



Sir John Cass Red Coat School Programme of Study – Key Stage 4

Subject: History

Year 10	Year 11
<p><u>Topics Covered/ Areas of Focus:</u></p> <p>Germany 1929-47 The rise of the Nazi party & its consolidation of power, c.1919-34 Changing life for the German people, c.1933-39 War and its impact on life in Germany, c.1939-47</p> <p>Russia 1917-24 The causes & impact of the Revolutions of 1917 The causes and impact of the Civil War, c.1918-21 The development of the Communist state, c.1921-24</p>	<p><u>Topics Covered/ Areas of Focus:</u></p> <p>The USA 1929-200 Changing attitudes to race in the USA The USA and the wider world 1929-2000 Britain and World War One or Britain and World War Two</p>
<p><u>Skills Development & Expected Progress:</u></p> <p>Following a course in GCSE History should encourage students to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop a personal interest in why history matters and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study <input type="checkbox"/> develop their knowledge and coherent understanding of selected periods, societies and aspects of history <input type="checkbox"/> develop an awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes <input type="checkbox"/> develop the ability to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context <i>GCSE HISTORY 9</i> <input type="checkbox"/> actively engage in the process of historical enquiry to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds <input type="checkbox"/> organise and communicate their historical knowledge and understanding in creative and different ways and reach substantiated judgements <input type="checkbox"/> recognise that their historical knowledge, understanding and skills help them understand the present and also provide them with a basis for their future role as active citizens in employment and society in general, as well as for the possible 	<p><u>Skills Development & Expected Progress:</u></p> <p>Following a course in GCSE History should encourage students to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop a personal interest in why history matters and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study <input type="checkbox"/> develop their knowledge and coherent understanding of selected periods, societies and aspects of history <input type="checkbox"/> develop an awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes <input type="checkbox"/> develop the ability to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context <i>GCSE HISTORY 9</i> <input type="checkbox"/> actively engage in the process of historical enquiry to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds <input type="checkbox"/> organise and communicate their historical knowledge and understanding in creative and different ways and reach substantiated judgements <input type="checkbox"/> recognise that their historical knowledge, understanding and skills help them understand the present and also provide them with a basis for their future role as active citizens in employment and society in general, as well as for the possible

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<p><u>Assessment:</u></p> <p>Two GCSE style assessments every half term. Six formal mock exams across the year. Ongoing summative and formative assessment.</p>	<p><u>Assessment:</u></p> <p>There are three exams all to be taken in the Summer of year 11. Germany paper is one hour 15 minutes long and is worth 25% of the GCSE. The unit 2 Russia paper is one hour 15 minutes long and is worth 25% of the GCSE. The unit3 USA paper is one hour 15 minutes long and is worth 25% of the GCSE. In addition during year 11 students have to complete an internally assessed piece of controlled assessment on Britain and one of the World wars. This is also worth 25% of the final award.</p>
<p><u>Literacy:</u></p> <p>Increased extended writing opportunities. Reading skills like scanning and skimming. Increased historical vocabulary. Extended writing and essay technique developed.</p>	
<p><u>Numeracy:</u></p> <p>Timelines, chronology. Chart/graph interpretation Economy statistics work</p>	
<p><u>ICT:</u></p> <p>H/W to be completed using ICT at least once every two weeks. ICT to be used for research both in class and with homework.</p>	
<p><u>Life in Modern Britain:</u></p> <p>History explicitly develops a respect for democracy and the rule of law, as well as the benefits of individual liberty, mutual respect and the importance of tolerance for different faiths and beliefs as it graphically illustrates how unpleasant it can be when these are not respected.</p>	
<p><u>SMSC:</u></p> <p>In History pupils are taught a lot about the religious and spiritual beliefs, and the customs, of different societies. They learn about how important those beliefs are to the different people. They also study the importance of different beliefs and how they have helped shape society today. Pupils are taught about persecution and the</p>	<p><u>SMSC:</u></p> <p>History is, by its nature, a subject that requires candidates to examine the actions of people in past societies, and thereby poses issues about the perspectives, motivation and reactions of people. Through the study of such past societies candidates will have opportunities to reflect on a range of spiritual, moral, ethical, social and cultural issues. The grids below suggest examples of possible development</p>

<p>importance of tolerance. There may be discussion and the chance to share opinions. They will reflect upon what they learn and be encouraged to share their own beliefs. This may also include some aspects of moral, social and cultural dimensions.</p>	<p>opportunities. Spiritual issues Classwork that supports evidence of achievement Germany, 1919-1947 Key issue: How did Nazi religious policy affect the lives of the German people? Class debate about the treatment of Catholics during the reign of Elizabeth I. Source evaluation exercise focusing on the response of the Churches and church leaders to Nazi policies. Moral/ ethical issues Classwork that supports evidence of achievement Internal assessment Assignment title: 'The butcher of the Somme'. Why have many people interpreted Haig in this way? Russia in transition, 1914-1924 Key issue: What impact did the First World War have on the lives of the Russian people? Classroom discussion, using a range of visual and written sources, of the moral-ethical issues relating to the tactics used by Haig in the Battle of the Somme (e.g. can such a huge loss of life be morally justified?) Source evaluation exercise focusing on the effects of the First World War on the Russian people.</p>
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Meeting the needs of individual students & Additional Support:

Academic tutors to support.
 Work differentiated by task and support.

Extra-Curricular Activities & Club:

After school revision class every two weeks Thursday week 1.

Independent Study/ Homework:

Set at least once a week with the expectation that at least one hour should be spent on each task. There is also an explicit expectation that students should be doing their own background reading and independent research into the topic.

Resources for Learning Support and VLE:

Extensive books in library and VLE
 Kindles loaded with books on middle East. Encourage students to join University libraries. Internet access.

