

KS4 Curriculum Overview: Year 11 History (2023-24)

<p><b>1.Rationale to include:</b> Students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. This period study focuses on the development of the USA during a turbulent half century of change. Students will study the political, economic, social and cultural aspects of the USA and the role ideas played in bringing about change.</p>	<p><b>2.A learner in Year 11 will be able to:</b> Develop source evaluation skills, historical interpretation skills, interpret how and why events occur and reach judgements. Pupils will also develop key exam skills such as time management, appropriate paragraphing and recall.</p>
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Term 1:		Term 2:		Term 3:	
1:1: Elizabethan England c1568-1603	1:2: Elizabethan England c1568-1603	2:1: America, 1920–1973: <b>Opportunity and inequality</b> - The American Boom and cycle of prosperity, American society and culture in the 1920s.	2:2: America, 1920–1973: <b>Opportunity and inequality</b> – The impact of the Great Depression, the New Deal, Entertainment in 1920s, WW2 impact and recovery, The American Dream, the start of the Cold War, McCarthyism, start of Civil Rights Movement	3:1: America, 1920–1973: <b>Opportunity and inequality</b> - the Civil Rights and Feminist Movements up to 1973.	3:2: Exam Prep

Term 1	1:1: Students will develop their understanding of Elizabeth's early life and problems	1:2: Students will develop their understanding of the Golden age in Elizabethan England	Autumn % Assessment
<b>Topic Coverage</b>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>Elizabeth's character and court life</li> <li>Parliament</li> <li>Religion: pots, threats and government responses</li> <li>Mary Queen of Scots</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Evaluation of Interpretation (AO4)</li> <li>Demonstrate knowledge and understanding of the key features and characteristics of the period (AO1)</li> <li>explain and analyse historical events and periods studied using second-order historical concepts. (AO2)</li> <li>Narrative account using second order concepts (AO1&amp;2)</li> </ul> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> <li>Pit-stops focused on singular key exam questions</li> <li>Quizzes to build knowledge recall</li> <li>EoHT tests which will look at a combination of key exam skills</li> <li>DIRT</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>ENVIRONMENT STUDY - The Americas and Drake's circumnavigation, 1577—1580</li> <li>The Golden Age</li> <li>Poverty: attitudes and responses</li> <li>English sailors</li> <li>Conflict with Spain</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Evaluation of Interpretation (AO4)</li> <li>Demonstrate knowledge and understanding of the key features and characteristics of the period (AO1)</li> <li>explain and analyse historical events and periods studied using second-order historical concepts. (AO2)</li> <li>Narrative account using second order concepts (AO1&amp;2)</li> </ul> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> <li>Pit-stops focused on singular key exam questions</li> <li>Quizzes to build knowledge recall</li> <li>EoHT tests which will look at a combination of key exam skills</li> </ul>	<p><b>Knowledge coverage:</b></p> <ul style="list-style-type: none"> <li>➤ The problems facing Elizabeth &amp; England</li> <li>➤ The religious troubles and conflicts.</li> <li>➤ Environmental Study</li> </ul> <p><b>Skills tested:</b></p> <ul style="list-style-type: none"> <li>➤ Interpretation skills</li> <li>➤ Ability form an argument</li> <li>➤ Selecting evidence</li> <li>➤ Complex knowledge</li> <li>➤ Cause and consequence</li> <li>➤ Narrative account</li> </ul> <p><b>Assessment style/questions:</b></p> <ul style="list-style-type: none"> <li>➤ How far do you agree with the interpretation?</li> <li>➤ Explain Q</li> <li>➤ Write an account Q</li> </ul>

		<ul style="list-style-type: none"> <li>• DIRT</li> </ul>	➤ Environmental study Q
	<u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets and relevant historical sources & Interpretations.	<u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets and relevant historical sources & Interpretations.	
	<u>Home Learning:</u>  Seneca & Educake fortnightly tasks set based on the early reign of Elizabeth by individual teachers.	<u>Home Learning:</u>  Seneca & Educake fortnightly tasks set based on the Golden age and Spanish armada by individual teachers.	
<b>Term 2</b>	<b>2:1: Students will develop their understanding of the American Boom and cycle of prosperity, American society and culture in the 1920s.</b>	<b>2:2: Students will develop their understanding of the impact of the Great Depression, the pursuit of the American Dream and the start of Civil Rights Movement</b>	<b>Spring % Assessment</b>
<b>Topic Coverage</b>	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>• Describe the economic boom of the 1920s in the USA</li> <li>• Explain the problems facing different groups in society.</li> <li>• Evaluate the success and failures of 1920s USA</li> </ul> <u>Skills:</u> <ul style="list-style-type: none"> <li>• Evaluation of Interpretation (AO4)</li> <li>• Demonstrate knowledge and understanding of the key features and characteristics of the period (AO1)</li> <li>• explain and analyse historical events and periods studied using second-order historical concepts. (AO2)</li> </ul> <u>Assessment:</u> <ul style="list-style-type: none"> <li>• Pit-stops focused on singular key exam questions</li> <li>• Quizzes to build knowledge recall</li> <li>• EoHT tests which will look at a combination of key exam skills</li> <li>• DIRT</li> </ul>	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>• Describe the causes of the Great depression and its impact on the American people – Wider world links to be made.</li> <li>• Investigate the presidential response to the depression</li> <li>• Evaluate the impact of the depression on American society</li> <li>• Investigate the impact of World War Two on the USA</li> </ul> <u>Skills:</u> <ul style="list-style-type: none"> <li>• Evaluation of Interpretation (AO4)</li> <li>• Demonstrate knowledge and understanding of the key features and characteristics of the period (AO1)</li> <li>• explain and analyse historical events and periods studied using second-order historical concepts. (AO2)</li> </ul> <u>Assessment:</u> <ul style="list-style-type: none"> <li>• Pit-stops focused on singular key exam questions</li> <li>• Quizzes to build knowledge recall</li> <li>• EoHT tests which will look at a combination of key exam skills</li> <li>• DIRT</li> </ul>	<b>Knowledge coverage:</b> <ul style="list-style-type: none"> <li>➤ 1920s USA</li> <li>➤ Depression &amp; New deal</li> <li>➤ Impact of WW2 on USA</li> <li>➤ Post war society</li> </ul> <b>Skills tested:</b> <ul style="list-style-type: none"> <li>➤ Interpretation skills</li> <li>➤ Ability form an argument</li> <li>➤ Selecting evidence</li> <li>➤ Complex knowledge</li> <li>➤ Cause and consequence</li> </ul> <b>Assessment style/questions:</b> <ul style="list-style-type: none"> <li>➤ Interpretations differ How Q</li> <li>➤ Interpretations differ Why Q</li> <li>➤ How convincing are the Interpretations Q</li> <li>➤ Describe Q</li> <li>➤ In what ways Q</li> <li>➤ Which was the more significant cause Q</li> </ul>
	<u>Reading/Literacy/Oracy:</u>	<u>Reading/Literacy/Oracy:</u>	

	Allowing students to read in class, as well as reading challenge sheets and relevant historical sources & Interpretations.	Allowing students to read in class, as well as reading challenge sheets and relevant historical sources & Interpretations.	
	<u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on the 1920s USA by individual teachers.	<u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on the Great depression & WW2 in the USA by individual teachers.	
<b>Term 3</b>	<b>3:1: Students Will develop their understanding of the Civil Rights and Feminist Movements up to 1973.</b>	<b>3:2: Exam Prep</b>	Summer % Assessment
<b>Topic Coverage</b>	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>Describe the different forms of protest</li> <li>Investigate how the US presidents dealt with the social and legal challenges in the USA</li> <li>Evaluate the success and failures of the Civil Rights movements in the USA</li> </ul> <u>Skills:</u> <ul style="list-style-type: none"> <li>Evaluation of Interpretation (AO4)</li> <li>Demonstrate knowledge and understanding of the key features and characteristics of the period (AO1)</li> <li>explain and analyse historical events and periods studied using second-order historical concepts. (AO2)</li> </ul> <u>Assessment:</u> <ul style="list-style-type: none"> <li>Pit-stops focused on singular key exam questions</li> <li>Quizzes to build knowledge recall</li> <li>EoHT tests which will look at a combination of key exam skills</li> <li>DIRT</li> </ul>	<u>Knowledge:</u>  <u>Skills:</u>  <u>Assessment:</u> <ul style="list-style-type: none"> <li></li> </ul>	
	<u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets and relevant historical sources & Interpretations.	<u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets and relevant historical sources & Interpretations.	
	<u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on events on the different Civil Rights movements by individual teachers.	<u>Home Learning:</u> Revision will be priority and focus at this point – can be support by Seneca platform	