



Buckler's Mead Academy

Curriculum Booklet: History

Department Lead: Mrs Lewis



History Curriculum Intent

“A people without knowledge of their past history, origin and culture is like a tree without roots”

-Marcus Garvey

Our History curriculum delivers a diverse and stimulating range of topics for all students. As students progress throughout the school, they develop a deep knowledge, understanding and appreciation of local, national and international history. We offer a ‘micro to macro’ approach to History through learning about local, national and global events that have shaped the world around us. The knowledge and skills needed will be delivered by specialist Historians each bringing their love of the subject, passion for their specialist interest, and commitment to bring the best out of every student.

The skills needed to study this diverse subject will be studied alongside the content and in doing so will fire students’ curiosity to ask questions and know more about their localities’ past, Britain’s past and that of the wider world; arousing their curiosity and motivation to learn. Students will develop a chronological framework of British history that will enable them to make sense of the new knowledge they acquire. This will also allow them to understand the process of change, to see how we arrived ‘here’ and help them to make sense of the present in the past, and the past in the present.

Our desire is for students to realise that the past is gone and history is constructed, reconstructed and contested. History’s unique concepts help students to construct arguments and support them to become analytical citizens who can question human motivation and society with skill and confidence.

The curriculum both at KS3 and GCSE prepares students for employment through problem solving skills which are considered throughout the course and getting students to use their key skills to offer solutions to contemporary events. In addition, it allows students to develop key transferable skills which are required for further education and vital employment skills.

A positive learning environment flourishes in our History classrooms. Students will develop a respect and understanding of different civilisations and time periods. They will become more aware of different cultures, locations and contexts which will enable them to be more knowledgeable and successful to prepare them for future challenges. Students are encouraged to grow their resilience in working on their problem-solving abilities, where they apply key skills and knowledge to novel problems. Success and resilience is also modelled; when studying skills and topics such as cause and consequence; power and interpretations of the past in History, the term success often refers to the ability to understand that there are varying causes of events and those events often have far-reaching consequences.

Every student at Buckler’s Mead will be able to read a wide range of texts to be able to make useful inferences about past events and verbalise and extensively write their ideas in a coherent manner using knowledge to aid their argument.



History Curriculum Implementation

The History curriculum has been designed to give the students a broad overview of History with a primary focus on Europe and the USA whilst also being able to understand the links between events and themes throughout history so that it can be clearly understood that historical events do not happen in isolation to each other. Our curriculum in History, especially at KS3, is taught chronologically; this allows students to be able to place key events into both sequence and the ability to see change (both nationally and internationally) over time.

We celebrate the cultural diversity of our demographic. We believe it is important for our students to learn about past cultures, both nationally and internationally, so that any misconceptions or misunderstandings are challenged.

Students are taught in mixed ability groups at both KS3 and KS4, so our planning has an emphasis on providing support and challenge for all students. All lessons follow the school's Learning Cycle (Connect, Describe, Challenge and Demonstrate). A range of differentiated activities are provided to students, including challenge tasks for students who require stretching and support and scaffolding of tasks for those who require more support.

Students are given regular opportunities to practise retrieving and applying their historical knowledge and understanding through low stakes quizzes and formal assessments. Students are also taught how to apply their knowledge and understanding to a range of skills-based, short and long written questions. We support the school's drive on reading by supplying students with a wide range of stimulus materials to work from including reading of different text types.

Key Stage 4

At Buckler's Mead we teach the AQA History syllabus as it explores a range of interesting and immersive topics. Students are required to think about topics that affect local, national and global communities. Understanding history requires not just knowledge but also a good grasp of concepts such as causation, consequence and change. These carefully selected GCSE topics reflect the expertise of the teachers delivering the content and are chosen to grab the students' attention.

The History Department has chosen topics within the AQA History syllabus that allow the students to study a broad and diverse History of both Great Britain and the wider world. These topics also have numerous natural links which allows the students to examine the consequences of particular events in more detail. To further aid this, the History Department teaches the units using a spiral curriculum. This style of curriculum means that not only can students make links between topics easier, but also that the students have extra opportunity to revise the different topics and test the skills they are learning with a wide variety of frequently changing content. The teaching of these units also allows the students to make clear links to the skills and knowledge that they have already learnt during KS3.

Students who continue their study on to GCSE:

- Gain a detailed understanding as to why, how and the impact historical events have had in both the short and long term
- Develop the skills to exceed the expectations the students have on themselves
- Examine a variety of different questions and discuss how best to address what is being asked by the exam board
- Assess the value of historical evidence by applying the knowledge they have learnt.

Allocated Curriculum Time:

	Y7	Y8	Y9	Y10	Y11
Fortnightly lesson allocation	3	3	3	5	5



Year 7 Programme of Study

Term	Curriculum Foci	Assessment Criteria
1	<p>How did William Conquer England in 1066?</p> <ul style="list-style-type: none"> • Anglo-Saxon England during the reign of Edward the Confessor • Why England was vulnerable to invasion • which of the possible heirs to the English throne had the stronger claim when Edward the Confessor • The struggle that took place to secure the throne • The reasons for victory at the battles of Stamford Bridge and Hastings in 1066, the year which saw the end of Anglo-Saxon rule in England. 	<p>Assessment 1:</p> <p>Battle of Hastings Assessment</p> <p>Time: 40 mins Marks: 40 marks</p>
2	<p>How did William Control England?</p> <ul style="list-style-type: none"> • The way that England changed after William I became king. • Explore how the Normans changed the way in which the country was governed. • looking at the structure and impact of the castles they built. 	
3	<p>How Powerful was the Church in the Middle Ages?</p> <ul style="list-style-type: none"> • The importance and power of the Catholic Church in Medieval England. • The power struggle between William I's son, William Rufus and his Archbishop Anselm • Evaluate who really held the most power in Medieval England. • Investigating the murder of Thomas Becket and consider whether Henry II was to blame for his death. 	<p>Assessment 2:</p> <p>Power of the Church Assessment</p> <p>Time: 40 mins Marks: 40 marks</p>
4	<p>Why was the Black Death so Deadly?</p> <ul style="list-style-type: none"> • The global pandemic in the Middle Ages called the Black Death. Examine how it arrived on England's shores and then spread, the symptoms of the disease and Medieval people's attempts to understand the causes and invent cures. • Consider the consequences of the disease for individuals and the wider political, economic, social and religious context. • Discover how the power of the Church started to lessen after 1351. 	
5	<p>What happened when the Peasants Revolted?</p> <ul style="list-style-type: none"> • The Peasants Revolt, the first great popular rebellion in English history, when ordinary people tried to demand a better standard of living from the Crown. • The causes and link these back to the Black Death. • The consequences of the Revolt and whether the peasants achieved their aims. 	<p>End of Year 7 Exam:</p> <ul style="list-style-type: none"> - William the Conqueror - Power of the Church - Black Death - Peasants Revolt <p>Time: 45 mins Marks: 45 marks</p>
6	<p>How did the Tudors Change Britain?</p> <ul style="list-style-type: none"> • The Tudor dynasty with Henry VII and then focus on the reign of Henry VIII and the impact his reign had upon England. • The Reformation from different perspectives as you begin to evaluate its consequences. 	



Year 8 Programme of Study

Term	Curriculum Foci	Assessment Criteria
1	<p>The Spanish Armada: Elizabeth's Finest Hour? Year 8 study Elizabethan England and the lasting impact of the Reformation:</p> <ul style="list-style-type: none"> Who was Elizabeth I Why was their conflict with Spain in the 1500s What was the significance of Francis Drake Why did the Spanish Armada fail? 	<p>Assessment 1: Spanish Armada</p> <p>Time: 40 mins Marks: 40 marks</p>
2	<p>Conflict in the Stuart Period A chronological study by examining the religious problems in England under the rule of James I:</p> <ul style="list-style-type: none"> Who were the Stuarts? The Gunpowder plot What mistakes did Charles I make? Why did Parliament win the Civil War? The execution of Charles I? 	
3	<p>How the Slave Trade Changed the World A continued study of the Stuarts with an examination of Britain creating the British Empire and the importance this played in the slave trade:</p> <ul style="list-style-type: none"> Medieval Africa including the Mali Empire and Great Zimbabwe Why were European countries building empires? How did the Slave trade operate? How did the Slavery shape the United States? Why and how did Slavery end? 	<p>Assessment 2: Conflict in the Stuart Period (Gunpowder Plot, Civil War and Charles I)</p> <p>Time: 40 mins Marks: 40 marks</p>
4	<p>How did African-Americans Secure Civil Rights? A study of American history focusing on the rise of the Civil Rights movement after 1865 until the creation of the Civil Rights Act 1964:</p> <ul style="list-style-type: none"> How equal were African-Americans in the 20th Century? How did African Americans campaign for change? What was the Brown case and who were the Little Rock Nine? Who were the key individuals in the Civil Rights Movement? 	
5	<p>What Happened on 22/11/63? A study of the assassination of JFK, with a focus on JFK's links to the Civil Rights Movement:</p> <ul style="list-style-type: none"> Who was JFK? What happened on the 22nd November? Who were the key suspects in the assassination? Why is the assassination a significant event? 	<p>Assessment 3: End of Year 8 Exam: Spanish Armada Conflict - Stuart Period Slave Trade Civil Rights in USA Time: 45 mins Marks: 45 marks</p>
6	<p>Yeovil in the Industrial Revolution A local study of Yeovil in the Industrial period where they compare life in Yeovil to the broader context of the rest of the country:</p> <ul style="list-style-type: none"> What was the Industrial Revolution? What was it like being a 'Glover'? How did education change? How were people punished in the Vicotiran-era? How did surgery transform during the 1800s? 	



Term	Curriculum Foci	Assessment Criteria
1	<p>The Start of the 20th Century Students examine the causes of World War One, linking this to the context of imperialism studied in Year 8. Students study the early actions by the Suffragettes to help garner an understanding of deep political tensions arising in Britain:</p> <ul style="list-style-type: none"> • What was Britain like in 1900? • Who were the Suffragettes? • What methods did the Suffragettes use? • Why was there tension in Europe before 1914? 	
2	<p>How World War 1 Impacted Britain Students move back to the events of WWI itself:</p> <ul style="list-style-type: none"> • How did World War I break out? • Why were trenches used? • What weapons and technology were used in war? • What happened at the Somme? • How did World War I impact the Home Front? • What was the Treaty of Versailles? 	<p>Assessment 1: Suffragettes and Causes of World War 1 Time: 40 mins Marks: 40 marks</p>
3	<p>What was the USA like after World War 1? This unit starts by linking the impact WWI had on the American economy and how this affected the way people lived and ends by examining the social divide in the USA:</p> <ul style="list-style-type: none"> • Why did the USA ‘boom’? • How did people’s lives change in the 1920s? • Why was Prohibition such a failure? • What barriers did immigrants face in the USA? • Were the 1920s a decade of equality? 	
4	<p>How Did the Nazis Become So Popular? Students examine the rise of Hitler – linking in the economic depression which occurred due to the Wall Street Crash:</p> <ul style="list-style-type: none"> • How was Germany impacted by World War I? • Who was Adolf Hitler? • Why did people vote for the Nazis? • What was life like in Nazi Germany? 	<p>Assessment 2: USA Post World War 1 Time: 40 mins Marks: 40 marks</p>
5	<p>The Turning Points in World War 2 A study of the causes, events and end of the Second World War and how these events enabled the Holocaust:</p> <ul style="list-style-type: none"> • Why did World War II break out? • Was Dunkirk a failure? • How did World War II shape the world? • Was World War II the war to end all wars? 	
6	<p>How did the Holocaust Happen? This unit focuses on World War Two and the Holocaust:</p> <ul style="list-style-type: none"> • What is anti-semitism? • Why did the Nazis target Jews? • How did the Nazis target Jews? • Who was responsible for the Holocaust? • How did some resist the Nazis? 	<p>Assessment 3 End of Year 9 Exam: World War 2 Causes of World War I Suffragettes Time: 45 mins Marks: 45 marks</p>



Year 10 GCSE History Programme of Study

Exam Board: AQA

Exam Specification: 8145

Term	Curriculum Foci	Assessment Criteria
1	<p>Conflict and Tension, Part 1: Causes of WWI</p> <ul style="list-style-type: none"> • The Key Nations of World War I • The Moroccan Crises • Anglo-German Rivalry • The Balkan Crisis • The Short term causes of World War I • The July Crisis 	<p>Assessment 1:</p> <p>Causes of World War 1</p> <p>Time: 40 minutes Marks: 40 marks</p>
2	<p>USA 1920-73, Part 2: The 1930s, the Depression and New Deal</p> <ul style="list-style-type: none"> • Causes of the Great Depression • The effects of the Great Depression • Hoover vs FDR • The New Deal • The impact of the New Deal • The significance of World War II 	<p>Assessment 2:</p> <p>USA in the 1930s</p> <p>Time: 40 minutes Marks: 40 marks</p>
3	<p>Conflict and Tension, Part 2: Stalemate</p> <ul style="list-style-type: none"> • The failure of the Schlieffen Plan • The development of tactics and technology • The key battles of the Western Front • The Gallipoli Campaign • The War at Sea 	<p>Assessment 3:</p> <p>Key Battles of World War 1</p> <p>Time: 40 minutes Marks: 40 marks</p>
4	<p>USA 1920-73, Part 3: Post-War America</p> <ul style="list-style-type: none"> • The Post-War 'Boom' • The Rock N Roll Generation • McCarthyism • The Civil Rights Movement • LBJ and JFK • The Womens' Rights Movement 	<p>Assessment 4:</p> <p>Post-War USA</p> <p>Time: 40 minutes Marks: 40 marks</p>
5	<p>Conflict and Tension, Part 3: Ending the War</p> <ul style="list-style-type: none"> • Russia and World War I • USA and World War I • Why was 1917 a turning point? • The Spring Offensive • Why did Germany lose World War I? 	<p>Assessment 5:</p> <p>The end of World War 1</p> <p>Time: 40 minutes Marks: 40 marks</p>
6	<p>Britain, Health and the People, Part 1: The Middle Ages</p> <ul style="list-style-type: none"> • Mediaeval treatments • The Role of the Church in health • Islamic Health • Mediaeval Surgery • Public Health in the Middle Ages • The Black Death 	<p>Assessment 6:</p> <p>Paper 1 Mock Exam</p> <p>Time: 2 hours Marks: 84 Marks</p>



Year 11 GCSE History Programme of Study

Exam Board: AQA

Exam Specification: 8145

Term	Curriculum Foci	Assessment Criteria
1	<p>Elizabethan England, Part 1: Court and Parliament</p> <ul style="list-style-type: none"> Elizabethan England Power and Control Parliament and the Privy Council The Questions of Marriage Rebellions against the Queen Was the Elizabethan-era a 'Golden Age'? Theatre and Shakespeare The treatment of the poor 	<p>Assessment 1:</p> <p>Elizabeth's Court</p> <p>Time: 40 mins Marks: 40 marks</p>
2	<p>Britain, Health and the People, Part 2: The Renaissance</p> <ul style="list-style-type: none"> The Renaissance, Vesalius, Harvey and Pare Renaissance treatments The Great Plague Surgery and Hospitals Edward Jenner 	<p>Assessment 2 -</p> <p>Paper 1 Mock Exam</p> <p>Time: 2 hours Marks: 84 Marks</p>
3	<p>Elizabethan England, Part 2: Elizabethan Life</p> <ul style="list-style-type: none"> Trade, exploration and empire, Francis Drake and John Hawkins Religious Changes Opposition by Puritans and Catholics Mary, Queen of Scots Rebellions and Uprisings The Spanish Armada Historic Site Study 	<p>Assessment 3</p> <p>Elizabethan Life</p> <p>Time: 40 mins Marks: 40 marks</p>
4	<p>Britain, Health and the People, Part 3: Industrial Health</p> <ul style="list-style-type: none"> Pasteur and Germ Theory Anaesthetics and Antiseptics Pasteur vs Koch Cholera and issues with Public Health Public Health reforms 	<p>Assessment 4</p> <p>Paper 2 Mock Paper</p> <p>Time: 2 hours Marks: 80 marks</p>
5	<p>Britain, Health and the People, Part 4: Modern Health</p> <ul style="list-style-type: none"> The Development of Penicillin The Impact of War The Liberal Reforms The Creation of the NHS Modern and alternative treatments 	
6	GCSE Exams	



Revision and Support:

There are many ways in which you can support your child in the study of History such as:

- Watching relevant documentary programs and History podcasts
- Taking out a subscription to a periodical such as National History Magazine
- Please see individual Google classrooms for your class support
- Seneca GCSE revision podcasts
- AQA GCSE History: <https://www.aqa.org.uk/subjects/history/gcse/history-8145>
- BBC Bitesize revision: <https://www.bbc.co.uk/bitesize/subjects/zj26n39>

Final GCSE Assessment Structure:

Component	Weighting	Content	Proposed Examination Date
Paper 1 2hrs	50%	Understanding the Modern World <ul style="list-style-type: none"> ● America 1920-1973: Opportunity and Inequality. ● Conflict and Tension: The First World War 1894-1918. 	June in Year 11
Paper 2 2hrs	50%	Shaping the Nation <ul style="list-style-type: none"> ● Britain Health and the People: c1000 to the present day. ● Elizabethan England c1568-1603 	June in Year 11