Curriculum Content Map — **Subject: Year 11 History**

			Term 1				Term 2					Term 3		
Month			September	October	November	December	January	February half term 1	February half term 2	March	April	May	June	July
Cultural Transmission	Units of Work		Conflict and Tension, 1898-1914: The First World War - pre-1914	Conflict and Tension, 1898-1914: The First World War - pre-1914	Conflict and Tension, 1898-1914: The First World War - pre-1914	Conflict and Tension, 1898-1914: The First World War - opening of the war and stalemate	Conflict and Tension, 1898-1914: The First World War - stalemate	Conflict and Tension, 1898-1914: The First World War - 1917	Conflict and Tension, 1898-1914: The First World War - 1917 and the ending of WW1	Conflict and Tension, 1898-1914: The First World War - End of the war and Peace	Revision	Revision	Revision	
	National Curriculum area – KS3		AQA Section B: Wider world depth studies BA Conflict and tension: the First World War, 1894–1918	AQA Section B: Wider world depth studies BA Conflict and tension: the First World War, 1894–1918	AQA Section B: Wider world depth studies BA Conflict and tension: the First World War, 1894–1918	AQA Section B: Wider world depth studies BA Conflict and tension: the First World War, 1894–1918	AQA Section B: Wider world depth studies BA Conflict and tension: the First World War, 1894–1918	AQA Section B: Wider world depth studies BA Conflict and tension: the First World War, 1894–1918	AQA Section B: Wider world depth studies BA Conflict and tension: the First World War, 1894–1918	AQA Section B: Wider world depth studies BA Conflict and tension: the First World War, 1894–1918	AQA Section B: Wider world depth studies BA Conflict and tension: the First World War, 1894–1918	AQA Section B: Wider world depth studies BA Conflict and tension: the First World War, 1894–1918	AQA Section B: Wider world depth studies BA Conflict and tension: the First World War, 1894–1918	
	Substantive Knowledge	***The What!***	The ruling empires and their military strength. The Alliance System from the Dual Alliance, Triple Alliance, Franco Russian Alliance, Entente Cordiale and the Triple Entente. Kaiser Wilhelm and 'Weltpolitik'. Morocco and the Entente Cordiale The role of the Kaiser and the Sultan in Morocco. Tm.	The role of the Kaiser and the Sultan in Morocco. The First Moroccan Crisis 1905-6 The Algeciras Conference The Second Moroccan Crisis and the solutions and how this affected international relations before 1914. Balkans geography and the German position in this area, The first and second Balkans War. Tensions in Europe. The Black Hand and Serbian nationalism.	The assassination of Archduke Franz Ferdinand The international response and the July Crisis. What was the Schlieffen plan and why did it fail?	The failure of war plans. The trench system and why trench warfare was used on the Western Front. Life in the trenches. The weapons of the trenches.	Verdun The Somme Passchendaele The Gallipoli campaign The blockades, sinking of the Lusitania and the Battle of Jutland.	The blockades, sinking of the Lusitania and the Battle of Jutland. The war in the air and the first aeroplanes in warfare. Reasons why Russia left the war in 1917. Reasons why Germany joined the war in 1917.	The impact of the USA joining the war. Advancements in air and artillery towards the end of WW1 and how this affected the outcome of the war. The Spring Offensive	The Hundred Days The impact of the war at home The end of the war and armistice.	Revision of Britain Health and the People USA Opportunity and Inequality Conflict and Tension revision.	Revision of Britain Health and the People USA Opportunity and Inequality Conflict and Tension revision.	Revision of Britain Health and the People USA Opportunity and Inequality Conflict and Tension revision.	
	Disciplinary knowledge	***The How!***	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	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 Source and interpretation practice	9 mark and 20 mark question 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 Source and interpretation practice 8 mark and 20 mark question	Extended writing opportunities Source analysis Source and interpretation practice 8 mark and 20 mark question	
	Sequencing (Flow)	***Retrieval & Extension***	Builds upon Students build on from their understanding of WW1 covered in 9.4 regarding WW1. Students will reinforce their evaluations of the situation in Europe in 1914 and prioritise reasons why tensions rose and potentially led to conflict Is further developed in Students will build their skills connected to source utility – previously connected to. However, students will develop this by cross comparing sources and formulating a judgement about which one is more useful and why	Builds upon Students build on from their understanding of WW1 covered in 9.4 regarding WW1. Students will reinforce their evaluations of the situation in Europe in 1914 and prioritise reasons why tensions rose and potentially led to conflict Is further developed in Students will build their skills connected to source utility – previously connected to. However, students will develop this by cross comparing sources and formulating a judgement about which one is more useful and why	Builds upon Students will progress their skills by examining accounts. Previously this skill was taught in This will rehearse skills connected to finding causal links and explaining their significance to provide a logical and coherent narrative but explanatory account. Is further developed in Study skills associated with analysing sources and their utility and also revision skills for mocks. Revision cards, clocks and other revision games and note-taking skills will be covered. Initial discussion of 16 mark questions and how to answer them using guided modelled answers and breaking down how they are sequenced and organised	Builds upon Students will progress their skills by examining accounts. Previously this skill was taught in This will rehearse skills connected to finding causal links and explaining their significance to provide a logical and coherent narrative but explanatory account. Is further developed in Study skills associated with analysing sources and their utility and also revision skills for mocks. Revision cards, clocks and other revision games and note-taking skills will be covered. Initial discussion of 16 mark questions and how to answer them using guided modelled answers and breaking down how they are sequenced and organised	Builds upon In this topic, students will progress by enhancing their source evaluation skills and cross-comparison skills by peer-reviewing and mentoring other students in the class on their mock results.Is further developed in Using modelled answers to reinforce their understanding of how to write coherent and logical answers to source questions and account questions so that they contain a breadth of contextual knowledge to support their analyses.	Builds upon In this topic, students will progress by enhancing their source evaluation skills and cross-comparison skills by peer-reviewing and mentoring other students in the class on their mock results.Is further developed in Using modelled answers to reinforce their understanding of how to write coherent and logical answers to source questions and account questions so that they contain a breadth of contextual knowledge to support their analyses.	Builds upon In this topic, students will build their understanding of how to write 16 mark questions by factoring different reasons why a stated factor might be true or false. Weighing these factors against other valid reasons will also be reinforced. Is further developed in How to formulate logical and coherent written responses that reach an overall judgement. All skills will be rehearsed and consolidated. In particular, the skill of finding opportunities to add your own contextual knowledge, and assess where the sources are limited	Builds upon In this topic, students will build their understanding of how to write 16 mark questions by factoring different reasons why a stated factor might be true or false. Weighing these factors against other valid reasons will also be reinforced. Is further developed in How to formulate logical and coherent written responses that reach an overall judgement. All skills will be rehearsed and consolidated. In particular, the skill of finding opportunities to add your own contextual knowledge, and assess where the sources are limited	USA Opportunity and Inequality revision 1)Boom and Bust - Prohibition/ Hoover and New Deal 2) WW2 3) Civil Rights 4)	USA Opportunity and Inequality revision 1)Boom and Bust - Prohibition/ Hoover and New Deal 2) WW2 3) Civil Rights Who is who for Britain Health and the People	Exam revision	
	Summative Assessment		Working on 4 mark source questions, sources depicting the Kaiser and how he adopted a policy of weltpolitik. Building our capacity to evaluate content, origin and purpose and linking with contextual knowledge.	We look at the 8-mark question and how to evaluate the impact of both Bosnia and the Moroccan Crises as events that precipitated international crises.	Britain Health and the People AP1 assessment -Conflict and Tension - Weltpolitik, First Moroccan Crisis questions.	Looking at trenches and the conditions faced. Applying this knowledge to two sources for a 12 mark question. Introducing written and visual sources and working out which source is most valuable and establishing criteria for this evaluation.	12 mark question - comparing accounts of life in the Somme. Verdun 12mark question. Sources on the sinking of the Lusitania - will no one stop this mad brute source.	20 mark question practice - retrieval of Schlieffen Plan as catalyst for the creation of the Western Front.	Working on 20 mark questions - Ludendorff offensive as a reson for the ending of the war -	Retrieval activities, who is who? Ensuring dates and chronology of the war is well understood. Refelecting on areas of previous misconceptions - notably the Balkans War and Crisis. Formulating a strong 20 mark question technique	Interpretations - all question going over technique Working on exam technique for the 12 mark question on Paper 1A	8 mark compare questions for Paper 2A. 20 mark questions for 2A and 1B		
Personal Empowerment	Virtue	*The opportunity to reflect, think deeply and critically about an issue.*	Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Speech	Good Temper & Humour	Self-Mastery	Self-Mastery	Compassion	
	Link to Virtue		By exploring the situation in Europe before WW1 our students will evaluate the extent of friendliness and civility. How did this precipitate a situation where war seemed likely in 1914.	We shall explore the justice and truthfulness needed to create a more democratic peaceful and secure society that avoids war.	How did soldiers during WW1 demonstrate courage?	Why soldiers needed to demonstrate generosity of spirit to one another in the trenches to work together and build comradeship.	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 conflicts can be resolved.	By demonstrating good speech our students will understand how conflicts can be resolved.	Our students will understand the good temper and good humour needed to avoid war in 1914. Our students will understand the good temper and good humour needed to deal with tense international relations	How did soldiers and officers demonstrate self-mastery to overcome obstacles of war during the period 1914-18.	How did soldiers and officers demonstrate self-mastery to overcome obstacles of war during the period 1914-18.	How did soldiers demonstrate self-mastery and compassion for one another in the trenches. How do we demonstrate compassion for one another in times of conflict?	
Preparation for Work	Skill	*Transferable skills*	Listening	Leadership	Problem-Solving	Creativity	Staying Positive	Speaking	Speaking	Staying Positive	Aiming High	Aiming High	Speaking	
	Link to Skill		Listening to the varying views and speeches and the views of others.	The leadership of key figures such as Haig, Schlieffen. How can we exercise leadership roles in the classroom and work with to promote successful group work.	How did generals of WW1 work together to solve complex issues of warfare.	How did generals use creative solutions to issues of warfare. How can y11 think creatively to construct evaluative judgements that reconcile opposing points of view?	How did Britain stay positive in the years leading up to WW1?	Ensuring we speak out against injustice	Ensuring we can communicate effectively so conflicts do not arise	How did people and politicians stay positive during WW1?	Why did Schlieffen Aim High with his plan to invade Europe? Aiming high with military development.	Why did Schlieffen Aim High with his plan to invade Europe? Aiming high with military development.	Speaking to one another and communicating during times of war. Speaking about loss and life in Europe leading up to the ending of war in 1918.	
Preparation for Citizenship	SMSC & British Values	*Developing opinions on curent issues*	Encourages students to take responsibility for their own behaviour as we consider the role of protest as well as the respect	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 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	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony	
	Link to SMSC & British Values													