

## 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.

<b>HISTORY Long Term Overview</b>						
<b>Year Group</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>9</b>	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
<b>10</b>	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).
<b>11</b>	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
<b>12 Unit 1D</b>	Monarchs and Parliaments 1603-29	Monarchs and Parliaments 1603-29	Revolution 1629-49	Revolution 1629-49	Preparation on NEA	Preparation on NEA
<b>12 Unit 2K</b>	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
<b>13 Unit 1D</b>	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
<b>13 Unit 2K</b>	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

<b>[HISTORY] Medium Term Overview</b>			
<b>Year 11</b>	<b>Autumn/Spring/Summer Term</b> 1/2/3/4/5/6	<b>Unit Title:</b> America, 1920–1973: Opportunity and inequality	<b>No of Lessons:</b> <b>approx. 30</b>
<b>Overview</b>	<p>This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.</p>		
<b>Assessment</b>	<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"> <li>• AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</li> <li>• AO2: explain and analyse historical events and periods studied using second-order historical concepts.</li> <li>• AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</li> <li>• AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</li> </ul>		
<b>America, 1920–1973: Opportunity and inequality</b>			
<b><u>Essential Knowledge (what must students know):</u></b>	<b><u>Essential Skills (what must students be able to demonstrate):</u></b>	<b><u>Lessons:</u></b>	
<p><b>KEY EVENTS/INDIVIDUALS/CONCEPTS</b></p> <ul style="list-style-type: none"> <li>• American Dream</li> <li>• Boom Time/ mass production</li> <li>• Inequalities of wealth</li> <li>• Changing role of women</li> <li>• Jazz Age</li> <li>• Prohibition</li> <li>• Organised Crime</li> <li>• Racial Tensions</li> </ul>	<p><b>Students will be able to:</b></p> <p>In Section A, questions 1–6 assess the specified content for the wider world period study. In each series all three parts of the specified content will be tested.</p> <p>Questions 1, 2, and 3 test AO4. They are based on two written interpretations of around 50–100 words with an accompanying ascription. They test, in turn, how interpretations differ, why interpretations differ and</p>	<p><b>Part one: American people and the 'Boom'</b></p> <ul style="list-style-type: none"> <li>• The 'Boom': benefits, advertising and the consumer society; hire purchase; mass production, including Ford and the motor industry; inequalities of wealth; Republican government policies; stock market boom.</li> <li>• Social and cultural developments: entertainment, including cinema and jazz; the position of women in society, including flappers.</li> <li>• Divided society: organised crime, prohibition and their impact on society; the causes of racial</li> </ul>	

<ul style="list-style-type: none"> <li>• Sacco and Vanzetti (immigrants)</li> <li>• Black experience</li> <li>• Ku Klux Klan</li> <li>• Society during the Depression</li> <li>• The New Deal</li> <li>• Popular culture 20s, 30s and 50s</li> <li>• Economic and social impact of WW2</li> <li>• The 1950s</li> <li>• McCarthyism</li> <li>• Civil Rights</li> <li>• Social policies of JFK and LBJ</li> <li>• Women’s rights</li> </ul>	<p>evaluate interpretations in the context of historical events from either Parts one, two or three or a core development that covers more than one part of the specified content. These interpretations do not require an understanding of historiography.</p> <p>Question 4 requires a description of two key features or characteristics of the period studied and targets AO1 knowledge and understanding. The focus will arise from Part one, two or three of the specified content.</p> <p>Question 5 tests the second order concept of change (AO2) and requires supporting knowledge and understanding (AO1). The question will ask students to explain how a group or development was affected by a key event or development. The focus will arise from Part one, two or three of the specified content.</p> <p>Question 6 requires knowledge, understanding and analysis of historical events utilising second order historical concepts (AO1 and AO2) and is based around two identified aspects. It will target: causation, consequence, change and/or continuity. The question will be an essay requiring a judgement. It will give students the opportunity to demonstrate their ability to write an extended response following a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. The focus will arise from Part one, two or three or a central development that covers more than one part of the specified content.</p>	<p>tension, the experiences of immigrants and the impact of immigration; the Ku Klux Klan; the Red Scare and the significance of the Sacco and Vanzetti case.</p> <p><b>Part two: Bust – Americans' experiences of the Depression and New Deal</b></p> <ul style="list-style-type: none"> <li>• American society during the Depression: unemployment; farmers; businessmen; Hoover’s responses and unpopularity; Roosevelt's election as president.</li> <li>• The effectiveness of the New Deal on different groups in society: successes and limitations including opposition towards the New Deal from Supreme Court, Republicans and Radical politicians; Roosevelt's contribution as president; popular culture.</li> <li>• The impact of the Second World War: America’s economic recovery; Lend Lease; exports; social developments, including experiences of African-Americans and women.</li> </ul> <p><b>Part three: Post-war America</b></p> <ul style="list-style-type: none"> <li>• Post-war American society and economy: consumerism and the causes of prosperity; the American Dream; McCarthyism; popular culture, including Rock and Roll and television.</li> <li>• Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Segregation laws; Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts of 1964 and 1968.</li> <li>• America and the ‘Great Society’: the social policies of Presidents Kennedy and Johnson relating to poverty, education and health; the development and impact of feminist movements</li> </ul>
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		in the 1960s and early 1970s, including the fight for equal pay; the National Organisation for Women, Roe v Wade (1973), the Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment.
<b>[HISTORY] Medium Term Overview</b>		
<b>Year 11</b>	<b>Autumn/Spring/Summer Term 1/2/3/4/5/6</b>	<b>Unit Title:</b> Conflict and tension between East and West, 1945–1972
		<b>No of Lessons: approx. 30</b>
<b>Overview</b>	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 revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.	
<b>Assessment</b>	<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"> <li>• AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</li> <li>• AO2: explain and analyse historical events and periods studied using second-order historical concepts.</li> <li>• AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</li> <li>• AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</li> </ul>	
<b>Conflict and tension between East and West, 1945–1972</b>		
<b>Essential Knowledge (what must students know):</b>	<b>Essential Skills (what must students be able to demonstrate):</b>	<b>Lessons:</b>
<ul style="list-style-type: none"> <li>• Context of WW2</li> <li>• Yalta and Potsdam conferences</li> <li>• Atomic bomb</li> <li>• Soviet expansion</li> <li>• Truman Doctrine and Marshall Aid</li> <li>• Berlin Blockade</li> </ul>	<p><b>Students will be able to:</b></p> <p>The first and second questions test AO3 and require the analysis and evaluation of sources. One source is supplied for the first question</p>	<p>Part one: The origins of the Cold War</p> <ul style="list-style-type: none"> <li>• The end of the Second World War: Yalta and Potsdam Conferences; the division of Germany; contrasting attitudes and ideologies of the USA and the USSR,</li> </ul>

<ul style="list-style-type: none"> <li>• Formation of NATO</li> <li>• Spread of Communism in Asia (Korean and Vietnam Wars)</li> <li>• Space Race</li> <li>• Arms Race</li> <li>• Warsaw Pact</li> <li>• Hungarian Uprising</li> <li>• U2 Crisis</li> <li>• Berlin Wall</li> <li>• Cuban Missile Crisis</li> <li>• Czechoslovakian Uprising</li> <li>• Brezhnev Doctrine</li> <li>• Detente</li> </ul>	<p>and two sources for the second. Different types of sources will be used, including visual and written sources. The focus of the sources will arise from Part one, two or three of the specified content.</p> <p>The third question tests AO1 and AO2. It is a narrative account, which uses knowledge, understanding and analysis of the second order concepts of cause and/or consequence. The focus will arise from Part one, two or three of the specified content.</p> <p>The fourth question tests AO1 and AO2. It requires knowledge, understanding and analysis of historical events utilising any of the second order historical concepts. 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. The focus will arise from Part one, two or three or may cover more than one part of the specified content.</p>	<p>including the aims of Stalin, Churchill, Roosevelt, Attlee and Truman; effect of the dropping of the atom bomb on post-war superpower relations.</p> <ul style="list-style-type: none"> <li>• The Iron Curtain and the evolution of East-West rivalry: Soviet expansion in East Europe; US policies; the Truman Doctrine and Marshall Plan, their purpose and Stalin’s reaction; Cominform; Comecon; Yugoslavia; the Berlin Blockade and Airlift.</li> </ul> <p><b>Part two: The development of the Cold War</b></p> <ul style="list-style-type: none"> <li>• The significance of events in Asia for superpower relations: USSR's support for Mao Tse-tung and Communist revolution in China, and the military campaigns waged by North Korea against the UN and by the Vietcong against France and the USA.</li> <li>• Military rivalries: the arms race; membership and purposes of NATO and the Warsaw Pact; the space race, including Sputnik, ICBMs, Polaris, Gagarin, Apollo.</li> <li>• The ‘Thaw’: Hungary, the protest movement and the reforms of Nagy; Soviet fears, how they reacted and the effects on the Cold War; the U2 Crisis and its effects on the Paris Peace Summit and the peace process.</li> </ul> <p><b>Part three: Transformation of the Cold War</b></p> <ul style="list-style-type: none"> <li>• Berlin Wall: reasons for its construction and Kennedy’s response.</li> <li>• Tensions over Cuba: Castro’s revolution, the Bay of Pigs and the missile crisis: the roles of Castro, Khrushchev, Kennedy; fears of the USA and reaction to missiles on Cuba; dangers and results of crisis.</li> </ul>
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