



**St George's School**  
**HISTORY**  
**KS4 Curriculum**

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| <b>PRIOR KNOWLEDGE</b><br><i>Knowledge and skills developed in KS3</i>           | <p>Students are taught about the interwar years during year 9. The focus is on ideologies ahead of the teaching of the Cold War in IGCSE.</p> <p>They are also taught about the lead-up to WW2 and the foreign policy of the European and American countries in order to support the study of Germany from 1919- 1945.</p> <p>The skills of source analysis are built on throughout KS3 in order to prepare the students for the IGCSE source paper.</p> <p>Essay writing skills are developed throughout the students KS3 lessons with explanation and argument being the structure to develop robust PEEL paragraphs.</p> |
| <b>COURSE DELIVERY &amp; STRUCTURE</b><br><i>How the curriculum is delivered</i> | <p><b>Lessons:</b> 5 Lessons over 2 weeks, taught in mixed ability groups</p> <p><b>Structure:</b> The curriculum is taught as a series of 9 units. They are sequenced to cover the full GCSE specification and build students' knowledge and skills over time. Coursework is taught over a 6 week period in Year 11.</p> <p><b>Prep:</b> 2 homeworks per week</p>  |
| <b>QUALIFICATION</b>   | Cambridge International Examinations - IGCSE 0977   |
| <b>ASSESSMENT</b><br><i>Internal monitoring and final assessment</i>             | <p><b>Internal Assessment:</b> Students are assessed throughout the 2 years by using exam questions to develop their skills in exam technique. Knowledge tests are used at the end of the unit to monitor understanding and practice memory recall. Mock exams are sat in Year 10 and Year 11.</p> <p><b>Final assessment:</b> The final exam is split into two examinations that are both 2 hours long, and a piece of coursework 2000 words long written independently by the students.</p>   |
| <b>BREADTH</b><br><i>Opportunities, trips, wider reading, cultural capital</i>   | <p>Students have the opportunity to go to Berlin in Year 11 where they experience the significant role Berlin has played in European history from Nazi Germany through to the heart of the Cold War.</p> <p>Students are given an extensive booklist that relates to the course currently being taught.</p> <p>They are encouraged to use Hindsight historical magazines to enhance their understanding of the topics being taught.</p>   |

|                   | <b>SUBJECT KNOWLEDGE</b><br><i>Overview of topics</i>   | <b>SKILLS &amp; STRATEGIES</b><br><i>Procedural knowledge</i>   |
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| <b>Autumn Y10</b> | Germany 1919-1945   | Paper 1   |
| <b>Spring Y10</b> | Were the Peace Treaties of 1919-23 fair?<br>To what extent was the League of Nations a success?                         | <ul style="list-style-type: none"> <li>Describing events using their own knowledge.</li> <li>Explaining the causes and consequences of events using their own knowledge.</li> </ul> |
| <b>Summer Y10</b> | Why had international peace collapsed by 1939?<br>Who was to blame for the Cold War?                                    | <ul style="list-style-type: none"> <li>Making supported judgements of a number of events using relevant contextual knowledge.</li> </ul>  |
| <b>Autumn Y11</b> | Containment: Case study<br>Korea, Cuban Missile Crisis, Vietnam<br>How secure was the USSR's control of Eastern Europe? | Paper 2 <ul style="list-style-type: none"> <li>Source based investigations using knowledge and skills to evaluate a range of sources to answer an historical question.</li> </ul>   |
| <b>Spring Y11</b> | Coursework  | Independent research and essay writing skills   |
| <b>Summer Y11</b> | Revision  | Memory recall skills and revision techniques  |