

YEAR GROUP/PATHWAY: <i>GCSE OCR History A (Explaining the Modern World) (9-1) – J410 (from 2016)</i> Entry Level Certificate History – R435		SUBJECT AREA: History	
Year 10	<p><b>British Thematic Study (40% of Entry Level Certificate)</b></p> <p>1 hr GCSE written paper</p> <p><b>British Depth Study and a study of the historic environment (Spitalfields)</b></p> <p>1 hr 15 mins GCSE written paper</p>		<p><b>Period Study with Non-British Depth Study (30% of Entry Level Certificate)</b></p> <p>1hr 45 mins GCSE written paper</p>
	<p><b>Migration to Britain c. 1000 – 2010</b></p> <p>The Impact of Empire on Britain 1688 – c. 1730 with urban environments: patterns of Migration</p>		<p><b>International relations from 1918 to c.2001</b></p>
	<b>Autumn term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Knowledge	<p><b>Medieval Migration c. 1000 to 1500 (1250 – 1500 – ELC)</b></p> <ul style="list-style-type: none"> <li>Population diversity in England before 1066</li> <li>The Impact of the Norman Conquest</li> <li>Jews in England – arrival, communities to expulsion</li> <li>Attitudes towards migrants: official and unofficial</li> </ul> <p><b>Early Modern Period 1500 – 1750</b></p>	<p><b>Industrial Britain 1750 – 1900</b></p> <ul style="list-style-type: none"> <li>The diversity of migrant communities including Italians and East European Jews</li> <li>Lascars and the growth of Indian, Chinese and African communities</li> <li>Attitudes towards migrants: large scale migration from Ireland and the growth of Irish communities</li> </ul> <p><b>Britain since 1900</b></p>	<p><b>Conflict and Cooperation 1918 – 1939</b></p> <ul style="list-style-type: none"> <li>The Versailles Peace Settlement</li> <li>The League of Nations in the 1920s and 1930s</li> <li>International Agreements in the 1920s</li> <li>The impact of the Depression</li> <li>Tensions in Europe in the 1930s: failure of the LON, of Appeasement and outbreak of World War Two</li> </ul> <p><b>The Cold War 1945–c.1989</b></p> <ul style="list-style-type: none"> <li>Emerging super-power rivalry 1945–1949;</li> </ul>

- The diversity of migrant communities including gypsies and Jews
- The Arrival of Protestant refugees from the 1670s, including Huguenots and Palatines
- Attitudes towards early African and Indian migrants

**English expansion and its impact on the British Isles c. 1688 – c. 1750**

- Significance of the Glorious Revolution and the Hanoverian succession
- Military campaigns in Ireland 1688 – 1691
- Settlement of Ireland
- Relationship between England and Scotland after 1688
- Jacobite rebellion 1715
- Emigration (including forced emigration) from the British Isles to the Americas.

- The diversity of migrant communities including Commonwealth migrants since the Second World War
- Aliens and refugees in the world wars, i.e. Kindertransport
- Attitudes towards migrants: racist and anti-racist movements, legislation, refugees, asylum-seekers and economic migrants since the 1980s

**Urban Environments: patterns of migration - Spitalfields**

- When immigrant groups arrived, from where and why
- How immigrants were received by the settled populations
- The experience of immigrants
- Key events in local migration history
- The impact of migration on the area

- actions of the USSR in Eastern Europe 1945–1948
- response of USA and its allies.
- Cold War confrontations: Berlin Wall 1961 and the Cuban Missile Crisis, 1962
- Cold War conflicts: Vietnam War, the Soviet war in Afghanistan.

**From the end of the Cold War to 9/11**

- Gorbachev and the end of the Cold War;
- consequences of the Soviet war in Afghanistan: the rise of the Taliban and the origins of Al-Qaeda;
- Al-Qaeda activity from the 1990s culminating in 9/11.

<p>Skills</p> <p>British Thematic Study</p> <p>A01 (10% of 35%)</p> <p>A02 (15% of 35%)</p> <p>British Depth Study</p> <p>A01 (10% of 35%)</p> <p>A02 (7.5% of 35%)</p> <p>A03 (10% of 15%)</p>	<p><b>Core:</b></p> <p>A01 - First order concepts – factual knowledge outline (brief descriptions) and / or describe historical events and issues using simple and compound sentences</p> <p>A02 - Several reasons are offered for patterns of continuity and changes over three time periods and across at least two themes from society, culture, economy, politics, migration, empire, identity, racism and resistance</p> <p><b>Extended</b></p> <p>A01 -First order concepts – factual knowledge (A01) – outline (brief descriptions) and / or describe historical events and issues using more sophisticated sentences with different types of subordinate clauses</p> <p>A02 - There are at least two explanations offered for patterns of continuity and changes over three time periods and across at least three themes from society, culture, economy, politics, migration, empire, identity, racism and resistance</p>	<p><b>Core:</b></p> <p>A01 -First order concepts – factual knowledge (A01) – outline (brief descriptions) and / or describe historical events and issues using more sophisticated sentences with different types of subordinate clauses</p> <p>A02 - There are at least two explanations offered for patterns of continuity and changes over three time periods and across at least three themes from society, culture, economy, politics, migration, empire, identity, racism and resistance</p> <p>A03: can test a primary source for reliability and usefulness by analysing Nature, origin, Purpose (NOP) and source content)</p> <p><b>Extended:</b></p> <p>A01 -First order concepts – factual knowledge – outline (brief descriptions) and / or describe historical events in greater detail and with more factual details to evidence knowledge and understanding</p>	<p><b>Core:</b></p> <p>A01 -First order concepts – factual knowledge – outline (brief descriptions) and / or describe historical events in greater detail and with more factual details to evidence knowledge and understanding</p> <p>A02 - provides a basic line of reasoning using ‘because’ and ‘due to’ when explaining cause. When describing the effect / consequence of actions and beliefs, uses “as a result (of this). Makes an asserted judgement / conclusion following basic analysis.</p> <p><b>Extended</b></p> <p>A01 -First order concepts – factual knowledge – outline (brief descriptions) and / or describe historical events in detail and with sufficient factual details to evidence knowledge and understanding</p> <p>Second Order concepts (A02) - provides a developed line of reasoning using a mix of cause and consequence conjunction cause and makes a reasoned judgement/conclusion based on historical evidence</p>

		<p>Can extract a basic overall message of the primary source by looking into the content of sources</p> <p>A03: can test a primary source for reliability and usefulness by analysing Nature, origin, Purpose (NOP) and source content.</p>	
Vocabulary	Society, culture, economy, politics, migration, empire, identity, racism, resistance, ports, Commonwealth, refugees, Industrial revolution, customs, The Normans, impression, sources		Worldwide, outline, describe, explain, impact, political, social, cause, economic, The Depression, international relations, Appeasement
YEAR GROUP/PATHWAY:		SUBJECT AREA: History	
Year 11			
	Autumn term	Spring term	Summer term
	International relations from 1919 to 1989	<p>International relations Depth Study: The USA 1945 – 1974</p> <p>Study of a site or individual – Entry Level Certificate 30%</p> <p>150 word biography: description of an individual</p>	Revision and consolidation

		250 word explanation: the importance of the person over time	
Knowledge	<p><b>Changing interpretations of Appeasement</b></p> <ul style="list-style-type: none"> <li>• What is an interpretation?</li> <li>• Second World War interpretations</li> <li>• Cold War interpretations</li> <li>• New sources</li> </ul> <p><b>Changing interpretations of the responsibility for Cold War tensions</b></p> <p>How and why the following have resulted in differing interpretations of the Cold War:</p> <ul style="list-style-type: none"> <li>• the internal culture and politics of the USSR and USA;</li> <li>• the Vietnam War;</li> <li>• new sources of evidence c.1990 onwards.</li> </ul>	<p><b>Post-war challenges in the USA 1945–1954</b></p> <p><b>The Cold War in Europe: Rising tensions</b></p> <ul style="list-style-type: none"> <li>• Actions of the USSR in Europe 1945 – 1948</li> <li>• The division of Germany</li> <li>• The building of the Berlin Wall</li> </ul> <p><b>Post-war challenges in the USA</b></p> <ul style="list-style-type: none"> <li>• Introduction to post-war Europe</li> <li>• Concerns of US Government of influence of Communism in US</li> <li>• Nature, opposition and decline of McCarthyism</li> </ul> <p><b>Civil Rights in the USA</b></p> <ul style="list-style-type: none"> <li>• Position of African Americans in US society</li> <li>• The nature and significance of Brown v Board of Education, 1954</li> <li>• Nature and significance of the Montgomery Bus Boycott, 1956</li> <li>• Support for and opposition to civil rights campaigns</li> <li>• Role of local and federal government in civil rights</li> <li>• Reasons for the Civil Rights Act, 1964</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of knowledge and skills</li> <li>• Practice papers</li> <li>• Teacher-assessed papers</li> </ul>

		<ul style="list-style-type: none"> <li>• Impact of Civil Rights Act, 1964</li> </ul> <p><b>Government and dissent, 1964 – 1975</b></p> <ul style="list-style-type: none"> <li>• Significance of Malcolm X</li> <li>• Development of radical African-American movements</li> <li>• Impact of African-American movements</li> <li>• Extent of change for African-Americans by 1974</li> <li>• Impact of Civil Rights Movement for Native Americans</li> <li>• Impact of Civil Rights Movement for Hispanic Americans</li> <li>• Development of Feminist movements</li> <li>• Impact of the Feminist movement</li> <li>• Beliefs and actions of the Hippy movement</li> <li>• Development of the Counter-cultures: The Stonewall riots</li> <li>• Political divisions in the USA: student movement</li> <li>• Economic divisions in the USA</li> </ul>	
<p>Skills</p> <p>A01 (17.5% of 35% overall)</p> <p>A02 (12.5% of 35% overall)</p>	<p><b>Core:</b></p> <p>A01 -First order concepts – factual knowledge – outline (brief descriptions) and / or describe historical events in detail and with relevant and detailed factual details to evidence knowledge and understanding</p>	<p><b>Core:</b></p> <p>Second Order concepts (A02) - provides a developed line of reasoning using a mix of cause and consequence conjunction cause and makes a reasoned judgement/conclusion based on historical evidence</p>	<p><b>Core:</b></p> <p>Extended:</p>

<p>A03 (5% of 15% overall)</p> <p>A04 (15% of 15% overall)</p>	<p>Second Order concepts (A02) - provides a developed line of reasoning using a mix of cause and consequence conjunction cause and makes a reasoned judgement/conclusion based on historical evidence</p> <p>Interpretations (A04) - identifies basic similarities and differences in interpretations and offer some analysis of why using elements of content and provenance / NOP (nature, origin and purpose), and simple conclusions</p> <p>Extended:</p> <p>Second Order concepts (A02) - provides a developed line of reasoning using a mix of cause and consequence conjunction cause and makes a substantiated (evidence based as well as reasoned) judgement/conclusion</p> <p>Interpretations (A04) - analyses interpretations to offer a variety of reasons why they may differ in their judgements using a mix of content and provenance</p>	<p>Can interpret a basic message of a secondary source and use provenance and content to test its reliability</p> <p>Extended:</p> <p>Second Order concepts (A02) - provides a developed line of reasoning using a mix of cause and consequence conjunction cause and makes a well-argued judgement/conclusion based on historical evidence</p> <p>Can interpret a basic message of a secondary source and use provenance and content to test its reliability</p>	
--	--	---	--

Vocabulary		<p>Post-War, nature, conclusion, judgement, argument, content, provenance, reasons, Civil Rights, Hispanic, African-American, Native American, counter-culture</p> <p>Analysis, judgement, conclusion, factors, provenance, content, hypothesis, statement, argument, Revolution, expansion, significance, Isles, impact,</p>	
------------	--	---	--