

Key Stage 4: History Curriculum Map 2023-24

Prior Learning:

At KS3 the aim was for students to:

- Give pupils a broad knowledge of British History and an understanding of British values and how they have developed over time.
- Acquire the key historical skills and knowledge required for GCSE History and to study History post-16
- Gain skills in source analysis and critical thinking.
- Apply their knowledge through the use of oracy in lesson.
- Engage with technology and utilise 1-1 devices to deliver learning in class and at home.
- Develop pupil understanding of historical second order concepts (Change, Continuity, Significance, Diversity, Causation, Consequence)

Curriculum Intent:

The curriculum in History is designed to serve several purposes. Firstly we want our students to build the skills and knowledge required to enable them to reach their potential in the History GCSE. Second, we want to give students a good grounding in the political, social, economic, religious, and cultural events and processes that have shaped the country in which they live and the wider world. Finally we want our students to acquire skills to allow our pupils to:

- Be **versatile** in a rapidly changing world
- Raise their **aspirations** about the opportunities available to them
- Be **learned** about the change and continuity in Britain's past
- To **Understand** how events in the past have lasting consequences to this day
- Have **engaged** in a range of historical investigations

Build resilience and **determination** when faced with challenges

Year 10

| | Autumn Term 1 7 weeks | Autumn Term 2 7 weeks | Spring Term 1 6 weeks | Spring Term 2 6 weeks | Summer Term 1 6 weeks | Summer Term 2 7 weeks |
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| Module Title | The Elizabethans (1580-1603) | | The People's Health (1250 to present day) | | Living Under Nazi Rule (1933-1945) | |
| Learning Focus | How did Elizabeth use her power? Why were there so few Catholics in England by 1603? What mattered to Elizabethans in their daily lives? What lay behind changes in popular culture during the reign of Elizabeth? | | Did anyone care about public health in the medieval period? Was the period 1500-1750 more continuity or change? Why were there such huge changes in public health in the period 1750-1900? | | How were the Nazis able to take control of Germany? What made it so difficult to oppose Nazi rule? How did the lives of German people change in the period 1933-39? What was the impact of the Second World War on the German people? | |

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| | What did the Elizabethan explorers achieve? | Is public health in the 20 th century a simple story of progress? | What did Nazi rule mean for the people of Europe? |
| Oracy Framework Focus Physical Linguistic Cognitive Social/emotional | Students learn how posture and poise was employed by Elizabeth in her portraits to impact her followers as a form of propaganda. Students study the way language was used in helping to secure the loyalty and support of her people through prayers, poems, plays and songs. Group discussions on the impact of Elizabethan policies towards Catholics and the impact it had on their population throughout the reign of Elizabeth. A raising awareness of how individual groups are targeted in history and the impact it has on their cultures. | During group work pupils learn how to use facial expression and eye contact to impact upon the listener. Teacher focus upon supporting students and guiding them on improving register and grammar when conversing in small groups. Discussion of the political debates surrounding the provision of public health in the 19 th Century provide scope for students to critically evaluate the ideas and views expressed by others. Working in trios, pupils will listen actively and respond to the points made. This will be linked to 20 mark judgement questions. | Students develop gesture and posture in trios while gaining and understanding of Hitler's rise to power. Study of the rhetorical techniques used in Nazi propaganda and speeches. Students are able to explain why his language changed as the war progressed. Verbal essay in which students have to organise and structure their talk. Improving skills in audience awareness by studying how Hitler tailored speeches to his audience. |
| Careers Focus | All teachers should link curriculum learning with careers. Developing communication skills and working with others. Link course to KS5 History options. Explore the different employment experiences of the different classes. Students review the skills needed in GCSE history and the opportunities the subject brings to future careers and further study whilst developing their skills in the subject | All teachers should link curriculum learning with careers. Developing communication skills and working with others. Students review the skills needed in GCSE history and the opportunities the subject brings to future careers and further study whilst developing their skills in the subject | All teachers should link curriculum learning with careers. Developing communication skills and working with others. Link course to KS5 History options. Students review the skills needed in GCSE history and the opportunities the subject brings to future careers and further study whilst developing their skills in the subject |
| Assessment | 40 mark examination on Elizabethan England. Completed in exam conditions in a classroom. We use OCR sample papers which are marked using GCSE grading criteria. The students will be given a mark (out of 40) and a grade (1-9). | 40 mark examination on People's Health (1250-2000). Completed in exam conditions in a classroom. We use OCR sample papers which are marked using GCSE grading criteria. The students will be given a mark (out of 40) and a grade (1-9). | PPE 1 – All three components of the GCSE studied by this point are assessed in exam conditions in the exam hall. This is one exam of 1hr 45 mins on British History (the Elizabethans and The People's Health) and one exam of 1hr on Life in Nazi Germany |

Year 11

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| | Autumn Term 1 7 weeks | Autumn Term 2 7weeks | Spring Term 1 6 weeks | Spring Term 2 6 weeks | Summer Term 1 6 weeks |
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| Module Title | History around us - Framlingham Castle | The Making of America (1789-1900) | Revision |
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| Learning Focus | <p>Students study a site of historical significance in the local area. This will focus on Framlingham Castle. Students will visit the castle and learn about its history and importance both locally and nationally.</p> | <p>What tensions arose as the USA grew between 1789 and 1838? How did different groups see the American West between 1839 and 1860? What sense can be made of the Civil War and its aftermath, 1861-77? What cause settlements and conflict on the Plains? How did the lives of Americans change between 1877 and 1900?</p> | <p>Students will have lesson time to re-visit the topics covered and revise content and skills required for the GCSE examination. Students will be issued with additional revision materials and encouraged to take ownership of their own learning.</p> |
| <p>Oracy Framework Focus</p> <p>Physical Linguistic Cognitive Social/emotional</p> | <p>Students work in groups to research the castle and the focus is on fluency and pace of speech. Trios groupwork in which pupils build timelines of the castle. The pupils will be coached to use rhetorical techniques. Pupils plan responses to GCSE questions verbally. Pupils must give evidence to support any points they make. Pupils talk quietly to themselves to build confidence and self-assurance.</p> | <p>Pupils develop skills in speech making on the topic of Native Americans on the Plains. Focus will be working on eye contact and pronunciation. Pupils asked to recall and use key vocabulary linked to the topic of the War on the Plains. Pupils verbally complete an evaluation question on the causes of the American Civil War in which they need to critically examine the views of others and formulate a verbal response. Paired work in which pupils improve skills in listening actively and responding to the points raised by their partner.</p> | <p>In revision sessions pupils plan GCSE questions verbally prior to practise writing them. Staff will support students with guidance on the fluency and pace of their speech during peer to peer interactions. Pupils debate historical interpretations to prepare for essay questions in their GCSE exams. Pupils supported to use metaphor, humour and irony in order to persuade others to their point of view. When students practise 9 and 10 mark GCSE questions verbally they will be selecting content to convey meaning and demonstrate knowledge and understanding of the topic. Revision sessions will provide opportunities for pupils to discuss topics using a "traverse" grouping. Teachers will guide students in how to use liveliness and flair to demonstrate confidence in speaking.</p> |
| Careers Focus | <p>All teachers should link curriculum learning with careers. Developing communication skills and working with others. All pupils will understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace Students continue to develop and audit the skills used in history such as constructing an argument, source analysis and literacy skills that could be</p> | <p>All teachers should link curriculum learning with careers. Developing communication skills and working with others. All pupils will understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace Students continue to develop and audit the skills used in history such as constructing an argument, source analysis and literacy skills that could be</p> | <p>All teachers should link curriculum learning with careers. Developing communication skills and working with others. All pupils will understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace Students continue to develop and audit the skills used in history such as constructing an argument, source analysis and literacy skills that could be transferred to further study and a range of careers.</p> |

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| Assessment | PPE 2 - All four components of the GCSE studied by this point are assessed in exam conditions in the exam hall. This is one exam of 1hr 45 mins on British History (the Elizabethans and The People's Health) and one exam of 1hr on Life in Nazi Germany and 1 exam of 1hr on History Around Us (Framlingham Castle) | PPE 3 - All five components of the GCSE are assessed at in exam conditions in the exam hall. There are two exams of 1hr 45 mins on British History (the Elizabethans and The People's Health) and International History (Nazi Germany and the Making of America) and a 1 hour exam on History Around Us (Framlingham Castle) | GCSE Examinations |