



GCSE History

Key Stage 4 Curriculum

In Year 10 and 11 we follow the 'OCR GCSE History B (Schools History Project)' Syllabus.

<http://www.ocr.org.uk/qualifications/gcse-history-b-schools-history-project-j411-from-2016/>

Unit 1: The People's Health 1250 – Present (Year 10)

Beginning in the 13th Century, we study how humanity has responded to the threats and consequences of disease, from the role of religion to the changes made by parliament. Modules include 1636 Plague in Newcastle; how our public health was dramatically improved by the sewage works of Joseph Bazalgette; and whether the threats to our health in more recent times, such as Spanish Influenza and HIV/AIDS, have been effectively managed by our governments.

Unit 2: The Norman Conquest 1066 – 1087 (Year 10)

The Norman Conquest, 1065-1087 provides an opportunity for students to build on their basic knowledge of the Norman Conquest, taught in Year 7, by developing a deeper and more complex understanding of this crucial turning point in their national history.

Unit 3: Living Under Nazi Rule 1933 – 1945 (Year 11)

Our studies consider the dark story of the rise and ultimate defeat of National Socialism along with a consideration of the important insights it gives us into human nature and society. We consider the impact on occupied Europe of the political, economic, social, racial and cultural forces that combined to shape the Third Reich and the diverse experiences of those who lived under Nazi rule. A key element of this will, of course, be a study of the Holocaust, following, as it does, from the Nazi ideology of racial hierarchies.

Unit 4: Site Study, Cromford Mill (Year 11)

Each year, the School agrees on a Local Historical Investigation with the Exam Board. We have chosen Cromford Mill with its fascinating links to the Industrial Revolution, its changes over both short and long periods of time, and its significance leading to its recognition as a World Heritage Site. The final examination will expect students to be able to answer with clarity from their research, and so a visit to Cromford, although not a requirement, is highly beneficial for students taking the course.

Unit 5: The Making of America 1789 – 1900 (Year 11)

This unit considers the key changes that enabled America to become the Superpower it now is from the inauguration of the first President in 1789 to the start of the twentieth century. The focus for study is how and why American territory expanded during these years and the relationship between this expansion and the cultures of indigenous Americans, African Americans and white Americans.

Grouping

Students are grouped in mixed ability classes, established at the beginning of Year 10.

Assessment

Formative assessment is continual within the department and includes teacher comments, as well as peer and self-assessment. Dialogue marking encourages students to respond to questions asked of them in their books using green pen. The final GCSE awards grades from 9 – 1.

Every student is provided with a class exercise book and a Homework book, which they are encouraged to keep tidy and organised. Literacy errors are highlighted and should be corrected using green pen.



Literacy/Numeracy Skills

Marking for literacy is an expectation of staff reflecting the emphasis the school, as well the Humanities Department, places on strengthening and developing all aspects of literacy throughout the year. In the final GCSE examinations, marks are awarded for spelling, punctuation and grammar.

Promoting Reading for Pleasure/Independent Reading

All units require students to be able to analyse meaning within text, for example, in the writings justifying the American war against the Plains Indians. Staff encourage students to develop their historical skills through extending their reading, whether directly related to the course, such as Simon Schama's three volume 'A History of Britain', or indirectly such as Hilary Mantel's Wolf Hall trilogy.

Support, Strategies and Interventions for students (SEN, Most Able, Students not making Expected Progress)

Teachers in the Humanities Department support and challenge students in lessons to make the very best progress they can. In order to achieve this, Teaching Assistants may be directed to focus on developing high level responses from our most able cohort, support students with literacy and support deeper thinking asking higher level questions such as "Do you agree...?".

Within lessons, we expect and encourage questioning from our students, whether clarifying the expectations of the teacher, or developing an open question, the answer to which may not be immediately clear. In addition, the school's Homework Club is a valuable resource to support students. Humanities' teachers liaise with colleagues who run Homework Club, to ensure the best support is given to all our students.

Useful Resources for Home

Students can purchase the 'CGP GCSE History OCR B: Schools History Project Revision Guide - for the Grade 9-1 Course' from school at a subsidised rate.

How to help your child in Year 10 and 11

As well as reviewing your child's work, we hope that you can support Hasland Hall's History Department by talking to your child and engaging in dialogue about the ideas covered in lessons. The course is a demanding one and they will be expected to recall significant dates, events and people. Conversations about this at home help consolidate the learning, meaning that when it comes to revision, information can be recalled with greater ease. The ability to write extended answers and interrogate sources are key skills in the GCSE, so asking your child to justify answers with reasons and go beyond simple descriptions of people and events, in any context, helps prepares them for their final exam. And of course, ensuring they keep up to date with homework and crucially attending every day is the most effective way of helping them succeed.

Glossary of terms

Rather than supply an extensive list of words covered in the course, these are the Command Words that appear on the GCSE papers, along with the expected responses:

Assess	<i>Evaluate or estimate how reliable or useful a source might be.</i>
Discuss	<i>Give two sides of an issue with examples and evidence.</i>
Explain	<i>Make something clearer by describing it in detail, adding information you have studied and/or is found in your source material.</i>
Consider	<i>Show that you have explained at least two sides before making a decision.</i>
Identify	<i>Explain where the details in your answer have come from, how you reached a conclusion, or where to find the information asked for.</i>
Justify	<i>Use evidence to prove an opinion or description is correct.</i>
Outline	<i>Explain briefly the important points of an issue, feature, belief or event.</i>



A Guide to the Curriculum at Key Stage 4 (Years 10 & 11)

- Describe** *Using evidence from your studies and/or the sources, write an account that includes all of the relevant evidence, characteristics, qualities or events.*
- Compare** *Make something clearer by explaining, with evidence, the similarities and/or differences between one event, feature, belief, source, set of data and another.*
- Examine** *Look carefully at, analyse or unpick an event, source, or set of data. Explain in detail its meaning and possible consequences.*
- Contrast** *Show how one event, feature, belief, source or set of data is very different to another.*
- Evaluate** *Give an opinion, your verdict, based on evidence after you have assessed and considered.*
- Suggest** *What might need to be done, or why did something occur, in your opinion.*
- Define** *Describe exactly the meaning of a subject – specific word.*
- To what extent do you agree...?** *Having explained the evidence you have been given, or you have previously learned, is the statement or idea true or false?*