

# Curriculum Intent, Implementation and Impact 2020-21

Subject (include exam board if examination subject): Edexcel History (9-1)

Year group: 9

Periods per fortnight: 2

## INTENT:

History education within The Buckingham School aims to allow students to appreciate how Britain and the wider world has been shaped by their pasts. Additionally, for students to recognise the diversity of societies (in particular British society) and how they have come to be so. Through the delivery of this curriculum, students will be able to apply the key historical concepts of chronology, change and continuity, cause and consequence, significance, source reliability, validity of historians' interpretations and forming judgements. In addition, students will be able to understand examples of progress, regress and turning points throughout history. The curriculum will enable the needs of all groups to be met by giving students the confidence and opportunities to ask questions about the past and to develop resilience within a safe and challenging environment. This will be achieved through the delivery of primarily thematic units. The curriculum is designed to nurture respect for, and understanding of, different cultures and beliefs, along with an appreciation for how past events have shaped modern societies. The curriculum addresses the school virtues by fostering a learning atmosphere which revolves around having empathy for others and the curiosity to delve into the lives of those who have shaped the world in which we live.

## IMPLEMENTATION:

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p><b><u>The Mali Empire</u></b> Key questions:</p> <ul style="list-style-type: none"> <li>How was the Mali Empire established?</li> <li>How do we know about Sundiata Keita?</li> <li>What was the role of griots in the Mali Empire?</li> <li>Was Mansa Musa the 'King of Bling'?</li> <li>Trans-Saharan trade: can I free my family?</li> <li>How similar were Mali and England during the 14<sup>th</sup> century?</li> <li>Did the Black Death affect the Mali Empire?</li> <li>How important was Islam in the Mali Empire?</li> <li>What do we know about the culture of the Mali Empire?</li> <li>What caused the fall of the Mali Empire?</li> </ul> <p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>Mali Empire and LGBT History assessment</li> </ul>	<p><b><u>The Mali Empire</u></b> Homework outline:</p> <ol style="list-style-type: none"> <li>Sundiata Keita</li> <li>Mansa Musa</li> <li>Ibn Battuta</li> <li>Assessment revision</li> <li>Decline of the Mali Empire</li> </ol>	<p><b><u>The Mali Empire</u></b></p> <ul style="list-style-type: none"> <li>Discuss learning at home</li> <li>Talk historically (use of specialist language)</li> <li>Watch historical programmes (documentaries, Horrible Histories, etc)</li> <li>Active support with extended learning on Google Classroom</li> </ul>
Spring Term	<p><b><u>20<sup>th</sup> Century World</u></b> Key questions:</p> <ul style="list-style-type: none"> <li>How healthy were Britain's children at the start of the 20<sup>th</sup> century?</li> <li>Were the rich and poor treated equally?</li> </ul>	<p><b><u>20<sup>th</sup> Century World</u></b> Homework outline:</p> <ul style="list-style-type: none"> <li>Sinking of the Titanic</li> <li>Causes of the First World War</li> <li>Appeasement</li> <li>Evacuation</li> </ul>	<p><b><u>20<sup>th</sup> Century World</u></b></p> <ul style="list-style-type: none"> <li>Discuss learning at home</li> <li>Talk historically (use of specialist language)</li> </ul>

	<ul style="list-style-type: none"> <li>• Why did the Great War start?</li> <li>• What were the deadliest weapons in the Great War?</li> <li>• How did countries try to avoid any more wars?</li> <li>• Why did the Second World War begin?</li> <li>• What was it like to be evacuated?</li> <li>• What was Auschwitz like?</li> <li>• Why were nuclear bombs used to end the Second World War?</li> <li>• Why don't we pay to see a doctor?</li> <li>• Man on the Moon ... or was he?</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Mali Empire and 20<sup>th</sup> Century World assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Hiroshima and Nagasaki</li> <li>• First Moon landing</li> </ul>	<ul style="list-style-type: none"> <li>• Watch historical programmes (documentaries, Horrible Histories, etc)</li> <li>• Active support with extended learning on Google Classroom</li> </ul>
Summer Term	<p><b><u>Weimar Germany</u></b> Key questions:</p> <ul style="list-style-type: none"> <li>• Why did Kaiser Wilhelm II abdicate?</li> <li>• How was the Weimar Republic governed?</li> <li>• Why did the Treaty of Versailles make Germans so angry?</li> <li>• Why was there opposition in Germany to the Weimar Republic?</li> <li>• Why did German money become worthless?</li> <li>• Did hyperinflation damage the Weimar Republic the most?</li> <li>• To what extent did Stresemann solve the problems facing the Weimar Republic?</li> <li>• What changed in German society between 1924 and 1929?</li> <li>• How did German culture develop during the Weimar period?</li> </ul>	<p><b><u>Weimar Germany</u></b> Homework outline:</p> <ul style="list-style-type: none"> <li>• Weimar Constitution</li> <li>• Opposition to the Weimar Republic</li> <li>• Impact of hyperinflation</li> <li>• The 'Golden Age' of the Weimar Republic</li> </ul>	<p><b><u>Weimar Germany</u></b></p> <ul style="list-style-type: none"> <li>• Discuss learning at home</li> <li>• Talk historically (use of specialist language)</li> <li>• Watch historical programmes (documentaries, Horrible Histories, etc)</li> <li>• Active support with extended learning on Google Classroom</li> </ul>

**IMPACT:** The impact of the curriculum for this year group will be measured using classwork, homework and in-class assessments.