

Final Assessment

Paper 1- Thematic study and Historic Environment (Medicine) 52 marks

- 1 hour 15 minute paper
- **Section A- 16 marks.** Q1- (Describe two features); Q2a- (Source utility); Q2b- (Feature of source to follow).
- **Section B- 36 marks.** Q3 (similarity/ difference question); Q4- (Explain question) ; Q5/6- A01+2 (Judgement and evaluation question, 4 marks for SPaG).

Paper 2- Period study (Cold War) and British depth study (Henry and his Ministers) 64 marks

- 1 hour 45 minute paper
- **Section A period study- 32 marks.** Q1- (consequence); Q2- (narrative account); Q3- (importance of events).
- **Section B- 32 marks.** Q1a- (Describe question); Q1b- (Explain question); Q1c/d- (Judgement and evaluation question).

Paper 3- Modern Depth study (Germany)

- 1 hour 20 minute paper
- **Section A- 16 marks.** Q1- (inference question); Q2- (Explain question).
- **Section B- 36 marks.** Q3a- (Source utility); Q3b- (how interpretations differ); Q3c- (why interpretations differ); Q3d- (Judgement and evaluation question using interpretations 4 marks for SPaG).

Revision

Thorough revision of all aspects of the Edexcel course. Revisiting key content and practising all skills (AO1, AO2, AO3 AO4) from each examination paper.

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Skills Link:

- **A01:** Demonstrate knowledge and understanding of the key features of the periods studied.
- **A02:** Explain and analyse historical events and periods studied using historical concepts e.g. **consequences of key events; chronology by providing a narrative account, and the importance of key events or factors.**

Unit 4 (Paper 2): Superpower relations and the Cold War, 1941–91

Final unit as part of the delivery of the History GCSE. Students will learn of ideological conflict which underpinned most geopolitical conflicts of the 20th century following World War II. This unit will build upon students' existing knowledge of ideology, such as communism, enabling them to better comprehend their own world, the political systems and regimes which exist today, as well as the legacy left by this ideological strife in current affairs and events (e.g. to contextualise conflicts that still exist and thrived under such conditions e.g. the Middle East and Afghanistan). Students will begin by: learning about the early tensions which existed between East and West; how the Cold War developed with the Truman Doctrine, Marshall Plan, NATO and division of Berlin; the arms race and Soviet invasion of Hungary; key events in the 1960s to 1970 such as the Cuban Missile Crisis, construction of the Berlin Wall and Brezhnev Doctrine; Détente, attempts to establish peace, Gorbachev and the eventual collapse of Soviet control.

Unit 3 (Paper 2) Henry VIII and his Ministers 1509-40:

This British depth study will teach students about the notable changes made to England during Henry VIII's reign, to political governance, religious beliefs and its impact upon society as this was a tumultuous period of change which shaped Britain's religious and political climate thereafter. This study begins by exploring Henry VIII's succession to the throne and reputation as a Renaissance Prince; the rise of his minister Wolsey; Wolsey's foreign and domestic policies; along with the issue of his annulment and issues of succession. This is followed by a focus on Cromwell's rise to power, his involvement in Henry's marriages, government and his fall in power. Finally, there is a study of the Reformation; its impact opposition and the Pilgrimage of Grace.

Period study at GCSE

Reference to study of Henry VIII, the Reformation and succession in Y7.

British depth study at GCSE

Reference to Globalisation unit in Y8.

Reference back to Black Death in Y7
Reference to study of trenches in Y8.

Reference back to War Depth Study in Y8

Skills Link:

- **A01:** Demonstrate knowledge and understanding of the key features of the periods studied.
- **A02:** Explain and analyse historical events and periods studied using historical concepts e.g. **change and continuity.**
- **A03:** Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements.

Skills Link:

- **A01:** Demonstrate knowledge.
- **A02:** Explain historical events and periods.
- **A03:** Analyse, evaluate and use sources (contemporary to the period).
- **A04:** Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Unit 1 (Paper 1): Medicine Through Time c.1250- present

A thematic study as to how medicine has developed throughout time from: the Medieval period; Renaissance; Industrial and Modern period. Students will study this chronologically focusing on the causes of disease; treatments; and methods of prevention, as well as focusing on key factors to assess how far medical progress had changed or continued across time periods including: science and technology, the role of individuals, government and attitudes. Students will learn how their own society has been shaped by earlier medical ideas and progression e.g. learning how germs were discovered and why the creation of the NHS was significant. Students will also focus on a historic site-on medicine on the western front, focusing on diseases caused by the trench environment and specific medical breakthroughs that occurred due to this new environment of the trenches, applying their knowledge and skills of source analysis to assist them.

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Unit 2 (Paper 3): Weimar and Nazi Germany, 1918–39

Modern Depth study of the political, economic and social changes that occurred within Germany from defeat during World War I to the outbreak of World War II. Students will learn the conditions in which extremist ideologies in the form of Nazism were able to thrive learning: how the defeat of World War I impacted Germany's society and governance; the Treaty of Versailles and challenges to its survival; the 'Golden Years' of 1924-1928; the collapse of the Weimar Republic between 1929-1933 and rise of Hitler; the consolidation of Hitler's power and transformation of Germany into a dictatorship; terror, the police state, and propaganda; life in Nazi Germany for women, children, workers, and minority groups including German Jews and Black Germans; opposition; and the treatment of minority communities and racial policies. This unit will allow students to understand the legacy of the world wars, and how extremist ideologies led to the persecution of minority communities. This will aid their comprehension, not only of their political past and present, but also the attitudes and ideas that existed after the war in Europe collectively. Their study of cultural changes in the 20s of cinema, art and film will also introduce an element of cultural history during a vast period of change and transformation.

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Modern depth study at GCSE

Thematic Study at GCSE and Historic Environment

- Skills Link:**
- **Research-** being able to navigate sources of information and the internet.
 - **Recognising change and continuity.**

Skills Link:

- **Source enquiry-** Primary accounts of slavery, resistance and life on plantations.
- **Historical empathy-** Study of sensitive topics i.e. slavery will allow students to develop their emotional engagement of such topics to understand human behaviour.
- **Explaining and recognising change** over an extended period of time.
- **Evaluating interpretations** and issues of historiography- Why has historiography affected perceptions of African History?

Globalisation and the Olympics

Students will engage in a research project focusing on how notable Olympic games have been shaped by politics, globalisation and attitudes e.g. the Black Power salute; boycott of Olympics due to the Cold War.

British Commonwealth and British Civil Rights

To build upon students' knowledge, they will investigate how decolonisation impacted Britain and its society, to understand why communities are so diverse in the present day and why British people experience the rights and democracy they have. They will focus on how this shaped British Civil Rights, focusing on the Bristol Bus Boycott, and other campaigns for equal gender and disability rights, and rights for the LGBTQ+ community.

Slavery to Civil Rights

Students will learn how Civil Rights in the USA were gained in the 1960s by beginning to explore the origins of the slave trade and specifically: context of the British Empire; African Kingdoms prior to Slavery and key figures such as Mansa Musa; origins of the Transatlantic Slave trade; Plantations and Resistance; abolition of slavery in Britain; segregation and the Jim Crow laws; contributions to Civil Rights by key leaders Martin Luther King and Malcolm X.

Global, political and social history.

Political, social, world and cultural history. Individual stories and histories (Martin Luther King, stories of Holocaust survivors), and commemoration of past events.

Holocaust Study

A study into the Holocaust, what it was, how it affected communities whilst addressing debates surrounding how it should be commemorated and remembered.

- Skills Link:**
- **Chronology** and explaining changes in political history; **evaluating interpretations** and historiography- 'Why is Cromwell a divisive figure in History' lesson.

- Skills Link:**
- **Source Enquiry** and recognising social and technological changes which shaped the local communities of the Black Country.

- Skills Link:**
- **Use of primary sources, recognising bias and assessing the reliability of evidence.**

Political, military, social (persecution of minorities) and world history (empire and battles)

Industrial Revolution Local History study

Students will learn how the Industrial Revolution shaped the West Midlands and Black Country. To understand their local community, industry, innovation and key sites: the Black Country Museum and Ironbridge.

The journey to becoming a successful historian?

An evaluation of the skills and knowledge developed during Year 7 through an enquiry topic of the sinking of the Titanic. Students will review primary evidence to assess this issue, and will use their historical skills e.g. assessing reliability, to assist their investigation.

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War Depth Study

A political and social study of the two world wars and their impact. Including: Long term causes of World War I including empires and alliances; assassination of Archduke Franz Ferdinand; daily life in the trenches; the Treaty of Versailles; Hitler, his racial policies and persecution of minorities; causes of World War II and appeasement; the Home Front and battles of World War II.

- Skills Link:**
- **Source enquiry-** Daily Life in the Trenches and examination of primary sources e.g. letters.
 - **Explaining and recognising change-** Nazi Racial Policy and persecution.
 - **Evaluating interpretations** and historiography- Why did World War II begin and why has there been a reassessment of Neville Chamberlain?

Early Modern period study- Stuart era

Focus on the political transformation of Britain from a monarchy to Commonwealth covering: the reign of James I and threats (Gunpowder Plot); reign of Charles I; origins and events of the Civil War; the Interregnum period and Cromwell's Commonwealth, ending with the Restoration of Charles II in 1660.

Local history

British political, religious and social history (Tudor women, children and Black Tudors)

British history

World history pre-1066

Early Modern period study

An overview of Tudor monarchs, from Henry VII to Elizabeth I – including issues of succession; the Reformation; heresy; Tudor crime and punishment and changes in rule. As well as a study of Tudor society and key groups such as children and Black Tudors.

Medieval England
Chronological depth study of England and notable turning points which shaped Medieval England and its society including: events of 1066, Feudalism, Castles, and the Black Death.

Silk Roads
Enquiry topic which focuses on the Silk Roads, and the trading of ideas, beliefs and goods. This topic further refines students' historical enquiry skills through examining artefacts and evidence.

Skills introduction
Students will be introduced to the skills historians need and use. These skills will be used throughout their History Learning Journey from KS3 to KS5.

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- Skills Link:**
- **Source enquiry** 'Does Bloody Mary deserve her nickname?'; **chronology** and identifying and explaining changes to society and governance. **Inference-** Elizabeth's Portraits lesson.

- Skills Link:**
- **Chronology** and identifying and explaining changes to society and governance.

- Skills Link:**
- **Source enquiry**
 - **Inference** from artefacts found on the Silk Road.

- Skills Link:**
- **Chronology, use of sources, recognising bias and assessing the reliability of evidence.**