



The History GCSE is made up of 3 exams:

- Paper 1: Warfare & British Society 1250 – present and London & the Second World War 1939 – 1945 (option 12, 30%)
- Paper 2: Anglo –Saxon and Norman England 1060 – 1088 and Superpower Relations & the Cold War (option 26/27, 40%)
- Paper 3: Weimar & Nazi Germany 1918 – 1939 (option 31, 30%)

Paper 1: Warfare and British Society 1250 - Present				
Topic	End of topic test	Yr 10 Mock	Yr 11 Mock	Yr 11 Exam
Medieval 1250 - 1500				
The Nature of Warfare: Composition of the army, weapons & tactics and the decline of the Knight.				
The experience of War: Recruitment & training, impact on civilians – feudal duties & army plunder.				
Case studies: The Battle of Falkirk The Battle of Agincourt				
Early Modern 1500 - 1700				
The Nature of Warfare: composition of the army-change & continuity, weapons & tactics – the musket & pistol.				
The experience of War: Recruitment & training, New Model army and impact on civilians – recruitment & requisitioning.				
Case studies: The Battle of Naseby The Role of Oliver Cromwell				
C18 & C19th 1700 – 1900				
The Nature of Warfare: Composition of the army, change & Continuity - the decline of the cavalry, weapons & tactics – rifles, field guns, heavy artillery and mass production of weapons.				
The experience of War: Recruitment & training, Cardwell's army, impact on civilians - recruitment & recruitment & requisitioning, growth of the newspaper – Crimean & Boer Wars.				
Case studies: The Battle of Waterloo The Battle of Balaclava				
Modern Era 1900 – Present				
The Nature of Warfare: Continuity and change in the composition of the army – the logistics corp and bomb disposal, the impact of weapon developments – machine guns, chemical, nuclear, computers and Guerrilla.				

The experience of War: Recruitment and training – conscription, national service & women. Impact on civilians – The Home front, censorship & propaganda & the fear of nuclear war.				
Case studies: The Western Front The Battle of the Somme The Iraq War				
Environmental Study: London and the Second World War 1939 - 1945				
Historic Environment: London's role, significance as a target – port & industry				
Nature of attacks: Docks, industry Black Saturday, Deptford, types of bombs & disruption to daily life.				
London's response: The royal family, Cabinet War rooms, safeguarding & Dig for Victory.				
Historical Context: The Blitz, propaganda and censorship.				

Key Questions:
How much changed in the weapons and tactics used during this period?
What impact did this have on the composition of the army and the nature of warfare?
How much changed in the recruitment and training of soldiers during this period?
How much changed in the experience of war for civilians?
How much had the role of leader changed during this period?
What factors affected the extent of continuity and change during this period?
How much changed in the nature of and experience of warfare during this period?

Overview and types of exam questions			
Topic	No of Questions	Type & no of marks	Total No of marks
London & The Second World War	3	Describe (4) Sources - How useful (8) Source – development (4)	16
Warfare and British Society	3	Explain (4) Explain (12) How far (16 + 4 SPaG)	36

Key Factors:
Society
Science
Technology
Individuals
Industrial
Media/communication
Government

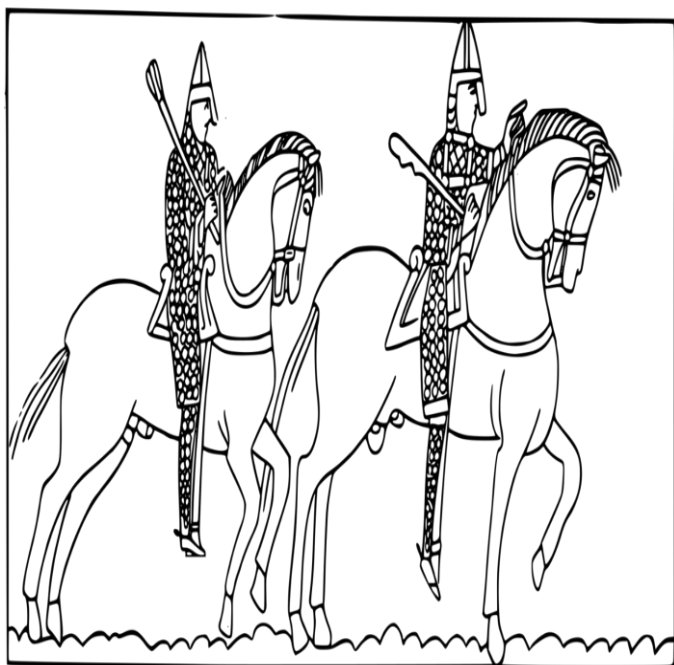


Paper 2: Anglo-Saxon and Norman England 1060 - 1088

Topic	End of topic test	Yr 10 Mock	Yr 11 Mock	Yr 11 Exam
Anglo Saxon Society: Monarchy and government, power of the monarchy, Earldoms, local government and the legal system.				
Edward the Confessor and the Succession: The house Godwin & their power, Godwin in Normandy, Tostig and the death of Edward.				
Claimants to the throne: William Duke of Normandy, Harald Hardrada, Edgar and Godwinson. The Witan, Battle of Gate Fulford & Battle of Stamford Bridge.				
The Norman Invasion: The Battle of Hastings, why did William Win?				
Norman Control: Submission of the Earls, Marcher Earldoms, Castles – key features and importance.				
Anglo Saxon Resistance: Revolts of Edwin & Morcar, Edgar the Aethling, rebellions in the north, Hereward the Wake & rebellion at Ely, Harrying of the North, landownership, How did William maintain power?				
Revolt of the Earls: Reasons & features of the revolts and the defeats and their impacts.				
The Feudal System and the Church: Feudal Hierachy, tenants in Chiefs & Knights, forfeiture, the church, Stigand, Lanfranc, economy & Williams Church reforms.				
The Norman Government: changes, limited use of Earls, Role of regents, Office of Sheriff & demesne, the importance of the forest & the Domesday book.				
The Norman Aristocracy: Culture, language & Bishop Odo				
William I and his Sons: The character and personality of William, his relationship with Robert, the revolt in Normandy, William’s death, William Rufus & the defeat of Robert & Odo.				
Superpower relations and the Cold War 1941 - 1991				
Origins & Early Tensions: Alliances, Tehran, Yalta, Potsdam, different ideologies – Stalin, Truman & Churchill, The Atomic bomb, The Long & Novikov telegrams & Soviet expansion.				
Development of the Cold War: Truman Doctrine, Marshall Plan, Cominform, Comecon, NATO, Berlin Blockade & airlift. The Formation of FRG and GDR.				
The Cold War: The arms race, Warsaw Pact, Hungarian uprising, Khrushchev’s response and International reaction.				

Cold War crisis points: Berlin, refugees, Summit meetings, The Berlin Wall, Kennedy, Cuba and the Cuban Missile Crisis, Test ban treaty, Outer space Treaty, the Nuclear Non-Proliferation Treaty, Czechoslovakia & The Prague Spring, The Brezhnev doctrine & international reaction.				
Reducing tension in the East & West: Détente, SALT 1, Helsinki, SALT 2, Intermediate-Range Nuclear force Treaty, Reagan & Gorbachev- The Afghanistan War, The Carter Doctrine, Olympic boycotts and The strategic defence Initiative.				
Collapse of Communism and the end of the Cold War: Gorbachev – Glasnost & Perestroika, The fall of the Berlin Wall, the collapse of the Soviet Union & the Warsaw Pact.				

Overview and types of exam questions			
Topic	No of Questions	Type & no of marks	Total No of marks
Superpower relations & the Cold War	3	Explain (8) Analysis (8) Explain (16)	32
Anglo Saxon & Norman England	3	Describe (4) Explain (12) How far (16)	32



Paper 3: Weimar, Rise of Hitler and the Nazi Germany 1918 - 1939				
Topic	End of topic test	Yr 10 Mock	Yr 11 Mock	Yr 11 Exam
The Weimar Republic				
Origins of Weimar Republic and early problems: Impact of WW1, armistice, stab in the back, problems in Germany, setting up, the constitution, first period of crisis – Spartacists, Freikorps, Kapp Putsch, Invasion of the Ruhr & hyperinflation and the Munich Putsch				
Recovery and the Golden Years: LEAPS - Stresemann, the Rentenmark, Dawes & Young Plan, Locarno Pact & Kellogg Briand Pact – joining the League of Nations, changes to society – women, architecture, art and culture.				
Failures of the Weimar Republic: Impact of the depression, failures of the coalition governments, rivalry of Von Papen and Von Schleicher				
Rise of Hitler				
Early years of the Nazi Party: Hitler's political career, 25 point programme & setting up the NSDAP, role of the SA and the Munich Putsch				
The Wilderness or 'Lean' Years: Consequences of the Munich Putsch, reorganising the party, Mein Kampf & The Bamberg Conference				
Hitler becomes Chancellor: DR C WHIP, how Hitler uses the depression, growth/threat of the communists, propaganda & ideas and policies				
How did Hitler consolidate his power & become Fuhrer: The Reichstag Fire, Enabling Act, Night of the Long Knives, death of Hindenburg, Hitler becomes Fuhrer & army swear oath of loyalty.				
Nazi Germany				
The Police state and control: TIPS – Structure, terror, Incentives and Propaganda				
Life in Nazi Germany: Policies towards women, the Youth, the church, art, sport and workers				
Employment and Economy: How did the Nazis reduce unemployment? The standard of living				
The persecution of minorities: Nazi racial beliefs, treatment of minorities, persecution of the Jews – boycott, Nuremberg Laws & Kristallnacht.				

Overview and types of exam questions			
Topic	No of Questions	Type & no of marks	Total No of marks
Weimar, Rise of Hitler & Nazi Germany	6	Sources – inference (4) Explain (12) Sources – how useful (8) Sources – interpretations (4) Sources – interpretations (4) How far + SPaG (20)	52

Expectations for your work in History

- You must make sure that you bring all the needed **equipment** to every lesson
- Please look after your folder and ensure it is organised and up to date.
- **Homework** must be completed and handed in on time in **paper** form unless otherwise requested.
- If you cannot print your homework it **MUST** be emailed to your teacher at least 24 hours before your homework deadline. Homework emailed after this will not be printed.
- If you absent you **must** ensure that you catch up with any work missed



Always take pride in your work!

Improve your writing in History...

<p style="text-align: center;">Giving examples...</p> <p><i>For instance... Such as...</i> <i>...as can be seen ...as is shown by</i> <i>Take the case of... This can be proven by...</i></p>	<p style="text-align: center;">Contrasting...</p> <p><i>However... On the other hand...</i> <i>...although... despite this... on the contrary...</i> <i>Instead... As for... ...whereas</i></p>
<p style="text-align: center;">Changing the topic....</p> <p><i>Turning to... As regards.... With regard to...</i> <i>Concerning... As far as...</i> <i>is concerned... Moving on to...</i> <i>Now to consider... By contrast...</i></p>	<p style="text-align: center;">Emphasising..</p> <p><i>Mainly... Mostly... Usually...</i> <i>Unfortunately... Mostly..</i></p>
<p style="text-align: center;">Cause and effect ...</p> <p><i>so... As a result of... ...because...</i> <i>This meant that... Due to the fact that... ...due to...</i> <i>...therefore... ...caused... This caused...</i></p>	<p style="text-align: center;">Listing points...</p> <p><i>Firstly, secondly, finally... To begin with... On top of this... In addition to this... More importantly... In addition... ...and... ...also... ...as well... Furthermore... Another... Not only...but also...</i></p>
<p style="text-align: center;">Comparison...</p> <p><i>Compared with... Similarly... In the same way...</i> <i>Likewise... Equally... As with... ...are similar in that...</i></p>	<p style="text-align: center;">Concession....</p> <p><i>Although... While it is true that... Despite the fact that... In spite of... Despite this... However...yet... Still... Nevertheless...</i></p>
<p>Summing up...</p> <p><i>In conclusion... In summary... To sum up... Overall... On the whole... In short... In brief... To conclude... So, to round off</i></p>	



Question overview

Paper 1 assessment overview:

	Total marks	Assessment objective	Question description	Example question stem
1	4	AO1	Description of features	Describe two features of...
2a	8	AO3	Analysis and evaluation of source utility	How useful are Sources A and B for an enquiry into...?
2b	4	AO3	Framing historical questions	How could you follow up Source [A/B] to find out more about...?
3	4	AO1/AO2	Comparison of similarity and/or difference (over time)	Explain one way in which xxxx was similar to yyyy
4	12	AO1/AO2	Explanation of the process of change	Explain why... + <i>two stimulus points</i>
5/6	16 + 4 SPaG	AO1/AO2	Judgement relating to one of the following: the extent of change; patterns of change; process of change; impact of change	'[Statement.]' How far do you agree? Explain your answer. + <i>two stimulus points</i>

Paper 2 assessment overview:

	Total marks	Assessment objective	Question description	Example question stem
1	8	AO1 AO2	Explanation of consequences	Explain two consequences of...
2	8	AO1 AO2	Writing an analytical narrative	Write a narrative account analysing... You may use the following in your answer. + <i>two stimulus points</i>
3	16	AO1 AO2	Explanation of importance	Explain two of the following: The importance of...
4/5 (a)	4	AO1	Description of key features	Describe two features of...
4/5 (b)	12	AO1 AO2	Explanation of causation	Explain why... You may use the following in your answer. + <i>two stimulus points</i>
4/5 (c)	16 + 4 SPaG	AO1 AO2	Judgement relating to one of the following: causation, consequence, change, continuity, significance, similarity and difference	'[Statement.]' How far do you agree? Explain your answer. You may use the following in your answer. + <i>two stimulus points</i>

4.4 Paper 3

For Paper 3, students will see questions only on the option for which they have been entered.

Paper 3 assessment overview

	Total marks	Assessment objective	Question description	Example question stem
1	4	A03	Making inferences from sources	Give two things you can infer from Source A about...
2	12	A01 A02	Explanation of causation	Explain why... You may use the following in your answer. <i>+ two stimulus points</i>
3a	8	A03	Evaluation of source utility	How useful are Sources B and C for an enquiry into...?
3 (b)	4	A04	Analysis of interpretations for difference of view	What is the main difference between the views?
3 (c)	4	A04	Explanation of a reason for a difference of view	Suggest one reason why Interpretations 1 and 2 give different views about...
3(d)	16 + 4 SPaG	A04	Evaluation of a historical interpretation	How far do you agree with Interpretation [1/2] about...?

SPaG

Performance	Mark	Descriptor
No marks awarded	0	<ul style="list-style-type: none"> The learner writes nothing The learner's response does not relate to the question The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning
Threshold performance	1	<ul style="list-style-type: none"> Learners spell and punctuate with reasonable accuracy Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall Learners use a limited range of specialist terms as appropriate
Intermediate performance	2-3	<ul style="list-style-type: none"> Learners spell and punctuate with considerable accuracy Learners use rules of grammar with general control of meaning overall Learners use a good range of specialist terms as appropriate
High performance	4	<ul style="list-style-type: none"> Learners spell and punctuate with consistent accuracy Learners use rules of grammar with effective control of meaning overall Learners use a wide range of specialist terms as appropriate

How do we revise for history?



Three common revision techniques that are **LEAST** effective in helping you revise are:

- Highlighting texts
- Re-reading
- Summarising text



Whilst these methods may feel like you are revising, there are many better methods to help you revise.

Flashcards

Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others.



Post its can be also useful for key words and timelines

How to use in history

There are a variety of ways to use flashcards in revision for the skills you need

Key Terms

Create for key words and terms



Causation

Create for the causes of events or progress



Judgments

Create an agree or disagree argument against a quote



Narrative

Create to show a narrative of events in order



Using Flashcards

Using the Leitner Method, using the video below <https://youtu.be/C20EvKtdJwQ>



You can also create excellent flashcards online or on your phone using Quizlet which also had an app.



Retrieval Practice

Testing what you know is a powerful tool in revision, the effort to remember something really strengthens your memory

Apps such as Memrise and Quizlet allow you to use or create your own quizzes based on topics.

Create them, test yourself or get someone to test you, it's works!

How to use in history

Spaced

Test on old and new topics mixed up

Knowledge Organisers

Use to create 'must know' quizzes for a topic

Factors/Causes/Consequences

To identify 2-3 factors, causes of an event/person e.g. The rising against Tostig

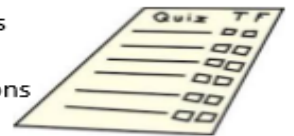
Examples

'Give two examples of.....'

Types

There are a number of types you can create:

- Multiple Choice Questions
- True or False
- Short Explanation Questions
- Odd One Out
- If this is the answer then what is the question



Transform It

Graphic organisers are a great way of 'transforming' your notes/information into visual revision topics.

They can be used to create links, show a narrative, identify the causes/consequences and importance of something.

How to use in history

1. **Causation** – Create a visual flow diagram of the chronological events in a time period e.g. American West
2. **Change and Continuity** – Create a Venn diagram to show what changed and did not in medical time period
3. **Concept Mapping**– At the end of a week, mind map all you can remember about a topic and link area together. Then add to your mind map using a different colour using notes

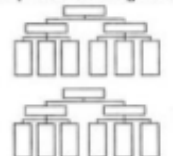
Venn Diagram



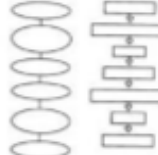
Sequential Thinking Model



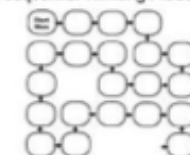
Sequential Thinking Model



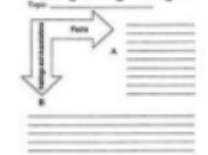
Chain



Sequential Thinking Model



Thinking at Right Angles



Spider Map



Web

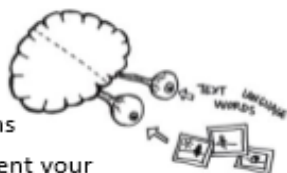


Mind Map



How to:

1. Use simple drawings with matching simple descriptions
2. The drawing should represent your understanding of the topic
3. Try to draw links between images



Dual Coding

Dual coding' is the method of putting your knowledge into visual form alongside words. It increases the chances of you remembering it.



An example activity you can do its creating a comic strip to represent the events of the Battle of Hastings

How do we revise for history?

Deliberate Practice

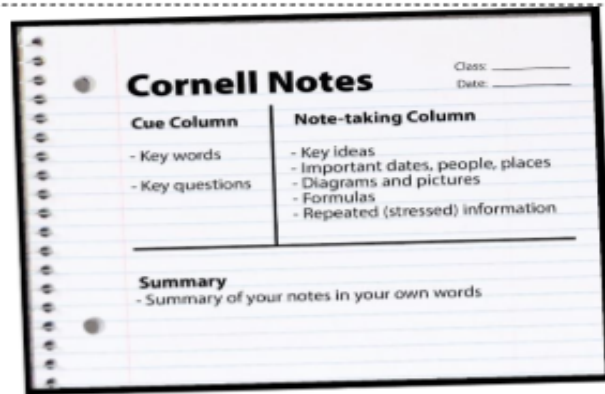
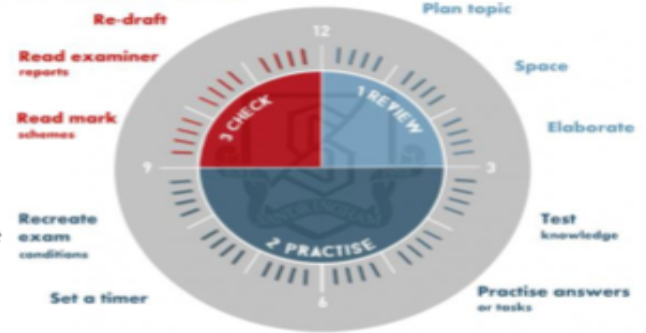
Set aside time to practice improving your knowledge or historical skills. Choose what you need to do, it must be tough enough to challenge you, and practice, practice, practice!

You should focus on something that you are *almost* able to do but *not just yet!*

How to use in history

1. Use a model answer from the teacher, pull it apart and identify the key parts. Then answer a similar question and try to replicate
2. Study material, complete practice questions in timed conditions. Then use your notes to correct / improve your answer. A week later, redo a similar question. Repeat as necessary.

THE MEMORY CLOCK



The Cornell Method

This method can be used in your revision books as a great method to get you to 'think' about your revision. Simply split your page into 3 sections as shown on the diagram on the left:



- Note Taking
- Cues
- Summary

How to use in history

Use it to summarise a whole topic or theme, for example

- How did medical treatment change or continue over time?
- Methods used by William to control England
- How Hitler became Dictator by 1934



Interleaving and Spacing

Don't revise your all topics in one go (cramming), you should revise 'chunks' of a topic for small amounts of time (15 minutes) and then move onto another 'chunk' from a different topic. This will improve your memory!

e.g. 15 minutes on Medicine, then Germany then American West

How to use in history

1. Create a revision plan to cover topics you need to cover (least confident first!) and then go back over them again later. Spread out your learning in small sections, 5 hours to 5 x 1 hour
2. Use your flashcards to self test yourself on old and new topics, self testing across these



The Big Picture

The best way to aid your understanding of history is to make sure you are confident with the big 'overview' story before you begin revising individual topics.



How to use in history

1. Create a timeline to identify the key events in a topic and colour code the themes. E.g. Westward Settlement and Indian Conflict in the American West
2. Mapping out what you can remember about a topic before you start, e.g. The treatment of disease through time or the Weimar Republic 1919-1929

The basics

Simply, make sure you eat, sleep and take time out!



Limit distractions



Find a nice space to revise in



The more you put in the more you get out!



Create and use a revision planner



Set an alarm and start early!



Revise, Repeat, Remember

