

## Key Stage Four Curriculum Overview for History

### Curriculum Intent and Rationale for Exam Boards (for examined subjects)

By the end of Year 11, students at Witchford Village College will be able to:

- Extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history; and of the wide diversity of human experience
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- Ask relevant questions about the past, to investigate issues critically and make valid historical claims by using a range of sources in their historical context
- Have an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

The curriculum provided by OCR is extremely rigorous and affords students the opportunity to critically investigate the past. In doing so, students become more aware of local, national and international debates and histories, ensuring that students are able to confidently enter debates and discussions on contentious issues facing the current world, e.g. authoritarianism, migration and the impact of colonialism.

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

Material in Key Stage 4 History builds directly on material studied at Key Stage 3. For example, students will return to the medieval world, examining the Norman Conquest and the Great Revolt (something investigated in Year 7) whilst also investigating the rise of dictators and the fight in superpower relations in the twentieth century (something that is investigated in Year 9). The underpinnings of knowledge gained in Key Stage 3 will be essential when examining all topics within the course, as knowledge gained in Key Stage 3 will allow students to amend and deepen generalisations developed throughout Years 7-9. As a result, the development and refinement of a hinterland of knowledge from Key Stage 3 will allow students to actively and quickly add new knowledge from the course. Furthermore, disciplinary knowledge which has been honed and developed throughout Key Stage 3 will also be regularly used, in which students will be asked to analyse sources, to interrogate arguments of historians and consider interpretations of events, such as Appeasement.

## **What do students do with their acquired knowledge and skills?**

Students develop powerful knowledge throughout Key Stage 4 in order to answer a range of questions for each topic. Students are regularly assessed throughout Year 10 and Year 11 in order to ensure that both substantive and disciplinary knowledge is developed. Students are expected to use their knowledge to interrogate a range of historical sources, historical debates and interpretations of historical events, e.g. the policy of Appeasement and the start of the Cold War.

## **How does the KS4 curriculum align to and go beyond the National Curriculum?**

KS4 students at Witchford Village College will follow the OCR A Explaining the Modern World specification. This specification examines a broad range of history and allows students to develop their substantive and disciplinary knowledge. Topics for the course are outlined below

### **What new knowledge are students taught?**

<b>Term</b>	<b>Year 10</b>	<b>Year 11</b>
Autumn	Autumn 1: Thematic - Migration to Britain: c.1000-1680 Autumn 2: British Depth Study - Impact of Empire: 1688-1730	Autumn 1: US Depth Study: 1919-1948 Autumn 2: International Relations: 1945-1955
Spring	Spring 1: Thematic: Migration to Britain 1680-1900 Spring 2: Thematic: Migration to Britain 1900 to today	Spring 1: International Relations: 1955-1975 Spring 2: Revision and Consolidation
Summer	Summer 1: Urban Environments: Investigation into Spitalfields, London Summer 2 – International Relations: 1919-1939	Summer 1: Revision and Consolidation