

# Key Stage 4 History

## Programme of Study

Year 9: British History. Students study the development of medicine in Britain since the 11 <sup>th</sup> century, exploring the society and culture of the country as they go. Students will then study Elizabethan England as their depth study into British history, examining the Golden Age of Elizabethan England.						
	Term 1		Term 2		Term 3	
<p><b>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</b></p> <p><b>MEDICINE</b></p> <p><i>This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.</i></p> <p><b>Elizabeth:</b></p> <p><i>This option allows students to study in depth a specified period,</i></p>	<p><b>9.1a Introduction to Britain, Health and the People.</b></p> <p><u>Students will initially explore what they understand by medicine, establishing the parameters that will, in turn, shape their understanding of the course.</u></p> <p>This aspect of the course will be shaped around three key questions (see below) that will provide students with a contextual framework essential for progress in the unit.</p> <p><b>Students will be able to define precisely what they understand by medicine:</b></p> <ul style="list-style-type: none"><li>• <i>Surgery and Anatomy</i></li><li>• <i>The Fight Against Disease</i></li><li>• <i>Public Health</i></li></ul> <p><b>Students will be able to identify and define the four periods of history over which they will explore the development of medicine, from 1000 to the present day:</b></p> <ul style="list-style-type: none"><li>• <i>Medieval England</i></li><li>• <i>The Renaissance</i></li><li>• <i>19<sup>th</sup> Century</i></li><li>• <i>20<sup>th</sup> century to the present day</i></li></ul>	<p><b>9.2c continued: <i>The Beginnings of Change:</i></b></p> <p><b><u>The impact of the Renaissance</u></b></p> <p><u>Students will consider the wider impact of the Renaissance on the world of medicine; dealing with disease and the development of a more scientific approach to its study.</u></p> <p><b>In this context students will understand how:</b></p> <ul style="list-style-type: none"><li>• traditional methods like blood-letting continued</li><li>• study the Great Plague of 1665 and use it to ascertain to what extent our understanding and practice had changed since the time of the Black Death</li><li>• Students will learn about quackery and the development of hospitals</li><li>• The growing significance of the scientific method in changing our approach to the study and</li></ul>	<p><b>9.3 The Transformation of Medicine Part 2</b></p> <p><b><u>INTERLEAVING:</u></b></p> <p><b><u>Term will start with a review of the first term’s programme of study looking at key aspects of the medicine course over a two-lesson slot, including quiz.</u></b></p> <p><b><u>Public Health:</u></b></p> <p><b>Students will revisit their understanding of the Black Death and the Great Plague and how the authorities of the time responded to them.</b></p> <p><b>Students will examine how the government moved away from a reactive and laissez-faire approach to the welfare of its people, to adopting a more proactive policy in the 19<sup>th</sup> and 20<sup>th</sup> centuries:</b></p> <p><b>In this context students will study:</b></p> <p><b>The public health problems in industrial Britain, including:</b></p> <ul style="list-style-type: none"><li>• The cholera epidemics of the 19<sup>th</sup> century</li></ul>	<p><b>Elizabeth 9.4 Elizabeth’s court and Parliament</b></p> <p><u>Students will have an understanding of how Elizabeth became queen and the immediate problems she faced as a 25 year-old woman in a patriarchal society.</u></p> <p>Students will, in turn, study how Elizabeth overcame these initial problems and established her authority over England.</p> <p>Students will study the institutions of government and Elizabeth’s relationship with them. This will include:</p> <ul style="list-style-type: none"><li>• Court life, including the role of patronage and key ministers, like Cecil and Walsingham</li><li>• The role of the Privy Council in advising the queen</li><li>• Elizabeth’s relationship with parliament and the challenge it posed to her royal prerogative</li><li>• Students will also study the problem of marriage and the issue of the succession; including:</li></ul>	<p><b>Elizabeth 9.5 Life in Elizabethan times</b></p> <p><b><u>INTERLEAVING:</u></b></p> <p><b><u>Students will start the term reviewing the first and second term’s programme of study, looking at key aspects of the medicine course over a two-lesson slot, including quiz, and a one-lesson review of Elizabeth to date.</u></b></p> <p><u>Students will study the notion that the Elizabeth’s reign was a Golden Age for England. Students will be able to assess to what extent this was the case by examining the impact of social and economic change on society:</u></p> <p><b><u>A Golden Age:</u></b></p> <p>Growing prosperity and the rise of the gentry class The Great rebuilding Development of the arts, notably the theatre, including the Globe</p> <p><b><u>The Poor:</u></b></p> <p><b>The counter to the idea that this was a golden age for all:</b></p> <p><b>Reasons for increase in poverty, including:</b></p> <ul style="list-style-type: none"><li>• The legacy of the dissolution of the monasteries: Enclosure and rack-renting; inflation and bad harvests</li></ul>	<p><b>Elizabeth 9.6 Troubles at home and abroad</b></p> <p><b><u>INTERLEAVING:</u></b></p> <p><b><u>Students will review the start of Elizabeth’s reign and the nature of the threats she faced. This will take one lesson and include a quiz. The focus will be on building towards the significance of religion as a problem during Elizabeth’s reign</u></b></p> <p>As a Protestant state in Catholic Europe students will study the threats posed by religion both at home and abroad:</p> <p><b>Students will study the internal and external threat presented by the Catholics to Elizabeth’s religious settlement, established in 1559:</b></p> <ul style="list-style-type: none"><li>• The significance of Mary, Queen of Scots and why she posed a genuine threat to Elizabeth after 1568: To this end students will examine her claim to the throne</li><li>• The Northern Rebellion</li><li>• Elizabeth’s excommunication</li><li>• The Catholic plots: Ridolfi, Throckmorton and Babington</li></ul>

<p><i>the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.</i></p>	<p><b>Students will be able to recall and understand the significance of the seven factors that helped shape the progress of medicine since 1000:</b></p> <ul style="list-style-type: none"><li>• War</li><li>• Science and Technology</li><li>• Religions and Superstition</li><li>• Chance</li><li>• Key Individuals</li><li>• Communication</li><li>• Government</li></ul> <p><b>9.1b</b> <b><u>Medicine Stands Still:</u></b> <b><u>Medicine in Medieval England</u></b></p> <p>Students will consider the quality of all three branches of medieval medicine and consider the significance of the designated factors in shaping its quality, progression and regression.</p> <p><b><u>The Medieval Fight Against Disease:</u></b> Students will examine the medical practice of the day:</p> <p>Notably the role of <b>religion and superstition</b> in shaping their understanding of disease and, in turn, how they tried to treat it. This will include a <b>case study on the Black Death of 1347</b>.</p> <p>Students will also consider the influence of <b>Hippocratic and Galenic methods and treatments</b>, including the practice of <b>Blood-letting</b>.</p> <p>Students will investigate the medical provision of the day, including physicians, <b>wisewomen</b> and the quality</p>	<p>development of medicine; noting the work of John Hunter</p> <ul style="list-style-type: none"><li>• Study the significance of Jenner's work in overcoming significant opposition and creating a vaccination for small-pox that marked the first genuine step forward in the fight against infectious disease.</li></ul> <p><b>9.2 The Transformation of Medicine Part 1 A revolution in medicine and modern medicine</b></p> <p>At this point students will adopt a thematic approach to their studies, exploring the three different branches of medicine and how they, in turn, developed from this point forward.</p> <p><b><u>The Fight Against Infectious Disease:</u></b></p> <p>Students will revisit the work of Jenner in advancing this field and consider the significance of the foundation he set for those that followed.</p> <p>Students will, in turn, build on this through the study of:</p> <ul style="list-style-type: none"><li>• <u>Pasteur's</u> development of the Germ Theory and his work on vaccinations</li></ul>	<ul style="list-style-type: none"><li>• The role of public health reformers like Chadwick and Snow in influencing government actions in the 19<sup>th</sup> century</li><li>• Government measures, including mandatory smallpox vaccinations in 1852; the 1<sup>st</sup> Public Health Act, 1848; the 2<sup>nd</sup> Public Health Act 1875</li></ul> <p><b><u>In the 20<sup>th</sup> century, students will study:</u></b></p> <ul style="list-style-type: none"><li>• The influence of health reformers like Booth and Rowntree and the Boer war in shaping further government responses</li><li>• The Liberal social reforms, including free school meals</li><li>• The impact of the wars in shaping public health progress, including tackling poverty and housing</li><li>• The role of Beveridge in the development of the Welfare State, and the introduction of the NHS</li><li>• Finally, the implications of all of this in shaping the quality of public healthcare of today</li></ul>	<ul style="list-style-type: none"><li>• The pros and cons of potential suitors</li><li>• Elizabeth's cultivation of the image of the virgin queen and her desire to rule.</li></ul>	<ul style="list-style-type: none"><li>• Attitudes towards the poor in society and how this changed</li><li>• Government actions to address the issue of poverty, culminating in the Poor Law of 1601.</li></ul> <p><b><u>Trade and Exploration</u></b></p> <p>It was during the reign of Elizabeth that we start to see the roots of empire established.</p> <p>As a protestant state, Elizabeth's reign saw English traders and explorers open up new trade routes and exploit new opportunities to bring wealth and prosperity to England and make it less reliant of the wood trade with Antwerp that had dominated the English economy during the Elizabethan period.</p> <p>To this end, students will study:</p> <ul style="list-style-type: none"><li>• Hawkins and Drake</li><li>• The role of Raleigh</li><li>• The establishment of the East India Company</li></ul>	<ul style="list-style-type: none"><li>• The arrival of the Seminary and Jesuit priests, including Edmund Campion</li><li>• Elizabeth and her government's response to these threats, including the execution of priests for treason and Mary's execution and its impact.</li></ul> <p><b><u>The External Threat:</u></b></p> <p><b>Students will also study the growing tension between England and Spain:</b></p> <p><b>The reasons for this:</b></p> <ul style="list-style-type: none"><li>• The actions of Hawkins and Drake (Privateering)</li><li>• Elizabeth's support for the Dutch protestant rebels in the Spanish Netherlands</li></ul> <p><b><u>The Spanish Armada:</u></b></p> <ul style="list-style-type: none"><li>• Understanding the reasons for it and</li><li>• Understanding the reasons why it failed, including developments in English naval warfare</li></ul> <p><b><u>The Puritan Threat:</u></b></p> <p>Students will also consider the threat posed to the religious settlement by the Puritans. Students will, therefore, study:</p> <ul style="list-style-type: none"><li>• Who the Puritans were</li><li>• Why they were a threat to Elizabeth, including the Vestments controversy, Propheysings and Presbyterianism</li><li>• How Elizabeth dealt with the threat</li></ul> <p><b><u>Wider threats to Elizabeth:</u></b></p> <ul style="list-style-type: none"><li>• Students will study the wider threats to Elizabeth. This will</li></ul>
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	<p>of care provided in monastic institutions and hospitals.</p> <p>Students will consider religion played in the progress of this period and contrast this with the <b>influence of faith in the Islamic Empire</b></p> <p>Students will explore the brutal world of medieval surgery, from the crudeness of the barber surgeon to the ‘sophistication’ of Islamic practice.</p> <p><b>Students will study the quality of public health and the role the authorities</b> played in shaping the health of their people. This will include a case study into the sanitary conditions of medieval London and how the authorities of the day decided to come to terms with the growing problems they faced.</p> <p><b><u>9.1c The Beginnings of Change:</u></b> <b><u>The impact of the Renaissance</u></b></p> <p>Students will consider why the Renaissance marked a significant departure from the restrictive practices of the medieval world and what the implications of this were for the medicine of the time.</p> <p>Students will appreciate how a different attitude to learning led a greater freedom to explore and challenge the accepted practice of the day (Humanism).</p> <p>Students will study the works of:</p> <ul style="list-style-type: none"> <li>• <b><u>Vesalius</u></b></li> <li>• <b><u>Pare</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Koch’s</u></b> development of the new science of bacteriology</li> <li>• <b><u>Ehrlich’s</u></b> creation of the first magic-bullet</li> <li>• <b><u>Fleming’s</u></b> discovery of penicillin and the subsequent work of <b><u>Florey and Chain</u></b> in the development of one of the most significant anti-biotics of all time.</li> </ul> <p>In the context of Fleming’s work, students will study the development of the pharmaceutical industry and also ramifications of this for modern medicine:</p> <ul style="list-style-type: none"> <li>• The emergence of new diseases</li> <li>• Antibiotic resistance</li> <li>• And the development of alternative treatments</li> </ul> <p><b><u>The Development of Surgery and Anatomy:</u></b></p> <p><b>Students will revisit the work of Pare in advancing this field and consider the significance of the foundation he set for those that followed.</b></p> <p><b>Students will, in turn, build on this through the study of:</b></p> <ul style="list-style-type: none"> <li>• Simpson and the discovery of Chloroform</li> </ul>	<p><b><u>Students will be able to critically evaluate the significance of the different factors in the development of public health.</u></b></p>			<p>include a review of the Northern Rebellion:</p> <ul style="list-style-type: none"> <li>• Responses to poverty, including the Oxford and London riots of the 1490s</li> </ul> <p><b>A case study on the Essex Rebellion at the end of Elizabeth’s reign, looking at:</b></p> <ul style="list-style-type: none"> <li>• The reasons for the rebellion</li> <li>• Elizabeth’s response</li> <li>• What it tells us about Elizabeth’s authority at the end of her reign.</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Harvey</b></li> </ul> <p>and how they advanced our understanding of anatomy; and advanced the field of surgery.</p> <p>Students will consider which factors were most influential in this development.</p>	<ul style="list-style-type: none"> <li>• Lister and the introduction of Carbolic Acid</li> <li>• The development of new technologies that supported the move from antiseptic to aseptic surgery</li> <li>• The impact of war and technology on the evolution of surgery in the 20<sup>th</sup> century:</li> </ul> <p><u>Students will be able to critically evaluate the significance of the different factors in the development of surgery from 1000 to the present day.</u></p>				
<b>Skills – what will be developed?</b>	<p><b><u>THE FOUNDATION</u></b></p> <p>By the end of the first half-term students will fully appreciate what is meant by medicine and will be able to differentiate between the different branches with confidence:</p> <ul style="list-style-type: none"> <li>• Surgery and Anatomy;</li> <li>• Public Health and the</li> <li>• Fight Against Infectious Disease</li> </ul> <p>Students will also be versed in the relevance of the seven factors that shaped the progress of medicine between 1000 and the present day.</p> <p><b>Note this foundation is crucial to their ability to move forward</b></p> <p><b><u>The Knowledge:</u></b></p> <p><b>MEDIEVAL</b></p>	<p><b><u>THE FOUNDATION</u></b></p> <p>Students will build on their understanding of the first term to further their understanding of the wider impact of the Renaissance on medicine.</p> <p><b><u>The Knowledge:</u></b></p> <p><b>RENAISSANCE:</b> Students will be able to critically evaluate how different branches of medicine advanced at different rates in the Renaissance and the reasons for this.</p> <p>Students will appreciate that Anatomy advanced far more significantly in this period than other aspects of medicine and will note the significance of different factors in explaining the reasons for this.</p> <p>Students will understand the lingering influence of</p>	<p><b><u>THE FOUNDATION</u></b></p> <p>Interleaving lessons will be used to reinforce students understanding the first term. Revisiting their understanding of:</p> <ul style="list-style-type: none"> <li>• Medieval Medicine</li> <li>• Renaissance Medicine</li> <li>• The Development of the Fight Against Disease</li> <li>• Surgery and anatomy</li> </ul> <p><b><u>The Knowledge:</u></b></p> <p><b>THE DEVELOPMENT OF PUBLIC HEALTH:</b></p> <p>Students will be able to critically evaluate the progress made the and the influencing factors that helped shape the development of Public Health from 1000 onwards.</p>	<p><b><u>THE FOUNDATION</u></b></p> <p>Students will review their understanding of the Tudors and Renaissance. Students can draw on their understanding of the latter from their medicine course, which in turn will give them an appreciation that this was a period of change, that witnessed developments in education, the sciences and the arts.</p> <p>Students will come to grips with the nature of society at the time and the implications of this for Elizabeth when she became queen.</p> <p>Establishing this foundation will allow students to move forward with confidence.</p> <p><b><u>The Knowledge</u></b></p> <p>Students will be able to critically evaluate the problems faced by Elizabeth on becoming monarch, notably the implications of her being a</p>	<p><b><u>THE FOUNDATION</u></b></p> <p>Students will build on their understanding of the first term, critically appreciating the length and stability of Elizabeth’s reign and the relative stability this provided.</p> <p><b><u>The Knowledge:</u></b></p> <p>Students will be able to critically, and objectively, consider the notion of an Elizabethan Golden Age. Students will be able to assess the extent to which this historical construct was a fair description of the period by examining key aspects of Elizabeth’s reign:</p> <ul style="list-style-type: none"> <li>• Developments in the arts, including the Great Rebuilding</li> <li>• The growth of the gentry class</li> <li>• The issue of poverty</li> <li>• Trade and exploration</li> </ul> <p><b><u>EXAM SKILLS:</u></b></p> <p>Students will continue to develop their understanding, competence and</p>	<p><b><u>THE FOUNDATION</u></b></p> <p>Students will build on their understanding of the problems Elizabeth faced at the start of her reign, notably concerning the issue of succession and religion. Students will revisit the schism between the Catholic and Protestant faiths and why this posed a clear and present threat to Elizabeth’s rule. Students will build on this foundation and consider how the religious threats manifested themselves over her reign.</p> <p><b><u>The Knowledge:</u></b></p> <p>Students will be able to critically assess the level of threat posed by the various challenges to Elizabeth during her reign. Examining and assessing both internal and external threats as well as challenges from the Puritans as well as Catholics. This will include:</p> <ul style="list-style-type: none"> <li>• Mary, Queen of Scots</li> <li>• The Northern Rebellion</li> <li>• The plots</li> <li>• The Seminary and Jesuit Priests</li> <li>• Spain and the Armada</li> </ul>

	<p>Students will be able to critically evaluate the quality of medieval medicine and what factors contributed to this. In particular students will appreciate the overwhelming influence of religion in this period.</p> <p><b>RENAISSANCE:</b> Students will be able to understand the impact the Renaissance had on medical development. Students will therefore start to build an appreciation how specific factors shaped change.</p> <p><b>Students will be able to explain the impact of KEY INDIVIDUALS in shaping the evolution of <u>surgery and anatomy</u>, notably the work of:</b></p> <ul style="list-style-type: none"> <li>• Vesalius</li> <li>• Harvey</li> <li>• Pare</li> </ul> <p><b><u>EXAM SKILLS:</u></b></p> <p>Students will develop their understanding of AO 3. Students will initially focus on the content of sources and will understand precisely how this can be used to assess the USEFULNESS of the source in relation to a historian's understanding of a given topic.</p>	<p>the Four Humours in shaping their understanding of disease and how the lack of scientific progress hindered further developments.</p> <p>Students will be able to critically evaluate the work of Jenner in assessing the level of progress at the end of the Renaissance.</p> <p><b><u>The Fight Against Infectious Disease:</u></b></p> <p><b><u>Surgery and Anatomy:</u></b></p> <p>Students will now adopt a chronological approach to the study of medicine. Interleaving lessons will reinforce their understanding of the history studied to date and students will then study the development of the two outlined branches of medicine. Students will be able to critically evaluate the progress made and the influencing factors that helped shape its development.</p> <p><b><u>EXAM SKILLS:</u></b></p> <p>Students will build on the first half-term and will consolidate their understanding of the How Useful questions by examining the relevance of provenance when assessing the usefulness of a source (AO3).</p> <p>Students will also start to look at AO1 and AO2, as <b><u>similarity</u></b> questions are introduced, where students will make comparisons between aspects of</p>	<p><b><u>EXAM SKILLS:</u></b></p> <p>Students will reinforce their understanding and confidence in the revisiting the three already established question stems:</p> <ul style="list-style-type: none"> <li>• <i>How Useful...</i></li> <li>• <i>Explain the Significance...</i></li> <li>• <i>Explain two ways... similarity question</i></li> </ul> <p>Students will then develop their understanding of the <b><u>Essay Style</u></b> question that will examine the development of a particular field of medicine/or medicine in general over time.</p>	<p>woman and the significance of religion.</p> <p>Students will be able to explain why, in turn, Elizabeth chose not to get married and cultivated the image of the virgin queen around her royal prerogative.</p> <p>Most importantly students will understand the institutions of government and Elizabeth's relationship with them in terms of how she ran the country.</p> <p><b><u>EXAM SKILLS:</u></b></p> <p>Students will already have an appreciation of the AO1 and AO2 objectives. So a greater emphasis will be placed on AO4 during lessons, which concerns how convincing students find a particular interpretation. Students will consolidate their understanding of AO1 and AO2 by looking at the Elizabeth specific Explain and Write an account questions.</p>	<p>expertise in handling the three staple question types for the Elizabeth paper:</p> <ul style="list-style-type: none"> <li>• <i>How far do you agree with this statement...</i></li> <li>• <i>Explain...</i></li> <li>• <i>Write an account...</i></li> </ul>	<ul style="list-style-type: none"> <li>• The Vestments controversy</li> <li>• Presbyterians, Puritanism and separatist churches</li> </ul> <p>Students will also be able to assess the level of threat at the end of Elizabeth's reign by being able to critically evaluate the significance of the Essex Rebellion</p> <p><b><u>EXAM SKILLS:</u></b></p> <p>Students will be assessed more formally on the three staple question types, but will also have the opportunity to revisit the 16 marker essay style question from the medicine unit. Students will be able to use the opportunity to cement their skills in the longer style question.</p>
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		<p>medicine in the Middle Ages and Renaissance</p> <p>Students will also start to look at AO1 and AO2 through the <u>significance</u> questions, as students consider the impact of KEY INDIVIDUALS like Jenner and Koch on the development of medicine OVER TIME.</p>				
<p><b>Key ‘How’/’Why’ Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</b></p>	<p><b><u>What do you understand by medicine?</u></b></p> <p><b><u>The Middle Ages:</u></b></p> <p><i>What factors influenced the development of medicine in the Middle Ages?</i></p> <p><i>What do you understand by the terms Hippocratic and Galenic medicine?</i></p> <p><i>Why was progress limited in the Middle Ages?</i></p> <p><i>What factors influenced progress where it existed?</i></p> <p><i>What does the Black Death tell us about medieval medicine?</i></p> <p><b><u>Renaissance:</u></b></p> <p><i>Why did the Renaissance help advance our understanding of medicine?</i></p> <p><i>Which branch/es of medicine excelled and why?</i></p> <p><i>Which branch/branches did not and why?</i></p>	<p><i>What does the Great Plague tell us about how far medicine had advanced by the Renaissance?</i></p> <p><b><u>Which factors were the most significant in advancing the fight against infectious disease between 1000 and the present day?</u></b></p> <ul style="list-style-type: none"> <li>How did Jenner’s work help advance the fight against infectious disease?</li> <li>Whose work was more significant in the fight against infectious disease; Pasteur or Koch?</li> <li>Whose work was more significant in the fight against infectious disease; Fleming or Florey and Chain?</li> </ul> <p><b><u>Which factors were the most significant in advancing our understanding of surgery and anatomy between 1000 and the present day?</u></b></p>	<p><b><u>Which factors were the most significant in advancing the quality of public health between 1000 and the present day?</u></b></p> <ul style="list-style-type: none"> <li>What do you understand by the term laissez-faire?</li> <li>Why did war prove so vital in advancing the quality of our public health?</li> <li>Why did communication prove so vital in advancing the quality of our public health?</li> <li>Why was the role of government arguably the most significant in advancing the quality of our public health?</li> <li>Which period made the greatest contribution to the advancement of our public health and why?</li> </ul>	<p><b><u>What problems did Elizabeth face when becoming queen in 1558?</u></b></p> <p><b><u>How effectively was Elizabeth able to establish her authority and rule?</u></b></p> <p><b><u>What do you understand by the terms:</u></b></p> <ul style="list-style-type: none"> <li>‘Virgin Queen’</li> <li>‘Royal Prerogative’</li> <li>‘Great Chain of Being’</li> <li>‘Patronage’?</li> </ul> <p><b><u>How did Elizabeth exercise her royal authority in England? In this context, what was the significance of:</u></b></p> <ul style="list-style-type: none"> <li>Royal Court</li> <li>Parliament</li> <li>The Privy Council</li> <li>Cecil and Walsingham</li> <li>Lord Lieutenants</li> </ul> <p><b><u>Why was Elizabeth expected to marry and why did she choose not to?</u></b></p>	<p><b><u>To what extent can Elizabeth’s reign be considered a Golden Age for England?</u></b></p> <ul style="list-style-type: none"> <li>How did developments in the arts contribute to the notion of a Golden Ages?</li> <li>How did this impact on society itself?</li> <li>Case Study; the Gentry Class</li> <li>Was the Golden Age a Golden Age for all?</li> <li>Why did poverty increase during Elizabeth’s reign?</li> <li>How did the government respond to the growing problem?</li> </ul> <p><b><u>Trade and Exploration:</u></b></p> <ul style="list-style-type: none"> <li>What do you understand by ‘trade and exploration’ during Elizabeth’s reign?</li> <li>Who do you associate with developments in this field?</li> <li>How did developments in this field contribute to the idea of an Elizabethan Golden Age?</li> </ul>	<p><b><u>Why was religion a problem for Elizabeth at the start of her reign and how did she try to overcome it?</u></b></p> <p><b><u>What do you understand by the terms:</u></b></p> <ul style="list-style-type: none"> <li>Religious Settlement</li> <li>Reformation</li> <li>Catholic</li> <li>Protestant</li> <li>Puritan</li> <li>Presbyterian</li> <li>Prophesyings</li> <li>Crusade</li> <li>Excommunication</li> <li>Transubstantiation?</li> </ul> <p><b><u>To what extent did Catholicism pose a threat to Elizabeth?</u></b></p> <p><b><u>Domestic:</u></b></p> <p><i>Why did Mary, Queen of Scots, pose a threat to Elizabeth, and how significant was that threat?</i></p> <p><i>How significant was the wider Catholic threat?</i></p> <ul style="list-style-type: none"> <li>Excommunication</li> <li>Plots</li> <li>Priests</li> </ul> <p><i>How did the government respond to the Catholic threat?</i></p> <p><b><u>Foreign:</u></b></p>

	<p><i>Why was Vesalius/Harvey/Pare/Jenner so important to the development of medicine in the Renaissance?</i></p> <p><i>Which factors influenced their advances?</i></p>	<ul style="list-style-type: none"><li><i>What were the three barriers that held real progress up in the advancement of surgery during the Middle Ages and Renaissance?</i></li><li><i>Why was Simpson’s work so critical to the advancement of surgery in the 19<sup>th</sup> century?</i></li><li><i>Whose work was more significant in developing our understanding of anatomy and surgery; Simpson or Lister?</i></li><li><i>Why did war prove so vital in developing our understanding of anatomy and surgery?</i></li><li><i>Why did advances in science and technology prove so vital in developing our understanding of anatomy and surgery?</i></li><li><i>Which period made the greatest contribution to the development of surgery and why?</i></li></ul>				<p><i>What were the reasons for the growing tension between England and Spain?</i></p> <p><i>Why did the Spanish Armada fail?</i></p> <p><b><i>To what extent did Puritanism pose a threat to Elizabeth?</i></b></p> <ul style="list-style-type: none"><li><i>What was Puritanism?</i></li><li><i>How did they challenge Elizabeth’s authority?</i></li><li><i>How did the government respond to the Puritan threat?</i></li></ul> <p><b><u>The End:</u></b></p> <p><i>What was the Essex rebellion and what does it tell us about Elizabeth’s authority at the end of her reign?</i></p>
<p><b>SEND- how will support be seen?</b></p> <p><b>Seating plans?</b></p> <p><b>Simplified questions?</b></p>	<ul style="list-style-type: none"><li>Lessons are designed around supporting all students; ensuring the history is accessible and all students are able to make progress. Seating plans cater for the individual needs of students and are adapted as and when is necessary. In this context they are reviewed in light of assessment and mock results.</li><li>Staff are aware of all their student’s individual needs and will use class time to support and encourage them as appropriate, including one-to-one time; use of praise and focused questioning using the cold-calling method.</li><li>Work is challenging, with the purpose of encouraging all students to achieve their best, but tasks are adapted to make them accessible. Chunking of extended reading pieces, closed questions to encourage and develop confidence; provide a safe and sure foundation upon which to build more complex thinking. Interleaving is also a key component of SEND provision, allowing students to revisit their learning and again build that confidence essential to success at the end of Year 11.</li><li>The use of imagery is particularly key in allowing students to access the history and understand concepts and ideas. The very visual nature of the subject is an asset and a way in for many students who might find it difficult.</li></ul>					



	<ul style="list-style-type: none"> <li>Retrieval quizzes and opportunities are utilised to help develop confidence and understanding, while modelling in a range of guises it used to support and develop student’s understanding and confidence. Questions styles are a focus of most lessons and are broken down to allow students to understand what is essential to unlocking the marks in each case. Rewrite tasks are now a key component of every assessment and allow students to immediately address those areas deemed to be a weakness.</li> <li>A more finetuned focus on literacy is now being implemented, making use of scaffolding and walking students precisely through how they write and the language they use.</li> <li>Knowledge Organisers have been repurposed to support all students in lessons and provide an effective and accessible aid to revision and understanding.</li> </ul>					
<b>Assessment: What and Why?</b>	<p><b>Formal Assessment:</b> 24 marks 40 mins</p> <p><b>Assessment Objectives:</b> AO3</p> <p><b>Questions:</b></p> <p>1. How useful is source.... X3</p> <p>Three sources on the three different branches of medicine in the Middle Ages</p> <p><b>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</b></p>	<p><b>Formal Assessment:</b> 24 marks 40 mins</p> <p><b>Assessment Objectives:</b> AO1 – AO2 – AO3</p> <p><b>Questions:</b></p> <p>2. How useful is source... 3. Explain the significance of... 4. Explain two ways in which X and Y were similar.</p> <p><b>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</b></p>	<p><b>INTERLEAVING KNOWLEDGE QUIZ on 1<sup>st</sup> term’s work</b></p> <p><b>Formal Assessment:</b> 40 marks 1 hour 10 mins</p> <p><b>Assessment Objectives:</b> AO1 – AO2 – AO3</p> <p><b>Questions:</b></p> <p>1. How useful is source... 2. Explain the significance of... 3. Explain two ways in which X and Y were similar. 4. Essay question using factors</p> <p><b>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</b></p>	<p><b>Formal Assessment:</b> 24 marks 40 mins</p> <p><b>Assessment Objectives:</b> AO1 – AO2 – AO4</p> <p><b>Questions:</b></p> <p>1. How far do you agree with this statement? 2. Explain... 3. Write an account...</p> <p><b>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</b></p>	<p><b>INTERLEAVING KNOWLEDGE QUIZ on 2<sup>nd</sup> term’s work</b></p> <p><b>Formal Assessment:</b> 24 marks 40 mins</p> <p><b>Assessment Objectives:</b> AO1 – AO2 – AO4</p> <p><b>Questions:</b></p> <p>1. How far do you agree with this statement? 2. Explain... 3. Write an account...</p> <p><b>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</b></p>	<p><b>INTERLEAVING KNOWLEDGE QUIZ on Part 1 and 2 of Elizabeth’s Unit of study</b></p> <p><b>Formal Assessment:</b> 40 marks 1 hour 10 minutes</p> <p><b>Assessment Objectives:</b> AO1 – AO2 – AO4</p> <p><b>Questions:</b></p> <p>1. How far do you agree with this statement? 2. Explain... 3. Write an account... Interleaving: MEDICINE 4. Essay question using factors</p> <p><b>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</b></p>
<b>What memory for learning skills will be required- modelling? Concrete answers? Retrieval?</b>	<ul style="list-style-type: none"> <li>Each lesson starts with a retrieval quiz, which draws on the history of the previous lessons and also on their wider learning over the year. This provides a useful opportunity to revisit reoccurring themes/key events/individuals allowing students to build a familiarity with the history essential to their understanding and success.</li> <li>Interleaving lessons are scheduled for one lesson in every five in years 10 and 11, allowing students to revisit the history studied in Year 9, further reinforcing their understanding.</li> <li>Homework quizzes are based around the newly revamped knowledge organisers, again with the purpose of reinforcing student’s understanding of the wider contextual history. Super-curriculum tasks are used as a means of developing the student’s deeper understanding of the history studied on the curriculum.</li> <li>Staff have the capacity and freedom to use their professional judgement to revisit history, as and when they deem necessary for student understanding.</li> <li>Modelling is used regularly to support and enhance students learning, understanding and informing them of how to develop the quality of their written responses.</li> </ul>					
<b>Literacy- reading, extended accurate writing and oracy opportunities</b>	<p><b>Literacy is now a focal point in all lessons</b></p> <p><b>Oracy opportunities</b> – all lessons provide a range of opportunities to enhance student’s oracy skills, including lively discussion and debate around the key questions that shape the course.</p> <p><b>Reading opportunities</b> – a range of strategies are used to embed reading into lessons, developing students understanding of the history and their confidence with the material. This includes critical examination of source material, including historical interpretations, as students develop those skills to look at a given figure or event and assess it both objectively and critically; opportunities are provided for students to read aloud, again building their confidence with the material, while extended pieces are provided to allow students to immerse themselves in more detailed text. This, in turn, is supported by the new super-curriculum, that is designed to encourage students to carry out further research around key aspects of the course.</p> <p><b>Writing opportunities</b> – intrinsic to the very nature of the course and moulding students into young historians. There are six formal assessments (including one mock) with the purpose of developing the skills essential to write effectively. Following each assessment a redrafting policy is used to immediately tackle any areas of immediate concern. In every lesson there is a focus on the <i>LANGUAGE of HISTORY, as well as opportunities to write short, sharp extended responses to key questions as the course progresses. Here, the opportunity is now taken to break down the whole process of writing, allowing students to further reinforce their skills to write critically, objectively and like a historian.</i></p>					
<b>Numeracy</b>	<p>As an evidence-based subject, figures play a crucial role in student’s understanding of both the medicine and Elizabethan units:</p> <p><b>Medicine:</b></p> <ul style="list-style-type: none"> <li>Crucial to this is the understanding of the timeline and the rate of progress across it. For example, the lingering significance of the four humours and miasma as causes of disease. To this end, graphical representations can help cement their understanding of the 19<sup>th</sup> and 20<sup>th</sup> centuries in advancing progress.</li> </ul>					



	<ul style="list-style-type: none"> <li>The significance of numeracy in shaping our specific understanding of key developments; for example, the significance of how Liston took 26 seconds to amputate a leg; reinforcing what speed actually meant in surgery before the development of anaesthetics.</li> </ul> <p><b>Elizabeth:</b></p> <ul style="list-style-type: none"> <li>The use of numeracy again, remains a useful tool in shaping our understanding of Elizabethan England. For example, appreciating the population of England at the time in relation to the population today helps provide the students an informed insight into the nature of that world. For example, legislation that restricted Catholics to travelling no more than 5 miles has a different implication today; therefore understanding the significance of numbers in their historical context is crucial to the quality of the history they produce.</li> <li>As in the medicine course, a critical appreciation of the timeline is crucial for students to understand the pace of development of specific issues during Elizabeth's reign and more significantly how this impacted on her own ability to rule. For example, understanding that the Spanish Armada is 20 years after Mary, Queen of Scots, arrival is crucial to their understanding of how threats manifested themselves over time and is crucial to their ability to write quality history.</li> </ul>
<b>Character development</b>	In Year 9, the course provides a range of opportunities for students to develop their character. The environment is one that promotes high standards and therefore <b>aspiration</b> . Students are challenged by the work, which is deliberately demanding. Students are therefore encouraged to be both <b>resilient and resourceful</b> . The course promotes students to become <b>critical thinkers</b> , for example, assessing the role of war in advancing the course of medical development since 1000; students also have the opportunity to critically assess the role of government in advancing medical development and their changing motivation for doing so. By doing so students not only develop a more critical appreciation of their own society and how it work but also provides the <b>confidence</b> to express their understanding.
<b>Equality/Diversity opportunities</b>	Building on Year 8, the course provides a range of opportunities to further explore equality and diversity. The medicine course builds on the foundation established at KS3 and examines the structure of society and how this influenced the quality of treatment, notably in the Medieval and Renaissance periods. The Elizabethan allows students to develop their understanding further by looking at the issue of poverty during her reign, but also how society became a little more fluid through the rise of the gentry class. More significant though are the changes in society brought about by industrialisation in the 19 <sup>th</sup> century and this is again explored in the medicine course. Students will study how forces in society shaped a path for greater equality amongst the classes, culminating in the creation of the NHS in 1948. Equally the course provides an opportunity to examine the impact of different societies, cultures, and faiths on the development of our own. In the medicine course we explore the advances made as a result of the Islamic faith and culture, at a time when Christianity was a force for stagnation, while the Elizabethan course will explore the darker origins of the slave trade during her reign. Elizabeth, herself provides an insight into the patriarchal world of Elizabethan politics, culture and society and allows students to build on the understanding established at KS3
<b>CIAG coverage/links</b>	The course provides a range of opportunities for students to consider the direct and indirect significance of history as an insight into possible future careers. Building on the experience of KS3 students will again get an insight into the world of a historian, studying primary material and developing their own evaluative and analytical skills as a result. AO3/4 relate specifically to the student's abilities to handle source material giving them an insight into what an historian does. In this sense, the focus on source evaluation; the prolific use of imagery and the development of students as critical thinkers, provides an insight into a wide range of careers from journalism, media, law, government and even advertisement and illustrations. The focus on a range of key individuals, notably on the medicine course, is done to inspire and again give an insight into careers in science and medicine.
<b>Homework</b>	<p><b><u>Homework:</u></b> Satchel quizzes are used to reinforce student's knowledge of the history they are studying and used in relation to their new knowledge organisers.</p> <p><b><u>Super-curriculum:</u></b> Extended projects are used to develop the student's deeper knowledge and understanding of a particular aspect of the course. These will initially be set once a half-term.</p> <p><b><u>Revision:</u></b> Specified revision tasks set in relation to formal assessment and mock schedule.</p>

Year 10: Germany 1890 to 1945 and the Cold War 1945 to 1972						
	Term 1		Term 2		Term 3	
<p><b>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</b></p> <p><u><b>Germany</b></u></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><b>Cold War</b></p> <p><i>This period study focuses on the development of America during a turbulent half century of change. It was a period of expansion and consolidation – the expansion to the west and consolidation of the United States as a nation.</i></p> <p><i>Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at</i></p>	<p><b><u>10.1 Germany and the growth of democracy</u></b></p> <p>Students will initially explore what they understand by Germany today; as a political, economic, social and cultural entity.</p> <p>Students will then study how ‘Germany’ came about, giving context not only to their understanding of Germany today, but also providing a framework to the course of study. Students will understand that their course comprises of three ‘Germanys’:</p> <ul style="list-style-type: none"><li>• The 2nd Reich</li><li>• Weimar Germany</li><li>• Nazi Germany</li></ul> <p><b><u>The 2<sup>nd</sup> Reich:</u></b></p> <p>Students will study this key period in German history that saw the growth in parliamentary government and the reasons for it:</p> <p>Students will understand the nature of the Kaiser’s autocratic style of rule and the influence of Prussian militarism; his objectives as ruler, notably his desire for empire (<i>his Place in the Sun</i>) and a navy to rival Britain’s (note the significance of the Navy Laws).</p> <p>Students will also study the problems the Kaiser faced in implementing his rule; notably the growing power of the left, as</p>	<p><b><u>10.2 Germany and the Depression</u></b></p> <p>Students will study how Weimar democracy gave way to a totalitarian dictatorship in the space of five years, focusing initially on how Hitler became chancellor and how, in turn, he was able to CONSOLIDATE his power and turn Germany into a dictatorship.</p> <p><b><u>The Chancellorship:</u></b></p> <p>To this end, students will study, the impact of the Depression and how this transformed the fortune of the Nazi Party as well as the KPD. Students will already have an appreciation of how changes made before 1929 allowed the Nazis to capitalize on the depression:</p> <ul style="list-style-type: none"><li>• exploiting their growing expertise in the use of propaganda</li><li>• The popular appeal of Adolf Hitler</li><li>• The SA</li></ul> <p><b>Students will explore this is relation to the failings of Weimar democracy:</b></p> <ul style="list-style-type: none"><li>• The growing disillusionment with mainstream politics</li><li>• And, the role of Papen and Hindenburg</li></ul>	<p><b><u>10.3 The experiences of Germans under the Nazis</u></b></p> <p><b><u>INTERLEAVING 1: Term will start with a review of the first term’s programme of study looking at key aspects of the Germany course over a two-lesson slot, including quiz.</u></b></p> <p><b><u>Interleaving 2: 1 lesson in 5 will be dedicated to reviewing the Year 9 study of work. This half-term will focus on medieval and renaissance medicine.</u></b></p> <p>Students will study what life was like for the people of Germany under the 12 years of Nazi rule. Students will study the economic and social impact of the Nazis and how they exercised control over the people of Germany. Students will examine the impact of the war on the lives of Germans and study the reasons for and the course of the Holocaust. They will also examine how the German people reacted to Nazi control.</p> <p><b><u>Economic changes:</u></b></p>	<p><b><u>10.4 The Origins of the Cold War</u></b></p> <p><b><u>Interleaving 2: 1 lesson in 5 will be dedicated to reviewing the Year 9 study of work. This half-term will focus on The Fight against Infectious Disease and Surgery.</u></b></p> <p>Students will study the backdrop to the Cold War, from the roots of communism to western attitudes towards the Soviet state prior to WW II. In this context students should have an appreciation of Western fears of communism as a threat to the established order, and more significantly the impact that Stalin had in shaping this fear. Students will also study how WW II seemed to redefine the relationship between the Western allies and the USSR (Uncle Joe), culminating in the wartime alliances. Students will, in turn, study:</p> <ul style="list-style-type: none"><li>• The Yalta and Potsdam Conferences, with a specific emphasis on the division of Germany; the promise of free elections and the concession of giving Stalin his sphere of influence in Eastern Europe.</li><li>• Students will study how the issue of personality shaped relations between the two, notably Truman at Potsdam, who adopted</li></ul>	<p><b><u>10.5 The Development of the Cold War</u></b></p> <p><b><u>INTERLEAVING 1: Students will start the term reviewing the first and second term’s programme of study, looking at key aspects of the Germany course over a two-lesson slot, including quiz, and a one-lesson review of the Cold War to date.</u></b></p> <p><b><u>Interleaving 2: 1 lesson in 5 will be dedicated to reviewing the Year 9 study of work. This half-term will focus on Public Health and the Early Elizabethan course.</u></b></p> <p><b><u>Interleaving will link to mock preparation.</u></b></p> <p>Having established their understanding of the origins of the Cold War, students will examine how he it developed globally from 1949, notably in Asia. Students will study:</p> <ul style="list-style-type: none"><li>• The significance of the Soviet Union’s detonation of their</li></ul>	<p><b><u>10.6 The Development of the Cold War cont:</u></b></p> <p><b><u>INTERLEAVING 1: Students will review the Cold War to date in a one-lesson slot, including quiz.</u></b></p> <p><b><u>Interleaving 2: 1 lesson in 5 will be dedicated to reviewing the Year 9 study of work. This half-term will focus on the Golden Age and the Threat to Elizabeth.</u></b></p> <p>Students will then study <b><u>military rivalries and how these shaped the growing tension between the two sides:</u></b></p> <p>Students will study the <b><u>Arms and Space Race</u></b> and how the development of new technologies fuelled the growing tension between the two sides, including:</p> <ul style="list-style-type: none"><li>• Sputnik</li><li>• ICBMs</li><li>• Polaris (SLBM)</li><li>• Gagarin</li><li>• Apollo</li></ul>

<p><i>the role of key individuals and groups in shaping change and the impact the developments had on them.</i></p>	<p>a result of industrialisation; in particular the growth of trade unions and the SPD, which became the biggest party in the Reichstag by 1912.</p> <p><b><u>Impact of the First World War:</u></b></p> <p>Students will explore the IMPACT the war had on Germany. The Kaiser’s ambition for global power resulted in the end of the monarchy; war weariness and economic problems, including the displacement of industry, unemployment and food shortages.</p> <p>Students will study how the Treaty of Versailles compounded these problems, culminating in the French occupation of the Ruhr and Hyperinflation in 1923.</p> <p><b><u>Weimar democracy:</u></b></p> <p>Students will also study the issue of political change and unrest between 1919–1923 (the Crisis Years), looking at challenges to the fledgling democracy from both the left and right; including:</p> <ul style="list-style-type: none"><li>• The Spartacists,</li><li>• Kapp Putsch</li><li>• Munich Putsch</li><li>• Political murders</li><li>• The Freikorps</li></ul> <p><b><u>The ‘Golden Years’</u></b></p> <p>Students will explore the extent to which German democracy recovered during</p>	<ul style="list-style-type: none"><li>• And Hitler’s eventual appointment as Chancellor.</li></ul> <p><b><u>The establishment of Hitler’s dictatorship:</u></b></p> <p>At the start of this aspect of the course students will assess the immediate threats to Hitler’s power:</p> <ul style="list-style-type: none"><li>• Democracy</li><li>• The Workers</li><li>• The Press</li><li>• The SA</li><li>• Hindenburg</li><li>• The Army</li></ul> <p>Students will then study how in the course of 18 months Hitler overcame these potential threats, through a combination of persuasion, diplomacy and terror:</p> <ul style="list-style-type: none"><li>• The Reichstag Fire</li><li>• The Enabling Act</li><li>• The German Labour Front</li><li>• Dachau</li><li>• The Propaganda Ministry</li><li>• The Night of the Long Knives</li></ul>	<p>Students will examine Nazi economic policy in Germany between 1933 and 1939 and how this impacted on the lives of Germans. To this end, students will examine:</p> <ul style="list-style-type: none"><li>• Public works programmes</li><li>• The drive for self-sufficiency</li><li>• Rearmament and conscription</li><li>• The invisible unemployed</li></ul> <p>Students will be able to assess the success of these policies and then examine the impact of war and how this transformed the economic situation:</p> <ul style="list-style-type: none"><li>• The impact of bombing</li><li>• Rationing</li><li>• Labour shortages</li><li>• Refugees</li></ul> <p><b><u>Social policy and practice:</u></b></p> <p>Students will study the impact of Nazi policies on German society; notably on:</p> <ol style="list-style-type: none"><li>1. Women</li><li>2. The young – education and youth groups</li><li>3. The Christian churches</li></ol> <p>Students will study Aryan ideas and the implementation of racial policy resulting in the Holocaust. To this end students will appreciate the timeline of the Holocaust:</p> <ul style="list-style-type: none"><li>• Discrimination</li><li>• Segregation</li><li>• Concentration</li><li>• Extermination</li></ul> <p><b><u>Control:</u></b></p> <p>This aspect of the course will see how the Nazis tried to</p>	<p>a more aggressive line towards Stalin than Roosevelt.</p> <ul style="list-style-type: none"><li>• Students will also consider, in this context the US use of atomic diplomacy and the dropping of the atomic bombs on Hiroshima and Nagasaki.</li></ul> <p><b><u>POST-WAR relations to 1949:</u></b></p> <p>The emphasis here is on how the Cold War developed in Europe:</p> <ul style="list-style-type: none"><li>• Students will study the significance of the Iron Curtain speech in signalling the breakdown in relations between the two superpowers (the Long Telegram is also a useful tool to support this).</li><li>• Students will consider Soviet expansionism and more importantly how Soviet actions were perceived in the West.</li><li>• Students will then study the US response as the United States introduced a policy of containment aimed at preventing the further spread of communism, including the Truman Doctrine and Marshall Plan. Students, will consider, in turn, how these actions were viewed by Stalin and his reaction to them; ‘dollar imperialism’/Cominform and Comecon</li></ul> <p><b>The students will by this point have developed a clear understanding of the significance of perception and</b></p>	<p>first atomic device and the ‘loss’ of China in 1949</p> <ul style="list-style-type: none"><li>• Students will study how this, in turn, influenced US decision-making, resulting in the escalation of the conflict; notably NSC 68 and the US commitment to South East Asia; the Korean War and growing commitment to Vietnam.</li></ul> <p><b><u>The Korean War:</u></b></p> <ul style="list-style-type: none"><li>• Reasons for the Korean War, notably Kim Il Sung’s invasion of the south and the US’s perception of this.</li><li>• the US’s response; their ‘hijacking’ of the UN</li><li>• The course of the war, notably the actions of MacArthur in escalating the conflict – the intervention of China</li></ul> <p><b><u>The aftermath:</u></b></p> <ul style="list-style-type: none"><li>• The globalization of the Cold War and the US commitment to SE Asia</li><li>• The domino theory and the US commitment to the conflict in Vietnam</li></ul> <p><b><u>Students will then study military rivalries and how these shaped the growing</u></b></p>	<p>West Germany’s admittance into NATO and the creation of the WARSAW PACT.</p> <p><b>Students will study the significance of the death of Stalin and the possibility of Peaceful Coexistence, while within this framework students will study the Hungarian Uprising, including:</b></p> <ul style="list-style-type: none"><li>• Reasons for the Hungarian Uprising, notably the reforms of Nagy</li><li>• The Soviet Response</li><li>• The impact of this on Cold War relations</li></ul> <p><b><u>Students will be able to critically evaluate the significance of specific events in shaping Cold War tensions in the 1950s.</u></b></p> <p>Students will finish this section by studying the impact of the U2 Crisis, which undermined the possibility for improved relations at the start of the 1960s and its effects on the Paris Peace Summit and East-West relations.</p> <p><b><u>Transformation of the Cold War</u></b></p> <p><b>Students will study how key events in the 1960s transformed the Cold War, initially bringing the globe to the brink of nuclear (MAD), and how this, in turn,</b></p>
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	<p>the Stresemann era (1924–1929); examining:</p> <p><b><u>Economic developments:</u></b></p> <ul style="list-style-type: none"><li>• The Rentenmark</li><li>• US loans - Dawes Plan and the Young Plan</li></ul> <p>Also the impact of international agreements in redefining Germany’s</p> <p><b><u>International reputation:</u></b></p> <ul style="list-style-type: none"><li>• The Locarno Treaty</li><li>• Joining the League of Nations</li><li>• The Kellogg-Briand Pact</li></ul> <p>Students will also study the world of Weimar culture, whereby Germany became a vibrant, progressive and modern state, distancing itself from its reputation as warmonger. Students will have an appreciation for developments in:</p> <ul style="list-style-type: none"><li>• Literature: Remarque’s All Quiet on the Western Front</li><li>• Art: Expressionism</li><li>• Architecture and design: the Bauhaus movement</li><li>• Cinema: Metropolis</li></ul> <p>Note: Students will consider the fortune of the Nazi party in this period, following the failure of the Munich putsch. This will include:</p> <ul style="list-style-type: none"><li>• Their decision to go democratic</li></ul>		<p>impose their will on the German people. Students will understand the different methods used, including:</p> <ul style="list-style-type: none"><li>• The role of Goebbels as propaganda minister</li><li>• Control of the media, including the use of propaganda and censorship</li><li>• Nazi culture, including the use of cinema, art and architecture</li></ul> <p>Students will understand the Nazi introduction of a police state and the various measures that they employed, including:</p> <ul style="list-style-type: none"><li>• Arbitrary power of arrest</li><li>• Concentration camps</li><li>• Block wardens</li><li>• SS (Himmler) and gestapo</li><li>• People’s Court</li></ul> <p><b><u>Opposition:</u></b></p> <p>Finally, student will study how some Germans reacted to Nazi control by deliberately challenging the state:</p> <ul style="list-style-type: none"><li>• The White Rose group</li><li>• Swing Youth</li><li>• Edelweiss Pirates</li><li>• July 1944 bomb plot</li><li>• Bishop von Galen</li><li>• Pastor Niemoller and the Confessional Church</li></ul>	<p>how it shaped the Cold War. They will appreciate that Soviet actions were viewed through an ideological lens and therefore seen as aggressive and expansionist; by the same token, US actions were viewed as imperial and expansionist. With this understanding students will then study:</p> <p><b><u>The Berlin Blockade and airlift:</u></b></p> <ul style="list-style-type: none"><li>• Reasons for the Blockade, notably the establishment of Bizonia and the introduction of a new currency into the British and American sectors</li><li>• The Soviet response and reasoning behind the blockade</li><li>• How the Blockade was viewed in the West and their response</li><li>• The end of the Blockade and its significance for Cold War relations</li></ul> <p><b><u>The aftermath:</u></b></p> <ul style="list-style-type: none"><li>• The creation of NATO and the division of Germany into the FRG and GDR</li></ul> <p><b><u>Students will be able to critically evaluate the significance of specific events in shaping Cold War tensions in the 1940s.</u></b></p>	<p><b><u>tension between the two sides:</u></b></p> <p>Students will study the <b><u>Arms and Space Race</u></b> and how the development of new technologies fuelled the growing tension between the two sides, including:</p> <ul style="list-style-type: none"><li>• Sputnik</li><li>• ICBMs</li><li>• Polaris (SLBM)</li><li>• Gagarin</li><li>• Apollo</li></ul> <p>West Germany’s admittance into NATO and the creation of the WARSAW PACT.</p> <p><b>Students will study the significance of the death of Stalin and the possibility of Peaceful Coexistence, while within this framework students will study the Hungarian Uprising, including:</b></p> <ul style="list-style-type: none"><li>• Reasons for the Hungarian Uprising, notably the reforms of Nagy</li><li>• The Soviet Response</li><li>• The impact of this on Cold War relations</li></ul> <p><b><u>Students will be able to critically evaluate the significance of specific events in shaping Cold War tensions in the 1950s.</u></b></p> <p>Students will finish this section by studying the impact of the U2 Crisis, which undermined the possibility for improved relations at the</p>	<p>shaped a thaw and an easing of Cold War tensions.</p> <p>Students, to this end, will study:</p> <p><b><u>The Berlin Wall:</u></b></p> <ul style="list-style-type: none"><li>• Reasons for its construction</li><li>• The impact on East west relations, including the Checkpoint Charlie incident</li><li>• <i>Better a wall than War</i></li></ul> <p><b><u>Cuba:</u></b></p> <ul style="list-style-type: none"><li>• The significance of Cuba going communist in 1959 for east-west relations</li><li>• The US response, culminating in the Bay of Pigs invasion</li><li>• The Cuban Missile Crisis, notably the short-term and long-term significance of the crisis, brinkmanship, MAD and the hotline</li></ul> <p><b><u>Czechoslovakia:</u></b></p> <ul style="list-style-type: none"><li>• The significance of Dubeck’s <i>Socialism with a Human face</i> and Brezhnev’s response, including the establishment of the Brezhnev doctrine</li><li>• The impact on East-West relations. Note students should be conscious of the US role in Vietnam and Soviet-Sino relations</li></ul>
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	<ul style="list-style-type: none"> <li>• Their electoral record in this period</li> <li>• Their appeal in this period</li> </ul>				start of the 1960s and its effects on the Paris Peace Summit and East-West relations.	when assessing the impact.
	<p><b><u>FOUNDATION:</u></b></p> <p>Students will gain a critical appreciation of what they understand about the notion of Germany in the context of the establishment of the Second Reich.</p> <p><b><u>KNOWLEDGE:</u></b></p> <p>Students will appreciate the significance of the Kaiser in shaping a course for the new Germany ultimately lead to war and the collapse of Imperial rule. From this, students will understand the impact this had on German society and in particular the political ramifications that saw the emergence of German democracy. Students will critically appreciate the problems the new Weimar government faced and how, in turn, they tried to overcome them.</p> <p>In particular students will study the turbulence of the <i>Crisis Years</i>, 1919 -1923, and the ‘stability and growth’ during the <i>Golden Years</i>, 1923 - 1929.</p> <p><b><u>EXAM SKILLS:</u></b></p> <p>Students will focus on AO1 - AO2-AO4.</p> <p>Students will develop their understanding of how to</p>	<p><b><u>FOUNDATION:</u></b></p> <p>Students will gain a critical appreciation of what they understand about the notion of Germany in the context of the establishment of the Second Reich.</p> <p><b><u>KNOWLEDGE:</u></b></p> <p>Students will appreciate the significance of the Kaiser in shaping a course for the new Germany ultimately lead to war and the collapse of Imperial rule. From this, students will understand the impact this had on German society and in particular the political ramifications that saw the emergence of German democracy. Students will critically appreciate the problems the new Weimar government faced and how, in turn, they tried to overcome them.</p> <p>In particular students will study the turbulence of the <i>Crisis Years</i>, 1919 -1923, and the ‘stability and growth’ during the <i>Golden Years</i>, 1923 - 1929.</p> <p><b><u>EXAM SKILLS:</u></b></p> <p>Students will focus on AO1 - AO2-AO4.</p> <p>Students will reinforce their understanding of how to</p>	<p><b><u>FOUNDATION:</u></b></p> <p>Students will build on their understanding of what the Nazis represented and what they hoped to achieve. Students will understand the nature of Hitler’s vision for a 1,000 Year Reich; a racially pure 1,000 Year Reich and one built on the conquest of the East, providing Hitler with his lebensraum for his master race.</p> <p><b><u>KNOWLEDGE:</u></b></p> <p>Students will be able to critically evaluate the impact of Nazi rule on different groups in German society. This will include:</p> <ul style="list-style-type: none"> <li>• The impact of German economic policy on German workers after 1933</li> <li>• The impact of war on the lives of Germans, notably the impact of mass bombing and food shortages</li> </ul> <p>Students will be able to critically appreciate the impact of social and race policies of specific groups like:</p>	<p><b><u>FOUNDATION:</u></b></p> <p>Students will have a critical appreciation of the contextual background to the Cold War. This will include a clearly established understanding of the ideological differences between the USSR and USA and how, in turn, the relationship between the two powers was shaped by this notably during WW II.</p> <p><b><u>KNOWLEDGE:</u></b></p> <p>Students will be able to critically evaluate the significance of a range of events in establishing a Cold War between the former allies by 1949.</p> <p>Students will also be able to assess the degree to which certain events had more significance than others and also how events influenced each other in shaping escalation.</p> <p>Students, in particular, will understand:</p> <ul style="list-style-type: none"> <li>• the significance of the wartime conferences in establishing a platform for tension:</li> <li>• the significance of Truman and his attitude towards the USSR</li> <li>• The US policy of containment</li> <li>• Soviet expansionism</li> </ul>	<p><b><u>FOUNDATION:</u></b></p> <p>Students will build on their understanding of the development of the Cold War in Europe and how, in turn, this manifested itself into a global conflict.</p> <p><b><u>KNOWLEDGE:</u></b></p> <p>Students will be able to critically evaluate how events in Asia and the USSR’s development of its own atomic bomb completely redefined the ‘perceived’ balance of power between the USA and USSR. Students will also be able to critically evaluate the impact of events like:</p> <ul style="list-style-type: none"> <li>• The Korean War</li> <li>• Stalin’s death</li> <li>• The Space and Arms Race</li> <li>• Hungarian Uprising</li> </ul> <p>In affecting the relationship between East and West</p> <p><b><u>EXAM SKILLS:</u></b></p> <p><b><u>INTERLEAVING</u></b></p> <p>Students will sit a mock paper that covers all 4 papers. This will reinforce student</p>	<p><b><u>FOUNDATION:</u></b></p> <p>Students will use their already established understanding of how tension continued to develop between East and West to assess impact of events of the 1960s on the Cold War and the relationship between the USA and USSR.</p> <p><b><u>KNOWLEDGE:</u></b></p> <p><b>Students will be able to critically evaluate the impact of:</b></p> <ul style="list-style-type: none"> <li>• The U2 Crisis at the start of the 1960s in setting back Cold War relations between the USA and USSR</li> <li>• Berlin and the significance of the building of the Berlin Wall</li> <li>• The Cuban Missile Crisis in redefining Cold War relations in light of the prospect of MAD</li> <li>• Events in Czechoslovakia and how they</li> </ul>

	<p>approach the ‘interpretation’ questions on the Germany paper (AO4).</p> <p>KS3 will have provided a foundation for students to build their appreciation the relevance of content, provenance and contextual setting, in assessing:</p> <ul style="list-style-type: none"> <li>How interpretations differ</li> <li>Why they differ</li> <li>Which, in turn, might be the more convincing.</li> </ul> <p>Students will also reinforce their understanding of AO1/2 through looking at the <i>describe</i> and <i>In what ways</i> questions.</p>	<p>approach the ‘interpretation’ questions on the Germany paper (AO4), building on the first half-term.</p> <p>Students will then develop their understanding of the <i>Essay question (in bullet form)</i> mastering their appreciation of AO1/2.</p>	<ul style="list-style-type: none"> <li>German youth</li> <li>Women</li> <li>The Jewish community</li> </ul> <p>Students will understand that while many were drawn to the regime others actively opposed it and in this context, students will be able to critically assess what the most significant factors were in terms of the Nazis being able to maintain control:</p> <ul style="list-style-type: none"> <li>Terror</li> <li>Propaganda</li> </ul> <p><b>EXAM SKILLS:</b></p> <p>Students will do a full paper, embedding and reinforcing all stems of questions on the Germany paper, covering AO1/2 and 4</p>	<ul style="list-style-type: none"> <li>The Berlin Blockade</li> </ul> <p><b>EXAM SKILL:</b></p> <p>Students will develop their understanding of AO1 AO2 and AO3.</p> <p>Students will critically develop their understanding of the significance of both content and provenance in evaluating and analysing a source, building on the foundation already established in Year 9 through there work on the <i>How Useful</i> question on the medicine paper.</p>	<p>understanding of AO1, 2 and 3 and will further reinforce their confidence in the following question types:</p> <ol style="list-style-type: none"> <li><i>How far do you agree with this statement? Elizabeth</i></li> <li><i>Write an account – Cold War</i></li> <li><i>In What ways... Explain your answer – Germany</i></li> <li><i>Essay question using factors – medicine</i></li> </ol>	<p>demonstrated the changing relationship between superpowers</p> <p><b>EXAM SKILL:</b></p> <p>Students will embed their understanding of AO1, AO2 and AO3.</p> <p>Students will develop their understanding of all four of the question stems on the Cold war paper, with particular focus on developing their understanding of the essential skills and content essential to success in the Essay question...<i>How far do you agree?</i></p>
<p><b>Key ‘How’/’Why’ Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</b></p>	<p><i>In what way were the lives of Germans affected during the Kaiser’s reign?</i></p> <p><i>In what way were the lives of Germans affected by the First World War?</i></p> <p><i>In what way were the lives of Germans affected by the crisis years, 1919-1923?</i></p> <p><i>In what way were the lives of Germans affected by the Golden Years, 1923-1929?</i></p> <p><b>Which of the following was the more important reason why Weimar Germany was difficult to govern, 1919-1923?</b></p>	<p><i>In what way were the lives of Germans affected by the depression?</i></p> <p><b>Which of the following was the more important reason why Weimar Germany was difficult to govern, 1919-1923?</b></p> <ul style="list-style-type: none"> <li></li> <li></li> </ul> <p><b>Which of the following was the more important reason why the Nazis gained power in January 1933?</b></p> <ul style="list-style-type: none"> <li></li> <li></li> </ul> <p><b>Which of the following was the more important reason</b></p>	<p><i>In what way were the lives of Germans affected by Nazi social policies?</i></p> <p><i>In what way were the lives of young Germans affected by Nazi social policies?</i></p> <p><i>In what way were the lives of Germans affected by Nazi economic policies between 1933 – 1939?</i></p> <p><i>In what way were the lives of Germans affected by the Nazi police state?</i></p> <p><i>In what way were the lives of Germans affected by WW II?</i></p> <p><b>Which of the following was the more important reason</b></p>	<p><b>What events were the most significant in shaping cold war tension between 1945 and 1949?</b></p> <p><i>How did the wartime conferences affect Cold War tensions?</i></p> <p><i>How did the atomic bomb affect Cold War tensions?</i></p> <p><i>How did the US policy of containment/Truman doctrine/Marshall Plan/Dollar Imperialism affect Cold War tensions?</i></p> <p><i>How did Soviet expansionism affect Cold War tensions?</i></p> <p><i>How did the Berlin Blockade affect Cold War tensions?</i></p>	<p><b>What events were the most significant in shaping Cold War tension in the 1950s?</b></p> <p><i>How did the fall of China affect Cold War tensions?</i></p> <p><i>How did the Korean War affect Cold War tensions?</i></p> <p><i>How did the Space Race affect Cold War tensions?</i></p> <p><i>How did the Arms Race affect Cold War tensions?</i></p> <p><i>How did the Hungarian Uprising affect Cold War tensions?</i></p>	<p><b>What events were the most significant in shaping Cold War tension in the 1960s?</b></p> <p><b>What factors/events led to a decrease in Cold War tension from the late 1960s onwards?</b></p> <p><i>How did the U2 crisis affect Cold War tensions?</i></p> <p><i>How did the building of the Berlin wall/events in Berlin affect Cold War tension in the 1960s?</i></p> <p><i>How did events in Cuba after 1959/CMC affect Cold War tensions?</i></p> <p><i>How did the events in Czechoslovakia/ the Prague</i></p>

	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p><b>Which of the following was the more important reason why Germany recovered in the years 1923-1929?</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<b>why Germany became a dictatorship?</b>	<b>why the Nazis were able to maintain control after 1933?</b>	How did the formation of NATO affect Cold War tensions?		<p>Spring affect Cold War tensions?</p> <p>How did election of Nixon as president affect Cold War tensions in the late 1960s?</p>
<b>SEND- how will support be seen?</b> <b>Seating plans?</b> <b>Simplified questions?</b>	<ul style="list-style-type: none"> <li>• Lessons are designed around supporting all students; ensuring the history is accessible and all students are able to make progress. Seating plans cater for the individual needs of students and are adapted as and when is necessary. In this context they are reviewed in light of assessment and mock results.</li> <li>• Staff are aware of all their student's individual needs and will use class time to support and encourage them as appropriate, including one-to-one time; use of praise and focused questioning using the cold-calling method.</li> <li>• Work is challenging, with the purpose of encouraging all students to achieve their best, but tasks are adapted to make them accessible. Chunking of extended reading pieces, closed questions to encourage and develop confidence; provide a safe and sure foundation upon which to build more complex thinking. Interleaving is also a key component of SEND provision, allowing students to revisit their learning and again build that confidence essential to success at the end of Year 11.</li> <li>• The use of imagery is particularly key in allowing students to access the history and understand concepts and ideas. The very visual nature of the subject is an asset and a way in for many students who might find it difficult.</li> <li>• Retrieval quizzes and opportunities are utilised to help develop confidence and understanding, while modelling in a range of guises it used to support and develop student's understanding and confidence. Questions styles are a focus of most lessons and are broken down to allow students to understand what is essential to unlocking the marks in each case. Rewrite tasks are now a key component of every assessment and allow students to immediately address those areas deemed to be a weakness.</li> <li>• A more finetuned focus on literacy is now being implemented, making use of scaffolding and walking students precisely through how they write and the language they use.</li> <li>• Knowledge Organisers have been repurposed to support all students in lessons and provide an effective and accessible aid to revision and understanding.</li> </ul>					
<b>Assessment: What and Why?</b>	<p><b>Formal Assessment:</b>  <b>28 marks</b>  <b>45 minutes</b></p> <p>Assessment Objectives:  AO1 – AO2 – AO4</p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> <li>1. How do interpretations differ?</li> <li>2. Why do interpretations differ?</li> <li>3. How convincing are interpretations?</li> <li>4. Describe...</li> <li>5. In what ways... Explain your answer</li> </ol>	<p><b>Formal Assessment:</b>  <b>28 marks</b>  <b>45 minutes</b></p> <p>Assessment Objectives:  AO1 – AO2 – AO4</p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> <li>1. How do interpretations differ?</li> <li>2. Why do interpretations differ?</li> <li>3. How convincing are interpretations?</li> <li>6. Essay question in bullet format</li> </ol>	<p><b>INTERLEAVING KNOWLEDGE QUIZ on 1<sup>st</sup> term's programme of study, looking at key aspects of the German course to date</b></p> <p><b>Formal Assessment:</b>  <b>40 marks</b>  <b>1 hour 10 mins</b></p> <p>Assessment Objectives:  AO1 – AO2 – AO4</p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> <li>1. How do interpretations differ?</li> <li>2. Why do interpretations differ?</li> <li>3. How convincing are interpretations?</li> <li>4. Describe...</li> <li>5. In what ways... Explain your answer</li> <li>6. Essay question in bullet format</li> </ol>	<p><b>Formal Assessment:</b>  <b>24 marks</b>  <b>45 minutes</b></p> <p>Assessment Objectives:  AO1 – AO2 – AO3</p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> <li>1. Source Analysis</li> <li>2. How useful are sources...</li> <li>3. Write an account</li> </ol>	<p><b>INTERLEAVING KNOWLEDGE QUIZ on 2<sup>nd</sup> term's programme of study, looking at key aspects of the Germany course and 1<sup>st</sup> term of the Cold War</b></p> <p><b>MOCK: INTERLEAVING Formal Assessment:*</b>  <b>40 marks</b>  <b>1 hour 10 mins</b></p> <p>Assessment Objectives:  AO1 – AO2 – AO3</p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> <li>5. How far do you agree with this statement? Elizabeth</li> <li>6. Write an account – Cold War</li> <li>7. In What ways... Explain your answer – Germany</li> <li>8. Essay question using factors – medicine</li> </ol>	<p><b>INTERLEAVING KNOWLEDGE QUIZ on key aspects of the Cold War course to date</b></p> <p><b>Formal Assessment:</b>  <b>40 marks</b>  <b>1 hour 10 mins</b></p> <p>Assessment Objectives:  AO1 – AO2 – AO3</p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> <li>9. Source analysis</li> <li>10. How useful are sources...</li> <li>11. Write an account</li> <li>12. Essay question... how far do you agree?</li> </ol>



					<b>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</b>	<b>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</b>
<b>What memory for learning skills will be required- modelling? Concrete answers? Retrieval?</b>	<ul style="list-style-type: none"> <li>Each lesson starts with a retrieval quiz, which draws on the history of the previous lessons and also on their wider learning over the year. This provides a useful opportunity to revisit reoccurring themes/key events/individuals allowing students to build a familiarity with the history essential to their understanding and success.</li> <li>Interleaving lessons are scheduled for one lesson in every five in years 10 and 11, allowing students to revisit the history studied in Year 9, further reinforcing their understanding.</li> <li>Homework quizzes are based around the newly revamped knowledge organisers, again with the purpose of reinforcing student’s understanding of the wider contextual history. Super-curriculum tasks are used as a means of developing the student’s deeper understanding of the history studied on the curriculum.</li> <li>Staff have the capacity and freedom to use their professional judgement to revisit history, as and when they deem necessary for student understanding.</li> <li>Modelling is used regularly to support and enhance students learning, understanding and informing them of how to develop the quality of their written responses.</li> </ul>					
<b>Literacy- reading, extended accurate writing and oracy opportunities</b>	<p><b>Literacy is now a focal point in all lessons</b></p> <p>Oracy opportunities – all lessons provide a range of opportunities to enhance student’s oracy skills, including lively discussion and debate around the key questions that shape the course.</p> <p>Reading opportunities – a range of strategies are used to embed reading into lessons, developing students understanding of the history and their confidence with the material. This includes critical examination of source material, including historical interpretations, as students develop those skills to look at a given figure or event and assess it both objectively and critically; opportunities are provided for students to read aloud, again building their confidence with the material, while extended pieces are provided to allow students to immerse themselves in more detailed text. This, in turn, is supported by the new super-curriculum, that is designed to encourage students to carry out further research around key aspects of the course.</p> <p>Writing opportunities – intrinsic to the very nature of the course and moulding students into young historians. There are six formal assessments (including one mock) with the purpose of developing the skills essential to write effectively. Following each assessment a redrafting policy is used to immediately tackle any areas of immediate concern. In every lesson there is a focus on the <i>LANGUAGE of HISTORY, as well as opportunities to write short, sharp extended responses to key questions as the course progresses. Here, the opportunity is now taken to break down the whole process of writing, allowing students to further reinforce their skills to write critically, objectively and like a historian.</i></p>					
<b>Numeracy/computing skills</b>  <b>History is evidence: Evidence is often numerical; it is a key component of how we ensure students understand the subject</b>	<p>As an evidence based subject, figures play a crucial role in student’s understanding of both the Germany and Cold War units:</p> <p><b>Germany:</b></p> <ul style="list-style-type: none"> <li>Appreciating the existence of three Germanies from the beginning of the course</li> <li>That within the framework of the three, the understanding of the history is defined by key dates: <b>The Weimar Years 1919 to 1933, is, in turn, defined by three distinct phases.</b></li> <li><b>Also crucial to student are the ‘magic’ numbers that define the course: see below</b></li> </ul> <p><b>Cold War:</b></p> <ul style="list-style-type: none"> <li>Students need to understand the language of numeracy and the emergence of a bipolar world post 1945</li> </ul> <p><b>Also crucial to the student’s understanding are the ‘magic’ numbers that define the course: see below</b></p>					
	<p><b>The Treaty of Versailles defined by three key numbers:</b></p> <ul style="list-style-type: none"> <li>100,000</li> <li>13%</li> <li>£6,600 million</li> </ul> <p><b>Three numbers that would help Hitler’s eventual rise to power.</b></p> <p>Similarly, their appreciation of the crisis of 1923, depends on their ability to grasp and understand hyperinflation, which is supported by graphs showing the exponential growth in the cost of living.</p>	<p><b>The impact of the Wall Street Crash and Hitler’s rise to power:</b></p> <ul style="list-style-type: none"> <li>6 million</li> <li>20 million</li> </ul> <p><b>Two numbers that were crucial to Hitler’s eventual appointment as chancellor in January 1933.</b></p> <p>Again, graphs prove a useful tool to demonstrate the correlation between German voting patterns and the growth in support for the Nazis.</p>	<p><b>The culmination of Hitler’s racial policy:</b></p> <ul style="list-style-type: none"> <li>6 million</li> <li>30 million</li> </ul> <p><b>The tragic numbers that would define the purpose and legacy of the party and European history.</b></p> <p>The former the tragic figure associated with the holocaust and the latter, the number of Soviet citizens who died as a result of the war. Indeed, the 30 million provides a useful link and bridge to the study of the Cold war.</p>	<p><b>The legacy of WW II in shaping Stalin’s obsession with security and explaining his actions post ’45:</b></p> <ul style="list-style-type: none"> <li>30 million</li> </ul> <p><b>The legacy of Yalta and the division of Germany; the significance of 4!</b></p> <p>The dropping of the atomic bombs on Hiroshima; how one bomb redefined the whole world order.</p>	<p><b>How numbers defined the arms race and the significance of understanding the ‘missile gap’ and ‘bomber gap’.</b></p> <p>Students grasp of numeracy in its historical context is crucial in this sense to understanding the growing paranoia and tension between the superpowers. For example, the development of atomic weapons that saw the US lead over the USSR, gradually worn away:</p> <ul style="list-style-type: none"> <li>A Bomb – USA 1945 – USSR 1949</li> <li>H-Bomb – USA 1952 - USSR 1953</li> <li>Weaponization of the H-Bomb – USA 1954 – USSR – 1954</li> </ul>	<p><b>Again, numbers are crucial to defining and shaping student understanding of events:</b></p> <p><b>The Berlin Crisis:</b> <b>The significance of the 16 hours tank standoff in terms of bringing the world to the brink of war</b></p> <p><b>The CMC:</b> Is defined by numbers: The significance of <b>80 miles</b> in shaping the crisis in the first place; the <b>13 days</b> that defined the crisis and saw the world hold its breath as we teetered on the brink of nuclear war; also, the concept of Defcon and what reaching <b>Defcon 2</b> meant for the potential of war itself.</p>



					<b>Understanding the pattern is crucial to understanding the history</b>	
<b>Character development:</b>	<p>As in Year 9, the course provides a range of opportunities for students to develop their character. The environment is one that promotes high standards and therefore <b>aspiration</b>. Students are challenged by the work, which is deliberately demanding. Students are therefore encouraged to by both <b>resilient and resourceful</b>. The course provides opportunities for students to gain a sense of <b>empathy</b> for the people they study; notably the impact of Nazis racial policy on Germany after 1933. The course encourages students to challenge their preconceived understanding of the history, again, in understanding how not all Germans conformed to the Nazi state and actively opposed it. The course therefore promotes that students become compassionate thinkers.</p> <p>The Cold War course also promotes students to challenge their preconceived ideas concerning the history they study; notably reassessing the role the US played in causing the Cold War and fuelling the subsequent tension.</p>					
<b>Equality/diversity opportunities</b>	<p>Building on the insight provided at KS3 and Year 9, students will again explore the development of class politics, this time in Germany and how events up to 1933 shaped the fortunes of different groups in society. For example, the growth in power of trade unions and the emergence of the SPD as the largest party in the Reichstag. The establishment of democracy in Germany after the war creates an opportunity to explore/compare the German system to the reforms introduced in Britain at the time. Life in Nazi Germany provides a unique opportunity to explore equality and diversity through the darkness of Nazi racial policy and impact this had not only on the Jewish community in Europe, but on other groups too, for example the forgotten holocaust of 800,000 members of the Romany community. Students will also examine Nazi policy towards women, providing again, an opportunity to discuss equality in a historical context.</p> <p>The Cold War provides allows students to explore the political ideologies that shaped the post-war world and consider more critically what equality means in different political systems. This will allow students to build on their appreciation of the political spectrum, studied KS 3, revisited in the Germany course and reinforced again here</p>					
<b>CIAG coverage/skills</b>	<p>As in year 9, the course continues to provide a range of opportunities for students to consider the direct and indirect significance of history as an insight into possible future careers. Building on the experience of KS3, students will again get an insight into the world of a historian, studying primary material and developing their own evaluative and analytical skills as a result. AO3/4 relate specifically to the student's abilities to handle source material giving them an insight into what an historian does. In this sense, the focus on source evaluation; the prolific use of imagery and the development of students as critical thinkers, provides an insight into a wide range of careers from journalism, media, law, government and even advertisement and illustrations.</p>					
<b>Homework</b>	<p><b><u>Homework:</u></b> Satchel quizzes are used to reinforce student's knowledge of the history they are studying and used in relation to their new knowledge organisers.</p> <p><b><u>Super-curriculum:</u></b> Extended projects are used to develop the student's deeper knowledge and understanding of a particular aspect of the course. These will initially be set once a half-term.</p> <p><b><u>Revision:</u></b> Specified revision tasks set in relation to formal assessment and mock schedule.</p>					

Year 11: Germany 1890 to 1945 and the Cold War 1945 to 1972						
	Term 1		Term 2		Term 3	
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	<b>11.1</b>	<b>11.2</b>	<b>11.3</b>	<b>11.4</b>	<b>11.5</b>	<b>STUDY LEAVE</b>
	<p><b><u>INTERLEAVING 1:</u></b>  <u>Students will review the Cold War to date in a two-lesson slot, including quiz, focusing on the 1960s; students will focus on the CMC in the development of better relations between East and West by the end of the 1960s.</u></p> <p><b><u>Détente;</u></b>  <u>Students will focus on the reasons why tension dropped towards the end of the 1960s and early 70s:</u></p> <ul style="list-style-type: none"> <li>The Nuclear Non-Proliferation Treaty and its significance in improving Cold War relations</li> </ul> <p><b><u>Nixon's election and his significance:</u></b></p> <ul style="list-style-type: none"> <li>Ping-pong Diplomacy and how this improved relations between East and West</li> <li>His relationship with Brezhnev and SALT I</li> </ul> <p><b><u>Students will be able to critically evaluate the significance of specific events in shaping Cold War tensions in the 1960s and should also be conscious of how</u></b></p>	<p><b><u>INTERLEAVING 1:</u></b>  <u>Students will review Elizabethan England as a Golden Age in a two to three lesson slot, including quiz. Students will use this as a bridge into the specialist topic, which this year is:</u></p> <p><b><u>The Americas and Drake's circumnavigation, 1577-1580. Elizabethan England, 1568–1603</u></b></p> <p>Students will study the following aspects of the chosen site:</p> <ul style="list-style-type: none"> <li>location, function and the structure</li> <li>people connected with the site eg the designer, originator and occupants</li> <li>the design and how the design reflects the culture, values, fashions of the people at the time</li> <li>how important events/developments from the depth study are connected to the site.</li> </ul>	<p><b><u>Year 11 Mock Episode 2</u></b></p> <p><b><u>FOCUS: SKILLS</u></b></p> <p><b><u>For students, this term will be focused around preparing and sitting their final set of mocks.</u></b></p> <p><b><u>Lessons will focus on developing their exam technique, across the four units:</u></b></p> <ul style="list-style-type: none"> <li>developing effective revision strategies</li> <li>reinforcing their understanding and confidence with the history, in particular, their contextual appreciation of the selected topics</li> <li>Reinforcing their understanding with the AOs in relation to the exam board questions</li> </ul>	<p><b><u>Mock Feedback and Paper 1 Reinforced</u></b></p> <p><b><u>REINCFORCING 1:</u></b>  <u>Students will review their performance in the recent mocks and address identified problems.</u></p> <p><b><u>REINFORCING 2:</u></b>  <u>Students will revisit Paper 1 and through a series of case studies develop a greater understanding of the history.</u></p> <p><b><u>Students will develop their academic understanding of:</u></b></p> <p><b><u>CASE STUDIES:</u></b>  <u>Medicine:</u></p>	<p><b><u>Walkthrough Mock and Paper 2 Reinforced</u></b></p> <p><b><u>REINFORCING 2:</u></b>  <u>Students will revisit Paper 2 and through a series of case studies develop a greater understanding of the history:</u></p> <p><b><u>Students will develop their academic understanding of:</u></b></p> <p><b><u>CASE STUDIES:</u></b>  <u>Germany:</u></p> <ul style="list-style-type: none"> <li>The Crisis Years</li> <li>The Golden Years</li> <li>The Nazis Gain Power</li> <li>The establishment of the German Dictatorship</li> <li>Control in Nazis Germany</li> </ul>	

	<p><u>events led to a thaw in Cold War tension by 1972.</u></p> <p><b><u>Year 11 Mock Episode 1</u></b></p> <p>Students will focus on reviewing exam technique with the mocks in mind.</p>			<ul style="list-style-type: none"> <li>Fight Against Infectious Disease</li> <li>The development of Surgery and Anatomy</li> <li>Public Health from 1000</li> </ul> <p><b><u>Elizabeth:</u></b></p> <p><u>Elizabeth and the Court</u>  <u>Elizabeth and religion</u>  <u>Elizabeth; A Golden Age?</u>  <u>Site study: Drake</u></p>	<p><b><u>Cold War:</u></b></p> <ul style="list-style-type: none"> <li>The 1940s</li> <li>The 1950s</li> <li>The 1960s</li> <li>Detente</li> </ul>	
<b>Skills – what will be developed</b>	<p><b>THE FOUNDATION</b></p> <p>Students will understand the precise significance of the CMC in reshaping Cold War relations.</p> <p><b>THE KNOWLEDGE</b></p> <p>Students will be able to critically assess why Cold War tensions thawed at the end of the 1960s and into the early 70s. Students will be able to critically assess the significance of Nixon’s presidency in particular in improving Cold War relations – Realpolitik</p> <p><b>EXAM SKILLS</b></p> <p>Mocks will provide students with the opportunity to embed their understanding and execution of all question types.</p>	<p><b>THE KNOWLEDGE</b></p> <p>Students will be able to critically assess to what extent there was a Golden Age during the reign of Elizabeth. Students will then be able to critically assess the relevance of Drake and his circumnavigation of the globe and reach an informed judgement as to the relevance of his contribution to trade and exploration during the reign of Elizabeth.</p> <p><b>EXAM SKILLS</b></p> <p>Students will revisit specific question types in light of mock feedback that will allow them to refine specific skills in relation to the assessment objectives.</p>	<p><b>THE KNOWLEDGE</b></p> <p>Students will revisit key aspects of the course in light of mock results and further develop their appreciation and execution of the AOs in relation to specific question types.</p> <p><b>EXAM SKILLS</b></p> <p>Mocks will provide students with the opportunity to firmly embed their understanding and execution of all question types.</p>	<p><b>THE KNOWLEDGE</b></p> <p><b>Paper 1</b></p> <p>Students will revisit key aspects of the course to further develop their appreciation of the history, and execution of the AOs in relation to specific question types.</p> <p><b>EXAM SKILLS</b></p> <p>Students will revisit specific question types in light of mock feedback that will allow them to refine and reinforce specific skills in relation to the assessment objectives.</p>	<p><b>THE KNOWLEDGE</b></p> <p><b>Paper 2</b></p> <p>Students will revisit key aspects of the course to further develop their appreciation of the history, and execution of the AOs in relation to specific question types.</p> <p><b>EXAM SKILLS</b></p> <p>Students will revisit specific question types in light of mock feedback that will allow them to refine and reinforce specific skills in relation to the assessment objectives.</p>	<b><u>STUDY LEAVE</u></b>
<b>Key ‘How’/’Why’ Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</b>	<p><b><u>INTERLEAVING FOCUS:</u></b></p> <p><i>How did the CMC affect relations between the two superpowers?</i></p> <p><b><i>Why did relations improve between the superpowers from the late 1960s onwards?</i></b></p>	<p><b><u>The Americas and Drake’s circumnavigation, 1577-1580</u></b></p> <p><b><u>Big question/s yet to be established</u></b></p>	<p><b><u>Mock Review to form the basis of the big questions asked in this half-term</u></b></p>	<b><u>PAPER 1 Big Questions</u></b>	<p><b><u>PAPER 2 Big Questions</u></b></p> <p><b><i>Which factors were the most significant in advancing:</i></b></p> <ul style="list-style-type: none"> <li><b><i>Surgery</i></b></li> <li><b><i>Public Health</i></b></li> <li><b><i>Fight against infectious disease</i></b></li> </ul>	<b><u>STUDY LEAVE</u></b>

	<p><i>What the was nuclear non-proliferation treaty and to what extent did in mark genuine progress between the superpowers?</i></p> <p><i>Why was Nixon crucial to improved relations between the two superpowers?</i></p> <p><i>What was ping-pong diplomacy?</i></p> <p><i>Why did SALT seem to mark a highwater mark in Cold War relations?</i></p>	<p><b><u>WATCH THIS SPACE</u></b></p> <p><b><u>INTERLEAVING FOCUS:</u></b></p> <p><i>What do you understand by the notion of an Elizabethan Golden Age?</i></p>			<ul style="list-style-type: none"><li>• <b>Medicine</b></li></ul> <p><b>From 1000?</b></p> <p>Focus on the ‘big questions’ will allow staff to develop a more specific focus on the other three question stems on the medicine course.</p> <p><b>Historic site study:</b></p> <p>Question yet to be set but will focus on the Sir Francis Drake, his circumnavigation of the globe and the Americas</p> <p>Students will revisit the other big questions:</p> <p><i>How did Elizabeth exercise power during her reign?</i></p> <p><i>To what extent was this challenged?</i></p> <p><i>How serious was the Catholic threat?</i></p> <p><i>How serious was the Puritan threat?</i></p> <p><i>What do you understand by the notion of an Elizabethan Golden Age?</i></p>	
<p><b>SEND- how will support be seen?</b></p> <p><b>Seating plans?</b></p> <p><b>Simplified questions?</b></p>	<ul style="list-style-type: none"><li>• Lessons are designed around supporting all students; ensuring the history is accessible and all students are able to make progress. Seating plans cater for the individual needs of students and are adapted as and when is necessary. In this context they are reviewed in light of assessment and mock results.</li><li>• Staff are aware of all their student’s individual needs and will use class time to support and encourage them as appropriate, including one-to-one time; use of praise and focused questioning using the cold-calling method.</li><li>• Work is challenging, with the purpose of encouraging all students to achieve their best, but tasks are adapted to make them accessible. Chunking of extended reading pieces, closed questions to encourage and develop confidence; provide a safe and sure foundation upon which to build more complex thinking. Interleaving is also a key component of SEND provision, allowing students to revisit their learning and again build that confidence essential to success at the end of Year 11.</li></ul>					



	<ul style="list-style-type: none"><li>• The use of imagery is particularly key in allowing students to access the history and understand concepts and ideas. The very visual nature of the subject is an asset and a way in for many students who might find it difficult.</li><li>• Retrieval quizzes and opportunities are utilised to help develop confidence and understanding, while modelling in a range of guises it used to support and develop student’s understanding and confidence. Questions styles are a focus of most lessons and are broken down to allow students to understand what is essential to unlocking the marks in each case. Rewrite tasks are now a key component of every assessment and allow students to immediately address those areas deemed to be a weakness.</li><li>• A more finetuned focus on literacy is now being implemented, making use of scaffolding and walking students precisely through how they write and the language they use.</li><li>• Knowledge Organisers have been repurposed to support all students in lessons and provide an effective and accessible aid to revision and understanding.</li></ul>					
<b>Assessment: What and Why?</b>	<p>INTERLEAVING KNOWLEDGE QUIZ on Cold War programme of study, looking at key aspects of the course to date, with a particular focus on the CMC</p> <p><b>FORMAL MOCKS Episode 1</b> <b>Students will sit all four papers</b></p> <p>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</p>	<p>INTERLEAVING KNOWLEDGE QUIZ on Elizabethan England as a Golden Age</p> <p>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</p>	<p><b>FORMAL MOCKS Episode 2</b> <b>Students will sit all four papers</b></p> <p>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</p>	<p>Reinforcing quizzes and past paper questions on Paper 1</p> <p>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</p>	<p>Reinforcing quizzes and past paper questions on Paper 2</p> <p>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</p> <p><u>WALKTHROUGH MOCK</u></p>	<p><b><u>STUDY LEAVE</u></b></p>
<b>What memory for learning skills will be required- modelling? Concrete answers? Retrieval?</b>	<ul style="list-style-type: none"><li>• Each lesson starts with a retrieval quiz, which draws on the history of the previous lesson, although in Year 11 there will be a greater emphasis on INTERLEAVING, with opportunities built in for revisiting specific topic areas; reoccurring themes/key events/individuals allowing students to embed their understanding of the history essential to their academic success.</li><li>• Interleaving lessons remain a key feature of the academic year, allowing strategic intervention in those areas considered a concern. To this end, review of mock results will offer an opportunity to help coordinate this.</li><li>• Homework quizzes will continue to be based around the newly revamped knowledge organisers, again with the purpose of reinforcing student understanding of the wider contextual history. Super-curriculum tasks in the first term will continue to support student understanding of specific curriculum areas.</li><li>• Staff have the capacity and freedom to use their professional judgement to revisit history, as and when they deem necessary for student understanding.</li><li>• Modelling will continue to be used regularly to support and enhance students learning, understanding and informing them of how to develop the quality of their written responses.</li></ul>					<p><b><u>STUDY LEAVE</u></b></p>
<b>Literacy- reading, extended accurate writing and oracy opportunities</b>	<p><u>Literacy is now a focal point in all lessons</u></p> <p><b>Oracy opportunities</b> – all lessons provide a range of opportunities to enhance student’s oracy skills, including lively discussion and debate around the key questions that shape the course.</p> <p><b>Reading opportunities</b> – a range of strategies are used to embed reading into lessons, developing students understanding of the history and their confidence with the material. This includes critical examination of source material, including historical interpretations, as students develop those skills to look at a given figure or event and assess it both objectively and critically; opportunities are provided for students to read aloud, again building their confidence with the material, while extended pieces are provided to allow students to immerse themselves in more detailed text. This, in turn, is supported by the new super-curriculum, that is designed to encourage students to carry out further research around key aspects of the course.</p> <p><b>Writing opportunities</b> – intrinsic to the very nature of the course and moulding students into young historians. There two formal mocks where students will sit all four papers with the purpose of reinforcing and mastering the skills essential to write effectively. Following each mock, a redrafting policy is used to immediately tackle any areas of immediate concern.</p> <p>In every lesson there is a focus on the LANGUAGE of HISTORY, as well as opportunities to write short, sharp extended responses to key questions as the course progresses. Here, the opportunity is now taken to break down the whole process of writing, allowing students to reinforce their skills to write critically and objectively as this crucial time.</p>					<p><b><u>STUDY LEAVE</u></b></p>

<b>Numeracy/computing skills</b>	<p>As an evidence-based subject, figures continue to play a crucial role in student’s understanding of all aspects of the course:</p> <p><b>Détente:</b> The thaw in the Cold War is very much defined by numbers. To understand the significance of SALT I it is essential students appreciate the relevance of the limitations imposed on warheads and ABMs and what this meant for relations between the two powers.</p> <p><b>Elizabethan Historic Environment site study:</b> This is focused on Drake’s circumnavigation of the globe between 1577 and 1580 and again understanding the timeframe in relation to the distances involved is crucial for their overall appreciation of its significance.</p> <p><b><u>Reinforcing student knowledge:</u></b></p> <p>A key aspect of this will be returning to the numbers that define the course; the use of statistical and graphical representation of key points, again, to reinforce and embed student understanding.</p>	<b><u>STUDY LEAVE</u></b>
<b>Character Development</b>	<p>As in Year 9 and 10, the course provides a range of opportunities for students to develop their character. As students progress through their final year of the course, staff will continue to promote high standards in lessons, promoting <b>aspiration</b> at every given opportunity. Work will continue to push the students, reinforcing the need to be both <b>resilient and resourceful</b>. Reviewing key aspects of the course will continue to promote <b>empathy</b> amongst students, for the people, faiths and society’s they study and will continue to encourage students to challenge their preconceived understanding of the history, promoting the need for students to become <b>compassionate thinkers</b>.</p>	<b><u>STUDY LEAVE</u></b>
<b>Equality/Diversity opportunities</b>	<p>Students will have the opportunity to revisit different aspects of the course, revisiting and reinforcing their understanding of aspects of equality and diversity set in their historical context. Students will have an opportunity to reflect on their understanding of how different cultures and faiths have influenced developments in our society (Islamic Empire); how society was rigidly structured and how this, in turn, changed over the centuries; discrimination against minority groups (race in Nazi Germany) and the role of women in society, challenging the rigidity of the patriarchal system.</p>	<b><u>STUDY LEAVE</u></b>
<b>CIAG coverage/links</b>	<p>As in Year 9 and 10, the course continues to provide a range of opportunities for students to consider the direct and indirect significance of history as an insight into possible future careers. Students will again get an insight into the world of a historian, studying primary material and developing their own evaluative and analytical skills as a result. AO3/4 relate specifically to the student’s abilities to handle source material giving them an insight into what an historian does. Beyond this, the focus on source evaluation; the prolific use of imagery and the development of students as critical thinkers, provides an insight into a wide range of careers from journalism, media, law, government and even advertisement and illustrations.</p>	<b><u>STUDY LEAVE</u></b>
<b>Homework</b>	<p><b><u>Homework:</u></b> Satchel quizzes are used to reinforce student’s knowledge of the history they are studying and used in relation to their new knowledge organisers.</p> <p><b><u>Super-curriculum:</u></b> Extended projects are used to develop the student’s deeper knowledge and understanding of a particular aspect pf the course. These will be set in the first two half-terms.</p> <p><b><u>Revision:</u></b> Specified revision tasks set in relation to formal assessment and mock schedule.</p>	<b><u>STUDY LEAVE</u></b>

## Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE History specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives:

- 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.

Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.

**Section A: Period studies**

In Section A, questions 1–6 assess the specified content for the wider world period study. In each series all three parts of the specified content will be tested.

Question	Type of question	Mark AO1	AO2	AO3	AO4	SPaG	Total mark
1	How do interpretations differ?				4		4
2	Why do interpretations differ?				4		4
3	How convincing are interpretations?				8		8
4	Describe...	4					4
5	In what ways... Explain your answer	4	4				8
6	Essay question in bullet format	6	6				12

Questions 1, 2, and 3 test AO4. They are based on two written interpretations of around 50–100 words with an accompanying ascription. They test, in turn, how interpretations differ, why interpretations differ and evaluate interpretations in the context of historical events from either Parts one, two or three or a core development that covers more than one part of the specified content. These interpretations do not require an understanding of historiography.

Question 4 requires a description of two key features or characteristics of the period studied and targets AO1 knowledge and understanding. The focus will arise from Part one, two or three of the specified content.

Question 5 tests the second order concept of change (AO2) and requires supporting knowledge and understanding (AO1). The question will ask students to explain how a group or development was affected by a key event or development. The focus will arise from Part one, two or three of the specified content.

Question 6 requires knowledge, understanding and analysis of historical events utilising second order historical concepts (AO1 and AO2) and is based around two identified aspects. It will target: causation, consequence, change and/or continuity. The question will be an essay requiring a judgement. It will give students the opportunity to demonstrate their ability to write an extended response following a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. The focus will arise from Part one, two or three or a central development that covers more than one part of the specified content.

**Section B: Wider world depth studies**

In Section B, the questions assess the specified content for the wider world depth study. In each series all three parts of the specified content will be tested.

Each depth study has four questions.

Question(s)	Type of question	Mark AO1	AO2	AO3	AO4	SPaG	Total mark
1	Source analysis			4			4
2	How useful are sources...			12			12
3	Write an account...	4	4				8
4	Essay question...how far do you agree?	8	8			4	20

The first and second questions test AO3 and require the analysis and evaluation of sources. One source is supplied for the first question and two sources for the second. Different types of sources will be used, including visual and written sources. The focus of the sources will arise from Part one, two or three of the specified content.



The third question tests AO1 and AO2. It is a narrative account, which uses knowledge, understanding and analysis of the second order concepts of cause and/or consequence. The focus will arise from Part one, two or three of the specified content.

The fourth question tests AO1 and AO2. It requires knowledge, understanding and analysis of historical events utilising any of the second order historical concepts. This will be an essay question requiring a judgement. It is an extended response which will give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. Marks for spelling, punctuation and grammar (SPaG) will also be available. The focus will arise from Part one, two or three or may cover more than one part of the specified content.

Paper 2: Shaping the nation

Updated

Thematic studies, column 2, row 3: question wording updated.

British depth studies: question numbers updated.

This paper tests students’ ability in relation to all the assessment objectives.

It is divided into two equally weighted sections, A and B.

Section A: Thematic studies

In Section A, questions 1–4 assess the specified content for the British thematic study. In each series all four parts of the specified content will be tested.

Question	Type of question	Mark AO1	AO2	AO3	AO4	SPaG	Total mark
1	How useful is source...			8			8
2	Explain the significance of...	2	6				8
3	Explain two ways in which X and Y were similar/different?	4	4				8
4	Essay question using factors	8	8			4	20

Question 1 tests the utility of a source (AO3). The source will either be visual eg cartoons, or written eg diary extracts. Students will need to use the content, provenance and their contextual knowledge in order to evaluate the usefulness of the source. It will target a key event, development, individual or group from Part one, two, three or four of the option content.

Question 2 tests AO1 and AO2. It requires knowledge, understanding and analysis of historical events and specifically assesses the second order concept of significance. Significance looks at the importance of a key event, person/group or development at the time and importance over time. The focus of the question will arise from Part one, two, three or four of the specified content.

Question 3 will ask students to compare two key events, developments or the role of individuals or groups. It tests the second order concepts of similarity and/or difference. The focus may target Part one, two, three or four or a combination of two parts of the specified content.

Question 4 tests AO1 and AO2. It requires knowledge, understanding and analysis of historical events and developments over time. It draws on second order concepts of cause, consequence and/or change. It will ask students to evaluate one stated factor against other factors. Factors could include war, religion, chance, government, communication, science and technology or the role of an individual. This will be an essay question requiring a judgement. It is an extended response which will give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. Marks for spelling, punctuation and grammar (SPaG) will also be available. The question will target all four parts of the specified content.

Section B: British depth studies including the historic environment

In Section B, the remaining questions assess the specified content for the British depth study, incorporating the study of the historic environment. In each series all four parts of the specified content will be tested.

There are four questions in this section.

Question(s)	Type of question	Mark AO1	AO2	AO3	AO4	SPaG	Total mark
1	How far do you agree with this statement?				8		8
2	Explain...	4	4				8
3	Write an account...	4	4				8
4	Essay question linked to specified site	8	8				16

The first question tests AO4. It requires the evaluation of one visual or written interpretation drawing upon contextual knowledge of a key event, development, group or individual for Part one, two or three of specified content.

The second question will test AO1 and AO2. It will require knowledge, understanding and analysis of historical events, issues or developments and draws on second order concepts of causation, change, continuity and/or consequence. The question will arise from Part one, two or three of specified content.

The third question tests AO1 and AO2. It is a narrative account, which tests knowledge, understanding and analysis of the second order concepts of cause, change, continuity and/or consequence. The question will arise from Part one, two or three of specified content.

The final question tests AO1 and AO2 and is based upon knowledge, understanding and analysis of the historic environment and in particular its relationship with wider events/developments. It will be an essay question requiring a judgement and will draw on second order concepts of change, continuity, cause and/or consequence. This question is intended to be an extended response enabling students to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria: