Key Stage 4 LTP

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| **Curriculum Intent** |
| Objectives for the KS4 curriculum in History are informed by Government guidelines and exam board criteria. AQA’s specification, which follows government guidelines, is designed to afford students **a broad, comparable and coherent course of study, and** allows the construction of a KS4 curriculum that has integrity in its own right whilst bridging Key Stage 3 and AS/A-level.The AQA specification is **balanced** and **coherent** as both papers are equally weighted. Students study key events, periods and societies in both a British and world context, exposing them to the diversity of human experience.The AQA specification is **broad** encompassing three eras, three time scales and three geographical contexts (specified by the DfE). There are two units: Paper 1 - Understanding the Modern World (key developments and events in modern world history); Paper2 - Shaping the Nation (key developments and events in the history of Britain).The elements of the KS4 curriculum are prescribed and must be taught, but there is some choice of which these are. We have chosen to compliment student’s prior learning at KS3, to engage their curiosity and enrich their knowledge. Elements have been selected to capitalize on student ability to make relevant links and comparisons from KS3 and between the two papers (world and British). For example, the two units chosen from the Paper 2 (Conflict and Tension 1919-39, and Democracy and Dictatorship 1880 – 1945) have some commonality, which afford deeper understanding and breadth of knowledge. These links are made explicit to the students so they appreciate common themes and parallels. Finally, some elements were chosen based on the resources that were within the department.  |

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| **Prior Learning Summary** |
| At KS3 students examine the Norman Conquest. This affords relevant background and feeds into studies at KS4 on **Conquered and Conquerors.**At KS3 students study the English reformation and counter reformation (Henry VII to Mary 1) which gives a background to KS4 studies on Elizabethan England – **Troubles at home and abroad**.At KS3 students identify the causes of the First world war and recognise the significance of the war and the subsequent peace settlement which feeds into KS4 studies on ‘**Peacemaking**’ (the Big Three and Treaty of Versailles).At KS3 students look at the causes of the Second World War and key events of the Second World War. This gives relevant background to KS4 studies on **the origins and outbreak of the Second World War.**KS3 studies on both world wars link to KS4 studies on **Migration Empires and the people,** **Britain in the 20th century.** Studies on genocide at KS3 afford students the relevant background for an examination of Nazi social policy and its impact in KS4 in the unit, **The experience of Germans under the Nazis**. |

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| **Curriculum Structure – Year 9** |
| A | A | A | A | A | A | A | A | A | A | A | B | B | B | B | B | B | B | B | C | C | C | C | C | C | C | C | C | D | D | D | D | D | D | D | D | D | D | D |

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| **Curriculum Structure – Year 10** |
| E | E | E | E | E | F | F | F | F | F | F | F | G | G | G | G | G | G | G | G | H | H | H | I | I | I | I | I | I | I | J | J | J | J | J | J | J | J | J |

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| **Curriculum Structure – Year 11** |
| K | K | K | K | K | K | L | L | L | L | L | L | L | L | L | M | M | M | M | M | M | M | M | N | N | N | N | N | N | N | N | O | O | O | O | P | P | P | P |

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| **Unit A – Unit Title** |
| **Overview** | Conquered and Conquerors |
| **Aims** | To understand how the identity of the people of Britain has been shaped by invasions and conquests during the medieval period. |

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| **Unit B – Unit Title**  |
| **Overview** | Looking West |
| **Aims** | To recognise the impact of the slave trade on Britain and the consequences of British colonisation. To identify reasons for migration to and from Britain during the 17th century. |

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| **Unit C – Unit Title** |
| **Overview** | Expansion and Empire |
| **Aims** | To recognize the impact of British expansion in India and Africa during the during the 19th century. To identify reasons for migration to and from Britain during the 19th century.  |

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| **Unit D – Unit Title** |
| **Overview** | Britain in the 20th Century |
| **Aims** | * To recognize the impact of the First and Second World Wars, Suez; nationalism and independence in India and Africa. To understand the legacy of empire, ‘Windrush’ and Caribbean migrants. To understand Britain’s relationship with Europe including the Cold War and membership of the European Union.
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| **Unit E – Unit Title** |
| **Overview** | Elizabeth’s Court and Parliament |
| **Aims** | To have an understanding of Elizabeth I and her court and the background and character of Elizabeth I. To gain an understanding of court life, including patronage and key ministers.  |

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| **Unit F – Unit Title**  |
| **Overview** | Troubles at home and abroad |
| **Aims** | To understand about Religious matters in Elizabethan England: the question of religion, English Catholicism and Protestantism and Queen of Scots.  |

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| **Unit G – Unit Title** |
| **Overview** | Life in Elizabethan times |
| **Aims** | To recognise why Elizabeth’s reign was known as the ‘Golden Age’: To gain insight into the living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre. |

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| **Unit H – Unit Title** |
| **Overview** | Peacemaking  |
| **Aims** | To understand the significance of the armistice. To understand the aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; and recognise the extent to which they achieved their aims. |

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| **Unit I – Unit Title** |
| **Overview** | The League of Nations and international peace |
| **Aims** | To understand the aims and challenges of the League of Nations: its formation and organisation; membership and how it changed. To make a judgement on why the League of Nations failed to avert war in 1939.  |

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| **Unit J – Unit Title** |
| **Overview** | The origins and outbreak of the Second World War |
| **Aims** | To understand the development of tension after 1918: Hitler's aims and Allied reactions reasons for and against the policy of appeasement; and who was responsibility for the outbreak of war. |

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| **Unit K** |
| **Overview** | Germany and the growth of democracy |
| **Aims** | To recognise the difficulties faced by Kaiser Wilhelm when ruling Germany from 1888 -1919. |

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| **Unit L – Unit Title** |
| **Overview** | Weimar Germany and the Stresemann era |
| **Aims** | To understand Weimar democracy: political change and unrest, 1919–1923, the extent of recovery during the Stresemann era and Weimar culture. |

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| **Unit M – Unit Title**  |
| **Overview** | The establishment of Hitler’s dictatorship |
| **Aims** | To recognise the impact of the Depression and growth in support for the Nazis party.To understand the events that lead to the establishment of Hitler’s dictatorship and make a judgement on the most important one. |

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| **Unit N – Unit Title** |
| **Overview** | The experience of Germans under the Nazis |
| **Aims** | To understand Nazi social policy and its impact.To identify features of the Nazi police state, and the use of propaganda and censorship. |

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| **Unit O – Unit Title**  |
| **Overview** | Paper 1 revision |
| **Aims** | Revision of Britain: Migration, Empires and people topics. |

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| **Unit P – Unit Title** |
| **Overview** | Paper 2 revision |
| **Aims** | Revision of Conflict and Tension 1918 – 1939 and Germany, 1890: Democracy and Dictatorship topics. |