



THE BROMFORDS SCHOOL
ACHIEVE ENRICH PREPARE

The Bromfords School History Department. Intent of Curriculum



The Bromfords School

History Department.

The intent of History at Bromfords is to increase awareness and knowledge of the development of Britain from Roman times up to modern times; Understand the development and understanding of British values – democracy, rule of law, liberty and tolerance (e.g. civil rights / slavery, Holocaust etc.); Develop an understanding of some world History and specific themes within History; development of historical skills necessary for success in later life and exams.

Achieve: Pupils will develop a deepening understanding of the development of modern Britain and its place in world History. Pupils should be able to describe and or explain the causes and impact of change across a number of areas. Individual study units will focus on particular Historical skills; developing student skills with the utility of sources, explaining different interpretations in History. Students will be able to develop clear and well supported arguments based around paragraphs.

Enrich: History students will develop a greater understanding of modern Britain and how its values developed, along with some changes in world History. It will allow pupils to place current events in their historical context, along with developing useful skills in debate, clarity of argument and judgement of evidence.

Prepare: Students will become aware of the changing development of Britain; politically, socially and economically as well as gain an understanding of some world History. The Historical skills will be revisited across different units, in all key stages, allowing pupils to improve their understanding of these important transferable skills.

Department: History	Curriculum Map What does History at Bromfords look like?					
Entry KS2	Year 7	Year 8	Year 9	Year 10	Year 11	Post-16
<p><u>Knowledge:</u> Very mixed. Our main feeder schools all have different History curriculums. We do utilise the knowledge that pupils bring with them to aid the others.</p> <p><u>Skills:</u> No specific understanding of Second Order concepts in History.</p>	<p><u>Knowledge:</u> Roman Empire and Britain. The Silk Roads. Post-Roman settlement Anglo-Saxons, Vikings and Normans. The power of Medieval Kings. The Tudors and Religious change. The Industrial Revolution.</p> <p><u>Skills:</u> Second Order Concepts: Change & Continuity, Causation, Significance, Using Sources, Understanding historical Interpretations, Chronology. Developing literacy skills towards writing multi-paragraph answers and conclusions.</p>	<p><u>Knowledge:</u> The British Empire. The Slave Trade. American Civil Rights Campaign. World War Two. The Holocaust. Days that shook the World.</p> <p><u>Skills:</u> Second Order Concepts: Change & Continuity, Causation, Significance, Using Sources, Understanding historical Interpretations, Chronology. Developing literacy skills towards writing multi-paragraph answers and conclusions.</p>	<p><u>Knowledge:</u> The Campaign for Women's Suffrage. The First World War. Medicine on the Western Front. Medicine Through Time c1350 to the present.</p> <p><u>Skills:</u> Second Order Concepts: Change & Continuity, Causation, Significance, Using Sources, Understanding historical Interpretations, Chronology. Developing literacy skills towards writing multi-paragraph answers and conclusions. Answering GCSE style History questions.</p>	<p><u>Knowledge:</u> The American West c1835 to c1890. Henry VIII and his Ministers.</p> <p><u>Skills:</u> Second Order Concepts: Change & Continuity, Causation, Significance, Using Sources, Understanding historical Interpretations, Chronology. Developing literacy skills towards writing multi-paragraph answers and conclusions. Answering GCSE style History questions.</p>	<p><u>Knowledge:</u> Weimar and Nazi Germany 1918 – 1939.</p> <p><u>Skills:</u> Second Order Concepts: Change & Continuity, Causation, Significance, Using Sources, Understanding historical Interpretations, Chronology. Developing literacy skills towards writing multi-paragraph answers and conclusions. Answering GCSE style History questions.</p>	<p><u>Knowledge:</u> Winston Churchill 1929 to 1951. British History 1951 – 1997. Germany in Democracy and Dictatorship 1918 – 1963. The Changing Nature of Warfare 1792 – 1945. Students choose their own topic for the NEA.</p> <p><u>Skills:</u> Second Order Concepts: Change & Continuity, Causation, Significance, Using Sources, Understanding historical Interpretations, Chronology. Answering A Level style questions.</p>

**Enrichment,
Careers,
Real-world
Experience.**

Careers & Real-World: History develops pupils' confidence as investigative/analytical thinkers capable of becoming effective decision makers. These transferrable skills support careers in several different sectors including, Law, Finance, Media/Journalism, Politician, Teaching, Archivist, Police, and Researcher. Pupils will understand how technological, religious, social, political, military, and economic factors have shaped and changed modern Britain and the wider world.

Year 7 – Intent: To provide students with an understanding of the development of Britain by examining settlers, rulers and the development of British values. To provide students with a wider, less Western based, understanding of History through the Silk Roads. As well as introducing students to the second order concept skills necessary to fully understand and explain History.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: Roman History and Skills Development. Learning Intent: To provide an understanding of the skills required for studying History through studying aspects of Roman and Roman British history. Skills include: Chronology, Cause and Consequence, significance, change and</p>	<p>Scheme of Work: Silk Roads Learning Intent: To understand the skills of understanding interpretations by examining Frankopan's interpretation of the importance of the Silk Roads in the spread of trade, ideas, religion and culture. To develop a less</p>	<p>Scheme of Work: Settlers Learning Intent: To understand the settlement of Britain after the Romans left. Examining the settlement of Anglo/Saxons. The 'Vikings', Norse and Danes. The Norman conquest. Understanding the presence of ethnic minority groups in Britain from Roman to modern times. Develop an</p>	<p>Scheme of Work: Role of the King in the Middle Ages. Learning Intent: To secure an understanding of the power that different Kings and Queens had and how that power was increasingly shared with other groups. Developing skills related to Change and Continuity and Interpretations of King John.</p>	<p>Scheme of Work: The Tudors Learning Intent: To develop pupils' understanding of the impact of the English Reformation and to examine some of the key figures of the period. Developing skills in Causation and Change and extended writing.</p>	<p>Scheme of Work: The Industrial Revolution in Britain. Learning Intent: To provide an understanding of the impact of the Industrial Revolution on Britain. The skills focus is on Change over time and Consequence.</p>

continuity, historical interpretations and source skills.	western centred view of world history.	understanding of the effects of immigration on Britain from an early stage.			
<i>Measuring Impact through: Skills exam paper that covers the range of Second Order Historical concepts.</i>	<i>Measuring Impact through: Assessment examining different interpretations of the development of the modern world. Students explaining what evidence they have to support the separate interpretations.</i>	<i>Measuring Impact through: Assessment examining knowledge through an understanding of second order concepts of causation, significance and change.</i>	<i>Measuring Impact through: Write a historical narrative about the changing role of the king 1066-1381</i>	<i>Measuring Impact through: Explain why religion in England changed under the Tudors ‘The church in England changed completely between the beginning of Henry VIII’s reign in 1509 and the end of Elizabeth’s reign in 1603’. How far do you agree with this statement? Explain your answer</i>	<i>Measuring Impact through: Change over time Explain the consequences of steam power for working class people in Britain between 1750 and 1900. Explain the importance of the Industrial Revolution for Health and Medicine.</i>

Year 8 – Intent: Overarching Year 8 intent: To give pupils and understanding of the development of the modern World and Britain’s place in it. To develop British values and an understanding of other cultures, as well as an understanding of Human Rights and their abuses. The continued development and strengthening of Historical Skills.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Scheme of Work: The British Empire Learning Intent: Pupils should understand the reasons behind the creation of the British Empire, its impact on various colonies and Britain itself and the Empire’s role in the World Wars. The main skill focus is on interpretations of the British Empire.	Scheme of Work: The Slave Trade Learning Intent: Pupils should understand what the Atlantic Slave Trade was, how it operated, Britain’s role in it, why it was ended and its impact on America. The main skills focus is on sources and causation.	Scheme of work: American Civil Rights Learning Intent: Pupils will understand the problems faced by African-Americans in Southern States, what the civil rights campaigns attempted and their impact. The skills focus is on Causation and the Significance of the individual.	Scheme of Work: World War Two Learning Intent: Pupils should understand key events of World War Two and the course of the war. They should be able to explain what factors contributed to Germany’s defeat.	Scheme of Work: The Holocaust Learning Intent: Pupils need to know why the Holocaust happened, what the Holocaust did and the various groups affected by it. The focus is on Sources and Interpretations.	Scheme of Work: Days that shook the world Learning Intent: To give pupils an overview of a particularly important event that has helped to shape the present. E.g. The Fall of the Berlin Wall, 9-11, The Moon Landing. The pupils in the class can choose one of the suggestions or make suggestions of their own.

<p><i>Measuring Impact through: Interpretation provided with questions based on this.</i></p> <p><i>How should we remember the empire?</i></p>	<p><i>Measuring Impact through: What could we see in this source?</i></p> <p><i>What does this source suggest?</i></p> <p><i>What own knowledge do you have about this source?</i></p> <p><i>Why do historians have to be careful using this source?</i></p> <p><i>Explain why Britain abolished the slave trade.</i></p> <p><i>You may use the following in your answer;</i></p> <ul style="list-style-type: none"> •Economic impact •Political reasons 	<p><i>Measuring Impact through: Two features of the murder of Emmett Till</i></p> <p><i>Two features of the Jim Crow Laws</i></p> <p><i>“Martin Luther King Jr. was the main reason why the Civil Rights Act (1964) was passed.” How far do you agree?</i></p> <ul style="list-style-type: none"> •‘I have a dream’ speech •Media 	<p><i>Measuring Impact through: Describe two key features of Blitzkrieg</i></p> <p><i>Write a 300-word historical narrative about the Russo-German war 1941-45</i></p> <p><i>Explain the importance of:</i></p> <ul style="list-style-type: none"> -Hitler’s mistakes to the defeat of Germany -Pearl Harbor to the defeat of Germany 	<p><i>Measuring Impact through: The effectiveness of a Media Source as a learning tool about the Holocaust.</i></p>	<p><i>Measuring Impact through: Questions that get students to explain the significance of an event and to explain how it might impact them (or not) today.</i></p>
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Year 9 – Intent: Overarching Year 9 intent: To provide pupils with an understanding of the Women’s suffrage movement in Britain followed by the Causes of the Great War, how it was fought, the impact it had on those involved both in terms of Front-line troops and the Home Front. To examine the impact that the Great War had on post-war Britain and the World. To then examine the Western Front in greater detail, to begin to build knowledge that would benefit the study of GCSE History. Furthermore, to develop the knowledge and skills necessary to achieve their best outcomes if they decide to take History further.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: The Women’s Suffrage Movement in Britain before 1914</p> <p>Learning Intent: To examine the different methods used by Suffragists and Suffragettes and the impact they had, both in terms of the response of the state and the outcomes achieved. Also to compare the methods for women’s suffrage with those of American Civil Rights which were studied in Year 8.</p>	<p>Scheme of Work: The Causes of the Great War. The First World War – impact on those involved, key battles, weapons and tactics.</p> <p>Learning Intent: To develop an understanding of why this major conflict occurred. To understand what it was like to be involved and how the war progressed. To appreciate the war’s importance for the development of international relations after its end.</p>	<p>Scheme of Work: Medicine and Treatment on the Western Front.</p> <p>Learning Intent: To understand the changes that took place in Medicine and Treatment as a result of the war. To develop second order concepts of Source Analysis, causation, change, and significance.</p>	<p>Scheme of Work: The History of Medicine c1350 – c1700</p> <p>Learning Intent: To examine and understand continuity and change in medicine across time periods. To appreciate the role of different factors in that development including; Key individuals, Institutions (Church, Government, Royal Society), changing ideas and beliefs, the role of religion, etc. To develop skills in second order concepts of change/continuity, significance and causation.</p>	<p>Scheme of Work: The History of Medicine c1700 – Present day</p> <p>Learning Intent: To examine and understand continuity and change in medicine across time periods. To appreciate the role of different factors in that development including; Key individuals, Institutions, changing ideas and beliefs, the role of science and technology, warfare, chance, etc. To develop skills in second order concepts of change/continuity, significance and causation.</p>	
<p><i>Measuring Impact through: Focussed on a debate question: Did the Suffragette Movement do more harm than good for the Campaign for Women’s Suffrage?</i></p>	<p><i>Measuring Impact through: GCSE Exam style questions – moderated.</i></p>	<p><i>Measuring Impact through: GCSE Exam style questions – moderated.</i></p>	<p><i>Measuring Impact through: GCSE Exam style questions – moderated.</i></p>	<p><i>Measuring Impact through: GCSE Exam style questions – moderated.</i></p>	<p><i>Measuring Impact through: GCSE Exam style questions – moderated.</i></p>

Year 10– Intent: To provide pupils with the knowledge and skills necessary to achieve their best possible grade in GCSE History.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Scheme of Work: The American West c1835 – c1895</p> <p>Learning Intent: To cover the content set out in the specification and develop the second order skills and exam techniques necessary to succeed.</p>	<p>Scheme of Work: The American West c1835 – c1895</p> <p>Learning Intent: To cover the content set out in the specification and develop the second order skills and exam techniques necessary to succeed</p>	<p>Scheme of Work: The American West c1835 – c1895</p> <p>Learning Intent: To cover the content set out in the specification and develop the second order skills and exam techniques necessary to succeed</p>	<p>Scheme of Work: The American West c1835 – c1895</p> <p>Learning Intent: To cover the content set out in the specification and develop the second order skills and exam techniques necessary to succeed</p>	<p>Scheme of Work: Henry VIII and his Ministers</p> <p>Learning Intent: To cover the content set out in the specification and develop the second order skills and exam techniques necessary to succeed.</p>	<p>Scheme of Work: Henry VIII and his Ministers</p> <p>Learning Intent: To cover the content set out in the specification and develop the second order skills and exam techniques necessary to succeed.</p>
GCSE Exam style questions – moderated.	GCSE Exam style questions – moderated.	GCSE Exam style questions – moderated.	GCSE Exam style questions – moderated.	GCSE Exam style questions – moderated.	GCSE Exam style questions – moderated.

Year 11– Intent: To provide pupils with the knowledge and skills necessary to achieve their best possible grade in GCSE History.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: Review of Medicine and Henry VIII, Germany 1918 - 1933</p> <p>Learning Intent: To cover the content set out in the specification and develop the second order skills and exam techniques necessary to succeed.</p>	<p>Review of Medicine and Henry VIII, Germany 1918 - 1933</p> <p>Learning Intent: To cover the content set out in the specification and develop the second order skills and exam techniques necessary to succeed.</p>	<p>Scheme of Work: Germany 1933 – 1939. Revision of Prior units.</p> <p>Learning Intent: To cover the content set out in the specification and develop the understanding of interpretations, other second order skills and exam techniques necessary to succeed.</p>	<p>Scheme of Work: Germany 1933 – 1939. Revision of Prior units.</p> <p>Learning Intent: To cover the content set out in the specification and develop the understanding of interpretations, other second order skills and exam techniques necessary to succeed.</p>	<p>Scheme of Work: Exam Preparation</p> <p>Learning Intent: To cover the content set out in the specification and develop the understanding of interpretations, other second order skills and exam techniques necessary to succeed.</p>	<p>Scheme of Work: Exam Preparation</p> <p>Learning Intent: To cover the content set out in the specification and develop the understanding of interpretations, other second order skills and exam techniques necessary to succeed.</p>

GCSE Exam style questions – moderated.	GCSE Exam style questions – moderated.	GCSE Exam style questions – moderated.	GCSE Exam style questions – moderated.	GCSE Exam style questions – moderated.	GCSE Exam style questions – moderated.

Year 12– Intent: To provide pupils with the knowledge and skills necessary to achieve their best possible grade in A Level History.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: Churchill 1931 – 1951 Learning Intent: Studying Churchill and his impact. Developing the necessary source skills and examination techniques for the Britain Paper.</p>	<p>Scheme of Work: Weimar Germany Learning Intent: Studying German Political, Economic and Social History 1918 - 29. Developing the necessary second order concepts and examination techniques.</p>	<p>Scheme of Work: Britain 1951 – 70 Learning Intent: Studying British Political, Economic and Social History 1951-70. Developing the necessary second order concepts and examination techniques.</p>	<p>Scheme of Work: Nazi Germany Learning Intent: Studying German Political, Economic and Social History 1929-45. Developing the necessary second order concepts and examination techniques.</p>	<p>Britain 1970 – 97 Learning Intent: Studying British Political, Economic and Social History 1970-97 and British Foreign policy 1951-97. Developing the necessary second order concepts and examination techniques for the Britain Paper.</p>	<p>Scheme of Work: Post-War Germany Learning Intent: Studying East and West German Political, Economic and Social History 1945-64. Developing the necessary second order concepts and examination techniques.</p>
<i>Measuring Impact through:</i> Britain paper examination Source Questions	<i>Measuring Impact through:</i> Germany paper 10 and 20 mark exam questions.	<i>Measuring Impact through:</i> Britain paper essay questions.	<i>Measuring Impact through:</i> Germany paper 10 and 20 mark exam questions.	<i>Measuring Impact through:</i> Britain paper essay questions.	<i>Measuring Impact through:</i> Germany paper 10 and 20 mark exam questions.

Year 13– Intent: To provide pupils with the knowledge and skills necessary to achieve their best possible grade in A Level History.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Scheme of Work: The Changing Nature of Warfare 1792 – 1945 (Thematic Study) Learning Intent: Studying the development of warfare through themes and examining impact on change and outcome. Developing understanding of different interpretations of Depth Study Conflicts: French Revolutionary Wars, American Civil War and World War One.</p>	<p>Scheme of Work: Student Coursework on a subject of their choice Learning Intent: Independent research and writing of History extended essay on a subject of their choice.</p>	<p>Scheme of Work: The Changing Nature of Warfare 1792 – 1945 (Thematic Study) Learning Intent: Studying the development of warfare through themes and examining impact on change and outcome. Developing understanding of different interpretations of Depth Study Conflicts: French Revolutionary Wars, American Civil War and World War One.</p>	<p>Scheme of Work: Student Coursework on a subject of their choice Learning Intent: Independent research and writing of History extended essay on a subject of their choice.</p>	<p>Scheme of Work: Warfare and Britain Revision Learning Intent: Revising Britain and Warfare knowledge and skills in preparation for the examination.</p>	<p>Scheme of Work: Germany 1918 – 1964 Revision Learning Intent: Revising Germany knowledge and skills in preparation for the examination.</p>
<p><i>Measuring Impact through: Warfare Essay Questions and Warfare Interpretation Questions</i></p>	<p><i>Measuring Impact through: N/A</i></p>	<p><i>Measuring Impact through: Warfare Essay Questions and Warfare Interpretation Questions</i></p>	<p><i>Measuring Impact through: N/A</i></p>	<p><i>Measuring Impact through: Public Examination</i></p>	<p><i>Measuring Impact through: Public Examination</i></p>