**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.
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| 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.
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| 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.
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| 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.
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|  |  | **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.
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| 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.
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| 7 | What was the aftermath of the crusade? | * Richards return from the Holy Land.
* Richard’s capture, the ransom and its burden on England.
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| 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.
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|  |  | **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.
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| 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.
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| 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.
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| 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.
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|  | 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
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| 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*
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| 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
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| 4 | How did people care for the sick before 1500? | * Medieval ‘medics’: Physicians, Apothecaries, Surgeons, Hospitals, Care at home
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| 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
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|  |  | **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
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| 7 | What influenced new ideas about disease c1500-c1700? | * Scientific Approach to diagnosis, **Thomas Sydenham,** Printing Press, Royal Society
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| 8 | What changes were made to the treatment and prevention of disease from c1500-c1700? | * Transference, Chemical cures, Prevention – change and continuity
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| 9 | How did care for the sick change c1500-c1700? | * Apothecaries, Surgeons and physicians, **Andreas Vesalius,** Hospitals, Pest Houses, Community Care
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| 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*
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| 11 | CASE STUDY: How did people deal with the Great Plague? | * Ideas about the causes, Approaches to treatment, Approaches to prevention
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|  |  | **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*
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| 13 | How far did care for the sick in hospitals change c1700-c1900? | * Hospitals in the 19th C, **Florence Nightingale,** Hospitals by 1900
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| 14 | How did surgery improve c1700-c1900? | * Tackling pain – anaesthetics, **James Simpson,** Tackling infection – antiseptics, **Joseph Lister,** Opposition to change
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| 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
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| 16 | CASE STUDY: How did the government fight the Cholera epidemics of the 19th Century? | * **John Snow,** 1854 epidemic, Broad Street pump
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|  |  | * c**.1900-Present: Medicine in Modern Britain**
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| 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)
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| 18 | How have treatments developed 1900-present? | * Magic Bullets, Development of antibiotics, Impact of science and technology in medicines
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| 19 | What impact has the NHS had on medical care? | * Improved access to care, High-tech medical and surgical treatments in hospital
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| 20 | To what extent have treatments and preventions changed c1900-present? | * Treatment, Improved access to care, Preventing disease
* Government legislation, Lifestyle campaigns, mass vaccinations
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| 21 | CASE STUDY: How significant was the discovery of Penicillin? | * **Alexander Fleming, Florey and Chain,** Mass production, Use of Penicillin
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| 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
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|  |  | **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.
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| 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.
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| 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.
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| 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
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| 27 | The significance of the Western Front for experiments in surgeryand 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.
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| 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.
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| 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.
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| 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.
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|  |  | **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.
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| 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.
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| 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.
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| 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.
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|  |  | **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
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| 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
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| 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.
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| 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.
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|  |  | **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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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|  |  | 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.
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| **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.
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| 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.
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