

GCSE History – AQA Understanding the Modern World

Students will be taught four units: Germany: Democracy and Dictatorship; Conflict and Tension between East and West 1945-1972; Elizabethan England and Migration. Each unit should take approximately 30 hours to teach.

Students will be assessed through regular exam-style ILT and classwork questions.

Mock exams are held at Christmas and Summer of Year 10, and Christmas and Easter of Year 11.

Students will be invited to intervention sessions if they are not achieving their target grades.

The main teaching of the course should be completed by Easter of Year 11.

MIGRATION STUDY	
CONTENT	WHY?
Overview of key themes MIGRATION STUDY: (1 hour) what do we mean by war, religion, government, economy, science, technology, imperialism, ideas such as social Darwinism, civilisation and individuals? IMPRESS	So that students can: <ul style="list-style-type: none">● develop exam skills for this unit in explanation, comparison and essay responses● understand how migration has shaped modern Britain● compare different events in history over the span of 1000 years● explain why Britain is so multi-cultural● reach a judgment on the major causes of migration● make links with modern events e.g. BLM protests● make links with the Elizabethan England unit (age of exploration)
Individuals and Ideas: (2 hours) IMPRESS Ambassador’s Ball style lesson to start – Cnut, Emma, Alfred, William the Conqueror, Henry II, Hawkins, Raleigh, Clive, Hastings, Rhodes. Who? Where? When? Motivation and Impact of this Migration. Model impact of the theme BIG QUESTION ready for Q4.	
Military: (3-4 hours) IMPRESS Vikings, Normans, AWol – to include practice of a source question	
Political: (4 hours) IMPRESS Jamestown (1hr) – just the political causes, est. of 13 colonies and prestige for England, India 1857-Raj (2 hrs), EEC/EU (1hr)	
Religious: (3 hours) IMPRESS Pilgrim Fathers, Ulster, Huguenots, Russian Jews – to include teaching of similarity / difference question	
Assessment: (2 hours) Explain and similarity / difference question (Normans & AWol)	
HALF TERM	
Economic: (4 hours) IMPRESS AST to Scramble for Africa (2 hrs), E.I.C. formation and expansion (2 hrs), ILT on New Zealand farming, Highland Clearances and Irish famine)	For every theme, students should be able to answer the following questions: <ol style="list-style-type: none">1. Who is migrating?2. What is the direction of migration?3. What are the consequences of that migration? Is it positive / negative? Short / long term.4. What is the impact of the theme (X)?
Science and Technology: (1 hour) IMPRESS Comparison of sea transport – longships, navigation, maps, astrolabe	
Social (4 hours) IMPRESS Jamestown (2 hrs) social aspects regarding e.g. Jane Doe and Pocahontas, Windrush and GB race relations (2 hrs)	
Question 4 focus (1 hour) – retrieval and modelling of a perfect Q4	
Summing up: What do the following words mean? Settlement, development, loss of colonies, empire Consolidate knowledge learned and include information on France and 20 th century independence. Which events would they use to demonstrate: growth of empire / colonies; loss of empire / colonies; migration to / from / within GB	
Assessment: Paper 2, Section 1 mock	
END OF TERM	

<u>ELIZABETHAN ENGLAND</u>	
CONTENT	WHY?
Choc. Box activity - recap K&U on ELIZABETH I; Elizabeth's character and role of government (1hr): court vs. privy council	<p>So that students can:</p> <ul style="list-style-type: none"> ● have an in-depth knowledge of the Elizabethan period ● know how to approach each exam question. ● write a narrative ● explain important causes and consequences ● use a site of historical importance to explain the past ● make links with the Migration Study (age of exploration)
Court Life (2hrs): How to succeed in the Elizabethan Court - roles of Cecil, Walsingham, Dudley, Bess, Essex, Hatton, Knollys, Raleigh; Progresses	
Parliament (2hrs): Problem of marriage and succession, religion, foreign policy, Mary Queen of Scots, taxes, Parliamentary Privilege	
Elizabeth's authority (2hrs): Essex's Rebellion	
Assessment: Paper 2, interpretation and explain question	
'Golden Age' (1hr intro): society structure, living standards, fashion, gentry	
Poverty (2hrs): causes, attitudes, responses, government action (re: back to Puritans thoughts), vagabonds	
Theatre (3hrs): The Globe - design, playwrights e.g. Shakespeare and Burbage, public response, achievements	
HALF TERM	
Recap K&U of Hawkins, Drake and Raleigh (2hrs): motives, trade, expansion, early slave trade, challenges faced by seamen	
Conflict with Spain (1hr): causes - religion, Hawkins, San Juan de Ulua, Privateers, Drake, Dutch War, Cadiz	
Historic Environment (2024) – Drake's Circumnavigation of the Globe and the Golden Hind	
Naval warfare (2hrs): how and why the Armada was defeated inc. tactics, resources, leaders, planning, luck etc	
English Catholicism (2hrs): excommunication; Campion's mission; were Catholics a threat?	
Elizabethan settlement (2hrs): threat of Puritans inc. Parker, Whitgift and Grindal	
Elizabeth and Mary, Queen of Scots (2hrs): reasons why she was a threat; Northern / Norfolk Rebellions; how far was Mary involved with conspirators?	
Assessment: Paper 2, Section 2 mock	
END OF TERM	

CONFLICT AND TENSION BETWEEN EAST AND WEST 1945-1972

CONTENT	WHY?
C.W Origins cont..(5 hrs): Truman Doctrine, Marshall Plan, Cominform, Comecon, Yugoslavia, Berlin Blockade and Airlift	<p>So that students can:</p> <ul style="list-style-type: none">• use interpretations within my responses• write a judgement based essay about a particular event• compare early events of the Cold War• understand how the modern world has been shaped by events in the 20th century• reflect on knowledge gained in the Germany unit• have more awareness around them if attending visit to Berlin
Assessment: Paper 1, Part 2 source questions (CW Origins)	
The Cold War in Asia (3hrs): USSR's support for Communist China; N. Korea vs. UN; Vietcong defeating France and USA	
Space Race (2hrs): Increasing power of nuclear arms; Sputnik, Polaris, Gagarin, Apollo missions	
NATO vs. Warsaw Pact (1hr)	
Hungarian Uprising (2 hrs)	
U2 Crisis and Paris Peace Summit (2 hrs)	
Assessment: Paper 1, Part 2 source questions (CW Development)	
HALF TERM	
Berlin Wall (2hrs)	
Cuban Missile Crisis (3hrs)	
Czechoslovakia (2hrs): Dubcek, Prague Spring, Brezhnev Doctrine	
Tension and Détente (1hr): Human Rights, SALT, Brezhnev and Nixon	
Assessment: Paper 1, Mock	
END OF TERM	

GERMANY: DEMOCRACY AND DICTATORSHIP

CONTENT	WHY?
Political structure of pre-war Germany (1hr): Kaiser vs. Chancellor vs. Reichstag	<p>So that students can:</p> <ul style="list-style-type: none">• use and understand historical interpretations• reach their own judgment about historical events• make connections with the Cold War unit• have more awareness around them if attending visit to Berlin• explain how the modern world has been shaped
Industry and Society in pre-war Germany (1hr): rapid industrialisation vs. rapid rise of socialism	
Navy Laws (1hr): Were they just the Kaiser's obsession?	
Impact of WW1 (1hr): war weariness, end of monarchy, defeat, ToV	
Weimar Republic (2hrs): Constitution, uprisings, Ruhr, hyperinflation	
Problems up to 1923 (2hrs): Review events 1919-23; Enquiry: How did the WR survive?	
'Golden Age' (2hrs): Recovery in the Stresemann era - currency, financial and political pacts, culture; Enquiry: How far had the WR recovered by 1929?	
Assessment: Paper 1, Section 1 style exam questions	
HALF TERM	
Rise of the Nazis (3hrs): Inc. Depression, appeal, fear, propaganda, support of m/c, Papen/Schleicher/Hindenburg	
Consolidation of Power (2hrs): Reichstag Fire and Enabling Act, Night of the Long Knives	
Economy (2hrs): Experiences for different people across the period 1933-45 inc. employment, rearmament, self-sufficiency, war economy	
Women and Children (3hrs): Policies, practices and their impacts	
Church and Racial Policy (3 hrs): Policies, practices and their impacts	
Propaganda (1hr): reasons for use and development over time	
Police State (1hr): reasons for repression and their impact	
Opposition (1hr): White Rose, Swing, Edelweiss, July bomb plot	
Assessment: Paper 1, Part 1 mock	
END OF TERM	