

KS4 History

Curriculum Overview

Curriculum Intent

The aims for History are to help students to understand the processes of change and continuity, cause and consequence and the impact these have on society and the students themselves. We also aim for students to understand the methods for historical enquiry, including how sources are used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

These aims meet the needs of the national curriculum. We focus on British history as required but also try and include wider historical perspectives to broaden students understanding of the world. We focus on extended writing, which not only prepares students for GCSE history and supports literacy, but also meets the national curriculum target of writing their own structure accounts, including written narratives and analyses.

In history we approach our topics in chronological order. This ensures knowledge is sequenced in a logical manner that supports students understanding. This chronological order is important because the exact order in which events occur helps students grasp the cause/consequence & change/continuity of historical events. This hopefully enables students to step back and view the "big picture" of our history - how and why events unfold in the way they do, and how they are related. I think this is powerful! We also sequence through social, economic, religious, and political history and cover these themes in each, chronological time period we study.

How is History assessed at THA?

At KS4 we continually assess students through regular exam questions to ensure familiarity and confidence through repetition, ready for their GCES's. (see booklets) We do full exam tests at the end of each unit of work at KS4. This enables us to identify any weaknesses or knowledge gaps. There are also regular 'golden thread' tests at the start of each lesson.

Exam Board

Paper 1 Topics: Germany & Conflict & Tension 1919-1939; The inter-War Years
exam time: 2 hours
marks

Paper 2 Topics: Britain Health & People & The Normans
exam time: 2 hours

Cross Curricular Links

History links with English. Both subjects employ similar structures for writing. This helps embed these writing skills for both subjects. The analysis of sources in history helps improve and build on the analysis skills required in English literature. We provide for context for the poetry and novels studied in English. For Science, at KS4, we provide background and context to medical and scientific progress and provide depth and enrichment to the subject.

How this prepares students for their next stage of education/employment

Students are prepared for KS5 History through the concepts and skills. Some exam topics are also taught in KS5 history. History develops literacy and analysis skills.



Link: Assessment materials and specification (hyperlink)
<https://www.aqa.org.uk/subjects/history/gcse/history-8145>
<https://www.bbc.co.uk/bitesize/examspecs/zxjk4j6>

Progress/Revision sessions: Every Thursday 3:00 to 4:00pm in F14A for Year 11 & in F14 for Year 10.

Revision Links:

Teams Class Account (everything needed to revise is in this account) including a podcast for every lesson covered in class.

Maths is embedded in the chronological approach and source analysis of graphs and statistics.

Enrichment Opportunities

Theatre performance and discussion for Year 11 students on the Holocaust.

Resources/Materials to Support Learning

Workbooks
OnLine Textbooks
Revision Materials Online

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Topic: Britain, Health & People		Topic: Conflict & tension the Inter War Years			Topic: Germany 1890-1945
	Key Knowledge: <ul style="list-style-type: none"> • How was pain conquered? • How did doctors in Britain find out that germs caused disease? • How important was Joseph Lister? • The debate continues in Britain: accepting Pasteur's Germ Theory. • How did scientists discover that germs caused human diseases? • The search for vaccines and cures in Europe and Britain. • How dirty were Britain's towns in the early 1800s? • Fighting one of Britain's deadliest diseases: cholera. Why was Edwin Chadwick important? • Fighting one of Britain's deadliest diseases: cholera. The importance of John Snow. • Fighting one of Britain's deadliest diseases: cholera. The importance of Joseph Bazalgette. • Magic Bullets – why were we lucky that Ehrlich discovered Salvarsan 606? What can a study of penicillin tell us about the development of modern medicine? • How have drugs and treatment developed since 1945? • Why do new drugs have to be tested? • What alternative medicines have been developed? • What has been the impact of war and technology on surgery and health? • Why did the government try to improve the nation's health after 1900? • What has been the impact of the two world wars on public health – the Welfare State? • End of Term Test – full examination paper (one hour) 		Key Knowledge: <ul style="list-style-type: none"> • The aims of Clemenceau, Wilson and Lloyd George • Why were the big three willing to compromise when they disagreed on so much? • What were the terms of the Treaty of Versailles? • What was the reaction to the Treaty of Versailles? • How satisfied were the allies with the Treaty of Versailles? • The German reaction to the Treaty of Versailles. • How fair was the Treaty of Versailles and the wider settlement? • How were the Germans allies treated at the end of the war? • To what extent did the allies achieve their aims? • Why was the League of Nations created? • The structure of the League of Nations. • Did the League help people? • How successful was the League in the 1920's? • How did international agreements help the League of Nations? • The decline of international cooperation in the 1930's • The Manchuria crisis • How did the League react to the Manchuria crisis? • Why did Italy invade Abyssinia? • How did the League respond to the Manchuria crisis? • Was the League of Nations destined to fail? • What did Hitler want? • Which countries supported Hitler? • Anschluss with Austria • How did people react to Anschluss? • What was the Sudetenland crisis? • Why was Chamberlain so hopeful of 'peace in our time'? • How did Britain and France react to Hitler's actions? • Was appeasement a good idea? • The Nazi-Soviet Pact • The invasion of Poland and the declaration of war. • Why did the Second World W 			Key Knowledge: <ul style="list-style-type: none"> • What was Germany like before the First World War? • How did World War One affect Germany? • What was the Weimar Republic? • Why did Germans hate the Treaty of Versailles? • Why was there a hyperinflation problem in Germany in 1923? • How did politics affect Weimar Germany to 1923? • Why was the failure of the Munich Putsch important? • To what extent did the Weimar Republic recover after 1923? • How did the Depression affect Germany? • The growth of the Nazi Party • How did Hitler become Chancellor? How did Hitler eliminate his opposition? • The Night of the Long Knives

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Year 11						
	Key Skills: <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. 		Key Skills: <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. 			Key Skills: <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.
	Assessment: End of Term 1 Test (exam questions) Continual Assessment (exam questions)		Assessment: End of Term 4 Test (exam questions) Continual Assessment (exam questions)			Continual Assessment (exam questions)
	Topic: Germany 1890-1945	Topic: The Normans 1060-1100	Topic: The Normans 106-1100	Topic:	Topic: Revision	Examinations

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
			<p>The Normans (Environmental Study) & Revision</p>		
<p>Key Knowledge:</p> <ul style="list-style-type: none"> • Work & Bread • Did Hitler make Germany 'self-sufficient'? • Were ordinary Germans better off under the Nazis? • What was the impact of WW2 on Germany? • How did the Nazis change the lives of young people? • Women in Nazi Germany. • Christianity and the Nazis. • Who was on Hitler's 'hate list'? • The journey to the Final Solution. • Fear and terror: repression and the police state. • Propaganda and Censorship. • How were the arts and culture of Germany affected by Nazi rule? • Resistance and opposition to Hitler. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • What was England like before 1066? • Who were the Normans? • Who had the best claim to the throne? • How did William prepare to invade England? • How did Harald Hardrada threaten England? • Harold versus William: who will win? The Battle of Hastings? • What was the purpose, features and functions of Norman castles? • How effective was William in dealing with his opponents? • Why were there so many rebellions against the Normans? • How devastating was the Harrying of the North? • Why did Hereward the Wake rebel? 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • How did William use land to help him control the country? • What does the Domesday Book tell us about King William's England? • Who killed William II? • How did law and order in England change under the Normans? • What did a Norman village look like? • How much was the life of a peasant affected by the Normans? • How much did towns grow under the Normans? • Did the Norman Conquest change everyday life? • How religious were people in Norman times? • How did the Normans influence religion in England? • How did the Normans reform monasteries? The life of a monk • How did the Normans change education? 	<p>Key Knowledge:</p> <p>Environmental Study of a Norman historical site.</p> <ul style="list-style-type: none"> • Consolidation of course content • Targeted teaching as per need identified through asses 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • Consolidation of course content • Targeted teaching as per need identified through assessment 	

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