

Programme of study for Year 11 History

Autumn (1 st term)	Autumn (2 nd term)	Spring (1 st term)	Spring (2 nd Term)	Summer (1 st term)	Summer (2 nd term)
<u>Modern depth study</u>	<u>Modern depth study</u>	<u>Thematic study and historic environment.</u>	<u>Thematic study and historic environment.</u>	<u>Interleaving a range of key revision topic</u>	<u>Interleaving a range of key revision topic</u>
<p>Topic / Big Question:</p> <p><u>Superpower relations and the Cold War, 1941–91.</u></p> <p>The Cuban Missile Crisis 1962 The Prague Spring 1968 Détente and improving relations. End of détente and Invasion of Afghanistan 1979 The importance of Reagan and the second Cold War, 1980 – 84. The second arms race 1980-84. The impact of Gorbachev's policies on the Cold War 1985-89. Summits meetings between the two Superpowers.</p> <p>Skills(students should be able to do):, Inference question, explain and usefulness (AO1, AO2 and AO3)</p>	<p>Topic / Big Question:</p> <p>Preparation for the Nov mock</p> <p>Modern depth study (Russia) revision lessons</p> <p><u>GPOP of the Russia exam</u></p> <p>The Collapse of the Eastern Europe and the Berlin Wall. The End of the Cold War.</p> <p><u>Crime and punishment in Britain, c1000–present.</u> <u>Thematic study and historic environment.</u></p> <p>Evaluation of the thematic study of the main factors for change and continuity across the four time periods.</p> <p>Three main factors for change of C&P in Anglo-Saxon England Evaluation of the key factors for change and continuity on types of crimes, punishments, and law enforcement in Medieval England with case studies</p> <p>Skills (students should be able to do):, Evaluation of historians Interpretations questions 3a to 3d (AO1, AO2 and AO3)</p>	<p>Topic / Big Question:</p> <p><u>Crime and punishment in Britain, c1000–present.</u> <u>Thematic study and historic environment.</u></p> <p>Evaluation of the thematic study of the main factors for change and continuity across the four time periods.</p> <p>Evaluation of the key factors for change and continuity on types of crimes, punishments, and law enforcement in Early Modern England with case studies.</p> <p>Evaluation of the key factors for change and continuity on types of crimes, punishments, and law enforcement in 8th and 19th Century in England with case studied</p> <p>Evaluation of the key factors for change and continuity on types of crimes, punishments, and law enforcement in Twentieth Century England with case studies</p> <p>Skills(students should be able to do): To explain change and continuity, the nature of law enforcement and punishment in the Medieval</p>	<p>Topic / Big Question:</p> <p><u>Crime and punishment in Britain, c1000–present</u> <u>Thematic study and historic environment.</u></p> <p>Evaluation of the key factors for change and continuity on types of crimes, punishments, and law enforcement in Twentieth Century England with case studies</p> <p><u>Whitechapel, c1870–c1900: crime, policing and the inner city.</u></p> <p>Life in Whitechapel. Living conditions in Whitechapel. Housing in Whitechapel Immigration in Whitechapel. Changes to policing in H-division in Whitechapel.</p> <p>Enquiry into the Ripper case – victims, role of the media, police investigation and methods, response from the WVC, role of Warren and the Government.</p> <p>Skills(students should be able to do): To explain change and continuity, the nature of law enforcement and punishment in the Modern</p>	<p>Topic / Big Question:</p> <p>Interleaving a range of key revision topics in preparation for the May/June exams</p> <p><u>Paper 2: Period study and British depth study (Superpower Relations)</u></p> <p><u>Paper 2: Period study and British depth study (Henry VIII)</u></p> <p><u>Paper 3: Modern depth study (Russia)</u></p>	<p>Topic / Big Question:</p> <p>Interleaving a range of key revision topics in preparation for the May/June exams.</p> <p>Final Year 11 GCSE exams in May/June.</p>

		period to the 18 th & 19 th Century.	era and complete the in-depth enquiry in Whitechapel.		
Key Learning Outcomes (students should know): Development of Second-order concepts including explanation, cause and consequences and source enquiry skills on usefulness and evaluating historian's interpretations	Key Learning Outcomes (students should know): Development of Second-order concepts including explanation, cause and consequences and source enquiry skills on usefulness and evaluating historian's interpretations	Key Learning Outcomes (students should know): The process and patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within and across the period. The key factors for change in the time periods (Monarchy, Church, government, social attitudes and science).	Key Learning Outcomes (students should know): The process and patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within and across the period. The key factors for change in the Modern Era (Monarchy, Church, government, social attitudes and science). Crime, inner-city and policing in Whitechapel 1870 – 1900 and the types and selection of sources that could be used for an historian's enquiry.	Key Learning Outcomes (students should know): Closing the gaps on weakest topics and units from the November and March exams and for further exam practice. Using the starter sentences writing frames to support students through WTM and practice questions	Key Learning Outcomes (students should know):
End of term 1 assessment to cover: Importance question on the changes to Cold War. November exam on Russian Revolution and the USSR.		End of term 2 assessment to cover: Continuous assessment on Crime Punishment and March exams on Henry and C&P.		End of year assessment to cover: Final practice questions.	
Building understanding: Rationale / breakdown for your sequence of lessons: Key concepts of Capitalism v Communism, Supremacy, and Cold War. Narrative account, causes and	Building understanding: Rationale / breakdown for your sequence of lessons: Narrative account, causes and consequences of the events of 1945 – 79.	Building understanding: Rationale / breakdown for your sequence of lessons: Chronology of the aspects of change and continuity for types of crime, changing punishment and	Building understanding: Rationale / breakdown for your sequence of lessons: Chronology of the aspects of change and continuity for types of crime, changing punishment and	Building understanding: Rationale / breakdown for your sequence of lessons: Interleaving to support student's revision and preparation for the exam	Building understanding: Rationale / breakdown for your sequence of lessons:

consequences of the events of 1943 - 48	The impact of events of the Cold War on changing relations 1945 - 90	development of methods to enforce the law	development of methods to enforce the law		
Home – Learning: Practice questions, research, keywords, Seneca quizzes, Seneca, FHS history intranet	Home – Learning: Practice questions, research, keywords, Seneca quizzes, Seneca, FHS history intranet	Home – Learning: Practice questions, research, keywords, Seneca quizzes, Seneca, FHS history intranet	Home – Learning: Practice questions, research, keywords, FHS history intranet.	Home – Learning: Practice questions, research, keywords, Seneca quizzes, Seneca, FHS history intranet	Home – Learning:
Reading / literacy: Textbook, ppt's, online textbook, worksheets, web-links, video clips, class discussions, model answers	Reading / literacy: Textbook, ppt's, online textbook, worksheets, web-links, video clips, class discussions, model answers	Reading / literacy: Textbook, ppt's, online textbook, worksheets, web-links, video clips, class discussions, model answers	Reading / literacy: Textbook, ppt's, online textbook, worksheets, web-links, video clips, class discussions, model answers	Reading / literacy: Textbook, ppt's, online textbook, worksheets, web-links, video clips, class discussions, model answers	Reading / literacy:
Numeracy: Chronology, Berlin Wall statistics. Arms race, SDI expenditure	Numeracy: Chronology, comparing rates of crime, statistics	Numeracy: Chronology, comparing rates of crime, statistics	Numeracy: Chronology, graphs, comparing rates of crime, statistics, poverty and over-crowding.	Numeracy: Chronology, statistics from across all three units.	Numeracy: ,
Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): The C&P unit covers the broad changing nature of power from monarchy to government, and the abuse of power by the authorities in case studies like the Tolpuddle Martyrs or the Bloody Code. The influence and role of media is studied during the Whitechapel unit and the sensationalisation by the press of serial killer to increase sales for commercial gains.					