



YEAR 11 2025-2026 Autumn

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning - Topic: Weimar and Nazi Germany 1918-39 & Britain in Medicine c.1250 - Present

Curriculum Intent	Why do we study this?
Skills/Assessment Objective Links	<p>Life in Nazi Germany 1933–1939</p> <p>Students investigate how ordinary people were affected by Nazi rule, including workers, women, youth, and minority groups. It explores how Nazi ideology shaped education, work, family life, and religion, and the devastating effects of persecution, particularly towards Jews. This unit fosters empathy, moral awareness, and a deeper understanding of human rights.</p> <p>Britain in Medicine c.1250 – Present</p> <p>This course helps students understand how medical knowledge, treatments, and public health have developed over time. It explores the impact of individuals, science, war, religion, and government on health, revealing key moments of change and continuity. The course builds historical thinking and encourages reflection on how past challenges shape our modern understanding of medicine and healthcare.</p> <ul style="list-style-type: none">• AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.• AO2: explain and analyse historical events and periods studied using second-order historical concepts.• 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.
	<p>Spiritual</p> <p>Students reflect on how beliefs about illness and healing have been influenced by religion, superstition, and scientific discovery across time. The course encourages empathy for those who suffered without modern medicine and respect for the human drive to understand life and death. It also explores how changing spiritual and philosophical ideas shaped responses to disease and health.</p> <p>Moral</p> <p>The course examines ethical issues in medical progress, such as human experimentation, vaccination resistance, and access to care. Students consider how society has judged right and wrong in responses to disease and treatment, especially during crises like plagues or pandemics. It also prompts debate about the responsibilities of individuals, governments, and doctors in protecting health.</p> <p>Social</p> <p>Students explore how class, gender, poverty, and war have affected people's access to healthcare and survival. The course highlights the development of public health systems and the social consequences of diseases like the Black Death and cholera. It fosters awareness of how communities have responded to health challenges together and how social reform improves well-being.</p> <p>Cultural</p> <p>The course traces how different cultures and time periods viewed the body, illness, and healing, from medieval Europe to modern Britain. Students learn how cultural shifts—like the Renaissance or Enlightenment—influenced medical practice and scientific thinking. It also considers the lasting impact of medical pioneers and how culture shapes our attitudes to health today.</p> <p>PSHE Development:</p> <p>This course encourages students to reflect on health, well-being, responsibility, and the impact of social and scientific change on people's lives across time.</p> <p>British Values:</p> <p>It promotes understanding of democracy, rule of law, individual liberty, and tolerance by examining how medical progress, public health, and ethical decisions have shaped a fair and inclusive society.</p> <p>Skills Builder: understanding cause and consequence, change and continuity, significance, and source analysis.</p>

Numeracy	Students will need to have a chronological understanding, particularly with understanding of change over time. They will be asked to analyse statistics as source and to use this to make inferences about an historical topic.
Literacy	<ul style="list-style-type: none"> Vocabulary Tier 2: Second order historical concepts include continuity, change, cause, consequence, significance, interpretation, similarity and difference. Vocabulary Tier 3: Epidemic, sanitation, surgery, Great Plague, Black Death, Cholera, quarantine, NHS, contagion, Germ Theory, public health, aseptic surgery, antiseptic, antibiotics, vaccination, inoculation, dissection, anatomy, purging, miasma, four humours Reading: Students are expected to read extending articles, sources and interpretation in their work. They will consider extended historian's interpretations, being encouraged to pick out key terms and language. They will be asked to make inferences and use their own knowledge to evaluate reading pieces. Writing: students will be expected to write extended answers ranging from 8 to 20 mark essays. Oracy: discussion and debate regularly used in lesson to analyse topics.
Becoming future ready	Careers/Employability: transferable skills – problem solving, communication, time management, presentation skills, condensing information, making arguments, using evidence, showing empathy and insight.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: differential outcomes using must, could, should.</p> <p>By resource: PowerPoints and lesson plans provide different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	Life in Nazi Germany, 1933-39
Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> I can explain the Nazi views on women and the family I can explain the Nazi policies towards women, including marriage and family, employment and appearance I can explain the Nazi aims and policies towards the young, including the Hitler Youth and the League of German Maidens I can explain the Nazi control of the young through education, including the curriculum and teachers I can explain the Nazi policies to reduce unemployment, labour service, autobahns, rearmament and invisible unemployment I can explain the changes in the standard of living, especially of German workers: including the Labour Front, Strength Through Joy and the Beauty of Labour I can explain the Nazi racial beliefs and policies and the treatment of minority groups: Slavs, Roma and Sinti, homosexuals, and people with disabilities I can explain the persecution of Jewish people, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and 'Kristallnacht' <p>Medicine in Britain, c1250–present</p> <p>Medieval Medicine c.1250-c1500</p> <ul style="list-style-type: none"> I can explain the supernatural and religious explanations of the cause of disease I can explain the rational explanations of disease in the influence of Hippocrates and Galen I can explain the Approaches to prevention and treatment and their connection with ideas about disease and illness I can explain the new and traditional approaches to hospital care in the 13th century I can explain the role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500. I can analyse the beliefs of cause of disease, approach to prevention and treatment of the Black Death (CASE STUDY) <p>The Medical Renaissance in England c.1500-c.1700</p> <ul style="list-style-type: none"> I can explain continuity and change in explanations of the cause of disease and illness. I can explain the influence of the printing press and the work of the Royal Society on the transmission of ideas.

	<ul style="list-style-type: none"> • I can explain continuity in approaches to prevention, treatment and care in the community and in hospitals. • I can explain the change in care and treatment; improvements in medical training and the influence in England of the work of Vesalius. • I can analyse William Harvey's discovery of the circulation of the blood (CASE STUDY) • I can analyse how 'Dealing with the Great Plague in London (1665)': approaches to treatment and attempts to prevent its spread (CASE STUDY)
Current learning to be developed in the future within:	Revision of key concepts through retrieval practice quiz or practice questions, especially through homework.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.

