

Subject Area: History

Subject Leader: Mr J Adams

OCR GCSE History B (Schools History Project)

Topic	Topics/ Content Overview	Key concepts/ core knowledge/ key vocabulary	Assessments/ checkpoints (where relevant)	Careers' Links
Year 10: Autumn Term 1 and 2	<p>People's Health, c.1250-present</p> <p>Unit 1: Medieval Britain c.1250–c.1500</p> <ul style="list-style-type: none"> The characteristic features of medieval Britain: an overview Living conditions: housing, food, clean water and waste. Responses to the Black Death: beliefs and actions Approaches to public health in late-medieval towns and monasteries <p>Unit 2: Early Modern Britain c.1500-c.1750</p> <ul style="list-style-type: none"> Cultural, social, and economic change including the growth of towns: an overview Changing living conditions: housing, food, clean water, and waste Responses to outbreaks of plague including national plague orders and local reactions The impact of local and national government on public health including measures to improve the urban environment and the government response to the gin craze, 1660–1751 	<p>This thematic study should enable learners to understand changes and continuities in public health in Britain from c.1250 to the present. The study should reveal wider changes in aspects of society over the centuries, allowing learners to understand the most significant characteristics of different ages and to make comparisons between different periods of history. The first bullet point in each period requires learners to develop knowledge and understanding of the characteristic features of each period. Learners should be able to identify and describe events, situations and developments in the history of public health in Britain. They should understand the diverse views and experiences of different groups of people in Britain.</p>	<p>Regular in class practice assessment</p> <p>End of Topic mock exams.</p> <p>Second mock at the end of Spring term</p> <p>Included in Year 11 mock exam</p>	

	<p>Unit 3: Industrial Britain c.1750–c.1900</p> <ul style="list-style-type: none"> Industrialisation, the growth of major cities and political change: an overview Urban living conditions in the early nineteenth century: housing, food, clean water and waste Responses to cholera epidemics Public health reform in the nineteenth century including the Public Health Acts and local initiatives <p>Unit 4: Britain since c. 1900</p> <ul style="list-style-type: none"> Economic, political, social, and cultural change: an overview Living conditions and lifestyles: housing, food, air quality and inactivity Responses to Spanish Influenza and AIDS Growing government involvement in public health including pollution controls, anti-smoking initiatives and the promotion of healthy lifestyles 	<p>Three issues will be addressed consistently throughout the study:</p> <ul style="list-style-type: none"> The impact of living conditions on people's health The response to epidemics Attempts to improve public health <p>Learners should be able to explain the ways in which the following five factors influenced changes and continuities in public health:</p> <ul style="list-style-type: none"> Beliefs, attitudes, and values Local and national government Science and technology Urbanisation Wealth and poverty 		
Year 10: Spring Term 1 and 2	<p>Topic 2: The Norman Conquest, 1065–1087</p> <p>Unit 1: England on the eve of the conquest</p> <ul style="list-style-type: none"> The nature, structure and diversity of late Anglo-Saxon society Religion in late Anglo-Saxon England Anglo-Saxon culture: buildings, art and literature 	<p>This depth study should enable learners to understand the complexity of the Norman Conquest and the interplay of political, military, religious, economic, social and cultural forces in England between 1065 and 1087. Learners should be able to identify and describe</p>	<p>Regular in class practice assessment</p> <p>End of Topic mock exams.</p> <p>Included in Year 11 mock exam</p>	

	<p>Unit 2: Invasion and victory</p> <ul style="list-style-type: none"> • Norman society, culture and warfare pre-1066 • The succession crisis of 1066 • The battles of Fulford, Stamford Bridge and Hastings <p>Unit 3: Resistance and response</p> <ul style="list-style-type: none"> • First uprisings against Norman rule including resistance in the west and in Mercia • Northern resistance and William's 'Harrying of the North' • The rebellion of Hereward in the east and the end of English resistance <p>Unit 4: Castles</p> <ul style="list-style-type: none"> • Pre-conquest fortifications and the first Norman castles in England • The distribution and design of Norman castles in England to 1087 • The purpose of Norman castles in England including their military and economic functions <p>Unit 5: Conquest and control</p> <ul style="list-style-type: none"> • Domesday Book, its creation and purpose • The social structure of Norman England including changes in land ownership and the elite • Changes and continuities: language, laws and Church 	<p>the main features of late Anglo-Saxon and early Norman England and should develop an understanding of the diverse lives and experiences of Saxons and Normans during this turning point in English history.</p> <p>The study should enable learners to understand how and why different interpretations of Norman England have been constructed. In particular, they should understand what lies behind the myth of 'the Norman Yoke' and should consider the extent to which the myth is a reflection of reality. A range of written and visual interpretations should be studied, including academic, educational, popular and fictional interpretations.</p>		
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<p>Year 10: Summer Term 1 and 2</p>	<p>Topic 3: History Around Us</p> <p>Site: Shelley House and ROC Group 20 Headquarters</p> <p>Students will study the following 14 criteria about the site</p> <ol style="list-style-type: none"> The reasons for the location of the site within its surroundings When and why people first created the site The ways in which the site has changed over time How the site has been used throughout its history The diversity of activities and people associated with the site The reasons for changes to the site and to the way it was used Significant times in the site's past: peak activity, major developments, turning points The significance of specific features in the physical remains at the site The importance of the whole site either locally or nationally, as appropriate The typicality of the site based on a comparison with other similar sites What the site reveals about everyday life, attitudes and values in particular periods of history How the physical remains may prompt questions about the past and how historians frame these as valid historical enquiries 	<p>The study should enable learners to understand how the physical features of a selected site and other supporting sources inform understanding of historical events and developments. In particular learners should understand:</p> <ul style="list-style-type: none"> The strengths and weaknesses of the physical remains of the site as evidence about its past How the site fits into its wider historical context. <p>As part of the study of the site, it may be beneficial to learners to look at a variety of sources e.g. artefacts, images, documents and oral history, in order to develop wider contextual understanding of the site. However, no sources other than the site will be targeted in assessment.</p>	<p>Regular in class practice assessment</p> <p>End of topic mock exam</p> <p>Included in Year 11 mock exam</p>	
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	<p>m) How the physical remains can inform artistic reconstructions and other interpretations of the site</p> <p>n) The challenges and benefits of studying the historic environment</p>			
<p>Year 11: Autumn Term 1 and 2</p>	<p>Living under Nazi Rule, 1933–1945</p> <p>Unit 1: Dictatorship</p> <ul style="list-style-type: none"> • Hitler and the Nazi Party in January 1933 • Establishing the dictatorship, January 1933 to July 1933 • Achieving total power, July 1933 to August 1934 <p>Unit 2: Control and Opposition, 1933–1939</p> <ul style="list-style-type: none"> • The machinery of terror including the SS, the law courts, concentration camps and the Gestapo • The range and effectiveness of Nazi propaganda • Opposition to Nazi rule including the Left, church leaders and youth groups <p>Unit 3: Changing Lives, 1933–1939</p> <ul style="list-style-type: none"> • Work and home: the impact of Nazi policies on men and women • The lives of young people in Nazi Germany including education and youth movements • Nazi racial policy: the growing persecution of Jews <p>Unit 4: Germany in War</p>	<p>This world depth study should enable learners to understand the impact of the Nazi dictatorship on people's lives both within Germany and across occupied Europe. It explores the interplay of political, economic, social, racial and cultural forces at work in these societies.</p> <p>Learners should be able to identify and describe the main features of the period and should develop an understanding of the diverse lives and experiences of people during this traumatic time. Learners will not be required to demonstrate an understanding of the events of the Second World War other than ones which relate directly to the identified issues.</p> <p>The study should enable learners to engage with a range of historical sources that shed light on people's experiences of living under Nazi rule. It should also</p>	<p>Regular in class practice assessment</p> <p>End of topic mock exam</p>	

	<ul style="list-style-type: none"> The move to a war economy and its impact on the German people, 1939–1942 Growing opposition from the German people including from elements within the army The impact of total war on the German people, 1943–1945 <p>Unit 5: Occupation</p> <ul style="list-style-type: none"> The contrasting nature of Nazi rule in eastern and western Europe The Holocaust, including the Einsatzgruppen, ghettos and the death camps Responses to Nazi rule: collaboration, accommodation, and resistance 	<p>enable learners to understand different interpretations of aspects of life under Nazi rule.</p> <p>Learners should study the five sections outlined below and the interplay between them. In each case, the focus should be on the specific content identified</p>		
Year 11 Spring Term 1 and 2	<p>Topic 5: Viking Expansion, c.750–c.1050</p> <p>Unit 1: Homelands</p> <ul style="list-style-type: none"> The Vikings in Scandinavia: landscape, society, and everyday life Viking ships, seafaring and trade c.750 Viking beliefs and rituals <p>Unit 2: Volga Vikings</p> <ul style="list-style-type: none"> The changing nature of Viking (Rus) trade and settlement in Russia from c.750 The nature of Viking trade and interaction with the Arab world 	<p>This period study follows the unfolding narrative of the expansion of the Viking world from the first Viking settlement in Russia around 750 to the end of the Viking age around 1050. After an initial focus on the Vikings in their homelands of Scandinavia, the study follows the Vikings' expansion in the east (Volga Vikings) before pursuing the unfolding narrative of their expansion in the west. Learners will need to understand the nature of Viking expansion with a particular focus on warfare, trade and settlement. Learners should be</p>	<p>Regular in class practice assessment</p> <p>End of topic mock exam</p>	

	<ul style="list-style-type: none"> • Viking relations with Constantinople and the Byzantine Empire <p>Unit 3: Raiders and Invaders</p> <ul style="list-style-type: none"> • The nature and causes of Viking raids in Britain, Ireland, the Scottish Islands and France, 793–850 • The nature of Viking warfare: warships, warriors and tactics • The ‘great heathen army’ in England and the establishment of Danelaw, 865–879 <p>Unit 4: Settlers</p> <ul style="list-style-type: none"> • The nature and extent of Viking settlement in the British Isles and France • Viking life in Jorvik • The nature and extent of Viking settlement across the Atlantic including Iceland, Greenland and North America <p>Unit 5: Kings</p> <ul style="list-style-type: none"> • Harald Bluetooth, Jelling and the conversion of the Vikings to Christianity • Svein Forkbeard and his invasions of England • Cnut’s Anglo-Scandinavian Empire, 1016–1035 	<p>able to identify, describe and explain events, situations and developments relating to the nature of the Vikings’ expansion and their interactions with different cultures. While this narrative defies any neat chronology, its overlapping developments should be studied through the five sections outlined below. In each of the sections the focus should be on the specific content identified.</p>		
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Topic 6	<p>Why was Hitler appointed Chancellor of Germany in January 1933?</p> <p>Summary: In this unit students study the issues affecting Germany following the First World War. We consider how these events allowed the Nazi to rise to power and why Hitler was appointed Chancellor in January 1933.</p>	<p>Disciplinary Focus: Interpretations</p> <p>Substantive concepts:</p> <ul style="list-style-type: none"> - Depression - Unemployment - Democracy - Dictatorship - Propaganda - Communism - Fascism 	<p>Knowledge test Summative assessment</p>	
Topic 7	<p>Just how rebellious were your grandparents?</p> <p>Summary: Britain's Empire continued to expand across the 19th century. This unit charts the expansion of the Empire in Africa looking.</p>	<p>Disciplinary Focus: Sources</p> <p>Substantive concepts:</p> <ul style="list-style-type: none"> - Colonisation - Colony - Empire - Race - Racism 	<p>Knowledge test</p>	