

Year 11 Curriculum Overview [2021-2022]
Subject – History

Autumn Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT1	The causes of World War Two	<ul style="list-style-type: none"> • Hitler's foreign policy-Living Space • The reasons for Appeasement • The rearmament of Germany • Failure of the League of Nations 	<ul style="list-style-type: none"> • The Treaty of Versailles • Abdication of the Kaiser 	<ul style="list-style-type: none"> • Extracting key information including inferences from sources e.g. "Pax Germanica" • Key vocabulary 	<ul style="list-style-type: none"> • Ethical decision making • Planning • Problem solving • negotiation 	<ul style="list-style-type: none"> • "Appeasement was the main cause of the second world war" How far do you agree?
HT2	Appeasement	<ul style="list-style-type: none"> • The Wall St Crash • Manchurian Crisis • Abyssinian Crisis • Anglo-German Naval agreement • Reasons for British inaction • German rearmament • The Rhineland • Saar plebiscite • The Sudetenland crisis • The Munich conference • The role of Chamberlain • The Nazi Soviet Pact 	<ul style="list-style-type: none"> • Home front in Great War • Attitudes to TOV • "War to end wars " • Preparation for mock including exam technique 	<ul style="list-style-type: none"> • Key vocabulary • Comprehension of sources • Source evaluation • Writing concisely under time pressure 	<ul style="list-style-type: none"> • Planning • Ethical decision making 	<ul style="list-style-type: none"> • Formal assessment on the long- term importance of The Great war in Britain
	Key Battles of World War two	<ul style="list-style-type: none"> • Dunkirk • The Battle of Britain • D-day 	<ul style="list-style-type: none"> • New weapons of war from WW1 	<ul style="list-style-type: none"> • Use of Churchill's language after Dunkirk- "Deliverance not Victory" 	<ul style="list-style-type: none"> • Leadership • Positive attitude • Risk Management 	<ul style="list-style-type: none"> • Assessment of the terror of D-Day

Spring Term HT3	<ul style="list-style-type: none"> Medicine through time revision 	<ul style="list-style-type: none"> Galen and Hippocrates Islamic medicine The role of the church The renaissance The factors affecting medical change Public health in Victorian England 	<ul style="list-style-type: none"> Source analysis Highlighting judgement in formative assessments including focus on sixteen-mark stem questions 	<ul style="list-style-type: none"> Developing the skill of bringing together short- and long-term consequences and forming a judgement. 	<ul style="list-style-type: none"> Critical thinking: <ul style="list-style-type: none"> -organising -Positive attitude despite difficulties 	<ul style="list-style-type: none"> Overall judgement of key factors affecting medicine with examples of each delivered in a PEE manner and importance of judgement in answers
HT4	<ul style="list-style-type: none"> Exam revision 	<ul style="list-style-type: none"> Focus on the following key strands Timing Sources The sixteen-mark questions Knowledge and application of knowledge to Germany question 3 Judgement for level 4 answers 	<ul style="list-style-type: none"> Structure of PEE answers Link from sources to knowledge 	<ul style="list-style-type: none"> Use of short phrases to help retrieval Use of three words as a propaganda tool 	<ul style="list-style-type: none"> Communication Leadership Economic awareness 	