

Key Stage 4 Curriculum Overview 2025-26

		Paper 1 – Medicine Through Time					Paper 2 – Early Elizabethan England, 1558-1588			Paper 3 – Weimar and Nazi Germany
		AUTUMN 1	AUTUMN 2	SPRING 1		SPRING 2	SUMMER 1		SUMMER 2	
10	Unit description	<u>Topic 1 – Medicine in Medieval England</u> 8 lessons Students explore medieval ideas about the cause of disease and illness, approaches to prevention and treatment, and examine the Black Death as a case study. (Links to Y7 Medieval religion/society)	<u>Topic 2 – Medicine in Renaissance England</u> 7 lessons Students explore Renaissance ideas about the cause of disease and illness, approaches to prevention and treatment, and examine the Great Plague and William Harvey as case studies (Links to Y8 Enlightenment)	<u>Topic 3 – Medicine in the C18 and C19 Britain</u> 8 lessons Students explore C18 and C19 ideas about the cause of disease and illness, and approaches to prevention and treatment. Students examine development of vaccination and fight against cholera as case studies. (Links to Y8 Industrial Revolution)	<u>Topic 4 – Medicine in Modern Britain</u> 10 lessons Students explore modern ideas about the cause of disease and illness and approaches to prevention and treatment. Students examine development of Penicillin and treatment of lung cancer as case studies.	<u>Topic 5 – Medicine on the Western Front</u> 8 Lessons Students explore the role of medicine on the Western Front, with a focus on analysing and evaluating contemporary sources. (Links to Y9 WW1 topic)	<u>Topic 1 – Queen, Govt and Religion 1558-69</u> 7 Lessons Students explore the accession of Elizabeth to the throne, her religious settlement and the challenges this faced, before finally looking at the problem of Mary Queen of Scots. (Links to Y8 Tudor topics)	<u>Topic 2 – Challenges to Elizabeth at home and abroad</u> 8 Lessons Students examine the plots and revolts from within England, including the revolt of the Northern Earls and plots centred on MQS. Students then look at relations with Spain and the build up to the Spanish Armada. (Links to Y8 Elizabeth)	<u>Topic 3 – Elizabethan Society and the Exploration, 1558-88</u> 6 Lessons Students explore life in Elizabethan England, including leisure activities and poverty, before finally examining the voyages of exploration and discovery that took place during Elizabeth’s reign. (Links to Y8 Tudor topics)	<u>Topic 1 – The Weimar Republic, 1918-29</u> 9 Lessons Students explore the origins, early challenges and recovery of the Weimar Republic (Links to Y9 WW1 topic)
	Assessment	“There was little progress in medicine during the medieval period (c.1250 – 1500).” How far do you agree? <u>PEER assessment</u> Students are introduced to the 16 mark question. AO1/AO2	“Explain one way in which treatments for illness were similar in the fourteenth and seventeenth centuries” <u>Teacher marked</u> Students complete a 4 mark question AO1/AO2	“Explain why there were so many medical breakthroughs in the nineteenth century” <u>Graded assessment</u> Students complete a 12 mark question AO1/AO2	“How useful are the sources” 8 marks <u>Teacher marked</u> Students complete 8 mark utility Qs on difficulties faced by stretcher bearers AO3	Paper 1 mock <u>Graded assessment</u> Students complete a Paper 1 mock exam. AO1/AO2/AO3	“The decline in Anglo-Spanish relations was caused by Elizabeth. How far do you agree?” <u>Graded assessment</u> Page 58 textbook AO1	Paper 2: Elizabeth Mock <u>Graded assessment</u> Students complete the Elizabeth section of Paper 2 AO1/AO2	Elizabeth knowledge test <u>Peer-assessed</u> Students complete an in-class knowledge test AO1	Weimar Republic test <u>Knowledge test</u> Students complete an in-class knowledge test AO1

Assessment types

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied

AO2: Explain and analyse historical events and periods studied using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance)

AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied

AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Key Stage 4 Curriculum Overview 2025-26

		Paper 3 – Weimar and Nazi Germany			Paper 2 – Superpower Relations and the Cold War, 1941-91		
		AUTUMN 1	AUTUMN 2		SPRING 1	SPRING 2	SUMMER 1
11	Unit description	Topic 2 – Hitler’s rise to power, 1919-33 9 Lessons Students explore the development of the Nazi Party in the 1920s, focusing in particular on the Munich Putsch, before looking at the growth in support of the Party in the early 1930s and Hitler’s rise to Chancellor. (Links to Y9 WW2 topic)	Topic 3 – Nazi control and dictatorship, 1933-39 9 Lessons Students examine how Hitler consolidated his power to become the Fuhrer, and how he created the police state and controlled opposition and resistance. (Links to Y9 WW2/Holocaust topics)	Topic 4 – Life in Nazi Germany, 1933-39 9 Lessons Students examine Nazi policies towards women and young people, as well as their attempts to improve employment and living standards. The final aspect looks at the persecution of minorities. (Links to Y9 WW2/Holocaust topics)	Topic 1 – Origins of the Cold War, 1941-58 11 lessons Students explore the early tensions between the East and West, including the Truman Doctrine, the Berlin Crisis and the Arms Race, as well as the events of the Hungarian Rising. (Links to Y9 Cold War topic)	Topic 2 – Cold War Crisis 1958-70 8 lessons Students examine the increase in tension between East and West during events such as the construction of the Berlin Wall, the Cuban Missile Crisis, and the Prague Spring. (Links to Y9 Cold War topic)	Topic 3 – The end of the Cold War, 1970-91 8 lessons Students explore attempts to reduce tension between East and West, focusing in particular on the role of Gorbachev. Students also identify key flashpoints, such as Afghanistan, before finally examining how the Soviet Union collapsed (Links to Y9 Cold War Topic)
	Assessment	Germany Question 3 Graded assessment Students complete question 3, which focuses on the utility of sources and different interpretations AO3/AO4	12 mark explain question Teacher marked Students complete a Q2 explain question on Hitler’s consolidation of power AO1/AO2	Paper 3 mock Graded assessment Students complete a Paper 3 mock exam. AO1/AO2/AO3/AO4	“Write a narrative account analysing the key events in the Cold War in the years 1949 to 1956” Graded assessment Students are introduced to and complete an 8 mark narrative account question AO1/AO2	Paper 2: Cold War Mock Graded assessment Students complete the Cold War section of Paper 2 AO1/AO2	N/A - Revise for GCSE examinations Teachers will be assisting students with various exam questions that they complete at home.

Assessment types

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied

AO2: Explain and analyse historical events and periods studied using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance)

AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied

AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

- Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?
- Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity.
- Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.
- Encouraging creative expression to connect with the inner self and the transcendent.
- Fostering a sense of belonging and interconnectedness with others, nature, and the universe.
- Encouraging self-awareness, emotional intelligence, and moral reasoning.
- Promoting open-ended investigations rather than just seeking right answers.
- Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

- KS4 History:
- Fostering a sense of belonging and interconnectedness with others, nature, and the universe:
 - ✓ **Y11, the Cold War: students cover a range of topics that help them to understand the world around them today, from the tension in the Korean peninsular to the current events in Ukraine. They are able to understand how the events they study in the past are interconnected to the world around them today.**
 - Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.
 - ✓ **Y10 Belgium Battlefields Trip: students explore the battlefields of the Ypres Salient to support their learning on the First World War. Students are able to walk in the footsteps of soldiers through the trenches and tunnels on the Western Front and pay their respects in the cemeteries that mark soldiers’ final resting places. Students take part in remembrance activities at the Menin Gate, laying a wreath on behalf of the school community.**
 - Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity:
 - ✓ **Y10 Holocaust Awareness Morning: students attend a series of talks about the Holocaust, which culminates in meeting a Holocaust survivor (or 2nd generation). The survivor is able to share their story and explain the impact the Holocaust had on them and their family.**