

Subject Curriculum Map: _____ **History** _____ **Year** 11 **2023-24**

Exam Board & Assessment Method: _____ **AQA History GCSE** _____

NOTE - This curriculum map does not align with the Year 10 map for 2022-23. They are further behind and are still completing some aspects of that map; there therefore appears to be some overlap of topics between the two maps. However, students have not had an overlap in their learning; there has been smooth progression through the topics.

Curriculum Intent: To complete the Health and the People topic then to prepare students for GCSE by completing the final topic of their course: Elizabethan England c1568-1603. This is then followed by revision of key topics. However, the aim is to not simply 're-teach' what has already been taught, but to use students' developed historical knowledge and skills to better analyse across the periods and engage more effectively with source material.

Curriculum Implementation: Students have five one-hour lessons per fortnight. They retain the same teacher throughout the year and there are no split classes in Year 11. Key homework includes preparing for end of topic assessments.

Curriculum Impact: The impact of the Year 11 curriculum is that students should have deepened their overall historical knowledge by completing their study of Elizabethan England. Students will be able to use key terminology associated with each topic and period and will be increasingly confident in constructing extended written responses. Students should also be increasingly confident in their abilities to critically evaluate source material. Students will have had the opportunity to consolidate their learning and skills from across the GCSE course.

Year _____	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes, Concepts & Ideas	Paper 2: Shaping the Nation: 2A Britain: Health and the People: c1000 to the Present Day	Completion of any Autumn 1 material Elizabethan England c1568-1603	Elizabethan England c.1568-1603 Life in Elizabethan Times	Elizabethan England c.1568-1603 Troubles at Home and Abroad (some of this material)	Review and Consolidation of WWI Review and Consolidation of USA	<u>Exams</u>

	<p>The 1800s: A revolution in medicine</p> <p>Modern Medicine</p>	Elizabeth's Court and Parliament		<p>may be studied in the previous half term)</p> <p>Historic Environment Study</p>	<p>Review and Consolidation of Medicine</p> <p>Review and Consolidation of Elizabethan England</p>	
Knowledge and understanding	<p>The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies.</p> <ul style="list-style-type: none"> • A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; 	<p>Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers.</p> <ul style="list-style-type: none"> • The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601. 	<p>A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre.</p> <ul style="list-style-type: none"> • The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem. • English sailors: Hawkins and Drake; circumnavigation 1577–1580, 	<p>Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.</p> <ul style="list-style-type: none"> • Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge 	<p>Causes, nature and conclusion of the First World War: how and why conflict occurred, and why it proved difficult to bring the war to a conclusion.</p> <p>Political, economic, social and cultural aspects of US History and the role ideas played in bringing about change. The role of key individuals and groups in shaping change and the impact the developments had on them.</p>	<u>Exams</u>

	<p>surgical procedures; aseptic surgery.</p> <ul style="list-style-type: none"> • Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts. <p>Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance;</p>		<p>voyages and trade; the role of Raleigh.</p> <p>Historic environment study changes annually, for the cohort Summer 2023 it is Sheffield Manor Lodge</p>	<p>posed by Mary; plots; execution and its impact.</p> <ul style="list-style-type: none"> • Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada. <p>Historic environment study changes annually, for the cohort 2019-20 it is the defeat of the Spanish Armada in the English Channel.</p>	<p>Why has there been progress in the health of the British people?</p> <ul style="list-style-type: none"> • How and why has the pace and scale of medical development varied at different times? • What impact has medical progress had on people and society? • How and why have different factors been more important than others for individual medical developments? • What is the significance of key individuals or events in the history of medical development? <p>Major events of Elizabeth I's reign considered from economic,</p>	
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	<p>alternative treatments.</p> <ul style="list-style-type: none"> • The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery. • Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, 				<p>religious, political, social and cultural standpoints, and arising contemporary and historical controversies.</p>	
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	choices and the issues of healthcare in the 21st century.					
Subject specific skills	<p>Developing understanding of the historical concepts – change, significance, continuity, cause and consequence</p> <p>develop and extend their knowledge and understanding of specified key events, periods and societies in British, and wider world history; and of the wide diversity of human experience</p> <ul style="list-style-type: none"> • develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims 	<p>Developing understanding of the historical concepts – change, significance, continuity, cause and consequence</p> <p>develop and extend their knowledge and understanding of specified key events, periods and societies in British, and wider world history; and of the wide diversity of human experience</p> <ul style="list-style-type: none"> • develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims 	<p>Developing understanding of the historical concepts – change, significance, continuity, cause and consequence</p> <p>develop and extend their knowledge and understanding of specified key events, periods and societies in British, and wider world history; and of the wide diversity of human experience</p> <ul style="list-style-type: none"> • develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims 	<p>Developing understanding of the historical concepts – change, significance, continuity, cause and consequence</p> <p>develop and extend their knowledge and understanding of specified key events, periods and societies in British, and wider world history; and of the wide diversity of human experience</p> <ul style="list-style-type: none"> • develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims 	<p>Developing understanding of the historical concepts – change, significance, continuity, cause and consequence</p> <p>develop and extend their knowledge and understanding of specified key events, periods and societies in British, and wider world history; and of the wide diversity of human experience</p> <ul style="list-style-type: none"> • develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims 	<u>Exams</u>

	by using a range of sources in their historical context • develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them • organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.	by using a range of sources in their historical context • develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them • organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.	by using a range of sources in their historical context • develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them • organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.	• develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them • organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.	by using a range of sources in their historical context • develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them • organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.	
1.SMSC	appreciate the achievements of past societies and the motivation of individuals in history recognise that actions have	Enjoy learning about others and the surrounding world appreciate the achievements of past societies and	appreciate the achievements of past societies and the motivation of individuals in history giving pupils opportunities	appreciate the achievements of past societies and the motivation of individuals in history	appreciate the achievements of past societies and the motivation of individuals in history giving pupils opportunities	<u>Exams</u>

	<p>consequences and consider the results of events and decisions in history</p> <p>providing a framework within which to understand and debate social issues</p> <p>recognise differences and similarities between and within cultures over time</p>	<p>the motivation of individuals in history</p> <p>providing a framework within which to understand and debate social issues</p> <p>recognise differences and similarities between and within cultures over time</p>	<p>across the curriculum to explore and develop moral concepts and values – for example, equality of opportunity, right and Wrong</p> <p>recognise that actions have consequences and consider the results of events and decisions in history</p> <p>a willingness to express their views on ethical issues and personal values</p> <p>providing a framework within which to understand and debate social issues</p>	<p>recognise that actions have consequences and consider the results of events and decisions in history</p> <p>recognise differences and similarities between and within cultures over time</p>	<p>across the curriculum to explore and develop moral concepts and values – for example, equality of opportunity, right and Wrong</p> <p>a willingness to express their views on ethical issues and personal values</p> <p>providing a framework within which to understand and debate social issues</p> <p>recognise differences and similarities between and within cultures over time</p>	
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			recognise differences and similarities between and within cultures over time			
2.Skills For life	Literacy and communication skills are developed in comprehension of source material and in developing the ability of students to construct extended written responses.	Literacy and communication skills are developed in comprehension of source material and in developing the ability of students to construct extended written responses.	Literacy and communication skills are developed in comprehension of source material and in developing the ability of students to construct extended written responses.	Literacy and communication skills are developed in comprehension of source material and in developing the ability of students to construct extended written responses.	Literacy and communication skills are developed in comprehension of source material and in developing the ability of students to construct extended written responses.	<u>Exams</u>
3.FBV	Understanding of the legal and governmental implications of medical developments e.g. compulsory vaccinations and development of the NHS	Understanding of the development of parliamentary democracy in the UK by contrasting to the more monarchical Elizabethan system.	Understanding of contemporary social issues e.g. poverty through contrasting to attitudes of the past – combating discrimination.	An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour – the	An understanding of our shared history – fundamental events such as WWI An acceptance that other people having different faiths or beliefs to oneself (or having none)	<u>Exams</u>

				Reformation and responses to it.	should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour – USA and attitudes to immigration.	
Stretch & challenge	<p>Students may look at more complex sources and be supported in making more complex judgements about the past.</p> <p>Use of aspirational sample answers</p> <p>Department revision notes are differentiated, including a more complex version with greater depth for higher ability.</p>	<p>Students may look at more complex sources and be supported in making more complex judgements about the past.</p> <p>Use of aspirational sample answers</p> <p>Department revision notes are differentiated, including a more complex version with greater depth for higher ability.</p>	<p>Students may look at more complex sources and be supported in making more complex judgements about the past.</p> <p>Use of aspirational sample answers</p> <p>Department revision notes are differentiated, including a more complex version with greater depth for higher ability.</p>	<p>Students may look at more complex sources and be supported in making more complex judgements about the past.</p> <p>Use of aspirational sample answers</p> <p>Department revision notes are differentiated, including a more complex version with greater depth for higher ability.</p>	<p>Students may look at more complex sources and be supported in making more complex judgements about the past.</p> <p>Use of aspirational sample answers</p> <p>Department revision notes are differentiated, including a more complex version with greater depth for higher ability.</p>	<u>Exams</u>

Key assessment focus, suggested assessments	End of topic test	End of topic test Mock Exams	End of topic test	End of topic test	Past papers – WWI and USA Past Papers – Health and Elizabethan England	
Special events						<u>Exams</u>
Visits/extra curricular				Lunchtime revision sessions	Lunchtime revision lessons and Easter revision sessions	<u>Exams</u>
Homework/Independent Learning	Revision for end of topic test. Homework as suitable to the needs of the class, groups within the class and individuals e.g. exam-style questions, research etc.	Revision for end of topic test. Homework as suitable to the needs of the class, groups within the class and individuals e.g. exam-style questions, research etc.	Revision for end of topic test. Homework as suitable to the needs of the class, groups within the class and individuals e.g. exam-style questions, research etc.	Revision for end of topic test. Homework as suitable to the needs of the class, groups within the class and individuals e.g. exam-style questions, research etc.	Revision and any other activities suitable to the needs of the class.	<u>Exams</u>