



Subject content and skills overview for students and parents

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| Faculty | Humanities | Subject | History |
| Years: | Year 9-11 | Course: | GCSE (AQA 8145) |

Useful textbooks and revision guides

| Type of book | Publisher | Example of where I can find it |
|-----------------------------|--|--|
| Textbooks (used in lessons) | Hodder | Understanding the Modern World Migration, Empires and People Elizabethan England c1568-1603 http://resources.hoddereducation.co.uk/files/he/History/Catalogues/2018/index.html |
| Revision & exam questions | Hodder BBC Bitsize AQA Key Command Words | My Revision Notes http://resources.hoddereducation.co.uk/files/he/History/Catalogues/2018/index.html https://www.bbc.com/bitesize/examspecs/zxjk4j6 https://filestore.aqa.org.uk/resources/history/AQA-8145-COMMAND-WORDS.PDF |

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| | X Drive Oxford | Humanities----- History--- New GCSE (lessons can be found here) https://global.oup.com/education/content/secondary/series/oxford-aqa-gcse-history/?view=ProductList&region=uk |
| | AQA/Hodder | https://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources |
| | Cold War Video clips Johndclare | https://www.youtube.com/user/MrHindsHistory http://johndclare.net/ |

How does this all Fit Together?



Period Study:
America 1920-
1973

Wider World Depth
Study:
Conflict & Tension
between East and
West, 1945-1972
(COLD WAR)

British Thematic
Study
Britain:
Migration, empires
and the people

British Depth
Study
Elizabethan
England, 1568-
1603

Paper 1

"Understanding the modern world"
1 hr 45 = 50% of total mark

Paper 2

"Shaping the nation"
1 hr 45 = 50% of total mark

GCSE History curriculum map, 2017 – 2019

AQA (8145) has 4 options, each worth 25% of the final grade, which means equal time should be devoted to each topic. As the course is linear and there are terminal exams, more time needs to be spent on revision over the 3 years. It is envisaged that one 'part' of a topic will be taught each half term.

Paper 1

1D: America, 1920 – 1973: Opportunity and inequality (3 parts)

Conflict and tension between East and West, 1945 – 1972 (3 parts)

Paper 2

(Thematic study) 2C: Britain: Migration, empires and the people (4 parts)

Elizabethan England, c.1568 – 1603 (4 parts)

| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------|------------------------------|---------------------------------------|-------------------------------|-------------------------------|------------------------------|---|
| 9 | Thematic study (Part 1) | Thematic study (Part 2) | Thematic study (Part 3) | Thematic study (Part 4) | Elizabethan England (Part 1) | Revision and trial exam/ Elizabethan England (Part 2) |
| 10 | Elizabethan England (Part 3) | Elizabethan England (Part 4) | Conflict and tension (Part 1) | Conflict and tension (Part 2) | Revision and trial exam | Conflict and tension (Part 3) |
| 11 | USA (Part 1) | Revision and trial exam/ USA (Part 2) | USA (Part 3) | Papers 1 and 2 revision | | Papers 1 and 2 exams |

Assessment objective weightings for GCSE History- REFER TO EACH SECTION OF THE PAPER

| Assessment objectives (AOs) | Paper weightings (approx %) | | Overall weighting (approx %) |
|--|-----------------------------|---------|------------------------------|
| | Paper 1 | Paper 2 | |
| AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied. | 16.25 | 18.75 | 35 |
| AO2 explain and analyse historical events and periods studied using second-order historical concepts. | 13.75 | 21.25 | 35 |
| AO3 analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. | 10.0 | 5.0 | 15 |
| AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied | 10.0 | 5.0 | 15 |
| Overall weighting of papers | 50 | 50 | 100 |

Content, skills, assessment and wider reading

| When | Content | Skills | Assessment | Useful links |
|---------------------------------|--|--|---|---|
| <p>Year 9 Autumn</p> | <p>Migration, Empires and the People</p> <p>Key Questions</p> <p>How has Britain been affected by conquest, settlement, and migration?</p> <p>What has motivated migration to and from Britain?</p> <p>Why did Britain gain and lose an empire and with what effects?</p> <p>How have the people of Britain and the wider world responded to, and been influenced by, interaction?</p> | <p>Across both papers</p> <p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical</p> | <ol style="list-style-type: none"> 1. Short answer questions 2. Knowledge tests 3. End of Unit Test for each part of the course (knowledge questions, short answer and longer answer questions) <p>Types of questions used in lessons and the End of Unit Tests</p> <ul style="list-style-type: none"> ○ How useful is | <p>https://www.aqa.org.uk/subjects/history/gcse/history-8145/subject-content/shaping-the-nation#AC_Britain_Migration_empires_and_the_people_c790_to_the_present_day</p> <p>http://www.bbc.co.uk/history/trail/conquest/viking/loot_03.shtml</p> <p>http://www.bbc.co.uk/h</p> |

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| | <p>What is the significance of key individuals and events in the development of empire and British identity?</p> <p>Part one: Conquered and conquerors</p> <ul style="list-style-type: none"> • Invasion: Vikings and Anglo-Saxons; reasons for Viking invasions; creation of the Danelaw; Alfred and Wessex; King Cnut, Emma of Normandy and the North Sea Empire. • A Norman Kingdom and 'Angevin' Empire: relationship between England and France; Henry II; invasion of Ireland; losses under King John. • The birth of English identity: • The Hundred Years' War and its impact for England's future development. <p>Part two: Looking west</p> <ul style="list-style-type: none"> • Sugar and the Caribbean: piracy and plunder; the development of the slave trade, including John Hawkins; settlements in Barbados and West Indies; the economic and social impact of the slave trade on Britain. • Colonisation in North America: causes and consequences of British colonisation; Raleigh; Jamestown; contact and relations with indigenous | <p>events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> | <p>source....</p> <ul style="list-style-type: none"> ○ Explain the significance of... ○ Compare...in what ways are they similar /different? ○ Essay question using factors <p>GCSE Guidance</p> <p>Question 1- tests the utility of a source (AO3). The source will either be visual eg cartoons, or written eg diary extracts. Students will need to use the content, provenance and their contextual knowledge in order to evaluate the usefulness of the source.</p> <p>It will target a key event, development, individual or group from Part one, two, three or four of the option content.</p> <p>Question 2 tests AO1 and AO2. It requires knowledge, understanding and analysis of</p> | <p>http://www.bbc.co.uk/education/clips/zp697ty</p> <p>http://www.ourmigrationstory.org.uk/oms/making-peace-scandinavian-migrants-in-the-reign-of-king-alfred</p> <p>http://www.bbc.co.uk/education/clips/zp697ty</p> <p>https://www.youtube.com/watch?v=psvQoJ7ml_k</p> <p>https://www.youtube.com/watch?v=FQ-m-r0RAUw</p> <p>https://www.youtube.com/watch?v=motyhSKRjOQ</p> <p>https://www.youtube.com/watch?v=uBH4hyiF1Lo</p> <p>http://www.bbc.co.uk/education/clips/zqrhj6f</p> <p>http://www.bbc.co.uk/education/clips/zqxkv4j</p> <p>http://www.bbc.co.uk/education/clips/zp697ty</p> <p>http://www.ourmigrationstory.org.uk/oms/making-peace-scandinavian-migrants-in-the-reign-of-king-alfred</p> <p>http://www.bbc.co.uk/education/clips/zp697ty</p> |
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| | <p>peoples; commodities; Pilgrim Fathers; indentured servants; the War of Independence, loss of American colonies.</p> <ul style="list-style-type: none"> • Migrants to and from Britain: Huguenot migration; • Highland clearances; the Ulster plantations. | | <p>historical events and specifically assesses the second order concept of significance. Significance looks at the importance of a key event, person/group or development at the time and importance over time. The focus of the question will arise from Part one, two, three or four of the specified content.</p> <p><u>Question 3</u> will ask students to compare two key events, developments or the role of individuals or groups. It tests the second order concepts of similarity and/or difference. The focus may target Part one, two, three or four or a combination of two parts of the specified content.</p> <p><u>Question 4</u> tests AO1 and AO2. It requires knowledge, understanding and analysis of historical events and developments over time. It</p> | <p>https://www.youtube.com/watch?v=S9o8igrc_fk&index=9&list=PLcvEcrsF_9zLFhetle-QrjhRvL7vjcJo8</p> |
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| | | | <p>draws on second order concepts of cause, consequence and/or change.</p> <p>It will ask students to evaluate one stated factor against other factors.</p> <p>Factors could include war, religion, chance, government, communication, science and technology or the role of an individual.</p> <p><u>This will be an ESSAY question requiring a judgement.</u></p> <p><u>It is an extended response which will give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.</u></p> <p>Marks for spelling, punctuation and grammar (SPaG) will also be available. The question will</p> | |
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| | | | <p>target all four parts of the specified content.</p> | |
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| <p>Year 9 Spring (starting end of Dec)</p> | <p>Part three: Expansion and empire</p> <ul style="list-style-type: none"> • Expansion in India: causes and impact of British control; East India Company; Robert Clive; Warren Hastings; Indian Rebellion (1857); the social, political, cultural and economic impact of empire on Britain and India. • Expansion in Africa: causes and impact of British involvement; trade and missionary activity; South Africa; Egypt; the Scramble for Africa; Cecil Rhodes; the Boer War (1899–1902); imperial propaganda. • Migrants to, from and within Britain: Irish migration to Britain; Jewish migration to Britain; transportation; migration to and within the Empire, including migration of Asians to Africa; migration from rural to urban settings. | | | <p>https://www.youtube.com/watch?v=E9wO-NoP7h4</p> <p>http://www.bbc.co.uk/education/clips/zqv2n39</p> <p>https://www.youtube.com/watch?v=OJe1W_HlWmA</p> <p>https://www.youtube.com/watch?v=CgzSnZidGuU</p> |

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| | <p>Part one: Elizabeth's court and Parliament</p> <ul style="list-style-type: none"> • Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers. • The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601 | | <p>short answer and longer answer questions)</p> <p>Types of question used in the End of Unit Tests and the GCSE Exam</p> <p>How far do you agree with this statement?</p> <p>Explain...</p> <p>Write an account...</p> <p>Essay question linked to specified site</p> | |
| <p>Year 10 Autumn</p> | <p>Part two: Life in Elizabethan times</p> <ul style="list-style-type: none"> • A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre. • The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem. | | <p><u>GCSE Guidance</u></p> <p>The first question tests AO4. It requires the evaluation of one visual or written interpretation drawing upon contextual knowledge of a key event, development, group or</p> | |

- English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh.

Part three: Troubles at home and abroad

- Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.
- Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact.
- Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.

Part four: The historic environment of Elizabethan England

- The historic environment is 10% of the overall course, which equates to approximately 12 hours out of 120 guided learning hours.

individual for Part one, two or three of specified content.

The second question will test AO1 and AO2. It will require knowledge, understanding and analysis of historical events, issues or developments and draws on second order concepts of causation, change, continuity and/or consequence. The question will arise from Part one, two or three of specified content.

The third question tests AO1 and AO2. It is a narrative account, which tests knowledge, understanding and analysis of the second order concepts of cause, change, continuity and/or consequence. The question will arise from Part one, two or three of specified content.

<http://www.bbc.co.uk/education/clips/zdjv9j6>

<http://www.bbc.co.uk/education/clips/zhfjtf>

<http://www.bbc.co.uk/education/clips/z764q6f>

<http://www.bbc.co.uk/education/clips/zvctvcw>

2019 Historic Environment

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| | <ul style="list-style-type: none"> • Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. • 2019- The Globe Theatre • 2020- The Channel and Armada • The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Elizabethan England. | | <p><u>The fourth question tests AO1 and AO2 and is based upon knowledge, understanding and analysis of the historic environment and in particular its relationship with wider events/developments.</u></p> <p><u>It will be an ESSAY question requiring a judgement and will draw on second order concepts of change, continuity, cause and/or consequence.</u></p> <p>This question is intended to be an extended response enabling students to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.</p> |  <p>Video and support Materials for The Glo</p> |
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**Year 10
Spring**

Conflict and tension between East and West, 1945–1972

It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

Part one: The origins of the Cold War

- The end of the Second World War: Yalta and Potsdam Conferences; the division of Germany; contrasting attitudes and ideologies of the USA and the USSR, including the aims of Stalin, Churchill, Roosevelt, Attlee and Truman; effect of the dropping of the atom bomb on post-war superpower relations.
- The Iron Curtain and the evolution of East-West rivalry: Soviet expansion in East Europe; US policies; the Truman Doctrine and Marshall Plan, their purpose and Stalin's reaction; Cominform; Comecon; Yugoslavia; the Berlin Blockade and Airlift.

Types of GCSE Questions

- **Source analysis**
- **How useful are sources...**
- **Write an account.**
- **Essay question...how far do you agree?**

GCSE Guidance

The first and second questions test AO3 and require the analysis and evaluation of sources. One source is supplied for the first question and two sources for the second. Different types of sources will be used, including visual and written sources. The focus of the sources will arise from Part one, two or three of the specified content.

The third question tests AO1 and AO2. It is a narrative

<https://www.youtube.com/user/MrHindsHistory>

<http://johndclare.net/>

Part two: The development of the Cold War

- The significance of events in Asia for superpower relations: USSR's support for Mao Tse-tung and Communist revolution in China, and the military campaigns waged by North Korea against the UN and by the Vietcong against France and the USA.
- Military rivalries: the arms race; membership and purposes of NATO and the Warsaw Pact; the space race, including Sputnik, ICBMs, Polaris, Gagarin, Apollo.
- The 'Thaw': Hungary, the protest movement and the reforms of Nagy; Soviet fears, how they reacted and the effects on the Cold War; the U2 Crisis and its effects on the Paris Peace Summit and the peace process.

account, which uses knowledge, understanding and analysis of the second order concepts of cause and/or consequence. The focus will arise from Part one, two or three of the specified content.

The fourth question tests AO1 and AO2. It requires knowledge, understanding and analysis of historical events utilising any of the second order historical concepts

This will be an ESSAY question requiring a judgement. It is an extended response which will give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

Marks for spelling, punctuation and grammar

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| | | | <p>(SPaG) will also be available. The focus will arise from Part one, two or three or may cover more than one part of the specified content.</p> | |
| <p>Year 10 Summer</p> | <p>Part three: Transformation of the Cold War</p> <ul style="list-style-type: none"> • Berlin Wall: reasons for its construction and Kennedy's response. • Tensions over Cuba: Castro's revolution, the Bay of Pigs and the missile crisis: the roles of Castro, Khrushchev, Kennedy; fears of the USA and reaction to missiles on Cuba; dangers and results of crisis. • Czechoslovakia: Dubeck and the Prague Spring movement; USSR's response to the reforms; the effects the Prague Spring had on East-West relations, including the Warsaw Pact; the Brezhnev Doctrine. • Easing of tension: sources of tension, including the Soviets' record on human rights; the reasons for Détente and for SALT 1; the part played by key individuals Brezhnev and Nixon. | | <p>1. End of year exam (exam questions, extended writing)</p> | |

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| | <p>Revision and End of Year Exam</p> | | | |
| <p>Year 11 Autumn</p> | <p>America, 1920–1973: Opportunity and inequality</p> <p>This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice.</p> <p>Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.</p> <p>Part one: American people and the 'Boom'</p> | | <p>Types of GCSE Question/End of Unit Tests and short questions in SOW</p> <p>How do interpretations differ?</p> <p>Why do interpretations differ?</p> <p>How convincing are interpretations?</p> <p>Describe...</p> <p>In what ways..</p> <p>Explain your answer</p> <p>Essay question in bullet format</p> | <p>https://uk.video.search.yahoo.com/search/video?fr=mcafee&p=BBC+20th+Century+History+USA+Boom+and+Bust+you+tube#id=1&vid=e285c24afa7d9f4141daa3f91264f9ce&action=click</p> <p>https://uk.video.search.yahoo.com/search/video?fr=mcafee&p=BBC+20th+Century+History+USA+Boom+and+Bust+you+tube#id=35&vid=d4d6c11e3723a4c251e577765f979e8a&action=view</p> <p>http://johndclare.net/</p> |

- The 'Boom': benefits, advertising and the consumer society; hire purchase; mass production, including Ford and the motor industry; inequalities of wealth; Republican government policies; stock market boom.
- Social and cultural developments: entertainment, including cinema and jazz; the position of women in society, including flappers.
- Divided society: organised crime, prohibition and their impact on society; the causes of racial tension, the experiences of immigrants and the impact of immigration; the Ku Klux Klan; the Red Scare and the significance of the Sacco and Vanzetti case.

Revision and Trial Exam

Part two: Bust – Americans' experiences of the Depression and New Deal

- American society during the Depression: unemployment; farmers; businessmen; Hoover's responses and unpopularity; Roosevelt's election as president.
- The effectiveness of the New Deal on different groups in society: successes and limitations including opposition towards the New Deal from Supreme Court, Republicans

GCSE Guidance

Questions 1, 2, and 3 test AO4. They are based on two written interpretations of around 50–100 words with an accompanying ascription. They test, in turn, how interpretations differ, why interpretations differ and evaluate interpretations in the context of historical events from either Parts one, two or three or a core development that covers more than one part of the specified content. These interpretations do not require an understanding of historiography.

Question 4 requires a description of two key features or characteristics of the period studied and targets AO1 knowledge and understanding. The focus will arise from Part one, two or three of the specified content.

Question 5 tests the second order concept of change (AO2) and requires supporting knowledge and understanding (AO1). The question will ask students to explain how a group or development was affected by a key event or development. The focus will arise from Part one, two or

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| | <p>and Radical politicians; Roosevelt's contribution as president; popular culture.</p> <ul style="list-style-type: none"> The impact of the Second World War: America's economic recovery; Lend Lease; exports; social developments, including experiences of African-Americans and women. | | <p>three of the specified content.</p> <p>Question 6 requires knowledge, understanding and analysis of historical events utilising second order historical concepts (AO1 and AO2) and is based around two identified aspects. It will target: causation, consequence, change and/or continuity.</p> <p>The question will be an essay requiring a judgement.</p> <p>It will give students the opportunity to demonstrate their ability to write an extended response following a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. The focus will arise from Part one, two or three or a central development that covers more than one part of the specified content.</p> | |
| <p>Year 11 Spring</p> | <p>Part three: Post-war America</p> <ul style="list-style-type: none"> Post-war American society and economy: consumerism and the causes of prosperity; the American Dream; McCarthyism; popular culture, including Rock and Roll and television. | | | |

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| | <ul style="list-style-type: none"> • Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Segregation laws; Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts of 1964 and 1968. • America and the 'Great Society': the social policies of Presidents Kennedy and Johnson relating to poverty, education and health; the development and impact of feminist movements in the 1960s and early 1970s, including the fight for equal pay; the National Organisation for Women, Roe v Wade (1973), the Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment. | | | |
| Year 11 Spring / Summer | <u>Revision for Papers 1 and 2</u> | | | https://www.bbc.com/bitesize/examspecs/zxjk4j6 |