

History GCSE Year 10/11	Curriculum Intent: The History GCSE course ensures that learners can explain and understand the world around us today considering key themes which demonstrate the relevance of the past in understanding the present. Students study the narrative of 20th century international relations and the forces which shaped those relations with a view to assessing how far these forces are still shaping events today. The course gives learners the chance to study a broad sweep of British history looking at themes that are relevant today from medieval to early modern to modern history. Students develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history; and the wide diversity of the human experience. They will engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. They will develop the ability to ask relevant questions about the past, investigate issues critically, and make valid historical claims by using a range of sources in their historical context. Students will develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.														
Units	International Relations 1918 – 2001 (Period study) and USA 1919 – 48 (Non-British Depth study - 50%)						The English Reformation c.1520 – c.1550 (British Depth Study) & Castles: Form and Function c.1000 – 1750 (Historical environment - 26%)				Power: Monarchy to Democracy in Britain c1000 to 2014 (British thematic study - 24%)				
Knowledge	Conflict & Co-operation 1918 - 1939	The Cold War 1945 – c.1989	From the end of the Cold War to 9/11	Changing interpretations of Appeasement and the Origins of the Cold War tensions	The „Roaring 20s	The 1930s and the New Deal	The impact of the 2nd World War on US society	English Reformation c.1520 – c.1535	Dissolution of the Monasteries c.1534 – c1540	The impact of the Reformation in English parishes c.1534 – c.1550	Kenilworth Castle: location, appearance & layout, function, life in the castle over different periods, key events associated with Kenilworth Castle	c.1000–c.1485 Themes: Individuals, institutions and groups with power, Claims to power, Methods of maintaining Power , Challenges to power and power changing hands	c.1485 – c.1800 Themes: Individuals, institutions and groups with power, Claims to power, Methods of maintaining Power , Challenges to power and power changing hands	c.1800 - 2014 Themes: Individuals, institutions and groups with power, Claims to power, Methods of maintaining Power , Challenges to power and power changing hands	
Interleaving	Key knowledge and skills retrieved from previous learning/units.						Key knowledge and skills retrieved from previous learning				Key knowledge and skills retrieved from previous learning /units.				
Understanding	The focus of the period study is on the unfolding narrative of international relations from 1918 – 2001. This unit is at the very core of the whole course as learners will have an understanding of the substantial developments and issues associated with this period, in order to understand the forces and events which shaped the 20 th and early 21 st century world and how these forces and events have come to shape our world. Students will have an understanding of the ways in which some of the developments have been interpreted differently by different historians and also how and why these interpretations have changed over time. The depth study gives students an understanding of the relationship between the people and the state in the USA from 1919 – 48.						This depth study focuses on the English Reformation from religious, social and economic perspectives as well as the psychological impact of religious change on the ordinary people of England. Students need to understand the complexity of this situation and the interplay of different aspects within. Through the study of Kenilworth Castle students will be able to understand and explain how historians can use the physical fabric of Kenilworth Castle and accompanying relevant documents and other source material to understand the purpose of the site at specific points in time and also how this purpose may have changed across a particular time span.				This British thematic study allows students to understand the patterns of change and continuity in Power: Monarchy and Democracy in Britain over a long period of British history, c.1000 to 2014. This includes a broad sweep of time in which Britain is ruled by monarchs and which then develops into constitutional monarchies and finally parliamentary democracy. Covering over 1000 years, the thematic study is a different type of historical practice from the depth studies and even the period study. Students have a good understanding of three eras and these eras are divided into broad sections through which learners investigate and have an understanding of a number of key themes.				
Skills	Construct relevant, structured and evidentially supported written work	Use evidence and evaluating evidence and the study of sources	Develop own hypothesis and conclusions	Evaluate different interpretations about the past	Use historical terms and concepts	Construct relevant, structured and evidentially supported written work	Use evidence and evaluating evidence and the study of sources	Develop own hypothesis and conclusions	Evaluate different interpretations about the past	Use historical terms and concepts	Construct relevant, structured and evidentially supported written work	Use evidence and evaluating evidence and the study of sources	Develop own hypothesis and conclusions	Evaluate different interpretations about the past	Use historical terms and concepts
Assessment	GCSE Paper 1: International Relations: the changing international order 1918 - c2001 and USA 1919 – 1948.						GCSE Paper 3: The English Reformation c.1520 – c1550 and Castles: Form and Function c.1000 - 1750				GCSE Paper 2: Power: Monarchy and Democracy in Britain c.1000 - 2014				