



Bournville School Curriculum Overview



Curriculum Intent Statement for History

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS
YEAR 11	2B: Elizabethan England, 1558-1603 How were poor people treated? How did we defeat the	2B: Elizabethan England, 1558-1603 How was society structured? Why is this known as a Golden Age?	*America – Exam Board to confirm if pupils will have to sit 3 or 4 units due to Covid lockdowns and lost learning time in	*America.	Revision and exam practice.	Revision and final exams.
YEAR 10	2A: People's Health What did medieval doctors believe about the cause of disease and how to treat it? How did this change in the Renaissance?	2A: People's Health What impact did the discoveries of the 19 th and 20 th centuries have on people's health?	1B: Conflict and Tension, 1919-1939 What are the key ideas behind communism? Why did the peacemakers have such a difficult job in 1919?	1B: Conflict and Tension, 1919-1939 How did Hitler's actions lead to war?	Completion of Conflict and Tension and introduction of 1A: America, 1840-1895 Who went west to settle America in the 1840s?	1A: America, 1840-1895 How were the lives of the natives different to that of the settlers?
Year 9	Rise of the Dictators in the 20th century – Significant event in world history How did Hitler gain power?	The Holocaust – 1901 to present compulsory topic How did attitudes to and treatment of the Jews change?	World War Two – 1901 to present day What were the causes of the Second World War? Who was to blame?	The Cold War and Civil Rights Movement – Significant world history in the 20th century Who were the key individuals and events that were involved?	Migration through time (including pre 1066 study over time) What impact did the migration have on British society?	Preparation for GCSE course – pre 1066: Ancient Medicine – in preparation for the GSCE People's Health unit. What were the beliefs of the Ancients?
YEAR 8	Slavery and Empire 1745-1901: The triangular slave trade How did the triangular trade system work? How was it ended?	Slavery and Empire 1745-1901: The British Empire and partition of India What were the experiences of the different people involved?	The Industrial Revolution 1745-1901 How did working and living conditions change for ordinary people?	How did ordinary people get the vote 1745-1901: The Women's Suffrage Movement How did women gain the right to vote in Britain?	World War One Era 1901-present day How do interpretations differ? What were the causes of the war? What was trench warfare like in reality? How did the Allies defeat Germany?	Same as summer 1 and impact of WW1
YEAR 7	Local History What skills do historians need? What is the history of our school and local area?	The Norman Conquest How did the Normans change life in Britain?	The beginnings of change – Medieval Britain How did the Tudor family gain power?	Development of Church, State and Society 1509-1745 How did the Tudors change society?	Same as spring 2	Same as spring 2 – key content: The English Civil War What were the causes and consequences?

The purpose of the History curriculum is to enable pupils to – Experience a broad and varied programme of knowledge in KS3 that will also build the skills that they will need to succeed at KS4 and beyond. We want the history they learn to reflect the experiences of our pupils' families as well as to fulfil the requirements outlined in the National Curriculum. Therefore, we are building in increased opportunities to address the history of non-white Europeans. This follows a Trust wide approach where we are marrying up the topics taught across all the history departments in the FMAT. We also have to take into account our school context. Consequently, issues that affect them today e.g. the system of democracy that operates in Britain will be addressed. We are also embedding our focus on developing their literacy skills, not only their vocabulary, speaking, reading but also their extended writing skills. Most of all we wish to instil a lifelong learning of the past into our students so that they pursue visits to historical sites in their own time and perhaps introduce their own families to the history around them. Specifically for KS4 we are beginning to further develop the specified content from the AQA course by teaching concepts that the exam board are assuming our students will know in KS3. For instance, for the Conflict and Tension 1918-1939 unit we will include communism to enable our students to understand why the west acted so strongly to prevent its spread.