

Implementation: Curriculum Narrative



Subject: History

Year: 11

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Key Knowledge

Pupils will know

Key Threshold Concepts:

Impacts of governance

Governments and rulers have different laws, policies and approaches and these can have wide reaching impacts on the world, the population of a nation or individuals.

Nation states change:

Nation states adapt to new policy, and change in ownership, size and influence.

Rulers:

Some rulers have different qualities and characteristics, and these can influence the decisions they make. These decisions may not always be in the best interests of everybody.

Conflict:

People, groups and nations states may resort or be pressured into conflict, which can have wide reaching implication for others.

Society:

Societies have norms and values, which can change over time. These can lead to different practices and traditions occurring and can have impacts for individuals and a population.

Economic Stability and Instability

Countries, regions and places experience boom and bust. Changes in economic policy, external factors and war can have significant impact on the economy of an area.

Influential Agreements:

Some decisions and events may result in significant documents or policies being created which can shape the course of a nation or the world. Some of these impacts can still be felt today.

Friends and Foes:

Rulers, individuals, groups and nations have allies and enemies, and may use and manipulate them to achieve their goals. Relationships between people, groups and nations may change over time.

Key Skills

Pupils will be able to

Subject Skills:

Balance of opinion

Issues, events, people and sources all have positive and negative elements and aspects. Students should know both sides of these, but also be competent in being able to weigh up these arguments.

Sequencing and chain reactions

Issues and events may trigger others. Students should be able to sequence events and understand how one may influence another.

Appreciation of Context

Time periods are different in what is acceptable, popular and in vogue. Students should be able to apply the context of time periods to the decisions that people make at the time and understanding it in that context.

Chronology

Time occurs in order. Students should be confident to order dates, epochs, time periods, events and rulers by when they occurred.

Source Analysis

Information can be gathered from a range of sources and objects, and these need to be interpreted. Students should be confident to examine, dissect and draw conclusions about a time or event from sources.

Provenance

Sources of information may have a specific purpose or intent, which can cause us to doubt authenticity, accuracy or motive. Students should be skilled in being able to analyse the origins and purpose of the information gathered suggesting limitations if appropriate.

Critical Thinking

Decisions made and people from the past can be challenged but took actions at the time for a reason. Students should be able to critically assess these, and make judgements about the extent of their success or failure

Ranking of Importance:

Some events, decisions and people are more influential than others. The degrees of influence may change over time. Students should be able to address and weigh up different factors and rank them in terms of importance.



Subject Specific Knowledge and Sequencing:

Elizabethan England, c1568-1603 (following on from Year 10)

- Elizabeth's Court and Parliament
- Life in Elizabethan Times
- Troubles at Home and Abroad
- Historical Environment study

Germany; 1890-1945: Democracy and Dictatorship

- Germany and the growth of Democracy
- Germany and the Depression
- Life in Nazi Germany
- Germany during World War Two

Revision

- Revision of key content from all four units
- Exam question practice

Prerequisites and Spiral Teaching:

Reoccurring Concepts

- Impacts of Governance (Year 9)
- Nation State Changes (Year 8, Year 9)
- Rulers (Year 7, Year 8, Year 9, Year 10)
- Conflict (Year 7, Year 9, Year 10)
- Society (Year 9, Year 10)
- Economic Stability and Instability (Year 9)
- Influential Agreements (Year 8, Year 9, Year 10)
- Friend and Foes (Year 9)

Reoccurring Skills

- Balance of Opinion
- Sequencing and chain reactions
- Appreciation of Context
- Chronology
- Source Analysis
- Bias and Provenance
- Critical Thinking
- Ranking of Importance

Reoccurring Specific Content

Nazi Germany and the World Wars (Year 9)

Cross-Curricular Knowledge Links:

Geography – The changing structure and governance of a nation state.

Reading Lists / Sources / Reading around the subject recommendations:

AQA Revision Notes GCSE History (9-1), Jenner et al, Hodder.

AQA Understanding the Modern World, Ferriby, Martin and Walsh Hodder.

Engaging with AQA History: Health and the People: c1000 to the present day, Banham and Dawson, Hodder.

GCSE Pod

Oxford AQA GCSE History Conflict and Tension: First World War 1894-1918, Aaron Wilkes, OUP.

Oxford AQA GCSE Germany 1890-1945: Democracy and Dictatorship, Aaron Wilkes, OUP.

Oxford Revise AQA GCSE History Health and the People: c1000 to the present day, Aaron Wilkes, OUP.

Oxford Revise AQA GCSE History Elizabethan England c1568-1603, Aaron Wilkes, OUP.

Homework

- Students will have access to GCSEPod, allowing them to access small clips which cover specific elements of our GCSE course. These clips are tailored specifically to the content that we deliver for their exams. On occasions, students may be given specific pods to watch with questions to answer alongside but students are also expected to watch pods in their own time for their own revision purposes
- Additional homework may be set at the discretion of individual teachers such as a reading, knowledge retrieval, research task or preparation for part of full examination papers.