

**KS4 Curriculum Intent**

The intent of this curriculum is to provide students with a comprehensive understanding of the pivotal events in America and Europe that influenced the societal, economic, and political landscapes of the 20th century. This historical journey aims to foster critical thinking, analytical skills, and a nuanced appreciation of the interconnectedness of global events.

KS4 Curriculum Overview

Topic 1	Topic 2	Topic 3	Topic 4
GCSE Paper 1 Section A: USA 1920-73 1930's and Post War USA	GCSE Paper 1 Section B: Cold War Origins, Development, and Transformation of the Cold War	GCSE Paper 2 Section A: Health and the People c.1000-present day Medieval, Renaissance, Industrial, and Modern Medicine	GCSE Paper 2 Section B: Norman Conquest 1066-1100 Conquest, Control, and Change in England

Key Question

How and why did events in Europe and America shaped 20th century society, economy, and politics?	How and why did events in Europe and America shaped 20th century society, economy, and politics?	How and why did events in Europe and America shaped 20th century society, economy, and politics?	How and why did events in Europe and America shaped 20th century society, economy, and politics?
--	--	--	--

Key Vocabulary

1. Economic Depression 2. Lame Duck Months 3. Fireside Chats 4. Hoovervilles 5. Dustbowl 6. New deal 7. Bonus army 8. Alphabet agencies 9. McCarthyism 10. Rock and roll 11. Non-violent action 12. Protest 13. Civil rights 14. Violent action 15. New frontier 16. Great society 17. Feminism	1. Communism 2. Capitalism 3. Superpowers 4. Conference 5. Marshall plan 6. Berlin blockade 7. Iron curtain 8. Containment 9. Domino theory 10. Nuclear arms race 11. Space race 12. Proxy wars 13. Détente	1. Four humours 2. Galen 3. Hippocrates 4. Miasma 5. Bloodletting 6. Public health 7. Dissection 8. Printing press 9. Anatomy 10. Vaccination 11. Epidemic 12. Anaesthetic 13. Inoculation 14. Germ theory 15. Antibiotic 16. Welfare state	1. Succession 2. Claimants 3. Conquest 4. Witan 5. Shield wall 6. Feigned retreat 7. Motte and bailey castles 8. Harrying of the north 9. Rebellion 10. Feudal system 11. Taxation 12. Tithe 13. Trial 14. Hundred court 15. Forest law 16. Monastery 17. Reform 18. Parish 19. Romanesque 20. Benedictine
---	---	--	---



The knowledge you will need to recall:

How you will apply this knowledge:

This links to:

1

GCSE Paper 1 Section A: USA 1920-73: 1930's USA

You will learn about:

- The ways American society was impacted by the Depression
- How effective the New Deal was in combating the Depression
- How WWII impacted U.S society and economy

The skill focuses of this topic are change and continuity and cause and consequence. Students will apply their knowledge by:

- Explaining how American society was impacted by the Depression.
- Explaining how effective the New Deal was in combatting the Depression.
- Explaining how World War II impacted society and economy.

This unit builds on the content covered at the end of Year 9 on opportunity and inequality in the 1920's. You will link your knowledge of this to understand why Roosevelt won the election in 1932, and how he tried to combat societal and economic issues.

2

GCSE Paper 1 Section A: USA 1920-73: Post War USA

You will learn about:

- The Civil Rights Movement 1950-68
- The Black Power Movement 1960's
- The social policies of JFK and LBJ in changing American society
- The Feminist Movement of the 1960's and 70's

The skill focuses of this topic are change and continuity and cause and consequence. Students will apply their knowledge by:

- Explaining what happened during the Civil Rights Movement from 1950-60.
- Explaining what happened during the Black Power Movement of the 1960's.
- Explaining the ways JFK and LBJ's social policies changed society.
- Explaining how the feminist movements of the 1960's and 70's impacted women's rights.

This unit builds on the content covered in the previous half term where students continue to look at opportunity and inequality after 1945. By the end of this unit, you will determine whether the USA was a better, fairer society by the end of the 50-year period.

3

GCSE Paper 1 Section B Conflict and Tension between East and West, 1945–1972

You will learn about:

- How did the Cold War develop after the Second World War?
- The end of the Second World War leading to rivalry between the USA and the USSR including the dropping of the Atomic bombs and the creation of the Iron Curtain.

The skill focuses of this topic are cause and consequence and significance. Students will apply their knowledge by:

- Explaining why the Cold War started
- Explaining how the Cold War escalated between 1945-59

This unit builds on the themes covered in Year 9 of global conflict. You will deepen your knowledge and understanding of the Cold War you covered. You will link to knowledge covered in turning points of the Second World War.

4

GCSE Paper 1 Section B Conflict and Tension between East and West, development from 1950-1960?

You will learn about:

- The significance of events in Asia for superpower relations including the Korean and Vietnam Wars
- The role of rivalry causing tension including the arms race
- The easing and developing of tension including the U2 Crisis and its effects on the Paris Peace Summit and the peace process.

The skill focuses of this topic are cause and consequence and significance. Students will apply their knowledge by:

- Explaining how the Cold War spread in Asia
- Explaining how the Cold War developed in the 1950's
- Explaining how events in Cuba and Berlin escalated the Cold War
- Explaining how a détente was achieved by the 1970's

This unit builds on the key concepts of democracy and communism covered in the Global Conflict unit and the development of the Cold War. You will deepen your knowledge covered on the Vietnam War. It will link back to knowledge covered on the War in Afghanistan. You will be able to link back to knowledge of the Cold War in the 1950's in understanding the causes of tension in the 1960's.

5

GCSE Paper 2 Section A: Health and the People c.1000-present day: Medieval & Renaissance Medicine

You will learn about:

- The significance of individuals like Hippocrates & Galen in dominating beliefs about illness
- The similarities and differences between Christian and Islamic medicine
- The reasons public health was poor in the Medieval period
- The ways the Renaissance movement impacted Britain
- The ways people tried to treat and prevent disease in the 18th century

The skill focuses of this topic are change and continuity, significance, similarity and difference. Students will apply their knowledge by:

- Explaining how the ideas of Hippocrates and Galen dominated medieval medicine.
- Comparing the similarities and differences between Christian and Islamic medicine.
- Explaining the problems with public health in the Middle Ages.
- Explaining how people tried to treat and prevent disease in the 18th century.

This unit builds on the concept of society and its development introduced in Year 7 and carried throughout KS3. You will deepen your understanding of how society changed over 1000 years due to the contributions of individuals, public health, You will be able to link back to your knowledge of Medieval England to understand why medicine was hindered by the Church. You will also link back to the European Reformation to understand why progress was made.

6

GCSE Paper 2 Section A: Health and the People c.1000-present day: Industrial Medicine

You will learn about:

- The development of Germ Theory
- The ways surgery was revolutionised
- The improvements made to public health

The skill focuses of this topic are change and continuity, significance, similarity and difference. Students will apply their knowledge by:

- Explaining how the development of Germ Theory impacted the treatment of disease in Britain.
- Explaining how surgery was revolutionised in the Industrial period.
- Explaining what improvements were made to public health.

This unit builds on the concept of society and its development introduced in Year 7 and carried throughout KS3. You will deepen your understanding of how society changed over 1000 years due to the contributions of individuals, public health, You will be able to draw connections to your study of the Industrial Revolution to understand why British society was transformed.

The knowledge you will need to recall:

How you will apply this knowledge:

This links to:

1

GCSE Paper 2 Section A: Health and the People c.1000-present day: Modern Medicine

You will learn about:

- The way disease was treated in the modern period
- The significance of the wars in developing technology and surgery
- The ways public health changed in the 20th century

The skill focuses of this topic are change and continuity, significance, similarity and difference. Students will apply their knowledge by:

- Explaining how disease was treated in the modern period.
- Explaining how war and technology impacted surgery.
- Explaining the changes to public health in the 20th century.

This unit builds on the concept of society and its development introduced in Year 7 and carried throughout KS3. You will deepen your understanding of how society changed over 1000 years due to the contributions of individuals, public health, You will be able to draw connections from your study of the Welfare State in Year 9 to understand how this transformed public health in the modern period.

2

GCSE Paper 2 Section B: Norman England 1066-1100: Conquest You will learn about:

- Causes of Norman Conquest, including the death of Edward the Confessor, the claimants and claims.
- Military aspects: Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon and Norman tactics; military innovations, including cavalry and castles.
- Establishing and maintaining control: the Harrying of the North; revolts, 1067–1075; King William's leadership and government; William II and his inheritance.

The skill focuses of this topic are change and continuity and significance. Students will apply their knowledge by:

- Explaining why the Norman Conquest happened
- Explaining how William was able to become King of England
- Explaining how William was able to maintain control of England

The Norman GCSE unit revisits a number of the key themes explored in the Year 7 curriculum regarding life in medieval Britain. Firstly, it revisits the knowledge of Anglo-Saxon England and the Viking invasions to understand the nature of English kingship at this time and the predicament England was left in by Edward the Confessor's death. Secondly, it also revisits a number of political elements of conquest such as the use of castles, how the crown dealt with rebellions and the feudal system

3

GCSE Paper 2 Section B: Norman England 1066-1100: Life in England You will learn about:

- Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as ordeals, 'murdrum'; inheritance; the Domesday Book.
- Economic and social changes and their consequences: Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life; Forest law

The skill focuses of this topic are change and continuity and significance. Students will apply their knowledge by:

- Explaining how the Normans changed feudalism and government
- Explaining how the Normans changed social and economic life

This unit revisits the social and economic changes taught during the Year 7 curriculum in more detail. In particular, the focus on William's motivations for the balance he struck between change and continuity.

4

GCSE Paper 2 Section B: Norman England 1066-1100: Church & Monasticism

You will learn about:

- The Church: the Anglo-Saxon Church before 1066; Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals; Church organisation and courts; Church-state relations; William II and the Church; the wealth of the Church; relations with the Papacy; the Investiture Controversy.
- Monasticism: the Norman reforms, including the building of abbeys and monasteries; monastic life; learning; schools and education; Latin usage and the vernacular.

The skill focuses of this topic are change and continuity and significance. Students will apply their knowledge by:

- Explaining how the Normans impacted the Church in England
- Explaining how the Normans impacted the monasteries and education

This unit provides the students with an in-depth study of the practical ways in which kings changed religious practice to fit their own political needs. This builds upon the different concepts of papacy, reform and secular control taught across the year 7 and 8 curriculum. In addition, there are links to be drawn regarding the power of religion which features in the Migration and Empires study.