

GCSE History

Curriculum Overview

Core aims of the subject at Key Stage 4

History is the keystone in understanding the world around us and our position within it. Through studying history students grasp how events in the past have helped to shape our local, national and international identity. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. History is relevant today because it develops a student's ability to understand the causes and consequences of current political, economic and social events as they develop, ensuring they have the ability to engage with people of all ages in having balanced discussions. History inspires curiosity to know more about the past, and students recognise the importance of developing the skills associated with history as well as the relevance of the topics we study and how they fit into the world we live in today.

Our curriculum goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. We believe that our curriculum is both motivational and inspirational. We closely follow the National Curriculum as it is a solid foundation upon which our students can develop a breadth and depth of knowledge in preparation for lifelong learning. The students cover history from 1066, studying it chronologically to help them understand change and continuity to the present day. Change and continuity is also developed through the breadth of our studies, for example crime and punishment in year 7. Studying a breadth and depth of topics, students can appreciate change through time but also develop the historical knowledge to enable them to rigorously assess and evaluate evidence to reach substantiated conclusions. We strive to develop students' independence, and throughout Key stage 3 students are set independent tasks to complete at home. The ability to assess significance is a key skill which encompasses the entire curriculum of Brine Leas. Whilst studying significance students are developing many historical skills, such as continuity and change and cause and consequence. They are becoming able to make connections, draw contrasts, analyse trends, frame valid questions and create their own structured accounts. These are skills which are important in their future career and so important for their personal development. Our history curriculum contains both British history as well as international history. We recognise the importance of students not only knowing the history of the British people but also the history of other nations who have helped change the world. For example, we study the English Civil War, this event occurred in a world that was rapidly changing and went on to have an impact on the political development of America and the liberal ideas that arose from it. These events have clear links to American politics today and students can build upon this study at KS3 through our KS5 A level topics the American Dream 1945-1980 and through A level politics; the innumerate links through our history curriculum ensure students build on previous knowledge whilst ensuring they gain a breadth of knowledge through not repeating topics at KS4 and KS5. Cross curricular links with both RE and geography are embedded into the history curriculum with many topics, for example the Reformation or the Industrial revolution. We develop these links where possible to help develop students understanding that learning does not happen in isolation. Another key example would be through our development of literacy and key vocabulary which students are encouraged to use within their lessons.

For many students Nantwich, a leafy market town in Cheshire in a rural setting, is all they know. We aim to expand the students' horizons through not only teaching about geographical and historical changes but also encouraging students to visit new places. In year 10 we organise a trip to London, many students have never had this opportunity before and it opens their eyes to a metropolitan setting. Culturally they develop their understanding of visiting places of historical but also religious significance, they have the opportunity to visit international museums with their immense collection of items which enables students to place physical objects/sites in a realistic setting, furthering knowledge of the world in which we live but also their own place within it. The visits we offer are very motivational for students.

Our teaching concentrates on equipping pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We do this by a consistent approach across the department ensuring all students develop the range of skills needed to become confident in their own opinions, make well supported judgements and expressing them articulately using keywords from topics and academic, historical vocabulary. We encourage students to develop methods of historical enquiry, including how evidence is used rigorously to make claims, and discern how and why contrasting arguments and interpretations have been constructed. These are skills which are incorporated into our lessons with students regularly asked to analyse primary and secondary sources, creating challenging opportunities for them to apply these skills. By incorporating these skills into lesson we can ensure all students across the year groups are receiving the same diet of history, an important aspect of continuity within the department. History students at Brine Leas complete their education equipped with the skills set to research, analyse and evaluate as well as a breadth and depth of knowledge which they can apply to discussions on events around the world. These skills will also equip students with the skills needed for their future preparation. The transferable skills developed through studying history will assist students in critical reasoning and analytical skills, including the capacity for solving problems and thinking creatively, intellectual rigour and independence.

Trips and visits

Overnight stay in London to visit sites of significance relating to the modules of Crime and Punishment through time and Anglo-Saxon and Normans.

Assessment

Students will have a mixture of formative and summative assessment. This will include many practice essays in the style of the exam questions for each unit and at the end of each unit students will have a complete exam paper in which they will be required to revise the entirety of the module content. Students will also have an end of year exam in year 10 and mock exam in year 11. Students will regularly have short knowledge quizzes to help consolidate knowledge.

Homework

Students will be set homework at least once a week. Homework may be reading to consolidate lessons, essay practice, watching relevant documentaries or completing tasks to extend learning from the lesson.

Clubs and/or intervention

Data gathered through assessments will be used to inform long term and short term planning. Intervention will be put in place as and when appropriate including contact home, extra reading/ work, KS4 drop-in & 1:1 interventions.

Parental/Carer support

Year 10 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
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Autumn
until
Spring 1

Crime and punishment in Britain, c1000–present and Whitechapel, c1870-c1900: crime, policing and the inner city

This thematic study require students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods. They include people, events and developments and reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history. Students should understand how key features in the development of crime and punishment were linked with the key features of society in Britain in the periods studied. They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are: attitudes in society, individuals and institutions (Church and government) and science and technology. This module includes a study of a historic site, Jack the Ripper's London. Students will examine the relationship between a place and historical events and developments. Much of the content is linked to the thematic study, but additionally some of the content focuses on the place itself.

<ul style="list-style-type: none"> ○ Anglo-Saxon crime ○ Anglo-Saxon law enforcement ○ Anglo-Saxon punishments ○ Norman law and crimes ○ Normans law enforcement ○ Later Medieval crime and punishment ○ Influence of religion ○ Early Modern treason ○ Early Modern crimes ○ Early Modern law enforcement ○ Early Modern punishments ○ Gunpowder Plot ○ Witchcraft ○ Late Modern crimes ○ Tolpuddle Martyrs ○ Bow Street Runners ○ End of Bloody Code and Executions ○ Prison reform 	<ul style="list-style-type: none"> ○ Knowledge Quizzes with closed questions. <p>Practice exam question of the type below</p> <p>Crime and Punishment</p> <ul style="list-style-type: none"> ○ Explain one way in which ... (4) ○ Explain why there were changes in ... (12) ○ 'Quote' How far do you agree? (16) <p>Whitechapel Question</p> <ul style="list-style-type: none"> ○ Describe two features ... (4) ○ How useful are Sources A and B for ... (8) ○ How could you follow up Source A to find out more about ... (4) 	<ul style="list-style-type: none"> ○ SMSC 1a, 1b, 1c, 3c, 4a, 4c, 4e, BVb ○ HE 3c,5e, 6a, 6b, 6d <p>Year 7</p> <ul style="list-style-type: none"> ○ What made castles the heart of medieval power? ○ Who held power in the Middle Ages ○ How did the Tudors change England? ○ In what ways was Britain turned upside down in the 17th century? <p>Year 8</p> <ul style="list-style-type: none"> ○ How should criminals be punished? ○ How did the Industrial Revolution change England? <p>Year 9</p> <ul style="list-style-type: none"> ○ Why was the 20th century so deadly? ○ What made modern Britain? <p>GCSE – Anglo-Saxons and Normans</p>	<p>Future Learning</p> <ul style="list-style-type: none"> ○ A Level History ○ A Level Politics <p>Degrees</p> <ul style="list-style-type: none"> ○ History ○ Law ○ Education ○ English Literature ○ Politics ○ Theatre ○ Conservation ○ Architecture ○ Heritage Management <p>Careers</p> <ul style="list-style-type: none"> ○ Education ○ Academia ○ Journalism ○ Marketing ○ Recruitment ○ Civil Service ○ Law ○ Scientific Research ○ Political Researcher ○ Anthropologist ○ Communications Officer ○ Policy Officer
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in the 19th
century

- Pentoville
Prison
- Robert Peel
- 29th century
crimes
- Chnaging
methods of
crimes
- Development
of the police
- Abolition of the
death penalty
- Derek Bentley
- Overcrowding
in Whitechapel
- Immigration
tensions in
Whitechapel
- Workshouses
- Whitechapel
policing
difficulties
- Jack the
Ripper
murders
- Police
investigation
- Media and
police conflict
- Development
of police
methods

Weimar and Nazi Germany, 1918–39

Spring 2
until
Summer
2

The period studies focus on a substantial and coherent medium time span of at least 50 years and require students to understand the unfolding narrative of substantial developments and issues associated with the period. This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them. The study of Weimar and Nazi Germany prepares students to understand present day issues and events across the world.

- Impact of WW1
- Treaty of Versailles
- Political Unrest 1919-1923
- Hyperinflation
- Munich Putsch
- Stresemann
- Weimar Culture
- Impact of Wall Street St Crash
- Growth of the Nazi Party
- Hitler becomes Chancellor
- Consolidation of power
- Night of the Long Knives
- Economic Policy
- Impact on Working Class
- Impact of WW2
- Women
- Education Policy
- Hitler Youth
- Religion
- Race and Persecution
- Final Solution
- SS & Gestapo
- Opposition & Resistance
- Propaganda

- Knowledge Quizzes with closed questions.
- Practice exam question of the type below
- Give two things you can infer from Source A about ... (4)
 - Explain why ... (12)
 - 'How useful are Sources B and C for an enquiry into ... (8)
 - Study Interpretations 1 and 2. What is the main difference between these views? (4)
 - Suggest one reason why Interpretations 1 and 2 give different views about ... (4)
 - How far do you agree with Interpretation 2 about ... (16)

- SMSC 1a, 1b, 4a
- Year 9
- Why was the 20th century so deadly?
- KS4 – Cold War module

- Future Learning
- A Level History
 - A Level Politics
- Degrees
- History
 - Law
 - Education
 - English Literature
 - Politics
 - Theatre
- Careers
- Education
 - Academia
 - Journalism
 - Marketing
 - Recruitment
 - Civil Service
 - Law
 - Scientific Research
 - Political Researcher
 - Anthropologist
 - Communications Officer
 - Policy Officer
 - Conservation
 - Architecture
 - Heritage Management
- Careers
- Education
 - Academia
 - Journalism
 - Marketing
 - Recruitment
 - Civil Service

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