

Curriculum Information

Key Stage 4



“Shapes futures and diminishes differences by supporting students to learn lessons from the past”

For yourself & for others



Curriculum Intent

To deliver a high quality, ambitious, engaging and relevant History curriculum that aims to provide students with the opportunity to understand more about British and World History; to become more perceptive and analytical about the past and the world it shapes today.

Key Stage 4 History

GCSE History students at Ashby School follow the AQA GCSE Specification:

- They study one thematic study, 'Britain Health and the People c1000 to the Present Day.' This enables students to understand change and continuity across a long sweep of history.
- They study one period study, 'Russia 1894-1945 Tsardom and Communism.' This allows students to focus on a substantial and coherent medium time span of at least 50 years. The study also requires students to understand an unfolding narrative of substantial developments and issues.
- Students at Ashby School also complete two depth studies: 'Edward I 1272-1307' and 'Conflict and Tension 1894-1918.' The studies enable students to gain understanding of the complexities of a society or historical situation and the interplay of different aspects within it.
- The historic environment Ashby School History students focus on is a particular site in the historical context of Edward I's reign. This enables students to study the relationship between a place and historical events and developments.

There is a well-planned two-year programme of study, with regular planned assessments. Feedback is effective and targets students' individual areas for development in order to help them make progress towards targets.

Recommended Revision Books:

Paper 1 (Year 10)

Conflict and Tension: First World War 1894-1918 Revision Guide, Oxford AQA GCSE History (9-1) ISBN 978-1-382-00767-2

My Revision Notes: AQA GCSE (9-1) History: Russia, 1894-1945: Tsardom and communism Hodder Education ISBN 978-1398310186

Paper 2 (Year 11)

Britain: Health and the People c1000-Present Day Revision Guide, Oxford AQA GCSE History (9-1) ISBN 978-0-19-842295-2

My Revision Notes: AQA GCSE (9-1) History: Medieval England, the reign of Edward I 1272-1307 Hodder Education ISBN 978-1-398-31019-3

Specification Link

<https://www.aqa.org.uk/subjects/history/gcse>

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In the autumn term of Year 10, GCSE History students are studying the AQA Examination Paper 1 Section B: Wider World Depth Study Conflict and tension, 1894–1918. Paper 1 Section 2B is worth 25 per cent of the students’ final GCSE grade. From December to April, Year 10 history students will be studying the AQA Examination Paper 1 Section A: World Period Study Russia, 1894–1945: Tsardom and Communism. Paper 1 Section 1A is worth 25 per cent of the students’ final GCSE grade. Year 10 History students will have five linear GCSE assessments on Paper 1 during the course of the year and a full Paper 1 Mock Exam in May/June 2024. They will be externally examined on Paper 1 in the summer of 2025.

| Year & Half Term | Themes / Key Questions | Knowledge & Skills |
|----------------------|---|---|
| 10 Autumn (1) | Why did the Great War break out in 1914? Why did stalemate develop on the Western Front? | Knowledge and understanding of the causes of WW1 (AO1&2). Knowledge and understanding of key battles on the Western Front (AO1&2). Developing the ability to analyse primary sources from WW1 (AO3). |
| 10 Autumn (2) | How was the stalemate broken? Why did Germany lose WW1? | Knowledge and understanding of the Spring Offensive and Hundred Days (AO1&2). Developing the ability to analyse primary sources from WW1 (AO3). |
| 10 Spring (1) | Why was Tsar Nicholas II forced to abdicate in 1917? Was the Provisional Government doomed from the start? | Knowledge and understanding of the reign of Nicholas II 1896-1917 (AO1&2). Developing the ability to analyse historical interpretations (AO4). |
| 10 Spring (2) | How did Lenin create a new society in Russia? How did Stalin rise to power? | Knowledge and understanding of the Bolshevik seizure of power, the Russian Civil War and the NEP(AO1&2). Knowledge and understanding of the leadership contest (AO1&2). Developing the ability to analyse historical interpretations (AO4). |
| 10 Summer (1) | What was it like living in Stalinist Russia? Why was the USSR able to repel the Nazi invasion? | Knowledge and understanding of the Police State, Industrialisation and Collectivisation (AO1&2). Knowledge and understanding of Operation Barbarossa and Stalin’s wartime leadership (AO1&2). Developing the ability to analyse historical interpretations (AO4). |
| 10 Summer (2) | What did people think made them ill and how did they try to cure illness between 1000 to the present day? | Knowledge and understanding of the first key theme across four time periods. (AO1) Analysis of significance, change and continuity and key factors (AO2) Developing the ability to analyse primary sources (AO3) |

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In the autumn term, Year 11 GCSE History students are studying the AQA Examination Paper 2 Section A Thematic Study: Britain, Health and the People c1000 to the present day. Paper 2 Section A is worth 25 per cent of the students' final GCSE grade. From December to March, Year 11 History students will be studying the AQA Examination Paper 2 Section B British Depth Study: the reign of Edward I 1272-1307. Paper 2 Section B is worth 25 per cent of the students' final GCSE grade. Year 11 History students will have two linear GCSE assessments in class during Year 11 and two trial exams, one in October 2023 and one in February 2024. They will be externally examined on Paper 1 and Paper 2 in the summer of 2024.

| Year & Half Term | Themes / Key Questions | Knowledge & Skills |
|----------------------|---|--|
| 11 Autumn (1) | How and why did knowledge of anatomy and surgery develop between 1000 to the present day? | Knowledge and understanding of the second key theme across four time periods. (A01) Analysis of significance, change and continuity and key factors (AO2) Developing the ability to analyse primary sources (AO3) |
| 11 Autumn (2) | How and why did public health develop between 1000 to the present day? | Knowledge and understanding of the third key theme across four time periods. (A01) Analysis of significance, change and continuity and key factors (AO2) Developing the ability to analyse primary sources (AO3) |
| 11 Spring (1) | How did Edward I establish and develop his monarchy, law and parliament? What were the key features of medieval life? | Knowledge and understanding of the feudal system, the role of the Medieval monarch, law and order and the development of Parliament. (A01&2). Knowledge and understanding of medieval villages and towns. (A01&2). Developing the ability to analyse historical interpretations (A04). |
| 11 Spring (2) | How did England's relationship with Wales and Scotland develop 1272-1307? An examination of an historic environment (AQA chose a new site annually). | Knowledge and understanding of the Welsh campaigns and analysis of to what extent Edward I was "The Hammer of the Scots." (A01&2) Developing the ability to analyse historical interpretations (A04). |
| 11 Summer (1) | Revision | Revision (AO 1&2) and practice GCSE examination questions (AO3&4). |

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