



KS4 Long Term Plan

Subject: History

Exam Board: Edexcel

Intent:

The aim of our KS4 curriculum is to build on the knowledge and skills developed in KS3. The exam board of choice is Edexcel who test the students on 4 AOs which essentially mean: Knowledge, the ability to explain/evaluate cause and changes, Source analysis and scrutinising historical judgements. Therefore, our intention is to make sure that all students are equipped with strong subject knowledge and have the skills necessary to achieve success in their exams.

However, we are also acutely aware that exam success is only part of our intentions. Our team is passionate about cultivating the love of history through engaging, effective lessons that illuminates the past. We intend for students to have a sustained interest in the subject and to apply what they learn to the real world. Fundamentally, we want to create informed, enthused thinkers who will be able to understand the reasons for how some of our societies have formed and have a healthy scepticism towards other people's interpretations.

Curriculum Statement of Implementation

Rationale for Sequence

As a department we have sequenced our topics to sustain interest and passion but also optimizes the student's ability to build on their skills. We have placed Crime and punishment and Weimar and Nazi Germany at the start of the SOW as these are generally very popular and develop the love of learning. These two topics have a lot of shared style of questioning. For example, both of these papers have a 12 mark 'explain' question and an 8 mark 'how useful' question. This allows us to reinforce these skills early on so they become ingrained.

We then teach the Cold War. The rationale behind this is because it is, generally, a more challenging topic filled with innately difficult concepts of ideologies and geopolitics and an endless list of key words. We tackle this at the start of year 11 in order to have time to revisit this. Furthermore, the Cold War exam has no crossover in terms of question types. Therefore, it needs to be revisited. We finish on the Anglo Saxons as we feel it is a more contained topic. All the skills for this topic will have been covered as well as some the content which means it also serves as natural revision.

In essence we believe our sequencing provides the optimal balance between enhancing, sustaining and nurturing interest and development of skills.

Lesson content and structure

Clearly, each topic and subject may be approached slightly differently. As a head of department I certainly encourage creativity amongst my team. Therefore, some lessons may involve some weird and wonderful approaches. That being said, a major part of our intent is to develop highly knowledgeable and skilled students. Therefore, our lessons will often follow a similar pattern. If we are introducing a new lesson or topic our starters will normally be 'hooks' designed to ignite curiosity. Otherwise, our starters are often used to interleave previous content or skills. We will normally explore new content in the middle part of a lesson through a variety of methods including: teacher exposition, class or independent reading, discussion, debate, podcasts, video clips etc. By the end of the lesson we aim to apply the new content to an exam skill although this is not always possible especially in a single lesson. Exam skills are taught through clear expositions, model answers, cognitive and meta-cognition modelling. We feel that this broad structure to lessons optimizes lesson time, sustains interest, appeals to different learning preferences and consistently reinforces and builds on skills. Below is a list of other key staples/methods used to achieve our lesson aims:

- Ensure that all staff are experts on subject knowledge, specifications and exam requirements through regular training. HOD is an examiner and draws upon this expertise.
- Ensure that students have an in depth understanding of the tasks through the use of knowledge organisers, knowledge quizzes, constant retrieval practice and interleaving.
- Ensure that students have plenty of time to develop skills through exam practice, modelling, and feedback.

Marking

In order to achieve our intent of creating skilled students it is clearly important that the students receive regular, insightful feedback. At the same time I am acutely aware of protecting staff wellbeing and allowing for a work life balance.

Ks4 students have a summative assessment each half term in their blue books. They will receive whole class feedback on a question by question basis. In addition, year 11 also receive a fortnightly summative assessment focusing on one question or two questions.

Work books are checked termly to ensure that students are taking pride in their work. Data from marking is collated and centralised.

Term	Topics covered	Why now and Why?	Assessment
<p>Yr. 10 Autumn 1</p>	<p>Topics</p> <p>Nature and changing definition of criminal activity 1900-present times</p> <p>3 Case studies</p> <p>The nature of law enforcement and punishment</p>	<p><u>Why now?</u></p> <p>Builds on previous learning from year 9. This is an accessible topic which is also very enjoyable so interest is sustained.</p> <p><u>Why</u></p> <p>Students need to know about modern changes to crime and punishment. This can be tested by itself but may involve making links between previous content</p>	
<p>Yr. 10 Autumn 2</p>	<p>Topics:</p> <p>Historic environment: Whitechapel</p> <p>Introduction to Whitechapel as an area</p> <p>Investigation of policing in Whitechapel</p> <p>The national and regional context</p>	<p>Why Now?</p> <p>This is the final part of the Crime and punishment course. In some ways it serves as a stand alone section of the course but overlaps with some themes explored earlier. The source skills provides a good Segue into the sourced based Weimar and Nazi Germany section.</p> <p>Why?</p> <p>Students explore a historic location. This depth studies allows them to link the concepts that they have studied more broadly to a real life example. For</p>	

		example, the link between crime and poverty.	
Yr. 10 Spring 1	<p>Topics</p> <p>The Weimar Republic, 1918-1929:</p> <ol style="list-style-type: none"> 1. The origins of the Republic 2. Early challenges to the Republic 3. Recovery of the Republic 4. Changes in society 	<p><u>Why now?</u></p> <p>This is a really popular topic and so it revitalises interest. There are many natural skill crossovers between crime and punishment and this unit so it provides a natural opportunity to build and reinforce skills.</p> <p><u>Why</u></p> <p>Students need to understand the context of post war Germany and how this caused the subsequent 20 years to unfold.</p>	
Yr. 10 Spring 2	<p>Topics</p> <p>Hitler's rise to power, 1919-33:</p> <ol style="list-style-type: none"> 1. Early development of Nazi Party 2. Munich Putsch 3. Growth in support <p>Hitler becoming chancellor</p>	<p><u>Why now?</u></p> <p>By this point students will have an understanding of the chaos of Germany. This unit allows students to link this to the demand for extremism. Again, it provides a natural opportunity to interleave prior content,</p> <p><u>Why?</u></p> <p>Students are able to explore what drives extremism. This is an area that we feel has real world relevance.</p>	

<p>Year. 10 Summer 1</p>	<p>Topics Nazi control and dictatorship:</p> <ol style="list-style-type: none"> 1. Creation of dictatorship 2. Police state 3. Control and influence of attitudes 4. Opposition, resistance and conformity 	<p>Why Now?</p> <p>Having learned how Hitler the students look at how Hitler consolidates his position.</p> <p>Why?</p> <p>Students can understand the process of creating a dictatorship from a democracy.</p> <p>This is an area of lots of historical controversy and so lend itself to AO4</p>	
<p>Year. 10 Summer 2</p>	<p>Topics Life in Nazi Germany:</p> <ol style="list-style-type: none"> 1. Women 2. The young 3. Living standards 4. Minorities 	<p><u>Why Now?</u></p> <p>We finish off on a the human aspect of Nazism. Looking at how ordinary people are affected. Logically this need to come after a dictatorship is created.</p> <p><u>Why</u></p> <p>Students are generally interested in real life stories and brings the conceptual to life.</p>	

Term	Topics covered	Skills	Assessment
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<p>Yr. 11 Autumn 1</p>	<p>Development 1943-1956: development of the Cold War. These events led to heightened tension and a breakdown of relations. Tehran, Yalta and Potsdam.</p> <ol style="list-style-type: none"> 1. Development of the A bomb. 2. Expansionism. 3. Novikov and long telegrams. 4. Iron Curtain speech. 5. Truman doctrine and Marshall plan. 6. Berlin Crisis 1947. 7. Creation of NATO. 8. Comecon and cominform 9. Hungarian uprising. <p>Crises 1956-1968: these were the crises. Tensions were very high conflict nearly occurred.</p> <ol style="list-style-type: none"> 10. Nuclear arms race/space race. 11. Second Berlin Crisis 1961-63. 12. Bay of Pigs and the Cuban Missile Crisis. 13. Prague Spring. 		
<p>Yr. 11 Autumn 2</p>	<p>Détente 1970- 1979: Due to the cost of war and the risk of nuclear war the two sides attempt to ease tensions.</p> <ol style="list-style-type: none"> 1. SALT 1. 2. Summit meetings. 3. Space Link up. 4. Nixon's visit to Moscow. 5. Helsinki Agreement. 6. SALT 2. 7. Soviet invasion of Afghanistan. 		
<p>Yr. 11 Spring 1</p>	<p>Second Cold War 1979-1985: Due to the soviets invading Afghanistan détente came to an end. This sparked the second cold war. End of the Cold War: The Soviet leader Gorbachev came to power and wanted to ease tensions. His reforms triggered a series of actions that led to the breakup of the Warsaw Pact and the collapse of the Soviet Union.</p> <ol style="list-style-type: none"> 1. Carter Doctrine. 2. Olympic Boycott. 3. Star Wars (SDI programme). 4. Gorbachev introduces his 'New 		

	<p>Thinking’.</p> <ol style="list-style-type: none"> 5. Glasnost, perestroika, abandons the Brezhnev doctrine. 6. Countries begin to move away from Soviet Control. 7. Berlin Wall pulled down. 8. Collapse of the Warsaw Pact. 		
Yr. 11 Spring 2	<p>Anglos Saxons</p> <ol style="list-style-type: none"> 1. What was life like in Anglo Saxon England? 2. What was the cause of the succession crisis? 3. Why did Wiliam Win the Battle of Hastings? 		
Year. 11 Summer 1	<ol style="list-style-type: none"> 1. How did William consolidate control of England? 2. What changes did William mak eot Normanise England? 3. What was Williams relationships with his family like? 4. The second succession crisis. 		
Year. 11 Summer 2			