

GCSE History

Units of Work

Year	Overarching Themes	Substantive Knowledge	Disciplinary Knowledge
Year 9 Autumn 1	<p>Key Themes Beliefs, attitudes and values Local and national government Science and technology Urbanisation Wealth and poverty</p> <p>The thematic study provides an opportunity to make history meaningful to learners by focusing on a theme that connects with their lives, and is the subject of contemporary debate in Britain.</p>	<p>The People’s Health (Paper 1) <i>Medieval Britain c.1250–c.1500</i></p> <ul style="list-style-type: none"> • To understand the characteristic features of medieval Britain and how they could affect Public Health. • Living conditions: housing, food, clean water and waste. • Responses to the Black Death: beliefs and actions Approaches to public health in late-medieval towns and monasteries 	<p>The thematic study requires learners to understand change and continuity across a long sweep of history.</p> <p>This encourages learners to think about the relationship between past and present by following the theme through to the present day.</p> <p><i>The thematic study requires learners to understand second order historical concepts, including: changes and continuities over time; the causes and consequences of historical events and developments; the historical significance of people, events and developments.</i></p>
Year 9 Autumn 2	<p>Taking a long view on these subjects allows learners to gain a helpful historical perspective on issues that will form an important part of their lives.</p>	<p>The People’s Health (Paper 1) <i>Early Modern Britain c.1500–c.1750</i></p> <ul style="list-style-type: none"> • Cultural, social and economic change including the growth of towns: an overview • Changing living conditions: housing, food, clean water and waste • Responses to outbreaks of plague including national plague orders and local reactions • The impact of local and national government on public health including measures to improve the urban environment and the government response to the gin craze 1660–1751 	<p><i>The study reveals wider changes in aspects of British society over the centuries, allowing learners to understand the most significant characteristics of different periods and to make links between this wider</i></p>

	Students are able to apply their own experiences of a pandemic (Covid-19), adding further context to their own experiences and how they compare throughout time.		<i>context and specific changes in the individual theme of Public Health.</i>
Year 9 Spring 1		The People’s Health (Paper 1) <i>Industrial Britain, c.1750–c.1900</i> <ul style="list-style-type: none"> • Industrialisation, the growth of major cities and political change: an overview • Urban living conditions in the early nineteenth century: housing, food, clean water and waste • Responses to cholera epidemics • Public health reform in the nineteenth century including the Public Health Acts and local initiatives 	<i>Students learn to summarise and analyse events.</i> <i>Students learn to assess impact on people and places.</i> <i>Students learn to make judgements and indicate the extent to which they agree with a statement.</i>
Year 9 Spring 2		The People’s Health (Paper 1) <i>Britain since c. 1900</i> <ul style="list-style-type: none"> • Economic, political, social and cultural change: an overview • Living conditions and lifestyles: housing, food, air quality and inactivity • Responses to Spanish Influenza and AIDS • Growing government involvement in public health including pollution controls, anti-smoking initiatives and the promotion of healthy lifestyle End of Unit Assessment	
Year 9 Summer 1	Key Themes Historical Sites Monarchy Class Crime and law Wealth Religion	Norwich Castle (Paper 2 – History around us) <ul style="list-style-type: none"> • The reasons for the location of the site within its surroundings • When and why people first created the site • The ways in which the site has changed over time • How the site has been used throughout its history • School trip to Site. 	<i>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:</i>
Year 9		Norwich Castle (Paper 2 – History around us)	

Summer 2	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.	<ul style="list-style-type: none"> • The diversity of activities and people associated with the site • The reasons for changes to the site and to the way it was used • The significance of specific features in the physical remains at the site • What does the site tell us about everyday life, attitudes and values in particular periods of history? 	<ul style="list-style-type: none"> • <i>The strengths and weaknesses of the physical remains of the site as evidence about its past</i> • <i>How the site fits into its wider historical context. As part of the study of the site, it may be beneficial to learners to look at a variety of sources e.g. artefacts, images, documents and oral history, in order to develop wider contextual understanding of the site. However, no sources other than the site will be targeted in assessment.</i>
Year 10 Autumn 1	For many learners, the study of an historical site can be the beginning of an interest in the historic environment that will continue into adult life.	<p>Norwich Castle (Paper 2 – History around us)</p> <ul style="list-style-type: none"> • Significant times in the site's past: peak activity, major developments, turning points • The importance of the whole site either locally or nationally, as appropriate • The typicality of the site based on a comparison with other similar sites • How the physical remains may prompt questions about the past and how historians frame these as valid historical enquiries • How the physical remains can inform artistic reconstructions and other interpretations of the site The challenges and benefits of studying the historic environment <p>End of Unit Assessment</p>	<p><i>Students make Comparisons with other sites, and through time</i></p> <p><i>Students assess the impact sites have on people</i></p> <p><i>Students form possible enquiry questions historians would ask</i></p> <p><i>Students learn to analyse physical remains and what we can learn about the people and activities which occurred at the site through time.</i></p>
Year 10 Autumn 2	<p>Key Themes</p> <p>War Invasion Monarchy Invasion</p>	<p>The Norman Conquest (Paper 1)</p> <p>England on the eve of the conquest Issue: The character of late Anglo-Saxon England</p> <ul style="list-style-type: none"> • The nature, structure and diversity of late Anglo-Saxon society. 	<p><i>The British depth study should enable learners to understand how and why</i></p>

	<p>Culture Law Religion</p> <p>The depth study provides an opportunity for learners to focus on a coherent short time span and to learn about a fascinating period of British history. Each of the options has been the subject of scholarly debate and is rich in interpretation. The British depth study therefore encourages learners to engage with the range of ways in which history is constructed.</p>	<ul style="list-style-type: none"> • Religion in late Anglo-Saxon England. • Anglo-Saxon culture: buildings, art and literature. <p>Invasion and victory Issue: How and why William of Normandy became King of England in 1066</p> <ul style="list-style-type: none"> • Norman society, culture and warfare pre-1066 • The succession crisis of 1066 • The battles of Fulford, Stamford Bridge and Hastings 	<p><i>different interpretations are constructed.</i></p> <p><i>A range of written and visual interpretations should be studied, including academic, educational, popular and fictional interpretations. Students learn to analyse a variety of interpretations and make comparisons between them.</i></p>
Year 10 Spring 1		<p>The Norman Conquest (Paper 1) <u>Re-cap of unit so far.</u> Resistance and response Issue: The establishment of Norman rule between 1067 and 1071</p> <ul style="list-style-type: none"> • First uprisings against Norman rule including resistance in the west and in Mercia • Northern resistance and William’s ‘Harrying of the North’ • The rebellion of Hereward in the east and the end of English resistance 	<p><i>Learners should be able to frame their own historical lines of enquiry prompted by the interpretations they study. These lines of enquiry should be ones that add to our historical understanding, by invoking second-order concepts such as: continuity, change, cause, consequence, significance, and similarity and difference within situations.</i></p>
Year 10 Spring 2		<p>The Norman Conquest (Paper 1) Castles Issue: The nature and purpose of Norman castles in England to 1087</p> <ul style="list-style-type: none"> • Pre-conquest fortifications and the first Norman castles in England • The distribution and design of Norman castles in England to 1087 • The purpose of Norman castles in England including their military and economic functions <p>Conquest and control Issue: The impact of the Norman Conquest on English society to 1087</p>	<p><i>Learners also learn to make a judgement on a particular interpretation which relates to the topic studied as this links to the 20 mark question in their exam.</i></p>

		<ul style="list-style-type: none"> • Domesday Book, its creation and purpose • The social structure of Norman England including changes in land ownership and the elite • Changes and continuities: language, laws and Church <p>End of Unit Assessment</p>	
Year 10 Summer 1	<p>Key Themes</p> <p>Global Connections Immigration Colonisation Slavery Trade Farming Travel War Culture Prejudice Diversity Politics</p> <p>The period study offers learners the opportunity to study a wider world society during a particularly interesting period in its history. It enables learners to focus on the relationships between different cultures at times of great upheaval and to consider the experiences</p>	<p>The Making of America (Paper 3) <i>America's expansion 1789-1838</i></p> <ul style="list-style-type: none"> • How and why the USA expanded from 1789 to 1838 • The expansion of southern cotton plantations and of slavery, 1793-1838 • The removal of indigenous people from the east, 1830-1838 <p><i>The West 1839-1860</i></p> <ul style="list-style-type: none"> • The culture of the Plains Indians including a case study of the Lakota Sioux. • The journeys of the early migrants to California and Oregon; the Mormon settlement of Utah • The nature and impact of the Californian Gold Rush (1848-1849) and the consequences of the Pikes Peak Gold Rush (1858-1859) 	<p><i>Each of the options focuses on a considerable time span and requires learners to understand the unfolding narrative of a particular society and the forces at work within it.</i></p> <p><i>Learners should be able to identify, describe and explain events, situations and developments relating to the unfolding narrative and the interactions between different cultures.</i></p> <p><i>The period study requires learners to understand second order historical concepts, including: changes and continuities over time; the causes and consequences of historical events and developments; the historical significance of people, events and developments.</i></p> <p><i>Learners should be able to identify and describe the main features of the unfolding narrative, and should</i></p>
Year 10 Summer 2		<p>The Making of America (Paper 3) <i>Civil War and Reconstruction</i></p> <ul style="list-style-type: none"> • Divisions over slavery and the causes of the Civil War • The African American experience of the Civil War 1861-1865 • Reconstruction and continuing limitations to African American liberty 	

<p>Year 11 Autumn 1</p>	<p>and perspectives of different individuals and groups of people in the past.</p>	<p>The Making of America (Paper 3) Re-cap</p> <p><i>Settlement and conflict on the Plains 1861-1877</i></p> <ul style="list-style-type: none"> • The causes and nature of white American exploitation of the Plains: railroads, ranches and cow towns • Homesteaders: living and farming on the plains • The Indian Wars including Little Crow’s War (1862), Red Cloud’s war (1865-1868) and the Great Sioux War (1876-1877) <p><i>American cultures 1877-1900</i></p> <ul style="list-style-type: none"> • Changes to the Plains Indians’ way of life including the impact of reservations and the destruction of the buffalo • The impact of economic, social and political change on the lives of African Americans • The growth of big business, cities and mass migration <p>End of Unit Assessment</p>	<p><i>develop an understanding of the diverse lives and experiences of people from different cultures</i></p> <p><i>Students learn to summarise and analyse events.</i></p> <p><i>Students learn to assess impact on people and places.</i></p> <p><i>Students learn to make judgements and indicate the extent to which they agree with a statement.</i></p>
<p>Year 11 Autumn 2</p>	<p>Key Themes Global Connections Politics War and conflict Dictatorship Religion Culture Prejudice Propaganda Media Gender</p>	<p>Living Under Nazi Rule (Paper 3) Dictatorship</p> <ul style="list-style-type: none"> • Hitler and the Nazi Party in January 1933 • Establishing the dictatorship, January 1933 to July 1933 • Achieving total power, July 1933 to August 1934 <p>Control and Opposition, 1933–1939</p> <ul style="list-style-type: none"> • The machinery of terror including the SS, the law courts, concentration camps and the Gestapo • The range and effectiveness of Nazi propaganda 	<p><i>The depth study requires learners to understand the interplay of political, military, religious, economic, social and cultural forces that bring societies and cultures into conflict.</i></p> <p><i>Learners should be able to identify and describe the main features of the different societies and cultures, and should develop an understanding of</i></p>

	Resistance	<ul style="list-style-type: none"> • Opposition to Nazi rule including the Left, church leaders and youth groups 	<i>the diverse experiences of people at a time of conflict and trauma.</i>
Year 11 Spring 1	The world depth study enables learners to develop an understanding of a traumatic short period in world history when different cultures or ideologies were in conflict. The topic is rich in contemporary sources and has been the subject of a wide range of interpretations. The world depth study therefore encourages learners to engage with the nature of evidence and the ways in which history is constructed.	<p>Living Under Nazi Rule (Paper 3) Changing Lives, 1933–1939</p> <ul style="list-style-type: none"> • Work and home: the impact of Nazi policies on men and women • The lives of young people in Nazi Germany including education and youth movements • Nazi racial policy: the growing persecution of Jews <p>Germany in War</p> <ul style="list-style-type: none"> • The move to a war economy and its impact on the German people, 1939–1942 • Growing opposition from the German people including from elements within the army • The impact of total war on the German people, 1943–1945 	<p><i>The world depth study should enable learners to analyse and evaluate a wide range of historical sources including documents, visual sources, artefacts, sites and oral testimony, as appropriate.</i></p> <p><i>In addition, learners should also be required to understand how and why different interpretations are constructed. A range of written and visual interpretations should be studied, including academic, educational, popular and fictional interpretations.</i></p>
Year 11 Spring 2		<p>Living Under Nazi Rule (Paper 3) Occupation</p> <ul style="list-style-type: none"> • The contrasting nature of Nazi rule in eastern and western Europe • The Holocaust, including the Einsatzgruppen, ghettos and the death camps • Responses to Nazi rule: collaboration, accommodation and resistance <p>End of Unit Assessment</p>	<p><i>Students learn to retrieve information from a range of sources.</i></p> <p><i>Students assess the usefulness of sources.</i></p> <p><i>Students make judgements.</i></p>
Year 11 Summer		Revision	

End of Course Exams

<i>Component group</i>	<i>Marks</i>	<i>Duration</i>	<i>Weighting</i>
Component group 1: British History	80	1 hour 45 minutes	40%
Component group 2: History Around Us	40 +10 SPaG*	1 hour	20%
Component group 3: World History	80	1 hour 45 minutes	40%
* These ten marks for SPaG (Spelling, Punctuation and Grammar) are in addition to the total 200 marks for the assessment of GCSE (9–1) History B, and are not included in the percentage weightings shown.			