

# An Overview of the GCSE Curriculum at GCSE History – Hand, Heart and Head

## Paper 1: Understanding the Modern World

### Section A: Period Study

#### Germany 1890-1945 Democracy and Dictatorship

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.

Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

#### Part one: Germany and the growth of democracy

- Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.
- Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.
- Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.

**Head** – Knowledge of events in the development of democracy

**Heart** – understanding of motives and feelings of various social groups both opposed to and in favour of democracy. Empathise with the anger of many Germans at the terms of Treaty of Versailles and at economic hardship caused by World War I and Wall Street Crash

**Hand** – drawing inferences on the utility of sources and debate key issues such as the threats to democracy

**Links:** Place Germany industrial development and growth as world power in context of studies in year 9 on British Empire and industrial revolution. Linking this to help understand the tensions caused in Germany by the process of industrialisation e.g. demand for greater democracy by working class shown in events of pre-war Germany and in Britain with events such as Peterloo Massacre. Link to be made between Weltpolitik and British Empire studied in year 9. Previous study of the growth of British Empire help students understand why Germany saw a need for its own Empire. World War I study in year 9 gives vital background to experience of Germany and consequences such as Treaty of Versailles and suffering caused by war.

#### Part two: Germany and the Depression

- The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal.
- The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.

- The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.

#### Head – Knowledge of Germany and the Depression

Heart – awareness of how the depression changed the attitudes and beliefs of many. Looking at how and why many felt anger with democracy and turned to extremist political parties

Hand – construct arguments and make judgements about the relative importance of factors e.g. fear of communism or appeal of Hitler and Nazi Party the most important reason electoral success of Nazi Party

Links: . Link to Cold War study in year 9 to help understand growth extremist Parties in Germany. Especially the perceived threat of Communism which was a major factor in both the cold War and Weimar Germany. Plus help students understand key concepts such as democracy and communism. Year 8 study of English civil War and year 9 help in understanding role of parliament and therefore Reichstag.

### Part three: The experiences of Germans under the Nazis

- Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.
- Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.
- Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.

#### Head – Knowledge of Nazi rule of Germany

Heart – awareness, empathy and understanding of various groups under Nazi rule. Both those that benefited and those that suffered. Develop understanding of how Nazis created an atmosphere of hate towards some groups and how we might learn from this to challenge prejudice

Hand – drawing inferences on the utility of sources. Make judgements and explain events

Links: Links can be made between previous studies and Nazis policy. For example, Year 8 Terrorism covered Suffragettes this can be linked to attitude towards women's role in Nazi Germany. Year 7 Medieval medicine Jews blamed by some for causing Black Death and link to deep historical prejudice that the Nazis were able to tap in to justify anti semitic policy. Terrorism module in year 9 can be linked to resistance to Hitler and Nazis. For example, Gun powder Plot and July Bomb Plot failed attempt to kill Hitler. Church and religion in Nazi Germany linked Year 8 Elizabethan module to understand why religion could be seen as a threat. EG Catholicism threat to Elizabeth because of allegiance to Pope rather than monarch and Catholicism / religion threat to Hitler because wanted people to see the Fuhrer as God like figure Link to all study in Key Stage 3 to bring out that Nazis were trying to establish a NEW form of government with control through ALL aspects of life to create totalitarian state.

## Section B: Wider World Depth Study

### Conflict and tension in Asia, 1950–1975

This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers the role of nationalist movements in causing and sustaining conflict. It focuses on the causes and events of the Cold War in Asia and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose. 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.

#### Part one: Conflict in Korea

- The causes of the Korean War: nationalism in Korea; US relations with China; the division of Korea; Kim Il Sung and Syngman Rhee; reasons why the North invaded the South in June 1950; US and the UN responses; USSR's absence from the UN.
- The development of the Korean War: the UN campaign in South and North Korea; Inchon landings and recapture of South Korea; UN forces advance into North Korea; reaction of China and intervention of Chinese troops October 1950; the sacking of MacArthur.
- The end of the Korean War: military stalemate around the 38th Parallel; peace talks and the armistice; impact of the Korean War for Korea, the UN and Sino-American relations.

**Head – Know the causes of the conflict in Korea, including: Korean Nationalism, the Cold War, US relations with China and USSR and reaction by UN. Understand how the war then unfolded and how it ultimately ended in stalemate**

**Heart – Empathy towards the suffering faced by combatants and civilians. Aware of impact of war on relations between China, USSR, North Korea and US. Sensitivity towards on-going issues brought about by this conflict.**

**Hand – Analysing evidence; considering arguments; discussing the key aspects of the conflict.**

**Links: In Year 9 pupils study the Cold War in the broader context of the Twentieth Century. Here they should have developed an understanding of how a war can be 'cold'. Also, relevant learning from Year 9, is that pupils should have formed the *broad* notion that people are prepared to fight and die for an idea (the Peterloo Massacre, studied towards the end of the unit **Ideas, political power and Industry: Britain 1745-1901**)**

#### Part two: Escalation of conflict in Vietnam

- The end of French colonial rule: Dien Bien Phu and its consequences; Geneva Agreement, 1954; civil war in South Vietnam; opposition to Diem; the Vietcong – aims, support, leadership and guerrilla tactics and Ho Chi Minh.
- The US involvement: the Domino Theory; intervention under Eisenhower and Kennedy; Strategic Hamlets programme.
- Johnson's War: the Gulf of Tonkin; the US response to Vietcong tactics; the mass bombing campaign; demands for peace and growing student protests in the USA; My Lai and its public impact; Search and Destroy tactics and impact; the Tet Offensive and its consequences for the war.

**Head – Understand how French involvement in Vietnam led to US involvement. Know the consequences of the Domino Theory. Comprehend how US involvement escalated and how this played out domestically in America**

Heart – Sensitivity towards the suffering of civilians in Vietnam, especially during the Search and Destroy era of US involvement and the implications of this (My Lai). Perhaps some awareness of the reasons for US involvement with regards to the US antipathy to communism.

Hand – Assessing sources; consideration of larger issues involved in the conflict through pieces of synoptic written work; the ability to give an account of events.

Links: As above in relation to the Cold War. Also, however, In Year 8 pupils look at the development of the British Empire, and empires in general. This, when tied in with the study of the First World War and imperial decline post-WW2, will give them a broader background on the conflict in Vietnam.

## Part three: The ending of conflict in Vietnam

- Nixon's War: Vietnamisation; chemical warfare; bombing campaign of 1970–1972; relations with China; widening of the war into Laos and Cambodia.
- Opposition to war: Kent State University; the importance of the media and TV in influencing public opinion; the context of the Watergate affair.
- The end of the war: the Paris Peace talks; the role of Kissinger; the US withdrawal; fall of Saigon; the price of conflict; problems of Vietnam in 1975.

Head – Know why Vietnamisation (and the subsequent broadening of the war) was a policy which had to be followed by the US government by 1970; understand the reasons why opposition to the war grew during this time; comprehend the key reasons for the ending of the war and the key impacts the war had.

Heart – Empathy towards the experiences of the US service personnel. Aware of impact of TV on public opinion (and public opinion's impact on government policy). Sensitivity to the consequences of the war, both in Vietnam and the US

Hand – Comparing and analysing sources and interpretation; assessing arguments on the most important reasons for the war's end; discussing the key features of the opposition movement.

Links: In Year 9 pupils examine life in 1920s America. This will give them a sense of America's rising importance as a global power throughout the middle years of the twentieth century. Provides a backdrop to the shock of failure in Vietnam.

## Britain: Health and the People, c1000- present day.

This Option enables students to understand how medicine and public health developed in Britain over a long period of time. The study will focus on the main change factors: war, religion, government, science, the role of the individual, and how they worked together. Students will develop an understanding of the causes, consequences and significance of change, as well as the resulting progress.

Links to prior learning: This unit builds on Key Stage 3 curriculum where students undertook two breadth studies. They will also be building on the exam skills that were built into the lower school curriculum and will be further embedded at KS 4.

### Part one: Medicine stands still

- **Medieval medicine:** Students will learn about the world of medieval medicine. They will cover the training of physicians in universities and investigate the ideas and practices of medieval medicine (including some Greek and religious ideas). They will look at how treatments used were based on these ideas

- **Medieval medicine and progress:** Students will learn about the impact of Christianity and Islam on medicine. Students will investigate surgery in medieval times, ideas and techniques. Students learn about: the treatment of wounds, the view of pus, Hugh and Theodoric of Lucca's ideas about surgery and the textbooks Lucca wrote to explain their theories
- **Public Health in Medieval times** They will investigate the role of towns and monasteries in the provision of public health. Students will assess the impact of a major pandemic – the Black Death. Links will be made to Covid. Students revisit a **topic first investigated in Year 7** and are presented with more complex source material to help embed their understanding.

**Head – Knowledge of how medicine was practiced in Medieval England. Learning key terms relevant to the unit and starting to understand the key concepts in the history of medicine**

**Heart – awareness of the impact of Christianity and Islam on the development of medicine. Assessing the impact of plague and showing empathy, Linking this to the problems of pandemics today. Are reactions fundamentally similar?**

**Hand – drawing inferences on the utility of sources; creating chronological overviews. Compiling organized revision notes.**

**Links to Year 7 Medieval realms topic. This gives students an understanding of the concept of change and continuity, as medieval times represented a continuation of medical beliefs from the ancient world, but also saw a change as the church became dominant in religious thought.**

## Part two: The impact of the Renaissance

- **The Renaissance:** the challenge to medical authority in anatomy, physiology and surgery – a study of the work of Vesalius, Paré, William Harvey and the opposition to change that they faced. **Students will refresh their Year 8** knowledge on the significance of the Break with Rome.
- **Dealing with disease:** students develop an overview of traditional and new methods of treatment in the early modern age. It is also a chance to study the Great Plague. Students can look at the consequences of the Great Plague in terms of social/ economic impact. They will then go on to study the development of hospitals.
- **The prevention of disease:** inoculation and Edward Jenner's development of the first effective vaccination. Students learn about the work of Edward Jenner. They consider how he came to his discovery and his understanding of how his discovery worked

**Head – knowledge of the factors that resulted in the Medical Renaissance. Recognising the significant contribution that individuals have made.**

**Heart – Understanding the challenges faced by those who questioned traditional ideas. Showing empathy and considering how different groups responded to change. Analysing the impact that the break in the Church had on society and appreciating why there was resistance to change when fundamental values are challenged.**

**Hand - Students can also develop their ability to compare two events or two developments, such as the Great Plague with the Black Death. This will enable them to evaluate the extent of progress; for example, Lord Mayor's Rules.**

**Annotated sources and interpretations. Exam practice of source skills and the comparative question**

**Links to the year 8 knowledge of Renaissance ideas. Revisits the concept of change and continuity as some brilliant individuals drove forward new thinking about medicine and began to challenge the church, however most every day practice of doctors was still rooted in the ideas of ancient Greek and Roman thinking.**

## • Part three: A revolution in medicine

- **Revolution in surgery and the Germ theory** – students consider how the battle to combat pain, pus and blood in surgery was won. They will assess the role of significant individuals. The Germ theory and its impact on disease in Britain – an assessment of the role of Pasteur. The key aspect is the impact on Britain of germ theory. Germ theory is important in the 19th century debate on public health in towns and in surgery. Central to understanding the impact of germ theory is an understanding of the role that Lister's techniques played. They will also consider how medicine progressed through the work of Koch and Ehrlich
- **Public Health in Britain** -students will study the impact of industrialisation on public health in England. They will analyse the government move from laissez faire to intervention and examine the impact of the cholera epidemic as well as the role of significant individuals. **Students revisit some of their Year 9 work and link back to their prior knowledge on the impact of industrialisation and how it acted as an agency for change.**

**Head – understand the impact that the Industrial Revolution had on British life and appreciate how disease acted as an agent for change**

**Heart – empathy for those who faced surgery in the nineteenth century. Empathy for the challenges people faced in the nineteenth century towns**

**Hand – construct substantiated analyses about historical change and continuity, diversity and causation. Practise exam skills particularly constructing an explanation. Inference - what can you work out from evidence presented to you?.**

**Links to Year 9, with students re-visiting knowledge of characters like John snow, who pushed medical development forward by proving the link between water and cholera. The concept of cause and consequence is developed, with factors for change emerging, like the pressure of scientific discovery forcing governments to begin a move away from the laissez-faire approach to public health.**

## Part four: Modern medicine

- **Modern medicine and disease:** students will undertake a case study of drug development. This will be an opportunity to assess different factors that were at work and the links between them. Students bring this study up to date and learn about modern problems, such as: drug development and safety (e.g. Thalidomide) ; resistance ; research and development, costs and profits
- **The impact of war and technology on surgery:** Students learn about the impact of war and technology on different aspects of surgery. Students should consider the factors affecting modern techniques, such as: war, individuals, physics, chemistry, biology, rejection and cosmetic surgery.
- **Modern Public Health:** students investigate the importance of Booth, Rowntree, and the Boer War • the Liberal social reforms • the impact of two world wars on public health, poverty and housing. They then investigate the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and issues of healthcare in the 21st century

**Head – Knowledge of the complexity of the factors that resulted in change and how these were interlinked. An understanding of how medicine has been revolutionised in the last century**

**Heart – awareness of the how lives are affected by medical change – the positives as well as the negatives.**

**Awareness of self – how have these changes impacted on us as individuals.**

Hand –constructing an argument; making judgements; appraising sources. Inference - what can you work out from evidence presented to you?

Links to earlier parts of the course as the focus becomes one of factors – war, technology, individual genius, communication etc... Students explore the concept of significance and make reasoned judgements, building on investigative skills from years 7 to 10 where reasoned judgement and evidence is promoted above assertion and description.

## Paper 2: The British Depth Study Elizabethan England, c1568–1603

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

### Part one: Elizabeth's court and Parliament

- Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers.
- The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.

**Head** – Knowledge of how Elizabeth exerted her authority; understanding that her relationship with the nobility was changing from that of earlier Tudors.

**Heart** – awareness of differing opinions on whether Elizabeth followed her decisions or whether she had to bend to the will of the nobles. Understanding change and continuity

**Hand** – analysis of sources; making judgements

Links to Year 8 work on the Tudors, revisiting the Golden Age of Elizabeth. And also the Civil war with the concept of the balance of power between crown and parliament. Source work links to topics from year 7 to 10 where students gather evidence from a range of sources.

### Part two: Life in Elizabethan times

- A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre.
- The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem.
- English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh.

**Head** – knowledge of the factors that create the idea of a Golden Age

**Heart** – Understanding the economic and social suffering of the people of England

**Hand** – the skill of balancing evidence – golden age versus age of poverty; modern monarch versus old ideas

Links to Year 8 investigation into Tudor poverty and into the wider medicine course knowledge of public health through the ages.

### Part three: Troubles at home and abroad



- Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.
- Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact.
- Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.

**Head – understand the differences between the Catholic & Protestant religions; knowledge of the four Catholic plots to remove Elizabeth from the throne**

**Heart – empathy for the decisions Elizabeth had to make – punish a rival to the throne or spare the life of her cousin; appreciating the link between cause & consequence**

**Hand – crafting judgements based on evidence; debating with peers, for example examining the factors that led to failure of the Armada**

**Links – re-visits year 8 religious change topic and the key concepts of cause and consequence, change and continuity which are threaded throughout the GCSE course.**

## Part four: The historic environment of Elizabethan England

The historic environment is 10% of the overall course, which equates to approximately 12 hours out of 120 guided learning hours.

Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Elizabethan England.

There is no requirement to visit the specified site. Teachers may wish to visit a similar site in their locality to inform their teaching, however no reward will be given in the assessment for visiting the specified site or any other site.

The study of the historic environment will focus on a particular site in its historical context and should examine the relationship between a specific place and associated historical events and developments.

Students will be expected to answer a question that draws on second order concepts of change, continuity, causation and/or consequence, and to explore them in the context of the specified site and wider events and developments of the period studied.

Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period. Sites will also illuminate how people lived at the time, how they were governed and their beliefs and values.

**Head – Knowledge of the key features of the historical location under investigation**

**Heart – awareness of the contextual historical features of society that are represented in the historical environment; interaction and mastery of the key historical concepts of cause and consequence, change and continuity**



Hand – synthesising evidence from a wide range of sources; constructing an argument; making judgements; appraising sources; relating findings to typicality of the period under study

Links – to all areas of the GCSE course by bringing together all key skills – extrapolating knowledge from sources; being able to synthesise arguments from a wide range of evidence; communicating clearly in a structured way; making well-reasoned judgements giving examples of supporting evidence.

The following aspects of the site should be considered:

- location
- function
- the structure
- people connected with the site e.g. the designer, originator and occupants
- design
- how the design reflects the culture, values, fashions of the people at the time
- how important events/developments from the depth study are connected to the site.

Students will be expected to understand the ways in which key features and other aspects of the site are representative of the period studied. In order to do this, students will also need to be aware of how the key features and other aspects of the site have changed from earlier periods.

Students will also be expected to understand how key features and other aspects may have changed or stayed the same during the period.

The numbers in the brackets below further relate to other parts of the depth study for which the historic environment is relevant.

The historic environment can be explored through the examination of Elizabethan buildings such as Tudor manor houses and their gardens (Part two), theatres (Part two) and wider historic environments such as villages, towns and cities (Part two). Equally key historic developments and events such as voyages and trade (Part two), revolts (Parts one and three), and battles (Part three) were shaped by the historic environment in which they took place.