

History Year 11 Curriculum Overview

What is the Year 11 History curriculum aiming to achieve?		
What do we want our Year 11 Historians to be like?	How are we building on prior learning?	How can parents/carers support their child's learning?
Students who study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present.	By building on KS3 study of Medieval (500–1500), Early Modern (1450–1750), Modern (1700–present day) Using timescales of short, medium and long term. Looking at three geographical contexts of a locality, British history and European and wider world settings.	<ul style="list-style-type: none"> • Visit museums and places of historic interest. • Encourage students to watch and read the news to connect history to present day events. • Seek out opportunities to watch documentaries in the media. • Organise revision resources. • Reinforce the importance of continual learning rather than cramming for exams

How are we organising the Year 11 History curriculum?						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Norman Britain & the Historic Environment	Shaping the nation: Britain: Health and the people/Mock prep	Shaping the nation: Britain: Health and the people	Complete Health. Revision: All four Units	Revision All four Units	
Threshold Concepts	AO1: Demonstrate knowledge and understanding AO2: explain and analyse events using second-order concepts. AO3: analyse, evaluate and use sources to make substantiated judgements in the context of events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations	AO1: Demonstrate knowledge and understanding AO2: explain and analyse events using second-order concepts. AO3: analyse, evaluate and use sources to make substantiated judgements in the context of events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations	AO1: Demonstrate knowledge and understanding AO2: explain and analyse events using second-order concepts. AO3: analyse, evaluate and use sources to make substantiated judgements in the context of events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations	AO1: Demonstrate knowledge and understanding AO2: explain and analyse events using second-order concepts. AO3: analyse, evaluate and use sources to make substantiated judgements in the context of events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations	AO1: Demonstrate knowledge and understanding AO2: explain and analyse events using second-order concepts. AO3: analyse, evaluate and use sources to make substantiated judgements in the context of events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations	AO1: Demonstrate knowledge and understanding AO2: explain and analyse events using second-order concepts. AO3: analyse, evaluate and use sources to make substantiated judgements in the context of events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations
Skills	AQA examination AOs				Ability to recall, apply knowledge and write for sustained periods in the exams	
Enrichment within the curriculum	Historians are given the opportunity to extend learning outside of the classroom as much as possible. Revision seminars are often organised and we access those as appropriate to the needs of the cohort.					
Cross curricular links	History links are made to Careers in the Law, Police work, social work, archaeology, Forensics, journalism, architectural design, civil engineering, micro-biology and other areas of medical science.					
Extra-curricular opportunities	Students are able to seek help and support from their teachers outside lessons at any time either in person or via email contact. Support is always available in the History Lunchtime GCSE support, where students can complete homework tasks and have one to one support. Revision sessions afterschool.					

What are the intended outcomes of the Year 11 History curriculum?
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunities to show progress (Assessments)	Normans Q1, 2 and 3 assessment in class	December Mock Asia and Normans full one hour papers in exam setting.	Germany mock (In class) Full one hour exam	Health & the people PPE (In class) Full one hour exam	Public Exams Paper 1: 2 hours Paper 2: 2 hours	
Impact on personal development (SMSC)	Students will learn to not accept things at face value. They will understand how events of the past are relevant to today's society, giving them more empathy with issues in society such as diversity, human rights, the development of the British nation and the values of global citizenship.					
Preparation for the next stage of education	To develop skills needed for A-level study which enables them to develop and extend knowledge and understanding of specified key events, periods and societies in both a British and wider world context, exposing students to the wide diversity of human experience.					