

Curriculum Intent. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

	Learning outcomes	Assessment criteria
1	<p>AA America, 1840–1895: Expansion and consolidation</p> <p>This period study focuses on the development of America during a turbulent half century of change. It was a period of expansion and consolidation – the expansion to the west and consolidation of the United States as a nation. Learners 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.</p>	<p>Part one: Expansion: opportunities and challenges</p> <ul style="list-style-type: none"> • The geography of North America: attitudes to the Great American Desert; the belief in 'Manifest Destiny'. • Why the early settlers went west and the challenges they faced: Brigham Young and the Mormons; the pioneer migrant farmers, the journey west; the miners. • Dealing with a different culture: the Plains Indians' way of life; early American Government policy towards the Plains Indians; the Permanent Indian Frontier; a changing relationship with the Plains Indians. <p>Part two: Conflict across America</p> <ul style="list-style-type: none"> • Increasing conflict on the Plains: the Fort Laramie Treaty (1851) and the failure of the policy of concentration; the Indian Wars (1862–1867): reasons for and consequences of the Wars; Sand Creek Massacre; Fetterman's Trap. • The background to the American Civil War: differences between North and South, issues of slavery, westward expansion and free states abolitionism; breakdown of the Missouri Compromise, John Brown, the roles of Lincoln and Jefferson Davis; the social and economic impact of the American Civil War on civilian populations. • Coming to terms with the Mormons: the Mountain Meadow Massacre and its aftermath. <p>Part three: Consolidation: forging the nation</p> <ul style="list-style-type: none"> • The aftermath of the American Civil War: the 13th Amendment; Civil Rights Act; reconstruction in the South, 1866–1877; carpetbaggers; the balance of Federal and State powers. • The continued settlement of the west: the Homesteaders, reasons for going west; government actions and laws; land and railroads; farming problems and solutions. • The resolution of 'the Indian problem' after 1865: the small reservations policy; attitudes to the native Americans; Battle of the Little Big Horn; The Dawes Act; Battle of Wounded Knee; the closing of the frontier and its impact on native Americans.
2	<p>BB Conflict and tension: the inter-war years, 1918–1939</p> <p>This wider world depth study enables learners to understand the complex and diverse interests of different individuals and</p>	<p>Part one: Peacemaking</p> <ul style="list-style-type: none"> • 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.

	<p>states including the Great Powers. It looks at 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.</p>	<ul style="list-style-type: none"> • 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. <p>Part two: The League of Nations and international peace</p> <ul style="list-style-type: none"> • 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. <p>AQA GCSE History 8145. GCSE exams June 2018 onwards. Version 1.3 24 September 2019 Visit for the most up-to-date specification, resources, support and administration 19</p> <p>Part three: The origins and outbreak of the Second World War</p> <ul style="list-style-type: none"> • 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 AntiComintern 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 NaziSoviet 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.
3	<p>AA Britain: Health and the people: c1000 to the present day</p> <p>This thematic study will enable learners to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British 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</p>	<p>Part one: Medicine stands still</p> <ul style="list-style-type: none"> • 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. <p>Part two: The beginnings of change</p> <ul style="list-style-type: none"> • 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.

	<p>developments that impacted on the core themes. Learners 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.</p>	<ul style="list-style-type: none"> • Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change. <p>Part three: A revolution in medicine</p> <ul style="list-style-type: none"> • 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.
4	<p>BA Norman England, c1066–c1100</p> <p>This option allows learners to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.</p>	<p>Part one: The Normans: conquest and control</p> <ul style="list-style-type: none"> • Causes of Norman Conquest, including the death of Edward the Confessor, the claimants and claims. • Military aspects: Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon and Norman tactics; military innovations, including cavalry and castles. • Establishing and maintaining control: the Harrying of the North; revolts, 1067–1075; King William's leadership and government; William II and his inheritance. <p>Part two: Life under the Normans</p> <ul style="list-style-type: none"> • Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as ordeals, 'murdrum'; inheritance; the Domesday Book. • Economic and social changes and their consequences: Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life; Forest law. <p>Part three: The Norman Church and monasticism</p> <ul style="list-style-type: none"> • The Church: the Anglo-Saxon Church before 1066; Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals; Church organisation and AQA GCSE History 8145. GCSE exams June 2018 onwards. Version 1.3 24 September 2019 Visit for the most up-to-date specification, resources, support and administration 27 courts; Church-state relations; William II and the Church; the wealth of the Church; relations with the Papacy; the Investiture Controversy. • Monasticism: the Norman reforms, including the building of abbeys and monasteries; monastic life; learning; schools and education; Latin usage and the vernacular.
5	<p>Examination skills and revision</p>	<ul style="list-style-type: none"> • Revisit key concepts and areas of development • Develop revision skills and key techniques to support the learners during the exam.