

HISTORY

KS4 (AQA GCSE History)

Curriculum Purpose

History GCSE - Enables students to study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present. History GCSE study helps students gain new insights into the world around them. Building on the skills and topics at Key Stage 3, our GCSE course equips students with essential skills to prepare them for further study. History teaches us about the world in which we live today, who we are, where we come from and asks why? It is the memories of the past that provide a sense of identity, culture and a sense of the community we live in. History is a challenging & interesting subject, which deals with big issues like power, discrimination and war. It can inspire students' curiosity about the past in Britain and around the world. Through the study of History, students are able to comprehend and understand the enormity of past events and the influence it has on their lives in modern-day Britain. It helps them to develop respect, appreciate diversity and to understand more about themselves and the impact they can have on society. Students have the opportunity to use knowledge of historic events to influence their personal choices, attitudes and values they hold. History allows students to learn from past events, to ensure that past mistakes are used positively to improve society, but also to draw inspiration from those who have had a positive impact around the world

YR10



Course Content and Skill Development

This qualification is linear. Linear means that students will sit all their exams at the end of the course. GCSE History students must take assessments in both of the following papers in the same series: The GCSE History content comprises the following elements:

- one period study
- one thematic study
- one wider world depth study
- one British depth study including the historic environment.



Paper I: Understanding the modern world

Germany, 1890–1945: Democracy and dictatorship

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Part one: Germany and the growth of democracy

- Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.
- Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.
- Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.

Part two: Germany and the Depression

- The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal.
- The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.
- The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.

Part three: The experiences of Germans under the Nazis

- Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.
- Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.
- Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.



Paper 2: Shaping the nation

Britain: Health and the people: c1000 to the present day

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impact on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.

Part one: Medicine stands still

- Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.
- Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques.
- Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.

Part two: The beginnings of change

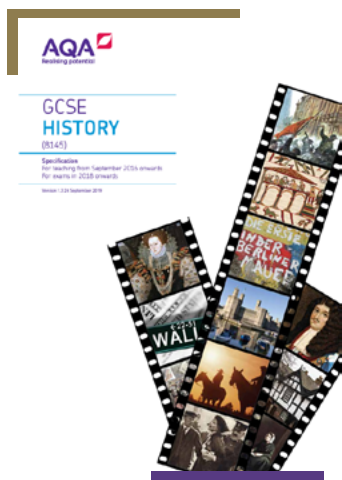
- The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change.
- Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter.
- Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.

Part three: A revolution in medicine

- The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies.
- A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.
- Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts.

Part four: Modern medicine

- Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.
- The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.
- Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.



Specification Link

<https://filestore.aqa.org.uk/resources/history/specifications/AQA-8145-SP-2016.PDF>

When and how assessment of learning will happen

Students are assessed via an 'End of Topic Assessment' at the end of each topic. There is one formal set of mock exams at the end of year 10 (June), followed by two formal mock exam sessions during year 11.

Self and peer assessment will happen regularly in lessons. Students will engage with exam style assessment activities in most lessons. Some independent learning tasks will also be formatively assessed.

The final exams/ assessment:

At the end of year 11
Paper 1: Understanding the modern world

Written exam: 2 hours

- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of the GCSE

Paper 2: Shaping the nation

Written exam: 2 hours

- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of the GCSE

Home Learning Expectations

Students will complete exam style essay questions regularly as independent tasks. They will be required to extend their research and learning beyond the classroom via a variety of mediums e.g. websites, films, webinars, podcasts etc...

Students will need to consolidate their notes and develop effective revision strategies. They should also complete examination style questions and self-assess these against the published mark schemes.

Useful Information

Students will be issued with text books for the course. They will be joined to a Google Classroom in which all lesson resources will be stored. There will also be access to extended research and information via the Google Classroom.