

Overview of KS4 Curriculum Topics: GCSE History

| Term | Year 10 | Year 11 |
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| 1 | <p>Health and the People</p> <p>Students will start with a thematic study of the history of medicine in Britain from medieval times to the present day. This will give students an overview of the chronology of historical periods for the rest of their course. Students will investigate medical beliefs and factors influencing understanding, including the role of the church, government, science and technology and specific individuals over the medieval, Renaissance, 19th</p> | <p>Conflict and tension, 1918–1939</p> <p>Continued from term 6</p> |
| 2 | <p>century and modern periods. They will understand the limitations and advances in both medicine and technology that have led from limited knowledge to the establishment of the NHS and public healthcare today. They will critically engage with source material to assess the usefulness of sources, the significance of factors influencing the development of medicine, similarities across periods and the causes of medical change. Students will be expected to draw on second order concepts of change, continuity, causation and/or consequence, significance and source analysis.</p> <p>Whole School Assessment 1/3</p> | <p>America, 1920–1973: Opportunity and inequality</p> <p>This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice.</p> |
| 3 | | <p>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 the role of key individuals and groups in shaping change and the impact the developments had on them.</p> <p>Whole School Assessment 2/3</p> |
| 4 | <p>Whole School Assessment 2/3</p> <p>Elizabethan England 1568–1603</p> <p>The study of the historic environment will focus on a particular site in its historical context and will examine the relationship between a specific site and the key events, features and developments of the period. Students will be expected to answer a question that draws on second order concepts of change, continuity, causation and/or consequence. Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period. Sites will also illuminate how people lived at the time, fashion and culture of the period, significant individuals, how they were governed and their beliefs and values. Students will also compare how the key features of the site have changed from earlier periods, and understand how these features may have changed or stayed the same during the period.</p> | <p>Whole School Assessment 3/3</p> <p>Unit 2: Revision</p> <p>Having covered the GCSE course, students will spend the following term consolidating their understanding, perfecting exam technique and writing under timed conditions. This will enable our students to feel as confident as possible when sitting the GCSE exam.</p> |
| 5 | | <p>Revision and examination.</p> |
| 6 | <p>Conflict and tension, 1918–1939</p> <p>This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the</p> | |

issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

Whole School Assessment 3/3

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