Subject Curriculum Map:	History	_ Year _11	_ 2023-24
Exam Board & Assessment Method	l:AQA History Go	CSE	

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>

	The 1800s: A revolution in medicine Modern Medicine	Elizabeth's Court and Parliament		may be studied in the previous half term) Historic Environment Study	Review and Consolidation of Medicine Review and Consolidation of Elizabethan England	
Knowledge and understanding	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. • A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid;	Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers. • 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.	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. • 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,	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. • Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge	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. 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.	Exams

ourgical	I	vovogos and	posed by Many	Mby has there	
surgical		voyages and	posed by Mary;	Why has there	
procedures;		trade; the role	plots; execution	been progress in	
aseptic surger		of Raleigh.	and its impact.	the health of the	
• Improvemen			 Conflict with 	British people?	
in public healt	1:	Historic	Spain: reasons;	 How and why 	
public health		environment	events; naval	has the pace	
problems in		study changes	warfare, including	and scale of	
industrial Brita	n;	annually, for the	tactics and	medical	
cholera		cohort Summer	technology; the	development	
epidemics;		2023 it is	defeat	varied at	
the role of pub	ic	Sheffield Manor	of the Spanish	different times?	
health		Lodge	Armada.	What impact	
reformers; loc	ıl	J		has medical	
and national			Historic	progress had on	
government			environment	people and	
involvement ir			study changes	society?	
public health			annually, for the		
improvement,			cohort 2019-20 it	 How and why 	
including the			is the defeat of	have different	
1848 and 187	;		the Spanish	factors been	
Public Health			Armada in the	more important	
Acts.			English Channel.	than others for	
			3	individual	
Modern				medical	
treatment of				developments?	
disease: the				What is the	
development of	f			significance of	
the	•			key individuals	
pharmaceutica	ı			or events in the	
industry;	•			history of	
penicillin, its				medical	
discovery by				development?	
Fleming, its				dovolopinont:	
development;				Major events of	
new diseases				Elizabeth I's	
and treatment					
antibiotic	2,			reign considered	
				from economic,	
resistance;					

alternative		religious,	
treatments.		political, social	
• The impact of		and cultural	
war and		standpoints, and	
technology on		arising	
surgery: plastic		contemporary	
surgery; blood		and historical	
transfusions; X-		controversies.	
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,			

	choices and the					
	issues of					
	healthcare in the					
	21st century.					
Subject specific skills		Developing	Developing	Developing	Developing	Evene
Subject specific skills	Developing					<u>Exams</u>
	understanding of	understanding of	understanding of	understanding of	understanding of	
	the historical	the historical	the historical	the historical	the historical	
	concepts –	concepts –	concepts –	concepts – change,	concepts –	
	change,	change,	change,	significance,	change,	
	significance,	significance,	significance,	continuity, cause	significance,	
	continuity, cause	continuity, cause	continuity, cause	and consequence	continuity, cause	
	and consequence	and consequence	and consequence		and consequence	
				develop and		
	develop and	develop and	develop and	extend their	develop and	
	extend their	extend their	extend their	knowledge and	extend their	
	knowledge and	knowledge and	knowledge and	understanding of	knowledge and	
	understanding of	understanding of	understanding of	specified key	understanding of	
	specified key	specified key	specified key	events, periods	specified key	
	events, periods	events, periods	events, periods	and	events, periods	
	and	and	and	societies in	and	
	societies in	societies in	societies in	British, and wider	societies in	
	British, and	British, and	British, and	world history; and	British, and	
	wider world	wider world	wider world	of the wide	wider world	
	history; and of	history; and of	history; and of	diversity of	history; and of	
	the wide	the wide	the wide	human	the wide	
	diversity of	diversity of	diversity of	experience	diversity of	
	human	human	human	 develop the 	human	
	experience	experience	experience	ability to ask	experience	
	 develop the 	 develop the 	 develop the 	relevant	develop the	
	ability to ask	ability to ask	ability to ask	questions about	ability to ask	
	relevant	relevant	relevant	the past, to	relevant	
	questions about	questions about	questions about	investigate issues	questions about	
	the past, to	the past, to	the past, to	critically and to	the past, to	
	investigate	investigate	investigate	make valid	investigate	
	issues critically	issues critically	issues critically	historical claims	issues critically	
	and to	and to	and to	by using a range	and to	
	make valid	make valid	make valid	of sources in their	make valid	
	historical claims	historical claims	historical claims	historical context	historical claims	

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

	Alexander of the control of			
consequences	the motivation of	across the	recognise that	across the
and	individuals in	curriculum	actions have	curriculum
consider the	history	to explore and	consequences and	to explore and
results of events		develop moral	consider the results	develop moral
and decisions in	providing a	concepts and	of events and	concepts and
history	framework within	values	decisions in	values
	which to	– for example,	history	– for example,
providing a	understand	equality of		equality of
framework within	and debate social	opportunity, right	recognise	opportunity, right
which to	issues	and	differences and	and
understand		Wrong	similarities	Wrong
and debate social	recognise		between and	
issues	differences and	recognise that	within cultures	a willingness to
	similarities	actions have	over time	express their
recognise	between and	consequences		views on ethical
differences and	within cultures	and		issues and
similarities	over time	consider the		personal values
between and		results of events		
within cultures		and decisions in		providing a
over time		history		framework within
		,		which to
		a willingness to		understand
		express their		and debate social
		views on ethical		issues
		issues and		
		personal values		recognise
		,		differences and
		providing a		similarities
		framework within		between and
		which to		within cultures
		understand		over time
		and debate social		Over time
		issues		
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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	Literacy and communication skills are developed in comprehension of source material and in developing the ability of students to construct extended written	recognise differences and similarities between and within cultures over time Literacy and communication skills are developed in comprehension of source material and in developing the ability of students to construct extended written	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	<u>Exams</u>
3.FBV	responses. Understanding of the legal and governmental implications of medical developments e.g. compulsory vaccinations and development of the NHS	responses. Understanding of the development of parliamentary democracy in the UK by contrasting to the more monarchical Elizabethan system.	responses. 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	responses. 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>

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

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>