

Key Stage 4 AQA Course for Year 11

<p>Curriculum Aims</p> <ul style="list-style-type: none"> ▪ To encourage independent learners, listeners and thinkers ▪ To provide enjoyable courses, that will stimulate interest and enthusiasm in the subjects ▪ To provide a truly embedded, diverse curriculum, committed to exploring different perspectives from the past. ▪ To challenge prejudice and to address the moral issues thrown up by any study ▪ To provide the questions to assist students in developing skills of analysis and argument – both oral and written ▪ To guide students in opening their minds to alternative ideas and outcomes ▪ To ensure students achieve to the best of their ability ▪ To assist students in the discovery and understanding of the world that is constructed around them 	<p>What will you see in History lessons?</p> <ul style="list-style-type: none"> ▪ Motivated teachers delivering topics that they are passionate about ▪ Students will build on skills that they have developed in key stage three ▪ A range of resources, from pictures to video clips, to contemporary material being analysed ▪ Students testing interpretations with precise knowledge they have gained ▪ Sources being analysed and evaluated to identify their utility ▪ Learners engaged with discussion and debate ▪ A range of assessment methods, to find out not just if students have retained knowledge, but also to enable students to show the opinions they have developed about the past ▪ Students engaged in a range of learning activities that will stimulate their thinking. This can range from role play, to comprehension, to evidence organisation ▪ Learning is focused around getting students to independently explore material, produce balanced, detailed arguments and form conclusions. 	<p>What will you see in students' History books?</p> <p>Written responses - Most students' work is focused around taking the knowledge that they have learnt and applying it to the bigger questions in history to formulate well thought out, balanced responses.</p> <p>Creativity - Students will produce a range of materials that show their learning through creative mediums. This could be some prose form a hero of history, a storyboard of events or a pictorial representation of their understanding</p> <p>Annotations - Students will be encouraged to explore source material and annotate them to highlight the key meanings</p> <p>Exam Focus - Students will undertake a range of practice questions. They will have guided support in how to understand GCSE mark schemes and be able to reflect on progress through self and peer assessment.</p>
<p>Curriculum Content and sequencing</p> <p>Year 10 Medicine in Britain: This unit includes medieval to present day medical developments in beliefs about the cures of diseases; improvements in anatomical knowledge; factors that caused change; an exploration of surgery and the growth of public health. Elizabethan England: Students will explore life in Elizabethan times; her Court and Parliament, the explorers, education and leisure, enemies abroad and at home. They also have an Historic Environment study, this year focused on Kenilworth Castle</p> <p>Year 11 Conflict in Asia 1950-75: In this unit students look at the causes, events, impact and opposition to the Korean and Vietnam War.</p>	<p>What formative assessment will you see in History?</p> <p>At the end of each unit students shall sit a practice paper, based on GCSE-style questions.</p> <p>Students are given a History Handbook and set quizzes based on that. At the end of each unit students shall sit a practice paper, based on GCSE-style questions. Students are taken through the mark schemes and given opportunities to put their understanding into action through peer assessment. Following feedback, all students are asked to reflect on their learning and set targets and action points for the future.</p> <p>Paper 1: Modern World - A two-hour exam, made up of 10 questions (5 on Germany, 5 on Conflict in Asia) worth 50%</p> <p>Paper 2: Shaping the Nation - A two-hour exam, made up of 8 questions (4 on Health, 4 on Elizabethan England) worth 50%</p>	<p>What is the faculty currently reading and discussing and why?</p> <p>One colleague has been reading Graves' work on Elizabethan parliament, which is adding to broader understanding of how this institution began to seek out broader powers, which we see emerge in the Stuart period and into the Civil War.</p> <p>Colleagues are listening to podcasts and discuss the varying topics and issues relevant to the course, to ensure that we are keeping up to date with current thinking, whilst also broadening our knowledge beyond the topics we teach.</p>

<p>Modern Depth Study - Germany 1890-1945: Students explore the rise and fall of the Kaiser, the Weimar Republic; the creation of a dictatorship under Hitler; what it was like to live in Nazi Germany.</p>		
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