

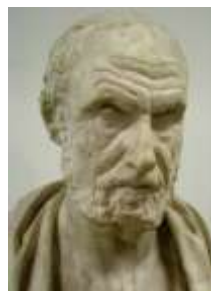
# St. Boniface's College

## History Department



### Year 10 Home Learning /Extension material

#### Unit 1: Medical ideas in the Prehistoric and Ancient World.



Name .....Form.....Mentor.....

Parent/Guardian signature.....Date.....

Homework nights Week A.....Week B.....

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- AO1 Knowledge and Understanding
- AO2 Effective use of historical sources
- AO3 Representation and Interpretation

#### Learning Competencies.

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<b>Topics</b>	<b>Home Learning Tasks</b>	<b>Complete ? Grade ?</b>
<b>Medicine in Prehistoric times</b>		
<ul style="list-style-type: none"> <li>The nature of the evidence</li> </ul>	AO2 Explanatory diagram	
<ul style="list-style-type: none"> <li>Its values and its problems</li> </ul>	Isbister Archaeological investigation AO2	
<ul style="list-style-type: none"> <li>Beliefs in spirits and the treatments used by medicine men</li> </ul>	Investigation – witchdoctors and Sharmans AO1	
<ul style="list-style-type: none"> <li>Practical knowledge and resulting treatments</li> </ul>	How far can the Aborigines throw light on prehistoric ideas. ? AO3	
<b>Medicine in the Ancient World</b>		
<ul style="list-style-type: none"> <li>The development of Egyptian civilisation and its impact on medicine</li> </ul>	Complete study guide AO1.2 & 3	
<ul style="list-style-type: none"> <li>The co-existence in Egyptian society of spiritual and natural beliefs and treatments</li> </ul>	AO2 Source Comparison	
<ul style="list-style-type: none"> <li>Developments in the understanding of physiology, anatomy and the causes of disease</li> </ul>	AO1 The relationship between religious ideas and Environmnet	
<ul style="list-style-type: none"> <li>Egyptian hygiene</li> </ul>		
<b>Ancient Greece</b>		
<b>First great bthrough.</b>		
<b>Why did so much happen in Ancient Greece ?</b>		
<ul style="list-style-type: none"> <li>Asclepius and temple medicine</li> </ul>	Postcard from an Asclepian AO1 & 2	
<ul style="list-style-type: none"> <li>The theory of the four humours and the resulting treatments</li> </ul>	Complete study guide AO1.2 & 3	
<ul style="list-style-type: none"> <li>Hippocrates and the clinical method of observation</li> </ul>	Preparations for role play AO3	
<ul style="list-style-type: none"> <li>Health and hygiene</li> </ul>	Summative diagram of impact and significance of Hippocrates AO1	
<ul style="list-style-type: none"> <li>Developments in knowledge of anatomy and surgery at Alexandria</li> </ul>	Research investigation AO1 & 2	
<b>Ancient Rome</b>		
<ul style="list-style-type: none"> <li>Roman medicine and Greek ideas and doctors</li> </ul>	AO3 Analysis of Pliny’s letter	
<ul style="list-style-type: none"> <li>The Romans and public health</li> </ul>	An Aedile’s Guide to Roman Public Health AO1 & 2 AO1.2 & 3	
<ul style="list-style-type: none"> <li>Galen’s ideas about physiology, anatomy and treatment</li> </ul>	Galen’s significance – mindmap AO1	
<b>Summative Unit test</b>	Prepare for past questions paper	

## **Other ways by which your understanding of the Prehistoric and Ancient World can be extended and enhanced.**

### **ICT**

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- BBC bitesize has really good sections [www.bbc.co.uk/gcsebitesize](http://www.bbc.co.uk/gcsebitesize)
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- Terry Deary’s “Horrible History” series will have interesting medical details as well as being a light hearted, but good way, to understand the context of the periods you are working through. The Awesome Egyptians, The Rotten Romans etc
- Often films like Master and Commnader, the Kingdom of Heaven, Spartacus have good reconstructions of situations and give a really good sense of context



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- The Welcome Museum is well worth a visit if you are in London. The Royal Albert memorial Museum in Exeter is very good too, once it has reopened.
- Bath –there are plenty of Roman ruins there and it is brilliant for Roman Public Health

- The top floor of the Merchant's House in Plymouth has 'Parks' the Chemist
- Plymouth University has a History of Medicine exhibition.

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# St. Boniface's College

## History Department



### Year 10

### Home Learning /Extension material

#### Unit 4:

### Medicine in the 19<sup>th</sup> and 20<sup>th</sup> Centuries



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<b>Medicine in the 19<sup>th</sup> and 20<sup>th</sup> centuries</b>		
<b>Introductory Study</b> Third period of Breakthrough <ul style="list-style-type: none"> <li>Why did so much change happen in the 19<sup>th</sup> and 20<sup>th</sup> centuries ?</li> </ul>	AO1. Analysis of the roles of revolutions in industry, science, transport, communications, the nature of warfare etc.	
<ul style="list-style-type: none"> <li>John Snow and the causes of cholera.</li> </ul>	AO2 Analysis of John Snow's investigation + cholera play	
<ul style="list-style-type: none"> <li>Pasteur and the development of the germ theory</li> </ul>	AO1 Study of the role Pasteur (the chemist)	
<ul style="list-style-type: none"> <li>Koch developments in bacteriology</li> </ul>	AO1 Investigation of how the role of scientific techniques unlock the key to disease.	
<ul style="list-style-type: none"> <li>Developments in drugs and vaccines</li> </ul>	AO1/2 Teamwork, chance, media, experiment, individuals etc ?	
<ul style="list-style-type: none"> <li>The development of penicillin</li> </ul>	AO1 the influence of war and other factors. AO£ The importance of Fleming ?	
<ul style="list-style-type: none"> <li>The battle against infectious and non-infectious disease</li> </ul>	Paper 2 style exercise	
<ul style="list-style-type: none"> <li>The development of hospitals and caring for the ill, including the contributions of Florence Nightingale and Mary Seacole</li> </ul>	AO3 To what extent was Florence Nightingale more significant than Mary Seacole?	
<b>Summative Unit test</b>	Prepare for past questions paper	
<b>Surgery</b>		
<ul style="list-style-type: none"> <li>Developments in anaesthetics and antiseptics</li> </ul>	AO1/2/3 Extended study on the individuals and factors involved...	
<ul style="list-style-type: none"> <li>Developments in blood transfusion</li> </ul>	...in over coming the problems of pain, bleeding and infection.	
<ul style="list-style-type: none"> <li>Modern surgery, transplanting organs and plastic surgery</li> </ul>	AO2 Source investigation – factors enabling first heart transplant.	
<b>Public Health</b>		
<ul style="list-style-type: none"> <li>The impact of industrialisation on living conditions and on health and hygiene</li> </ul>	AO2 The Court of King Cholera	
<ul style="list-style-type: none"> <li>The development of public health systems</li> </ul>	AO1/3 Analysis of the inter connected factors which overcame objections to providing public health	
<ul style="list-style-type: none"> <li>The reforms of the Liberal governments, 1906 - 1914</li> </ul>	AO1/2/3 Trace a time line of factors which charts the development of the	
<ul style="list-style-type: none"> <li>The Introduction and impact of the National Health Service</li> </ul>	welfare state, - 'free at the point of delivery, from the cradle to the grave'	
<ul style="list-style-type: none"> <li>The continuing debate about the provision of health care.</li> </ul>	AO1/2/3 Investigation of current practices, controversies	
<b>Summative Unit test</b>	Prepare for past questions paper	

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## Moodle

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# St. Boniface's College

## History Department



### Year 11 Home Learning /Extension material Summer Term

#### Unit 2: Depth Study Germany c.1919 – 1945.



Name .....Form.....Mentor.....

Parent/Guardian signature.....Date.....

Homework nights Week A.....Week B.....

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<b>Topics</b>	<b>Home Learning Tasks</b>	<b>Complete ? Grade ?</b>
<b>Key Question 1: Was the Weimar Republic doomed from the start?</b>		<b>Key Question 1:</b>
<ul style="list-style-type: none"> <li>Germany before WWI</li> </ul>	AO1 Investigation of the position of Germany before WWI and revision of why Germany lost	
<ul style="list-style-type: none"> <li>The Weimar Government</li> </ul>	AO1 Exploration behind the set up of the Weimar constitution + chart of political groups and ideas.	
<ul style="list-style-type: none"> <li>Post War Economic Conditions</li> </ul>	AO1 Look at the effects of WWI	
<ul style="list-style-type: none"> <li>The Treaty of Versailles</li> </ul>	AO1/3 Applying new knowledge of German politics to produce contrasting reactions to Versailles.	
<ul style="list-style-type: none"> <li>The Inflation 1923</li> </ul>	AO1/2/3 Analysis of causes and effects (good as well as bad)	
<ul style="list-style-type: none"> <li>The Stresemann Years 1924-29</li> </ul>	AO2/3 Resolving conflicting interpretations of Stresemann	
<ul style="list-style-type: none"> <li>The Golden Age of Weimar</li> </ul>	AO1/2 Exploration of Weimar culture and Zeitgeist.	
<ul style="list-style-type: none"> <li>What did Weimar achieve?</li> </ul>	AO1 Analysis of the positive and negatives of the 1919 – 1933 period.	
<ul style="list-style-type: none"> <li>Was the Weimar Republic really doomed to failure ?</li> </ul>	AO2/3 Controlled Assessment practice exercise preparing a structured analysis of controversy.	
<b>Key Question 2: How was Hitler able to come to power in Germany?</b>		
<ul style="list-style-type: none"> <li>Early development of the Nazi Party</li> </ul>	AO1 Narrative biographical approach.	
<ul style="list-style-type: none"> <li>The Munich Putsch</li> </ul>	AO1/2/3 Causes, events, short and long term significance	
<ul style="list-style-type: none"> <li>Nazi ideas in the 1920's</li> </ul>	AO2 Mind map of ideas based on early Nazi sources.	
<ul style="list-style-type: none"> <li>The Nazi Rise to power 1929 - 33 – Backstairs Intrigue</li> </ul>	AO1/2/3 Detailed timeline Analysis of the 'backstairs intrigue' by which Hitler was helped into power.	
<ul style="list-style-type: none"> <li>Who supported the Nazis ?</li> </ul>	AO1/2 Analysis of the cross section of support for the Nazis across German society.	
<b>Summative Unit test</b>	Prepare for past questions paper	

**Other ways by which your understanding of the Weimar Republic can be extended and enhanced.**

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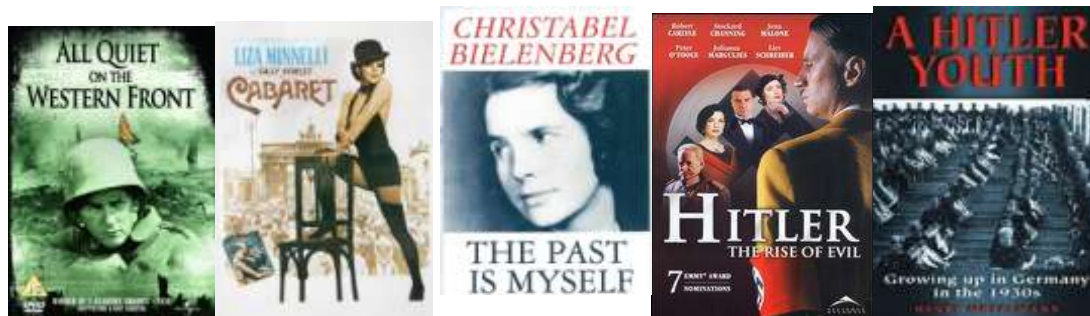
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- *All Quiet on the Western Front*, written by Erich Maria Remarque, a German veteran of World War I, in 1928 was banned and burned by the Nazis. There are two good film versions of it.
- *Caberet* is a classic film about life in Berlin Germany during the early 1930s, when the Nazi Party rose to power.
- Often films like *Fuhrer the Rse of Evil*, or musicals like *Caberet* have good reconstructions of situations and give a really good sense of context



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Probably not too many opportunities for site visits. People on the Berlin trip might be able to pick up some sense of the Weimar years.

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# St. Boniface's College

## History Department



### Year 11

### Home Learning /Extension material

### Autumn Term

### Unit 2: Depth Study Germany c.1919 – 1945.



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<b>Key Question 3: How effectively did the Nazis control Germany 1933-45 ?</b>	Key questions 3 & 4 topic material crosses over. Gather evidence to show how <b>DIFFERENT INDIVIDUALS</b> and <b>GROUPS</b> felt <b>DIFFERENT things</b> at <b>DIFFERENT times</b> between 1933 and 1945	
<ul style="list-style-type: none"> <li>The Consolidation of power – ‘Gleichshaltung’</li> </ul>	AO3 Cartoon work + notes	
<ul style="list-style-type: none"> <li>The 1933 election and the Reichstag fire, the Enabling Act</li> </ul>	AO2/3 Detailed investigation of sources and interpretations.	
<ul style="list-style-type: none"> <li>The Night of the Long Knives</li> </ul>	AO1 Motivation and significance	
<ul style="list-style-type: none"> <li>How did the Nazis build a Totalitarian State and to what extent was it effective ? The Army The Nazi police State The Churches The Youth &amp; Education The position of Women The Gauleiters Work and Leisure</li> </ul>	AO 1/2/3 Group research and presentation but you need individuals notes/tables/mindmaps on all the different aspects.	
<ul style="list-style-type: none"> <li>The Nazi Economy</li> </ul>	AO2/AO3 Numeracy and Statistics exercise	
<ul style="list-style-type: none"> <li>Racism and the Nazi State</li> </ul>	Time line of anti-semitism and the motivation behind it This will connect to your work on the Arab-Israeli Conflict.	
<ul style="list-style-type: none"> <li>Techniques of Propaganda</li> </ul>	AO2/3 Build up a profile of all the propaganda examples and techniques as you work through topics for 3 & 4	
<ul style="list-style-type: none"> <li>Leadership and the role of the Fuhrer</li> </ul>	AO2/3 An analysis of the role of the individual.	
<b>Summative Unit test</b>	Prepare for past questions paper	
<b>Key Question 4: What was it like to live in Nazi Germany?</b>	See Key Question 3 material	
<ul style="list-style-type: none"> <li>What did total war mean for Germany ?</li> </ul>	AO1/2 Source analysis	
<ul style="list-style-type: none"> <li>How did people survive the Holocaust?</li> </ul>	AO1/2 Evidence of evidence form Auchwitz, Belson etc.	
<ul style="list-style-type: none"> <li>How far was Hitler responsible for the Holocaust ?</li> </ul>	AO1/2/3 An Investigation of the Wannsee Conference	
<ul style="list-style-type: none"> <li>What was different about the Holocaust ?</li> </ul>	AO1/3 Consideration of the Holocaust in the wider context.	
<ul style="list-style-type: none"> <li>Resistance during the war.</li> </ul>	AO1/2 ‘Valkyrie’ etc	
<b>Summative Unit test</b>	Prepare for past questions paper	

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**Christable Bielenburg's 'The Past is Myself'** is a brilliant personal description of a young English girl married to a young German lad in 1934, their resistance to the Nazis and his part in the 1944 plot to assassinate Hitler. There are some extracts on Moodle

**Hans Fallada, - 'Alone in Berlin'** is another extraordinary story of resistance in Berlin

**Henry Metalmann's 'Hitler Youth' and 'Through Hell for Hitler'** are tremendous accounts from a man who as a youth became completely captivated by Hitler and has spent his entire post war life explaining why. Read his article on Moodle

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- There is plenty of evidence in Plymouth (as you saw in Year 9) as to the extent to which the South West was affected by events in Germany. – St. Andrew's Church, Charles Church, Harrowbeer Airfield etc
- Students involved in the Berlin Trip might be able to gain a real insight from their visit to the Topograahy of Terror etc.

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