

Medium Term Planning Document: History Year 11

Curriculum Intent Overview:

To learn about the past by exploring diverse people and places from different periods.

Curriculum Intent:

The aim of the history curriculum is to build and grow a wide-ranging interest and passion for history by studying the past so that pupils can understand the world they live in today, which will show progress at each key stage. The passionate and engaged student will be able to foster and develop their written, oral and analytical skills through independent, logical and inquisitive thinking, combined with a tolerant approach to contrasting opinions. Underpinning this academic goal, the curriculum will focus on key aspects of character and allow the students to cultivate a strong set of British values to inform an understanding of the world we live in and their own place in it. A strong and inclusive Key Stage 3 curriculum will enable the students to analyse primary source material, looking at the concepts of reliability and usefulness before making judgements on the merits of the sources. It will provide students with opportunities for reasoned debates, to listen to other people's arguments and provide reasoned counterpoints in a respectful manner. The curriculum has recently been updated to provide a more diverse, wide-ranging and thought-provoking series of lessons including a range of black and women's history across the world. At Key Stage 4, the curriculum will expand on the issues and some of the topics studied at Key Stage 3. Topics such as Elizabeth I and the Cold War will be studied to provide students with an understanding of both British history and the wider world. The curriculum will focus on understanding a wider aspect to life than their immediate community, realising that other people think differently and believe different things. Furthermore, these units are enhanced in the Key Stage 5 curriculum where students will study the origins of British democracy and build on their knowledge gained during KS3 and KS4 to assess the development and change in Russia and the USSR. They will gain the facilitation skills, including how to write academically, how to reference resources and how to work independently, alongside resilience and character traits required to successfully attain places at university, including some of the top universities in the world. Underpinning this academic goal, students will be tolerant of the views of others and be able to respectfully articulate their points to others.

Medium Term Planning Document: History Year 11

'Why This, Why Now?'

In our planning, we have asked ourselves 'why this, why now?' Here we provide some examples of the curriculum choices we have made, and why the units have been placed in the order we have chosen:

Unit	Topic	Why now?	Themes taught	Links to previous topics
LP1	Superpower Relations and the Cold War	Section A of Paper 2 is the period study, which covers around 50 years and requires you to be able to know about and be able to analyse the events surrounding important developments and issues that happened in this period. It counts for 20% of the students' history grade. This topic explores the changing relationship between the USA and the Soviet Union, it moves in chronological order from the origins of the Cold War to its eventual end. Students will be required to have a good grasp of the narrative of events (how they are linked to one another) and be confident about how tensions increase and decrease across the period (visual aids are provided for this).	<ul style="list-style-type: none"> • Superpower • Censorship • Deterrent • Nuclear weapons • Détente • Treaty • Tension 	<ul style="list-style-type: none"> • Y9 – World War One • Y9 – Rise of dictators • Y8 – The British Empire
LP2	Superpower Relations and the Cold War	See above		
LP3	Elizabethan England	The depth study covers a brief period of time and requires students to know about society, people, and events in detail. You will need to understand how different aspects of the period fit together and affect each other. This means that even as the unit is divided into three separate enquiries, teachers should look to make links between them where possible. There is no linear narrative as with the other papers as the events covered in each enquiry were happening at the same time within this period of 30 years. Students will need to get to grips with the challenges facing Elizabeth as she came to the throne - in particular religious challenges, the threat from abroad – Phillip II, and what it was like to live in Elizabethan society – in particular, how society changed during Elizabeth's reign.	<ul style="list-style-type: none"> • Reign • Parliament • Religion • Church of England • Foreign Policy • Education • Poverty • Leisure • War • Armada • Colonisation 	<ul style="list-style-type: none"> • Y7 – Challenges to medieval monarchs • Y8 – The Reformation • Y8 – Elizabethan England • Y8 – The British Empire
LP4	Elizabethan England	See above		
LP5	Revision	Preparation for GCSE exam		
LP6	Revision	Preparation for GCSE exam		

Medium Term Planning Document: History Year 11

The Medium Term Planning document below is designed to show the journey that every student takes through our curriculum. Some elements of the curriculum may be taught over several lessons, others in a single lesson.

History	Year 11 – Half Term 1		
Topic	Content	Formative Assessments	Link(s) to an example lesson
Superpower relations and the Cold War	How did the Cold War begin?	<ul style="list-style-type: none"> • Bell work starter quizzes • Formative knowledge checks in lessons • Extended writing self-assessment • End-of-unit test 	L01 - How did the Cold War begin.pptx L01 - Information sheet.pub
	Why did tensions develop at the wartime conferences?		L02 - Why did tensions develop at conferences.pptx L02 - Information sheet.pub
	Why did the Grand Alliance unravel?		L03 - Why did the Grand Alliance unravel.pptx L03 - Information sheet.pub
	What was the impact of the Truman Doctrine?		L04 - What was the impact of the Truman Doctrine.pptx L04 - Information sheet.pub
	How did tensions between superpowers play out in Germany?		L05 - How did tensions play out in Germany.pptx L05 - Information sheet.pub
	How did the arms race impact the Cold War?		L06 - How did the arms race impact the Cold War.pptx L06 - Information sheet.pub
	What was the impact of the Hungarian Uprising?		L07 - Hungarian uprising.pptx L07 - Information sheet.pub
	What were relations between the superpowers like after WWII?		L08 - What were superpower relations like after WW2.pptx L08 - Information sheet.pub
	How did a divided Berlin cause a crisis?		L09 - How did a divided Berlin cause a crisis.pptx L09 - Information sheet.pub
	How was the Berlin Crisis resolved?		L10 - How was the Berlin crisis resolved.pptx L10 - Information sheet.pub
	How did the Superpowers arrive at the brink of nuclear war?		L11 - How did the superpowers arrive on the brink of nuclear war.pptx L11 - Information sheet.pub
	What were the consequences of the Cuban Missile Crisis?		L12 - Consequences of the Cuban Missile Crisis.pptx L12 - Information sheet.pub
	Key Words:		

Medium Term Planning Document: History Year 11

History	Year 11 – Half Term 2		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Superpower relations and the Cold War	What was the impact of the Prague Spring?	<ul style="list-style-type: none"> • Bell work starter quizzes • Formative knowledge checks in lessons • Extended writing self-assessment 	L13 - The impact of the Prague Spring.pptx L13 - Information sheet.pub
	What were relations between the superpowers like after the Cold War crises?		L14 - What were superpower relations like after WW2.pptx L14 - Information sheet.pub
	Why did the superpowers follow a policy of détente in the 1970s?		L15 - Why did the superpowers follow a policy of detente.pptx L15 - Information sheet.pub
	Why was the Soviet invasion of Afghanistan significant?		L16 - The Soviet invasion of Afghanistan.pptx L16 - Information sheet.pub
	Why was there a ‘Second Cold War’?		L17 - Why was there a Second Cold War.pptx L17 - Information sheet.pub
	How did Gorbachev change thinking in the Soviet Union?		L18 - How did Gorbachev change thinking in the USSR.pptx L18 - Information sheet.pub
	How did Gorbachev end Soviet control over Eastern Europe?		L19 - The collapse of the Soviet Union.pptx L19 - Information sheet.pub
Key Words:			

Summative Assessment:

Pupils will sit an end of term 1 mock exam

Medium Term Planning Document: History Year 11

History	Year 11 – Half Term 3		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Elizabethan England	What were society and government like in 1558?	<ul style="list-style-type: none"> • Bell work starter quizzes • Formative knowledge checks in lessons • Extended writing self-assessment • End-of-unit test 	L01 - Society and government.pptx L01 - Information sheet.pub
	What challenges did Elizabeth face at home?		L02 - Challenges at home.pptx L02 - Information sheet.pub
	What challenges did Elizabeth face abroad?		L03 - Challenges abroad.pptx L03 - Information sheet.pub
	What religious challenges did Elizabeth face in 1558?		L04 - What religious challenges did Elizabeth face.pptx L04 - Information sheet.pub
	How did Elizabeth try to resolve religious divisions?		L05 - What religious challenges did Elizabeth face.pptx L05 - Information sheet.pub
	Who challenged the religious settlement in England?		L06 - Who challenged the religious settlement.pptx L06 - Information sheet.pub
	How did Mary, Queen of Scots pose a challenge to Elizabeth?		L07 - How did MQoS pose a threat to Elizabeth.pptx L07 - Information sheet.pub
	Why did the Northern Earls revolt?		L08 - Why did the Northern Earls rebel.pptx L08 - Information sheet.pub
	Were the Catholic plots against Elizabeth really dangerous?		L09 - Were the Catholic plots against Elizabeth dangerous.pptx L09 - Information sheet.pub
	Why was Mary, Queen of Scots executed?		L10 - Why was Mary, Queen of Scots executed.pptx L10 - Information sheet.pub
	Why was there political and religious rivalry between Spain and England?		L11 - Political and religious rivalry.pptx L11 - Information sheet.pub
	What caused trade and commercial rivalry between Spain and England?		L12 - Trade and commercial rivalry.pptx L12 - Information sheet.pub
	How did England's involvement in the Netherlands start a war?		L13 - England's involvement in the Netherlands.pptx L13 - Information sheet.pub
	Why was the Spanish Armada defeated?		L14 - Why was the Armada defeated.pptx L14 - Information sheet.pub
How did education change during Elizabeth's reign?	L15 - How did education change.pptx L15 - Information sheet.pub		
Key Words:			

Medium Term Planning Document: History Year 11



Medium Term Planning Document: History Year 11

History	Year 11 – Half Term 4		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Elizabethan England	What did people do for leisure during Elizabeth's reign?	<ul style="list-style-type: none"> Bell work starter quizzes Formative knowledge checks in lessons Extended writing self-assessment 	L16 - What did people do for leisure.pptx L16 - Information sheet.pub
	Why did poverty increase during Elizabeth's reign?		L17 - Why did poverty increase in Elizabethan England.pptx L17 - Information sheet.pub
	How did Elizabethan attitudes toward the poor change?		L18 - Elizabethan attitudes towards the poor.pptx L18 - Information sheet.pub
	What led Elizabethans to explore?		L19 - What led Elizabethans to explore.pptx L19 - Information sheet.pub
	Why did Raleigh attempt to colonise Virginia?		L20 - What led Elizabethans to explore.pptx L20 - Information sheet.pub
	Why did the attempt to colonise Virginia fail?		L21 - Why did attempts to colonise Virginia fail.pptx L21 - Information sheet.pub
Key Words:			

Medium Term Planning Document: History Year 11

History	Year 11 – Half Term 5		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Revision			
	Key Words:		