

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 Elizabethan c1568-1603	Topic 2 USA 1920 - 1973	Topic 3 Elizabethan c1568-1603	Topic 4 USA 1920 - 1973	Topic 5 Elizabethan c1568-1603	Movable Topic Elizabethan c1568-1603	Revision & Exams
Topic	How did Elizabeth's court and Parliament affect her authority?	How did the Depression and New Deal cause Opportunity and Inequality?	What was life like in Elizabethan Times?	How did Opportunity and Inequality continue in Postwar America?	What problems did Elizabeth face at home and abroad?	How does a specific historic site fit within the Elizabethan era?	
Crucial Knowledge	Elizabeth and her court. Difficulties of a female ruler. BIG IDEA = Elizabeth had to work to establish her own authority	American society during the Depression. Roosevelt's election. Impact of the new Deal and opposition. Popular culture. Impact of the Second World	A 'Golden Age' including fashion, theatre and prosperity. Reasons for, and responses to, poverty	Post-war society and the economy. African Americans fight for Civil Rights The Great Society and feminism BIG IDEA =	Religious troubles including Catholic plots and Puritan attitudes. Mary Queen of Scots and how she was treated Conflict with Spain leading to the defeat	The site study changes each year. 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	

		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.	English sailors such as Hawkins and Drake. BIG IDEA = The Elizabethan Era was only a 'Golden Age' for some.	Inequality was addressed to some extent	of the Armada. BIG IDEA = Elizabeth's authority was challenged from abroad as well as from at home	Environment helps us to build up a sense of a specific period	
Why this learning now?	- Means British units are interspersed with international units - Provides background for historic environment question - Spaced Learning	- Broadly chronological framework - Follows on from topic on the Boom which provides background to the depression - Spaced Learning	- Means British units are interspersed with international units - Provides background for historic environment question - Builds on the topic about Elizabeth's Court - Spaced Learning	- 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 - Spaced Learning	- 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. - Spaced Learning	- Means British units are interspersed with international units The historic environment question is taught within the most relevant Elizabethan topic and near the end of the course (knowing it will definitely be on the paper) and context will have been taught	

Assessment	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. Summative – Nov Trial Exams (3 of the 4 Papers are sat) and Feb Trial Exams (all papers are covered) before Easter. End of topic practice questions as appropriate prior to exams. Note. Within lessons exam practice does not follow an iterative model as the aim is to consolidate how to answer each type of exam question on the current topic. Interspersing the topics helps to keep both styles of exam questions current and Year 10 topic exam questions are regularly covered in revision such as homework, pd 6 or holiday revision sessions.						
Learning at Home	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. - 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)	Patronage Succession	Depression New Deal Supreme Court	Golden Age Circumnavigation	Consumer Society Segregation Feminism	Catholicism Protestantism Puritanism		
Spiritual, Moral, Social and Cultural	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. Concepts covered include: Spiritual – Importance and impact of religious conflict in Elizabethan times, religious views with respect to Prohibition and Abortion						

concepts covered	• 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 the world of work	• Links to careers through skills and content • Actor – Elizabethan theatre • Artist – fashion & society. Many students have drawn inspiration from history for their Art work. • Economist / Stockbroker – Boom / Depression / Cycle of Recovery