

## The Priory Belvoir Academy: Curriculum Overview

*"Opportunity and Achievement for All"*

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|---|--|-------------------|----------|------|---------|
| SUBJECT   | History  | CURRICULUM LEADER | Mr Brown | YEAR | Year 11 |
| ORGANISATION OF THE SUBJECT   | Students who opt to take this subject study History for 3 hours each week.   |                   |          |      |         |
| Key Concepts (The big ideas underpinning this subject)  | Key Skills in this subject   |                   |          |      |         |
| There is a full focus in Year 11 on developing student understanding of the component content relevant to final GCSE examination at the end of Year 11. Further to this there is regular assessment aimed at developing relevant 'exam skills' required in the final Key Stage 4 assessment   | Description of key events and people in History. Explaining why events happened. Using sources and interpretations to reach conclusions. Understanding and explanation of significance. Understanding key Historical language. <b>Revision / preparation for final examination through completion of regular independent work is required for success in the final GCSE assessment</b>   |                   |          |      |         |
| What will be learnt in this subject?  | How will learning take place in this subject?  |                   |          |      |         |
| <p><b><u>Conflict and Tension, 1894-1918 (GCSE unit, continued)</u></b></p> <ul style="list-style-type: none"> <li>To have an overview understanding of key events during the Great War (1914- 1918)</li> <li>To understand why the German advance in the summer of 1914 was halted and the development of 'stalemate' on the Western Front</li> <li>To look at Trench warfare and the development of new technology</li> <li>To complete case studies of a series of theatres of conflict (Verdun, Somme, Ypres, Jutland, Gallipoli)</li> <li>To understand the reasons why war ended in November 1918 (the role of the US, the failed 'Spring Offensive', the blockade of Germany)</li> </ul> <p><b><u>Norman England, 1066-1100 (GCSE unit, including 'historic environment' focus)</u></b></p> <ul style="list-style-type: none"> <li>To understand why there was a 'succession crisis' in England</li> </ul> | <ul style="list-style-type: none"> <li>Classroom learning will use a range of strategies and resources. There will be opportunities for pupils to work independently as well as collaboratively with others. Pupils will be encouraged to present their work verbally to their peers.</li> <li>Resources will include opportunities for role play as well as traditional methods of sharing information (text, internet, DVD / video)</li> <li>Regular assessment will take place to gauge progress and enable pupils to demonstrate their learning</li> <li>Extra-curricular visit(s)</li> <li>Revision sessions (after school / during school holidays)</li> </ul> |                   |          |      |         |

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| <p>in 1066 (assessment of those who claimed the English throne)</p> <ul style="list-style-type: none"> <li>• To understand why William of Normandy won the Battle of Hastings</li> <li>• To look at how the Normans established control in England (building castles, dealing with revolts)</li> <li>• To assess government of England under the Normans (including the Feudal System)</li> <li>• To evaluate the economic consequences of the Norman conquest (Domesday survey) and the development of towns in Norman England</li> <li>• To understand changes to English way of life (impact on the church in England, language, schools and education)</li> <li>• To conduct an aspect of study on the 'historic environment' (focus will change each year)</li> </ul> <p><b>The remainder of Year 11 will concern revision and preparation for the final GCSE exam assessment</b></p> |  |
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| <p>What methods of assessment will be used?</p>  | <p>How can you support learning and progress in this subject?</p>  |
| <p>Assessments will use a range of resources to enable pupils to reach judgements on key questions relating to key events, which will include completing GCSE exam questions. A mid-year 'mock' exam will test pupils' revision skills / subject knowledge recall, working in 'conditions' similar to those required at the end of Key Stage 4. After-school / school holiday revision sessions will also be organised.</p>  | <p>It is <b>advised</b> this is best served through encouragement of students to undertake independent reading, research and work, through visits to places of interest (local and beyond), through engagement in the pupil's History curriculum through questioning</p>   |
| <p>Equipment needed for this subject.</p>  | <p>Learning outside the classroom: enrichment opportunities in this subject.</p>   |
| <p>Pen, pencil, ruler</p>  | <p>Creative and research-based homework projects; planned attendance of a theatre workshop performance linked to one or more of the GCSE units studied. There is also a possible visit to the Imperial War Museum. Furthermore, the History department is also looking into the viability of a Key Stage 4 visit to either / both the First World War battlefields in France and Belgium and Berlin.</p> |

