



## **KS4 Curriculum: History**

### **Curriculum Vision**

AQA History

KEY STAGE 4

### **VISION**

The aim of the History Department is to allow students to develop a well-rounded knowledge and understanding of the world in which they live. We also want them to understand how past and current actions and processes have had, and will have, implications for our global future. In addition to this, the Department aims to provide students with the opportunity to explore and discover their own and different cultures, which will serve to broaden their spiritual, moral, social and cultural understanding of the world in which they live.

We want our students to relish the opportunity to grapple with some of the great themes of human history, and to use the knowledge they gain to help them understand the society in which they live. We provide them with a safe space to discuss controversial issues. They should learn to analyse evidence and to write in an informed and analytical way about the events of the past. They should also learn to question orthodoxies and to argue with clarity and rigour. History is the subject which under-pins all others and is an excellent way to introduce other academic disciplines of politics, English, economics, drama, the arts and science. The Department is proud to be one that is deeply committed to our subject for its own sake, and to making our students aware of its fascination, its importance for human affairs, and its relevance to and resonance with life today. Studying history is, we are convinced a humanising process.

We aim to transform our learners from students to historians, with the ability to explore, investigate and understand our world from a variety of perspectives using a wide range of information sources and forms. We hope, through this, that our students will look at their world – locally, nationally and globally – through a historical lens, seeking to understand its nuances, its complexities and to critically evaluate the ways in which such intricacies are presented to them.

### **Curriculum Profile**

**Year 10**

<b>Autumn Term 1</b>	<b>Autumn Term 2</b>
<ul style="list-style-type: none"> <li>• Conflict &amp; Tension (Inter- War years).</li> <li>• Peace Making (TOV).</li> <li>• League of Nations.</li> <li>• International Peace.</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict &amp; Tension (Inter- War years).</li> <li>• Origins of WW2.</li> <li>• Outbreak of WW2.</li> </ul>

<b>Spring Term 1</b>	<b>Spring Term 2</b>
<ul style="list-style-type: none"> <li>• Germany.</li> <li>• Growth of Democracy.</li> <li>• Weimar Germany.</li> </ul>	<ul style="list-style-type: none"> <li>• Germany.</li> <li>• Germany in the 1920s.</li> <li>• Germany in the Depression.</li> </ul>

<b>Summer Term 1</b>	<b>Summer Term 2</b>
<ul style="list-style-type: none"> <li>• Germany.</li> <li>• The experiences of Germany under the Nazis.</li> <li>• Elizabethan England.</li> <li>• Court and parliament.</li> </ul>	<ul style="list-style-type: none"> <li>• Elizabethan England.</li> <li>• Life in Elizabethan England.</li> <li>• Theatre.</li> <li>• Poverty.</li> <li>• Golden age.</li> </ul>

## **Year 11**

<b>Autumn Term 1</b>	<b>Autumn Term 2</b>
<ul style="list-style-type: none"> <li>• Elizabeth.</li> <li>• Troubles at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Elizabeth.</li> <li>• Troubles abroad.</li> <li>• Historic Environment.</li> </ul>

<b>Spring Term 1</b>	<b>Spring Term 2</b>
<ul style="list-style-type: none"> <li>• Power and the People.</li> <li>• The Feudal system.</li> <li>• Challenge to Royal authority.</li> <li>• Reform &amp; Reformers.</li> </ul>	<ul style="list-style-type: none"> <li>• Power and the People.</li> <li>• Equality and Rights.</li> <li>• The Vote.</li> <li>• Trade Unions.</li> <li>• Civil Rights.</li> </ul>

<b>Summer Term 1</b>	<b>Summer Term 2</b>
Revision for external exams (whole course) and Examination technique.	Public Examinations.

***Please note that this timeline may be subject to change.***

## **Assessment and Feedback**

All students will:

- Have at least one piece of assessed work reviewed by their teacher per half-term (this increases to two pieces of assessed work if students receive five or more taught hours per fortnight).
- Receive feedback which outlines how they should develop their learning. This feedback should be summative, highlighting both key strengths and key areas for development in students' work.
- Be given the opportunity to act upon their feedback in a structured task. This task should then be reviewed again by the subject teacher. A review of this task can act as the second assessed task.

### **Resources to support learning beyond the classroom**

#### ***Syllabus:***

[AQA | History | Subject content | Shaping the nation](#)

**BB** Britain: Power and the people: c1170 to the present day

**BC** Elizabethan England, c1568–1603

[AQA | History | Subject content | Understanding the modern world](#)

**AB** Germany, 1890–1945: Democracy and dictatorship

**BB** Conflict and tension: the inter-war years, 1918–1939

#### ***Resources:***

[GCSEPod](#) / <https://members.gcsepod.com/podauth/login/office365>

> All units are available on GCSEPod with quizzes, revision videos and are completely free!  
Strongly recommended!

[Elizabeth I - GCSE History Revision - AQA - BBC Bitesize](#) /  
<https://www.bbc.co.uk/bitesize/topics/zxgvfrd>

[Germany - GCSE History Revision - AQA - BBC Bitesize](#) /  
<https://www.bbc.co.uk/bitesize/topics/zskcg82>