

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 | | | | | | |
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| 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 1D) | 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 | | | |
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| Year 12 | Autumn/Spring/Summer Term 1/2/3/4/5/6 | Unit Title: Aspects of International Relations 1890-1917 | No of Lessons: 56 |
| <p>Assessment: Students will be required to work on both essay writing technique and the skills required for analysing primary sources. A range of practise questions will be asked throughout the course.</p> | <p>Overview: Breadth Study Each Breadth Study is introduced by six key questions which identify issues and perspectives which are central to the period of study. They emphasise that the study of breadth requires students to develop an understanding of:</p> <ul style="list-style-type: none"> • The nature of causes and consequences, of change and continuity and of similarity and differences over a long period of time • The links between perspectives, such as political, economic, social or religious as well as appreciating developments relating to the perspectives separately over time • The role played by individuals, groups, ideas or ideology. <p>Unit 1D: Stuart Britain and the Crisis of Monarchy, 1603–1702</p> <p>This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:</p> <ul style="list-style-type: none"> • How far did the monarchy change? • To what extent and why was power more widely shared during this period? • Why and with what results were there disputes over religion? • How effective was opposition? • How important were ideas and ideology? • How important was the role of key individuals and groups and how were they affected by developments. | | |
| <p>Essential Knowledge development: Students will be able to:</p> <ul style="list-style-type: none"> • develop their interest in, and enthusiasm for, history and an understanding of its intrinsic value and significance | <p>Essential Skills (what must students be able to demonstrate):</p> <p>Students will be able to: <u>Assessment Objective One:</u></p> | <p>Lessons:</p> <p><u>Part one: absolutism challenged: Britain, 1603–1649</u></p> <p><u>Monarchs and Parliaments, 1603–1629</u></p> | |

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| <ul style="list-style-type: none"> • acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate • build on their understanding of the past through experiencing a broad and balanced course of study • improve as effective and independent students and as critical and reflective thinkers with curious and enquiring minds • develop the ability to ask relevant and significant questions about the past and to research them • acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional • develop their use and understanding of historical terms, concepts and skills • make links and draw comparisons within and/or across different periods and aspects of the past • organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements. <p>Terminology:</p> <p>Absolutism Political Nation Merchants</p> | <p>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p><u>Assessment Objective Two:</u></p> <p>Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.</p> <p><u>Assessment Objective Three:</u></p> <p>Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p> <p>The examination paper for this component is designed to test students’ ability in relation to AO1 and AO3. There are two sections to the paper.</p> <p>In Section A there will be a compulsory question which tests students’ ability to analyse and evaluate the views of historians (AO3). Two extracts will be provided, containing contrasting historical interpretations linked to a broad issue or development. In response to the question</p> | <ul style="list-style-type: none"> • The Political Nation and the social basis of power: the importance of land ownership; rival forms of wealth including merchants • James I: character and views on monarchy; court and favourites; Charles I: character and views on monarchy; court and favourites • The financial weakness of the Crown and attempts to reform and strengthen royal finance • Religion and religious divisions: challenges to the Church of England from Catholics and Puritans and the development of Arminianism • Relations and disputes with parliaments: parliamentary privileges; finance; religion; foreign affairs • The state of relations between Crown and Parliament by 1629 and the reaction of the Political Nation; the extent of breakdown between Crown and Parliament and the Political Nation <p><u>Revolution, 1629–1649</u></p> <ul style="list-style-type: none"> • Divisions over religion: Arminianism and Laudianism; Puritanism and the emergence of Millenarianism • Political divisions: the Personal Rule and the extent of opposition to it in England, Scotland and Ireland; the Short and Long Parliaments and the leadership of Pym; divisions and the outbreak of Civil War • The First and Second Civil Wars: England, Scotland, Ireland and the reasons for royalist defeat |
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| <p>Divine Right of Kings Monarchy Laudinism Puritanism Millenarianism Parliament Royalists Fiscal Inflation Subsidy Great Contract Calvinism Supreme Governor Arminianism Prerogative Parliamentary Privilege Impeachment Prorogation New Model Army Civil War Levellers Regicide</p> | <p>students will be required to assess and arrive at a judgement about which interpretation is more convincing. In doing so, they must apply knowledge and understanding of the historical context to these arguments and interpretations; deployment of knowledge that does not relate to the extracts will, however, not be credited. The question is worth 25 marks.</p> <p>In Section B, two questions will be set of which students answer one. Either question tests AO1 and is designed to test historical understanding over an extended period. The focus of these questions will be, as appropriate, on causation, change, continuity, similarity and significance over time. Either question will be in the form of a judgement about an issue or development and students are required to analyse and evaluate the judgement. The question carries 25 marks.</p> | <ul style="list-style-type: none"> • Social divisions: the emergence of political and religious radicalism in the 1640s; the Levellers and Millenarian groups • Post-war divisions between Army and Parliament and the failure to secure a post-war settlement • Regicide: the basis for regicide and the King's response |
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