



KS4 GCSE History Curriculum at a Glance: 2023-24

The knowledge-rich curriculum will inspire students to become well-rounded and passionate historians who think critically about the world they inhabit. They will develop an understanding of how our history forms our sense of identity and place in the world, and through studying a range of periods and people will become more empathetic and open-minded. Our teaching will ensure students are able to consider a range of perspectives and develop the ability to make balanced arguments and well sustained judgements. They will gain an in-depth understanding of a range of events and issues throughout history and build their historical literacy and conceptual understanding, ensuring they can positively encounter and understand the dynamics of the modern world. The curriculum will ensure all historians develop a passion for learning about history. They will have the ability to explain and analyse historical sources and periods studied (contemporary to the present) using second-order historical concepts. They will develop their analytical thinking skills and become independent learners who are inquisitive and ask thoughtful, probing questions about historical events. We will foster an enthusiasm for our discipline and subsequently prepare our students for further education and potentially careers in related fields.

We recognise that within each classroom there will be pupils with differing levels of knowledge and skills. We aim to provide learning opportunities that are inclusive for all students within each classroom through the use of adaptive teaching. Teachers have a clear understanding of the needs of all pupils and lessons are planned to engage and support them. The teacher's role is to monitor each child's learning and to adjust instruction as necessary. A variety of methods are used at Maplewell Hall School to achieve this such as; project-based learning, classroom discussion, cooperative learning, and demonstrations/ modelling.

In addition to this, teaching and support staff are deployed effectively to maximise each pupil's potential and to allow them to achieve 'success'. These staff members are part of the pupil's tutor team and have in-depth knowledge of the pupils physical, social and intellectual development; making them an integral part of supporting adaptive teaching.

YEAR 10 GCSE HISTORY Mrs James-Weir	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Paper 1 - Understanding the Modern World Section B - Wider World Depth Study BB Conflict and tension: The inter-war years, 1918–1939 1. Peacemaking 2. League of Nations	Paper 1 - Understanding the Modern World Section B - Wider World Depth Study BB Conflict and tension: The inter-war years, 1918–1939 2. League of Nations 3. Origins and Outbreak of WWII	Paper 1 - Understanding the Modern World Section A - Period Study AB Germany 1890-1945: Democracy and Dictatorship 1. Germany and growth of Democracy 2. Germany and the depression	Paper 1 - Understanding the Modern World Section A - Period Study AB Germany 1890-1945: Democracy and Dictatorship inequality 2. Germany and the depression 3. Experiences of Germans under Nazi's	Paper 2: Shaping the nation Section A - Thematic Study AA Britain: Health and the people: c1000 to the present day 1. Medicine Stands Still	Paper 2: Shaping the nation Section A - Thematic Study AA Britain: Health and the people: c1000 to the present day 2. The Beginnings of Change
Assessment 	End of topic assessment	End of topic assessment and dirt	End of topic assessment	End of topic assessment and dirt	End of topic assessment	End of topic assessment and dirt

YEAR 11 GCSE HISTORY Mrs James-Weir	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Paper 2: Shaping the nation Section A - Thematic Study AA Britain: Health and the people: c1000 to the present day. 3. A revolution in medicine 4. Modern medicine	Paper 2: Shaping the nation Section B - British Depth Study BC Elizabethan England c1568-1603 1. Elizabeth's court and parliament. 2. Life in Elizabethan times	Paper 2: Shaping the nation Section B - British Depth Study 3. Troubles at home and abroad 4. Historic environment	Paper 2: Shaping the nation Section B - British Depth Study 5. Historic Environment Targeted Revision	Revision	End of course
Assessment 	End of topic assessment	End of topic assessment and dirt	End of topic assessment	End of topic assessment and dirt	End of topic assessment	End of topic assessment and dirt

Specification

AQA - The specification and assessment structure can be found at the link: <https://www.aqa.org.uk/subjects/history/gcse>

What will I study?

The GCSE History content comprises the following elements:

- One period study
- One thematic study
- One wider world depth study
- One British depth study including the historic environment.

Paper 1: Understanding the modern world

Section A: Germany 1890-1945: Democracy and Dictatorship

Section B: Conflict and tension: The inter-war years, 1918–1939

Paper 2: Shaping the nation

Section A: Britain: Health and the people: c1000 to the present day

Section B: Elizabethan England c1568–1603

What skills and qualities are required?

- Analytical Skills.
- Communications skills – both verbal and written. A good command of the English language is particularly important.
- Evaluation skills.
- Organisational skills.
- Initiative.
- Independent learning and research skills.
- Working with others.

How will I learn?

You will learn through reading, writing, discussions, listening, analysing data, developing presentation skills and group work.

Skills you'll develop through studying History

- Written and oral communication.
- Logical thinking and decision making.
- Analysis.
- Research and deciding between relevant and irrelevant information.
- Understanding how a complex series of events interact.
- Interpretation, distinguishing between cause and consequence, identifying changes.
- Questioning, attention to detail and using evidence.
- Evaluating.
- Balancing strengths and weaknesses and drawing conclusion.

How will I be assessed?

Both Paper One and Paper Two will be assessed by written examination at the end of Year 11. Both exam papers are 2 hours long and are both worth 84 marks.

Where could it lead?

Employers and universities really value History as it is viewed as a “rigorous” subject which provides students with a wide range of useful skills. The strengths of History as a qualification lie in the possibilities and opportunities it opens up. Employees and universities alike will appreciate the variety of transferable skills provided through study of the subject, chiefly the ability to understand and analyse issues and events to a high level.