

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	Mass production and the creation of the Ford Motor car The Boom and Roaring 20s		Organised crime and prohibition Immigration, the KKK and the Red Scare		The New Deal. The impact of the second world war.		Rock and Roll The impact of feminist movements, Roe vs Wade		Revision Britain Health and the People Conflict and Tension The Norman Conquest			
National Curriculum area	AQA 3.2 Understanding the modern world Section A: Period studies AA America, 1840–1895: Expansion and consolidation		AQA 3.2 Understanding the modern world Section A: Period studies AA America, 1840–1895: Expansion and consolidation		AQA 3.2 Understanding the modern world Section A: Period studies AA America, 1840–1895: Expansion and consolidation		AQA 3.2 Understanding the modern world Section A: Period studies AA America, 1840–1895: Expansion and consolidation		AQA 3.2 Understanding the modern world Section A: Period studies AA America, 1840–1895: Expansion and consolidation			
Link to Virtue	In this unit students will explore the friendliness and civility of 1920s US society and how people worked together to create a more prosperous society.	In this unit we also consider the justice and truthfulness needed to establish rules of law in society. Was it just that some people in society profited whereas others in US society continued to struggle?	How did people showcase courage to overcome the Great Depression. We shall engage with the courage of African Americans as they sought to fight against the tyranny of the KKK.	In this unit, year 11 will contemplate how generosity was needed in spirit in order to create a harmonious rather than a divisive society.	How have people shown gratitude towards the actions of FDR and the New Deal? How was gratitude demonstrated post-WW2 to create a better society?	How did FDR exercise good speech to persuade others in his fireside chats?	We shall explore the need for good temper and humour as changes developed in US society.	How did feminist movements stay exercise good speech and good temper and humour to persuade others to join their cause?	We shall aim to work hard and develop self-mastery to refine our revision techniques and timetabling.	We shall show compassion towards one another and work with our classmates to maximise our potential for success.	n/a	n/a
Link to Skill	We shall think about listening as we relate it to building group discussions and working to consolidate and summarise key details in these discussions in class.	In year 11, we shall consider different leadership styles of individuals such as Hoover, Capone, FDR.	. How did the US government attempt to solve the issue of organised crime. Why was the Red scare a significant problem than needed resolving in US society?	We shall think creatively in y11 as we consider ways to evaluate interpretation and reach substantiated and evaluative remarks.	In this unit, year 11 are encourage to think positively about the impact of WW2 and the New Deal and how they overcome hardship.	In this unit, we consider the rhetoric and good speech of US presidents such as JFK.	How did the 1950s and 60s usher in a more prosperous society Why did people suddenly become more positive about life in these decades succeeding WW2?	We shall consider how staying positive is necessary to engineer social and political change in society.	Year 11 will aim high to secure the grades they deserve in revision classes.	We shall exercise speaking skills as we share our learning and present this new information to one another in class.		
Sequencing	<u>Builds upon</u> develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience develop the ability to ask relevant questions about the		<u>Builds upon</u> Students are able to reach sustained conclusions about the past based on interpretations and sources • AO1: demonstrate knowledge and understanding of the key features and		<u>Builds upon</u> AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations (including how		<u>Builds upon</u> We shall build upon all the skills and knowledge covered hitherto in y11 by consolidating them in further writing opportunities.		<u>Builds upon</u> All substantive and disciplinary covered in GCSE History			

	<p>past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context and ask relevant questions about the past. develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed</p>	<p>characteristics of the period studied.</p> <ul style="list-style-type: none"> • AO2: explain and analyse historical events and periods studied using second-order historical concepts. On this occasion, comparing continuities and changes and similarities and differences. • AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. 	and why interpretations may differ) in the context of historical events studied			
	<p><u>Is further developed in</u> Students are able to reach sustained conclusions about the past based on interpretations and sources</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. 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> We shall further develop in unit 4 as we seek to consolidate our learning and disciplinary skills.</p>	<p><u>Is further developed in</u> Revision of all topics covered in y10 and 11.</p>	<p><u>Is further developed in</u> n/a</p>	
<p>Retrieval</p> 	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.	
<p>New Learning</p> 	<p>Students will evaluate reasons for the economic boom in the 1920s. Year 11 will be expected to support a judgement about how the economy changed peoples' lives and heralded an era of prosperity. Additionally, students will evaluate life in the 1920s, the role of women and African Americans.</p>	<p>Students will explore the significance of Al Capone and the role of prohibition and how crime expanded in the 20s with speakeasies and bootlegging rife. Particular notice will be given to the St Valentine's day massacre. After this students will look at the significance of immigration and how peoples' lives were affected as a result of the KKK and Red Scare in the 1920s.</p>	<p>Students will explain the causes and consequences of the Wall Street Crash and how this precipitated the Great Depression. While students look at aspects such as Hoovervilles and sources linked to Hoover's response to the Depression Year 11 will then move to a study of why FDR was elected. They will reach an independent and clear conclusion of why he was elected president. Students will examine the successes and failures of the alphabet agencies and assess their impact in galvanising economic change in the USA. Subsequently, students will investigate how WW2 transformed lives in the USA.</p>	<p>Year 11 will investigate the growth of a consumer society after WW2 and how prosperity was stimulated and peoples' lives, particularly the middle class, improved. We will assess the extent of this improvement by weighing it against how life remained the same (continuity and change) for women and minorities. We also examine the significance of rock and roll with figures such as Elvis Presley and Buddy Holly. Subsequently, year 10 enrich their understanding of the scope of McCarthyism and the extent of communism antagonism in the USA in the 50s. Year 11 will explore the similarities and differences for life for women in the USA as a result of pivotal legal changes such as Roe vs Wade and the growing prominence of women's rights activists such as Betty Friedan and the NOW movement.</p>	<p>No new learning as the month of May is used for revision of past GCSE topics.</p>	
<p>Independent Practice</p> 	<p>Job advert for Ford Motors. Flow diagram of the cycle of prosperity Enquiry question: what impact did prohibition and organised crime have on American society? Students complete a table which includes information on the causes, effects, successes and failure of prohibition.</p>	<p>Students brainstorm possible reasons why there was a Red Scare. Students write a report for the US Attorney General, that justifies the 'Palmer Raids'. Students produce a fact file on the Ku Klux Klan that covers membership profile, structure, growth and decline</p>	<p>Enquiry question why FDR was elected. FDR election poster and manifesto.</p>	<p>Was the 'American Dream' a reality or illusion? Students complete a spider diagram that gives details on the causes of prosperity. Areas to include are: • Second World War • Post-war Federal government policies on GIs • Cold War military spending.</p>	<p>Extended writing opportunities Source analysis Source and interpretation practice 8 mark and 20 mark question</p>	

				Students complete a second spider diagram which details the effects including wage rises, population growth, house building boom, growth of suburbia, home and car ownership, television advertising and shopping malls		
Misconceptions 						
Vocabulary and Comprehension 						
Literacy 	Reading link – article. Use of key historical terminology	Reading link – article. Use of key historical terminology	Reading link – article. Use of key historical terminology	Reading link – article. Use of key historical terminology	Reading link – article. Use of key historical terminology	
Numeracy 	Data handling, tables and graphs, percentages	Data handling, tables and graphs, percentages	Data handling, tables and graphs, percentages	Data handling, tables and graphs, percentages	Data handling, tables and graphs, percentages	
Oracy 	Presentation and discussion.	Presentation and discussion.	Presentation and discussion.	Presentation and discussion.	Presentation and discussion.	
Careers 	Journalism	Politician	Advertising	Legal	Military	
Super Curricular Links	KS4 History club	KS4 History club	KS4 History club	KS4 History club	KS4 History club	
British values and SMSC	Encourages students to take responsibility for their own behaviour as we consider the role of protest as well as the respect	Respect for democracy Tolerance and harmony Respecting differences in opinions as we consider interpretations and assess their viewpoints Encourages respect for different opinions	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony	
Summative assessment						
Scaffolding for LA	Sentence starters and writing frames.	Sentence starters and writing frames.	Sentence starters and writing frames.	Sentence starters and writing frames.	Sentence starters and writing frames.	
Challenge for HA 	Star challenge questions and extended reading opportunities	Star challenge questions and extended reading opportunities	Star challenge questions and extended reading opportunities	Star challenge questions and extended reading opportunities	Star challenge questions and extended reading opportunities	