



History Key Stage 4 Curriculum Overview


Key Stage 4 Curriculum Journey: History

Year 10	<div> <div>←</div> <div>Week 1</div> <div>→</div> <div>Week 39</div> </div>					
	<i>Medicine in Britain c.1250 – present and The British sector of the Western Front</i>	<i>Medicine in Britain c.1250 – present and The British sector of the Western Front</i>	<i>Medicine in Britain c.1250 – present and The British sector of the Western Front</i>	<i>Weimar and Nazi Germany 1918-1939</i>	<i>Weimar and Nazi Germany 1918-1939</i>	<i>Weimar and Nazi Germany 1918-1939</i>
Key content (know that...Know how...)	<p>Students will know about the Health of the British people, from c.1250 until today. Students will know about beliefs about causes and treatments of diseases across different time periods.</p> <p><u>Medieval & Renaissance</u></p> <p>Students will study the beliefs about causes and treatments in both the Medieval and Renaissance era, Dealing with the Black Death and the role of individuals such as Hippocrates, Galen, Sydenham, Vesalius & Harvey.</p>	<p>Students will know about the Health of the British people, from c.1250 until today. Students will know about beliefs about causes and treatments of diseases across different time periods.</p> <p><u>Industrial & Modern</u></p> <p>Students will study the change and continuity in the cause of disease and illness. This includes Pasteur's Germ Theory, the influence of Nightingale, the development and use of vaccinations, the influence of genetic and lifestyle factors on health and the establishment of the NHS.</p>	<p>Students will know about the Health of the British people, from c.1250 until today. Students will know about beliefs about causes and treatments of diseases across different time periods.</p> <p><u>Historic Environment</u></p> <p>Students will study to context of the British sector of the Western Front, the trench system and the problems of ill health arising from the trench environment. They will also study the significance of the Western Front for experiments in surgery and medicine and develop their learning in being able to recognise the strengths and weaknesses of different</p>	<p>Students will know the beginnings of the Weimar Republic and the challenges it faced. Students will know how the Nazis rose to power and what life in Nazi Germany was like.</p> <p><u>The Weimar Republic & Hitler's Rise to Power</u></p> <p>Students will study the strengths and weaknesses of the new Constitution, the reasons for the early unpopularity and the recovery of the Republic. They will also study Hitler's early career and the development of the Nazi Party including how Hitler became Chancellor.</p>	<p>Students will know the beginnings of the Weimar Republic and the challenges it faced. Students will know how the Nazis rose to power and what life in Nazi Germany was like.</p> <p><u>Nazi control and dictatorship</u></p> <p>Students will study the steps Hitler took to become Fuhrer of Germany. They will also study how Germany became a police state and will investigate the role groups such as the SS & Gestapo played in creating this.</p>	<p>Students will know the beginnings of the Weimar Republic and the challenges it faced. Students will know how the Nazis rose to power and what life in Nazi Germany was like.</p> <p><u>Life in Nazi Germany</u></p> <p>Students will study what life was like in Nazi Germany. Especially for women, family & the youth. They will also study Nazi racial beliefs and policies and how the minorities suffered persecution.</p>

			types of sources for specific enquiries.			
Prior Knowledge	<p>Students have studied Black Death in KS3 and understand some common causes and treatments.</p> <p>Students also understand the importance religion played in everyday life during the Medieval era.</p>	<p>Students have studied the living conditions during the Industrial Revolution.</p> <p>Students also understand how the Second World War impacted the progress of medicine.</p>	Students studied WW1 in year 9. Therefore, they will have background knowledge to where and how the war was fought as well as the conditions of the Western Front.	<p>Students have studied the role parliament has played in Britain and will be able to understand what a Republic is.</p> <p>Students have also studied the Treaty of Versailles and understand why most Germans were upset with the signing of it.</p>	<p>Students have studied the Holocaust and WW2 in year 9 so know who Hitler and the Nazis were.</p> <p>They know what the term Fuhrer means and the role the SS played during the Holocaust.</p>	<p>Throughout KS3 students have studied the 'traditional' role of women</p> <p>Through their study of the Holocaust, they will know about Jewish/minority persecution and how the Nazis carefully indoctrinated the German population.</p>
GCSE Assessment Objectives	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied.</p>	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: Analyse, evaluate and make substantiated</p>	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: Analyse, evaluate and make substantiated</p>	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied.</p>

				judgements about interpretations in the context of historical events studied.	judgements about interpretations in the context of historical events studied.	AO4: Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.
Assessments	<p>‘[Statement.]’ How far do you agree? Explain your answer</p> <p>Explain one way in which X was [similar/different] to Y.</p> <p>Students will be assessed on their AO2 and AO1 skills in this question. Students will be given a statement and will have to form a judgement on this statement and back up their judgement with knowledge. Students must ensure they analyse the statement and constantly explain how this shows change or continuity in the time period being assessed.</p>	<p>Explain why...</p> <p>Section B of paper 1 assessment.</p> <p>Students will be assessed on their knowledge of key events, ideas and time periods (AO1) as well as their analysis of second order concepts, such as causation and continuity compared to change in the question. Students will be assessed on their ability to analyse their knowledge and answer the question by explaining their knowledge.</p> <p>Students will be assessed on their knowledge of Medicine in Britain and exam questions. Students will be assessed on their knowledge of the key beliefs about causes, treatments, prevention and hospital care in the</p>	<p>Describe two features of....</p> <p>How useful are source A and B for an enquiry into...?</p> <p>How could you follow up Source A to find out more about...?</p> <p>Section A of Paper 1 assessment.</p> <p>Students will be assessed on their knowledge of the events of WW1 and the medical advancements. Students will be assessed on their AO1 skills.</p> <p>Students will be assessed on their knowledge of medicine on the Western Front. Students will be assessed on their knowledge of sources and how sources can help</p>	<p>Explain why...</p> <p>How far do you agree with Interpretation 2 about ‘[statement.]’?</p> <p>Students will be assessed on their knowledge of key events and people for the topic and time period given for the question (AO1). Students will also be assessed on their analysis of second order concepts, such as causation and continuity compared to change in the question. Students will be assessed on their ability to analyse their knowledge and answer the question.</p> <p>Students will be assessed on their knowledge of historians interpretations. Students will be</p>	<p>What can you infer from source A about...?</p> <p>How useful are Sources B & C for an enquiry into...?</p> <p>Students will be assessed on their inference skills. Students will be assessed on how they form inferences and how they support these inferences.</p> <p>Students will be assessed on their knowledge of Germany from 1918-1939. Students will be assessed on their knowledge of sources and how sources can help understanding of specific events and enquiries. Students will be assessed on AO3 source analysis.</p>	<p>Questions 3b and 3c. Why are the interpretations different? What is the main difference between interpretation 1 and 2?</p> <p>Full exam paper – Paper 3.</p> <p>Students will be assessed on their knowledge of interpretations and the messages that are portrayed in the. Students will be assessed on how interpretations are different and how historians reach different conclusions.</p> <p>Students will be assessed on their knowledge of Paper 3 and exam questions.</p>

	<p>Students will be assessed on their knowledge of different time periods and how there were similarities and differences between those time periods. Students will be assessed on their AO1 skills of their knowledge of the period and their AO2 skills with how they can explain this similarity/difference.</p>	<p>Medieval era, the Renaissance, the Industrial era and the Modern era. Students will be assessed on their knowledge of these time period and the extent of change compared to continuity.</p>	<p>understanding of specific events and enquiries. Students will be assessed on AO3 source analysis. Students will be assessed on their knowledge of the provenance of a source.</p> <p>Students will be assessed on their ability to examine historical sources and their ability to question them to deepen their understanding and knowledge.</p> <p>Students will be assessed on their knowledge of the Western Front and the medical advancements that resulted from the First World War. Students will be assessed on their explanation skills. Students will be assessed on their knowledge of sources.</p>	<p>assessed on their ability to work out what a historian is arguing about a subject/topic. Students will also be assessed on their ability to explain why a historian has formed this opinion and why their opinion makes sense and is supported by knowledge on the topic. Students will also be assessed on their understanding to consider the other side of the debate and explain why a historian would have this belief. Students are assessed on their ability to form a judgement and on how they justify their opinion.</p>	<p>Students will be assessed on their knowledge of the provenance of a source.</p>	<p>Students will be assessed on their knowledge of the creation of the Weimar Republic, the challenges its faced and its recovery. Students will also be assessed on the early development of the Nazi Party, how the Nazi Party gained support, how Hitler became Chancellor and then became dictator. Students will be assessed on how Hitler managed to control and influence the country and life in Nazi Germany. Students will be assessed on their knowledge of key events and their analysis of these events. Students will be assessed on their knowledge of historical sources and interpretations.</p>
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Year 11		Week 1  Week 39			
	<i>Superpower Relations and the Cold War 1941-91</i>	<i>Superpower Relations and the Cold War 1941-91</i>	<i>Early Elizabethan England 1558-1588</i>	<i>Early Elizabethan England 1558-1588</i>	<i>Revision</i>
Key content (know that...Know how...)	Students will know about the origins, key events and end of the Cold War between the years 1941-1991. Students will know about the ongoing geopolitical rivalry between the United States and the Soviet Union and focus their understanding on the nuclear arms race, the struggle for world dominance, proxy wars and the Space Race.	Students will know about the origins, key events and end of the Cold War between the years 1941-1991. Students will know about the ongoing geopolitical rivalry between the United States and the Soviet Union and focus their understanding on the nuclear arms race, the struggle for world dominance, proxy wars and the Space Race.	Students will know about early Elizabethan England. Students will know about how Elizabeth dealt with her court and parliament. They will know how religion and rebellions were dealt with, how voyages of discovery created change in Elizabethan England.	Students will know about early Elizabethan England. Students will know about how Elizabeth dealt with her court and parliament. They will know how religion and rebellions were dealt with, how voyages of discovery created change in Elizabethan England.	Students will be confident in recalling and understanding key knowledge and terms of the periods studied.
	<u>The origins of the Cold War and Cold War crises</u> Students will study the peace conferences and ideological differences of the two superpowers. They will study the Berlin blockade and eventually the building of the Berlin wall and how this impacted US-Soviet relations.	<u>Cold War crises and the end of the Cold War</u> Students will study the events and impact of the Cuban Missile Crisis and the Prague Spring. They will also study the Soviet invasion of Afghanistan, Gorbachev’s ‘new thinking’ and the collapse of the Soviet Union.	<u>Queen, government, religion, and challenges to Elizabeth at home</u> Students will study the problems Elizabeth faced when she became Queen and her religious settlement. They will also study the plots that challenged Elizabeth and the significance of Mary Queen of Scots’ execution.	<u>Challenges to Elizabeth at home and Elizabethan society in the Age of Exploration</u> Students will study the reasons for, and consequences of, the English victory over the Spanish Armada. They will also study the factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade.	Students will be able to analyse key events and periods studied with reference to similarities/differences, changes/continuities, and consequences. Students will be able to analyse and evaluate sources with reference to their context and provenance and come to a sustained judgement. Students will be able to analyse and evaluate interpretations (including how and why they differ).

Prior Knowledge	<p>Students have studied the differences between communism and capitalism.</p> <p>They have also studied the dropping of the atomic bomb and the justification for this.</p>	<p>Students have studied the early tensions between the United States and the Soviet Union.</p>	<p>Students have studied the Tudors so understand the line of succession and religious rollercoaster.</p>	<p>Students have studied the Protestant Reformation and leisure and past times throughout Elizabethan England.</p>	<p>Students have covered the full GCSE course.</p>
GCSE Assessment Objectives	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second-order historical concepts.</p>	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second-order historical concepts.</p>	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second-order historical concepts.</p>	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second-order historical concepts.</p>	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.</p>
Assessment	<p>Write a narrative account analysing the key events of...</p>	<p>Explain two of the following: the importance of...</p>	<p>'[Statement.]' How far do you agree? Explain your answer</p>	<p>Explain why...</p>	<p>Classwork</p> <p>Practice exam questions</p>

	<p>Explain two consequences of...</p> <p>Students will be assessed on their ability to explain an event by looking at its causes, key events and consequences. Students will be assessed on their AO1 skills and their knowledge of a topic/event and how well they explain and link each part of the story to the next. Students will be assessed on how they link events to their direct consequence.</p> <p>Students will be assessed on their ability to understand the consequences of an event and how they explain these consequences. Students will be assessed on their knowledge of these consequences.</p>	<p>Mock exams. Students are assessed on topics they have studied in Y10 and the beginning of Y11.</p> <p>Students will be assessed on how well they know the events of the course and on how they explain why they were important. Students will be assessed on their knowledge of key events, people and policies. Students will be assessed on their analysis of the event and why it was so important. Students will be assessed on their ability to focus on the question/topic given and the ability to link knowledge to this.</p> <p>Students will complete 3 mock papers: Paper 1, part of Paper 2 and Paper 3. Students will be assessed on Medicine Through Time and Medicine on the Western Front, Superpower Relations and the Cold War and Weimar and Nazi Germany, 1918-39.</p>	<p>Describe two features of...</p> <p>Students will be assessed on their AO2 and AO1 skills in this question. Students will be given a statement and will have to form a judgement on this statement and back up their judgement with knowledge. Students must ensure they analyse the statement and constantly explain their answer by linking to the focus of the question.</p> <p>Students will be assessed on their knowledge of Elizabeth I. Students will be assessed on their AO1 skills. Students will be assessed on their ability to describe their knowledge.</p>	<p>Students will be assessed on their knowledge of key events, ideas and time periods (AO1) as well as their analysis of second order concepts, such as causation and continuity compared to change in the question. Students will be assessed on their ability to analyse their knowledge and answer the question by</p>	<p>Students will complete various practice exam questions in the run up to their GCSE exams. These will be from all 3 papers and all 4 topics.</p>
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