



HISTORY

Curriculum Intent Statement

Department of History

Ballakermeen High School

Curriculum vision: The History Curriculum empowers learners to become curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past. The courses Y7 to 13 are based on content, which helps learners to address fundamental issues in human history. At the heart of the History course is the desire to facilitate learner's ability to focus on historical enquiry, engage with a wide range of written and visual sources, understand social and cultural diversity, and develop the ability to reach substantiated judgements based on a considered assessment of different arguments. Our intention is that learning is embedded and sequential to contribute to long term memory, with learning becoming progressively more challenging through the Key Stages. Ultimately, our History curriculum seeks to inspire a lifelong journey of exploration.

Our History curriculum will provide students with the opportunity to:

- Develop an understanding of how to apply and write about historical concepts such as causation; continuity and change; significance; cause and consequence.
- Develop their character, including resilience, working collaboratively and independently, so that they contribute positively to the life of the school, their local community, and the wider environment.
- To foster an enjoyment for History and a love of learning, whilst developing coherent chronological knowledge and an enquiring mind which helps to stimulate pupils' curiosity to know more about the past.
- Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- Learn Manx history which is threaded throughout our history curriculum as we want our children to develop an appreciation for the people and events that are part of our local, national, and international history.
- Develop confidence in orating and debating historical issues and evaluate historical interpretations.

Curriculum Overview - History

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
AUTUMN 1	History skills: The Stone Age 1. Plus Manx aspects: Meayll Hill and Casthal Yn Ard Assessment booklet	History skills: The History of Medicine 1. Egypt 2. Greece 3. Rome 4. Middle-East 5. Renaissance 6. What enabled change the most – themes?	History investigation: Jack the Ripper 1. What factors enabled him to get away with murder? 2. “Police mistakes were the main reason Jack got away with murder” – How far do you agree?	Germany 1918–1945 1. Weimar Republic 1918–1933 2. Stresemann 1923–29 3. How did Hitler get power? 4. How did Hitler become a dictator? 5. Life in Nazi Germany up to 1945 6. Fear vs. Propaganda 7. WW2	Medicine 1848–1948 1. Public Health Acts 1848 & 1875 2. Elizabeth Garrett Anderson 3. Florence Nightingale 4. Mary Seacole 5. Marie Curie 6. Simpson – anaesthetics 7. Lister – antiseptics 8. Landsteiner – blood 9. Wars 10. NHS
AUTUMN 2	The Pagan Lady 1. Who was she? Poster task and Quizziz		Suffragettes 1. Who did the most for women’s rights – suffragists, suggragettes, or WWI? 2. Manx link to Emmeline Pankhurst		
SPRING 1	1066: The Battle of Hastings 1. Why did William win?	Empires: The Benin Empire, Africa 1. Life in the Empire 2. The Role of women 3. Bronze plaques Written task: What sources give us the best information about life in Benin?	WWI 1. Causes of WWI 2. Militarism 3. Alliances 4. Imperialism and Nationalism 5. Life in the Trenches 6. WWI on the IOM 7. Explain 2 effects of WWI on the IOM	Russia 1905–1924 1. Bloody Sunday 1905 2. Russo-Japanese War 1904–1905 3. 1905 Revolution 4. October Manifesto 1905 5. Stolypin’s policies 1906–1911	

SPRING 2	<ol style="list-style-type: none"> 1. How did William take control? 2. Was William a good leader? 	<p>The Mughal Empire, India</p> <ol style="list-style-type: none"> 1. Life in the Empire 2. Explain 2 causes of the collapse of the Empire 	<ol style="list-style-type: none"> 1. Who was satisfied with the Treaty of Versailles? 2. Rise of Evil film up to 1933 (3 lessons only) 	<ol style="list-style-type: none"> 6. Fundamental Laws & Dumas 1906-1916 7. WWI & Treaty Brest Litovsk 8. Revolutions 1917 9. Civil War 1918-1922 10. War Communism 11. NEP 	Revise
SUMMER 1	<ol style="list-style-type: none"> 1. Was life better in the village or the town? 2. Were peasant lives good lives? 	<p>Civil War (1642-1649)</p> <ol style="list-style-type: none"> 1. Why did it break out? 2. Cromwell & Illiam Dhone <p>Gorta Mor (1845-1849)</p> <ol style="list-style-type: none"> 1. Ireland: Why did the baby die? 2. English interference in Ireland & famine 	<ol style="list-style-type: none"> 1. Research and design a timeline of Hitler's early career 2. The causes of WW2 – was it solely the fault of Hitler? 	<p>Cold War 1945-1972</p> <ol style="list-style-type: none"> 1. Yalta Conference 2. Potsdam Conference 3. Berlin Blockade 4. Truman Doctrine 5. Marshall Plan 6. Czechoslovakia 7. Korean War 8. Vietnam War 	
SUMMER 2	<p>The Peasants Revolt</p> <ol style="list-style-type: none"> 1. Why did the peasants decide to revolt in 1381? 	<p>Slavery (1500 – 1865)</p> <ol style="list-style-type: none"> 1. Should the statues remain? 2. Manx links 	<p>The Holocaust</p> <ol style="list-style-type: none"> 1. All about the Holocaust 2. Short creative project response to all learnt 	<ol style="list-style-type: none"> 9. Cuban Missile Crisis 10. SALT 	