understand how WW1 changed how Germany was governed and the impact of this.</li> <li>- Links to WW1 KS3 unit and to 20<sup>th</sup> Century medicine in the Health unit.</li> <li>- Introduces the concept of change which relates to the <b>5<sup>th</sup> Question</b> on the GCSE paper for example: How Germany changed due to WW1.</li> </ul>
<b>Weimar Germany 1918 - 1929</b>	<ol style="list-style-type: none"> <li>1. Impact of the Treaty of Versailles.</li> <li>2. The Spartacist Revolt.</li> <li>3. The Kapp Putsch.</li> <li>4. Strengths/ Weaknesses of the Weimar Constitution.</li> <li>5. Crises of 1923.</li> <li>6. Dawes Plan/ role of Stresemann.</li> <li>7. German Golden Era.</li> </ol>	<ul style="list-style-type: none"> <li>- The German people felt stabbed in the back by their new leaders when they signed the armistice losing Germany the war.</li> <li>- Germany were forced to sign the Treaty of Versailles which crippled them. (LAMB).</li> </ul>	<ul style="list-style-type: none"> <li>- This is fundamental for understanding the reasons behind the rise of Hitler.</li> <li>- Links to end of WW1 KS3 unit but, Introduces complex terminology such as 'Hyperinflation' and 'Constitution'.</li> <li>- Important to understand the impact of German recovery after WW1.</li> </ul>



	<p><b>8. Wall Street Crash/ Great Depression.</b></p>	<ul style="list-style-type: none"> <li>- Groups with extreme political ideas such as the Communists and the Nazis attacked the Weimar government.</li> <li>- When Germany couldn't pay their war reparations; France and Belgium invaded the Rhur for coal. This led to Hyperinflation where German money became worthless.</li> <li>- From 1924 (Dawes Plan) to 1929 (Wall Street Crash) Germany recovered from its early problems and began to experience a Golden Era of politics and culture.</li> </ul>	<ul style="list-style-type: none"> <li>- To introduce knowledge of the interpretation style question (<b>GCSE Q1, 2 &amp; 3</b>) with differing interpretations of events such as: The impact of the Dawes Plan.</li> <li>- To understand how German fortunes changed in the 20's from early failures (Hyperinflation, Munich Putsch etc...) to later successes (Golden Era) and then back to failures (Wall Street Crash).</li> <li>- Introduces the concept of comparison (<b>GCSE Q6</b>) where pupils are expected to compare two topics for example: Spartacist Revolt / Kapp Putsch.</li> </ul>
<p><b><i>The rise of Hitler 1928 - 1932</i></b></p>	<ol style="list-style-type: none"> <li>1. Impact of the Great Depression.</li> <li>2. Work and Bread.</li> <li>3. Elections of 1932.</li> <li>4. Hitler as Chancellor.</li> <li>5. The Reichstag Fire.</li> <li>6. The Enabling Act.</li> <li>7. Actions in 33/34 such as banning of the Trade Unions.</li> <li>8. Night of the Long Knives.</li> <li>9. Death of Hindenburg/ Fhrer.</li> </ol>	<ul style="list-style-type: none"> <li>- The Reichstag fire enabled Hitler to use fear of Communism to pass the Enabling Act giving setting him on his way to complete power in Germany.</li> <li>- Hitler removed Nazi leaders who threatened his power during the Night of the Long Knives. Hindenburg died a month later allowing Hitler to become Fhrer.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand the complex political landscape that allowed Hitler to come to power.</li> <li>- To develop knowledge of the interpretation style question (<b>GCSE Q1, 2 &amp; 3</b>) with differing interpretations of events such as: 'Who was to blame for the Reichstag Fire?'</li> <li>- Links to causes of modern-day extremism (Scapegoating as a cause and the rise of organisations such as the EDL).</li> <li>- Develops the concept of Change (<b>GCSE Q5</b>) for example: The impact of the Great depression.</li> </ul>
<p><b><i>Life in Nazi Germany 1933 - 45</i></b></p>	<ol style="list-style-type: none"> <li>1. Methods of control – Terror/Fear/indoctrination.</li> <li>2. Police State.</li> <li>3. Education in the Third Reich.</li> <li>4. Hitler Youth/ BDM.</li> <li>5. Role of women in Nazi Germany.</li> <li>6. Treatment of 'inferior' races.</li> </ol>	<ul style="list-style-type: none"> <li>- Women were expected to follow the three K's Kinder, Kirche, Kuche which encouraged them to raise the birth rate.</li> <li>- The Nazis controlled young people through Hitler Youth</li> </ul>	<ul style="list-style-type: none"> <li>- Develops the concept of comparison (<b>GCSE Q6</b>) where pupils are expected to compare two topics for example: Terror / Propaganda as methods of control.</li> <li>- Can be linked to life in modern day dictatorships.</li> </ul>



	<ol style="list-style-type: none"> <li>7. Nuremburg Laws.</li> <li>8. Nazi economic policies.</li> <li>9. Strength Through Joy.</li> <li>10. Berlin Olympics – 1936.</li> <li>11. Krystalnacht.</li> <li>12. Road to War.</li> </ol>	<p>groups and new school lessons which promoted Nazi Values.</p> <ul style="list-style-type: none"> <li>- The Nazis considered the Aryan Race superior to other "races" who they saw as inferior such as Jews, Gypsies and Homosexuals.</li> <li>- The workers needed to fuel the Nazi war machine. Unemployment disappeared through Nazi public work programs to build roads and hospitals etc...</li> <li>- The Nazis controlled the population through a combination of terror and propaganda.</li> </ul>	<ul style="list-style-type: none"> <li>- Can be linked to the Cold War unit at GCSE comparing life under Hitler to life in the Eastern Block.</li> <li>- Develops the concept of change which <b>(GCSE Q5)</b> for example: How did Nazi social policies impact upon the lives of women?</li> <li>-</li> <li>-</li> </ul>
<p><b>Impact of WW2 on Germany 1939 - 1945</b></p>	<ol style="list-style-type: none"> <li>1. The war goes well for Germany.</li> <li>2. The war turns against Germany.</li> <li>3. Impact of the war at home and abroad.</li> <li>4. Total War.</li> <li>5. Defeat and Surrender.</li> <li>6. Opposition to the Nazis.</li> <li>7. The Holocaust.</li> </ol>	<ul style="list-style-type: none"> <li>- Initially due to rationing 2 out of every 5 Germans ate better than before the war whilst the war was going well for Germany (1939 - 41).</li> <li>- From 1943 Germany is hit hard by bombing and rationing. Morale/ support for the war in Germany lowered massively.</li> <li>- As the war turns against Germany opposition increases from areas such as; young people, the church and the military.</li> <li>- Hitler commits suicide and Germany surrenders in 1945.</li> <li>- The world learns the full extent of the horrors of the 'Final Solution' when concentration camps are liberated by allies in 1945.</li> </ul>	<ul style="list-style-type: none"> <li>- Links to WW2 &amp; Holocaust KS3 units.</li> <li>- Develops KS3 vocabulary by introducing words such as 'Einsatzgruppen' and 'Totalen Krieg'.</li> <li>- Develops the describe question <b>(GCSE Q4)</b> by giving pupils the opportunity to describe impacts of WW2 on the German people.</li> <li>- Links to RMS and the morals and ethics surrounding the Holocaust.</li> <li>- Links to modern genocides such as Sbreinica and Darfour – Have we learned from the lessons of the Holocaust?</li> <li>- Provides cultural capital as all people should know and understand the horrors of the Holocaust.</li> </ul>



## Curriculum Intent

### Subject: KS4 History - Britain: Health and the People

	What?	Crucial Knowledge	Why?
<p>Section 1 "Medicine Stands Still" Medieval Era c.500- c.1500</p>	<ul style="list-style-type: none"> <li>• <b>Ancient World-</b> Hippocrates' work on the cause of disease and natural treatments and Galen's dissections and findings about the body.</li> <li>• <b>Medieval Surgery and treatment of disease-</b> university training for doctors, barber surgeons experience on battlefield, wise women and the Church, Islamic ideas and techniques.</li> <li>• <b>Medieval Public Health-</b> descriptions of towns and cities and how they were ran, causes, treatments and impact of the Black Death.</li> </ul>	<ul style="list-style-type: none"> <li>• Beliefs and treatments based around Hippocrates 'Theory of the four humours'.</li> <li>• The church controls life and doctor education. Knowledge of the body based on war and Galen, not dissection.</li> <li>• Poor public health in towns with roaming animals, human and animal waste contaminating water supplies, overcrowding and little government intervention.</li> <li>• The Black Death arrives in Britain in 1347, blamed on miasma and sin. Treated with flagellancy and superstitious cures.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces the importance of the INDIVIDUAL factor and introduces the second order concept of change and continuity as their influence will be tracked over the course.</li> <li>• Introduces the process of defining each time period in the course in order to identify change and continuity in medical knowledge. Explains why there was little progress in this era.</li> <li>• Second order concept of cause and consequence explored through Black Death case study. Demonstrates impact of lack of medical progress on society.</li> <li>• Links to modern day pandemics to identify similarities and differences.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Renaissance Surgery-</b> The Renaissance approach, Vesalius' dissections and mapping out the human body, Harvey's experiments and discoveries about the heart and blood, Paré's surgical techniques and communication to</li> </ul>	<ul style="list-style-type: none"> <li>• Renaissance - People began to question all knowledge that has come before and testing it for themselves.</li> <li>• Vesalius challenged Galen through dissection and provided</li> </ul>	<ul style="list-style-type: none"> <li>• Defining the time period to allow pupils to track change and continuity.</li> <li>• Links to Elizabeth England module in defining this era.</li> <li>• Sets the foundation for pupils to build knowledge of the understanding of the human body on.</li> </ul>



<p>Section 2 "The Beginnings of Change" The Renaissance c.1450-1750</p>	<p>Britain and Hunter's training of surgeons.</p> <ul style="list-style-type: none"> <li>• <b>Renaissance Public Health-</b> The Great Plague of 1665 causes, treatments and comparison with Black Death. The change in hospitals since the Medieval Era.</li> <li>• <b>Renaissance Disease and Infection-</b> Inoculation, Edward Jenner's work on smallpox and development of vaccination and opposition and how it was overcome.</li> </ul>	<p>an accurate map of the inside of the human body.</p> <ul style="list-style-type: none"> <li>• Pare and Harvey built on Vesalius's work and helped to bring it to Britain to train barber surgeons.</li> <li>• The Great Plague hit London in 1665. The mayor banned gatherings and enforced quarantine. Quack doctors sold fake cures.</li> <li>• Edward Jenner discovered vaccination. To this day, this is the only way of preventing disease.</li> </ul>	<ul style="list-style-type: none"> <li>• Highlights the factor of <b>COMMUNICATION</b> in bringing work and ideas into Britain from the rest of Europe.</li> <li>• Allows pupils to make direct comparison to PH in Medieval Era via the Black Death using the "Compare" exam question.</li> <li>• Explores the impact of the factor of <b>SUPERSTITION AND RELGION</b> on medical progress beyond the Medieval Era.</li> <li>• Introduces the factor or <b>GOVERNMENT</b> as a positive force for change.</li> <li>• Modern day links to anti-vaccine campains provides cultural capital.</li> </ul>
<p>Section 3 "A Revolution in Medicine" Industrial Era 1800s</p>	<ul style="list-style-type: none"> <li>• <b>Industrial Public Health-</b> define the era and industrial revolution, general public health and Snow and Chadwick's work on cholera, The Great Stink and Clean up.</li> <li>• <b>Industrial Disease and Infection-</b> Pasteur and Germ theory, opposition and how it was overcome and accepted, Koch and</li> </ul>	<ul style="list-style-type: none"> <li>• As cities grow, industrial Britain becomes overcrowded, filthy and disease ridden.</li> <li>• In 1854 John Snow proves that cholera lives in water not the air.</li> <li>• Pasteur discovers that Germs cause disease in 1861. By 1880, he discovered how vaccinations worked.</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural capital- the making of Britain as the workshop of the world and the reality of working class life.</li> <li>• Allows pupils to build on knowledge from KS3 and introduce them to more complex terminology specific to GCSE course (miasma, laissez-faire).</li> <li>• Highlights the turning point in the course and introduces the power of the factor of <b>SCIENCE AND TECHNOLOGY</b> for forcing medical progress.</li> <li>• Encourages pupils to compare the work of two key individuals using the "Compare" exam question.</li> </ul>



	<p>his work with germs and vaccines and links with Pasteur, Ehrlich's magic bullet.</p> <ul style="list-style-type: none"> <li>• <b>Industrial Surgery-</b> early surgical techniques and developments, impact of Germ Theory on Lister and antiseptics then aseptic surgery, Simpson and developments of anaesthetics and the impact on exploration of the body and surgical techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Robert Koch uses dye to identify which germs cause which disease.</li> <li>• Anaesthetics allow for more precise surgery. Lister's carbolic acid reduces death rates in surgery from 50% to 15%.</li> </ul>	<ul style="list-style-type: none"> <li>• Links Germ theory to other areas of the course to track the consequences and significance of the discovery in the style of the "significance" exam question.</li> </ul>
<p>Section 4 "Modern Medicine" 1900-modern day</p>	<ul style="list-style-type: none"> <li>• <b>Modern Public Health-</b> the Liberal Reforms, the work of Booth and Rowntree in encouraging social reforms, impact of world wars on public health, the Beveridge Report, introduction of the Welfare State and the NHS.</li> <li>• <b>Modern Disease and Infection-</b> the discovery and development of penicillin, new diseases and treatments, antibiotic resistance and discovering the structure of DNA.</li> <li>• <b>Modern Surgery-</b> the impact of the world wars on surgical methods.</li> </ul>	<ul style="list-style-type: none"> <li>• The Liberal Reforms from 1906 saw the government start to take responsibility for the health of its people.</li> <li>• The Beveridge Report of 1942 lead to the creation of the NHS in 1948.</li> <li>• Alexander Fleming discover the first antibiotic (penicillin) in 1928. This was mass produced in World War Two and has saved over 200 million lives to date.</li> <li>• World War One and World War Two lead to massive advancements in X-Rays, storing blood and plastic surgery.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides Cultural Capital in mapping out the creation of the most distinctive feature of modern day British society.</li> <li>• Links the factors of GOVERNMENT, INDIVIDUALS and WAR in creating medical advancements.</li> <li>• Highlights the factor of CHANCE and how that has helped medical progress.</li> <li>• Change and continuity can be mapped across the whole course and the shift in the reliance on religion to a reliance on science.</li> <li>• The factor of WAR can be understood as a catalyst in bringing about surgical advancements in Modern and Medieval Era.</li> </ul>