

#### KS4: Student-friendly overview

<b>Exam Syllabus</b>	<b>Board/</b>	<b>OCR A Examining the Modern World</b>	
<b>Term</b>		Year 10 Topics	Year 11 Topics
<b>Autumn 1</b>		Migration to Britain, 1000-1700	The USA, 1918-1948
<b>Autumn 2</b>		Impact of Empire on Britain, 1688-1730	The Cold War, 1945-1955
<b>Spring 1</b>		Migration to Britain, 1700-1900	The Cold War, 1955-1975
<b>Spring 2</b>		Migration to Britain, 1900-2000	Revision
<b>Summer 1</b>		Spitalfields, 1100s-present day	Revision
<b>Summer 2</b>		International Relations, 1919-1939	Revision

Intent	What new knowledge/content do we introduce?							
By the end of KS4 students are able to...	Year 10		Year 11	Choices	How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?			
<ul style="list-style-type: none"> <li>Narrate the history of migration to Britain, 1000-2000, identifying similarities and differences between different migrant groups.</li> <li>Explain the impact of empire on Britain in the 17<sup>th</sup> and 18<sup>th</sup> centuries, in particular social, economic and political impacts.</li> <li>Explain why attempts at preserving international peace failed in the 1930s.</li> <li>Describe changing interpretations of appeasement in the 20<sup>th</sup> century.</li> <li>Outline and compare key groups' experiences in America in the 1920s, 1930s and 1940s.</li> <li>Explain why the Cold War started and compare different interpretations.</li> <li>Explain the causes, events and</li> </ul>	Autumn	Migration to Britain, 1000-1700	America, 1919-1939	<p>The Migration and Impact of Empire courses were chosen because we wanted pupils to encounter different kinds of history – not just political history but also the histories of ordinary men and women from around the world. We thought it was important that pupils understood the diversity within modern British society and that they encountered histories of groups that were often marginalised.</p>	<p>We go beyond the specification by:</p> <ul style="list-style-type: none"> <li>Teaching migrants groups that aren't included (such as the Hansa Merchants) that we feel strengthen pupils' period and topic knowledge.</li> <li>Using individuals' stories from historical scholarship to provide memorable details that go beyond the core knowledge in the textbook (to build a rich hinterland).</li> <li>Taking pupils to Spitalfields so that they can see the physical impact of migration.</li> <li>Using historical scholarship in the classroom (e.g. Robert Winder in Migration lessons, Gaddis in lessons on the Cold War, Peter Irons in lessons on the USA).</li> </ul>			
		Impact of Empire, 1688-1730	America, 1939-1948 Cold War, beginnings			Spring	Migration to Britain, 1700-1900	Cold War, 1950s-1991
	Migration to Britain, 1900-2000	Revision	Summer				Spitalfields case study	Revision
	International Relations, 1919-1939					Rationale for this sequence	<p>We begin the course with the thematic study (Migration to Britain) as it provides pupils with an overview of the last 1000 years, drawing on their knowledge from KS3. We teach this chronologically (to help with the formation of a narrative – stories are "psychologically privileged"). However, we do nest the Impact of Empire depth study within the Migration thematic study because it draws on knowledge of migration in the 1600s (e.g. Lascars and Ayahs), deepens this knowledge, and then provides context for the later part of the migration course (e.g. knowledge of empire helping with commonwealth migration). This also keeps the course chronologically structured. Our Spitalfields case study comes at the end of the Migration course because it is essentially an in depth example of migration from the last 1000 years so pupils can use their overview knowledge to make sense of this.</p>	
	<p>- The migration depth study requires overview knowledge of Britain from 1000-2000 which pupils study at KS3. It also requires secure chronological frameworks, which we aim to develop at KS3.</p>		How does the KS4 Curriculum					

<p>consequences of key Cold War Crises.</p> <ul style="list-style-type: none"><li>• Make inferences from historical sources.</li><li>• Use sources to debate a statement.</li><li>• Construct written arguments.</li></ul>	<p><b>build on previous learning at KS3?</b></p>	<ul style="list-style-type: none"><li>- The majority of written tasks at KS4 draw on the conceptual reasoning and writing techniques developed in KS3 (e.g. causation, change and continuity, similarity and difference).</li><li>- Students study historiography in Year 11, which builds on pupils' encounters with contrasting historical interpretations in Year 8.</li><li>- Students continue to work on making inferences from sources, a "skill" that is developed throughout KS3.</li></ul>	
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