



History

Intent

- To ensure a broad, comparable and coherent student experience, with each paper constructed around distinct principles which are carried through to assessment.
- To ensure a substantial study of history as its structure embeds the requirement to study history across three eras, three-time scales and three geographical contexts and incorporates each of the five specified elements.
- To design a curriculum that is relevant to students, engages them and stimulates their interest in history, whilst maintaining high levels of comparability.
- To enable pupils to develop and extend their knowledge and understanding of specified key events, periods and societies in both a British and wider world context, exposing them to the wide diversity of human experience.
- To develop a secure understanding of chronology, knowledge and understanding of history on different scales and contexts, apply historical concepts and processes and engage with the nature of evidence and interpretation.
- To enable students to engage with a variety of perspectives, such as political, social and economic, and investigate the contributions of key individuals and groups. In this way students will be able to draw parallels and make links between the distinct areas of study.

GCSE

Year 10

Year 11

Knowledge
(facts, information, concepts and key terminology)

1. **Britain: Health and the people: c1000 to the present day**
Medicine Stands Still in the Medieval Period
The Beginnings of change in the Renaissance
A 19th Century Revolution in Medicine
Modern 20th Century Medicine

Students will show an understanding of how factors worked together to bring about particular developments at a particular time, how they were related and their impact upon society.

Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the change(s). They should also be able to distinguish between different types of causes and consequences, such as short/long-term causes, intended/unintended consequences.

America, 1840–1895: Expansion, conflict and consolidation

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.

1. **Conflict and tension: the inter-war years, 1918–1939**
Peacemaking, the League of Nations and the origins and outbreak of World War II

2. **Norman England, c1066–c1100**

Conquest and control, life in Norman England, the Norman Church and Monasticism and the Historic Environment of Norman England

Understanding
(ability to connect and synthesise knowledge within a context)

1. 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.
2. 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.

1. 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 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.
2. This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.

Skills

- Key Concepts and Vocabulary

- Key Concepts and Vocabulary

<p>(successful application of knowledge and understanding to a specific task)</p> <p>All skills are taught but a particular focus on:</p>	<ul style="list-style-type: none"> • Inference – Hidden meaning • Chronological understanding • Reading for Meaning • Analysis of primary sources • Interpretation Analysis • Evaluation • Extended writing • Public speaking • Negotiation and persuasion skills • Listening skills • Research 	<ul style="list-style-type: none"> • Inference – Hidden meaning • Chronological understanding • Reading for Meaning • Analysis of primary sources • Interpretation Analysis • Evaluation • Extended writing • Public speaking • Negotiation and persuasion skills • Listening skills • Research
<p>Formal Assessments (those done by all/vast majority of the cohort)</p>	<ol style="list-style-type: none"> 1. Assessment 1 Health and the People Spring 1 2. Assessment 2 America and Health and the People Summer 1 3. Mock 1 America and Health and the People Summer 2 	<ol style="list-style-type: none"> 4. Assessment 1 Interwar, America and Health and the People Autumn 1 5. Assessment 2 Mock 2 Interwar, America and Health and the People Autumn 2 6. Assessment 3 Mock 3 Interwar, America and Health and the People Spring 1 7. Assessment 4 Normans, Interwar, America and Health and the People
<p>By the end of the year students on course for at least a grade 5 will...</p> <ol style="list-style-type: none"> 1. Demonstrate mostly accurate and appropriate historical knowledge, using first order concepts, combined with a clear understanding of key features and characteristics. 2. Construct a coherent line of reasoning in relation to second order concepts and reach reasoned judgements. 3. Analyse and provide some evaluation, to reach reasoned judgements, of: A range of sources, in context, to investigate historical issues Interpretations and why they may differ. 		