



# KS4 Curriculum Overview

# History OCR A (Explaining the Modern World) - J410

## Curriculum Intent

The History curriculum aims to develop students' understanding of important events in British and wider world history and to explore the diversity of human experience in Britain and beyond, thus helping them to understand the world we live in today. The GCSE History curriculum offers students the opportunity to formulate a broad understanding of the significance of historical events whilst ensuring they are able to critically evaluate aspects of history in depth. By the end of Year 11, History students will be able to engage in historical enquiry to will have developed as critical and reflective thinkers.

## How does the KS4 curriculum build on that from KS3?

The Key Stage 3 curriculum takes students on a chronological journey through significant aspects of British and world history, including the Norman Conquest of Britain, the impact of the British Empire and the causes and consequences of the First and Second World Wars. The Key Stage 4 curriculum engages with these crucial events in British history in a broader context, asking questions such as, 'What impact did the Norman Conquest have on migration in Britain?' and, 'How did the relationships between nations following the Second World War lead to the Cold War?' Second-order concepts of significance, cause and consequence, change and continuity, similarity and difference are introduced at KS3 and further developed at KS4. This enables students to learn the nuances between these second-order concepts and to draw connections between a variety of historical events.

## What do students *do* with this knowledge or these skills?

Students utilise the knowledge gained over the course units to organise and communicate their ideas effectively and reach substantiated judgments on aspects of the past. Students use a combination of the skills they have developed in analysis and evaluation of historical source material and knowledge and understanding of the period to address questions based on the second-order historical concepts.

## How does the KS4 curriculum align to the National Curriculum?

The National Curriculum requires students to study aspects of British and world history in breadth and depth; 40% of the GCSE course is required to focus on British history. The OCR History GCSE taught at KS4 meets these requirements, and enables students to study history in depth over a substantial and coherent short time span, period studies spanning 50 years and thematic studies that requires students to understand change and continuity over a long sweep of history.

### What new knowledge or skills are students taught?

Term	Year 10	Year 11
<b>Autumn</b>	<ul style="list-style-type: none"> <li>• <b>Migration to Britain, 1000 – c. 1680</b> A depth study of the cause and consequence of migration to Britain from the medieval to the early modern period, including the Norman Conquest, European migration, religious persecution and legislation. There is a particular focus on the story of Jewish migration and anti-Semitism from the 12<sup>th</sup> century through to the 20<sup>th</sup> century.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The USA, 1919 – 1948: The People and the State</b> A depth study of the USA 1919-48, beginning in the 1920s with the changing status of women, Prohibition and the 'Red Scare.' This is followed by an investigation into the Great Depression and the impact of the Second World War on US society and the economy.</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>• <b>The Impact of Empire on Britain, 1688 – c. 1730</b> A depth inquiry into the cause and impact of the Glorious Revolution, considering the British assumption of power over Scotland and Ireland and a study of the development of Britain's empire post-1688. The development of the slave trade and plantocracies in the Americas is studied, along with the changing nature of the British economy during this period.</li> <li>• <b>Migration to Britain, c. 1680 – 2010</b> A return to our study of migration, focussing on the industrial to the modern era. The Great Migration, First and Second World Wars are studied, alongside the impact of migration from the British Empire and modern-day migration.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>International Relations: The changing international order, c. 1918 – 1975</b> A return to 20<sup>th</sup> century International Relations which a focus on how the Cold War began and its major events, including the Cuban Missile Crisis and the Vietnam War. Although not examined, the fall of the Berlin Wall and the end of the Cold War will be studied.</li> </ul>
<b>Summer</b>	<ul style="list-style-type: none"> <li>• <b>Urban Environments: Patterns of Migration</b> A depth inquiry into the nature, use and population of Spitalfields in London since the early medieval period to the modern era. The differing experiences of migrant groups such as Spanish Catholics, Jewish communities and Bengali migrants are studied, with the opportunity to visit Spitalfields to view the impact of migration on the area.</li> <li>• <b>International Relations: The changing international order, c. 1918 - 1975</b></li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> </ul>

	<ul style="list-style-type: none"> <li>A study of international relations in the early 20<sup>th</sup> century with particular focus on the Treaty of Versailles, the failures of the League of Nations and the policy of Appeasement.</li> </ul>	
<b>Rationale for this sequencing</b>	By teaching the course units chronologically, students develop an understanding of the sequencing of history and are able to draw connections between historical themes, environments and events. Students are taught a variety of skills from across the course unit papers which enables the revisiting and recall of fundamental skills and knowledge throughout the two-year course. Ample time is left at the conclusion of the course units to allow for revision across the board, in which staff are able to provide lessons and resources focussed on individual's needs.	

### Additional support at home

<b>Additional reading</b> for enjoyment, enhancement and extension	<a href="#">Black and British: A Forgotten History</a> , David Olusoga <a href="#">Bloody Foreigners: The Story of Immigration to Britain</a> , Robert Winder <a href="#">The Glorious Revolution: 1688 - Britain's Fight for Liberty</a> , Edward Vallance
<b>Online resources</b> to practice, consolidate and revise	<a href="#">BBC Bitesize</a> covers our Migration and USA topics The Spitalfields online coursebook can be found <a href="#">here</a>
<b>Workbooks &amp; revision guides</b> to practice, consolidate and revise	<a href="#">Hodder My Revision Notes for History, OCR A</a> <a href="#">CGP Revision Guide, OCR A</a>