



CHORLTON HIGH SCHOOL: CURRICULUM

CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 11

SUBJECT	History
INTENT	<p>“A people without the knowledge of their past history, origin & culture is like a tree without roots” - Marcus Garvey</p> <p>We passionately believe that young people need a sense of history in order to understand themselves, their identity and the world around them. They need to be able to ask questions and evaluate the answers they receive – never settling for a shallow answer and pushing for a deeper explanation. History should inspire curiosity and a desire to never stop wanting to find out more. As the Ancient Chinese philosopher Confucius described, if we cultivate the root, the leaves and branches will take care of themselves. Therefore, we are proud to plant the seeds of knowledge in our young people to cultivate curiosity and engagement in the world around them.</p> <p>History gives students;</p> <ul style="list-style-type: none"> • The ability to research, filter and prioritise information. • A framework for questioning sources of information and evaluating which are useful, trustworthy and reliable. • A solid knowledge of the culture on which the country is founded – why do we do what we do? • The confidence to voice their opinions coherently and with diligence • Form opinions based on fact and determine the opinions of others <p>These prepare students for careers as;</p> <ul style="list-style-type: none"> • Lawyers • Reporters



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	<ul style="list-style-type: none"> • Teachers • Police Officers • Diplomats • Writers • Doctors • Politicians • Social workers
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Year Group	11					
Rationale/ Narrative	<p>By Year 11 are students are confident in their knowledge and understanding of history, but we aim to broaden their interpretation of the past by transporting them back to the Middle Ages and unpicking whether society a thousand years ago was really any different from today. Students think they are familiar with life in the Middle Ages from their studies in middle and lower school but through engaging lesson enquiries and the use of academic literature, we intend to impress that they are only now responsible and mature enough for the real narrative.</p> <p>At the end of Year 11, students are ready to bloom. They have to draw upon all of their knowledge and skills that they have learned throughout their entire journey in History in order to be successful, creative and happy. Students understand that History is diverse and rich with different people trying to tell their own stories, and often leave with a desire to never stop wanting to find out more.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	Edexcel GCSE 9-1 Key topic 1: Anglo-Saxon England & the Norman Conquest, 1060–66 <ul style="list-style-type: none"> • Anglo-Saxon Society. • Edward the Confessor. • The rival claimants to the throne. • The Battle of Hastings. 	Edexcel GCSE 9-1 Key topic 2: William I in power: securing the kingdom, 1066–87 <ul style="list-style-type: none"> • The submission of the Earls. (1066) • Anglo-Saxon Resistance. • The Revolt of the Earls (1075) 	Edexcel GCSE 9-1 Key topic 3: Norman England, 1066–88 <ul style="list-style-type: none"> • The Feudal System • The Church • Norman Government Norman Aristocracy	Edexcel GCSE 9-1 PAPER 1 REVISION: Thematic Study & the Historical Environment <ul style="list-style-type: none"> • Medicine in Medieval England • The Medical Renaissance • Medicine in 18th & 19th Century Britain • Medicine in Modern Britain • The British sector of the Western Front, 1914– 	Edexcel GCSE 9-1 PAPER 2 REVISION: Period study and British depth study <ul style="list-style-type: none"> • Anglo-Saxon and Norman England, c1060–88 • Superpower relations and the Cold War, 1941–91 PAPER 3 REVISION: Modern depth study	



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				18: injuries, treatment and the trenches	<ul style="list-style-type: none"> Weimar and Nazi Germany, 1918–39 	
SKILLS	<p>History skills & concepts:</p> <ul style="list-style-type: none"> ➤ Communicating knowledge, ➤ Change & Continuity, ➤ Significance & Causation. <p>Learning skills:</p> <ul style="list-style-type: none"> ➤ Demonstrate, ➤ explain, ➤ evaluate. <p>(AO 1 & 2)</p>	<p>History skills & concepts:</p> <ul style="list-style-type: none"> ➤ Communicating knowledge, ➤ Change & Continuity, ➤ Significance & Causation. <p>Learning skills:</p> <ul style="list-style-type: none"> ➤ Demonstrate, ➤ explain, ➤ evaluate. <p>(AO 1 & 2)</p>	<p>History skills & concepts:</p> <ul style="list-style-type: none"> ➤ Communicating knowledge, ➤ Change & Continuity, ➤ Significance & Causation. <p>Learning skills:</p> <ul style="list-style-type: none"> ➤ Demonstrate, ➤ explain, ➤ evaluate. <p>(AO 1 & 2)</p>	<p>History skills & concepts:</p> <ul style="list-style-type: none"> ➤ Communicating knowledge, ➤ Change & Continuity, ➤ Significance, ➤ Causation, ➤ Enquiry, ➤ Interpretation & Representation <p>Learning skills:</p> <ul style="list-style-type: none"> ➤ Analyse, ➤ evaluate, ➤ make judgments, ➤ Demonstrate, ➤ explain, ➤ evaluate. <p>(AO 1, 2 3 & 4)</p>	<p>History skills & concepts:</p> <ul style="list-style-type: none"> ➤ Communicating knowledge, ➤ Change & Continuity, ➤ Significance, ➤ Causation, ➤ Enquiry, ➤ Interpretation & Representation <p>Learning skills:</p> <ul style="list-style-type: none"> ➤ Analyse, ➤ evaluate, ➤ make judgments, ➤ Demonstrate, ➤ explain, ➤ evaluate. <p>(AO 1, 2 3 & 4)</p>	
ASSESSMENTS	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be a minimum three larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> Describe key features Explain why Hypothesis 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be a minimum three larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> College Entry Exams (Paper 1 –Medicine & Western Front) College Entry Exams (Paper 3 – Germany 1918-39) 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be a minimum three larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> Describe key features Explain why Hypothesis Cold War PLC Test 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be a minimum three larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> Anglo-Saxons and Normans PLC Test Paper 2 Mock Exam (Normans & Cold War) 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be a minimum three larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> Sample Paper (PiXL generated) 	