

Subject Curriculum Map: _____History_____ Year _11_ 2024-5

Exam Board & Assessment Method: _____AQA History GCSE_____

****Note – this curriculum map does not follow on from the Year 10 map; this cohort are completing the last year of a 3-year GCSE programme of study; Year 10 are studying the first year of a 2-year course****

Curriculum Intent: To prepare students for GCSE by completing the Health and the People module and 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. Work in lessons is supplemented by homework which often involves taking the knowledge developed in lessons and applying it to exam-style questions. Revision for the half-termly tests is also a key homework.

Curriculum Impact: The impact of the Year 11 curriculum is that students should have deepened their overall historical knowledge by completing their study of Health and the People and 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 __11__	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1	Summer 2
Themes, Concepts & Ideas	<p>Paper 2: Shaping the Nation: 2A Britain: Health and the People: c1000 to the Present Day</p> <p>The 1800s: A revolution in medicine</p> <p>Modern Medicine</p>	<p>This half term will begin by completing the remainder of the Health course from the previous half term. Students then have mock examinations on Paper 1. In the remaining time, they will begin their study of Elizabethan England c.1568-1603 Elizabeth's Court and Parliament.</p>	<p>Elizabethan England c1568-1603</p> <p>Life in Elizabethan Times</p>	<p>Elizabethan England c.1568-1603</p> <p>Troubles at Home and Abroad</p> <p>Historic Environment Study</p>	<p>Review and Consolidation of key topics and question types from across the course, according to the needs of the group. This is likely to be informed by the mock examinations.</p>	<p>Review and Consolidation of Elizabethan England</p>	Exams
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</p>	<p>Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers.</p>	<p>A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its</p>	<p>Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication;</p>	<p>Topics from across the WWI, USA, Health and Elizabeth modules, tailored to the needs of the group.</p>	<p>Major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising</p>	Exams

	<p>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; surgical procedures; aseptic surgery. • 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. 	<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>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, voyages and trade; the role of Raleigh. 	<p>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 posed by Mary; plots; execution and its impact. • 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</p>		<p>contemporary and historical controversies.</p>	
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	<p>Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; 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			<p>is the defeat of the Spanish Armada in the English Channel.</p>			
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	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	<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>	<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</p>	<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</p>	<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>	<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</p>	<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</p>	<u>Exams</u>

	<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 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. 	<p>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 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 	<p>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 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 	<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 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. 	<p>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 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 	<p>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 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 	
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		reach substantiated conclusions.	reach substantiated conclusions.		reach substantiated conclusions.	reach substantiated conclusions.	
1.SMSC	<p>appreciate the achievements of past societies and the motivation of individuals in history</p> <p>recognise that actions have 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>appreciate the achievements of past societies and 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>appreciate the achievements of past societies and the motivation of individuals in history</p> <p>giving pupils opportunities 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</p>	<p>appreciate the achievements of past societies and the motivation of individuals in history</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>appreciate the achievements of past societies and the motivation of individuals 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 differences and similarities between and within cultures over time</p>	<p>appreciate the achievements of past societies and the motivation of individuals in history</p> <p>giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, equality of opportunity, right and Wrong</p> <p>recognise differences and similarities between and within cultures over time</p>	<u>Exams</u>

			<p>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>				
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.	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	Understanding of the development of parliamentary democracy in	Understanding of contemporary social issues e.g. poverty through	An acceptance that other people having different faiths or beliefs to oneself (or having		An acceptance that other people having different faiths or beliefs to	<u>Exams</u>

	e.g. compulsory vaccinations, development of the NHS.	the UK by contrasting to the more monarchical Elizabethan system.	contrasting to attitudes of the past.	none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour – the Reformation and responses to it.		oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour - the Reformation and responses to it.	
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</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</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</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</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</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</p>	<u>Exams</u>

