

KS4 Y11 Curriculum Overview: History

Term / Length of Unit	Outline	Assessment	Home Learning	Communication skills	Numeracy	End Points
Autumn 1	<p>Superpower relations and the Cold War, 1941-1991</p> <p>Key Topic 1: The origins of the Cold War, 1941-1958</p> <p>Key Topic 2: Cold War Crises, 1958-70</p> <p>Key Topic 3: The end of the Cold War, 1970-1991</p>	<p>End of key topic quizzes</p> <p>End of unit mock exam paper covering all question styles:</p> <ol style="list-style-type: none"> 1. Explain two consequences of ... 2. Write a narrative account analysing ... 3. Explain two of the following: <ul style="list-style-type: none"> • The importance of • The importance of • The importance of 	<p>Wider research to develop knowledge of the Cold War period</p> <p>Practice exam style questions</p> <p>Revision for end of topic and end of unit assessments</p>	<p>Guided reading</p> <p>Subject specific key words</p> <p>Core definitions of command words</p> <p>Extended writing to correspond to exam board style questions</p>	<p>Chronology based tasks</p> <p>Interpreting statistical information and data</p> <p>Use of graph/ map based tasks</p>	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations, and evaluation of contemporary evidence (utility and reliability)</p> <p>Unit skills focus: change and continuity, causation and consequence, significance, explanation</p>
Autumn 2		<p>Whole school mock exam as per timetable</p>		<p>Speaking and listening - debate</p>		

<p style="text-align: center;">Spring 1</p>	<p>Migration in Britain, c.800 – Present (Edexcel GCSE)</p> <p>Key Topic 1: Migration in Medieval England, c.800-1500</p> <p>Key Topic 2: Migration in Early Modern Britain, c.1500-1700</p> <p>Key Topic 3: Migration in 18th and 19th century Britain, c. 1700-1900</p> <p>Key Topic 4: Migration in modern Britain, c.1900-present</p> <p>Case study: Notting Hill, c.1948-1970</p>	<p>End of key topic quizzes</p> <p>End of unit mock exam paper covering all question styles:</p> <p>Section A</p> <p>1. Describe two features of ...</p> <p>2a. How useful are Sources A and B for an enquiry into ...</p> <p>2b. How could you follow up source B for an enquiry into ...</p> <p>Section B</p> <p>3. Explain one way in which ... was similar/ different ...</p> <p>4. Explain why ...</p> <p>5. 'Statement' How far do you agree?</p>	<p>Wider research to develop knowledge of different groups who migrated to Britain.</p> <p>Case Study – booklet tasks</p> <p>Practice exam style questions</p> <p>Revision for end of topic and end of unit assessments</p>	<p>Guided reading</p> <p>Subject specific key words</p> <p>Core definitions of command words</p> <p>Extended writing to correspond to exam board style questions</p> <p>Speaking and listening - debate</p>	<p>Chronology based tasks</p> <p>Interpreting statistical information and data</p> <p>Use of graph/ map based tasks</p>	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations, and evaluation of contemporary evidence (utility and reliability)</p> <p>Unit skills focus: change and continuity, causation and consequence, significance, explanation, source inferences, source utility, historical interpretations</p>
<p style="text-align: center;">Spring 2</p>						
<p style="text-align: center;">Summer 1</p>						

<p style="text-align: center;">Summer 2</p>	<p>Revision</p> <p>Where time allows some revision and revision strategies embedded in lessons. Additional revision sessions running after school to support.</p> <ul style="list-style-type: none"> • Elizabeth – Content recap • Weimar and Nazi Germany – Content recap • Superpower relations and the Cold War recap • Migration to Britain recap • Exam skills – all papers 	<p>Practice exam questions set over the GCSE as well as additional practice questions available for revision.</p>	<p>Revision and retrieval activities</p>	<p>Subject specific key words</p> <p>Core definitions of command words</p> <p>Extended writing to correspond to exam board style questions</p>	<p>Interpreting statistical information and data</p> <p>Use of graph/ map based tasks</p>	<p>Balance of knowledge and exam skills. Big picture of unit knowledge and connections between events / changes / people. Focus on how best to apply knowledge to access the most marks on exam board exam skills. Focus on timings for papers and individual questions.</p>
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