

21/22: KS4 Curriculum and Assessment Map

KS4		Subject: GCSE History				
Intent	<p>KS4 History refines and broadens students' knowledge and understanding of the skills required for their Edexcel GCSE. By the end of year 11 students should have a clear understanding of all aspects of the GCSE course. Year 10 students would have built a strong foundation to allow them to deepen their understanding in year 11, to give them the tools to achieve their full potential.</p> <p>The content of the KS4 history course is reflective of the Edexcel History specification. Content is carefully sequenced to help students build on their prior knowledge and build on the assessment objectives (AO 1-4) as we navigate the course.</p> <p>From November individual targeted intervention will be provided to fill further specific needs and gaps and to refine skills required for the GCSEs.</p>					
	Implementation	<p>September - December</p> <p>Topic: British depth study - Early Elizabethan England (Paper 2)</p> <ul style="list-style-type: none"> Queen, government and religion, 1558-69: The situation on Elizabeth's accession / The religious settlement / Challenges / The problem of Mary, Queen of Scots. Challenges to Elizabeth: Plots and revolts / Relations with Spain / Outbreak of war with Spain / Armada Elizabethan Society: Education and leisure / poverty / Exploration / Raleigh & Virginia <p>Exam style questions:</p> <ul style="list-style-type: none"> 'Religion was the main cause of the Revolt of the 	<p>Topic: Period study – Superpower relations and the Cold War (Paper 2)</p> <ul style="list-style-type: none"> The origins of the Cold War: Early tension between East and West / The development of the Cold War / The Cold War intensifies. Cold War crises: Increased tension between East and West / Cold War crises / Reaction to crisis. The end of the Cold War: Attempts to reduce tension / Flashpoints / The collapse of the Soviet Union <p>Exam style questions:</p> <ul style="list-style-type: none"> Write a narrative account analysing the key events of the 	<p>Topic: Thematic Study: The History of Medicine (Paper 1 – Section B)</p> <ul style="list-style-type: none"> c1250-1500: Medicine in medieval England: Ideas about causes, Approaches to prevention & treatment – supernatural & religious / 4-humours / miasma / Galen & Hippocrates / New and traditional approaches. Case study – Black Death c1500-c1700: The Medical Renaissance in England: Ideas about causes, Approaches to prevention & treatment – Continuity and change / Scientific approach / Thomas Sydenham / Printing Press / Royal society / Vesalius. Case studies – William Harvey and Great Plague 1665 c1700-c1900: Medicine in 18th and 19th Century England: Ideas 	<p>Topic: Thematic Study: Historic Environment – The British Sector of the Western Front, 1914-18: Injuries, treatment and the trenches. (Paper 1 – Section A)</p> <ul style="list-style-type: none"> The Historic environment: The British sector of the Western Front, 1914-18: injuries, treatment and the trenches / Knowledge selection and use of sources for historical enquiries <p>Exam style questions:</p> <ul style="list-style-type: none"> Describe two features of... (4 marks) How useful are Sources A and B for an enquiry into... (8 Marks) How could you follow up Source X to find out more about... (4 marks) <p>Concepts:</p> <ul style="list-style-type: none"> AO1 – Demonstrate knowledge and understanding of the key features and characteristics of the 	<p>Topic: Modern depth study – Weimar and Nazi Germany, 1918-39</p> <ul style="list-style-type: none"> Hitler's rise to power (continued): The Munich Putsch and the lean years / Growth of support for the Nazis / How Hitler became chancellor Nazi control and dictatorship: Creation of a dictatorship / Police State / Controlling & influencing ideas / Opposition, resistance & conformity. Life in Nazi Germany: Nazi policies towards women / Nazi policies towards the young / Employment & living standards / persecution of minorities.

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<p>Northern Earls in 1569-1570. How far do you agree? Explain your answer (16 marks)</p> <ul style="list-style-type: none"> • ‘Religion was the main reason England and Spain went to war in 1585.’ How far do you agree? Explain your answer (16 marks) • ‘English tactics were the most significant reason why the Spanish Armada failed.’ How far do you agree? Explain your answer. (16 marks) • ‘Relations with the Native Americans was the main reason for the failure of the Virginia Colonies.’ How far do you agree? Explain your answer. (16 marks) <p>Concepts:</p> <ul style="list-style-type: none"> • AO1 – Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. • AO2 – Explain and analyse historical events and periods using second-order historical concepts (causation / consequence / similarity / difference / change / continuity / significance). 	<p>Grand Alliance peace conferences 1943-1945. (8 marks)</p> <ul style="list-style-type: none"> • Explain the importance of the Cuban Missile Crisis (1962) for relations between the USA and the Soviet Union. (8 marks) • Write a narrative account analysing the key events of the Soviet invasion of Czechoslovakia. (8 marks) • Explain the importance of the Soviet invasion of Afghanistan in 1979 for relations between the USA and the Soviet Union. (8 marks) <p>Concepts:</p> <ul style="list-style-type: none"> • AO1 – Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. • AO2 – Explain and analyse historical events and periods using second-order historical concepts (causation / consequence / similarity / difference / change / continuity / significance). 	<p>about causes, Approaches to prevention & treatment – Continuity and change / Germ Theory / Koch / Florence Nightingale / Surgery Vaccination. Case studies – Edward Jenner and Cholera – John Snow</p> <ul style="list-style-type: none"> • c1900-present: Medicine in modern Britain: Ideas about causes, Approaches to prevention & treatment – Advances in understanding (genetic & lifestyle) / Improvements in diagnosis / NHS / Science and technology / magic bullet / antibiotics / mass vaccinations / government campaigns. Case studies – Penicillin and Lung Cancer <p>Exam style questions:</p> <ul style="list-style-type: none"> • ‘There was little progress in medicine in Britain during the Middle Ages (c1250-1500).’ How far do you agree? Explain your answer (16 marks) • There was little progress in medicine in Britain during the Renaissance Period (c1500-1700).’ How far do you agree? Explain your answer (16 Marks) • ‘Jenner’s vaccination against smallpox was a breakthrough in the prevention of disease in 	<p>periods studied.</p> <ul style="list-style-type: none"> • AO2 – Explain and analyse historical events and periods using second-order historical concepts (causation / consequence / similarity / difference / change / continuity / significance). • AO3 – Analyse, evaluate and use sources (contemporary to the period) to make substantial judgements, in the context of historical events studied. <p>Topic: Modern depth study – Weimar and Nazi Germany, 1918-39 (Paper 3)</p> <ul style="list-style-type: none"> • The Weimar Republic: The origins of the Republic / Challenges to the Republic / The recovery / Changes in society. • Hitler’s rise to power: Hitler’s early career / growth of the party / role of the SA 	<p>Exam style questions:</p> <ul style="list-style-type: none"> • Inference question (4 marks) • How useful are Sources A and B for an enquiry into... (8 marks) • Comparing / analysing interpretations (8 marks) • How far do you agree with interpretation 2 about the reasons for increased support for the Nazis in the years 1929-32? Explain your answer, using both interpretations and your own knowledge of the historical context (16 marks) <p>Concepts:</p> <ul style="list-style-type: none"> • AO1 – Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. • AO2 – Explain and analyse historical events and periods using second-order historical concepts (causation / consequence / similarity / difference / change / continuity / significance). • AO3 – Analyse, evaluate and use sources (contemporary to the 	
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Impact			<p>Britain during the period c1700-c1900.’ How far do you agree? Explain your answer. (16 marks)</p> <ul style="list-style-type: none"> • ‘Treatment of disease and care of the sick completely changed after c1800.’ <p>How far do you agree? Explain your answer. (16 marks)</p> <p>Concepts:</p> <ul style="list-style-type: none"> • AO1 – Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. • AO2 – Explain and analyse historical events and periods using second-order historical concepts (causation / consequence / similarity / difference / change / continuity / significance). 		<p>period) to make substantial judgements, in the context of historical events studied.</p> <ul style="list-style-type: none"> • AO4 – Analyse, evaluate and use sources to make substantial judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. 	
	AP1	AP2	AP3			
	<i>Winter Mock Exams</i> Paper 2: British depth study - Early Elizabethan England and Period study – Superpower relations and the Cold War	<i>Spring 1 Assessment</i> Exam style 16 mark question	<i>Spring 2 Mock Exams</i> Paper 1: Thematic Study: The History of Medicine and Historic Environment – The British Sector of the Western Front, 1914-18: Injuries, treatment and the trenches.	<i>External Summer National Exams</i>		