

## 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.

<u>MIGRATION STUDY</u>	
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? <b>IMPRESS</b>	<p>So that students can:</p> <ul style="list-style-type: none"> <li>● develop exam skills for this unit in explanation, comparison and essay responses</li> <li>● understand how migration has shaped modern Britain</li> <li>● compare different events in history over the span of 1000 years</li> <li>● explain why Britain is so multi-cultural</li> <li>● reach a judgment on the major causes of migration</li> <li>● make links with modern events e.g. BLM protests</li> <li>● make links with the Elizabethan England unit (age of exploration)</li> </ul>
<b>Individuals and Ideas:</b> (2 hours) <b>IMPRESS</b> 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. <b>Model impact of the theme BIG QUESTION ready for Q4.</b>	
<b>Military:</b> (3-4 hours) <b>IMPRESS</b> Vikings, Normans, AWoI – to include practice of a source question	
<b>Political:</b> (4 hours) <b>IMPRESS</b> Jamestown (1hr) – just the political causes, est. of 13 colonies and prestige for England, India 1857-Raj (2 hrs), EEC/EU (1hr)	
<b>Religious:</b> (3 hours) <b>IMPRESS</b> Pilgrim Fathers, Ulster, Huguenots, Russian Jews – to include teaching of similarity / difference question	
<b>Assessment:</b> (2 hours) Explain and similarity / difference question	
<b>HALF TERM</b>	
<b>Economic:</b> (4 hours) <b>IMPRESS</b> 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)	<p>For every theme, students should be able to answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Who is migrating?</li> <li>2. What is the direction of migration?</li> <li>3. What are the consequences of that migration? Is it positive / negative? Short / long term.</li> </ol>
<b>Science and Technology:</b> (1 hour) <b>IMPRESS</b> Comparison of sea transport – longships, navigation, maps, astrolabe	
<b>Social</b> (4 hours) <b>IMPRESS</b> 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 <sup>th</sup> century independence.	

Which events would they use to demonstrate: growth of empire / colonies; loss of empire / colonies; migration to / from / within GB	4. What is the <b>impact of the theme</b> (X)?
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"> <li>• have an in-depth knowledge of the Elizabethan period</li> <li>• know how to approach each exam question.</li> <li>• write a narrative</li> <li>• explain important causes and consequences</li> <li>• use a site of historical importance to explain the past</li> <li>• make links with the Migration Study (age of exploration)</li> </ul> <p>NB: The Historic Environment portion of the Elizabeth paper will be taught wherever that years site study best fits in to the scheme of work.</p>
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	
<b>HALF TERM</b>	
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	
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	

<u>CONFLICT AND TENSION BETWEEN EAST AND WEST 1945-1972</u>	
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"> <li>• use interpretations within my responses</li> <li>• write a judgement based essay about a particular event</li> <li>• compare early events of the Cold War</li> <li>• understand how the modern world has been shaped by events in the 20<sup>th</sup> century</li> <li>• reflect on knowledge gained in the Germany unit</li> <li>• have more awareness around them if attending visit to Berlin</li> </ul>
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)	
<b>HALF TERM</b>	
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	
<b>END OF TERM</b>	

<u>GERMANY: DEMOCRACY AND DICTATORSHIP</u>		
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"> <li>● use and understand historical interpretations</li> <li>● reach their own judgment about historical events</li> <li>● make connections with the Cold War unit</li> <li>● have more awareness around them if attending visit to Berlin</li> <li>● explain how the modern world has been shaped</li> </ul>	
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		
<b>HALF TERM</b>		
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		
<b>END OF TERM</b>		