

YEAR 11 History CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

To support students to demonstrate knowledge and understanding of the key features and characteristics of the periods studied; to explain and analyse historical events and periods studied using second-order historical concepts; to analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements in the context of historical events studied; and to analyse, evaluate and make substantiated judgments about interpretations (including how and why interpretations may differ) in the context of historical events studied.

	Topic 1 USA 1920 - 1973 (continued if required)	Topic 2 USA 1920 - 1973	Topic 3 USA 1920 - 1973	Topic 4 Elizabethan c1568-1603	Topic 5 Elizabethan c1568-1603	Topic 6 Elizabethan c1568-1603	Topic 7 Elizabethan c1568-1603	Exams & Revision
Topic	How did the Boom cause Opportunity and Inequality?	How did the Depression and New Deal cause Opportunity and Inequality?	How did Opportunity and Inequality continue in Post-war America?	How did Elizabeth's court and Parliament affect her authority?	What was life like in Elizabethan Times?	What problems did Elizabeth face at home and abroad?	How does a specific historic site fit within the Elizabethan era?	
Crucial Knowledge	Benefits and causes of the Boom. Inequalities of wealth. Social and cultural developments. Divided society e.g. organised crime,	American society during the Depression. Roosevelt's election. Impact of the new Deal and opposition. Popular culture. Impact of the Second World	Post-war society and the economy. African Americans fight for Civil Rights The Great Society and feminism BIG IDEA = Inequality was	Elizabeth and her court. Difficulties of a female ruler. BIG IDEA = Elizabeth had to work to establish her own authority	A 'Golden Age' including fashion, theatre and prosperity. Reasons for, and responses to, poverty English sailors such as Hawkins and Drake. BIG IDEA = The	Religious troubles including Catholic plots and Puritan attitudes. Mary Queen of Scots and how she was treated Conflict with Spain leading to the defeat of the Armada. BIG IDEA	Consideration of the location, function, structure, people, design, events of the specified site and how they fit within the broader topic BIG IDEA = Studying the historic environment	

	immigration and the Red Scare. BIG IDEA = The Boom affected different Americans in different ways	War. BIG IDEA = The Depression and to a greater extent the New Deal had an uneven impact but WWII really lifted American out of Depression.	addressed to some extent		Elizabethan Era was only a 'Golden Age' for some.	= Elizabeth's authority was challenged from abroad as well as from at home	helps us to build up a sense of a specific period	
Why this learning now?	<ul style="list-style-type: none"> Broadly chronological framework Follows on from WWI topic which ends in 1918. Means international units are interspersed with the British units. 	<ul style="list-style-type: none"> Broadly chronological framework Follows on from topic on the Boom which provides background to the depression 	<ul style="list-style-type: none"> Broadly chronological framework Follows on from work on the Boom and the 1930s era in the USA. Means international units are interspersed with British units 	<ul style="list-style-type: none"> Means British units are interspersed with international units Provides background for historic environment question 	<ul style="list-style-type: none"> Means British units are interspersed with international units Provides background for historic environment question Builds on the topic about Elizabeth's Court 	<ul style="list-style-type: none"> Means British units are interspersed with international units Provides background for historic environment question Builds on topics about Elizabeth's Court and society to also look at threats from abroad. 	<ul style="list-style-type: none"> Means British units are interspersed with international units The historic environment question is taught just before the exam (knowing it will definitely be on the paper) and context will have been taught 	
Assessment Opportunities:	<p>Formative – Every lesson has a recall starter and there are opportunities for Q & A and embedded WINs AfL exam questions which can be self, peer or teacher marked. Because a large variety of questions are provided teachers can match these to the needs of their classes while still meeting the requirement of a minimum of one WINs task a fortnight. Some tasks will be modelled with the class in an 'I do, We do, You do' manner.</p> <p>Summative – Trial Exams (3 of the 4 Papers are sat) and Paper 2 practise paper (2 topics are covered) before Easter.</p>							

	<p>End of topic practice questions. As Y11 complete each section of a topic they complete a 1 hour practise paper covering all the question styles on that specific exam.</p> <p>Note. Apart from trial exams these assessments do not follow an iterative model as the aim is to consolidate how to answer each type of exam question on the current topic. However, other styles of exam questions may be covered in revision sessions such as pd 6 or holiday revision sessions.</p>							
Learning at Home	<p>For the vast majority of the year homework will be set WEEKLY. Homework completion, along with attendance, is a crucial indicator of likely exam performance.</p> <ul style="list-style-type: none"> • Most homework will be revision tasks encouraging learners to develop effective revision skills (and to utilise resources such as revision guides, knowledge organisers and revision notes) while breaking up the amount to be revised into manageable chunks which can be monitored by staff. Students have access to resources such as index cards and revision exercise books through the History Department and by Year 11 many are changing and adapting the suggested strategies for revision in order to match the methods which they personally find most effective. Parents are encouraged to engage with revision and revision resources are presented in a way whereby parents can test students and what they know. • Periodically homework may be set to complete work which is unfinished in booklets or work which has been missed through absence • Homework may be set to thoroughly prepare an answer to a longer exam question in order to enable students to prepare for an assessment. 							
National Curriculum Links	N/A							
Key Vocabulary (Etymology words)	Boom Inequalities Prohibition	Depression New Deal Supreme Court	Consumer Society Segregation Feminism	Patronage Succession	Golden Age Circumnavigation	Catholicism Protestantism Puritanism		
Spiritual, Moral, Social and Cultural concepts covered	<p>The History curriculum provides students with the opportunity to learn about how to formulate an enquiry, the use of sources (including being critical consumers of information from films and other sources) as well as to develop their understanding of global citizenship.</p> <p>Concepts covered include:</p> <ul style="list-style-type: none"> • Spiritual – Importance and impact of religious conflict in Elizabethan times, religious views with respect to Prohibition and Abortion • Moral - Ethics of Roe v Wade, responsibility for the poor and those suffering from inequalities • Social - Racial Prejudice, attitudes to immigration, differences between groups in society • Cultural - Citizenship and understanding the modern world. Vocabulary development 							
Links to careers and	<ul style="list-style-type: none"> • Links to careers through skills and content • Actor – Elizabethan theatre • Artist – fashion & society. Many students have drawn inspiration from history for their Art work. 							

the world of work

- Economist / Stockbroker – Boom / Depression / Cycle of Recovery