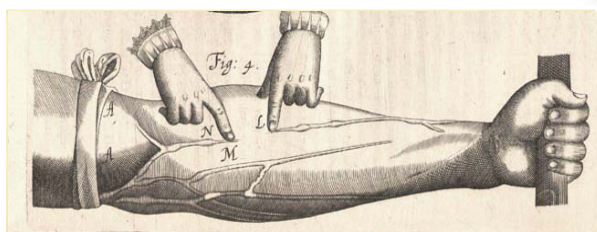
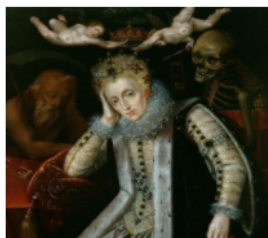


GCSE History Handbook



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Why Study History?

History makes you better at life! In History we learn how to find out and understand the reasons why things happen, such as why people in Germany voted to make Adolf Hitler their leader, or why there was so much violence in the History of the USA. If you can understand and explain why these things happen, you can make better judgements and decisions about them. This goes for anything happening now or in your own life - the better you can get at understanding why things happen, the better you will be at making good decisions about them. History also improves the quality of your written English, as you have to use it to clearly explain some quite complicated events. This is difficult and challenges you to use language in more complicated and sophisticated ways.

History is also highly respected by Universities, it can set you up to follow a huge variety of careers - just look at all these people who studied History:

In the arts and the media:

Sacha Baron Cohen (Borat/Ali G); Jonathan Ross, Controller of BBC Radio 2; Rachel Attwell, Deputy Head of BBC TV News; Lesley Anne Dawson, Head of the ITN Press Office; Jeremy Bowen and Jon Snow, both TV News Journalists; Salman Rushdie, author; Andrew Morton, biographer of Diana, Madonna and the Beckhams; Alan Bennett, play-write; Lauryn Hill, musician.

In politics, the law and civil service:

Tony Blair and Gordon Brown, former Prime Ministers; Kenneth Clarke, cabinet minister; Lord Coe, Chair of the London 2012 Olympic Committee; Dianne Abbott, the first UK black woman MP; Michael Mansfield QC, lawyer on the 'Bloody Sunday' enquiry.

In top international business:

Howard Stringer, chairman of Sony Corporation; Sir Roland Smith, ex-director of the Bank of England; Gerald Corbett, chairman of SSL International; Anita Roddick, founder of 'The Body Shop'.

They can all think for themselves, because they studied history! They can handle information, carry out research, speak well in public, look at things from different points of view and reach their own conclusion. Study history, so you can do the same!

Progression:

Excellent preparation for A-Levels in history, sociology, economics and politics and for university degrees in law, politics, the arts, accountancy, economics, American studies, archaeology, European studies, classical civilization, banking and finance, African studies and all history courses. This is an excellent career path into law, journalism and the media, heritage, leisure and tourism, accountancy, teaching and academic research, business and finance, politics, theatre and the arts, social work and much more...

Find out more:

- Careers with history: http://www.history.org.uk/resources/public_resource_2914.html
- BBC Bite-size (select 'Schools History Project'):
<http://www.bbc.co.uk/schools/gcsebitesize/history/shp/>
- Edexcel History specification and past exam papers:
<http://www.edexcel.com/quals/gcse/gcse09/history/b/Pages/default.aspx>
- Play some games: <http://www.schoolhistory.co.uk/games/>

Course Overview

In History you will study a range of topics in British and World History covering at least 1000 years. You will study themes such as politics, control of populations, religion, warfare, sexism, racism and much more.

Unit 1: Medicine through time, c1250-present

In this unit you will study the blood, guts and gore of the past thousand years! Why did people die of simple illnesses? How have doctors and scientist come to understand more and more about how the body works and how we get ill? Why have new medicines and cures often been treated with fear, suspicion and anger by people that they could help? What medical problems did soldiers have in WW1? What happened when they were injured?

Unit 2.a) Conflict in the Middle East, 1945–95

This is a sensitive topic which continues to be extremely relevant to the current day. It is one that is considered to be controversial due to the passions it inflames. For these reasons it is very important to learn about how the conflict began, so that discussions around the topic are based on historical fact and not on sources of information that may be incomplete, exaggerate, omit important details, or otherwise mislead. Students will be invited to develop their own understanding of the conflict, based upon this secure foundation of knowledge. Crucially, they will also respectfully engage with, and develop understanding of, the interpretations that are different to their own, so that this important world event can be discussed from points of mutual respect, and in a less polarising way.

Unit 2.b) Early Elizabethan England, 1558-1588

Why were people trying to overthrow Queen Elizabeth? Why were people fighting over religion during her time as Queen? Did she do a good job of showing people that a female Queen could be just as strong and effective as a male King?

Unit 3: Weimar and Nazi Germany

You will investigate one of the most puzzling and horrific questions in History - How could someone like Adolf Hitler become the leader of Germany? Why were so many Germans attracted to the Nazis and their ideas? Why did this happen in Germany when it did? Could this have happened anywhere else? What was Hitler actually like?

Thematic Study: Medicine Through Time, c1250-present day	30% of the GCSE	Examined on paper 1
Depth study: Early Elizabethan England, 1558-88	20% of the GCSE	Examined on paper 2
Period study: Conflict in the Middle East, 1945–95	20% of the GCSE	Examined on paper 2
Depth study: Weimar and Nazi Germany, 1933-45	30% of the GCSE	Examined on paper 3

Year 10
<p>Autumn Term</p> <p><i>Topic: Medicine in Medieval England, c1250-c1500</i> <i>Topic: The Medical Renaissance in England, c1500-c1700</i> <i>Topic: Queen, government and religion, 1558–69</i></p> <p>Spring Term</p> <p><i>Topic: The escalating conflict, 1964–73</i> <i>Topic: Medicine during the 'Industrial Revolution,' c1700-c1900.</i></p> <p>Summer Term</p> <p><i>Topic: Challenges to Elizabeth at home and abroad, 1569–88</i> <i>Topic: Elizabethan society in the Age of Exploration, 1558–88</i> <i>Topic: ½ Nazi Control and Dictatorship 1933-39 (to be covered in KS3, 2022/23 only)</i></p>
Year 11
<p>Autumn Term</p> <p><i>Topic: ½ Nazi Control and Dictatorship 1933-39 (to be covered in KS3, 2022/23 only)</i> <i>Topic: Attempts at a solution, 1974–95</i> <i>Topic: Medicine in Modern Britain, c1900-present day</i></p> <p>Spring Term</p> <p><i>Topic: Life in Nazi Germany 1933-39</i> <i>Revision of all topics</i></p> <p>Summer Term</p> <p>EXAMINATIONS</p>

Recommended Resources

Unit 1: Medicine through time, c1250-present

Textbook – Edexcel 9-1 History: Medicine through time, c1250-present

Book - Blood and Guts: A short history of medicine by Roy Porter

Documentary - Blood and Guts: A History of Surgery

Documentary – Pain, Pus and Poison

Unit 2.a) Conflict in the Middle East, 1945–95

Textbook – Edexcel 9-1 History: Conflict in the Middle East, 1945–95

Book - To the End of the Land by David Grossman

Book - The Israel-Palestine Conflict: Contested Histories by Neil Caplan

Book - In Search of Fatima by Gharda Karmi

Unit 2.b) Early Elizabethan England, 1558-1588

Textbook – Edexcel 9-1 History: Early Elizabethan England 1558-1588

Book - The Time Traveller's Guide to Elizabethan England by Ian Mortimer

Book - Big Chief Elizabeth by Giles Milton

Book - Elizabeth I by Margaret George

Documentary – Battlefield Britain: The Spanish Armada

Unit 3: Weimar and Nazi Germany

Textbook – Edexcel 9-1 History: Weimar and Nazi Germany

Book - Hitler and Nazi Germany: A History by Jackson J. Spielvogel

Film – The Rise of Evil

Film – The Pianist (at parent's discretion)

Film – Schindler's List (at parent's discretion)

Pearson, Hodder and CPG revision guides for these topics are also recommended.

Extended Curriculum Opportunities

There are currently two main trips running during years 9-11:

Year 9 – Visit to the Imperial War Museum in Lambeth

As well as having time to explore the WWI, WWII and Holocaust exhibitions, students will experience a session led by the museum's education team, which uses objects and testimonies recovered from the Holocaust to engage students with the event and its themes in a poignant and personal way.

Year 10 – Visit to the Old Operating Theatre at London Bridge

During this visit, students apply what they have learnt about the development of medicine to the physical environment of an early 19th Century operating theatre and herb garret that have been preserved as a museum. Students develop their understanding of the factors that limited and enabled breakthroughs in the prevention, diagnosis and treatment of disease and illness.

Year 10 – Visit to the Golden Hinde in Borough

During this trip students enjoy guided tours of the full-scale replica Golden Hinde at Borough, and learn about the first circumnavigation of the world by a British person - Francis Drake (the second by anyone in world history). They also learn about Drake's role in defeating the Spanish Armada. Both of these events are key topics in their GCSE History paper, Elizabethan England.

Year 10/11 – Trip to the World War 1 battlefields and medical stations in the Ypres Solent, Belgium

The purpose of the trip is primarily to develop students' knowledge and understanding of how medicine was used during WW1. The trip will visit the sites of various battles and follow the stories of individual soldiers who were injured in battle. More soldiers died during the war from infections than as a direct result of their wounds. Students will learn how these losses led to the development of better treatments. In addition to developing students' understanding of this exam topic, the trip will be a chance for students to experience another country and appreciate how History affects the landscape and people's ways of life there to this day.

Year 13 – Trip to the Metropolitan Archives in Farringdon

Students develop their source analysis skills through sessions in which they have privileged access to original documents from the 15th Century, from which they make inferences about the values, concerns and lifestyles of different sections of society for the period they are studying. This is an exceptional opportunity to learn how archives work, how to use them, and also to handle some of the oldest documents available on London's history.

Personalised Learning Checklists for Each Paper

The content for each paper is broken down below. At times during the year (when beginning revision for mock or real exams is a good time to do this!) put a red, orange or green tick by the content bullet point to create a map of which areas you are more or less confident of your knowledge in. This will then help you to target your revision most efficiently and effectively.

Unit 1: Medicine Through Time

Period	Content	Red	Amber	Green
Medieval 1250-1500	Ideas of cause			
	Supernatural and religious explanations of the cause of disease.			
	Rational explanations: the Theory of the Four Humours and the miasma theory			
	The continuing influence of Hippocrates and Galen.			
	Treatments and preventions			
	Approaches to prevention and treatment and their connection with ideas about disease and illness			
	Religious actions, bloodletting and purging, purifying the air, and the use of remedies.			
	New and traditional approaches to hospital care in the thirteenth century.			
	The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500.			
	Black Death Case Study: Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread			

Renaissance 1500-1750	Ideas of cause			
	Continuity and change in explanations of the cause of disease and illness.			
	A scientific approach, including the work of Thomas Sydenham in improving diagnosis.			
	The influence of the printing press and the work of the Royal Society on the transmission of ideas.			
	Treatments and preventions			
	Continuity in approaches to prevention, treatment and care in the community and in hospitals.			
	Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius.			
	William Harvey Case Study Key individual: William Harvey and the discovery of the circulation of the blood.			
	Great Plague Case Study Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread.			
18th-19th Century	Ideas of cause			
	Continuity and change in explanations of the cause of disease and illness.			
	The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.			
	Treatments and preventions			

	The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale.			
	The impact of anaesthetics and antiseptics on surgery.			
	New approaches to prevention: the development and use of vaccinations and the Public Health Act 1875.			
	Jenner Case Study Key individual: Jenner and the development of vaccination.			
	John Snow Case Study Fighting Cholera in London, 1854; attempts to prevent its spread; the significance of Snow and the Broad Street Pump.			
19 th -Modern	Ideas of cause			
	Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health			
	Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.			
	Treatments and preventions			
	Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.			
	Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.			
	New approaches to prevention: mass vaccinations and government lifestyle campaigns.			

	Penicillin Case Study Key Individuals: Fleming, Florey and Chain's development of penicillin			
	Lung Cancer Case Study The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.			

Topic	Content	Red	Amber	Green
The British Sector of the Western Front	Outline of major events of World War One			
	4 Key Places: Ypres, Arras, Cambrai, and the Somme			
	The Trench System of the Western Front			
	The impact of the terrain on help for the wounded			
Illnesses and wounds	Illnesses in the trenches: trench fever, trench foot, NYD.N. (shell shock)			
	Weapons of war: major weapons- rifles, machine guns, artillery, shrapnel			
	The nature of wounds			
	Infection			
	The impact of gas			
Helping the wounded	The evacuation route- stretcher bearers, regimental aid posts (RAP), field ambulance and dressing stations, casualty clearing stations (CCS), base hospitals			
	Effectiveness of evacuations route			

	Nurses and Doctors- roles and significance of RAMC and FANY			
Medicine in the early 1900s	Infection and aseptic surgery			
	X-rays			
	The problems of blood loss			
Impact of Western Front on medicine	Treating wounds and infections			
	Thomas Splint			
	Mobile x-ray machines			
	Blood transfusions and the storage of blood			
	Brain surgery			

Option P5: Conflict in the Middle East, 1945–95

Period	Content	Red	Amber	Green
Key topic 1: The birth of the	1 The British withdrawal and the creation of Israel			
	Conflicting interests and demands of Jews and Arabs within the British Mandate.			
	Key events leading to the end of the British Mandate, partition and the creation of Israel, including the significance of the bombing of the King David Hotel and UN Resolution 181.			
	Key events of the Arab-Israeli war (1948–49).			

state of Israel, 1945–63	2 Aftermath of the 1948–49 war			
	Territorial changes and their impact. The refugee status of Palestinian Arabs.			
	The creation of the Israeli Defence Forces and the Law of Return. US aid to Israel.			
	Israel's relations with Egypt.			
	3 Increased tension, 1955–63			
	Nasser and Egypt's leadership of the Arab world.			
	The events and significance of Israeli attacks on Gaza in 1955 and Sinai in 1956.			
	The events and significance of the Suez Crisis (1956), including the formation of the UAR in 1958.			
Key topic 2: The escalating conflict, 1964–73	1 The Six Day War, 1967			
	The significance of the Cairo Conference (1964). Escalating tension between Israel, Syria and Jordan: Syria's support for Fatah, Israel's raid on Samu and events of 7 April 1967.			
	The actions of the USSR, Nasser and the USA in the period leading to war.			
	Key events of the war.			
	2 Aftermath of the 1967 war			
	UN Resolution 242 and continued dispute over the Suez Canal.			

	Palestinian refugees and the significance of the occupied territories: Golan Heights, Gaza Strip, West Bank, Sinai and East Jerusalem.			
	The use of terrorism, Israel's response and international attitudes towards the Palestine issue: the PFLP airplane hijacks of 1970; Black September and the Munich Olympics. The expulsion of the PLO from Jordan (1970).			
	3 Israel and Egypt, 1967–73			
	Egyptian relations with Israel, the USA, the USSR and other Arab states.			
	Israel's consolidation of control of the occupied territories.			
	Key events of the Yom Kippur War (1973) and its aftermath.			
Key topic 3: Attempts at a solution, 1974–95	1 Diplomatic negotiations			
	The significance of the oil crisis and the involvement of the USA and the USSR.			
	Kissinger, 'shuttle diplomacy' and the reopening of the Suez Canal.			
	Sadat's visit to Israel (1977), Begin's visit to Egypt (1977), US President Carter and Camp			
	2 The Palestinian issue			
	Arafat's speech to the UN (1974). The significance of PLO activities in Lebanon.			
	Israeli reprisals, the invasion of Lebanon (1982) and the results.			

	The Israeli occupied territories and the First Palestinian Intifada (1987–93).			
	3 Attempts at a solution			
	The significance of Arafat's renunciation of terrorism in a speech at the UN (1988).			
	Changing superpower policies in the Middle East: US involvement in the Gulf War (1991), and the end of the Cold War.			
	Arafat, Rabin and the Oslo Accords (1993); the setting up of the Palestinian National Authority; Israel-Jordan peace treaty (1994); Oslo II (1995).			

Unit 2.b) Early Elizabethan England, 1558-1588

	Red	Amber	Green
Queen, Government and Religion 1558-69			
Elizabethan England in 1558: Society and Government			
The Virgin Queen, the problems of her legitimacy, gender and marriage. Her character and strengths			
Challenges at home and from abroad: the French threat and financial weaknesses			
Religious divisions in England in 1558			
Elizabeth's religious settlement (1559): its features and impact			
The Church of England: its role in society			
The nature and extent of the Puritan challenge			

The nature and extent of the Catholic Challenge: the role of the nobility, papacy and foreign powers			
Mary Queen of Scots: her claim to the English throne and her arrival in England in 1568			
Relations between Elizabeth and Mary 1568-69			
Challenges to Elizabeth at Home and Abroad 1569-88			
The reasons for and significance of the Revolt of the Northern Earls 1569-70			
The features and significance of the Ridolfi, Throckmorton and Babington Plots. Walsingham and the use of spies			
The reasons for and significance of the execution of Mary Queen of Scots in 1587			
Political and Religious Rivalry with Spain			
Commercial Rivalry with Spain. The New World, privateering and the significance of the rivalry with Drake			
English direct involvement in the Netherlands 1585-88. The role of Robert Dudley			
Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'			
Spanish invasion plans. Reasons why Philip used the Spanish Armada			
The reasons for and consequences of the English victory			
Elizabethan Society in the Age of Exploration 1558-88			
Education in the home, schools and universities			
Sport, pastimes and the theatre			
The reasons for the increase in poverty and vagabondage			
The changing attitudes and policies towards the poor			

Factors prompting exploration. The impact of new technology on ships and sailing and the drive to expand trade			
The reasons for and the significance of Drake's circumnavigation of the globe			
The significance of Raleigh and the attempted colonisation of Virginia			
Reasons for the failure of Virginia			

Unit 3: Weimar and Nazi Germany

<u>The Weimar Republic 1918-29</u>	Red	Amber	Green
The Legacy of WW1, Abdication, Armistice and Revolution, 1918-19			
The Weimar Republic: Strengths and Weaknesses			
Reasons for the early unpopularity of the Republic: 'stab in the back' theory and Treaty of Versailles			
Political Threats – Left and Right: Spartacists, Freikorps and Kapp Putsch			
The Challenges of 1923: hyperinflation and the Invasion of the Ruhr			
Reasons for economic recovery: Stresemann, Rentenmark, Dawes and Young Plan			
The impact of Stresemann on foreign affairs: Locarno, League of Nations and the Kellogg-Briand Pact.			

Changes in the standard of living; wages, housing and unemployment insurance			
Changes in the position of women, politics and leisure			
Cultural changes: architecture, art and the cinema			
<u>Hitler's Rise to Power 1919-33</u>			
The Early Years of the Nazi Party 1919-20			
The early growth and features of the Party. The 25 Point Programme and role of SA			
The reasons for, events of and consequences of the Munich Putsch			
Reasons for limited support for the Nazis, 1924-28: Party reorganisation, Mein Kampf and Bamberg Conference of 1926			
The growth of unemployment causes and impact. Weimar governments reactions. Communist growth			
Reasons for the growth in support of the Nazi Party: Appeal of Hitler, propaganda and work of SA			
Political developments in 1932: Hindenburg, Bruning, von Papen and von Schleicher			
The role of Hindenburg and von Papen in Hitler becoming Chancellor			
<u>Nazi Control and Dictatorship 1933-39</u>			
The Reichstag Fire and the Enabling Act			
The threat from Rohm and the SA. The Night of the Long Knives and the death of Hindenburg. Fuhrer and Army Oath			
Role of the Gestapo, SS, SD and concentration camps			
Nazi control of the legal system, judges and law courts			
Nazi policies towards Catholics and Protestants			
Goebbels, censorship, media, rallies and sport			
Nazi control of culture and the arts			
Opposition to the regime: Churches and Niemoller. Swing Youth and Edelweiss Pirates			

<u>Life in Nazi Germany 1933-39</u>			
Nazi views on women and the Family			
Nazi policies towards women: marriage, family, employment and appearance			
Nazi aims and policies towards the young: Hitler Youth and the League of German Maidens			
Nazi control of youth through education, curriculum and teachers			
Nazi policies to reduce unemployment: labour service, autobahns, rearmament and invisible unemployment			
Changes in the standard of living: The Labour Front, Strength Through Joy, Beauty of Labour			
Nazi racial beliefs and the treatment of minorities: Slavs, gypsies, homosexuals and those with disabilities			
The persecution of the Jews: Boycotts, the Nuremberg Laws and Krystallnacht			