

| | |
|--------------|-------------|
| Department | HISTORY |
| Key Stage | KEY STAGE 4 |
| Course Level | GCSE |
| Exam Board | EDUQAS |

| Dates Delivered | Unit Title | End Points | Substantive Knowledge What will they learn about in this topic? | Disciplinary Knowledge What subject concepts will be developed through this topic? | Assessment Method | Key Course Guides & Reading |
|---|--|--|--|---|---|---|
| Year 9 Autumn and Spring Terms | Changes in Crime and Punishment in Britain, c.500 to the present day Thematic Study | Students will have developed knowledge of main trends in the history of crime and punishment in Britain from c.500 to the present day. Students will have considered the causes and types of crime, law enforcement, combating and punishment of crime and changing attitudes towards crime and punishment over time. Students will also be required to examine the major political, social, economic and cultural perspectives which have contributed to the development of both crime and punishment | Causes of Crime | Cause Consequence Change and continuity Similarity and difference Historical significance Sources and evidence | 4 CATs across the course of the unit during delivery Tested as part of the end of year 9 and 10 exams and then the Year 11 mock examinations in November and March Forms a 30% of the final marks in the exam | Eduqas exam board guide Resource (eduqas.co.uk) BBC bitesize guide Changes in crime and punishment, c.1500 to the present day - GCSE History Revision - WJEC - BBC Bitesize |
| | | | Nature of Crimes | | | |
| | | | Enforcing Law and Order | | | |
| | | | Methods of Combatting Crime | | | |
| | | | Methods of Punishments | | | |

| | | | | | |
|--|--|--|-----------------------------------|--|--|
| | | | Attitudes to Crime and Punishment | | |
|--|--|--|-----------------------------------|--|--|

| Dates Delivered | Unit Title | End Points | Substantive Knowledge What will they learn about in this topic? | Disciplinary Knowledge What subject concepts will be developed through this topic? | Assessment Method | Key Course Guides & Reading |
|---------------------------------------|--|---|---|---|---|---|
| Year 9 Spring & Summer Terms | Conflict & Upheaval 1337 – 1381 British Study in Depth | Students will have developed knowledge of selected themes and issues relating to the history of England in the period 1337-1381. | Characteristics Of Life In Fourteenth Century England | Cause Consequence Similarity and difference Historical significance Sources and Evidence | 4 CATs across the course of the unit during delivery Tested as part of the end of year 9 and 10 exams and then the Year 11 mock examinations in November and March Forms 25% of the final marks in the exam | Eduqas course guide Resource (eduqas.co.uk) |
| | | Students will have considered the main political, social and economic issues of the time. | Outbreak Of The Hundred Years' War The Course Of The Hundred Years' War | Cause Consequence Historical significance Sources and Evidence Historical interpretations | | |
| | | Students will have developed an awareness of how these issues have been represented and interpreted, and how they have generated wider historical debate. | The Short Term Impact Of The Black Death The Longer Term Consequences Of The Black Death | Cause Consequence Historical significance Sources and Evidence Historical interpretations | | |
| | | Students will have addressed the key questions in each topic area using a range of historical sources. | Long And Short-Term Factors Led To The Peasants' Revolt Of 1381 The Significance Of The Peasants' Revolt | Cause Consequence Historical significance Sources and Evidence Historical interpretations | | |

| Dates Delivered | Unit Title | End Points | Substantive Knowledge What will they learn about in this topic? | Disciplinary Knowledge What subject concepts will be developed through this topic? | Assessment Method | Key Course Guides & Reading |
|--|--|--|--|---|---|---|
| Year 10 Autumn and Spring Terms | Germany in Transition 1919-1939 Non-British Study in Depth | Students will have developed in depth knowledge of selected themes and issues relating to the history of Germany from 1919-1939. | The Challenges Faced by the Weimar Republic from 1919-1923 | Cause Consequence Sources and Evidence Historical interpretations | 4 CATs across the course of the unit during delivery Tested as part of the end of year 10 exams and then the Year 11 mock examinations in November and March Forms 25% of the final marks in the exam | BBC bitesize guide Germany - GCSE History Revision - Eduqas - BBC Bitesize |
| | | Students will have considered the impact of the First World War on Germany, the recovery of the Weimar Republic, the factors which led to the rise of the Nazis and the impact of the Nazi regime upon the lives of the German people. | The Recovery of the Weimar Republic 1924-1929 | Cause Consequence Change and Continuity Sources and Evidence Historical interpretations | | |
| | | | The Collapse of the Weimar Republic from 1929-1933 | Cause Consequence Sources and Evidence Historical interpretations | | |
| | | Students will have developed an awareness of how aspects of life in Germany in this period have been represented and interpreted, and how they have generated wider historical debate. | The Nazi Consolidation of Power from 1933-1934 | Cause Consequence Sources and Evidence Historical interpretations | | |
| | | | Nazi Economic, Social and Racial Policy | Cause Consequence Sources and Evidence Historical interpretations | | |
| | | They will have addressed the key questions in each topic area using a range of historical sources. | The Methods the Nazis Used to Control Germany | Cause Consequence Similarity and Difference Sources and Evidence Historical interpretations | | |

| | | | | |
|--|--|-------------------------|--|--|
| | | Hitler's Foreign Policy | Cause Consequence Sources and Evidence Historical interpretations | |
|--|--|-------------------------|--|--|

| Dates Delivered | Unit Title | End Points | Substantive Knowledge What will they learn about in this topic? | Disciplinary Knowledge What subject concepts will be developed through this topic? | Assessment Method | Key Course Guides & Reading |
|-----------------------------------|---|---|--|---|---|---|
| Year 10 Spring and Summer Term | The Development of the USA 1929-2000 Period Study (Study in Breadth) | Students will have developed knowledge the key trends and turning points that have affected the development of the USA between 1929 and 2000. | Economic Down Turn and Recovery 1929-45 | Cause Consequence Similarity and difference Historical significance | 4 CATs across the course of the unit during delivery Tested as part of the end of year 10 exams and then the Year 11 mock examinations in November and March Forms 20% of the final marks in the exam | This timeline of the civil rights movement should prove useful Civil Rights Movement: Timeline, Key Events & Leaders - HISTORY BBC guide covering the Cold War. This is not from our exam board but is useful for learning content The Cold War and Vietnam - GCSE History Revision - Edexcel - BBC Bitesize |
| | | | The Economic Impact of WW2 and Post War Developments | Cause Consequence Similarity and difference Historical significance | | |
| | | Students will have considered the developments, events and personalities which have shaped the recent history of the USA. | The Issue of Civil Rights 1941-1970 | Cause Consequence Similarity and difference Change and continuity Historical significance | | |
| | | Students will have examined the major political, social, economic and cultural perspectives which have affected the lives of the American people over the whole of this period. | Political Change 1960-2000 | Cause Consequence Change and continuity Historical significance | | |
| | | Social Change 1950-2000 | Cause Consequence Change and continuity Historical significance | | | |
| | | Cold War Rivalry 1945-1973 | Cause Consequence Historical significance | | | |
| | | The Search for World Peace Since 1970 | Cause Consequence Change and continuity Historical significance | | | |