



Year 11 History - Curriculum Content Overview 2018-19

History – Year 11				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
<ul style="list-style-type: none"> Consolidate all knowledge gained across the entire course over the previous two years. Demonstrate a consistently strong understanding of how to analyse sources at a higher level by considering the provenance of sources in greater depth. Demonstrate a consistently strong understanding of forming effective answers to essay questions by selecting and deploying evidence effectively. Demonstrate a consistently strong understanding of how to evaluate the most important cause or consequence of a historical event. Demonstrate a consistently strong understanding of change and continuity across several historical periods, especially with reference to developments and problems emerging. Demonstrate a consistently strong understanding of the origins, changes and effects of a particular historical site. 	Reading <ul style="list-style-type: none"> Reading more advanced historical sources and historical interpretations. Recapping key events from all four units of the course 	Questioning in lessons Whole class feedback during lessons Low stakes quizzing	3 subsequent summative (end of topic) assessments on all four units.	Students will begin tackling practice exam questions for all four units at considerable length in lessons and in summative assessments to prepare them for the final exams in Year 11.
	Numeracy <ul style="list-style-type: none"> Years of key historical events linked to all four units of the course. Statistics surrounding death rates, unemployment, economies, weapons and so on across all four units. 	Student debates and discussions surrounding topical issues Practicing numerous individual exam-style questions in lessons across all four units.		
	Oracy and Literacy (including key words for practical subjects) <ul style="list-style-type: none"> Key words Student discussion Student presentation 			



Assessment Skills, Knowledge and Concepts Map

History – Year 11		Cross-Curricular Strands
Key Learning Questions (Autumn term)	Units 1 and 2	Reading
N/A Entirely revision based activities linked to Health and the People and Germany 1890-1945	<ul style="list-style-type: none"> • Demonstrate a consistently strong understanding of how to analyse sources at a higher level by considering the provenance of sources in greater depth. • Demonstrate a consistently strong understanding of forming effective answers to essay questions by selecting and deploying evidence effectively. • Demonstrate a consistently strong understanding of how to evaluate the most important cause or consequence of a historical event. 	<ul style="list-style-type: none"> • Knowledge organisers • GCSE Revision guide (GCSE revision guide 'My Revision Notes' AQA GCSE History 9-1")
Key Learning Questions (Spring term)	Units 3 and 4	Oracy and Literacy
N/A Entirely revision based activities linked to Conflict and Tension between East and West 1945-1972 and Elizabeth I.	<ul style="list-style-type: none"> • Demonstrate a consistently strong understanding of analysing sources at a higher level by considering the provenance of sources in greater depth. • Demonstrate a consistently strong understanding of forming effective answers to essay questions by selecting and deploying evidence effectively. • Demonstrate a consistently strong understanding of how to evaluate the most important cause or consequence of a historical event. 	<ul style="list-style-type: none"> • Debates and discussions. • Learning skills in comprehension and extended writing.
Key Learning Questions (Summer term)	All four units	Numeracy
N/A Entirely revision based activities linked to all four units of the course.	<ul style="list-style-type: none"> • Demonstrate a consistently strong understanding of how to analyse sources at a higher level by considering the provenance of sources in greater depth. • Demonstrate a consistently strong understanding of forming effective answers to essay questions by selecting and deploying evidence effectively. • Demonstrate a consistently strong understanding of how to evaluate the most important cause or consequence of a historical event. 	<ul style="list-style-type: none"> • Dates and statistics used to back up arguments. • Use of timelines and understanding of chronology, particularly in charting key events across all four units.
		Oracy
		<ul style="list-style-type: none"> • Student discussion and student feedback • Student responses to questions • Student to student discussion and debate



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