



History

Subject Intent

Our central objectives are to stimulate student curiosity, interest in and enjoyment of the subject. The study of history provides the opportunity to develop confidence in a range of subject-specific skills.

Effective understanding, analysis and skillful interpretation of evidence are central to the success of History students at The Bishops' High School. Pupils are encouraged to develop informed opinions and to support such opinions with reasoned arguments, communicating their ideas and opinions effectively.

Core Principles

- **Dignity** History aims to help students to develop their skills and understanding of the topic, and so develop their sense of self-worth and sense of achievement. A fundamental element of History lessons is to teach learners about different times and peoples, and to respect these, seeing them for the dynamic and individual characters they were.
- **Respect** A knowledge of one's history is key to having self-respect, while understanding the histories of different people and places is essential for students to appreciate their place in the wider world. Students learn that people have different opinions and ideas, and that tolerance of these views are important, in the interest of respect.
- **Wisdom** History teaches students that people have always had problems and solutions. Hindsight allows us to judge those who came before us, but what will future generations say about our choices? Students are also given the ability to compare events in the past to today, making them more relatable and allowing them to develop historical empathy.
- **Knowledge** While lots of information is available online at the touch of a button, true understanding can only come from developing one's own knowledge and experiences. Developing one's knowledge, be that in terms of chronologies, key words, or cause and consequence, helps students to understand the world that they live in.
- **Skills** History develops a variety of skills in students, from the more traditional essay-writing and being able to make a judgement to more specific source and interpretation analysis. Students are taught how to read important events and make their own judgements on a variety of controversial issues, taking responsibility for their own learning.
- **Aspirations** Students are taught a number of skills that will benefit them later in life, no matter what route or path they choose to take. The department is particularly keen that students opt for the subject at GCSE and A Level, and continue their enjoyment of the subject even when their time in the classroom has ended.

- **Hope**

Students will learn how to make their own decisions through their history lessons, they will understand the value of their opinions and how to judge the opinions of others, and ultimately, they will be able to see that change can happen through the actions of ordinary people.

Implementaion

| Key Stage 3 Programmes of Study | | | | | | |
|---------------------------------|--|------|--|------|--|------|
| Terms | Year 7 | Core | Year 8 | Core | Year 9 | Core |
| 1 | Introduction – skills/key words | | Henry VIII & The Tudors – Henrican reform the English Church source-based assessment | | The Great War – what was the most important cause for the outbreak of war? – Haig: Butcher or Hero source-based task | |
| 2 | William the Conqueror – why did William win essay | | Elizabeth I and the Spanish Armada – why did the Spanish attack, why did the Spanish fail essay | | The Great War – technology and how it ended | |
| 3 | Bayeux Tapestry & Castles (including the castles project) | | The Civil War (including Chester in the Civil War project) | | Causes of World War Two – Treaty of Versailles assessment | |
| 4 | Medieval Monarchs – Henry II and Becket | | British Empire & Slavery – (including Olaudah Equiano assessment) | | The Holocaust (including Holocaust reflection project) | |
| 5 | The Lives of Ordinary People - Crime and Punishment and Public Health | | Civil Rights in America – Create a Civil Rights Campaign leaflet (peer-assessment opportunity on this) | | The Cold War – was it right to drop the bomb source-based assessment | |
| 6 | The Lives of Ordinary People - Crime and Punishment and Public Health (including the Black Death Assessment) | | Suffrage | | The Cold War 1945-1990 – GCSE prep module | |

| Exam Board : AQA Syllabus N ^o : 8145 Key Stage 4 Programmes of Study | | | | |
|--|---|------|---|------|
| Terms | Year 10 | Core | Year 11 | Core |
| 1 | Introduction to GCSE History Normans – Conquest and control | | Germany – Kaiser’s Germany and Weimar Germany | |
| 2 | Normans – Life and Religious change | | Germany – Rise of the Nazi Party and Nazi Germany | |
| 3 | Health and the People – Medieval medicine and Early Modern medicine | | The Cold War in Asia – Korea and Escalation of Vietnam | |
| 4 | Health and the People – Scientific revolution | | The Cold War in Asia – Ending conflict in Vietnam Revision | |
| 5 | Health and the People – Modern medicine | | Revision for all units | |
| 6 | Normans – Site study | | Revision | |

| Exam Board : Syllabus N ^o : Key Stage 5 Programmes of Study | | | | |
|---|---|------|--|------|
| Terms | Year 12 | Core | Year 13 | Core |
| 1 | Civil Rights in the USA – African Americans The Early Tudors – Henry VII domestic policy | | Democracy and Dictatorship – Weimar Germany Coursework – Taught element (position of Hitler and Holocaust) Revision for USA and Early Tudors | |
| 2 | Civil Rights in the USA – African Americans The Early Tudors – Henry VII foreign policy | | Democracy and Dictatorship – Nazi Germany Coursework – Taught element (Holocaust) Revision for USA and Early Tudors | |

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| 3 | Civil Rights in the USA – Trade Unions The Early Tudors – Henry VIII and Wolsey | Democracy and Dictatorship – WWII and aftermath Coursework – Independent research and writing Revision for USA and Early Tudors | |
| 4 | Civil Rights in the USA – Native Americans The Early Tudors – Henry VIII and Cromwell/1540s | Democracy and Dictatorship – Divided Germany Coursework – Submission Revision for USA and Early Tudors | |
| 5 | Civil Rights in the USA – Women and Depth studies The Early Tudors – Mid-Tudor Crises | Revision for all units | |
| 6 | Democracy and Dictatorship – Weimar Germany Coursework – Taught element (position of Hitler) | Revision | |