**History Year 11**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Big Ideas | Religion and MedicineInfluence of Religion in medieval timesEarly pioneers and theorists of medicine and science | Science, Industry and GovernmentInfluence of scientific and industrial growth/developments on medicine | Power and RightsPower of the monarch and challenges to itRights of people and Parliament | War and the making of the UKSociety in medieval EnglandWars within the Celtic nations | Revision of material studiedRevision of skills | Examinations |
| Topics | * Medicine through time
* Religion and medieval medicine
* Tudor medicine and the renaissance
 | -the industrial age : germ theory and discovery- 20th century medicine : war and technology | -Edward 1st-Taking power from the baronsPower in-Edwards England : 100 rolls, feudal system, parliament | -Edward’s England : university, town life, the church, the economy-Edward’s Britain : the conquest of Wales and Scotland | Revision of the content and exam technique | Exam Season |
| Assessment | Medicine 1 : medieval medicineMedicine 2: renaissance and discovery | Medicine 3 :1700-1900 :Government intervention and scienceMedicine 4 : 20th century : war and technology | Edward 1 :Comparison with the Plantagenet’s and power | Edward 2 :Life in Edwards EnglandEdward 3 : Conquering the UK |  Exam technique and assessment for learning on a question by question basis |  |
| Skills | Source utility judgementIn-depth comparison across timeAnalysis of significanceEvaluation of most relevant and important themes  | Source utility judgementIn-depth comparison across timeAnalysis of significanceEvaluation of most relevant and important themes | Analysis and judgement of historical interpretationAnalysis of importance of historical factorsEvaluation of cause and consequenceEvaluation of roles of historical sites | Analysis and judgement of historical interpretationAnalysis of importance of historical factorsEvaluation of cause and consequenceEvaluation of roles of historical sites | Revision of exam skills |  |

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| Building on Prior Learning | Students will continue to evaluate arguments and asses the utility of sources, particularly linked to the Cold war year 10 topicTopics are thereafter chronological and show progression through historical periods with recurring themes |
| Links with other subjects | Geography : the conquest of Wales and Scotland – Science : the discoveries of germ theory and DNA – maths : population statistics – PSHE : laissez faire and interventionist government – English : source appraisal through tone and provenance |
| SMSC links | Role of Religion in Britain, development of science and medicine over time, significance of individuals. Role and development of Government and people’s rights in the UK. Health and condition of society and life in Britain. Impact of war on society. Medieval power and rights of people. Development of Parliament and beginnings of democracy. Relationship between nations of the British Isles. Role and development of Government in medieval times. Development of economy and taxation, trade, and education in medieval times. |
| Extracurricular opportunities | Trips to : Caernarvon castle, Ludlow and Stokesay castle, the doctors show ( touring group ) Worcester hospital museum |
| Literacy | Students are introduced to subject specific terminology and key terms – displayed in class and in books – students develop their speaking and listening skills through questioning and their presentation and recital of written answers – students learn to work effectively in groups and contribute vocally to class discussion. Students are assessed through written answers to exam board questions requiring them to deploy subject-specific language in well-communicated and organised paragraphs. Spelling, punctuation and grammar are marked in specific exam answers (essay questions). |
| Numeracy | Using chronological dates and sequencing, making estimates, Handling data; interpreting data, constructing tables and graphs. Eg. statistics of Bills of Mortality during the Great Plague; population pie charts during the industrial revolution and John Snow’s cholera maps. |
| A successful learner in this subject will demonstrate | The ability to :* Explain multiple causation with a range of examples
* Explain the utility of a source with provenance and content
* Explain significance of events and make comparisons between periods
* Differentiate between interpretations
* Evaluate two arguments
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| Impact on personal development | -Students are taught to argue correctly, based on empirical evidence.-They learn to ask questions not merely on face value but also access to information and peoples agenda-Students are shown how to assess change and continuity both in terms of cost and impact-They learn to tolerate and appreciate the perspectives of others and value others rights and opinions even if they don’t agree |

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| Ways to support student learning in this subject |
| * Closed questioning testing builds the evidence base and bank of knowledge used to illustrate and prove answers
* Asking students to justify or evidence their views and interpretations of events
* Differentiate between cause and consequence to help students consider impact
* Make sure students always check the origins, authors and possible purpose of articles, news and views that they consume
* Use the SENECA learning assignments and Courses to constantly develop their understanding
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