

**Student Learning Reflection & Personalised Learning Checklist**

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| **Subject/Course:** | **GCSE History**  |
| **Student Name:** |  |

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|  |  |  | Self-Assessment |
| Topic |  | Key knowledge/skills | Red | Amber | Green |
| c1250 - c1500: Medicine in medieval England | Ideas about the cause of disease and illness | What were the supernatural and religious explanations for the cause of disease? |  |  |  |
| What was the Theory of the Four Humours? |  |  |  |
| What was the Miasma Theory? |  |  |  |
| How significant was the continuing influence in England of Hippocrates and Galen? |  |  |  |
| Approaches to prevention and treatment | What were the religious actions towards the prevention and treatment of illness? |  |  |  |
| Why was bloodletting and used? |  |  |  |
| How did people in the Middle Ages attempt to purify the air? |  |  |  |
| What herbal remedies were used to prevent and treat illness? |  |  |  |
| What new and traditional approaches were there to hospital care in the C13th? |  |  |  |
| What was the role of the physician, apothecary and barber surgeon in treatment and care? |  |  |  |
| CASE STUDY | Dealing with the Black Death, 1348-49; what approaches to treatment and attempts to prevent its spread were used? |  |  |  |
| c1500 - c1700: The Medical Renaissance in England | Ideas about the cause of disease and illness | How far did explanations of the cause of disease and illess continue? |  |  |  |
| What were the new scientific approaches to medicine? (including the work of Thomas Sydenham in improving diagnosis) |  |  |  |
| How did the Printing Press influence medicine? |  |  |  |
| How did the work of the Royal Society change ideas about medicine? |  |  |  |
| Approaches to prevention and treatment | How far did approaches to prevention, treatment and care in the community and in hospitals continue? |  |  |  |
| Why was the work of Vesalius significant? |  |  |  |
| CASE STUDIES | Why was the work of Harvey significant? |  |  |  |
| How did London deal with the Great Plague in 1665? Approaches to treatment and attempts to prevent its spread. |  |  |  |
| c1700 - c1900: Medicine in C18th and C19th Britain | Ideas about the cause of disease and illness | How far did explanations of the cause of disease and illess change? |  |  |  |
| What was the impact of Pasteur's Germ Theory? |  |  |  |
| Approaches to prevention and treatment | How far did care and treatment in hospitals change after Nightingale? |  |  |  |
| What impact did anaesthetics and antiseptics have on surgery? |  |  |  |
| What new approaches to prevention were developed? |  |  |  |
| How significant was the 1875 Public Health Act in preventing disease? |  |  |  |
| CASE STUDIES | What impact did Jenner's development of the vaccination have on the prevention of disease? |  |  |  |
| How did London attempt to prevent the spread of Cholera? How significant was Dr John Snow in preventing the spread of Cholera from 1854? |  |  |  |
|  c1900- present: Medicine in modern Britain | Ideas about the cause of disease and illness | How has knowledge of genetics advanced understanding of the spread of illness and disease? |  |  |  |
| How has the influence of lifestyle factors advanced the understanding of illness and disease? |  |  |  |
| What impact has the availability of blood tests, scans and monitors had on the diagnosis of illness and disease? |  |  |  |
| Approaches to prevention and treatment | What impact has the NHS had on care and treatment? |  |  |  |
| What has been the impact of science and technology on care and treatment? (advances in medicines, including magic bullets and antibiotics.) |  |  |  |
| How significant has science and technology been in improving surgical treatmetn in hospitals? |  |  |  |
| What new approaches to prevention have been developed? |  |  |  |
| CASE STUDIES | How significant were individuals in the development of penicillin? |  |  |  |
| What developments have taken place in the fight against lung cancer in the C21st? |  |  |  |

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|  |  | Self Assessment |
| Topic | Key knowledge/skills | Red | Amber | Green |
| The British sector of the Western Front, 1914-18: injuries, treatment and the trenches | What was the British sector of the Western front and the theatre of war in Flanders and northern France? |  |  |  |
| Describe the trench system. How were mines used at Hill60 near Ypres? How were tunnels, caves and quarries used at Arras? How was the nature of the terrain and problems of the transport and communications infrastructure significant for medical treatment? |  |  |  |
| What conditions required medical treatment on the Western Front, including problems of ill health arising from the trench environment? What was the nature of wounds from rifles and explosives? What were the effects of gas attacks? |  |  |  |
| Describe the work of the RAMC and FANY. Describe the system of transport: stretcher bearers, horse and motor ambulances. |  |  |  |
| What were the stages of treatment areas? Describe the underground hospital at Arras. |  |  |  |
| What was the significance of the Western Front for experiments in surgery and medicine?  |  |  |  |
| How did the understanding of infection and move towards aseptic surgery develop during WW1? In what ways did x-rays; blood transfusions and the storage of blood develop during WW1? |  |  |  |
| Knowledge, selection and use of sources for historical enquiries | What national sources are relevant to the period and issue? |  |  |  |
| What local sources relevant to the period and issue? |  |  |  |
| What are the strengths and weaknesses of different types of source for specific enquiries? |  |  |  |
| How should you frame questions relevant to the pursuit of a specific enquiry? |  |  |  |
| How should you select appropriate sources for specific investigations? |  |  |  |

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|  |  |  | Self-Assessment |
| Topic |  | Key knowledge/skills | Red | Amber | Gre |
| Key topic 1: The Weimar Republic 1918–29 | The origins of the Republic,1918–19 | 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.  |  |  |  |
| The early challenges to the WeimarRepublic ‘19–23 | 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.  |  |  |  |
| The recoveryof the Republic, 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.  |  |  |  |
| Changes insociety, 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.  |  |  |  |
| Key Topic 2: Hitler’s rise to power, 1919–33 | Developmentof NaziParty, 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. |  |  |  |
| The lean years,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. |  |  |  |
| The growth insupport forthe Nazis,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.  |  |  |  |
| Hitler becomes 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. |  |  |  |
| Key topic 3: Nazi control and dictatorship, 1933–39 | The creation of a dictatorship,1933–34 | 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. |  |  |  |
| The police state | The role of the Gestapo, the SS, the SA 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. |  |  |  |
| Controlling and influencing attitudes | 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. |  |  |  |
| Opposition,resistance andconformity | 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. |  |  |  |
| Key Topic 4: Life in Nazi Germany, 1933–39 | Nazi policiestowardswomen | Nazi views on women and the family.  |  |  |  |
| Nazi policies towards women, including marriage and family, employment and appearance. |  |  |  |
| Nazi policiestowards theyoung | 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.  |  |  |  |
| Employmentand livingstandards | 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. |  |  |  |
| Thepersecution ofminorities | Nazi racial beliefs and policies and the treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities. |  |  |  |
| The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht. |  |  |  |

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|  |  |  | Self-Assessment |
| Topic |  | Key knowledge/skills | Red | Amber | Green |
| Key topic 1: The origins of the Cold War, 1941–58 | Early tensionbetween Eastand 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. |  |  |  |
| Thedevelopmentof the ColdWar | The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. |  |  |  |
| The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). |  |  |  |
| 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. |  |  |  |
| The Cold Warintensifies | 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 | Increasedtensionbetween Eastand West | The refugee problem in Berlin, Khrushchev’s Berlin ultimatum (1958), and the summit meetings of 1959–61. |  |  |  |
| 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.  |  |  |  |
| Opposition in Czechoslovakia to Soviet control: the Prague Spring. |  |  |  |
| Cold Warcrises | The construction of the Berlin Wall, 1961. |  |  |  |
| The events of the Cuban Missile Crisis. |  |  |  |
| The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia. |  |  |  |
| Reaction tocrisis | Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy’s visit to Berlin in 1963. |  |  |  |
| 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. |  |  |  |
| International reaction to Soviet measures in Czechoslovakia. |  |  |  |
| Key topic 3: The end of the Cold War, 1970–91 | Attempts toreducetensionbetween Eastand West | 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. |  |  |  |
| Flashpoints | 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. |  |  |  |
| The collapseof Sovietcontrol ofEasternEurope | 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. |  |  |  |