

Curriculum History St Joseph's College

At St Joseph's College, history will serve to extend student's chronological knowledge and deepen understanding of British, local and world history. Students will study a curriculum which will hopefully arouse their curiosity about the world that once was, and what it is today. Our demanding and engaging curriculum will hopefully encourage a love of studying key events and historical issues. Our fundamental aims are for students to appreciate how people in the past were ruled, how they lived, what they believed and how we know this. Engagement of both the stories of the past, analysis of sources of evidence and the evaluation of scholarship is a key part of our approach in enabling students to develop an ability to explain and analyse past events, make links between events, evaluate concepts such as causation, consequence and continuity and change. Studies will identify significant events, make connections, draw contrasts, and analyse trends within periods. Each topic will address the wider religious, economic, social and political impact on peoples lives. In each topic, students will use historical terms and concepts and explain why contrasting arguments and interpretations of the past have been constructed. We strive to ensure that the stories of the past we share are diverse of ethnicity, gender and class. We hope that the history curriculum we study will help students to appreciate their place in the world, as their knowledge of past events will help them to understand the diversity and tolerance embedded within our country's modern-day values. It will also aid them in making future career choices through the excellent and regular opportunity for students to practice the wide range of skills needed for work.

Students will also have the opportunity to develop skills which will enable them to flourish in the wider world. We will support students in their exam preparations by helping them to become resilient and confident independent learners. Students will also have the opportunity to develop their reading, writing and oracy skills to build confidence and their ability to critically analyse and think.

KS4

All students will complete two examination papers at the end of Year 11. Both are worth 50% of the overall GCSE. Marks for written communication are awarded to paper 2. The papers at GCSE are not tiered.

What do students study at GCSE?

Unit 1: Section A Period study **Germany 1890-1945**

Section B Wider world depth **Conflict & Tensions 1918-1939**

Unit 2: Section A Shaping the Nation **Britain: health and the people, C1000-the present day**

Section B British Depth study **Elizabethan England 1568-1603**

A-level

The course is designed to promote an understanding of change and development over time. It also contains a substantial British history requirement. Students will sit 2 exams in year 13, both 2 hours 30 minutes in length. Both exams are worth 40% of the A level. Students will also complete an independent historical enquiry of approximately 3500 words. This is worth 20% of the qualification based on early modern Spain.

What do we study at A-level?

AQA

		Modern (twentieth century)
Year 12	Unit 1	The quest for political stability: Germany, 1871–1991 <ul style="list-style-type: none">• Kaiserreich, 1871-1914• Empire to democracy, 1914-1929
	Unit 2	The Making of Modern Britain, 1951-2007 <ul style="list-style-type: none">• The Post- War Consensus? 1951-1964• The Affluent Society, 1951-1964• The Sixties, 1964-1970• The end of Post-War Consensus, 1970-79?
Year 13	Unit 1	The quest for political stability: Germany, 1871–1991 <ul style="list-style-type: none">• The impact of Nazism, war and division, 1929-1991• The Nazi experiment, 1929-1949• Division to unity: the Federal Republic of Germany, 1949-1991

	Unit 2	The Making of Modern Britain, 1951–2007
		<ul style="list-style-type: none"> •The 'Thatcher Revolution', 1975–1990 & the impact of Thatcherism. •Towards a new Consensus, 1987-1997 •The era of New Labour, 1997-2007
	Unit 4 - Historical Enquiry	Early Modern Spanish history <u>or</u> the development of the Florentine Renaissance