St Dominic's School

Curriculum Plan

What will pupils learn and when?

Subject	AQA GCSE History	Year Groups	Years 10 & 11 and Years 12 & 13
Subject Intent	For the GCSE History course pupils will be studying four periods of history grouped under two broad themes: <u>Understanding the Modern World</u> • *Conflict and Tension in Asia: 1950-75* • *Democracy and Dictatorship: Germany 1890-1945* <u>Making the Nation</u> • *Norman England c.1066-c.1100* • *Britain: Migration, Empires and the People c.790 to the Present* As they study these topics, pupils/students will also be developing some key skills in critical thinking: • *The ability to demonstrate knowledge and understanding.* • *The ability to explain and analyse events in terms of cause/consequence, change/continuity, similarity/difference, significance, perspective and empathetic understanding.* • *The ability to analyse, evaluate and use sources to substantiate judgements,* • *The ability to analyse, evaluate and make substantiated judgements about interpretations.* Knowledge is accumulated through listening and reading, in the classroom, at home and on a series of field trips designed to address the need of many of the school's pupils to experience in order to remember. Skills are honed by working together and individually, using exam-style questions to structure information and ideas in explanations of events and judgements on their consequences and significance. History is a subject which fascinates many learners and the opportunity to study it can provide a powerful motivation to develop and extend reading, writing and thinking skills. As well as preparing them for their GCSE examination, the work will also allow pupils to accumulate four AQA Unit Awards.		

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Term	Topic	Subject Content	Vocabulary	Sequencing
Year 1 Autumn 1	Conflict & Tension in Asia: 1950-75	**Knowledge** What was the Cold War? Why did war breakout in Korea? Why did the USA intervene in Korea? How did the Chinese become involved in the Korean conflict? What were the consequences of the Korean War? Why did French rule in Indochina collapse? Why did Diem fail to defeat the Viet Cong? **Skills** I can demonstrate knowledge and understanding of key features and characteristics of the Cold War in Asia. I can use my historical knowledge to interpret source material. **Enrichment** Visit to HMS Belfast, a warship used in the Korean War **Resources** Lindsay Bruce, *Conflict and Tension in Asia: 1950-1975*	**Tier 2** Korea Vietnam United Nations Communism Capitalism Intervene Veto Boycott **Tier 3** Domino Effect Truman Doctrine Balance of Power Cold War Iron Curtain Seoul Pusan Inchon MacArthur McCarthy	**Building On** This half-term pupils will be building on the analytic skills they have learnt in KS3 Humanities, especially on the skills of identifying cause/ consequence and change/continuity. **Building Towards** In Autumn 2 they will build on their new knowledge of the Cold War era to explore how the United States became increasingly involved in Vietnam.
Term	**Topic**	**Subject Content**	**Vocabulary**	**Sequencing**

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Term	Topic	Subject Content	Vocabulary	Sequencing
Year 1 Autumn 2	Conflict & Tension in Asia: 1950-75	**Knowledge** Why did the USA become involved in Vietnam? In what ways did the Tonkin Incident change US involvement in Vietnam? How successful was US military strategy in Vietnam? Why was the Tet Offensive a defeat for the US? What steps did Nixon take to disengage from Vietnam? How did media coverage of the war effect US decision-making? Why did the Republic of Vietnam collapse so quickly in 1975? **Skills** I can explain and analyse historical events and periods studied using second-order historical concepts. I can structure an extended answer to a question, marshalling evidence to support my argument. **Enrichment** Online interview with Vietnam War veteran **Resources** Lindsay Bruce, *Conflict and Tension in Asia: 1950-1975*	**Tier 2** Catholic Buddhist Immolation Guerilla Vietnam Cambodia Laos **Tier 3** Indo-china Ho Chi Minh Vietminh Dien Bien Phu Ngo Dinh Diem Nepotism Vietcong Punji Trap Ho Chi Minh Trail Gulf of Tonkin Khymer Rouge Tet My Lai Zippo Great Society Democrat Republican	**Building On** Pupils build on their knowledge of how the Cold War led to a proxy war in Korea to investigate how the USA was drawn inro a war in Vietnam. Having mastered the skill of interpreting sources they now move on to developing the skill of assessing the usefulness of sources. **Building Towards** Pupils will return to the knowledge and skills they have built up over the term during a period of revision in preparation for the end of year mocks and again, next year, in final preparation for the GCSE.

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Year 1 Spring 1	Norman England c1066-c1100	**Knowledge** Why did the Witan choose Harold Godwinson as king in January 1066? What was the impact of Hardrada's invasion? Why did William win the battle of Hastings? How did William establish control over England? What do the similarities between the succession crises of 1066 and 1087 tell us about 11th century kingship? How did the Norman conquest effect the way English society was structured? **Skills** I can demonstrate knowledge and understanding of key features and characteristics of Norman England. I can explain and analyse historical events in terms of perspective and empathetic understanding. **Enrichment** Visit from historical re-enactor Trip to battle-site at Hastings **Resources** Lorraine Waterson, *Norman England: 1066-1100*	**Tier 2** Coronation Blood relative Orkneys Papacy Recruit Betrayal Expedition Alliance Pillage Encircle Cavalry Archers Arrows Ruse Retreat Slaughter Resistance Submission Pledge Skirmish Ford Treasury Dispossessed **Tier 3** Count Atheling Witan Epiphany Jorvik Gate Fulford Stamford Bridge Chain Mail Morcar Edwin Shield Wall Fyrd Housecarls Kite Shield Men-at-arms Dowager	**Building On** Pupils will build on the knowledge of 11th century England acquired in KS2 and Year 7, and on the historical skills they have learnt studying the previous unit of the GCSE course. **Building Towards** In the Spring 2 pupils will investigate the social and economic consequences of the Norman invasion. They will continue to look at sources and to develop their ability to evaluate them.

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Term	Topic	Subject Content	Vocabulary	Sequencing
Year 1 Spring 2	Norman England c1066-c1100	**Knowledge** How significant were the changes to law and order in England after the Norman conquest? What can we learn from the Domesday books? How did village life change under Norman rule? Why did towns grow under the Norman kings? What part did the church play in the Norman conquest? Why did Norman lords found monasteries? Who was more powerful in Norman England, the king or the church? **Skills** I can explain what was important about elements of change and continuity in Norman England. I can draw links between a particular historic environment and features of Norman England that I have studied. **Enrichment** Two-day residential trip to the Weald and Downland Museum, Lewes Castle, Pevensey Castle and Bayham abbey. **Resources** Lorraine Waterson, *Norman England: 1066-1100*	**Tier 2** Threshing Pasture Arable Manor Guild Toll Fair Moneylending Pope Papacy Diocese Cathedral Celibacy Monastery Abbey Priory Infirmary **Tier 3** Villeins Freemen Three field system Strip fields Shearing Burgess Charter Pluralism Nepotism Simony Synod Hierarchy Cloister Dorter Frater Chapter Quire Blasphemy Consecrated Excommunicate Investiture Pallium Romanesque	**Building On** Pupils build on the knowledge of the Norman conquest and of the sources from the period available to historians acquired in Spring 1. **Building Towards** In Spring 2 .

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Year 1 Summer 1	Democracy to Dictatorship: Germany 1890-1945	**Knowledge** What problems did Germany face in the years before the First World War? How did the Great War effect life in Germany? What part did reparations play in the economic problems of the Weimar republic? Who were the enemies of the new republic? How did Gustav Stresemann stabilise the Republic? Why was the culture renaissance of the Weimar republic a problem? **Skills** I can demonstrate knowledge and understanding of key features and characteristics of German history 1890-1914. I can assess the importance of various factors in a historical event and justify my conclusion as to which was more important. **Enrichment** Trip to Tate Modern to see art works from Weimar era Germany. **Resources** Aaron Wilkes, *Democracy and Dictatorship: Germany 1890-1945*	**Tier 2** Industrialisation Militarism Malnutrition Rationing Revolution Constitution Culture **Tier 3** Weltpolitik Reichstag Armistice Abdicate Weimar Spartacist Freikorps Putsch Hyperinflation Reparation Stresemann Rentenmark Bauhaus Wandervogel	.

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Year 1 Summer 2	REVISION	**Knowledge** What do I remember? What have I forgotten? How do I revise for an examination? **Honing Skills** I understand what each type of question is asking. I understand what makes a good answer to each of the kinds of question on these two papers. **Resources** Lindsay Bruce, *Conflict and Tension in Asia: 1950-1975 REVISION GUIDE* Lorraine Waterson, *Norman England: 1066-1100 REVISION GUIDE*	**Tier 2** Revision	**Building On** Pupils will build on all the work they have done during the year to acquire both knowledge and skills as they prepare for their first mock exam. **Building Towards** The revision skills they learn and the knowledge they consolidate this half-term will build towards their eventual readiness for the final GCSE examination.

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Term	Topic	Subject Content	Vocabulary	Sequencing
Year 2 Autumn 1	Democracy to Dictatorship: Germany 1890-1945	**Knowledge** Why did support for the Nazi party surge between 1929 and 1932? Why did conservative politicians let the Nazis into government? How did Hitler dismantle the Weimar constitution? How successful were the Nazis in rebuilding the Germany economy? How did life change for Germans under Nazi rule? How did life change for German Jews under Nazi rule? Why were the Nazis so successful in suppressing opposition? **Skills** I can analyse, evaluate and make substantiated judgements about interpretations. I can construct explanations of change that identify not only a single cause but the interplay of several factors. **Enrichment** Three-day residential trip to Munich, including guided tours of Nazi party headquarters in Nuremburg and Dachau concentration camp. **Resources** Aaron Wilkes, *Germany 1890-1945*	**Tier 2** Avant-garde Coalition Concentration camp Constitution Eugenics Ghetto Hyperinflation Left-wing Propaganda **Tier 3** Bauhaus Chancellor Einsatzgruppen Enabling Act Four Year Plan Fuhrer Gestapo Holocaust Kinder Kirche Kuche	**Building On** Pupils build on their knowledge of Germany's struggle to adapt after the shock of the Great War to investigate how these challenges created an opportunity for the rise of Hitler and the consequences of Nazi rule. Having mastered the skill of identifying and explaining different interpretations of historical events, pupils move on to learn how to assess how convincing those interpretations are. **Building Towards** Pupils will return to the knowledge and skills they have built up over the term during a period of revision in preparation for the GCSE
Year 2 Autumn 2	Britain: Migration,	**Knowledge** What was the impact of Danish rule on England?	**Tier 2**	**Building On**

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	Empires and the People c.790 – the Present	How did being part of the Norman/Angevin empire change Britain? How did the Hundred Years War make England more English? What drew the British westward in the 16th and 17th centuries? What impact did losing its American colonies have on Britain? Why was there so much migration in the 17th and 18th centuries? **Skills** I can demonstrate knowledge and understanding of key features and characteristics of Britain's historical experience of empire and migration. I can assess the significance of events in terms of their impact at the time and over a longer period. **Enrichment** **Resources** Kevin Newman, *Britain: Empires, Migration and the People 790 – Present Day*	Empire Immigrant Enslaved Baron Colonise Plunder Piracy Virginia Puritans Quakers Catholic Persecution Civil war **Tier 3** Viking Danelaw Danegeld Witan Crusade Magna Carta Privateer New World Plantation Indigenous American Indentured servant Slave triangle Royal African Company Maroons	Pupils build on the knowledge of the chronology of British history accumulated through KS2 and KS3 as they focus on the history of Britain's relationship with the rest of the world – as a colony and a coloniser, as an exporter of migrants and a receiver of immigrants. **Building Towards** Pupils will return to the knowledge and skills they have built up over the term during a period of revision in preparation for the GCSE.
Year 2 Spring 1	Britain: Migration, Empires and the People	**Knowledge** How did Britain gain control of India? Why did Britain want to colonise Africa?	**Tier 2** Infantry Guerrilla Scorched earth Dominion	**Building On** Pupils build on the knowledge of the chronology of British history accumulated through KS2 and KS3 as they focus on the history of

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	c.790 – the Present	What impact did migration have on Britain in the 19th century? Why did the British empire end? What are the advantages and disadvantages of the EU for the UK? Why has Britain experienced net immigration since 1945? **Skills** I can analyse, evaluate and make substantiated judgements about interpretations of the British empire and how they may differ. I can identify and analyse similarities and differences between two events or developments. **Enrichment** **Resources** Kevin Newman, *Britain: Empires, Migration and the People 790 – Present Day*	Propaganda Voluntary migration Forced migration Navvy Rural Urbanisation Refugee **Tier 3** Mughal Plassey Sepoy Mutineer Rebel Viceroy Raj Imperialist Social Darwinism Boer Jingoism Pogrom Chain migration Transportation Indenture Internal migration	Britain's relationship with the rest of the world – as a colony and a coloniser, as an exporter of migrants and a receiver of immigrants. **Building Towards** Pupils will return to the knowledge and skills they have built up over the term during a period of revision in preparation for the GCSE.
Year 2 Spring 2	REVISION	**Revising Knowledge** Pupils/students will use the half-term to revisit the units studied in Year 1. *What are the key historical issues of the Korean War?* *How did the USA become involved in Vietnam?*		**Building On** Pupils/students will build on the work they did in the previous year to cement and extend their knowledge and skills in respect of the two units: • Conflict and Tension in Asia 1950-75

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		Why did the USA lose the war in Vietnam? *What impact did the Vietnam war have on the USA?* *Why was the Norman conquest successful?* *How did the Normans change England?* *What was the role of the church in Norman England?* **Honing Skills** I understand what each type of question on the two papers requires me to do. I understand what makes an excellent answer to each of the kinds of question on these two papers. **Resources** Lindsay Bruce, *Conflict and Tension in Asia: 1950-1975 REVISION GUIDE* Lorraine Waterson, *Norman England: 1066-1100 REVISION GUIDE*		• Norman England 1066-1100 **Building Towards** The work this half-term will build towards their readiness to sit the GCSE exam in the Summer term.
Year 2 Summer 1	REVISION	**Revising Knowledge** Pupils/students will use the half-term to revisit the units studied in Year 2. *Why did democracy fail to take root in Germany?* *How did the Nazis come to power?* *Why was there so little opposition to Nazi rule?*		**Building On** Pupils/students will build on the work they did in the previous year to cement and extend their knowledge and skills in respect of the two units: • Democracy to Dictatorship: Germany 1890-1945 • Britain: Empires, Migration and the People 790-Present

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		What makes particular events in history significant? *How do I analyse sources?* *How do I identify similarities between events?* **Honing Skills** I understand what each type of question on the two papers requires me to do. I understand what makes an excellent answer to each of the kinds of question on these two papers. **Resources** Aaron Wilkes, *Democracy and Dictatorship: Germany 1890-1945* REVISION GUIDE Kevin Newman, *Britain: Empires, Migration and the People 790 – Present Day REVISION GUIDE*		**Building Towards** The work this half-term will build towards their readiness to sit the GCSE exam.
Year 2 Summer 2	GCSE EXAMS			