

## Key Stage 4 (10)

**Course title: Shaping the nation**

**Exam board: AQA**

**Specification code: 8145**

Summer 2 (May-July) & Autumn 1 (September- October)	<p><b>Topic 1: Paper 2 - Power and the People - 1215-1660</b></p> <p>Allows students' to compare the rights of British people in 20<sup>th</sup> century with those in 13<sup>th</sup> century. Also focused on key concepts to be focused on in GCSE history.</p> <p>Students have previously studied Church, State and Society and the English Civil War in year 7. Students have an understanding of the role of the monarch and religion in medieval and early modern society.</p> <p>Students will gain a greater depth of understanding of key events which lead to the establishment and increased power of Parliament. Students will evaluate how people have challenged authority and the role of the individual in achieving this.</p> <p>Students will be able to compare different key events through assessing how they are similar regarding their causes, consequences, significance and role of the individual.</p>
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<p>Autumn 2 (October-December)</p>	<p><b>Topic 2: Paper 2 - Restoration England – Crown, Plots and Parliament</b> Builds upon previous topic by studying the impact of the execution of Charles I and the restoration of a Stuart monarch. Students have previously studied the English Civil War and the Interregnum. They have also studied how religion can cause discontent and how and why the Church of England was established.</p> <p>Students will gain an understanding of the changing relationship between Charles II and Parliament. They will also learn about the rise in anti-Catholicism hysteria and its impact on Charles II’s reign and Restoration society.</p> <p>Students will learn to evaluate how convincing an interpretation and making a judgement, supported with factual detail. Students will also assess the impact of different events on Restoration society.</p>
<p>Spring 1 (January-February)</p>	<p><b>Topic 3: Paper 2 - Restoration England – Life in Restoration England</b> Builds upon previous topic by studying the impact of key events in Restoration England and their impact on the relationship between Charles II and Parliament.</p> <p>Students have previously learned about life in medieval England. Students have also studied the Black Death.</p> <p>Students will learn about culture and society in Restoration London, including the Great Plague, the Great Fire of London and their impact. Students will also look at cultural changes such as developments in science, theatre, coffee houses and women.</p> <p>Students will develop their ability to analyse interpretations and discuss how convincing they are. Students will also assess the impact of different events on Restoration society.</p>
<p>Spring 2 (February-March)</p>	<p><b>Topic 4: Paper 2 - Restoration England – Land, Trade and War</b> Builds upon previous topic by studying the beginnings of Britain’s trading empire and the impact of the Dutch Wars on Restoration England.</p> <p>Students have learned about why wars begin in Year 9 and the slave trade in Year 8.</p> <p>Students will learn about the importance of trade and the beginnings of the development of the British Empire. Students will also look at the Second and Third Dutch Wars.</p> <p>Students will continue to master the skill of analysing interpretations and judging how convincing they are. Students will also be able to assess the significance of key events on Restoration England.</p>

<p>Spring 2 (February- March)</p>	<p><b>Topic 5: Paper 2 - Restoration England – Historic Environment Study</b>  The historic environment is taught alongside the relevant Restoration England topic.  This topic changes on an annual basis but students will use the knowledge from one of the three Restoration topics to approach this study.</p> <p>Students will study a building, place or battle with significance in Restoration England. Previous studies have included Ham House, Coffee Houses, St Paul’s Cathedral.</p>
<p>Summer 1 (April-May) &amp; Summer 2 (May-July)</p>	<p><b>Topic 6: Paper 2 - Power and the People - 1688-present day</b>  Builds upon previous learning regarding revolutions and workers’ rights. Students’ will compare the key events they have studied this year.  Students will be aware of the American and French Revolutions from Y8. They also have studied the Industrial Revolution and can apply this knowledge to learn about worker’s rights. Students also will be aware of issues in 20<sup>th</sup> century Britain from their studies in Year 9.</p> <p>Students will gain an understanding of how democracy has developed in Britain. They will also learn about the rise and fall of union power and the creation of a multi-cultural society in Britain.</p> <p>Students will be able to compare different key events and judge how people’s rights have developed over time. They need to assess the main cause of this change and compare events; finding similarities between them.</p>

**Key Stage 4(11)**

**Course title: Understanding the modern world**

**Exam board: AQA**

**Specification code: 8145**

<p>Autumn 1 (September- October)</p>	<p><b>Topic 1: Paper 1 - Russia - 1894-1945 - Tsarist Russia</b></p> <p>Builds upon students previous learning in year 9 about different political ideologies and how life changed for different groups in society.</p> <p>Students have previously studied the Russia during WWI and the impact of the war on Russia. Students have focused mainly on the political impact of WWI on Russia and their allies and enemies. Students have also previously studied the concept of leadership.</p> <p>Students will gain a greater understanding of Russian society and the ending of Tsarist rule. Students will consider the strengths and weaknesses of the Tsar and the complexities of ruling Russia at this time.</p> <p>Students will develop their evaluation of the convincing nature of historical interpretations by comparing two different interpretations and reaching a judgement about the most convincing.</p>
<p>Autumn 2 (October- December)</p>	<p><b>Topic 2: Paper 1 - Russia - 1894-1945 - Lenin's Russia</b></p> <p>Builds upon previous learning of dictatorships and communism. Students will compare different leaders of Russia. Students have an awareness of the events of the Russian Revolution of 1917 and the Civil War 1917-1921 and the impact these had on Russia. Students will also have an understanding of key individuals from this period.</p> <p>Students will gain and understanding of the divisions in Russia following the October Revolution and how communism was resisted. Students will also gain an understanding of the establishment of communism in Russia.</p> <p>Students will compare the rule of two different leaders and explain the similarities and differences to gain an understanding of the key changes taking place.</p>

<p>Autumn 2 (October- December)</p>	<p><b>Topic 3: Paper 1: Russia - 1894-1945 - Stalin's USSR</b></p> <p>Builds upon students prior learning in KS2 regarding WWII and Stalin. Students will revisit how communism was consolidated in Russia.</p> <p>Students have previously studied leadership contests and understand what makes a good leader. Students will be aware of Stalin and the role he played in Russia due to their work in Y6 about WWII.</p> <p>Students will gain an understanding of Stalin's USSR. They will study how he became leader and how he overcame the political and economic difficulties of the USSR. Students will also study the purges and Stalin's rule through fear and terror.</p> <p>Students to bring together their knowledge of how to evaluate historical interpretations.</p> <p>Students will analyse and evaluate two different interpretations and reach judgement about convincing nature – limited scaffolding.</p>
<p>Spring 1 (January- February)</p>	<p><b>Topic 4: Paper 1 - Conflict and tension between East and West - 1945-1972 – Origins of the Cold War</b></p> <p>Builds upon previous learning regarding the differences between communism and capitalism. Will allow students to understand how Cold War emerged.</p> <p>Students have previously studied World War Two in y6 and have an awareness of who the leaders were. Students understand the key terms of communism and capitalism.</p> <p>Students will be able to define what is meant by the term Cold War and be able to define the ideological differences between East and West and how key events lead to an increase in tension.</p> <p>Students will develop their understanding of the causes of events by placing the causes of the outbreak of the Cold War into an order of importance and justifying their reasoning.</p>

<p>Spring 2 (February- March)</p>	<p><b>Topic 5: Paper 1 - Conflict and tension between East and West - 1945-1972 – Development of the Cold War</b></p> <p>Builds upon previous learning about the outbreak of the Cold War and allows students to understand the key events that led to its development.</p> <p>Students have previously studied the key events which lead to the Cold War beginning. Students understand the ideological differences between East and West between 1945 and 1949.</p> <p>Students will gain an understanding of how the Cold War developed and how it spread into the Far East and Latin America. Students will study key events in the Cold War and the reaction to these events by the East and West.</p> <p>Students will develop their understanding of the utility of sources by comparing sources and applying their knowledge to make judgements as to how useful they are and the reasoning for this judgement</p>
<p>Spring 2 (February- March)</p>	<p><b>Topic 6: Paper 1 - Conflict and tension between East and West 1945-1972 – Transformation of the Cold War</b></p> <p>Builds upon previous learning and allows students to understand the key events which lead to Cold War tensions easing.</p> <p>Students have previously studied the key events which lead to the development of the Cold War and lead to an increase in tension between East and West. Students understand how the Cold War spread across the world.</p> <p>Students will gain an understanding of how the Cold War was transformed by key events and changes in leadership to find more peaceful solutions. Students will study how East and West sought to reduce tensions.</p> <p>Students will use their chronological understanding of the Cold War to assess the points of change and continuity between 1945 and 1972.</p>