



History – Key Stage 4 – Sybil Andrews Academy

GCSE History

Subject:	Components		Composite	Mission statement
	What new knowledge do we introduce?		<p>What do students <i>do</i> with this knowledge?</p> <p>The Edexcel GCSE specification was chosen as students study in a range of different ways. Students will have a modern non-British study (in our case Weimar and Nazi Germany, 1918-1939) which allows them to understand the impact of history in the modern era. Students also have a period study which gives them an unfolding narrative (we have chosen Cold War (1941-1991) for this). This topic engages students and gives them the ability to analyse changing events. There are also two British enquiries which will help to solidify knowledge of British history from KS3. The two British studies are: Medicine</p>	<p>By the end of year 11 a Sybil Andrews History student will...</p> <p>Have a range of knowledge of history, covering different time periods, different locations and will be able to show this knowledge off in a range of different ways. Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE History exam boards.</p> <p>A01: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02: Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>A03: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>
	<p style="text-align: center;">Year 10</p> <p>Medicine in Britain</p> <ul style="list-style-type: none"> • Middle Ages c.1250-1500 • Renaissance c.1500-1700 • Industrial c.1700-1900 • Modern c.1900-present • Historic Environment: British sector of the Western Front <p>Weimar and Nazi Germany</p> <ul style="list-style-type: none"> • The Weimar Republic • Hitler’s rise to power • Nazi control and dictatorship • Life in Nazi Germany 	<p style="text-align: center;">Year 11</p> <p>Anglo Saxon and Norman England</p> <ul style="list-style-type: none"> • Anglo-Saxon England and the Norman Conquest • William I in power: securing the kingdom • Life in Norman England <p>Superpower Relations and The Cold War</p> <ul style="list-style-type: none"> • The origins of the Cold War • Cold War Crises • The end of the Cold War 		



			<p>in Britain, c.1250-present & Anglo- Saxon and Norman England, c.1060-88.</p>	<p>A04: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>
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<p>How is challenge embedded into the KS4 curriculum?</p> <ul style="list-style-type: none"> ▪ Students will actively engage in GCSE skills and terminology from the outset. This will build on the knowledge and skills shown at KS3. ▪ There is a development of knowledge and skills, as many of the GCSE modules are assessed in a similar way. This allows for students to deepen their comprehension and finesse exam skills. ▪ All work in History is set with high expectations, which class teachers then differentiate. Within History we plan lessons to the top and then scaffold down so all students can reach their potential. 	<p>How does the KS4 curriculum above build on prior knowledge from KS3 and adequately prepare the student for KS5?</p> <ul style="list-style-type: none"> • There is an assortment of skills, topics and time periods for students to study which build upon those of KS3. The skills of using sources and interpretations, for example, is developed and students will understand more reasoning behind why historians differ. • As students look towards KS5, the skills and knowledge to study a range of A-levels, such as History, Politics or Law.
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