

Curriculum Guide – History



Key Stage 4 History



Course Description	Course Content	Assessment
<p>Students will begin following the Edexcel syllabus following 4 key topic areas. They will use a range of historical skills to help them describe, explain and analyse the causes and consequences of key events and their impact on various groups of people at the time. They will also study, analyse and interpret a range of historical sources throughout the course.</p>	<p>Thematic Study and Historical Environment Crime and punishment in Britain c1000 – present and Whitechapel Crime, policing and the inner city.</p> <p>Modern Depth Study Weimar and Nazi Germany 1918-1939</p> <p>Period Study The American West - 1835-1895</p> <p>British Depth Study Early Elizabethan England, 1558–88</p>	<p>Paper 1 - Thematic Study and Historical Environment Exam - 1 hour 15 minutes</p> <p>Paper 2 - Period Study & British Depth Study Exam - 1 hour and 45 minutes</p> <p>Paper 3 - Modern Depth Study Exam - 1 hour and 20 minutes</p>
Extra-Curricular Opportunities	Important Information	Use Websites
<p>History Club: Tuesday Lunchtime B13B (NSK)</p> <p>GCSE Intervention: Tuesday/Wednesday Lunchtimes B13A (THA)</p> <p>Potential trips to Auschwitz in Poland.</p>	<p>Gifted and Talented students will be given the opportunity to: Be challenged through higher order questioning Have access to more open-ended enquiry, including being given more scope to formulate their own enquiries Have access to wider reading including more complex and challenging resources Have leadership roles within the classroom Where appropriate, be allowed to work as experts to support other students.</p> <p>Students will be encouraged to research around each topic including using Youtube clips where appropriate.</p>	<p>www.edexcel.co.uk this site has a student section with lots of past papers with mark schemes</p> <p>www.historyonline.co.uk</p> <p>www.bbc.co.uk/schools/historywatch</p>

Course Description	Course Content	Assessment
<p>Students will begin following the Edexcel syllabus following 4 key topic areas. They will use a range of historical skills to help them describe, explain and analyse the causes and consequences of key events and their impact on various groups of people at the time. They will also study, analyse and interpret a range of historical sources throughout the course.</p>	<p>Paper 1 - Britain transformed, 1918–97 The option is divided into the following four themes, though students need to appreciate the linkages between themes, as questions may target the content of more than one.</p> <ul style="list-style-type: none"> • Theme 1: A changing political and economic environment, 1918–79 • Theme 2: Creating a welfare state, 1918–79 • Theme 3: Society in transition, 1918–79 • Theme 4: The changing quality of life, 1918–79 • The historical interpretations focus is: What impact did Thatcher’s governments (1979–90) have on Britain, 1979–97? <p>Paper 2– USA Boom, Bust and Recovery The option is divided into the following four key topics, though students need to appreciate the linkages between topics, as questions may target the content of more than one key topic.</p> <ul style="list-style-type: none"> • Topic 1. Boom and crash, 1920–29 • Topic 2. Depression and New Deal, 1929–38 • Topic 3. Impact of the New Deal and the Second World War on the USA to 1945 • Topic 4. The transformation of the USA, 1945–55 	<p>Paper 1 - Britain transformed, 1918–97 Exam -</p> <p>Paper 2– USA Boom, Bust and Recovery Exam -</p> <p>Paper 3 – Rebellion and Disorder under the Tudors Exam –</p> <p>Coursework Module</p>

Extra-Curricular Opportunities	Important Information	Use Websites
<p>History Club: Tuesday Lunchtime B13B (NSK)</p> <p>A Level/GCSE Intervention: Tuesday/Wednesday Lunchtimes B13A (THA)</p>	<p>Gifted and Talented students will be given the opportunity to: Be challenged through higher order questioning, Have access to more open-ended enquiry, including being given more scope to formulate their own enquiries Have access to wider reading including more complex and challenging resources, Have leadership roles within the classroom where appropriate, Be allowed to work as experts to support other students.</p> <p>Students will be encouraged to research around each topic and use ICT facilities wherever possible.</p>	<p>www.edexcel.co.uk this site has a student section with past papers with mark schemes</p> <p>Michael Lynch, <i>Britain 1945–2007</i> Andrew Boxer, <i>The End of Consensus: Britain 1945–90</i> Rosemary Rees, <i>Britain 1890–1939</i> Andrew Marr, <i>Making of Modern Britain</i> Geoff Stewart, Les Barker, <i>The United States 1917–54: Boom Bust & Recovery</i> (Pearson). Peter Clements, <i>Prosperity, Depression and the New Deal: The USA 1890–1954</i> (Hodder)</p>