



| Subject: HISTORY | Components | | Composite | Mission statement |
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| | What new knowledge do we introduce? | | What do students <i>do</i> with this knowledge? | By the end of year 11 a Sybil Andrews History student will... |
| | Year 10 | Year 11 | | |
| Autumn | <p>A- Weimar and Nazi Germany Students begin the year focusing on the rise of Hitler and the Nazi party, as well as Nazi control of Germany from 1933-39.</p> <p>B-Weimar and Nazi Germany This will complete the course for Paper 3 and focus on life in Nazi Germany for a range of citizens.</p> | <p>A- Begin Superpower Relations and Cold War This topic begins at the end of WW2 and allows students to have an overview of tensions between the USSR and America.</p> <p>B- Superpower Relations and Cold War Students continue the topic with an analytical view of how the Cold War intensifies.</p> | <p>The Edexcel GCSE specification was chosen as students study in a range of different ways.</p> <p>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.</p> <p>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.</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.</p> <p>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> |
| Spring | <p>A- Anglo-Saxon and Norman England This study begins with an overview of the Anglo-Saxon society and lifestyle.</p> <p>B- Anglo-Saxon and Norman England The topic continues with a study of William I and how he deals with control and rebellion.</p> | <p>A- Superpower Relations and Cold War This term begins with students overseeing the attempts to decrease tensions between the two superpowers.</p> <p>B- Ending of Superpower Relations and Cold War. Students will complete the final topic and begin revision lessons to ensure they are</p> | <p>There are also two British enquiries which will help to solidify knowledge of British history from KS3. The two British studies are: Medicine in</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</p> |



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| | | prepared for exams in the Summer Term. | Britain, c.1250-present & Anglo-Saxon and Norman England, c.1060-88. | judgements, in the context of historical events studied. |
| Summer | <p>A- Anglo-Saxon and Norman England This term students will complete the rebellions and begin considering the impact of Norman England, 1066-88.</p> <p>B- Anglo-Saxon and Norman England (including preparation for end of year mock exams) This will take students to the end of Y10 and they will have one final topic to complete before GCSE exams.</p> | A&B- Revision for exams As above- students will be finessing exam skills in the run up to their GCSEs. | | AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. |
| Rationale for these specific components and composite outcomes: | The curriculum components are dictated by the GCSE specification of the Edexcel exam board. | | | |
| How is challenge embedded into the KS3 curriculum? | | How does the KS4 curriculum above build on prior knowledge from KS3 and adequately prepare the student for KS5? | | |
| <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>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.</p> <p>As students look towards KS5, the skills and knowledge to study a range of A-levels, such as History, Politics or Law.</p> | | |