

## Curriculum Intent

The Ecclesbourne History Department believe that history helps our students understand the world we live in. Through exploring challenges faced by those in the past, learners in the History Department are uniquely situated to understand better the issues we face in contemporary society. Our aim is to equip students with the right skills to be active citizens in an ever-changing world. Using what they learn in key stage 4, students are invited to draw parallels with recent events such as the global response to the Coronavirus pandemic; political turbulence in the United States; rivalry between global powers; the rise of political activism and our reassessment of the role and reverence of important figures from our past.

As we progress further into the Information Age, the skills historians develop have never been more important. As we all navigate 'fake news', echo chambers and living in a post-truth society it is vitally important that we make informed judgements on the information we receive. Our exploration of how to handle evidence and evaluate interpretations of the past, provide learners with the necessary tools to engage fully in our postmodern world with a critical eye.

Our curriculum will expose students to a broad and diverse study of the history of Britain and the wider world giving them skills that will support further study of history and other subjects. We cover 750 years of British history as well as distant locations from Cuba to Berlin. All the topics we have selected tell a story about a period that has shaped the world we live in today. We invite our learners to develop a passion for different periods, aspects of history and exciting stories from the past, extending their knowledge by studying new areas and revisiting and deepening their knowledge of content studied previously. Familiar themes and concepts appear in key stage 4 and students who have selected history at GCSE will be able to explore these in greater depth.

Learners have the opportunity to investigate a swathe of British History through the lens of Medicine in Britain from the Middle Ages to the present day as well as tackling the adverse conditions soldiers faced fighting on the British sector of the Western Front 1914-18. The study of Early Elizabethan England 1558-88 allows students to examine the many challenges Elizabeth faced upon becoming Queen: questions over her legitimacy to rule, challenges from home and abroad, her attempt to settle religious divisions and the various threats to her rule. We will investigate how Elizabeth overcame these challenges to become one of England's most celebrated monarchs.

The second year of study focuses on Weimar and Nazi Germany 1918-39, a compelling look into the uncomfortably dark pages of human history. We will begin to answer the question of how the Germany recovered from the devastating legacy of the First World War before descending from the progressive democracy of the Weimar period to the horrors of Nazi rule. Our final chapter provides an opportunity to explore the defining crisis of the later 20<sup>th</sup> Century: superpower relations and the Cold War 1941-91. The tensions between the USA and USSR continue to shape our views on international diplomacy and important lessons can be learned from the creation and aversion of significant crises. The unfolding narrative provides an insight into the pitfalls of national pride, competition and miscommunication.

Overall assessment takes place at the end of the two-year course and is based on providing relevant and cogent arguments in a series of three written examinations.

Our curriculum builds on the knowledge of history and skills that learners have gained thus far and also supports progression to a range of A Level subject choices, particularly history. We aim to create learners that are independent, reflective and creative- all assets that will fully prepare our students to excel in education and the working world.

In key stage 4, we hope to provide a relevant, modern, curriculum to prepare students for life in the 21<sup>st</sup> Century, allowing them to use what they know to judge the future by the past and engage in making their own history in a conscientious manner.

#### Curriculum Implementation:

Year	Term	Content
10	Autumn	<p>1</p> <p><b>Medicine in Britain, c1250-Present</b></p> <p><b>c1250-c1500: Medicine in medieval England</b></p> <p><i>Ideas about the cause of disease and illness</i></p> <ul style="list-style-type: none"> <li>• Supernatural and religious explanations of the cause of disease;</li> <li>• Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen.</li> </ul> <p><i>Approaches to prevention and treatment</i></p> <ul style="list-style-type: none"> <li>• Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies;</li> <li>• New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500.</li> </ul> <p><i>Case Study</i></p> <ul style="list-style-type: none"> <li>• Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.</li> </ul> <p><b>c1500-c1700: The Medical Renaissance in England</b></p> <p><i>Ideas about the causes of disease and illness</i></p> <ul style="list-style-type: none"> <li>• Continuity and change in explanations of the cause of disease and illness. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of ideas.</li> </ul> <p><i>Approaches to prevention and treatment</i></p> <ul style="list-style-type: none"> <li>• Continuity in approaches to prevention, treatment and care in the community and in hospitals;</li> <li>• Change in care and treatment; improvements in medical training and the influence in England of the work of Vesalius.</li> </ul> <p><i>Case studies</i></p> <ul style="list-style-type: none"> <li>• Key individual: William Harvey and the discovery of the circulation of the blood;</li> <li>• Dealing with the Great Plague in London (1665): approaches to treatment and attempts to prevent its spread.</li> </ul> <p>Prior learning to reactivate:  Medieval England and the Medieval Church and the role of religion (Y7), life in medieval towns (Y7), peasant life (Y7), the Black Death (Y7), the break with Rome (Y7), Renaissance England (Y7)</p> <p>Concepts to revisit:  Change and continuity, causation, the role of individuals, chronology is a major focus of this course as it is thematic, the birth of science</p>

	Autumn	2	<p><b>Medicine in Britain, c1250-Present</b></p> <p><b>c1700-c1900: Medicine in the eighteenth and nineteenth-century Britain</b></p> <p><i>Ideas about the causes of disease and illness</i></p> <ul style="list-style-type: none"> <li>Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.</li> </ul> <p><i>Approaches to prevention and treatment</i></p> <ul style="list-style-type: none"> <li>The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale. The impact of anaesthetics and antiseptics on surgery;</li> <li>New approaches to prevention: the development and use of vaccinations and the Public Health Act (1875).</li> </ul> <p><i>Case studies</i></p> <ul style="list-style-type: none"> <li>Key individual: Jenner and the development of vaccination;</li> <li>Fighting Cholera in London (1854); attempts to prevent its spread; the significance of Snow and the Broad Street pump.</li> </ul> <p><b>c1900-present: Medicine in modern Britain</b></p> <p><i>Ideas about the causes of disease and illness</i></p> <ul style="list-style-type: none"> <li>Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health;</li> <li>Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.</li> </ul> <p><i>Approaches to prevention and treatment</i></p> <ul style="list-style-type: none"> <li>The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals;</li> <li>New approaches to prevention: mass vaccinations and government lifestyle campaigns.</li> </ul> <p><i>Case studies</i></p> <ul style="list-style-type: none"> <li>Key individuals: Fleming, Florey and Chain's development of penicillin;</li> <li>The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.</li> </ul> <p>Prior learning to reactivate: The Enlightenment, Industrial and Agricultural revolutions, living and working conditions in 19<sup>th</sup> Century Britain, Germ Theory, Cholera (Y8), Public Health (Y8), Electoral reforms in the 19<sup>th</sup> century (Y8) the 20<sup>th</sup> century (Y9), The Second World War (Y9)</p> <p>Concepts to revisit: Change and continuity, causation, the role of individuals, chronology is a major focus of this course as it is thematic, the Enlightenment, the welfare state</p>
	Spring	3	<p><b>The British Sector of the Western Front, 1914-18: injuries, treatment and the trenches</b></p> <ul style="list-style-type: none"> <li>The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its</li> </ul>

			<p>construction and organisation, including frontline and support trenches. The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure;</p> <ul style="list-style-type: none"> <li>• Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks;</li> <li>• The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras;</li> <li>• The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai;</li> <li>• The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.</li> </ul> <p><b>Knowledge, selection and use of sources for historical enquiries</b></p> <ul style="list-style-type: none"> <li>• Knowledge of national sources relevant to the period and issue, e.g. army records, national newspapers, government reports, medical articles;</li> <li>• Knowledge of local sources relevant to the period and issue, e.g. personal accounts, photographs, hospital records, army statistics;</li> <li>• Recognition of the strengths and weaknesses of different types of source for specific enquiries;</li> <li>• Framing of questions relevant to the pursuit of a specific enquiry;</li> <li>• Selection of appropriate sources for specific investigations.</li> </ul> <p><b>Prior learning to reactivate:</b>  First World War-trench warfare, the Battles of Mons, Marne, the Somme, changes in technology during the First World War (Y8), how we use evidence (Y7, 8 and 9), The British Empire (Y8), the ruinous effects of war and comparisons to Cromwell in Ireland (Y7) and Hiroshima (Y9), Medicine in Britain, c1250-1900 (Y10)</p> <p><b>Concepts to revisit:</b>  Industrialisation, total war, historical enquiries, how we remember the past, the destructive nature of warfare, advances in science and medicine</p>
	Spring	4	<p><b>Early Elizabethan England, 1558-1588</b>  <b>Queen, government and religion, 1558-69</b>  <i>The situation on Elizabeth's accession</i></p> <ul style="list-style-type: none"> <li>• Elizabethan England in 1558: society and government;</li> <li>• The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths;</li> <li>• Challenges at home and abroad: the French threat, financial weaknesses.</li> </ul>

			<p><i>The Religious Settlement</i></p> <ul style="list-style-type: none"> <li>• Religious divisions in England in 1558;</li> <li>• Elizabeth's religious settlement (1559): its features and impact;</li> <li>• The Church of England: its role in society.</li> </ul> <p><i>Challenges to the religious settlement</i></p> <ul style="list-style-type: none"> <li>• The nature and extent of the Puritan challenge;</li> <li>• The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.</li> </ul> <p><i>The problem of Mary, Queen of Scots</i></p> <ul style="list-style-type: none"> <li>• Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568;</li> <li>• Relations between Elizabeth and Mary, 1568–69.</li> </ul> <p><b>Challenges to Elizabeth at home and abroad, 1569-88</b></p> <p><i>Plots and revolts at home</i></p> <ul style="list-style-type: none"> <li>• The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70;</li> <li>• The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies;</li> <li>• The reasons for, and significance of, Mary Queen of Scots' execution in 1587.</li> </ul> <p><i>Relations with Spain</i></p> <ul style="list-style-type: none"> <li>• Political and religious rivalry;</li> <li>• Commercial rivalry. The New World, privateering and the significance of the activities of Drake.</li> </ul> <p><i>Outbreak of war with Spain, 1585-88</i></p> <ul style="list-style-type: none"> <li>• English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley;</li> <li>• Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.</li> </ul> <p><i>The Armada</i></p> <ul style="list-style-type: none"> <li>• Spanish invasion plans. Reasons why Philip used the Spanish Armada;</li> <li>• The reasons for, and consequences of, the English victory.</li> </ul> <p>Prior learning to reactivate: Elizabethan England, the Religious Settlement (Y7), the Reformation and Counter Reformation (Y7 and Y10), Mary, Queen of Scots, the structure and role of the Catholic Church, the Armada (Y7), the legitimacy of monarchs with cf to William I (Y7), relations between world powers cf to the Cold War (Y9)</p> <p>Concepts to revisit: Legitimacy, sovereignty, monarchical power, the reformation, pragmatism and compromise in government, international rivalry, civil strife and insurgency, espionage, cause and consequence, puritanism</p>
	Summer	5	<p><b>Early Elizabethan England, 1558-1588</b></p> <p><b>Elizabethan society in the Age of Exploration, 1558-88</b></p> <p><i>Education and leisure</i></p> <ul style="list-style-type: none"> <li>• Education in the home, schools and universities;</li> <li>• Sport, pastimes and the theatre.</li> </ul> <p><i>The problem of the poor</i></p>

		<ul style="list-style-type: none"> <li>• The reasons for the increase in poverty and vagabondage during these years;</li> <li>• The changing attitudes and policies towards the poor.</li> </ul> <p><i>Exploration and voyages of discovery</i></p> <ul style="list-style-type: none"> <li>• Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade;</li> <li>• The reasons for, and significance of, Drake's circumnavigation of the globe.</li> </ul> <p><i>Raleigh and Virginia</i></p> <ul style="list-style-type: none"> <li>• The significance of Raleigh and the attempted colonisation of Virginia;</li> <li>• Reasons for the failure of Virginia.</li> </ul> <p><b>Weimar and Nazi Germany, 1918-1939</b>  <b>The Weimar Republic 1918-1929</b>  <i>The origins of the Republic, 1918-19</i></p> <ul style="list-style-type: none"> <li>• The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19;</li> <li>• The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.</li> </ul> <p><i>The early challenges to the Weimar Republic, 1919-1923</i></p> <ul style="list-style-type: none"> <li>• Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles;</li> <li>• Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch;</li> <li>• The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.</li> </ul> <p>Prior learning to reactivate:  Cf to medieval daily life and the Magna Carta (Y7), cf to Public Health Acts (Y8 and 10), Elizabethan England (Y7), the transatlantic slave trade, the British Empire (Y8), international rivalry and cf to the Cold War (Y9), The First World War, the Peace settlement (Y8), the Great Depression and the rise of Fascism (Y9), cf to civil strife and the Civil War and the Peasants Revolt (Y7), Radical thought in Britain (Y8)</p> <p>Concepts to revisit:  International rivalry, civil strife and insurgency, espionage, constitutional governments, the political spectrum, armed uprisings, the discovery of the 'New World', cause and consequence, Marxism, decline of Empires, proportional representation</p>
	Summer	6 <p><b>Weimar and Nazi Germany, 1918-1939</b>  <b>The Weimar Republic 1918-1929</b>  <i>The recovery of the Weimar Republic, 1924-1929</i></p> <ul style="list-style-type: none"> <li>• Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment;</li> <li>• The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</li> </ul> <p><i>Changes in society, 1924-1929</i></p>

			<ul style="list-style-type: none"> <li>• Changes in the standard of living, including wages, housing, unemployment insurance;</li> <li>• Changes in the position of women in work, politics and leisure;</li> <li>• Cultural changes: developments in architecture, art and the cinema.</li> </ul> <p><b>Hitler's rise to power, 1919-33</b></p> <p><i>Early development of the Nazi Party, 1920-22</i></p> <ul style="list-style-type: none"> <li>• Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20;</li> <li>• The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.</li> </ul> <p><i>The Munich Putsch and the lean years, 1923-29</i></p> <ul style="list-style-type: none"> <li>• The reasons for, events and consequences of the Munich Putsch;</li> <li>• Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926.</li> </ul> <p><i>The Growth in support of the Nazis, 1929-32</i></p> <ul style="list-style-type: none"> <li>• The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party;</li> <li>• Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.</li> </ul> <p><i>How Hitler became Chancellor, 1932-33</i></p> <ul style="list-style-type: none"> <li>• Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher;</li> <li>• The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</li> </ul> <p>Prior learning to reactivate:  Compare to the Elizabethan 'Golden Age' of culture (Y10), the 1919 Peace Settlement (Y8), comparisons between the League of Nations and the United Nations (Y9), comparisons to women in British politics (Y8), armed uprisings and comparisons to the Russian Revolution (Y8), unemployment and its impact on politics by comparing to 1979 election (Y9), the Great Depression and the rise of Fascism (Y9), the fear of Communism and the Cold War (Y9)</p> <p>Concepts to revisit:  Economics, inflation, propaganda, communism, proportional representation, coalition, armed revolt, anti-Semitism, international diplomacy</p>
11	Autumn	1	<p><b>Weimar and Nazi Germany, 1918-1939</b></p> <p><b>Nazi control and dictatorship, 1933-39</b></p> <p><i>The creation of a dictatorship, 1933-34</i></p> <ul style="list-style-type: none"> <li>• The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions;</li> <li>• The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.</li> </ul>



			<p><i>The police state</i></p> <ul style="list-style-type: none"> <li>• The role of the Gestapo, the SS, the SD and concentration camps;</li> <li>• Nazi control of the legal system, judges and law courts;</li> <li>• Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.</li> </ul> <p><i>Controlling and influencing attitudes</i></p> <ul style="list-style-type: none"> <li>• Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936);</li> <li>• Nazi control of culture and the arts, including art, architecture, literature and film.</li> </ul> <p><i>Opposition, resistance and conformity</i></p> <ul style="list-style-type: none"> <li>• The extent of support for the Nazi regime;</li> <li>• Opposition from the Churches, including the role of Pastor Niemöller;</li> <li>• Opposition from the young, including the Swing Youth and the Edelweiss Pirates.</li> </ul> <p><b>Life in Nazi Germany</b></p> <p><i>Nazi policies towards women</i></p> <ul style="list-style-type: none"> <li>• Nazi views on women and the family;</li> <li>• Nazi policies towards women, including marriage and family, employment and appearance.</li> </ul> <p><i>Nazi policies towards the young</i></p> <ul style="list-style-type: none"> <li>• Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens;</li> <li>• Nazi control of the young through education, including the curriculum and teachers.</li> </ul> <p>Prior learning to reactivate:  Comparisons to the Interregnum (Y7), the Rise of Facism (Y9), comparisons to daily lives of the Elizabethans (Y10), comparisons between use of propaganda and use of Elizabethan portraiture (Y7 and 10), changes to the rule of law and comparisons to the Magna Carta (Y7), changes to electoral law (Y8), the role of women in society and the Home Front during WWI (Y8), comparisons to women's suffrage movement (Y8), comparisons to Weimar culture (Y10), comparisons to the role of education in Elizabethan England (Y10)</p> <p>Concepts to revisit:  The role of women in society, totalitarianism, censorship, propaganda, coercion and control, consolidation of power, opposition to regimes, social change, control of education</p>
	Autumn	2	<p><b>Weimar and Nazi Germany, 1918-1939</b></p> <p><b>Life in Nazi Germany, 1933-39</b></p> <p><i>Employment and living standards</i></p> <ul style="list-style-type: none"> <li>• Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment;</li> <li>• Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.</li> </ul> <p><i>The persecution of minorities</i></p> <ul style="list-style-type: none"> <li>• Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities;</li> </ul>



		<ul style="list-style-type: none"> <li>The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.</li> </ul> <p><b>Superpower relations and the Cold War, 1941-1991</b>  <b>The origins of the Cold War, 1941-58</b>  <i>Early tension between East and West</i></p> <ul style="list-style-type: none"> <li>The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences;</li> <li>The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill;</li> <li>The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.</li> </ul> <p><i>The development of the Cold War</i></p> <ul style="list-style-type: none"> <li>The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947;</li> <li>The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949);</li> <li>Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.</li> </ul> <p><i>The Cold War intensifies</i></p> <ul style="list-style-type: none"> <li>The significance of the arms race. The formation of the Warsaw Pact;</li> <li>Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response;</li> <li>The international reaction to the Soviet invasion of Hungary.</li> </ul> <p>Prior learning to reactivate:  The Holocaust (Y9), The Cold War, origins, Hiroshima and Nagasaki, the 20<sup>th</sup> century, Capitalism vs Communism, the nuclear arms race, the Second World War (Y9), comparisons to international rivalry in the Crusades (Y7), the Elizabethan age (Y10) and the First World War (Y8), the Arms race (Y8), international diplomacy and the United Nations (Y9).</p> <p>Concepts to revisit:  Persecution and anti-Semitism, economic development, Communism, capitalism, ideologies, international relations.</p>
	Spring	<p><b>Superpower relations and the Cold War, 1941-1991</b>  <b>The Cold War crises, 1958-70</b>  <i>Increased tension between East and West</i></p> <ul style="list-style-type: none"> <li>The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61;</li> <li>Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident;</li> <li>Opposition in Czechoslovakia to Soviet control: the Prague Spring.</li> </ul> <p><i>The Cold War crises</i></p> <ul style="list-style-type: none"> <li>The construction of the Berlin Wall, 1961;</li> </ul>

			<ul style="list-style-type: none"> <li>• The events of the Cuban Missile Crisis;</li> <li>• The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia.</li> </ul> <p><i>Reaction to crisis</i></p> <ul style="list-style-type: none"> <li>• Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963;</li> <li>• The consequences of the Cuban Missile Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968);</li> <li>• International reaction to Soviet measures in Czechoslovakia</li> </ul> <p><b>The end of the Cold War, 1970-91</b></p> <p><i>Attempts to reduce tension between East and West</i></p> <ul style="list-style-type: none"> <li>• Détente in the 1970s, SALT 1, Helsinki, and SALT 2;</li> <li>• The significance of Reagan and Gorbachev's changing attitudes;</li> <li>• Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty (1987).</li> </ul> <p><i>Flashpoints</i></p> <ul style="list-style-type: none"> <li>• The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts;</li> <li>• Reagan and the 'Second Cold War', the Strategic Defence Initiative.</li> </ul> <p><i>The collapse of Soviet control of Eastern Europe</i></p> <ul style="list-style-type: none"> <li>• The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe;</li> <li>• The significance of the fall of the Berlin Wall;</li> <li>• The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact.</li> </ul> <p>Prior learning to reactivate: The Cold War, the 20<sup>th</sup> century, Capitalism vs Communism, the nuclear arms race, the Second World War, the impact of the Cold War, the end of the Cold War, the Cuban Missile Crisis, the Vietnam War, John F Kennedy, the Berlin Wall (Y9), the fall of Empires after the First World War (Y8) and the British Empire (Y9), comparisons to the decline of the Interregnum and the Restoration (Y7), comparisons to international relations in the Stresemann years (Y10)</p> <p>Concepts to revisit: Détente, political 'thaws', crisis and aversion of crisis, the Nuclear Arms Race, the fall of Empires</p>
	Spring	4	Revision Programme
	Summer	5	Revision Programme
	Summer	6	Study Leave

## How you are assessed

### Assessment Objectives:

- AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
- AO2 Explain and analyse historical events and periods studied using second-order historical concepts.
- AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

### Structure of Assessment

#### Paper 1

##### Thematic study and historic environment: Medicine in Britain c1250-Present and The British Sector of the Western Front 1914-18, Conditions, treatment and the trenches (30%)

This course is assessed in two parts: the thematic study and the exploration of a historic environment, and thus the question paper has two sections. Section A is the historic environment. Learners will answer three compulsory questions, requiring them recall key details from the source, to analyse and evaluate two primary sources in their historical context to assess their usefulness and asking students to suggest a follow up enquiry relating to one of the sources. This part of the paper is worth 16 marks. Section B is the thematic study. Learners will answer three questions. The first focuses on a similarity or difference over time. The second focuses on the process of change and a final essay question is chosen from a choice of two. This final question requires students to make a judgement based on a second order concept. This part of the paper is worth 20 marks.

#### Paper 2

##### Period study and British depth study: The early Elizabethans, 1558-88 and Superpower relations and the Cold War, 1941-1991 (40%)

Learners will answer questions from two sections. Section A is focused on Superpower relations and the Cold War. There are three questions, the first two are compulsory. Question 1 focuses on recalling information on consequence and question 2 focuses on describing the past and making connections between events. Students will then select two topics from a choice of three. Each focus on the importance of an event/person/development in terms of what difference they made in relation to situations and unfolding developments. This section of the paper is worth 32 marks. In section B students focus on the early Elizabethans. Students are to complete three questions, the first two are compulsory and for the third, students complete one from a choice of two. The first questions demand students recall information from the course. The second focuses on causation. The final question will require learners produce an argument ending in a clear judgement. This section of the paper is worth 32 marks.

#### Paper 3

Modern depth study: Weimar and Nazi Germany, 1918-1939 (30%)

Assessment is in two parts. In section A learners will answer two compulsory questions. Question 1 focuses on making inferences from a source and question 2 focuses on causation. This section is marked out of 16 marks. Section B is worth 36 marks and up to four marks are awarded for spelling, punctuation, grammar and use of specialist technology. All questions in this section are compulsory. Learners will face two sources and two written interpretations in this section, answering four questions in which they assess the usefulness of source material, explain how and why the interpretations differ as well as evaluating them.

**Enrichment – How can you deepen your understanding of History?**

Film: The Lady with the Lamp, 1918, All Quiet on the Western Front, Paths of Glory, 1917 (15), Elizabeth: A Golden Age, Elizabeth, Mary Queen of Scots (15), Metropolis, Triumph of the Will, Hitler: the Rise of Evil, Schindler's List (15), The Reader (15), The Pianist (15), Cabaret (15), Dr Strangelove, Bridge of Spies, Thirteen Days, Goodbye Lenin (15)

Literature: Saw Bones-K Welsh, One Boy's War- L Huggins-Cooper, Archie's War- M Williams, Time Traveller's guide to Elizabethan England- I Mortimer, The Lady in the Tower- M Jensen, When Hitler Stole Pink Rabbit-J Kerr, Alone in Berlin- H Fallada, The Book Thief- M Zusak, Goodbye to Berlin- C Isherwood, Going Over- B Kephart, The Fire Eaters- D Almond, Life: An Exploded Diagram, P Meet

**Impact****What skills will the study of history teach you?**

You are a citizen in this world, and you need to know about the various consequences of the decisions taken by the people of the past, to provide you with a broad cultural awareness. The history curriculum will teach you to:

- Analyse issues and events
- Express your ideas both orally and in written form
- Put forward ideas and arguments in a concise manner
- Gather, investigate and assess materials
- Base conclusions on research and generate further ideas
- Organise material in a logical and coherent way
- Be independent
- Pose questions and seek answers – a love of enquiry

**What will you know and understand from your study of History?**

- History gives us a chance to observe past societies. We then gain a better understanding of how past societies and leaders behave. For our learners to run their own lives and actively participate in British society they must develop a strong sense of how societies function through the examples we cover in lesson.
- You will gain a greater understanding of the world around us. Through exploring the past we better understand the way leaders think, work and behave. Each of the topics we cover tell a story about a period that shapes the world we live in.
- You will understand modern events and current issues. Through exploring causation and consequence of significant events of our past, we are able to understand how factors today may shape our future and how institutions persist and adapt in reaction to an ever-changing world.

- History provides opportunities for moral contemplation. By looking at significant events of the past, learners can test their morals and values. They will develop empathy for those in the past and understand the complexities faced when making difficult decisions.
- History teaches us valuable skills that equip us for the modern world. Thinking critically about the information we are presented with is vital in the Information Age. Learning how to analyse and evaluate source material provides a unique opportunity to understand better how to obtain objective truth from competing narratives.

### **Where next – how can History support your future?**

We hope that learning GCSE History will support your progression to A Level History but learners' experiences compliment a range of A-level subjects. Learning to locate facts, learning about people and societies provide valuable insight into a range of different areas of the A Level curriculum. History is valued by prestigious universities and is offered at most prestigious universities.

Learning history will also make you more employable. Employers value the discipline and candidates who can work independently, analyse, recall information and question, all traits that are on show in the history classroom! Being able to structure and communicate your knowledge and understanding will stand you in good stead, regardless of your chosen vocation.

While learning history gives you skills valuable in a whole range of jobs, the Historical Association have identified the following careers for those who pursue history in higher education:

- teaching and academia
- heritage and museums
- archaeology and conservation
- the civil service
- media and journalism
- the police and armed forces
- law and accountancy
- record offices, archives, libraries and universities