

History

Subject

GCSE History is an opportunity to develop a set of skills that will prepare for better understanding the world in addition to preparation for further education.

Each topic is broken down into the following key areas of study:

Health and the People: c1000 to present day

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain with influences from abroad over a long period of time. It considers the causes, scale, nature and consequences of short- and long-term developments; their impact on society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people. There is a focus on the contribution to medicine from the medieval Arab World and the crucial importance of Islamic medicine and key figures in Islamic medicine who were not always credited in the west for their work in their lifetime. Students will study the importance of the following factors:

- War
- Superstition and religion
- Government
- Science and technology
- The role of the individual in encouraging or inhibiting change.

Students will show an understanding of how factors worked together to bring about particular developments at a particular time, how they were related and their impact upon society. Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the change(s). They should also be able to distinguish between different types of causes and consequences, such as short/long-term causes, intended/unintended consequences.

Elizabethan England, c1568-1603

The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. It is taught thematically, focusing on her court life and politics, society, poverty and the arts and exploration and conflicts with Spain. Each year students are given a different environmental site to focus their study on.

America, 1920-1973: Opportunity and inequality

This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them. This topic is key for focusing on the diversity of American Society and the racism and discrimination faced by both ethnic minorities and women and how groups pushed for these struggles to be overcome. The syllabus focuses on there being smaller groups advocating change and not just those individuals who became famous for leading the Civil Rights Movement.

Conflict and Tension: The inter-war years, 1918-1939

This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers in the period between the First and Second World War. It examines concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations. This topic introduces students to 20th and 21st century political spectrums and how to develop an understanding of fascism, socialism and communist ideologies and the reasons why different political groups are able to gain traction.

Syllabus

For GCSE History we are following the AQA Syllabus – GCSE History 8145, with formal exams at the end of the year 11.

Please follow this link for a detailed look at the specification:

<https://www.aqa.org.uk/subjects/history/gcse/history-8145>

What Will I Learn?

Britain: Health and the People: c1000 to the present day:

Part One: Medicine stands still

- Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.
- Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques.
- Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.

Part Two: The beginnings of change

- The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change.
- Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter.
- Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.

Part Three: A revolution in medicine

- The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies.
- A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.
- Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts.

Part four: Modern medicine

- Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.
- The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.
- Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.

Elizabethan England, c1568-1603:

Part One: Elizabeth's Court and Parliament

- Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers.
- The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.

Part Two: Life in Elizabethan times

- A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre.
- The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem.
- English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh.

Part Three: Troubles at home and abroad

- Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.
- Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact.
- Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.

Part four: Historical Environmental Study

The historic environment is 10% of the overall course, which equates to approximately 12 hours out of 120 guided learning hours. Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Elizabethan England. There is no requirement to visit the specified site. Teachers may wish to visit a similar site in their locality to inform their teaching, however no reward will be given in the assessment for visiting the specified site or any other site.

The study of the historic environment will focus on a particular site in its historical context and should examine the relationship between a specific place and associated historical events and developments. Students will be expected to answer a question that draws on second order concepts of change, continuity, causation and/or consequence, and to explore them in the context of the specified site and wider events and developments of the period studied. Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period. Sites will also illuminate how people lived at the time, how they were governed and their beliefs and values.

The following aspects of the site should be considered:

- Location
- Function
- The structure
- People connected with the site eg the designer, originator and occupants
- Design
- How the design reflects the culture, values, fashions of the people at the time
- How important events/developments from the depth study are connected to the site.

Conflict and Tension: The Inter-war years, 1918-1939

Part One: Peacemaking

- The armistice: aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims.
- The Versailles Settlement: Diktat; territorial changes; military restrictions; war guilt and reparations.
- Impact of the treaty and wider settlement: reactions of the Allies; German objections; strengths and weaknesses of the settlement, including the problems faced by new states.

Part Two: The League of Nations and International Peace

- The League of Nations: its formation and covenant; organisation; membership and how it changed; the powers of the League; the work of the League's agencies; the contribution of the League to peace in the 1920s, including the successes and failures of the League, such as the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria.
- Diplomacy outside the League: Locarno treaties and the Kellogg-Briand Pact. • The collapse of the League: the effects of the Depression; the Manchurian and Abyssinian crises and their consequences; the failure of the League to avert war in 1939.

Part Three: The origins and outbreak of the Second World War

- The development of tension: Hitler's aims and Allied reactions; the Dollfuss Affair; the Saar; German rearmament, including conscription; the Stresa Front; Anglo-German Naval Agreement.
- Escalation of tension: remilitarisation of the Rhineland; Mussolini, the Axis and the Anti-Comintern Pact; Anschluss; reasons for and against the policy of appeasement; the Sudeten Crisis and Munich; the ending of appeasement.
- The outbreak of war: the occupation of Czechoslovakia; the role of the USSR and the Nazi- Soviet Pact; the invasion of Poland and outbreak of war, September 1939; responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain.

America, 1920-1973: Opportunity and Inequality

Part One: American people and the 'Boom'

- The 'Boom': benefits, advertising and the consumer society; hire purchase; mass production, including Ford and the motor industry; inequalities of wealth; Republican government policies; stock market boom.

- Social and cultural developments: entertainment, including cinema and jazz; the position of women in society, including flappers.
- Divided society: organised crime, prohibition and their impact on society; the causes of racial tension, the experiences of immigrants and the impact of immigration; the Ku Klux Klan; the Red Scare and the significance of the Sacco and Vanzetti case.

Part Two: Bust – Americans' experiences of the Depression and New Deal

- American society during the Depression: unemployment; farmers; businessmen; Hoover's responses and unpopularity; Roosevelt's election as president.
- The effectiveness of the New Deal on different groups in society: successes and limitations including opposition towards the New Deal from Supreme Court, Republicans and Radical politicians; Roosevelt's contribution as president; popular culture.
- The impact of the Second World War: America's economic recovery; Lend Lease; exports; social developments, including experiences of African-Americans and women.

Part Three: Post-war America

- Post-war American society and economy: consumerism and the causes of prosperity; the American Dream; McCarthyism; popular culture, including Rock and Roll and television.
- Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Segregation laws; Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts of 1964 and 1968.
- America and the 'Great Society': the social policies of Presidents Kennedy and Johnson relating to poverty, education and health; the development and impact of feminist movements in the 1960s and early 1970s, including the fight for equal pay; the National Organisation for Women, Roe v Wade (1973), the Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment.

How Will I Be Assessed?

You will complete two exams at the end of Year 11. Each paper has a maximum of 84 marks; a total of 168 marks.

Paper 1: Understanding the modern world involved the period study and the wider world depth study.

The paper is broken down into Section A: Period Studies and Section B: Wider world depth studies.

Questions on Paper 1 are reflected below:

Section A: America inequality and opportunity

Question	Type of Question	Total Marks
1	How do the interpretations differ?	4
2	Why do interpretations differ?	4
3	How convincing are interpretations?	8
4	Describe...	4
5	In what ways... Explain your answer	8
6	Essay question in bullet format	12

Section B: Conflict and Tension 1918-1939

Question	Type of Question	Total Marks
1	Source Analysis	4
2	How useful are sources...	12
3	Write an account...	8
4	Essay question... how far do you agree?	16 + 4 SPAG

Paper 2: Shaping the Nation.

The paper is broken down into Section A: Thematic Studies and Section B: British depth studies including the historic environment.

Questions on Paper 2 are reflected below:

Section A: Health and the People c1000-present day

Question	Type of Question	Total Marks
1	How useful is source...	8
2	Explain the significance of...	8
3	Explain two ways in which X and Y were similar/different?	8
4	Essay question using factors	16 + 4 SPAG

Section B: Elizabethan England

Question	Type of Question	Total Marks
1	How far do you agree with this statement?	8
2	Explain...	8
3	Write an account...	8
4	Essay question linked to specified site	16

How Will This Prepare Me For My Next Steps?

GCSE History offers you the opportunity to develop a variety of skills that are applicable to a vast multitude of different areas of study. A good pass grade in History will support you in your journey of Further Education. The study of history helps with a vast variety of.

The abilities that GCSE History will help you to develop include:

- Critical reasoning and analytical skills, including solving problems and thinking creatively
- The ability to conduct detailed research
- The ability to construct an argument both orally and in writing
- The ability to work without direct supervision and manage time and priorities effectively
- The ability to discuss ideas in groups
- How to approach problems and new situations with an open mind
- An appreciation of the different factors that influence the activities of groups and individuals in society.
- A broader conceptual understanding of the world, societies and reasoning the complexities of human nature.

Contribution to UTC & Studio Aims

The Studio:

“Our purpose is to prepare you for success in a fast-moving digital world and, in particular, help create opportunities to work or launch businesses in the creative and digital industries. We’ve created an environment to inspire creativity and critical thinking, fed by the industry knowledge of our partners, that lead the sector across the region.”

Life Sciences UTC:

“Our ethos is simple: we’re committed to providing the highest standards of teaching and learning, combined with real life industry experience which opens doors for our students. Our offer is unique, and we’re proud to work with some of the world-leaders in science and healthcare, giving our students the ability to build a strong and enviable portfolio of experience, so they can hit the ground running once they graduate from our UTC.”

The History department prides itself on being able to support the ethos of both The Studio and Life Sciences UTC through a variety of means. Firstly, our course takes an academic approach through our use of the work of key historians. In addition, we have strong links with a variety of academic partners including Liverpool University and our partner school, Colchester High School, Vermont, USA.

Many members of both school's Student Leadership Team are GCSE History students and we have a wide role in the school by offering opportunities for trips, visits and guest speakers.

Career Planning and Destinations

Typical employers of history graduates include: Teaching and education, banks, television and radio broadcasters, national and local government, management consultancies, law firms, higher education institution, charities and heritage organisations.

Jobs directly related to your degree include:

- Academic librarian
- Archivist
- Civil Service administrator
- Heritage manager
- Information officer
- Museum/gallery conservator
- Politician's assistant
- Records manager
- Trade union research officer

Jobs where your degree would be useful include:

- Barrister
- Broadcast journalist
- Magazine journalist
- Newspaper journalist
- Primary school teacher
- Secondary school teacher
- Solicitor

Employers accept qualifications from graduates with any degree subject, there are many of other professions which consider a History degree to be an invaluable asset.