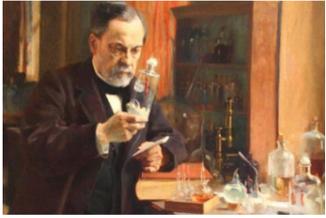


Key Stage 4 Curriculum Journey: History

The curriculum in History has been designed to ensure a broad, comparable and coherent student experience. Pupils will sit two papers, with both papers being equally weighted. This ensures that students receive a balanced and coherent course of study which enables them to develop and extend their knowledge and understanding of specified key events, periods and societies in both a British and wider world context, exposing them to the wide diversity of human experience.

| YEAR 10 CURRICULUM JOURNEY | | | | | | |
|---------------------------------------|---|---|--|--|--|---|
| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| Topic |  <p>USA; Opportunity and inequality 1920-1973</p> |  <p>USA; Opportunity and inequality 1920-1973</p> |  <p>Conflict & Tension 1918-1939</p> |  <p>Conflict & Tension 1918-1939</p> |  <p>Conflict & Tension 1918-1939</p> |  <p>Britain; Health and the people, C1000- present day</p> |
| Key Knowledge, Skills & Understanding | <p>Students will know about America, opportunities and inequalities 1920-1973.</p> <p>Students will know about the boom of the 1920s and yet there were many who didn't benefit, causing divisions in society.</p> <p>Students will know about the Great depression and how the Democrats responded to the crisis.</p> <p>Students will know how World War II repaired the economic instability of America.</p> <p>Students will know how the 50s and 60s were a time of increased civil rights and the 70s of gender equality.</p> | <p>Students will know about America, opportunities and inequalities 1920-1973.</p> <p>Students will know about the boom of the 1920s and yet there were many who didn't benefit, causing divisions in society.</p> <p>Students will know about the Great Depression and how the Democrats responded to the crisis.</p> <p>Students will know how World War II repaired the economic instability of America.</p> <p>Students will know how the 50s and 60s were a time of increased civil rights and the 70s of gender equality.</p> | <p>Students will know about Conflict and Tension in the inter war years.</p> <p>Students will know about the consequences of World War One on global relations.</p> <p>Students will know how Germany was treated and its response.</p> <p>Students will know about how the League of Nations tried to establish peace in the 1920s and 1930s and how its success was limited and why.</p> <p>Students will know why World War Two broke out; why attempts at peace failed, why alliances were formed that surprised international governments and why the League of Nations ultimately collapsed.</p> | <p>Students will know about Conflict and Tension in the inter war years.</p> <p>Students will know about the consequences of World War One on global relations.</p> <p>Students will know how Germany was treated and its response.</p> <p>Students will know about how the League of Nations tried to establish peace in the 1920s and 1930s and how its success was limited and why.</p> <p>Students will know why World War Two broke out; why attempts at peace failed, why alliances were formed that surprised international governments and why the League of Nations ultimately collapsed.</p> | <p>Students will know about Conflict and Tension in the inter war years.</p> <p>Students will know about the consequences of World War One on global relations.</p> <p>Students will know how Germany was treated and its response.</p> <p>Students will know about how the League of Nations tried to establish peace in the 1920s and 1930s and how its success was limited and why.</p> <p>Students will know why World War Two broke out; why attempts at peace failed, why alliances were formed that surprised international governments and why the League of Nations ultimately collapsed.</p> | <p>Students will know about the Health of the British people, from 1000AD until today.</p> <p>Students will know about beliefs about causes and treatments of diseases, progress in surgery and anatomy and the development of public health.</p> <p>Students will know about each of these themes within different periods of time, from Medieval, the Renaissance, Industrial and modern times.</p> |
| GCSE Assessment Objectives | <p>1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>2: Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> | <p>1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>2: Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> | <p>1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>2: Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> | <p>1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>2: Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> | <p>1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>2: Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> | <p>1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>2: Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> |
| MAPs | <p>1. Interpretations.</p> <p>2. Which of the following had a greater impact on....?</p> <p>3. Content test</p> | <p>4. In what ways...?</p> <p>5. Interpretations.</p> <p>6. Describe 2 ways...</p> <p>7. Full paper</p> | <p>1. How useful...?</p> <p>2. Write an account...</p> <p>3. Source analysis</p> | <p>4. Source analysis</p> <p>5. Write an account of...</p> | <p>6. Full paper I</p> | <p>1. Content test</p> <p>2. Explain the significance of...</p> |

| YEAR 11 CURRICULUM JOURNEY | | | | | | |
|---------------------------------------|---|---|---|---|---|---|
| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | |
| Topic |  |  |  |  |  | |
| | <u>Britain; Health and the people, C1000- present day</u> | <u>Britain; Health and the people, C1000- present day</u> | <u>Elizabethan England 1568-1603</u> | <u>Elizabethan England 1568-1603</u> | <u>Revision</u> | |
| Key Knowledge, Skills & Understanding | <p>Students will know about the Health of the British people, from 1000AD until today.</p> <p>Students will know about beliefs about causes and treatments of diseases, progress in surgery and anatomy and the development of public health.</p> <p>Students will know about each of these themes within different periods of time, from Medieval, the Renaissance, Industrial and modern times.</p> <p>Students will be able to assess the impact that new discoveries had on the health of the British people and judge what had the most significant impact over the longer period.</p> | <p>Students will know about the Health of the British people, from 1000AD until today.</p> <p>Students will know about beliefs about causes and treatments of diseases, progress in surgery and anatomy and the development of public health.</p> <p>Students will know about each of these themes within different periods of time, from Medieval, the Renaissance, Industrial and modern times.</p> <p>Students will be able to assess the impact that new discoveries had on the health of the British people and judge what had the most significant impact over the longer period.</p> | <p>Students will know about Elizabethan England.</p> <p>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.</p> <p>Students will know about a historical environment and how it is exemplary of the time.</p> | <p>Students will know about Elizabethan England.</p> <p>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.</p> <p>Students will know about a historical environment and how it is exemplary of the time.</p> | <p>Students will be able to use evidence to identify differences in society and justify why different interpretations of events exist.</p> <p>Students will be able to describe events and explain the long reaching consequences.</p> <p>Students will be able to create a balanced argument using a criterion provided to them.</p> <p>Students will be able to understand the political, social and economic dynamics of America.</p> <p>Students will be able to prove that World War Two was partially created by the aftermath of World War One.</p> <p>Students will be able to measure the success of the League of Nations and judge the most significant cause of World War Two.</p> <p>Students will be able to infer why people have different opinions about which is the main cause.</p> <p>Students will be able to use evidence to prove their knowledge of events and their consequences.</p> <p>Students will be able to feel confident in answering GCSE style question in a timed environment. Students will be able to feel confident in answering GCSE style papers in a timed environment.</p> | |
| | GCSE Assessment Objectives | <p>Students will know about the Health of the British people, from 1000AD until today.</p> <p>Students will know about beliefs about causes and treatments of diseases, progress in surgery and anatomy and the development of public health.</p> <p>Students will know about each of these themes within different periods of time, from Medieval, the Renaissance, Industrial and modern times.</p> <p>Students will be able to assess the impact that new discoveries had on the health of the British people and judge what had the most significant impact over the longer period.</p> | <p>Students will know about the Health of the British people, from 1000AD until today.</p> <p>Students will know about beliefs about causes and treatments of diseases, progress in surgery and anatomy and the development of public health.</p> <p>Students will know about each of these themes within different periods of time, from Medieval, the Renaissance, Industrial and modern times.</p> <p>Students will be able to assess the impact that new discoveries had on the health of the British people and judge what had the most significant impact over the longer period.</p> | <p>Students will know about Elizabethan England.</p> <p>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.</p> <p>Students will know about a historical environment and how it is exemplary of the time.</p> | <p>Students will know about Elizabethan England.</p> <p>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.</p> <p>Students will know about a historical environment and how it is exemplary of the time.</p> | <p>Students will be able to use evidence to identify differences in society and justify why different interpretations of events exist.</p> <p>Students will be able to describe events and explain the long reaching consequences.</p> <p>Students will be able to create a balanced argument using a criterion provided to them.</p> <p>Students will be able to understand the political, social and economic dynamics of America.</p> <p>Students will be able to prove that World War Two was partially created by the aftermath of World War One.</p> <p>Students will be able to measure the success of the League of Nations and judge the most significant cause of World War Two.</p> <p>Students will be able to infer why people have different opinions about which is the main cause.</p> <p>Students will be able to use evidence to prove their knowledge of events and their consequences.</p> <p>Students will be able to feel confident in answering GCSE style question in a timed environment. Students will be able to feel confident in answering GCSE style papers in a timed environment.</p> |
| MAPs | | <ol style="list-style-type: none"> How useful...? Content Test on medieval medicine. Explain 2 ways Content Test on Renaissance Medicine. How useful...? | <ol style="list-style-type: none"> Explain the significance of ... Content Test Industrial medicine. End of Unit Test | <ol style="list-style-type: none"> How convincing...? Content Test Write an account of... Explain what was important about ... | <ol style="list-style-type: none"> How convincing...? Explain what was important about ... | Full papers of all four components as mock exams. |

