

# History Curriculum Overview – Year 11

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
<b>Autumn Term 1</b>						
<p>Health and the People</p>	<p>What do the ancient/medieval world believe about the causation of illness?</p> <p>What role was played by medieval doctors?</p> <p>The contribution of Christianity to medieval medicine- How did it help/hinder progress?</p> <p>Medieval hospitals- What were they like, how does the church assist in their running?</p> <p>Importance of Islamic medicine and surgery- How does this compare with Christian Europe in the medieval era?</p> <p>Surgery- What practices were used, based on what beliefs? How is Europe different from the Islamic world?</p> <p>Public Health- Looking at two locations, towns and monasteries,</p>	<ul style="list-style-type: none"> <li>Students will learn the second order skills of change and continuity, cause and consequence and significance to understand the changes (or lack of change) that took place in medieval medicine.</li> <li>They will read sources and develop their understanding of how to evaluate, compare and decide which is more convincing.</li> <li>They will learn to evaluate the significance of events and individuals such as the influence of the church or ancient doctors like Hippocrates/Galen.</li> </ul>	<p>Assessment will be:</p> <p>Knowledge quizzes.</p> <p>Practice exam questions and an exam style test at the end of the unit based on medieval medicine.</p>	<p>Homework is a range of different task which might include: extra reading and research, practice exam questions, poster making, quizzes.</p> <p>This will be set weekly on satchel.</p>	<p><b>Listening and attentive</b> – Exploring new content and developing new skills.</p> <p><b>Discerning and Joyful</b> – developing a love for learning and for history as a subject</p> <p><b>Courageous and Resilient</b> – in facing the challenges of Year 11 and GCSE's</p> <p><b>Community and Participation</b> <b>Peace and Reconciliation</b></p> <p><b>English (extended writing, analysis)</b> <b>RE</b></p> <p><b>Teaching</b> <b>Research</b> <b>Archivist</b> <b>Journalism</b> <b>Law</b></p>	<p>KS3- Medicine Year 8</p>

how do they differ in their approach to public health?

Black Death 1348- What did people believe about causes/treatments? Why was it on such a huge scale?

- They will develop the skill of writing essays for the GCSE exam.

**Autumn Term 2**

<p>Health and the People</p>	<p>Challenges to the orthodoxy- How did people like Pare, Vesalius and Harvey challenge traditional teaching?</p> <p>Quackery- What does the Great Plague teach us about new treatments/Quackery?</p> <p>Growth of Hospitals- How does the work of individuals like John Hunter show how medicine changed? How are hospitals different to medieval ones?</p> <p>Vaccination- What is inoculation/vaccination, how did they develop, who was opposed to it and why?</p> <p>Anaesthetic- How Simpson developed pain relief and why were people opposed?</p> <p>Germ Theory- What impact did Pasteur's discovery in 1861 have on the development of medicine?</p>	<ul style="list-style-type: none"> <li>• Students will learn the second order skills of change and continuity, cause and consequence and significance to understand the changes that took place in medicine from the Renaissance Era to the 19<sup>th</sup> century.</li> <li>• They will read sources and develop their understanding of how to critically analyse sources and explaining how they can be useful to historians.</li> <li>• They will learn to evaluate the significance of events and individuals such as the influence of key individuals like Pasteur or the development of vaccines under Edward Jenner.</li> <li>• They will develop the skill of writing essays for the GCSE exam.</li> </ul>	<p>Assessment will be:</p> <p>Knowledge quizzes. Practice exam questions and an exam style test at the end of the unit based on medicine in the Renaissance Era and the 19<sup>th</sup> century.</p>	<p>Homework is a range of different task which might include: extra reading and research, practice exam questions, poster making, quizzes.</p> <p>This will be set weekly on satchel.</p>	<p><b>Listening and attentive</b> – Exploring new content and developing new skills.</p> <p><b>Discerning and Joyful</b> – developing a love for learning and for history as a subject</p> <p><b>Courageous and Resilient</b> – in facing the challenges of Year 11 and GCSE's</p> <p><b>Community and Participation</b> <b>Peace and Reconciliation</b></p> <p><b>English (extended writing, analysis)</b> <b>RE</b></p> <p><b>Teaching</b> <b>Research</b> <b>Archivist</b> <b>Journalism</b> <b>Law</b></p>	<p>Key stage 3- Medicine Year 8</p>
------------------------------	--	---	--	---	--	---

**Spring Term 1**

	<p>Poverty- What do the work of men like Booth and Rowntree and the Boer War tell us about how poverty affects health?</p> <p>Public Health- How do individuals like Bazalgette contribute to the development of public health in the 19<sup>th</sup> century?</p> <p>Development of the Pharmaceutical Industry- How is penicillin developed/mass produced? Why do some people prefer alternative remedies?</p> <p>First World War- How do advances like X-Rays and plastic surgery develop in a time of conflict?</p> <p>Changing Role of Government- Liberal welfare reforms and then the creation of the NHS- how has the role of government changed?</p> <p>Modern medicine- What challenges do we face in the 21<sup>st</sup> century, cost/effectiveness?</p>	<ul style="list-style-type: none"> <li>• Students will learn the second order skills of change and continuity, cause and consequence and significance to understand the changes that took place in medicine from the late 19<sup>th</sup> century to the present day.</li> <li>• They will read sources and develop their understanding of how to critically analyse sources and explaining how they can be useful to historians.</li> <li>• They will learn to evaluate the significance of events and individuals such as the influence of key individuals like Pasteur or the development of vaccines under Edward Jenner.</li> <li>• They will develop the skill of writing essays for the GCSE exam.</li> </ul>	<p>Assessment will be: Knowledge quizzes. Practice exam questions and an exam style test at the end of the unit based on medicine in the modern era.</p> <p>Elizabeth- Assessment will be: Knowledge quizzes. Practice exam questions and an exam style test at the end of the unit based on the politics of Elizabethan England and the Earl of Essex.</p>	<p>Homework is a range of different task which might include: extra reading and research, practice exam questions, poster making, quizzes.</p> <p>This will be set weekly on satchel.</p>	<p><b>Listening and attentive</b> – Exploring new content and developing new skills.</p> <p><b>Discerning and Joyful</b> – developing a love for learning and for history as a subject</p> <p><b>Courageous and Resilient</b> – in facing the challenges of Year 11 and GCSE's</p> <p><b>Community and Participation</b> <b>Peace and Reconciliation</b></p> <p><b>English (extended writing, analysis)</b> <b>RE</b></p> <p><b>Teaching</b> <b>Research</b> <b>Archivist</b> <b>Journalism</b> <b>Law</b></p>	<p>Key stage 3- Medicine Year 8</p>
--	--	--	---	---	--	---

## Spring Term 2

Elizabeth I- 1568-1603	<p>Background- Who was Elizabeth and her ministers? How was the government structured?</p> <p>Parliament- How did the Queen interact with parliament? How did they decide upon the question of her marriage.</p> <p>End of her reign- How strong was the Queen's authority? Why did Essex rebel and how did it end?</p> <p>Catholic Threat- Why were Catholics a threat and how did the Elizabethan response evolve?</p> <p>Puritans- What do they believe and how does Elizabeth's relationship to them contrast with the Catholics?</p> <p>Mary Queen of Scots- Why was she a prisoner in England? How was she a threat to Elizabeth?</p> <p>Mary Queen of Scots- What options did Elizabeth have to deal with her? What was the impact of her execution?</p> <p>Golden Age- What does the rise of the gentry mean for England? How do the arts and culture develop?</p>	<ul style="list-style-type: none"> <li>• Students will learn the second order skills of change and continuity, cause and consequence and significance to understand the changes that took place and analyse important events from across the reign of Elizabeth I.</li> <li>• They will read sources and develop their understanding of how to critically analyse sources and explaining how the information presented is convincing.</li> <li>• They will learn to evaluate the importance of individuals and events and how to present facts and events in a coherent narrative structure or an 'account' format.</li> <li>• They will develop the skill of writing essays for the GCSE exam.</li> </ul>	<p>Assessment will be:</p> <p>Knowledge quizzes.</p> <p>Practice exam questions and an exam style test at the end of the unit based on religious opposition to Elizabeth, culture and how she dealt with poverty.</p>	<p>Homework is a range of different task which might include: extra reading and research, practice exam questions, poster making, quizzes.</p> <p>This will be set weekly on satchel.</p>	<p><b>Listening and attentive</b> – Exploring new content and developing new skills.</p> <p><b>Discerning and Joyful</b> – developing a love for learning and for history as a subject</p> <p><b>Courageous and Resilient</b> – in facing the challenges of Year 11 and GCSE's</p> <p style="color: green;"><b>Community and Participation</b> <b>Peace and Reconciliation</b></p> <p style="color: magenta;"><b>English (extended writing, analysis)</b> <b>RE</b></p> <p style="color: magenta;"><b>Teaching Research</b> <b>Archivist</b> <b>Journalism</b> <b>Law</b></p>	<p>Key Stage 3- Religious Change Year 7</p> <p>Key Stage 5- The Tudors</p>
---------------------------	--	--	---	---	---	--

Poverty- Why had it increased during Elizabeth's reign? What steps does her government take to deal with it?

Theatre- What were Elizabethan theatres like? Why did some people like/dislike theatre?

**Summer Term 1**

<p>Elizabeth I- 1568-1603</p>	<p>Exploration- How do Hawkins and Raleigh help England to discover the unknown world?</p> <p>Hawkins &amp; Drake- What was the importance of Drakes global circumnavigation? How does Hawkins start the English slave trade?</p> <p>Spain- Why do England and Spain go to war? How does naval technology help England defeat the Spanish Armada?</p> <p>Historic Environment (Changes annually)- A specific site study which examines historical individuals and locations, situates them in their historical context and invites students to critically consider their purpose and relevance.</p>	<ul style="list-style-type: none"> <li>• Students will learn the second order skills of change and continuity, cause and consequence and significance to understand changes that took place and to analyse important events from across the reign of Elizabeth I.</li> <li>• They will read sources and develop their understanding of how to critically analyse sources and explaining how the information presented is convincing.</li> <li>• They will learn to evaluate the importance of individuals and events and how to present facts and events in a coherent narrative structure or an 'account' format.</li> <li>• They will develop the skill of writing essays for the GCSE exam.</li> </ul>	<p>Assessment will be:</p> <p>Knowledge quizzes.</p> <p>Practice exam questions and an exam style test at the end of the unit based on the exploration of the New World and the historic environment question.</p>	<p>Homework is a range of different task which might include: extra reading and research, practice exam questions, poster making, quizzes.</p> <p>This will be set weekly on satchel.</p>	<p><b>Listening and attentive</b> – Exploring new content and developing new skills.</p> <p><b>Discerning and Joyful</b> – developing a love for learning and for history as a subject</p> <p><b>Courageous and Resilient</b> – in facing the challenges of Year 11 and GCSE's</p> <p><b>Community and Participation</b> <b>Peace and Reconciliation</b></p> <p><b>English (extended writing, analysis)</b> <b>RE</b></p> <p><b>Teaching</b> <b>Research</b> <b>Archivist</b> <b>Journalism</b> <b>Law</b></p>	<p>Key stage 3- Religious Change Year 7</p> <p>Key Stage 5- The Tudors</p>
-------------------------------	---	---	--	---	--	--

--	--	--	--	--	--	--



**Summer Term 2**

<p>Revision</p>	<p>Students have their exams coming up, they will use this time to revise content from across Year 10 and Year 11.</p> <p>America 1920-1973          Conflict and Tension 1945-1972          Health and the People c1000-Present Day          Elizabeth I 1568-1603</p>	<p>Students will practice key exam skills across all 4 papers, revising their technique alongside also making sure their subject knowledge is as strong as it can be.</p>	<p>Assessment will be:          Knowledge quizzes.          Practice exam questions and an exam style test at the end of the unit based on the exploration of the New World and the historic environment question.</p>	<p>Homework is a range of different task which might include: extra reading and research, practice exam questions, poster making, quizzes.</p> <p>This will be set weekly on satchel.</p>	<p><b>Listening and attentive</b> – Exploring new content and developing new skills.</p> <p><b>Discerning and Joyful</b> – developing a love for learning and for history as a subject</p> <p><b>Courageous and Resilient</b> – in facing the challenges of Year 11 and GCSE's</p> <p><b>Community and Participation</b>  <b>Peace and Reconciliation</b></p> <p><b>English (extended writing, analysis)</b>  <b>RE</b></p> <p><b>Teaching</b>  <b>Research</b>  <b>Archivist</b>  <b>Journalism</b>  <b>Law</b></p>	
-----------------	---	---	--	---	--	--