

Biddulph High School Curriculum Intent

To deliver a broad and enriching curriculum through engaging and challenging lessons that provide a wide range of opportunities for all students to achieve their potential.

Students will all be prepared to take their next steps in a diverse and ever changing future ready to make a positive contribution to society.

Through a broad programme of extracurricular activities students will have the opportunities to showcase their talents and experience new challenges.

We value individuals and all that they can offer as well as supporting each other with kindness and empathy.

Curriculum Intent for [History]:

Our aim in the History department is centred around placing students in an environment where they want to learn and can naturally discover their true interests and passions. We believe that studying History is an opportunity for students (through words, concepts and ideas) to interpret the world and to be architects of their own destiny. Immersion into the selected historical periods will allow students to come into contact with some of the greatest thoughts and actions of all time. Appreciating and celebrating the value of historical figures who have changed the course of History encourages us all to have conversations about how we can be better and shows what the best might be.

Students will be provided with opportunities to access historical scholarship and primary texts so that their knowledge is authentic and has integrity. By investigating the vast richness of the subject, students will be encouraged to make decisions about what is relevant to the ever-shifting “now”. We are committed through our curriculum to empowering our students with the necessary knowledge and skills for the future and to ensuring that History is a subject for all.

All teachers will follow the schemes of work provided by the department. This will ensure that all students receive the same high-quality provision. All units of work will provide a clear outline of the knowledge and skills required and assessments will ensure that this knowledge has been retained and that skills can be evidenced.

Teachers will ensure that gaps are closed through regular monitoring within the classroom. DINT activities will allow for interleaving and recap of previous learning. Misconceptions will be identified through effective questioning and the regular inspection of student work.

HISTORY Long Term Overview						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	World War One (causes and experience of trench warfare)	Rise of the Dictators (Stalin, Mussolini and Hitler)	Treatment of minority groups in Nazi Germany including the case study of the Holocaust	Making of Modern Britain 1950s/60s/70s	Making of Modern Britain 1950s/60s/70s	Medicine in the Ancient World
10	The Peoples Health c.1000-Present Day	The Peoples Health c.1000-Present Day	The Peoples Health c.1000-Present Day	Elizabethan England 1558-1603	Elizabethan England 1558-1603	Elizabethan England 1558-1603 (including AQA case study).
11	America 1920-1973	America 1920-1973	Conflict and Tension East V West 1945-1972	Conflict and Tension East V West 1945-1972	Conflict and Tension East V West 1945-1972 (plus revision)	Examinations/study leave
12 Unit 1D	Monarchs and Parliaments 1603-29	Monarchs and Parliaments 1603-29	Revolution 1629-49	Revolution 1629-49	Preparation on NEA	Preparation on NEA
12 Unit 2K	Introduction to the Great Powers 1890-1900	The Great Power Crises 1900-1911	The Great Power Crises 1900-1911	The coming of war 1911-1917	The coming of war 1911-1917	Preparation on NEA
13 Unit 1D	From Republic to restored and limited monarchy 1649-78	From Republic to restored and limited monarchy 1649-78	The establishment of a constitutional monarchy 1679-1702	The establishment of a constitutional monarchy 1679-1702	The establishment of a constitutional monarchy 1679-1702	Examinations/study leave
13 Unit 2K	End of WW1 and the peace settlements 1918-1923	Attempts at maintaining peace 1923-35	Attempts at maintaining peace 1923-35	The coming of war 1935-41	The coming of war 1935-41	Examinations/study leave

[HISTORY] Medium Term Overview			
Year 10	Autumn/Spring/Summer Term 1/2/3/4/5/6	Unit Title: The Peoples Health	No of Lessons: approx. 30
Overview	<p>The Peoples Health: This paper helps students understand the history of Britain and key events, people and developments which have shaped the nation. This paper covers the requirement to study a minimum of 40% British history. Students will have the opportunity to see how ideas and events in the wider world have affected Britain and shaped the course of the nation’s history, but the focus of the paper is British. This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.</p>		
Assessment	<p>Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE History specifications and all exam boards. The exams will measure how students have achieved the following assessment objectives:</p> <ul style="list-style-type: none"> • AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. • AO2: explain and analyse historical events and periods studied using second-order historical concepts. 		
Britain Health and the People c.1000-Present Day			
<u>Essential Knowledge (what must students know):</u>	<u>Essential Skills (what must students be able to demonstrate):</u>	<u>Lessons:</u>	
<p>Why has there been progress in the health of the British people?</p> <ul style="list-style-type: none"> • How and why has the pace and scale of medical development varied at different times? • What impact has medical progress had on people and society? • How and why have different factors been more important than others for individual medical developments? 	<p>Students will be able to:</p> <p>Question 1 tests the utility of a source (AO3). The source will either be visual e.g. cartoons, or written e.g. diary extracts. Students will need to use the content, provenance and their contextual knowledge in order to evaluate the usefulness of the source.</p>	<p>Part one: Medicine stands still</p> <ul style="list-style-type: none"> • Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness. • Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques. 	

<ul style="list-style-type: none"> • What is the significance of key individuals or events in the history of medical development? <p>Terminology:</p> <p>Students will study the importance of the following factors:</p> <ul style="list-style-type: none"> • war • superstition and religion • chance • government • communication • science and technology • the role of the individual in encouraging or inhibiting change. <p>KEY EVENTS/INDIVIDUALS/CONCEPTS</p> <ul style="list-style-type: none"> • Medieval hospitals • Medicine in the Islamic world • Medieval surgery – barber surgeons • The Black Death, causes and consequences • Who was John of Arderne? • What was the Renaissance period? • Vesalius, Pare and Harvey • The Great Plague • Quack Doctors • John Hunter and surgery • Edward Jenner • Florence Nightingale • C.19th Public Health – laissez-faire to reform • The development of the Germ Theory • Increase in number of vaccinations • Development of anaesthetics • Development of antiseptics 	<p>Question 2 tests AO1 and AO2. It requires knowledge, understanding and analysis of historical events and specifically assesses the second order concept of significance. Significance looks at the importance of a key event, person/group or development at the time and importance over time.</p> <p>Question 3 will ask students to compare two key events, developments or the role of individuals or groups. It tests the second order concepts of similarity and/or difference.</p> <p>Question 4 tests AO1 and AO2. It requires knowledge, understanding and analysis of historical events and developments over time. It draws on second order concepts of cause, consequence and/or change. It will ask students to evaluate one stated factor against other factors. Factors could include war, religion, chance, government, communication, science and technology or the role of an individual. This will be an essay question requiring a judgement. It is an extended response which will give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. Marks for spelling, punctuation and grammar (SPaG) will also be available.</p>	<ul style="list-style-type: none"> • Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention. <p>Part two: The beginnings of change</p> <ul style="list-style-type: none"> • The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change. • Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter. • Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change. <p>Part three: A revolution in medicine</p> <ul style="list-style-type: none"> • The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies. • A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery. • Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts. <p>Part four: Modern medicine</p> <ul style="list-style-type: none"> • Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments. • The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.
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<ul style="list-style-type: none"> Improved understanding of anatomy Liberal Social reforms of the 20th Century Impact of WW1 Development of Penicillin Impact of WW2 The formation of the NHS 		<ul style="list-style-type: none"> Modern public health: 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; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.
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[HISTORY] Medium Term Overview

Year 10	<i>Autumn/Spring/Summer Term 1/2/3/4/5/6</i>	Unit Title: Elizabethan England, c1568-1603	No of Lessons: approx. 30
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Overview	<p>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.</p> <p><u>Historic Environment Element</u></p> <p>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.</p>
Assessment	<p>Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE History specifications and all exam boards. The exams will measure how students have achieved the following assessment objectives:</p> <ul style="list-style-type: none"> AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts.

Elizabethan England, c1568-1603

<p><u>Essential Knowledge (what must students know):</u></p> <ul style="list-style-type: none"> Who was Elizabeth? Difficulties of a female ruler Religious Settlement Elizabethan Court 	<p><u>Essential Skills (what must students be able to demonstrate):</u></p> <p>Students will be able to:</p> <p>Question 1 tests the utility of a source (AO3). The source will either be visual eg cartoons, or written eg</p>	<p><u>Lessons:</u></p> <p>Part one: Elizabeth's court and Parliament</p> <ul style="list-style-type: none"> Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers.
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<ul style="list-style-type: none"> • Elizabethan Privy Council • Elizabethan Parliament • Essex Rebellion • Marriage and succession • Catholic Threat to Elizabeth • Mary Queen of Scots • Northern Rebellion • Catholic Plots 1571-1586 • Puritan Threat to Elizabeth • Living standards, growth of the gentry • Poverty in Elizabethan England • Elizabethan theatre • Voyages of discovery • The Spanish Armada 	<p>diary extracts. Students will need to use the content, provenance and their contextual knowledge in order to evaluate the usefulness of the source. It will target a key event, development, individual or group from Part one, two, three or four of the option content.</p> <p>The second question will test AO1 and AO2. It will require knowledge, understanding and analysis of historical events, issues or developments and draws on second order concepts of causation, change, continuity and/or consequence. The question will arise from Part one, two or three of specified content.</p> <p>The third question tests AO1 and AO2. It is a narrative account, which tests knowledge, understanding and analysis of the second order concepts of cause, change, continuity and/or consequence. The question will arise from Part one, two or three of specified content.</p> <p>The final question tests AO1 and AO2 and is based upon knowledge, understanding and analysis of the historic environment and in particular its relationship with wider events/developments. It will be an essay question requiring a judgement and will draw on second order concepts of change, continuity, cause and/or consequence. This question is intended to be an extended response enabling students to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.</p>	<ul style="list-style-type: none"> • 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. <p>Part two: Life in Elizabethan times</p> <ul style="list-style-type: none"> • 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. <p>Part three: Troubles at home and abroad</p> <ul style="list-style-type: none"> • 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. <p>Part four: The historic environment of Elizabethan England</p>
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