

HISTORY KS4

HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Topics	Medicine Through Time	Medicine Through Time	Medicine Through Time: British Sector of the Western Front	Germany 1919-1939	Germany 1919-1939	Germany 1919-1939
Year 9 Rationale	<p>Year 9 is an opportunity to embed key GCSE historical skills through the two units that students find most accessible. Skills cannot be isolated from content and therefore the syllabus for paper 1 and 3 will be used as a vehicle for delivering the analytical and evaluative skills needed to be successful. There will be a strong focus on literacy in terms of engaging and understanding written material – in sources and Interpretations – alongside a clear and developing strategy for improving students’ confidence at producing extended answers needed for 12 and 20 mark responses. This will be responsive to student needs across the ability range and provide both support and challenge. Students will be supported to become more independent learners with the skills needed to revise content effectively in order to recall it. Ongoing repetition of content and interleaving will be key features of our ‘overlapping lessons’ so that students have dedicated time to actively practise the skill of re-call, which is so important for mastery of a subject. Teaching approaches will be interactive and creative in order to achieve high levels of engagement in this foundation year. Alongside GCSE content, the Medicine unit provides an excellent context for re-visiting the big picture of KS3, re-capping key events and ideas of Medieval, Renaissance, Industrial and Modern Britain previously covered from a predominantly social perspective. Students are able to understand how the Reformation, Industrial Revolution, and conflict impact on development.</p>					
Year 10	Cold War: International Relations	Cold War: International Relations	Cold War: International Relations	Early Elizabethan England	Early Elizabethan England	Early Elizabethan England

Year 10 Rationale	<p>Year 10 builds on the key skills developed in year 9 to access the content of paper 2. Paper 2 is very content heavy and contains no opportunities to respond to source material so students need to be able to engage their skills at memorising content developed in year 9. The two topics are taught consecutively as they both appear on the paper 2 exam (1 hr 45 mins) despite testing knowledge of very diverse areas. The Cold War is taught first building on knowledge gained from the Germany unit which places it in context. Early Elizabethan England is placed in context using the Medicine unit and in particular the Renaissance. Key skills of analysis are focused upon alongside developing a reasoned argument. The Cold War provide an excellent opportunity to engage with the modern political context and students are encouraged to link their understanding of the past to enhance their awareness of present issues.</p>						
Year 11	<p>Interleaving approach: Each week will focus on a different strand of the exam papers</p>	<p>Interleaving approach: Each week will focus on a different strand of the exam papers</p>	<p>Interleaving approach: Each week will focus on a different strand of the exam papers</p>	<p>Interleaving approach: Each week will focus on a different strand of the exam papers</p>			
Year 11 Rationale	<p>Year 11 provides an opportunity for students to immerse themselves in the ways and means of historical thinking. Students will be taught think analytically and critically and will become adept at analysing source material from all the time periods being able to place it securely in its context to evaluate its utility. Students will be given the opportunity to discuss, argue and debate to improve the quality of their written responses which should incorporate reasoned arguments with a clear focus as students develop mastery of the skills of History, displayed through excellent subject knowledge. Teaching will be active, discussion-based and innovative and will provide students with opportunities to demonstrate their understanding. Students' confidence should grow as they develop the ability to discuss cause and consequence, similarity and difference, significance and analyse sources at a challenging level. By the end of Y11 students should be acutely aware of the way in which History has taught them to think. They should be critically evaluative, able to analyse evidence, expect justifications for view-points and able to construct reasoned arguments. These skills are valued in all areas of life. They should be skilled</p>						



	at recognising the complexity of human life – its apparent contradictions, the permanence of conflict and the surprising acts of kindness and humility. Essentially students will be taught to engage with each other, listen and disagree with respect, based on the quality of their arguments.	
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Qualification: GCSE History Edexcel 9-1

Specification: Edexcel 1H10

Link to GCSE specification: