**SWA History (Edexcel) – Personal Learning Checklist of the whole GCSE Course**

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|  | Lesson | **The Reigns of King Richard and King John, 1189-1215** | R | A | G |
|  |  | **Life and government in England 1189-1216** |  |  |  |
| 1 | What was the feudal system? | * The feudal hierarchy and the nature of feudalism (landholding, homage, knight service, labour service) forfeiture. * The role and influence of the church. |  |  |  |
| 2 | What was the nature of Kingship and how did succession work? | * The nature of kingship: duties, rights, rituals, displays. * Richard I as king: his claim to the throne; how power was secured; his character. * John as king: his claim to the throne; how power was secured and the murder of Prince Arthur; John’s character. |  |  |  |
| 3 | How was England governed and how was revenue raised? | * How England was governed when Richard was absent, 1189-99, and during King John’s continued presence in England, 1199-1216. * Royal revenues: the royal demesne and the role of sheriffs in collecting revenues; feudal incidents; scutage; taxes on moveables and income in 1207. |  |  |  |
| 4 | What was English society like 1189-1216? | * The nature of agriculture and peasant life. * Towns: life in towns; their role in the economy. * Jews in Medieval England: legal status; role in moneylending; anti-Semitism; the causes and extent of the pogroms of 1189-90, including the significance of the coronation of Richard ; royal exploitation via taxes. |  |  |  |
|  |  | **Involvements overseas, 1189-1204** |  |  |  |
| 5 | What was the nature of crusading? | * The concept of crusade; the immediate causes of the Third Crusade. * The nature of the English crusading army: who they were, why they went. * Attitudes in England to the crusaders. |  |  |  |
| 6 | What was Richard the crusader like as King? | * Richard’s motives for involvement in the Third Crusade; his quarrel with Philip II. * Richards’s military victories and Acre and Arsuf. * The failure to recapture Jerusalem. |  |  |  |
| 7 | What was the aftermath of the crusade? | * Richards return from the Holy Land. * Richard’s capture, the ransom and its burden on England. |  |  |  |
| 8 | How significant was Normandy? | * The competing aims of Richard and John and Phillip II in Normandy. * Richard and Chateau Gaillard: its cost and importance. * John and the fall of Chateau Gaillard; the loss of Normandy 1204. |  |  |  |
|  |  | **King John’s downfall, 1205-16** |  |  |  |
| 9 | What was the nature of the dispute with the papacy? | * Causes of the dispute. * The Interdict and its impact on everyday life. * The significance of the reconciliation between John and Innocent III. |  |  |  |
| 10 | Why did relations with the barons get worse? | * Growing financial impositions to raise money for war with France: taxation and ‘fines’; the use of arbitrary power. * The plot of 1212. * The impact of the failure to regain Normandy in 1214. |  |  |  |
| 11 | How significant was the magna carta? | * The rebellion of 1215: Northampton, Lincoln and the march on London. * Runnymede: the motives of the barons and the main provisions of Magna Carta. * The outbreak of war: the taking and siege of Rochester; the invasion of Prince Louis. |  |  |  |
| 12 | What were the problems of succession? | * The problem of the succession. * The role of William Marshal as Protector. * The condition of England by 1216. |  |  |  |
|  | Lesson | **Medicine in Britain, c1250-present** | R | A | G |
|  |  | **c1250-c1500: Medicine in Medieval Britain** |  |  |  |
| 1 | How did people explain what caused disease in Medieval England? | * Supernatural & Religious explanations of disease * The Theory of the Four Humours |  |  |  |
| 2 | What influenced ideas about disease in Medieval England? | * Classical thinking, **Galen’**s and Hippocrates influence, Miasma, Urine Charts, Factors: *Individuals & the Church, Science and Technology, Attitudes in society* |  |  |  |
| 3 | How did people try to treat and prevent disease in Medieval England? | * Religious & Supernatural, Humoural treatments, Remedies, Preventions: The Church, Hygiene, Diet, Purifying the air |  |  |  |
| 4 | How did people care for the sick before 1500? | * Medieval ‘medics’: Physicians, Apothecaries, Surgeons, Hospitals, Care at home |  |  |  |
| 5 | CASE STUDY: How did people try to deal with the Black Death? | * Ideas about the causes of the Black Death, Treatments for the Black Death, Preventions tried to stop the Black Death |  |  |  |
|  |  | **c.1500-c.1700: The Medical Renaissance in England** |  |  |  |
| 6 | How far had ideas about the causes of disease changed c1500-c1700? | * Change and continuity, New ideas and discoveries, Changing ideas |  |  |  |
| 7 | What influenced new ideas about disease c1500-c1700? | * Scientific Approach to diagnosis, **Thomas Sydenham,** Printing Press, Royal Society |  |  |  |
| 8 | What changes were made to the treatment and prevention of disease from c1500-c1700? | * Transference, Chemical cures, Prevention – change and continuity |  |  |  |
| 9 | How did care for the sick change c1500-c1700? | * Apothecaries, Surgeons and physicians, **Andreas Vesalius,** Hospitals, Pest Houses, Community Care |  |  |  |
| 10 | CASE STUDY: Why was William Harvey important for understanding the human body? | * **Harvey’s** Research, Factors*: Individuals & institutions, Science and Technology, Attitudes in Society* |  |  |  |
| 11 | CASE STUDY: How did people deal with the Great Plague? | * Ideas about the causes, Approaches to treatment, Approaches to prevention |  |  |  |
|  |  | **c.1700-c.1900: Medicine in Eighteenth and Nineteenth Century Britain** |  |  |  |
| 12 | How did people explain the cause of disease c1700-c1900? | * **Louis Pasteur,** Germ Theory, **Robert Koch,** Impact on Britain, Factors: *Individuals, Institutions, Science, Technology, Attitudes in society* |  |  |  |
| 13 | How far did care for the sick in hospitals change c1700-c1900? | * Hospitals in the 19th C, **Florence Nightingale,** Hospitals by 1900 |  |  |  |
| 14 | How did surgery improve c1700-c1900? | * Tackling pain – anaesthetics, **James Simpson,** Tackling infection – antiseptics, **Joseph Lister,** Opposition to change |  |  |  |
| 15 | CASE STUDY: How did Edward Jenner change how disease was prevented? | * Small Pox in the 18thC, **Jenner’s** discovery, Reactions to vaccination, Impact- short & long term, Public Health Act 1875 |  |  |  |
| 16 | CASE STUDY: How did the government fight the Cholera epidemics of the 19th Century? | * **John Snow,** 1854 epidemic, Broad Street pump |  |  |  |
|  |  | * c**.1900-Present: Medicine in Modern Britain** |  |  |  |
| 17 | How did understanding of the causes of disease develop c1900-present? | * Genetics, **Watson & Crick, H**uman Genome Project, Factors: *Technology, Science,* Lifestyle – Smoking, diet, Improved diagnosis – technology (blood tests, scans and monitors) |  |  |  |
| 18 | How have treatments developed 1900-present? | * Magic Bullets, Development of antibiotics, Impact of science and technology in medicines |  |  |  |
| 19 | What impact has the NHS had on medical care? | * Improved access to care, High-tech medical and surgical treatments in hospital |  |  |  |
| 20 | To what extent have treatments and preventions changed c1900-present? | * Treatment, Improved access to care, Preventing disease * Government legislation, Lifestyle campaigns, mass vaccinations |  |  |  |
| 21 | CASE STUDY: How significant was the discovery of Penicillin? | * **Alexander Fleming, Florey and Chain,** Mass production, Use of Penicillin |  |  |  |
| 22 | CASE STUDY: How has the fight against lung cancer developed into the 21st century? | * Use of science & tech in diagnosis & treatment, Prevention – govt action |  |  |  |
|  |  | **The British sector of the Western Front, 1914-18: injuries, treatments and the trenches.** |  |  |  |
| 23 | The historical context of medicine in the early twentieth century | * The historical context of medicine in the early twentieth century: * the understanding of infection and moves towards aseptic surgery; * the development of x-rays; blood transfusions and developments * in the storage of blood. |  |  |  |
| 24 | The context of the British sector of Western Front | * The context of the British sector of Western Front and the theatre * of war in Flanders and northern France: the Ypres salient, the * Somme, Arras and Cambrai. The trench system - its construction * and organisation, including frontline and support trenches. The use * of mines at Hill 60 near Ypres and the expansion of tunnels, caves * and quarries at Arras. Significance for medical treatment of the * nature of the terrain and problems of the transport and communications infrastructure. |  |  |  |
| 25 | Conditions requiring medical treatment on the Western Front | * Conditions requiring medical treatment on the Western Front, * including the problems of ill health arising from the trench * environment. The nature of wounds from rifles and explosives. The * problem of shrapnel, wound infection and increased numbers of * head injuries. The effects of gas attacks. |  |  |  |
| 26 | The work of the RAMC and FANY | * The work of the RAMC and FANY. The system of transport: * stretcher bearers, horse and motor ambulances. The stages of * treatment areas: aid post and field ambulance, dressing station, * casualty clearing station, base hospital. The underground hospital * at Arras |  |  |  |
| 27 | The significance of the Western Front for experiments in surgery  and medicine | * The significance of the Western Front for experiments in surgery * and medicine: new techniques in the treatment of wounds and * infection, the Thomas splint, the use of mobile x-ray units, the * creation of a blood bank for the Battle of Cambrai. |  |  |  |

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|  | Lesson | **Weimar and Nazi Germany, 1918-1939** | R | A | G |
|  |  | **The origins of the Weimar Republic, 1918-29** |  |  |  |
| 1 | How did the origins of the Weimar Republic leave it weak? | * The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. * The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution. |  |  |  |
| 2 | How serious were early challenges to the Republic, 1919-23? | * Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles. * Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. * The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. |  |  |  |
| 3 | How far did the Republic recover, 1924-29? | * Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. * The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact. |  |  |  |
| 4 | In what ways did German society change 1924-29? | * Changes in the standard of living, including wages, housing, unemployment insurance. * Changes in the position of women in work, politics and leisure. * Cultural changes: developments in architecture, art and the cinema. |  |  |  |
|  |  | **Hitler’s rise to power, 1919-1933** |  |  |  |
| 5 | What were the beginnings of the Nazi party, 1920-22? | * Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20. * The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA. |  |  |  |
| 6 | What was the impact of Munich Putsch, 1923-29? | * The reasons for, events and consequences of the Munich Putsch. * Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926. |  |  |  |
| 7 | Why did support for the Nazi’s grow, 1929-32? | * The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. * Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA. |  |  |  |
| 8 | How did Hitler become Chancellor, 1932-33? | * Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. * The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. |  |  |  |
|  |  | **Nazi control and dictatorship, 1933-1939** |  |  |  |
| 9 | What led to the creation of the Nazi dictatorship, 1933-4? | * The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. * The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance |  |  |  |
| 10 | How far was Hitler successful in creating a police state? | * The role of the Gestapo, the SS, the SD and concentration camps. * Nazi control of the legal system, judges and law courts. * Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat |  |  |  |
| 11 | How did the Nazis control and influence the German people? | * Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936. * Nazi control of culture and the arts, including art, architecture, literature and film. |  |  |  |
| 12 | In what ways did different groups oppose the Nazis and with what success? | * The extent of support for the Nazi regime. * Opposition from the Churches, including the role of Pastor Niemöller. * Opposition from the young, including the Swing Youth and the Edelweiss Pirates. |  |  |  |
|  |  | **Life in Nazi Germany, 1933-39** |  |  |  |
| 13 | How effective were Nazi policies towards women? | * Nazi views on women and the family. * Nazi policies towards women, including marriage and family, employment and appearance. |  |  |  |
| 14 | How effective were Nazi policies towards the young? | * Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. * Nazi control of the young through education, including the curriculum and teachers. |  |  |  |
| 15 | How far did the standard of living change for people living in Germany in the 1930s? | * Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. * Changes in the standard of living, especially of German workers. * The Labour Front, Strength Through Joy, Beauty of Labour. |  |  |  |
| 16 | How and why were minorities persecuted in Germany? | * Nazi racial beliefs and policies and the treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities. * he persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht. |  |  |  |

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|  | Lesson | **Superpower Relations and the Cold War 1941-91** | R | A | G |
|  |  | Key topic 1: The origins of the Cold War, 1941–58 |  |  |  |
| **1** | What were the causes of early tension between East and West? | ● The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences.  ● The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.  ● The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe. |  |  |  |
| 2 | How did the Cold War develop after 1945? | ● The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947.  ● The significance of Cominform (1947), Comecon  ● Berlin: its division into zones. The Berlin Crisis (blockade and airlift) and its impact.  The formation of the Federal Republic of Germany and German Democratic Republic, and the formation of NATO (1949). |  |  |  |
| 3 | Why did the Cold War intensify in the 1950s? | ● The significance of the arms race and the formation of the Warsaw Pact.  ● Events in 1956 leading to the Hungarian Uprising, and Khrushchev’s response.  ● The international reaction to the Soviet invasion of Hungary. |  |  |  |
|  |  | Key topic 2: Cold War crises, 1958–70 |  |  |  |
| 4 | How did events in Berlin increase tension between East and West**?** | * The refugee problem in Berlin, Khrushchev’s Berlin ultimatum (1958), and the summit meetings of 1959–61. * The Construction of the Berlin Wall * Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy’s visit to Berlin in 1963. |  |  |  |
| 5 | How did events in Cuba increase tension between East and West? | * Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro’s government. The significance of the Bay of Pigs incident. * The events of the Cuban Missile Crisis. * The consequences of the Cuban Missile Crisis: the ‘hotline’, the Limited Test Ban Treaty 1963; the Outer Space Treaty 1967; and the Nuclear Non-Proliferation Treaty 1968. |  |  |  |
| 6 | What was the Prague Spring and how did it increase tensions between East and West? | * Opposition in Czechoslovakia to Soviet control: the Prague Spring. * The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia. * International reaction to Soviet measures in Czechoslovakia. |  |  |  |
|  |  | Key topic 3: The end of the Cold War, 1970–91 |  |  |  |
| **7** | How far did tensions between East and West reduce in the 1970s? | * Détente in the 1970s, SALT 1, Helsinki, and SALT 2. * The significance of Reagan and Gorbachev’s changing attitudes. * Gorbachev’s ‘new thinking’ and the Intermediate-Range Nuclear Force (INF) Treaty 1987. |  |  |  |
| **8** | What were the flashpoints that began the end of the Cold War? | * The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. * Reagan and the ‘Second Cold War’, the Strategic Defence Initiative. |  |  |  |
| 9 | What caused the collapse of Soviet control of Eastern Europe? | * The impact of Gorbachev’s ‘new thinking’ on Eastern Europe: the loosening Soviet grip on Eastern Europe. * The significance of the fall of the Berlin Wall. * The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact. |  |  |  |