

Curriculum Content Map

Subject: History

Year group: 11

	Term 1				Term 2				Term 3			
	UNIT 1		UNIT 2		UNIT 3		UNIT 4		UNIT 5			UNIT 6
Month	September	October	November	December	January	February	March	April	May	June	July	
Virtue	Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Temper & Humour	Self-Mastery		Compassion	Good Sense	
Skill	Listening	Leadership	Problem-Solving	Creativity	Staying Positive	Speaking	Staying Positive	Aiming High		Speaking	Teamwork	
Curriculum Content	<p>Students look at how medieval theories of medicine developed and Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments</p> <p>Students look at the Medieval doctor, training and beliefs about the causes and treatments of diseases. The contribution of Christianity and Islam to medical progress.</p>		<p>Students look at medieval surgery and medical practice as well as public health in medieval towns. Students examine the causes and treatments of this disease in the Middle Ages.</p> <p>Students look at the beginnings of change in the Renaissance and how medicine developed during this period to treat illness</p>		<p>Students look at the growth of hospitals and the role of John Hunter in the Renaissance period.</p> <p>Students look at the prevention of disease and the role of Edward Jenner in creating the first inoculation.</p>		<p>Students look at Germ theory and the role of Pasteur and Koch in promoting a better understanding of the way disease spreads. As well as students exploring the role of Lister and Simpson and Fleming, Florey and Chain and Penicillin.</p> <p>Students look at public health in the 19th century and how medicine developed in the 20th century with the growth of the welfare state, surgical developments and growth of the pharmaceutical industry</p>		<p>Students look at the Norman conquest and how they sought to control England after 1066.</p> <p>Students examine what life was like under the Normans including life in villages, the role of the Domesday book and government systems.</p> <p>Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as ordeals, 'murdrum'; inheritance; the Domesday Book.</p> <p>Economic and social changes and their consequences: Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life; Forest law.</p>			<p>Students will examine the Norman Church and monasticism and build their knowledge of the Norman historic environment</p>
National Curriculum area	<p>AQA Unit 3.3 Shaping the nation</p> <p>Section A: Thematic studies</p> <p>AA Britain: Health and the people: c1000 to the present day</p>		<p>AQA Unit 3.3 Shaping the nation</p> <p>Section A: Thematic studies</p> <p>AA Britain: Health and the people: c1000 to the present day</p>		<p>AQA Unit 3.3 Shaping the nation</p> <p>Section A: Thematic studies</p> <p>AA Britain: Health and the people: c1000 to the present day</p>		<p>AQA Unit 3.3 Shaping the nation</p> <p>Section A: Thematic studies</p> <p>AA Britain: Health and the people: c1000 to the present day</p>		<p>AQA Section B: British depth studies</p> <p>BA Norman England, c1066–c1100</p>			<p>AQA Section B: British depth studies</p> <p>BA Norman England, c1066–c1100</p>
Link to Virtue	By exploring political changes in Britain, we shall explain how friendliness and civility created a climate for people to work together and share knowledge of medical ideas. How did people showcase friendliness and civility in order to improve their daily lives in medieval England and care for one another.	We shall explore the justice and truthfulness needed to be honest with one another and discover ways of searching for truth in order to solve medical issues.	We shall consider the way surgeons during the Renaissance sought to create ways in which to resolve medical issues and create better solutions to medical problems.	How was creativity used to establish solutions to medical needs? What was the role of individual genius to establish these new ideas in medicine?	Showing gratitude for what we have. How we can show generosity to one another so we don't repeat the mistakes of the past.	By demonstrating good speech our students will understand how medical ideas can be translated and spread so ideas are shared and medicine improves.	Our students will understand the good temper and good humour needed to make the world a better place by sharing medical ideas	Our students will understand the good temper and good humour needed to deal with problems in medicine and research.	How did the Normans demonstrate self-mastery in order to capitalise on chance, government, and war to drive the progress of their society forward.	We shall evaluate the compassion in Norman society or lack thereof as we scrutinise the relationship between the Normans and the Anglo Saxons.	How do we demonstrate compassion for one another in times of conflict?	How did the Normans exercise good sense in the planning and build of their civilisation?
Link to Skill	Listening to one another and using key pieces of evidence to build on one another's ideas	The leadership of medical leaders and key medical thinkers	How did medical thinkers and surgeons solve complex medical problems.	How did medical figures promote scientific change	How did medical leaders stay positive and work with one another to promote	Ensuring we speak out against injustice	Ensuring we can communicate effectively	How did medical figures stay positive during times of struggle?	Why did Schlieffen Aim High with his plan to invade Europe? Aiming high with military	Speaking to one another and communicating during times of war.	Speaking – as we consider ways to engage our audiences and promote our understanding	How did Normans work as a team after 1066 to consolidate their power in England?

	in a coherent and meaningful way. .			medical change.		vely so we can help spread the value of knowledge and ideas		development in the conquest of Anglo-Saxon England.		of Norman society after 1066. .	
Sequencing 	<p><u>Builds upon</u> KS3 knowledge Y7 – medieval period notably by examining the Black Death and the medieval mind set</p> <p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p>	<p><u>Builds upon</u> AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts</p>	<p><u>Builds upon</u> AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p><u>Builds upon</u> . AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p><u>Builds upon</u> Knowledge acquired in Year 7 relating to the Norman conquest.</p> <p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p><u>Builds upon</u> . AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied</p>					
	<p><u>Is further developed in</u> This is further developed as we begin to consider core skills such as AO1</p>	<p><u>Is further developed in</u> AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p><u>Is further developed in</u> We shall develop our extended writing skills and knowledge of the whole 1000-year period.</p>	<p><u>Is further developed in</u> AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied</p>	<p><u>Is further developed in</u> AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied</p>	<p><u>Is further developed in</u> This will be further developed in term 3 of year 11 as we revise all key topics covered for their GCSE.</p>					
Retrieval 	Retrieval pyramids, mind maps and freya model.	Retrieval pyramids, mind maps and freya model.	Retrieval pyramids, mind maps and freya model.	Retrieval pyramids, mind maps and freya model.	Retrieval pyramids, mind maps and freya model.	Retrieval pyramids, mind maps and freya model.					
New Learning 	Hippocrates Galen The theory of the four humours The theory of opposites Barber surgeons, wise women, local superstitious beliefs, flagellation and the theory that God was punishing the people for their sins. The circumstances surrounding	The Black Death and the cures and treatments that were implemented to help combat its spread. The creation of the printing press coupled with the role of Vesalius, Pare and Harvey and their role in spreading knowledge to help medicine progress.	Based on his observations, dissection skill, and experimentation, as well as his experience in the army. Included his discoveries about the nature of disease, cancer, and the circulation of the blood, with recommendations such as not enlarging gunshot wounds when treating them. Medieval hospitals were linked to the church and focused on care not cure. Henry VIII closed monasteries, he gave money to start new hospitals including St Bartholomew's & St Thomas' in London. 17 th century hospitals began to be founded and supported as charitable gifts by private people. Thomas Coram (a retired ship captain) gathered diseases were caused by sin.	Germ theory Fleming discovered but did not develop Penicillin. Leading to the role of Florey and Chain.	Edward the Confessor Harald Hardrada Harold Godwin William of Normandy Stamford Bridge The Battle of Hastings 1066. How society was organised. The wealth created by	England the role of The Witan external and internal threats the culture within society and comparing this to Norman structures of government and the legal system. The Harrying of the North. The Domesday book Lanfranc					
Independent Practice 	Extended writing opportunities Source analysis Source and interpretation practice	Extended writing opportunities Source analysis Source and interpretation practice	Extended writing opportunities Source analysis Source and interpretation practice	8 mark and 20 mark question Extended writing opportunities Source analysis	Extended writing opportunities Source analysis Source and interpretation practice 8 mark and 20 mark question	Extended writing opportunities Source analysis					

