

The History Curriculum at Jewellery Quarter Academy

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Key Stage 4 Qualifications and Examination Boards:

<p>Year 11 OCR-B History School's Project</p> <p><u>Paper 1:</u></p> <p>Thematic Study: The People's Health, c1250 to present</p> <p>British Depth Study: The Norman Conquest, 1065-1087</p>	<p>Year 11 OCR-B History School's Project</p> <p><u>Paper 2:</u></p> <p>Period Study: Viking Expansion, c.750-c.1050</p> <p>World Depth Study: Living Under Nazi Rule, 1933-1945</p>
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Year 11

OCR-B History School's Project

Paper 3:

History around Us – Site Study: Kenilworth Castle

Years 9 and 10

AQA GCSE History 8145

Paper 1: Understanding the Modern World

Section A – Period Study: AB Germany 1890-1945:
Democracy and Dictatorship

Section B – Wider World Depth Studies: BB Conflict
and Tension: The inter war years, 1918-1939

Years 9 and 10

AQA GCSE History 8145

Paper 2: Shaping the Nation

Section A – Thematic Studies: AA Britain: Heath and
the People c100 to the present day

Section B – Wider World Depth Studies including
the Historical Environment: BA Norman England,
c1066-c1100

NOTE: The choice of historical environment
changes every academic year.

Useful Websites and Links:

<https://www.bbc.co.uk/bitesize/subjects/zj26n39>

<https://www.gcsepod.com/gcse-learning-and-revision-pods/>

<https://revisionworld.com/a2-level-level-revision/history-gcse-level/history-gcse-past-papers>

<https://www.aqa.org.uk/subjects/history/gcse>

Revision Books to purchase:

Please note there is no formal requirement for you to purchase textbooks, you may if you wish to.

KS3:

<https://www.cgpbooks.co.uk/secondary-books/ks3/humanities/history/hhs34-new-ks3-history-complete-revision-practi>

KS4:

<https://www.cgpbooks.co.uk/secondary-books/gcse/humanities/history/hhs45-gcse-history-complete-revision-practice>

OCR-B:

<https://www.cgpbooks.co.uk/secondary-books/gcse/humanities/history/hpr41-gcse-history-ocr-b-schools-history-proje>

[https://www.hoddereducation.co.uk/subjects/general/products/general/my-revision-notes-ocr-gcse-\(9-1\)-history-b-schools](https://www.hoddereducation.co.uk/subjects/general/products/general/my-revision-notes-ocr-gcse-(9-1)-history-b-schools)

AQA:

<https://www.cgpbooks.co.uk/secondary-books/gcse/humanities/history/har41-gcse-history-aqa-revision-guide-for-the>

[https://www.hoddereducation.co.uk/subjects/history/products/14-16/my-revision-notes-aqa-gcse-\(9-1\)-history,-second](https://www.hoddereducation.co.uk/subjects/history/products/14-16/my-revision-notes-aqa-gcse-(9-1)-history,-second)

Knowledge Acquisition Endpoints:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	All of the year 6 expectations plus... Year 7 complete the Literacy for Life program. History topics are covered across various L4L themes throughout the academic year.					
	Theme: <u>Black Gold</u> – Ancient Civilisations Theme: <u>Journeys</u> – Roman Empire, Boudicca, Hannibal and Slavery. Theme: <u>Silent Movies</u> – The Somme and Life in Germany: 1920's Theme: <u>In Days of Old</u> – Norman Conquest, Bayeux Tapestry, The Feudal System, Keeping Control: Castles, Peasant Revolt, The Magna Carta and Crusades					

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All of the year 7 expectations plus....

KS3 19th Century Industrial Revolution: Explores the industrial revolution and the changes that occurred in Great Britain. The areas that are investigated are living conditions, working conditions and significant individuals of the era that have impact Great Britain and the wider world today.

KS3 19th Century Reforms: This unit investigates the founding of a worker’s union and uses ‘The Great Reform Act’ as an example with the introduction of the male working class receiving their right to vote. This unit covers the concept ‘Laissez-Faire’ attitudes which challenging the government and their choices for the working class. Additionally, this unit investigates the role of women in society and their fight for equal rights through the Suffragists. Lastly, other significant individuals are highlighted of the era that have impact on Great Britain and the wider world today.

KS3 20th Century World at War: Identifies the causes of WW1 inclusive of the short-term and long-term effects of war. This unit also focuses on Britain’s involvement pre and post WW1, with examples of recruitment and what life was really like in the trenches. The battle of Somme is significantly highlighted not for its success bit for its failure, students will assess what we can learn from this today.

KS3 WW2 and the Holocaust: This unit introduces sensitive content around WW2 and the devastation of the ‘Holocaust’. Students will analyse the ‘Treaty of Versailles’ and the tension that arises from this with other impacting factors that caused WW2. This unit also highlights the key turning point of ‘Kirstallnacht’ and its significance and lastly the ‘Final Solution’ concluding the devastation of ‘The Holocaust’.

Developing Skills: Knowledge and understanding, written communication, empathy (cultural diversity), change and continuity, significance, cause and consequence, evidence and interpretation

19th Century Industrial Revolution

19th Century Reforms (continued):

20th Century World at War:

- What do we mean by the British empire?

20th Century World at War (continued):

WW2 and the Holocaust:

WW2 and the Holocaust (continued):

<ul style="list-style-type: none"> - How did Britain change the 1800s? - What can we learn from the 1800s? - Why did an Industrial revolution take place? - Why is the work of John Snow so important? - Why is the work of Joseph Bazalgette so important? <p><u>Developing Skills:</u> Knowledge and understanding, written communication, change and continuity, significance, cause and consequence,</p>	<ul style="list-style-type: none"> - Why were the Chartists a success? - What was the Great Reform Act? - The Challenge to Laissez-Faire - What was the position of women in 1900? - Who were the Suffragists? - Why did the Suffragette movement start? - Did Emily Davison mean to die? - How did women get the vote? - Why did women get the vote? 	<ul style="list-style-type: none"> - What were the long-term causes of WW1? - What were the short-term causes of WW1? - Why did the Schlieffen plan fail? - How did Britain recruit a volunteer army? <p><u>Developing Skills:</u> Knowledge and understanding, written communication, change and continuity, significance, cause and consequence, evidence and interpretation</p>	<ul style="list-style-type: none"> - What was lifelike in the trenches? - Why was the Battle of the Somme such a disaster? - How was warfare changed? - How did the empire contribute to the war? - What was it like in Britain during the war? (Home Front) <p><u>Developing Skills:</u> Knowledge and understanding, written communication, empathy (cultural diversity), change and continuity, significance, cause and consequence, evidence and interpretation</p>	<ul style="list-style-type: none"> - Why was Germany defeated - Why did the Versailles Treaty upset Germany? - How did Hitler rise from the trenches to the Chancellory? - Is anti-Semitism a German problem? - How were Jews persecuted in Germany in the 1930s? <p><u>Developing Skills:</u> Knowledge and understanding, written communication, empathy (cultural diversity), change and continuity, significance, cause and consequence,</p>	<ul style="list-style-type: none"> - Why is Kirstallnacht a turning point? - What was the role of the Einsatzgruppen? - What do we mean by the Final Solution? - How did the Final Solution happen? - Did the survivors receive justice? <p><u>Developing Skills:</u> Knowledge and understanding, written communication, empathy (cultural diversity), change and continuity, significance, cause and consequence, evidence and interpretation</p>
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	<p>evidence and interpretation</p> <p><u>19th Century Reforms:</u></p> <ul style="list-style-type: none"> - What is Laissez-Faire and the Protestant work ethic? - Who were the Tolpuddle martyrs? - Why was there a massacre at Peterloo? <p><u>Developing Skills:</u> Knowledge and understanding, written communication, change and continuity, significance, cause and consequence, and interpretation</p>	<p><u>Developing Skills:</u> Knowledge and understanding, written communication, change and continuity, significance, cause and consequence, evidence and interpretation</p>			<p>evidence and interpretation</p>	

9	<p>All of the year 8 expectations plus....</p> <p><u>AQA GCSE Health and the People:</u> This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short-term and long-term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.</p> <p><u>AQA GCSE Conflict and Tension:</u> This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Power. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it.</p> <p>Due to the change of Specification Next Academic Year Students will cover:</p> <p><u>GCSE Democracy and Dictatorship:</u> This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.</p> <p><u>AQA GCSE Norman England:</u> This depth study allows students to study in depth the arrival of the Normans and the establishment of their rule. It will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.</p> <p><u>GCSE Historic Environment:</u> The study of the historic environment will be expected to answer a question that draws on second order concepts of change, continuity, causation and/or consequence, and to explore them in the context of the specified site and wider events and developments of the period studied.</p> <p><u>Developing Skills:</u> Knowledge and understanding, written communication, empathy (cultural diversity), change and continuity, significance, cause and consequence, evidence and interpretation</p>					
	<u>Health and the People:</u>	<u>Health and the People (continued):</u>	<u>Health and the People (continued):</u>	<u>Conflict and Tension:</u>	<u>Conflict and Tension (continued):</u>	<u>Conflict and Tension (continued):</u>

<p><u>Part 1 – Medicine Stands Still</u></p> <ul style="list-style-type: none"> • Medieval Medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness. • Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic 	<p><u>Part 2 – The Beginnings of Change (continued)</u></p> <ul style="list-style-type: none"> • Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter. • Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change. 	<p><u>Part 3 – A Revolution in Medicine (continued)</u></p> <ul style="list-style-type: none"> • Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts. <p><u>Part 4 – Modern Medicine</u></p> <ul style="list-style-type: none"> • Modern treatment of disease: the development of the 	<p><u>Part 1 – Peace-making</u></p> <ul style="list-style-type: none"> • The armistice: aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims. • The Versailles Settlement: Diktat; territorial changes; military restriction; war guilt and reparations. • Impact of the treaty and wider settlement: including the problems faced by new states. 	<p><u>Part 2 – The League of Nations and International Peace</u></p> <ul style="list-style-type: none"> • The league of Nations: its formation and covenant; organisation; members and how it changed; the powers of the League; the work of the League’s agencies; the contribution of the League to peace in the 1920s, including the successes and failure of the League, such as the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria. • Diplomacy outside the 	<p><u>Part 3 – The origins and outbreak of the Second World War</u></p> <ul style="list-style-type: none"> • The development of tension: Hitler’s aims and Allied reactions; the Dollfuss Affair; the Saar; German rearmament, including conscription; the Stresa Front; Anglo-German Naval Agreement. • Escalation of tension: remilitarisation of the Rhineland; Mussolini, the Axis and the Anti Comintern Pact; the
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	<p>medicine and surgery; surgery in medieval times, ideas and techniques.</p> <ul style="list-style-type: none"> Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention. <p><u>Part 2 – The Beginnings of Change</u></p> <ul style="list-style-type: none"> The impact of the Renaissance on Britain: challenge to medical authority in anatomy, 	<p><u>Part 3 – A Revolution in Medicine</u></p> <ul style="list-style-type: none"> The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies. A revolution in surgery: anaesthetics, including Simpson and chloroform; 	<p>pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.</p> <ul style="list-style-type: none"> The impact of the war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery. Modern public health: the importance of Booth, Rowntree, and the Boer War; 		<p>League: Locarno treaties and the Kellogg-Briand Pact.</p> <ul style="list-style-type: none"> The collapse of the League: the effects of the depression; the Manchurian and Abyssinian crises and their consequences; the failure of the League to avert war in 1939. 	<p>ending of appeasement.</p> <ul style="list-style-type: none"> The outbreak of war: the occupation of Czechoslovakia; the role of the USSR and the Nazi-Soviet Pact; the invasion of Poland and outbreak of war, September 1939; responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain.
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	<p>physiology and surgery; the work of Vesalius, Pare, William Harvey; opposition to change.</p>	<p>antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.</p>	<p>the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st Century.</p>			
10	<p>All of the year 9 expectations plus....</p> <p>AQA GCSE Norman England: This depth study allows students to study in depth the arrival of the Normans and the establishment of their rule. It will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.</p> <p>AQA GCSE Conflict and Tension: This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Power. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it.</p>					

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GCSE Historic Environment: The study of the historic environment will be expected to answer a question that draws on second order concepts of change, continuity, causation and/or consequence, and to explore them in the context of the specified site and wider events and developments of the period studied.

Developing Skills: Knowledge and understanding, written communication, empathy (cultural diversity), change and continuity, significance, cause and consequence, evidence and interpretation

<p><u>Norman England:</u></p> <p><u>Part 1 – The Normans: conquest and control</u></p> <ul style="list-style-type: none"> • Causes of the Norman Conquest, including the death of Edward the Confessor, the claimants and claims. • Military aspects: Battle of Stamford Bridge; Battle 	<p><u>Norman England (continued):</u></p> <p><u>Part 2 – Life under the Normans</u></p> <ul style="list-style-type: none"> • Feudalism and government: roles, rights, and responsibilities; land holding and lordship; land distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman 	<p><u>Norman England (continued):</u></p> <p><u>Part 3 – The Norman church and Monasticism</u></p> <ul style="list-style-type: none"> • The church: the Anglo-Saxon Church before 1066; Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals; Church 	<p><u>Conflict and Tension:</u></p> <p><u>Part 1 – Peace-making</u></p> <ul style="list-style-type: none"> • The armistice: aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims. • The Versailles Settlement: 	<p><u>Conflict and Tension (continued):</u></p> <p><u>Part 2 – The League of Nations and International Peace</u></p> <ul style="list-style-type: none"> • The league of Nations: its formation and covenant; organisation; members and how it changed; the powers of the League; the work of the League’s agencies; the 	<p><u>Conflict and Tension (continued):</u></p> <p><u>Part 3 – The origins and outbreak of the Second World War</u></p> <ul style="list-style-type: none"> • The development of tension: Hitter’s aims and Allied reactions; the Dollfuss Affair; the Saar; German rearmament, including
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	<p>of Hastings; Anglo-Saxon and Norman tactics; military innovations, including cavalry castles.</p> <ul style="list-style-type: none"> Establishing and maintaining control: The Harrying of the North; revolts, 1067-1075; King William's leadership and government; Will II and its inheritance. 	<p>aristocracies and societies; military service; justice and the legal system such as ordeals; murdrum'; inheritance; the Domesday Book.</p> <ul style="list-style-type: none"> Economic and social changes and their consequences: Anglo-Saxon and Norman Life, including towns, villages, buildings, work, food, roles and seasonal life; Forest law. 	<p>organisation and courts; Church-state relations; William II and the Church; the wealth of the Church; relations with the Papacy; the investiture Controversy.</p> <ul style="list-style-type: none"> Monasticism: the Norman reforms, including the building of abbeys and monasteries; monastic life; learning; schools and education; Latin usage and the vernacular 	<p>Diktat; territorial changes; military restriction; war guilt and reparations.</p> <ul style="list-style-type: none"> Impact of the treaty and wider settlement: including the problems faced by new states. 	<p>contribution of the League to peace in the 1920s, including the successes and failure of the League, such as the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria.</p> <ul style="list-style-type: none"> Diplomacy outside the League: Locarno treaties and the Kellogg-Briand Pact. The collapse of the League: the effects of the depression; the Manchurian and Abyssinian crises and their consequences; the failure of the League to avert war in 1939. 	<p>conscription; the Stresa Front; Anglo-German Naval Agreement.</p> <ul style="list-style-type: none"> Escalation of tension: remilitarisation of the Rhineland; Mussolini, the Axis and the Anti Comintern Pact; the ending of appeasement. The outbreak of war: the occupation of Czechoslovakia; the role of the USSR and the Nazi-Soviet Pact; the invasion of Poland and outbreak of war, September 1939;
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						responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain.
11	<p>All of the year 10 expectations plus....</p> <p><u>OCR-B: History Schools Project Specification:</u></p> <p><u>OCR-B Thematic Study: The People’s Health, c1250 to present:</u> This thematic study should enable learners to understand changes and continuities in public health in Britain from c.1250 to the present. The study should reveal wider changes in aspects of society over the centuries, allowing learners to understand the most significant characteristics of different ages and to make comparisons between different periods of history.</p> <p><u>OCR-B British Depth Study: The Norman Conquest, 1065-1087:</u> This depth study should enable learners to understand the complexity of the Norman Conquest and the interplay of political, military, religious, economic, social and cultural forces in England between 1065 and 1087. Learners should be able to identify and describe the main features of late Anglo-Saxon and early Norman England and should develop an understanding of the diverse lives and experiences of Saxons and Normans during this turning point in English history.</p> <p><u>OCR-B Period Study: Viking Expansion, c.750-c.1050:</u> This period study follows the unfolding narrative of the expansion of the Viking world from the first Viking settlement in Russia around 750 to the end of the Viking age around 1050. After an initial focus on the Vikings in their homelands of Scandinavia, the study follows the Vikings’ expansion in the east (Volga Vikings) before pursuing the unfolding narrative of their expansion in the west. Learners will need to understand the nature of Viking expansion with a particular focus on warfare, trade and settlement.</p>					

<p>OCR-B World Depth Study: Living Under Nazi Rule, 1933-1945: This world depth study should enable learners to understand the impact of the Nazi dictatorship on people’s lives both within Germany and across occupied Europe. It explores the interplay of political, economic, social, racial and cultural forces at work in these societies.</p> <p>OCR-B History around Us – Site Study: Kenilworth Castle: Studying the history around them has much to offer learners. It provides a valuable approach to studying history and helps them to find a connection with people’s lives in the past. The study should enable learners to understand how the physical features of a selected site and other supporting sources inform understanding of historical events and developments. In particular learners should understand:</p> <ul style="list-style-type: none"> • The strengths and weaknesses of the physical remains of the site as evidence about its past • How the site fits into its wider historical context. <p>Developing Skills: Knowledge and understanding, written communication, empathy (cultural diversity), change and continuity, significance, cause and consequence, evidence and interpretation</p>					
<p>Revision, repetition and overlearning</p> <p>Apply knowledge and practise skills</p> <p>Examination technique and practice</p>	<p>Revision, repetition and overlearning</p> <p>Apply knowledge and practise skills</p> <p>Examination technique and practice</p>	<p>Revision, repetition and overlearning</p> <p>Apply knowledge and practise skills</p> <p>Examination technique and practice</p>	<p>Revision, repetition and overlearning</p> <p>Apply knowledge and practise skills</p> <p>Examination technique and practice</p> <ul style="list-style-type: none"> • History Around Us: Trip to Kenilworth 	<p>Revision, repetition and overlearning</p> <p>Apply knowledge and practise skills</p> <p>Examination technique and practice</p> <p>GCSE Examinations May</p>	<p>GCSE Examinations June</p>

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