



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><i>Germany in Transition, 1919-1939</i> The impacts of the Treaty of Versailles on Germany The recovery of the Weimar Republic Impacts of the Nazi regime on the German people</p> <p><i>Changes in Crime and Punishment in Britain, c.500 to the present day</i> Changing attitudes towards crime and punishment over time Causes and types of crime Historical site investigation, Jack the Ripper and Whitechapel murders</p>	<p><u>Topics Covered/ Areas of Focus:</u></p> <p><i>The Elizabethan Age, 1558-1603</i> Major influences on political and social life during the period Issue of religious controversy How was life during the Elizabethan Age portrayed</p> <p><i>The USA 1929-2000</i> Changing attitudes to race in the USA Social changes and conflicts The USA and the wider world 1929-2000</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 GCSE HISTORY 9 <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 	<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 GCSE HISTORY 9 <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

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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 four exams all to be taken in the Summer of year 11. The Germany paper is one hour long and is worth 25% of the GCSE. The Elizabethan Age paper is 1 hour long and is worth 25% of the GCSE. The USA paper 45 minutes long and is worth 25% of the GCSE. The thematic study on Crime and Punishment is 1 hour and 15 minutes long.</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 importance of tolerance. There may be discussion and the chance to share opinions.</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>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, 1919-1939 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 Classroom discussion, using a range of visual and written sources, of the moral-ethical issues relating to the tactics used in Britain over time to administer punishment for various crimes Source evaluation exercise focusing on the effects crime and punishment on society as a whole and during different eras of history</p>
<p><u>Meeting the needs of individual students & Additional Support:</u></p> <p>Academic tutors to support. Work differentiated by task and support.</p>	
<p><u>Extra-Curricular Activities & Club:</u></p> <p>After school revision class every two weeks Tuesday week 1.</p>	
<p><u>Independent Study/ Homework:</u></p> <p>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.</p>	
<p><u>Resources for Learning Support and VLE:</u></p> <p>Extensive books in library and VLE Kindles loaded with books on middle East. Encourage students to join University libraries. Internet access.</p>	