

History Curriculum Intent

Pupils at Kingsway follow the OCR Specification A GCSE scheme. Our curriculum aims to inspire students to develop a deep understanding and knowledge of particular key events, periods and societies. Students study topics and themes from their local context as well as general British and world history, helping them discover the relevance of the past to an understanding of the present. Students study history from three eras (medieval, early modern and modern, on three timescales (depth study, period study and thematic study)), in three geographical contexts (local, British and European/wider world). The OCR GCSE course aims to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and make valid historical claims by using a range of sources in their historical context
- 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
- organise and communicate historical knowledge and understanding in different ways and reach substantiated conclusions

Subject: Year 10 History

Year 10:

Pupils start the course working through the British depth study: Power, Monarchy and Democracy. This course looks at how power in Britain was distributed from 1000- 2014, what challenges were faced in wielding this power and what factors, events or developments were important in moving power from one group to another. Pupils will then begin their study of International Relations, 1918-75 focusing on key events in the Twentieth Century leading up to WW2 and the Cold War. Pupils will study Appeasement and who was the blame for the Cold War in detail, analysing the views of different historians. Pupils will spend the last half term on their study of Kenilworth castle, focusing on the form and function of this castle from the years 1120- 1750. Pupils will have the opportunity to supplement this study with a field trip to the castle itself.

	Scheme 1: Power, Monarchy and Democracy in Britain, 1000-2014 (Paper 2) 1000-1485: Anglo Saxons and the Normans	Scheme 2: Power, Monarchy and Democracy in Britain, 1000-2014 (Paper 2) 1485-1800: Tudors and Stuarts	Scheme 3: Power, Monarchy and Democracy in Britain, 1000-2014 (Paper 2) 1800-2014: The changing relationship between Parliament and the People	Scheme 4: Conflict and Cooperation, 1918- 1939 and changing interpretations of Appeasement (Paper 1, section 1)	Scheme 5: The Cold War, 1945-75 and changing interpretations of responsibility (Paper 1, section 1)	Scheme 6: Castles: Form and Function, 1000-1750 (Paper 3, section 2)
Acquire	<ul style="list-style-type: none">• Anglo-Saxon kingship c.1000–1066: the basis of kingship; the	<ul style="list-style-type: none">• Tudor government: growth of royal power under Henry	<ul style="list-style-type: none">• Dissatisfaction with electoral system by early 1800s; reasons for	<ul style="list-style-type: none">• The Versailles Peace Settlement;• The League of Nations in the	<ul style="list-style-type: none">• Actions of the USSR in Eastern Europe 1945–1948	<ul style="list-style-type: none">• The strategic location of Kenilworth Castle. The specific

	<p>power and responsibilities of the kings; relations between the kings and the thegn.</p> <ul style="list-style-type: none"> • Different claims to the throne in 1066: the Norman invasion, including the establishment of the Norman monarchy and the transfer of power from Saxons to Normans at all levels of society; the extent of the power of the monarch and the barons by 1087. • Struggles over power: John and Magna Carta; 	<p>VIII; the role of Parliament under Henry VIII and Elizabeth I.</p> <ul style="list-style-type: none"> • Defeat and return of monarchy: Charles I's personal rule 1629–1640; the Civil Wars and the abolition of the monarchy; the Restoration of the monarchy in 1660. • James II's rule and the reasons for the 1688 Revolution (The Glorious Revolution); the legacy of the Glorious Revolution including the Bill of Rights; the development of Parliament under William III and Anne; the 	<p>and impacts of the Parliamentary Reform Acts of 1832, 1867 and 1884;</p> <ul style="list-style-type: none"> • The rise and effectiveness of mass Trade Unions and the Labour Party 1880s–1914 • The struggle for the vote for women and the reasons why it was won for some women in 1918. • Government control in the world wars; the increased role of the state from 1945 to c.1980 • Challenges to Parliament c.1980 to early 2000s: the Miners' Strike 	<p>1920s; Successes and failures of internationalist approaches in the 1920s and the retreat to nationalism in the 1930s</p> <ul style="list-style-type: none"> • International agreements in the 1920s (Dawes Plan 1924, Locarno 1925, Kellogg-Briand 1928, Young Plan 1929); attempts at disarmament • The impact of the worldwide economic depression. • Tension in Europe in the 1930s, including the failure of the League of Nations, the policy of Appeasement and outbreak 	<p>and response of USA and its allies, including conferences at Yalta and Potsdam.</p> <ul style="list-style-type: none"> • The division of Germany; the Truman Doctrine and the Marshall Plan; the Berlin Blockade and Airlift. • Development of NATO and the Warsaw Pact. • The building of the Berlin Wall 1961 and its effects on international relations. • Cold War confrontations and conflict 1954–1975 • Developing Cold War tensions and conflicts 	<p>geographical location of Kenilworth Castle The specific physical location of Kenilworth Castle..</p> <ul style="list-style-type: none"> • The appearance and layout of Kenilworth Castle at different times in its history. Key features of the castle e.g. motte and bailey layouts, stone towers, defences, great hall, causeway. When and why these features were installed or removed, including the slighting. • What these changes reveal about the history of
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	<p>emergence of Parliament in the reigns of Henry III and Edward I, including the role and importance of Simon de Montfort; deposition of Richard II in 1389; Wars of the Roses.</p>	<p>emergence of political parties and the development of a Parliamentary monarchy in the course of the 1700s.</p>	<p>1984–1985, CND and Greenpeace;</p> <ul style="list-style-type: none"> • Prime Ministerial power under Thatcher and Blair; • Devolution of power to regions of the UK • The challenges of coalition government. 	<p>of war in 1939.</p> <ul style="list-style-type: none"> • How and why the following have resulted in differing interpretations of appeasement: the Second World War 	<ul style="list-style-type: none"> • The Cuban Missile Crisis 1962. • Origins of US involvement in Vietnam 1954-65. • The Vietnam War: US tactics and their consequences ; Vietcong tactics and their consequences. • US withdrawal from Vietnam including opposition in the USA to the war. • The end of the war and its impact on international relations. 	<p>the country at the time.</p> <ul style="list-style-type: none"> • Day to day function(s) of Kenilworth Castle at different times in its history. Kenilworth Castle as a means of conquest, particularly in the Norman period. Kenilworth Castle as means of baronial and or royal power. Kenilworth Castle as centre of administration , justice etc. Kenilworth Castle as a dwelling place. • Life in Kenilworth Castle at different times in its history. The lives of the castle
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	<p>y to confirm understanding of change and continuity</p> <ul style="list-style-type: none"> • Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully • Identify consequences and impact of key events in British History and apply accurate/ relevant historical evidence to explain the significance • Evaluate change and continuity over time in the form of of an essay question based on the 	<p>y to confirm understanding of change and continuity</p> <ul style="list-style-type: none"> • Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully • Identify consequences and impact of key events in British History and apply accurate/ relevant historical evidence to explain the significance • Evaluate change and continuity over time in the form of of an essay question based on the 	<p>y to confirm understanding of change and continuity</p> <ul style="list-style-type: none"> • Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully • Identify consequences and impact of key events in British History and apply accurate/ relevant historical evidence to explain the significance • Evaluate change and continuity over time in the form of of an essay question based on the 	<p>y to enhance understanding of escalating tensions and outbreak of conflict</p> <ul style="list-style-type: none"> • Outline the sequence of events relevant to the issues set by the questions in a written narrative • Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully • Analyse and evaluate an unseen extract from a historian's interpretation of the policy of Appeasement and the actions of Chamberlain 	<p>y to enhance understanding of escalating tensions and outbreak of conflict</p> <ul style="list-style-type: none"> • Outline the sequence of events relevant to the issues set by the questions in a written narrative • Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully • Analyse and evaluate an unseen extract from a historian's interpretation of who was to blame for the outbreak of the Cold War • Apply schools of thought on 	<p>y to confirm understanding of change and continuity at Kenilworth castle</p> <ul style="list-style-type: none"> • Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully • Use source material to make accurate and valid inferences regarding the usefulness of a source
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	key themes of the module	key themes of the module	key themes of the module	<ul style="list-style-type: none"> Apply schools of thought on Appeasement to unseen interpretations 	who was to blame for the outbreak of the Cold War to unseen interpretations	
Vocabulary	Witan Baron Thegn Domesday Book Feudal system Magna Carta Provisions of Oxford Excommunicate	The Act of Supremacy Divine Right Petition of Right Personal Rule The Declaration of Breda The Bill of Rights The Act of Union The Act of Settlement	Rotten Borough Property Qualification Reform Acts Trade Unions Constituency Welfare state Devolution Coalition government	Reparations Anschluss Remilitarisation Sanctions The Great Depression Sudetenland Appeasement Popular Majority View Popular Political View Orthodox Academic Revisionist View Academic Counter Revisionist View	Communism Capitalism Truman Doctrine Marshall Plan Cominform Comecon Containment Deterrent	Palatial Slighted Siege Garrison Mere Fortress Bailey Curtain Wall
Assessment	Milestone 1: Magna Carta Q3 significance Milestone 2: Paper 2 assessment with 1000-1485 focus	Milestone 3: Paper 2 assessment with 1485-1800 focus Milestone 4: Q4 how far	Milestone 5: Paper 2 assessment with 1800-2014 focus Milestone 7: PPE 1 (Paper 2)	Milestone 6: Paper 1 Q3 Appeasement	Milestone 8: Paper 1 Q4 Cold War	Milestone 9: Paper 3, Q3 and 4

