

Curriculum Intent: KS4 History encourages students to develop their understanding of underpinning themes such as cause and consequence, change and continuity, chronology and significance, in order to develop a deep understanding of events in the past. It also seeks to develop student’s ability to communicate their thinking in extended written communication. In Year 10, pupils will build on the key skills developed at KS3; refining and developing them for success at GCSE. Edexcel Paper 1 -Crime and Punishment will help students understand the process of change and the nature of the process, including patterns; trends and turning points and the influence of factors inhibiting or encouraging change. The Historic environment study encourages students to examine sources of evidence and interpretations of history. Students will then examine a British Depth study focusing on 30 years during the Elizabethan era, students explore adventure, intrigue, personalities, plots and power struggles surrounding Queen Elizabeth I, who ruled England 1558-1603, building on key information learnt in year 8. At the end of year 10 students will begin to understand the complexities of the Cold War by investigating key themes such as communism, capitalism, sphere of influence, satellite states, containment and the arms race. This unit of study will help students to develop their historical skills of explanation and analysis, linking key historical events demonstrating a narrative of history.

Year 10	HT1	HT2	HT3	HT4	HT5	HT6
<p>Content, Knowledge & Skills</p> <p>Paper 1: Crime and Punishment in Britain. HT1 will explore in more depth criminal activity and methods used to enforce the law and methods used to punish criminals in England</p> <p>a) Medieval England c.1000-c.1500 b) Early modern England c.1500-c.1700</p> <p>Pupils will focus on the key skills of writing to explain and making judgements. HT1 will start with pupils practising explanatory sentences and familiarising themselves more with the demands of AO2</p> <p>*AO1- Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>	<p>Paper 1: Crime and Punishment in Britain. HT2 will continue to explore criminal activity in chronological order, looking at methods used to enforce the law and methods used to punish criminals in England during:</p> <p>c) Eighteenth and nineteenth century Britain d) Modern Britain c.1900-present</p> <p>Pupils will continue to focus on the key skills of writing to explain and making judgements</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</p>	<p>Paper 1: Historic Environment Whitechapel: Crime, policing and the inner city. In HT3 pupils will focus on the study of a historic environment. This explicitly focuses on one of the most deprived areas of London in the 1800s –Whitechapel. Students need to recognise the causes of crime, the difficulties in policing the area and the problems the authorities faced in trying to apprehend ‘Jack the Ripper’.</p> <p>Key skills involves pupils examining sources (contemporary to the period) of evidence and interpretations of history, while drawing their own conclusions from those sources and interpretations. Pupils will also pick out key features</p>	<p>Paper 2: British Depth Study. Early Elizabethan England 1558-88. HT4 builds on prior learning in year 8, whereby pupils further explore life in early Elizabethan England</p> <p>Key topic 1 Queen, government and religion, 1558 - 1569.</p> <p>- The situation on Elizabeth’s accession – legitimacy, gender, marriage, character, threats, weaknesses</p> <p>- The ‘settlement’ of religion – divisions, Church in society</p> <p>- Challenge to the religious settlement – role of other groups against Elizabeth</p> <p>Students will continue to practice describing features; writing to</p>	<p>Paper 2: British Depth Study. Early Elizabethan England 1558-88.</p> <p>Key Topic 3 Elizabethan society in the age of exploration</p> <p>- Outbreak of war with Spain, 1585–88 – English in the Netherlands, Robert Dudley, Drake and raid on Cadiz</p> <p>- The Armada – invasion plans, why Philip used the Spanish Armada, reasons for, and consequences of, English victory</p> <p>Students will continue to practice describing features; writing to explain; making judgements</p>	<p>Paper 2 - Superpower relations and the. Cold War, 1941–91.</p> <p>Topic 1 examines the origins of the Cold War and how it shaped the world, we live in today. Students explore the reasons for increasing tension between 1943 and 1956. Pupils will investigate how and why the divisions between the superpowers grew, politically, economically and militarily.</p> <p>The key skills on HT6 are - Explaining consequences; writing narratives in chronological order and explaining importance</p> <ul style="list-style-type: none"> • AO1 • AO2 <p>This is followed by detailed and thorough revision of content and the delivery of vital skills,</p>	

	*AO2-Explain and analyse historical events and periods studied using second-order historical concepts.	periods studied using second-order historical concepts.	of the environment in Whitechapel using detailed AO1. This will be followed by detailed and thorough revision of content and vital skills. A crucial period of the course. *AO1 *AO2 *AO3-Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	explain; making judgements Key topic 2 Challenges at home and abroad, 1569 – 1588 - The problem of Mary, Queen of Scots - Plots and revolts at home -MQS's execution. - Relations with Spain – political, commercial & religious rivalry, New World, privateering, Drake. *AO1 *AO2	At the end of this unit, students will revise the content which they have studied this year, and embed their knowledge. They will spend more time practising their exam technique and completing practice questions.	crucial period of the course.
Key Vocabulary	Trial by Ordeal, Wergild, Community, Deterrence, retribution, Murdrum Fine, Capital punishment, Corporal Punishment, Constables, Forest Laws, Social Crime, Vagabond	Cyber Crime, Restitution, Reformation, Rehabilitation, Forensic Science , Neighbourhood watch, Martyr, Conscientious Objector, Smuggling, Terrorism	Rookeries, Gin House, mutilation, Anti-Semitic, Anarchism, Socialism, Navvies, H-Division , Beat, Prostitution, Sergeant, Garrotting	Catholic, Protestant, Puritan, Pope, Archbishop, Bishop, Act of Uniformity, Supremacy, Papal, Excommunication, Foreign Affairs, Legitimacy	Revolt, Armada, Recusant, Cadiz, Commercial, Virginia, Colony, Privateering, New World, Rivalry, Spies	Mutually-assured destruction, North Atlantic Treaty Organisation, Marshall Plan, Nuclear deterrence, Nuclear weapons, satellite nation, Communism, Capitalism, Domino effect
Assessment	Question types -Key fact test -similarity/ difference (4) - Explain why...(12) - 'The role of X was the most important factor affecting	Question types -Key fact test -similarity/ difference (4) - Explain why...(12) - 'The role of X was the most important factor affecting	Question types - Key fact test -Describe two features of x (4) - How useful are sources A and B for an enquiry into X? (8)	Question types: -Key fact test - Describe two features of x (4) - Explain why...(12) - 'The main x was y.' How far do you agree? (16) AO1	Question types: -Key fact test - Describe two features of x (4) - Explain why...(12) - 'The main x was y.' How far do you agree? (16) AO1	Question types: -Key fact test - Explain two consequences...(8) - Write a narrative...(8) - Explain two of the following...(16) AO1

	y.' How far do you agree? (16) AO1 AO2	y.' How far do you agree? (16) AO1 AO2	- How could you follow up source ...to find out about...(4) AO1 AO2 AO3	AO2	AO2	AO2
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Curriculum Intent: In Year 11, pupils will build on the understanding, knowledge and skills from year 10. Students focus in depth on Weimar and Nazi Germany to understand the complexity of German society and the interplay of different aspects within it. These include: social, economic, political, cultural and military aspects. Assessment will focus on student’s abilities to analyse and evaluate contemporary source and later interpretations. They will study examples of evidence and consider ways in which it could give rise to and support different interpretations. Throughout year 11, we will develop pupils understanding of the three History exams and work to refine their exam techniques and strategies through modelling and timed exam practice; thus developing pupils’ resilience.

Year 11	HT1	HT2	HT3	HT4	HT5	HT6
<p>Content, Knowledge & Skills</p> <p>Paper 2 - Superpower relations and the. Cold War, 1941–91.</p> <p>Topic 2 looks at the three key Cold War crises between 1958 and 1970. Pupils will investigate the causes, main events and consequences of the Berlin crisis (1958-61), the Cuban Missile Crisis, and the Prague Spring.</p> <p>Topic 3 Students explore the end of the Cold War between 1970 and 1991. Year 11 will study how far tension was eased during the period of détente and the reasons why it ended with the USSR's invasion of Afghanistan. In addition, pupils will investigate the roles of President Reagan and Premier Gorbachev in ending the Cold War. The topic culminates with the collapse of the USSR.</p> <p>*AO1</p>	<p>Paper 3: Modern Depth Study Weimar and Nazi Germany, 1918-39</p> <p>Knowledge Content: The Weimar Republic including origins, challenges and recovery; Hitler’s rise to power including developments of the Nazi Party and growth in support.</p> <p>Pupils are introduced to the key ideas of the early Weimar government while revising the key skills of causation and judgement. Pupils practice source inference skills from KS3 and year 10 and revisit the skill of usefulness</p> <p>AO1 AO2 AO3</p>	<p>Paper 3: Modern Depth Study Weimar and Nazi Germany, 1918-39</p> <p>Knowledge Content: Nazi control and dictatorship including influencing attitudes, opposition, resistance and Conformity.</p> <p>Pupils develop their understanding of inference; causation; utility of sources; interpretations; judgement in HT3</p> <p>AO1 AO2 AO3 AO4</p>	<p>Paper 3: Modern Depth Study Weimar and Nazi Germany, 1918-39</p> <p>Knowledge Content: life in Nazi Germany, including policies towards women, the young, employment and the persecution of minorities.</p> <p>Pupils secure their understanding of inference; causation; utility of sources; interpretations; judgement in HT4, making links between the skills required on each paper</p> <p>AO1 AO2 AO3 AO4</p>	<p>Papers 1, 2 and 3 – Final Revision</p> <p>An amalgamation of the previous units will be covered as we carry out final revision across all 3 papers. Pupils will consolidate their understanding and skills; refining them for final exams.</p>	<p><u>Final Exams</u></p>	

	*AO2 The key skills on HT1 are - Explaining consequences; writing narratives; explaining importance					
Key Vocabulary	Détente, Mujahidin, Desalinisation, Reform, Strategic Arms Limitation Treaty, Fundamentalist, Perestroika, Glasnost	Hyperinflation, November Criminals, Dolchstoss, Reparations, Constitution, Treaty of Versailles, Rentenmark, Depression, Recovery, Armistice, Left Wing, Right wing,	Putsch, Interpretation, Utility, Provenance, Propaganda, Anti- Semitic, Golden Years, Impoverished, Dictator, Consolidation, Mein Kampf	Eidelweiss Pirates, Aryan, Holocaust, Final Solution, dictatorship, Police state, Fuhrer, Conformity, Indoctrination, Opposition		
Assessment	<p>Question types:</p> <ul style="list-style-type: none"> -Key fact test -GCSE style exam Paper 2 CWSPR <p>Paper 2 - CWSPR</p> <ul style="list-style-type: none"> - Explain two consequences...(8) - Write a narrative...(8) - Explain two of the following...(16) <p>AO1 AO2</p>	<p>Question types:</p> <ul style="list-style-type: none"> -Key fact test -Give two things you can infer from Source A about...(4) -Explain why...(12) <p>AO1 AO2</p>	<p>Question types:</p> <ul style="list-style-type: none"> -Key fact test GCSE Mock exam Paper 1 and 3 <ul style="list-style-type: none"> -Give two things you can infer from Source A about...(4) -Explain why...(12) -How useful are sources A and B 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 X. (4) - How far do you agree with Interpretation X about Y? (20) 	<p>Question types:</p> <ul style="list-style-type: none"> -Key fact test -GCSE style paper 3 <ul style="list-style-type: none"> -Give two things you can infer from Source A about...(4) -Explain why...(12) -How useful are sources A and B 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 X. (4) - How far do you agree with Interpretation X about Y? (20) 	The assessments within this half term will be based on all 4 units of study and will consolidate the skills and knowledge worked on throughout this year	Final Exams

