

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 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			
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: Depth Study Students will gain deep understanding of change and continuity through the study of the interrelationships of a variety of perspectives as indicated in the content. They will develop detailed knowledge and understanding of developments and the roles of individuals, groups, ideas and ideology. Depth Studies also promote an understanding of the complexity of the historical process through a detailed focus on a specific period of change. Content is presented chronologically in sections as is most appropriate to the period of study. An examination question may arise from one, or more than one, section of specified content. To demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied. Therefore, it is important that specified content should be studied both in its own right and holistically. In this way links and contrasts will be rooted in secure knowledge and understanding.</p> <p>Unit 2K: Aspects of International Relations 1890-1917 This option provides for the study in depth of a period in which political ambitions and rivalries between nations plunged the world into major wars. It develops concepts such as nationalism, militarism and the balance of power and encourages students to reflect on the causes of war and what makes international diplomacy succeed or fail.</p>		
<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 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 	<p>Essential Skills (what must students be able to demonstrate):</p> <p>Students will be able to: <u>Assessment Objective One:</u></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>Lessons: <u>Part one: Great Power rivalries and entry into war, c1890–1917</u></p> <p><u>Great Powers: Britain, Germany, France, Russia and Austria-Hungary, c1890–1900</u></p> <ul style="list-style-type: none"> The political structures of the Great Powers: liberal democracies in Britain and France and autocracies in Germany, Russia and Austria-Hungary; the effect of political structures on decision-making Economic strengths and armed forces: the erosion of Britain’s economic supremacy; the rise of the German economy; economic reform 	

<ul style="list-style-type: none"> • 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>Constitutional Monarchy Republic Autocracy Suffrage Authoritarianism Tsardom Industrialisation Free Trade Imperialism Weltpolitik</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 AO2. There are two sections to the examination paper.</p> <p>In Section A there will be a compulsory question which tests students’ ability to analyse and evaluate the value of primary sources (AO2). Two primary sources will be provided. In response to the question, candidates will be required to make an assessment of the value of the sources in relation to an event or issue. 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 in depth. The focus of these questions will be, as appropriate, on causation, change, continuity, similarity and significance</p>	<p>in Russia; the relative strengths of the armed forces of the Great Powers</p> <ul style="list-style-type: none"> • Empires and rivalries: the ‘Scramble for Africa’; Russo-Austro-Hungarian rivalry in the Balkans; Russia and the Ottoman Empire • The state of international relations by 1900: Anglo-French rivalry; Anglo-German relations; the Franco-Russian alliance; Germany’s Dual Alliance with Austria-Hungary; potential for conflict. <p><u>The Great Powers and Crises, 1900–1911</u></p> <ul style="list-style-type: none"> • Forces of instability: Balkan nationalism and its significance for Austria-Hungary and Russia; militarism and the position of the German army in the Second Reich; the arms and naval races; military plans • Evolving alliances: the Moroccan crises; Anglo-French Entente; the formation of the Triple Entente • The decline of the Ottoman Empire: the weakening of the Empire in Eastern Europe; the causes and consequences of the Young Turk Movement • Pan Slavism and the Bosnian Crisis: the causes, course and consequences of the Bosnian Crisis <p><u>The coming of war, 1911–1917</u></p> <ul style="list-style-type: none"> • The First and Second Balkan Wars: causes; attempts by the Great Powers to impose peace on the region; the impact of the Balkan Wars on the Great Powers and Serbia
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<p>Realpolitik Nationalism Slav Splendid Isolation Balance of Power Alliance Entente Panslavism Militarism Conscription Expenditure Dreadnought Annexation Arbitration Mobilisation Encirclement</p>	<p>in relation to a narrow issue or development. 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> <p>The questions in Section B, in order to test AO1 in its entirety, will have a range of foci both in any one paper and over time. Thus, in addition to targeting the generic qualities of organisation, analysis, evaluation and judgement, questions will also test the range of foci in the AO: cause, consequence, change, continuity, similarity, difference and significance. Consistent with the nature of historical analysis, a single question may require students to demonstrate understanding of more than one of these perspectives.</p>	<ul style="list-style-type: none"> • The outbreak of war in the Balkans and the July Crisis: Austria-Hungary's and Germany's response to the assassination in Sarajevo; Russia's response to Austria-Hungary's demands on Serbia; the bombardment of Belgrade • General war in Europe: mobilisation of German and Russian forces; the implementation of the Schlieffen Plan and the invasion of Belgium; Britain's declaration of war; the key decision makers and their motives • From European to World War: the escalation of the conflict; Italy's motives for war; reasons for the entry of the USA.
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