

History Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<ul style="list-style-type: none"> - Medicine through time - Religion and medieval medicine - Tudor medicine and the renaissance 	<ul style="list-style-type: none"> -the industrial age : germ theory and discovery - 20th century medicine : war and technology 	<ul style="list-style-type: none"> -Edward 1st -Taking power from the barons Power in -Edwards England : 100 rolls, feudal system, parliament 	<ul style="list-style-type: none"> -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 medicine Medicine 2: renaissance and discovery	Medicine 3 :1700-1900 : Government intervention and science Medicine 4 : 20 th century : war and technology	Edward 1 : Comparison with the Plantagenet's and power	Edward 2 : Life in Edwards England Edward 3 : Conquering the UK	Exam technique and assessment for learning on a question by question basis	

Building on Prior Learning	Students will continue to evaluate arguments and assess the utility of sources, particularly linked to the Cold war year 10 topic Topics 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
Extracurricular opportunities	Trips to : Caernarvon castle, Ludlow and Stokesay castle, the doctors show (touring group) Worcester hospital museum
A successful learner in this subject will demonstrate	The ability to : <ul style="list-style-type: none"> - 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
Impact on personal development	<ul style="list-style-type: none"> -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

Ways to support student learning in this subject
<ul style="list-style-type: none"> - 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