

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	How did WW1 impact on people's lives?	How did WW1 impact on people's lives?	How did WW1 cause WW2?	To what extent was intolerance of minorities widespread?	Conflict and Tension in the 20 th Century	Making of Modern Britain 1950s/60s/70s
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	James I – Monarchs and parliaments 1603-1629	Charles I 1625-1629	Charles I – Personal rule 1629-1640	English Civil Wars 1640-1649	The interregnum	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	The interregnum	The Restoration of the Monarchy 1660	The Restoration of the Monarchy 1660	James II and the Glorious Revolution 1685-1689	William and Mary 1689-1702	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 9	<i>Autumn Term 1/2</i>	Unit Title: How did WW1 impact on people's lives?	No of Lessons: Approx. 16-20
Overview	This period study is national in focus, allowing students to study the domestic history of a Britain and its people in a period of change. It is based on an unfolding narrative and the impact related developments had on people. Students are provided with the opportunity to investigate the complex and diverse interests of the Great Powers in the build up and outbreak of war. The unit of work focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations. Students will develop an understanding of the importance of the chronology and sequence of events.		
Assessment	It is important to assess both the substantive knowledge and the disciplinary knowledge (the second-order concepts). Assessing substantive knowledge at Key Stage 3 is important. This is because to be able to think in a disciplined way pupils need a firm grasp of the substantive first. Tasks will be designed to identify, teach and assess students grasp of <u>key terms</u> (first-order concepts). Aside from assessing historical knowledge this unit will focus primarily on the skill development of making inferences from primary sources.		
<u>Essential Knowledge (what must students know):</u> - Aspects of international tension c.1900 - Balkan – European – World War - Nationalism/patriotism in Britain. - Government use of propaganda and censorship and the impact on public opinion. - Moral justification of acts of war such as the sinking of the Lusitania - Changing role of the British government and restrictions placed on personal freedoms and liberties – link to democracy. - Religious themes based around conscientious objection, both from the perspective of Christians and also Jehovah's Witnesses' - Nature of pacifism.		<u>Essential Skills (what must students be able to demonstrate):</u> Students will be able to: - Look at the physical nature of a primary source. Considering: What can you learn from the form of the source? What does this tell you? Who – Who made the source - did they have an opinion or bias? Were they involved? What – What information does the source give? Is it the full story? Is it accurate? Why – Why was the source made? Was it made to persuade people of a particular opinion? Was it made to take the mickey out of something/someone? When – Was it made at the time? Or years later? Was the person there?	Lessons Content coverage: - Main causes of WW1 (Alliance System, Militarism, Imperialism) - Assassination of Franz Ferdinand - Outbreak of WW1 - Recruitment - Propaganda - Trench Warfare (conditions and experiences) - Christmas Truce - The Sinking of the Lusitania - Battle of the Somme - Criticism of General Haig - Censorship - Conscription - Conscientious Objectors

• Understanding of and reaction to mental health problems such as shell shock (compare to PTSD) • Problems facing the peace-makers at Versailles Terminology: ○ Militarism, Alliances, Imperialism, Nationalism. ○ Balance of power, Great Powers of Europe. ○ Empire, Balkans, assassination. ○ Recruitment, propaganda, censorship, DORA. ○ Trenches and subject specific vocabulary linked to experience of trench life and warfare. ○ Pacifism, conscientious objection, alternativists and absolutists. ○ Deserters, shell shock, military tribunals. ○ Diktat, peace making, war guilt, reparations.	6. Where – Where was the source made? Were they involved in the event? Did they have an opinion? There will be a specific focus on political images/cartoons, where students will be taught about the importance of: • Symbolism – using an object to stand for an idea. • Caricature – exaggerating a physical feature or habit: big nose, bushy eyebrows, large ears, baldness. • Captioning and labels – used for clarity and emphasis. • Analogy – a comparison between two unlike things that share some characteristics. • Irony – the difference between the way things are and the way things should be or the way things are expected to be. • Juxtaposition – positioning people or objects near each other, side-by-side. • Exaggeration – overstating or magnifying a problem.	• Shell Shock/Shot at Dawn • End of WW1/Remembrance • Armistice/Treaty of Versailles
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History **Medium Term Overview**

Year 9	<i>Autumn 2</i> <i>Spring 1</i>	Unit Title: How did WW1 cause WW2?	No of Lessons: Approx. 12-15
Overview	Students will study the political, economic, social and cultural aspects of this period in particular the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them. By the end of this module, students should be able to compare different dictatorships in the 20th Century and explain why the 20th Century has been labelled the 'era of dictators.' They will examine the causes of both the establishment and maintenance of dictatorship in 3 case studies, as well as the consequences for those living in these regimes. Students will have the opportunity to analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements. More specifically students will be provided with a range of historical scholarship which will assist in their decision making process based around historical significance.		
<u>Essential Knowledge (what must students know):</u> ○ The impact that World War One had on Germany, Italy and Russia. ○ The key features of differing types of government systems, democratic, authoritarian, totalitarian. ○ Key concepts based around political ideologies including, Fascism, Communism, Nazism and a capitalist democracy. ○ Terminology: ○ Dictatorship ○ Authoritarian ○ Fascist ○ Communist ○ Ideology ○ Cult of Personality ○ Radical ○ Conservative ○ Purges ○ Collectivisation ○ Reichstag		<u>Essential Skills (what must students be able to demonstrate):</u> Students will be able to: SIGNIFICANCE To decide why someone or something is important in history, they will need to measure them against specific criteria. There are various ways that people decide that something is significant, but here are the four criteria which we will use. The four criteria follow the acronym 'NAME': N - Novelty A - Applicability M - Memory E - Effects Students will be required to think about the impact a significant event/development/person had at the time, how it affected people in short and long term and whether it's still significant to people today.	Lessons Content coverage: Joseph Stalin the dictator: the power struggle to succeed Lenin; the control of the Communist party over government; the Terror and the Purges; the army; secret police; labour camps; censorship; the cult of personality; propaganda. Culture and society: church; women, young people and working men; urban and rural differences. Benito Mussolini: Fascist propaganda; Mussolini as leader. Mussolini's consolidation of power; the use of terror and violence; constitutional change and moves towards a one-party state; exploitation of the popularity of Fascist economic and foreign policy successes. Propaganda and the cult of Il Duce: control of the media; education as propaganda. Adolf Hitler: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal and Hitler's

○ Gulags ○ Gestapo ○ NVKD		appointment as Chancellor. The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; Rohm and the Night of the Long Knives; Hitler becomes Führer. The use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo. Lesson list: 1. Democracy, dictatorship, communism 2. Russian Revolution – Communism in Russia 3. Stalin's reign of terror 4. Why did Italy become a fascist dictatorship in the 1920s? 5. How did Mussolini keep control of Italy? (Why was there a rise of dictators?) 6. Germany after WW1 7. Stresemann 8. Hitler's Rise to Power 9. League of Nations 10. Appeasement 11. Causes of WW2
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History **Medium Term Overview**

Year 9	<i>Spring 2</i>	Unit Title: To what extent was intolerance of minorities widespread?	No of Lessons: Approx. 12
Overview Assessment	Nazi persecution 1933-45: This depth study will help to deepen student knowledge and challenge common misunderstandings. Nazi beliefs categorised people by race, and Hitler used the word 'Aryan' for his idea of a 'pure German race'. The Nazis believed Aryan people were superior to all others. Their devotion to what they believed was racial purity and their opposition to racial mixing partly explains their hatred towards Jews, Roma and Sinti people (sometimes referred to as 'Gypsies') and black people. Slavic people, such as those from Poland and Russia, were considered inferior and were targeted because they lived in areas needed for German expansion. The Nazis wanted to 'improve' the genetic make-up of the population and so persecuted people they deemed to be disabled, either mentally or physically, as well as gay people. Political opponents, primarily communists, trade unionists and social democrats, as well as those whose religious beliefs conflicted with Nazi ideology, such as Jehovah's Witnesses, were also targeted for persecution. We will then move onto study racism within America: Jim Crow Laws and the KKK, racism within Gb, immigration in the UK, Muslim communities and LGBTQ+. The focus is to challenge racial discrimination/prejudice.		
<u>Essential Knowledge (what must students know):</u> - Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution. Terminology: - Asocials - Anti-Semitism - Untermenschen - Roma and Sinti - Kristallnacht - Prejudice and discrimination - Boycott - Volksgemeinschaft - Ghettos and deportation		<u>Essential Skills (what must students be able to demonstrate):</u> Students will be able to: Differentiate between short and long term causation. Develop the following understanding of <u>causation</u> : - Why did the event under examination occur? - What earlier events were central to the occurrence of the event under examination? - What <u>motivated</u> the people who were involved in this event? - What were the economic, political, military or social reasons that led to this event?	Lessons Content coverage: Social policies: young people; women; workers; the churches; the degree of Volksgemeinschaft; benefits and drawbacks of Nazi rule. The radicalisation of the state: Nazi racial ideology; policies towards the mentally ill, asocials, homosexuals, members of religious sects, the Roma and Sinti Anti-Semitism: policies and actions towards the Jews, including the boycott of Jewish shops and the Nuremberg Laws. The development of anti-Semitic policies and actions; the effect of the Anschluss; Reichkristallnacht/November Pogrom; emigration; the impact of the war against Poland.

○ Einsatzgruppen ○ Resistance ○ Final Solution	Consequences can include impacts upon people, societies, beliefs or any other facet of history. Students will need to ensure that they can identify the differences between long and short term consequences. Students will develop the following understanding of <u>consequence</u>: • What later events were the direct result of the event under examination? • What <u>changed</u> in society as a result of the past event? • What were the economic, political, military or social changes which resulted from this event?	The treatment of Jews in the early years of war: the Einsatzgruppen; ghettos and deportations. The impact of war: Rationing, indoctrination, propaganda and morale; the changing impact of war on different sections of society including the elites, workers, women and youth. Policies towards the Jews and the 'untermenschen' during wartime; the Wannsee Conference and the 'Final Solution'.
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History Medium Term Overview			
Year 9	Summer 1	Unit Title: Conflict and Tension in the 20 th Century	No of Lessons: Approx. 15
Overview	The introduction to the GCSE study which provides an opportunity to understand the key events of the 20 th Century. Studying 20th-century history helps explain the origins of the modern world, as it was a period of intense global change, conflict, and innovation, including World Wars, decolonization, and significant technological and social advancements. Examining this era reveals the deep interconnectedness of global events and provides context for understanding contemporary challenges and opportunities, offering lessons for future decision-making.		
Assessment	Students will be assessed upon their historical understanding on differing interpretations.		
<u>Essential Knowledge (what must students know):</u> To understand how WW2 led to a nuclear war. In addition, identifying many other issues in the 20 th Century including the troubles in Ireland and terrorism. Terminology: ○ World War Two ○ Global conflict ○ The Cold War ○ Soviet Union ○ Geopolitical tension ○ Proxy wars ○ Nuclear weapons and threats ○ Superpower ○ Technological superiority ○ Space		<u>Essential Skills (what must students be able to demonstrate):</u> Students will be able to: Each lesson investigates international conflict. Students will be able to deepen their understanding of the modern world. In each study, the conflict studied requires a focus on a complex historical situation and interplay of different aspects within it. Students will gain a coherent understanding of how and why conflict occurred and why it proved difficult to resolve the immediate issues which resulted from it. As part of the study the role of key individuals and groups is considered as well as how they were affected by and influenced international relations. Consider the following: • Was the Cold War ever really over? • Should the modern-day president apologise for dropping the atomic bomb? • Was the Cold War avoidable? • Was Vietnam a total failure of the USA? • Why do issues in Northern Ireland still exist today?	Lessons Content coverage: 1. Dunkirk 2. The Blitz/Homefront 3. Pearl Harbour 4. D-day and Hitler's downfall 5. Opposition to the Nazis 6. Nuremburg Trials 7. Atomic Bomb 8. Intro to the Cold War 9. Berlin 10. Vietnam/Vietnam protests movements 11. Northern Ireland – background 12. The Troubles 13. Peace today 14. The Falklands War 15. War on terror - 9/11/Afghanistan

	- Why did the war on terror start? - Did the war on terror end when Bin Laden was killed?	
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History Medium Term Overview			
Year 9	Summer 2	Unit Title: Making of Modern Britain (1950s/1960s/1970s)	No of Lessons: Approx. 18
Overview	This unit provides for the study in depth of the key political, economic, social changes which helped to mould Britain in the second half of the 20th century. It explores concepts such as government and opposition, class, social division and cultural change. It encourages students to reflect on Britain's changing place in the world as well as the interrelationship between political policies, economic developments and political survival.		
Assessment	Extended writing based on the enquiry question		
<u>Essential Knowledge (what must students know):</u> - To understand how Britain developed post WW2 looking at the themes of race, LGBT, youth, affluence and protest. Terminology: - Post War consensus - Welfare state - Nationalism - Affluence - Thatcherism - Empire - Commonwealth - Immigration - Social and cultural change		<u>Essential Skills (what must students be able to demonstrate):</u> Students will be able to: CHANGE and CONTINUITY - Link small stories into big ones. - Think about knowledge selection as they shape their stories. - See the connection between the knowledge they are selecting and the change argument that they are making. Consider the following: - pace or rate of change - degree or extent of change - nature or type of change - What kind of historical development are you focusing on (e.g. religious, political, economic, cultural, etc.)? - What was the situation like before this occurred?	Lessons Content coverage: 1950s: Conservative governments and reasons for political dominance: Churchill, Eden, Macmillan and Home as political leaders; Economic developments: post-war boom; Social developments: rising living standards; the impact of affluence and consumerism; changing social attitudes and tensions; class and 'the Establishment'; the position of women; attitudes to immigration; racial violence; the emergence of the 'teenager' and youth culture. 1960s: the beginning of the 'troubles' in Northern Ireland; the end of capital punishment; divorce reform; the legalisation of abortion; the legalisation of homosexual relations; educational reform. Social and cultural change: the expansion of the mass media; growth in leisure activities; the impact of scientific developments; the reduction in censorship; progress towards female

	• What was clearly different after this occurred? • What were the direct <u>causes</u> of the changes? • What were the reasons that some things remained the same?	equality; changes in moral attitudes; youth culture and the 'permissive society'; anti-Vietnam war riots; issues of immigration and race. 1970s: industrial relations and the miners' strikes; the 'troubles' in Northern Ireland, including the Sunningdale Agreement, industrial problems and policies; problems of Northern Ireland. Society in the 1970s: progress of feminism; the Sex Discrimination Act; race and immigration; youth; environmentalism.
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