

HIGHFIELDS SCHOOL

CURRICULUM OVERVIEW 2023-2024



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SUBJECT: GCSE HISTORY

EXAMINATION BOARD: EDEXCEL

AUTUMN TERM - YEAR 10	SPRING TERM - YEAR 10	SUMMER TERM - YEAR 10
<p>Paper 3: Modern depth study (1H10/31) - Weimar and Nazi Germany 1918-39 (5 weeks)</p> <ul style="list-style-type: none">• The Weimar Republic 1918-29• The legacy of the First World War and the abdication of the Kaiser• Setting up the republic; strengths and weaknesses of the new constitution• The early challenges to the Weimar Republic; Versailles, Spartacist Uprising, the Kapp Putsch and Hyperinflation• The recovery of the republic 1924-29; the role of Stresemann – economic recovery and improving foreign relations• Changes in society 1924-29; standard of living, changes in the position of women and cultural changes <p>Hitler's Rise to Power 1919-33 (3 weeks)</p> <ul style="list-style-type: none">• Early development of the Nazi party• The Munich Putsch and its consequences; limited support for the Nazi party and subsequent reorganisation, writing of Mein Kampf• Growth in support for the Nazi Party in the years 1929-32; The Wall Street Crash and knock-on effects in Germany• How Hitler became Chancellor 1932-33; The role of Hindenburg, Brüning, von Papen and von Schleicher <p>Nazi Control and Dictatorship 1933-39 (4 weeks)</p> <ul style="list-style-type: none">• Chancellor to Dictator; Reichstag fire, the Enabling Act, the Night of the Long Knives, death of President Hindenburg and the army oath of allegiance	<p>Paper 2: (Section A) Period Study (1H10 26) The Origins of Cold War 1941-58 (3 weeks)</p> <ul style="list-style-type: none">• Early tension between the East and West; Tehran, Yalta and Potsdam. The attitudes of Stalin, Truman and Churchill. The impact of the development of the atomic bomb on US-Soviet relations• The development of the Cold War; the Truman Doctrine and the Marshall Plan. The division of Berlin• The Cold War intensifies. The arms race and the Warsaw Pact, the Soviet invasion of Hungary <p>Cold War Crises 1958-70 (4 weeks)</p> <ul style="list-style-type: none">• Increased tension between the East and West; the refugee problem in Berlin, Soviet relations with Cuba and the refusal of the USA to recognise Castro's government, the significance of the Bay of Pigs incident• The construction of the Berlin Wall, the Cuban Missile Crisis and the re-establishment of Soviet control in Czechoslovakia• Reactions to; The Berlin Wall and President Kennedy's visit in 1963. Consequences of the Cuban Missile Crisis and the Limited Test Ban Treaty (1963). The Outer Space Treaty (1967) and the Nuclear Non-Proliferation Treaty (1968)	<p>Paper 2: (Section A) British Depth Study (1H10 B1) - The Anglo-Saxon and Norman England, c1060-88 Anglo-Saxon England and the Norman conquest, 1060-66(4 weeks)</p> <ul style="list-style-type: none">• Monarchy and government. The power of the English monarchy. Earldoms, local government and the legal system• The economy and social system. Towns and villages. The influence of the Church• The house of Godwin. Harold Godwinson's succession as Earl of Wessex. The power of the Godwins• Harold Godwinson's embassy to Normandy The rising against Tostig and his exile. The death of Edward the Confessor• The motives and claims of William of Normandy, Harald Hardrada and Edgar• The Witan and the coronation and reign of Harold Godwinson• Reasons for, and significance of, the outcome of the battles of Gate Fulford and Stamford Bridge• The Battle of Hastings• Reasons for William's victory, including the leadership skills of Harold and William, Norman and English troops and tactics

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<ul style="list-style-type: none">• The Police State; Gestapo, SS, SD and concentration camps, Nazi policies towards the church• Controlling and influencing attitudes; Goebbels and the Ministry of Propaganda• Censorship, rallies and control over culture• Opposition, resistance and conformity; opposition from the churches, opposition from the young including the Swing Youth and the Edelweiss Pirates <p>Life in Nazi Germany 1933-39 (4 weeks)</p> <ul style="list-style-type: none">• Nazi policies towards women• Nazi policies towards the young• Employment and living standards• The persecution of minorities; Jews, Gypsies, homosexuals and those with disabilities	<p>The End of the Cold War 1970-91 (5 weeks)</p> <ul style="list-style-type: none">• Attempts to reduce tension between the East and the West; Détente in the 1970s, SALT 1, Helsinki and SALT 2. The significance of Reagan and Gorbachev's changing attitudes, and the Intermediate-Range Nuclear Force (INF) Treaty 1987• Flashpoints; the significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. Reagan and the 'Second Cold War', the strategic Defence Initiative• The collapse of the Soviet control of Eastern Europe; The impact of Gorbachev's 'new thinking' on Eastern Europe, the significance of the fall of the Berlin Wall, the collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact	<p>William I in Power: securing the kingdom, 1066-87 (5 weeks)</p> <ul style="list-style-type: none">• The submission of the earls, 1066• Rewarding followers and establishing control on the borderlands through the use of earls. The Marcher earldoms• Reasons for the building of castles; their key features and importance• The revolt of Earls Edwin and Morcar in 1068• Edgar the Aethling and the rebellions in the North, 1069• Hereward the Wake and rebellion at Ely, 1070-71• The reasons for and features of Harrying of the North, 1069-70. Its immediate and long-term impact, 1069-87• Changes in landownership from Anglo-Saxon to Norman, 1066-87• How William I maintained royal power• Reasons for and features of the revolt• The defeat of the revolt and its effects
<p>ASSESSMENT Practice examination questions as per student tracker sheet. Paper 3 Practice Exam (1 hour 20 minutes).</p>	<p>ASSESSMENT Practice examination questions as per student tracker sheet. Paper 2 (Section A) Practice Exam (50 minutes).</p>	<p>ASSESSMENT Practice examination questions as per student tracker sheet. Year 10 Mock Exam: Paper 3 and Paper 2 (Section A) (2 hours).</p>

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<p>Paper 2: (Section A) British Depth Study (1H10 B1) - The Anglo-Saxon and Norman England, c1060-88 Norman England, 1066-1088 (7 weeks)</p> <ul style="list-style-type: none">• The feudal hierarchy. The role and importance of tenants-in-chief and knights. The nature of feudalism (landholding, homage, knight service, labour service); forfeiture• The Church in England: its role in society and relationship to government, including the roles of Stigand and Lanfranc. The Normanisation and reform of the Church in the reign of William I• The extent of change to Anglo-Saxon society and economy• Changes to government after the Conquest. Centralised power and the limited use of earls under William I. The role of regents• The office of sheriff and the demesne. Introduction and significance of the 'forest'• Domesday Book and its significance for Norman government and finance• The culture and language of the Norman aristocracy• The career and significance of Bishop Odo• Character and personality of William I and his relations with Robert. Robert and revolt in Normandy, 1077–80• William's death and the disputed succession William Rufus and the defeat of Robert and Odo	<p>Crime and Punishment in medieval England c1500-1700: (3 weeks)</p> <ul style="list-style-type: none">• The continuation of collective responsibility for law enforcement and the introduction of transportation and the Bloody Code as new forms of deterrence and retribution• Case studies: The Gunpowder Plotters and Matthew Hopkins and the witch-hunts of 1645-47 <p>Crime and Punishment in 18th and 19th Century Britain c1700-1900: (4 weeks)</p> <ul style="list-style-type: none">• Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smuggling. New approaches to policing; the work of the Fielding brothers, development of police forces and the beginning of CID• Changing views on the purpose of punishment; the end of transportation, public execution and the Bloody Code. Prison reform, including the influence of John Howard and Elizabeth Fry• Case studies: The construction of Pentonville prison; the strengths and weaknesses of the separate system and Robert Peel; penal reform and the Metropolitan Police Force	<p>Revision for summer external examinations</p>

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Paper 1: Thematic study and historic environment (1H10/10-12) - Crime and Punishment c1000-present day

Crime and Punishment in medieval England c1000-1500: (5 weeks)

- Changing definitions of crime as a result of the Norman Conquest
- The role of the authorities and local communities in Anglo-Saxon, Norman and later medieval England; including tithings, the hue and cry and the parish constable. The emphasis of deterrence and retribution in punishment; fines, corporal and capital punishment and the use of the Saxon Wergild
- Case study: The influence of the church on crime and punishment in the early 13th Century: Sanctuary, Benefit of the Clergy and Trial by Ordeal
- Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason
- New definitions of crime in the 16th Century including vagabondage and witchcraft

Crime and Punishment in 18th and 19th Century Britain c1900-present: (4 weeks)

- Continuity and change in the nature of crimes against the person, property and authority, including new forms of theft and smuggling
- New crimes; driving offences, race crimes and drug crimes
- Detection to prevention; modern day policing, including the use of science and technology, increasing specialisms and Neighbourhood Watch
- Changes in punishments; the abolition of the death penalty, development of prisons and non-custodial alternatives
- Case studies: The treatment of Conscientious Objectors in the First and Second World Wars and The Derek Bentley case and its significance to the abolition of the death penalty

Historic environment study: Whitechapel c1870-1900 Crime, policing and the inner city: (2 weeks)

- Whitechapel in context; geographical perspective and impact, problems of housing, overcrowding and poverty
- The links between poverty and crime
- The Ripper murders; methods of policing, including shortcomings and developments

The role of H Division and key individuals such as Sir Charles Warren and the Home Secretary

- Using sources for historical enquiry; knowledge about the use of local and national sources relevant to the period and how they can be used to support historical environment study; such as newspapers, census data, Charles Booth's survey and photographs

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ASSESSMENT

Practice examination questions as per student tracker sheet.

Paper 2 (Section B) Practice Exam (50 minutes).

ASSESSMENT

Practice examination questions as per student tracker sheet.

Paper 1 Practice Exam (1 hour 15 minutes).