



HISTORY CURRICULUM AREA STAFF

Should you require more information about this subject area please contact:

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HISTORY CURRICULUM INTENT

1. To **develop within our students a rich knowledge of the past** – historical periods, people, trends, and events – and ensure our students possess powerful knowledge that will make them ‘culturally literate.’
2. **To work like a historian.** Historical thinking combines substantive knowledge and conceptual understanding and renders the past something that can be investigated and understood by working with and critically analysing sources of evidence and interpretations.
3. To empower of students to **communicate and debate effectively** and to question, investigate and explore the complex world that they are a part of – including considering different interpretations of the past, critically analyse source material,

and being able to write longer written answers that evaluate, judge, and argue. This will provide students with the necessary skills to pursue an eventual career in the sectors of law, journalism, and politics.

4. Through the study of sensitive topics, such as the Transatlantic Slave Trade and the Holocaust, students will develop their **capacity to empathise with others, develop respect for alternative viewpoints**, and gain a broader understanding of the society in which we live in. Consequently, students hone the required interpersonal skills to work in charitable organisations and public sector roles.

HISTORY CURRICULUM OVERVIEW

Year 10 HISTORY Curriculum					
Autumn Term		Spring Term		Summer Term	
Autumn 1		Spring 1		Summer 1	
TOPIC: Health and the People WEEKS: 6		TOPIC: Health and the People WEEKS: 6		TOPIC: Elizabethan England 1568-1603 WEEKS: 6	
KNOWLEDGE	Assessment	KNOWLEDGE	Assessment	KNOWLEDGE	Assessment
Overview of topic Medieval Medicine Influence of Galen and Hippocrates Islamic medicine John Arderne- father of surgery- significance The Black Death- beliefs in causes- treatments	Exam style 8-mark question: Why was Islamic medicine significant?	19 th century- Industrial Revolution Germ theory- Pasteur, Koch, Ehrlich Florence Nightingale- significance in revolutionising nursing Safer surgery- Simpson and chloroform, Lister and antiseptic surgery John Snow and cholera epidemic The Great Stink Public Health Acts	Exam style 8- mark question: Significance: How useful was...? MID-YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT	Problems at the beginning of her reign Relationship with Parliament and the Privy Council Succession crisis and marriage question Golden Age- theatre, architecture, Great Chain of Being, rise of the gentry etc Cult of Elizabeth- portraits, literature	Exam style questions: Explain what was important...? How convincing is ...?
SKILLS		SKILLS		SKILLS	
Significance Source analysis- how useful (utility, provenance, content, context)		Significance Source analysis		How convincing ... (source analysis) Write an account	

				Explain what was important...	
Autumn 2		Spring 2		Summer 2	
TOPIC: Health and the People WEEKS: 6	Assessment	TOPIC: Health and the People WEEKS: 6	Assessment	TOPIC: Elizabethan England WEEKS: 6	Assessment
KNOWLEDGE	Exam style 8-mark question: similarities between Black Death and the Plague of London	KNOWLEDGE	Exam style 16-mark question: Was war the main factor in the development of surgery?	KNOWLEDGE	END OF YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT
Early Modern Age The Renaissance William Harvey and the circulation of blood John Hunter- how safe was surgery? The Plague of London Jenner and significance of vaccination		20 th century and beyond Fleming and penicillin Spanish flu World War One N.H.S Alternative medicines and modern-day issues		Poverty in Tudor England Religious problems- Elizabeth's Middle Way between Catholicism and Puritanism Elizabeth and Mary Queen of Scots The Armada Exploration during the reign of Elizabeth- Sir Walter Raleigh. Sir Francis Drake. Historic Environment Study	
SKILLS	SKILLS	SKILLS			
Similarities Source analysis- how useful Significance		Significance Source analysis Making a reasoned judgement by analysing a number of factors and providing detailed knowledge to support views.		How convincing is this source- evaluating source using contextual knowledge? Write an account. Explain what was important. Making a judgement about the significance of a place based on detailed understanding of context	

Year 11 History Curriculum					
Autumn Term		Spring Term		Summer Term	
Autumn 1		Spring 1		Summer 1	
TOPIC: Germany 1890-1945 WEEKS: 6		TOPIC: Conflict and Tension between East and West 1945-1972 (Cold War) WEEKS: 6		TOPIC: REVISION AND GCSE EXAMS WEEKS: 6	
KNOWLEDGE	Assessment	KNOWLEDGE	Assessment	KNOWLEDGE	Assessment
Kaiser Wilhelm- Weltpolitik, Navy Laws, events leading to WW1 Impact of the war on the German people Treaty of Versailles, hyperinflation, Invasion of the Ruhr, political unrest-right-wing , left -wing uprisings. The Munich Putsch Stresemann and the Weimar Years	Exam style 4-4-8-mark question: Source evaluation 8-mark exam style question: In what ways ...	Background to rivalry between East and West Yalta and Potsdam The Iron Curtain Truman Doctrine and Marshall Plan Berlin Blockade and Airlift Korean War Nato and Warsaw Pact The Arms Race	Exam style 8-mark question: Write an account... Exam style 12-mark question: How useful-comparing two sources	Substantive Knowledge and Concepts (People, organisations, places and events of the past)	
SKILLS		SKILLS		SKILLS	
Change and continuity Comparing interpretations using contextual knowledge to draw conclusions What was the more important reason – reaching a sustained judgement comparing two factors.	Which was the most important reason why...12-mark exam question.	Source evaluation - utility, content, provenance, context. The main reason argument sustained by supporting the stated factor with detailed knowledge and other factors.	Exam style 16-mark question: The main reason	All skills – Chronology, causes and consequences, change and continuity, similarity/difference, significance, evidential enquiry, interpretation	

Autumn 2		Spring 2		Summer 2	
TOPIC: Germany 1890-1945 WEEKS: 6		TOPIC: Conflict and Tension between East and West 1945-1972 (Cold War) WEEKS: 6		TOPIC: WEEKS:	
KNOWLEDGE	Assessment	KNOWLEDGE	Assessment	KNOWLEDGE	Assessment
The depression after the Wall Street Crash Rise of Nazism. Failure of the Weimar Government How Hitler came to power- Reichstag Fire, Enabling Act, Night of the Long Knives etc The effect of social policy on the German people- women, children, minorities etc. Total War - how were ordinary Germans affected? Resistance	4-4-8 Source evaluation 8-mark exam style question: In what ways ... MOCK EXAM 1 (AQA Paper 2) WHOLE-SCHOOL ASSESSMENT DATA	Khrushchev and the Thaw The Hungarian Uprising The U-2 crisis The Berlin Wall The Cuban Crisis The Prague Spring Detente	MOCK EXAM 2 (AQA Paper 1) WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT		

	COLLECTION POINT			
SKILLS		SKILLS	SKILLS	
Change and continuity (In what ways... question) Comparing interpretations using contextual knowledge to draw conclusions What was the more important reason – reaching a sustained judgement comparing two factors.		Comparing interpretations using contextual knowledge to draw conclusions. Writing an account of an event. The main reason....reaching a sustained judgement on how far you agree with a statement based on knowledge of the period.		

HISTORY CURRICULUM SEQUENCING

The History Department takes a chronological approach to teaching history at both Key Stage 3 and 4. This approach allows us to take students on a journey and exploration of the past and allows our students to make direct comparisons themselves and identify where continuity and changes are occurring throughout the past, whilst refining their skills as young historian.

At Key Stage 4, this chronological and thematic approach is further broadened over a significant timespan with ‘The Health and the People’ and the development of medicine and public health in Britain over a 1000-year period. We look at medicine through the Middle Ages, the Early Modern Age, the 19th century, and modern-day Britain. We look at change and continuity - to see how many things have remained constant over this period and how things have changed and progressed. We also look at changes and consequences of these changes and identify factors for change e.g., war, government, science and technology and the role of the individual. All of us have had experience of the UK health system so it is a topic that is relatable on many levels. It lends itself to topical historically informed debate and discussion e.g. Is the National Health system still working? Are we healthier today than in earlier times?

Elizabethan England 1568-1603 is the British depth study. We begin with the background to accession to the throne of the 'Virgin Queen' and look at the problems the new queen met as a young, inexperienced woman. We will see how she endeared herself to her people with her Royal Progresses, and how she managed the Privy Council, and to an extent Parliament, through patronage, her expectation of loyalty and the cult of the personality. We look at the succession crisis and the marriage question and move on to Elizabethan social history- the rise of the gentry, entertainment, architecture and how the problem of poverty was tackled. One important aspect of her reign was her attempt at reconciling religious differences through her "middle way" and how she overcame opposition and the numerous threats of rebellion. Finally, we look at her finest hour- the defeat of the Spanish Armada – and draw conclusions about the success of her reign as a whole.

This is followed by a period study on the development of Germany (1890-1945) during a half century of political, economic, social, and cultural change – from a period of democracy and dictatorship. Finally, our wider world depth study (Conflict and Tension between East and West 1945-1972) focuses on the causes and development of Cold War in the quarter century after the end of the Second World War, and why it proved difficult to end the hostile situation. We will look at the role of key individuals and groups in shaping change, and how they were both influenced and affected by international relations and events.

EXAM INFORMATION FOR GSCE QUALIFICATIONS IN THIS SUBJECT AREA

Click each link below to view the full specification:

[AQA | GCSE | History | Specification at a glance](#)