

| Year 11 Curriculum Implementation: <b>History</b>          |  |  |  |  |  |            |
|--|--|--|--|--|--|------------|
|  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
| <b>Knowledge &amp; Skills</b>                              | <p><b>Section A: Wider World Study from AQA Paper 1 - Understanding the modern world.</b></p> <p><u>America 1920 to 1973 opportunity and inequality</u></p> <p><u>Part 1: American people and the 'Boom' (1920s):</u></p> <ul style="list-style-type: none"> <li>•The economic boom</li> <li>•Social and cultural developments</li> <li>•A divided society</li> </ul> <p><u>Part 2: Bust – Americans' experiences of the Depression and New Deal (1930s–1945):</u></p> <ul style="list-style-type: none"> <li>•The Great Depression</li> <li>•The New Deal</li> <li>•The Second World War</li> </ul> | <p><b>Section A: Wider World Study from AQA Paper 1 - Understanding the modern world.</b></p> <p><u>Part 3: Post-war America (1945–1973)</u></p> <ul style="list-style-type: none"> <li>•Post-war society</li> <li>•The Civil Rights Movement</li> <li>•The 'Great Society' and social change</li> </ul>   | <p><b>Section B British Depth study Elizabethan England Paper 2- Shaping the Nation.</b></p> <p><u>Part 1: Elizabeth's court and parliament.</u></p> <ul style="list-style-type: none"> <li>•Elizabeth's character and challenges for a female ruler</li> <li>•Court structure and patronage.</li> <li>•Parliament, early rebellions and succession</li> </ul> <p><u>Part 2: life in Elizabethan times</u></p> <ul style="list-style-type: none"> <li>•‘Golden Age’ and culture</li> <li>•Exploration</li> <li>•Poverty and society</li> </ul>   | <p><b>Section B British Depth study Elizabethan England Paper 2- Shaping the Nation.</b></p> <p><u>Part 3: troubles at home and abroad</u></p> <ul style="list-style-type: none"> <li>•The Religious Settlement</li> <li>•Catholic threats</li> <li>•Mary Queen of Scots</li> <li>•Rebellions</li> <li>•Puritan challenges</li> <li>•Conflict with Spain</li> </ul> <p><u>Part4: The historical environment depth study.</u></p> <ul style="list-style-type: none"> <li>•Spanish Armada for 2025-26</li> </ul>   | <p><b>Revision and exam technique for all areas on the GCSE.</b></p> <p>Teaching staff will use the remaining contact time they have with students to focus on past questions from across all areas of the GCSE. Specifically focussing revision and developing exam technique to continue to support students and ensure they are prepared for their exams.</p>   | <b>N/a</b> |
| <b>Links to prior learning</b>                             | Studying 1920s and 1930s America links with the KS3 curriculum by building on foundational concepts such as diversity, empire, societal change, and power, which are across the Balshaw's curriculum in Year 9.  | Studying 1940s to 1970s America links with the KS3 curriculum by building on foundational concepts such as diversity, empire, societal change, and power, which are across the Balshaw's curriculum in Year 9.   | Studying Elizabethan England links with the KS3 curriculum by building on foundational concepts such as monarchy, religious change, societal change, and power, which are across the Balshaw's curriculum in Years 7 and 8.  | Studying Elizabethan England links with the KS3 curriculum by building on foundational concepts such as monarchy, religious change, societal change, and power, which are across the Balshaw's curriculum in Years 7 and 8.  | Overall, the AQA GCSE History topics can be linked to the KS3 curriculum by highlighting continuity and change, exploring cause and effect, examining different historical interpretations, all of which embedded from Year 7 to 9 at Balshaw's.   |            |
| <b>Assessment</b>  | <p>In GCSE History, teachers use a blend of formative assessments to guide learning and summative assessments to measure student progress and exam readiness. These assessment methods include:</p> <ul style="list-style-type: none"> <li>•GCSE Pod activity and quiz results</li> <li>•Completing practice questions</li> <li>•Extended writing tasks</li> <li>•Targeted questioning and class discussions</li> <li>•Concept mapping tasks</li> <li>•Quizzes and factual recall tasks</li> <li>•Peer and self-assessment tasks</li> </ul>  | <p>In GCSE History, teachers use a blend of formative assessments to guide learning and summative assessments to measure student progress and exam readiness. These assessment methods include:</p> <ul style="list-style-type: none"> <li>•GCSE Pod activity and quiz results</li> <li>•Completing practice questions</li> <li>•Extended writing tasks</li> <li>•Targeted questioning and class discussions</li> <li>•Concept mapping tasks</li> <li>•Quizzes and factual recall tasks</li> <li>•Peer and self-assessment tasks</li> </ul>  | <p>In GCSE History, teachers use a blend of formative assessments to guide learning and summative assessments to measure student progress and exam readiness. These assessment methods include:</p> <ul style="list-style-type: none"> <li>•GCSE Pod activity and quiz results</li> <li>•Completing practice questions</li> <li>•Extended writing tasks</li> <li>•Targeted questioning and class discussions</li> <li>•Concept mapping tasks</li> <li>•Quizzes and factual recall tasks</li> <li>•Peer and self-assessment tasks</li> </ul>  | <p>In GCSE History, teachers use a blend of formative assessments to guide learning and summative assessments to measure student progress and exam readiness. These assessment methods include:</p> <ul style="list-style-type: none"> <li>•GCSE Pod activity and quiz results</li> <li>•Completing practice questions</li> <li>•Extended writing tasks</li> <li>•Targeted questioning and class discussions</li> <li>•Concept mapping tasks</li> <li>•Quizzes and factual recall tasks</li> <li>•Peer and self-assessment tasks</li> </ul>  | <ul style="list-style-type: none"> <li>•GCSE Pod activity and quiz results</li> <li>•Completing practice questions</li> </ul>  |            |
| <b>Home learning</b>                                       | <p>All teachers within the department will instruct students to regularly use <b>GCSE POD</b> to watch relevant clips and make revision cards/ notes. This is the main task that teachers will set as homework throughout Years 10 and 11. In addition to GCSE Pod teachers may also set:</p> <ul style="list-style-type: none"> <li>•Research and make fact files, revision mats or mind map tasks</li> <li>•They will be asked to prep for tests with revision and complete past papers</li> <li>•Students will also be directed to revision groups as and when is needed</li> </ul>               | <p>All teachers within the department will instruct students to regularly use <b>GCSE POD</b> to watch relevant clips and make revision cards/ notes. This is the main task that teachers will set as homework throughout Years 10 and 11. In addition to GCSE Pod teachers may also set:</p> <ul style="list-style-type: none"> <li>•Research and make fact files, revision mats or mind map tasks</li> <li>•They will be asked to prep for tests with revision and complete past papers</li> <li>•Students will also be directed to revision groups as and when is needed</li> </ul> | <p>All teachers within the department will instruct students to regularly use <b>GCSE POD</b> to watch relevant clips and make revision cards/ notes. This is the main task that teachers will set as homework throughout Years 10 and 11. In addition to GCSE Pod teachers may also set:</p> <ul style="list-style-type: none"> <li>•Research and make fact files, revision mats or mind map tasks</li> <li>•They will be asked to prep for tests with revision and complete past papers</li> <li>•Students will also be directed to revision groups as and when is needed</li> </ul> | <p>All teachers within the department will instruct students to regularly use <b>GCSE POD</b> to watch relevant clips and make revision cards/ notes. This is the main task that teachers will set as homework throughout Years 10 and 11. In addition to GCSE Pod teachers may also set:</p> <ul style="list-style-type: none"> <li>•Research and make fact files, revision mats or mind map tasks</li> <li>•They will be asked to prep for tests with revision and complete past papers</li> <li>•Students will also be directed to revision groups as and when is needed</li> </ul> | <p>All teachers within the department will instruct students to regularly use <b>GCSE POD</b> to watch relevant clips and make revision cards/ notes. This is the main task that teachers will set as homework throughout Years 10 and 11. In addition to GCSE Pod teachers may also set:</p> <ul style="list-style-type: none"> <li>•Research and make fact files, revision mats or mind map tasks</li> <li>•They will be asked to prep for tests with revision and complete past papers</li> <li>•Students will also be directed to revision groups as and when is needed</li> </ul> |            |
| <b>Cultural Capital and extra-curricular opportunities</b> | Studying 1920s and 1930s America provides students with significant cultural capital by immersing them in a period of intense social, economic, and cultural change that still resonates today. It equips them with the knowledge and context to understand and appreciate key elements of modern Western culture, while also providing critical insight into persistent societal issues.  | Studying America from the 1940s to the 1970s for a GCSE History course offers significant cultural capital. It enables students to understand the origins of contemporary American society and culture, which have had a profound global impact. This topic engages them with significant societal changes, including the aftermath of war, the Civil Rights Movement and the Cold War.  | Studying Elizabeth I and Elizabethan England contributes to a student's cultural capital by immersing them in a pivotal period of British and wider European history.  | Studying Elizabeth I and Elizabethan England contributes to a student's cultural capital by immersing them in a pivotal period of British and wider European history.  | Studying GCSE History builds cultural capital by equipping students with essential knowledge and skills that make them more engaged, empathetic, and informed citizens.  |            |
| <b>Literacy</b>  | <p>Teachers will seek to develop literacy skills by facilitating:</p> <ul style="list-style-type: none"> <li>•Reading, listening and writing in lessons</li> <li>•Class discussions and debating skills</li> <li>•Extended writing assessment tasks linked to AQA exam papers</li> <li>•Developing subject specific vocabulary</li> </ul>  | <p>Teachers will seek to develop literacy skills by facilitating:</p> <ul style="list-style-type: none"> <li>•Reading, listening and writing in lessons</li> <li>•Class discussions and debating skills.</li> <li>•Extended writing assessment tasks linked to AQA exam papers</li> </ul>  | <p>Teachers will seek to develop literacy skills by facilitating:</p> <ul style="list-style-type: none"> <li>•Reading, listening and writing in lessons</li> <li>•Class discussions and debating skills.</li> </ul>  | <p>Teachers will seek to develop literacy skills by facilitating:</p> <ul style="list-style-type: none"> <li>•Reading, listening and writing in lessons</li> <li>•Class discussions and debating skills</li> </ul>   | <p>Teachers will seek to develop literacy skills by facilitating:</p> <ul style="list-style-type: none"> <li>•Reading, listening and writing in lessons</li> <li>•Class discussions and debating skills</li> </ul>   |            |

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|  | <ul style="list-style-type: none"> <li>• Interpretation and reading comprehension tasks supporting AQA exam techniques</li> <li>• Reading for argument and developing critical source analysis</li> </ul>  | <ul style="list-style-type: none"> <li>• Developing subject specific vocabulary</li> <li>• Interpretation and reading comprehension tasks supporting AQA exam techniques</li> <li>• Reading for argument and developing critical source analysis</li> </ul>  | <ul style="list-style-type: none"> <li>• Extended writing assessment tasks linked to AQA exam papers</li> <li>• Developing subject specific vocabulary</li> <li>• Interpretation and reading comprehension tasks supporting AQA exam techniques</li> <li>• Reading for argument and developing critical source analysis</li> </ul>   | <ul style="list-style-type: none"> <li>• Extended writing assessment tasks linked to AQA exam papers</li> <li>• Developing subject specific vocabulary</li> <li>• Interpretation and reading comprehension tasks supporting AQA exam techniques</li> <li>• Reading for argument and developing critical source analysis</li> </ul>   | <ul style="list-style-type: none"> <li>• Extended writing assessment tasks linked to AQA exam papers</li> <li>• Developing subject specific vocabulary</li> <li>• Interpretation and reading comprehension tasks supporting AQA exam techniques</li> <li>• Reading for argument and developing critical source analysis</li> </ul>  |  |
| <b>Numeracy</b>  | <p>Teachers will seek to develop numeracy skills by encouraging students to:</p> <ul style="list-style-type: none"> <li>• Interpret charts and graphs</li> <li>• Analysing statistics</li> <li>• Sequencing dates</li> <li>• Monitoring time and completion of questions based on value of marks within an AQA paper</li> <li>• Working out marks and scores from assessments</li> </ul> | <p>Teachers will seek to develop numeracy skills by encouraging students to:</p> <ul style="list-style-type: none"> <li>• Interpret charts and graphs</li> <li>• Analysing statistics</li> <li>• Sequencing dates</li> <li>• Monitoring time and completion of questions based on value of marks within an AQA paper</li> <li>• Working out marks and scores from assessments</li> </ul> | <p>Teachers will seek to develop numeracy skills by encouraging students to:</p> <ul style="list-style-type: none"> <li>• Interpret charts and graphs</li> <li>• Analysing statistics</li> <li>• Sequencing dates</li> <li>• Monitoring time and completion of questions based on value of marks within an AQA paper</li> <li>• Working out marks and scores from assessments</li> </ul> | <p>Teachers will seek to develop numeracy skills by encouraging students to:</p> <ul style="list-style-type: none"> <li>• Interpret charts and graphs</li> <li>• Analysing statistics</li> <li>• Sequencing dates</li> <li>• Monitoring time and completion of questions based on value of marks within an AQA paper</li> <li>• Working out marks and scores from assessments</li> </ul> | <p>Teachers will seek to develop numeracy skills by encouraging students to:</p> <ul style="list-style-type: none"> <li>• Interpret charts and graphs.</li> <li>• Analysing statistics.</li> <li>• Sequencing dates.</li> <li>• Monitoring time and completion of questions based on value of marks within an AQA paper.</li> <li>• Working out marks and scores from assessments.</li> </ul> |  |
| <b>Careers Information, Education, Advice and Guidance (CEIAG)</b> | <p>GCSE History provides valuable and highly transferable skills sought by employers in diverse fields like management, law, and politics. Students notably develop their ability to analyse evidence, evaluate arguments, and construct their own reasoned conclusions, which prepares them for a wide range of career paths.</p>   | <p>Transferable skills for further study and employment:</p> <ul style="list-style-type: none"> <li>• Critical thinking skills.</li> <li>• Reading, listening and writing skills</li> <li>• Class discussions and debating skills</li> <li>• Data analysis skills</li> <li>• Reading for argument and developing critical source analysis skills</li> </ul>                              | <p>Transferable skills for further study and employment:</p> <ul style="list-style-type: none"> <li>• Critical thinking skills</li> <li>• Reading, listening and writing skills</li> <li>• Class discussions and debating skills</li> <li>• Data analysis skills</li> <li>• Reading for argument and developing critical source analysis skills</li> </ul>                               | <p>Transferable skills for further study and employment:</p> <ul style="list-style-type: none"> <li>• Critical thinking skills</li> <li>• Reading, listening and writing skills</li> <li>• Class discussions and debating skills</li> <li>• Data analysis skills</li> <li>• Reading for argument and developing critical source analysis skills</li> </ul>                               | <p>Transferable skills for further study and employment:</p> <ul style="list-style-type: none"> <li>• Critical thinking skills</li> <li>• Reading, listening and writing skills</li> <li>• Class discussions and debating skills</li> <li>• Data analysis skills</li> <li>• Reading for argument and developing critical source analysis skills</li> </ul>                                    |  |
| <b>Spirituality</b>  | <p>Studying social change, persecution, and Prohibition in 1920s America for the AQA GCSE History syllabus can develop a student's spirituality by fostering introspection, empathy, and an understanding of complex human motivations.</p>  | <p>Studying the USA from the 1940s to the 1970s for GCSE History provides many opportunities for spiritual development, which in an educational context is about encouraging reflection, self-awareness, empathy, and the search for meaning. This period is ripe with moral dilemmas, social upheaval, and the exploration of identity on both a national and individual scale.</p>     | <p>Studying Elizabeth I and Elizabethan England for GCSE History offers students significant opportunities for empathy, moral reflection, and a sense of purpose. This is particularly enhanced by examining the struggles faced by women during this era, including Elizabeth herself.</p>  | <p>Studying Elizabeth I and Elizabethan England for GCSE History offers students significant opportunities for empathy, moral reflection, and a sense of purpose. This is particularly enhanced by examining the struggles faced by women during this era, including Elizabeth herself.</p>  | <p>Studying GCSE History develops a student's spirituality by encouraging reflection on the human condition, fostering empathy, and providing a sense of perspective and interconnectedness.</p>  |  |
| <b>How can parents support the curriculum?</b>                     | <ul style="list-style-type: none"> <li>• Check that students have completed homework set by their teacher</li> <li>• Discuss and ask them what they learnt in class today</li> <li>• Take students to visit historical sites that link to their learning in class</li> <li>• Watch linked documentaries or take up wider reading and research with your children at home</li> </ul>      | <ul style="list-style-type: none"> <li>• Check that students have completed homework set by their teacher</li> <li>• Discuss and ask them what they learnt in class today</li> <li>• Take students to visit historical sites that link to their learning in class</li> <li>• Watch linked documentaries or take up wider reading and research with your children at home</li> </ul>      | <ul style="list-style-type: none"> <li>• Check that students have completed homework set by their teacher</li> <li>• Discuss and ask them what they learnt in class today</li> <li>• Take students to visit historical sites that link to their learning in class</li> <li>• Watch linked documentaries or take up wider reading and research with your children at home</li> </ul>      | <ul style="list-style-type: none"> <li>• Check that students have completed homework set by their teacher</li> <li>• Discuss and ask them what they learnt in class today</li> <li>• Take students to visit historical sites that link to their learning in class</li> <li>• Watch linked documentaries or take up wider reading and research with your children at home</li> </ul>      | <ul style="list-style-type: none"> <li>• Check that students have completed homework set by their teacher</li> <li>• Discuss and ask them what they learnt in class today?</li> <li>• Take students to visit historical sites that link to their learning in class</li> <li>• Watch linked documentaries or take up wider reading and research with your children at home</li> </ul>          |  |