

Y11 History

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Curriculum Intent

The Forge Valley History department are committed to giving our young people the cultural context to interpret the world around them. The History department will ensure that enjoyment and understanding of the subject is pursued through examining the cultural, social and economic complexities of the past. We endeavour to develop our pupils understanding of differing cultural contexts to broaden their horizons. Through a mix of thematic units and depth studies students are furnished with a well-developed sense of period as well as an understanding of the key concepts that run throughout our past. Across Key Stages three and four our thematic studies include: comparisons between the medieval Islamic Empire and the British Empire; an analysis of the development of Britain's democratic system over time; and a study of the development of Public Health. Our depth studies range from a reinterpretation of Britain's role in the slave trade; the origins and responses to the Holocaust; and the Chinese Qing Dynasty.

From Year 7 pupils engage with a variety of contemporary sources, and historical interpretations to develop an understanding of how historians construct the past. Through fostering a passion for the subject through dynamic teaching and rigorous assessment, pupils will become well-versed in the importance of interpreting the past in order to understand the present and consider the future. By emphasising the range of roles that students of history take up in society we provide a route to academic success and offer transferable skills that will equip all pupils to thrive in the future.

	Core Knowledge	Procedural Knowledge
Autumn HT1 2 lessons per week	Making of America - Civil War and Reconstruction 1860-1877 Causes of the American Civil War, the impact of the Civil War on the lives of African - Life on the Plains 186-1877 Railroads, Cow Towns, Native American Wars	Conisbrough Castle (Site Study) - Dissect complex historical questions: - Break down multi-part enquiry questions - Identify what is being assessed (e.g. function, significance)
Autumn HT1	Conisbrough Castle	

3 lessons per week	Features and remains of the site, why it was first built, how its uses have changed over time, significance of the site, challenges and benefits of studying the site, how typical is Conisbrough Castle Making of America Expansion 1789-1838 The lives of the Native Americans, how and why America gained more land, the expansion of slavery, early opposition to slavery, the removal of the Native Americans	- Apply knowledge to unseen contexts: - Use understanding of Norman castles in a specific case - Develop focused essay responses: - Use precise, relevant detail about the site - Strengthen knowledge retrieval: - Recall detailed features and link them to purpose (defence, control, status and
Autumn HT2 2 lessons per week	Making of America - Consequences for Cultures Native American lives 1877-1900, African American lives 1877-1900, White Americans lives 1877-1900 Living in Nazi Germany - Establishing dictatorship Leaders, Ideology, Why did people support the Nazis, Reichstag Fire and Enabling Act - Control and Opposition 1933-1939 The Church, Youth Groups, the Left Wing	
Autumn HT2	Making of America The West 1839-1860	

3 lessons per week	Why people moved west and their journeys, the persecution and movement of the Mormons, California and Pikes Peak Gold Rush - Civil War and Reconstruction 1860-1877 Causes of the American Civil War, the impact of the Civil War on the lives of African - Consequences for Cultures Native American lives 1877-1900, African American lives 1877-1900, White Americans lives 1877-1900	Making of America (1789-1900) - Construct extended explanations and essays: - Explain causes and consequences (e.g. expansion, conflict) - Develop arguments about interactions between groups - Demonstrate secure knowledge recall: - Use accurate detail about migration, settlement and conflict - Apply second-order concepts: - Cause and consequence - Significance - Change and continuity Link events into coherent narratives across the period Living in Nazi Germany (1933-1945) - Construct analytical essays and explanations: - Explain how the Nazi regime controlled society - Analyse causation and consequence (e.g. how Hitler maintained power)
Spring HT1 2 lessons per week	Living in Nazi Germany - People's Lives, 1933-39 Women, Young People, Jewish Lives, Workers - Germany during the war, 1939-45 War Economy, Total War	
Spring HT1 3 lessons per week	Living in Nazi Germany Establishing dictatorship Leaders, Ideology, Why did people support the Nazis, Reichstag Fire and Enabling Act	

	• Control and Opposition 1933-1939 The Church, Youth Groups, the Left Wing • People's Lives, 1933-39 Women, Young People, Jewish Lives, Workers	○ Make supported judgements about effectiveness and impact • Make inferences from historical sources: ○ Describe what a source shows on the surface ○ Use contextual knowledge to infer deeper meaning ○ Support inferences with evidence from the source • Evaluate the usefulness of sources: ○ Assess what the source can tell historians about a topic (e.g. propaganda, everyday life) ○ Consider provenance (who created it, why, when) ○ Explain limitations as well as strengths • Use contextual knowledge to support source analysis: ○ Link sources to wider knowledge of Nazi Germany ○ Strengthen explanations with accurate historical detail
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		• Apply second-order concepts: ○ Cause and consequence ○ Significance ○ Evidence and interpretation
Spring HT2 2 lessons per week	Living in Nazi Germany • Occupation, 1939-45 Occupation in East, Occupation in the West, the Final Solution, case studies Revision	
Spring HT2 3 lesson per week	Living in Nazi Germany • Germany during the war, 1939-45 War Economy, Total War • Occupation, 1939-45 Occupation in East, Occupation in the West, the Final Solution, case studies Revision	
Summer HT1 2 lessons per week	Revision	
Summer HT 1 3 lessons per week	Revision	
Homework	Students are given a Mastery Booklet per unit. Every week they are asked to complete knowledge retrieval questions based on that weeks learning. They are also given weekly revision on SENECA or Showbie to help consolidate prior knowledge.	

	Pieces of exam practice writing may also be handed out at the teachers discretion. Specific revision homework will be set ahead
Assessment Pupil's complete knowledge retrieval quizzes in class regularly to check their progress. They complete a full end of unit assessment once they complete each topic. There are two formal assessments: Autumn Term Assessment 1: Assesses Norman Conquest and Conisbrough Summer Term Assessment 2: Assesses Making of America and Nazi Germany	
Links to Personal Development The Year 11 curriculum continues to support students' personal development by consolidating their understanding of power, society and identity while preparing them for life beyond school. Through the study of Conisbrough Castle, students refine their ability to apply knowledge to real historical environments, developing independence and problem-solving skills. The Making of America deepens their understanding of migration, conflict and cultural interaction, encouraging reflection on diversity and identity, while the study of Nazi Germany develops awareness of dictatorship, propaganda and the impact of political decisions on everyday life, fostering critical thinking and moral awareness. Alongside their historical studies, students are explicitly supported in developing effective revision strategies, time management and self-regulation, helping them become more independent learners. Careers education linked to History further broadens their aspirations by highlighting transferable skills such as analysis, communication and research, supporting informed decision-making about future pathways.	

How is my Knowledge further developed Alevel?

"At A Level, students build on their GCSE knowledge by developing a more sophisticated and independent understanding of historical concepts, interpretations and debate. Through the study of Stuart Britain (1603-1702), Germany (1871-1990) and America (1945-1980), students deepen their understanding of power, society and political change across different contexts and time periods. Prior knowledge of themes such as dictatorship, conflict and social development is extended through more complex analysis of causation, consequence and significance. Students critically evaluate a wider range of sources and interpretations, considering provenance, context and historiography in greater depth. Essay writing becomes more advanced, requiring sustained arguments, balanced judgements and the integration of precise evidence. Overall, students move from supported analysis at GCSE to independent, critical enquiry, engaging with historical debates and constructing well-substantiated interpretations of the past."