



Subject: History

Lead Teacher: Miss A-M Davies

Year: 11

Curriculum organisation

Students are taught in mixed groups of **28-30** for **three** hours per week. They are not grouped by ability.

Overview of Topics & Key Information

How will your child be learning?

Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	How will your child be learning?
Autumn Term	British Depth Study – Norman England 1066 – c1100 Part 1: Conquest & Control	<ul style="list-style-type: none"> • What were the causes of the Norman Conquest? • Why did the Normans win the Battle of Hastings? • Where and why did the Normans build castles and with what impact? • How did the Normans establish and maintain their control of England after the conquest? 	<ul style="list-style-type: none"> • Rivals to the throne in 1066 • Role of strategy and luck at the battle of Hastings • Purpose, location and development of castles over time • Rebellions; how William I dealt with opponents • Harrying of the North • Hereward the Wake 	<ul style="list-style-type: none"> • Understanding concepts such as cause / consequence; change / continuity. • Sequencing and account writing. • Source interpretation and evaluation. • Writing analytical essays. • Creating effective arguments. • Forming judgements. • Examination style questions. • Historic environment question. 	<ul style="list-style-type: none"> • Whole class discussion • Pair work • Small group work • Problem-solving tasks • Watching short video clips • Research tasks • Class debate • Decision making-activities
	Part 2: Life under the Normans	<ul style="list-style-type: none"> • How did the feudal system work under the Normans? • What was the social and economic impact of Norman rule? 	<ul style="list-style-type: none"> • How [and who] William I used to control the land • The Domesday survey • Keeping law and order • Village life under the Normans • The growth of towns 		
	Part 3: The Norman Church and Monasticism	<ul style="list-style-type: none"> • In what ways did the Normans impact the English church and monasticism? 	<ul style="list-style-type: none"> • Religious beliefs; importance of religion • The Normanisation of the English church and monasticism (education) 		
	Historic Environment Wales and the Norman Conquest, c1066—c1100	<ul style="list-style-type: none"> • How was Wales important in securing the Conquest? • How did the Normans control Wales? 	<ul style="list-style-type: none"> • Strategic and political importance of Wales. • Methods of maintaining control. • Role of the Earls and the feudal system. 		
Spring Term	Thematic Study Britain: Migration, empires & the people c790 – present day Part 1: Conquered & Conquerors	<ul style="list-style-type: none"> • What is the history of the invaders / settlers in 8th century Britain? • How did England become part of the Norman empire? • What happened to English territory abroad under Angevin rule? • How the Anglo-French relationship change? 	<ul style="list-style-type: none"> • Why the Vikings invaded & settled • Events in England following the death of Edward the Confessor • Rise and fall of England under the Angevin monarchs • Causes, events & impact of the Hundred Years War 	<ul style="list-style-type: none"> • Analysing significance of events, an issue or a person. • Understanding the push/pull factors involved in migration. • Understanding concepts such as similarity / difference; cause / consequence. • Measuring impact in the 	
	Part 2: Looking west	<ul style="list-style-type: none"> • How far did England expand Westwards due to exploration under the Tudors/Stuarts? 	<ul style="list-style-type: none"> • The New World & overseas exploration • Piracy to plantations – the impact of the slave trade on Britain 		

		<ul style="list-style-type: none"> • Why did people leave Britain to settle in the New World? • Why did people emigrate to and from Britain 1500-1700? 	<ul style="list-style-type: none"> • Impact of colonisation on native Americans • American War of Independence • Huguenot refugees, Ulster Plantations, Highland Clearances 	<p>long, short and medium term.</p> <ul style="list-style-type: none"> • Analysing sources for utility for a particular purpose. 	
	Part 3: Expansion / Empire	<ul style="list-style-type: none"> • How/why did Britain gain control of India and with what impact? • What was the scramble for Africa? • Why did many Irish and Jewish people migrate to Britain in the 1800s? • Why were there changes to the population of Britain in the 19th century? 	<ul style="list-style-type: none"> • East India Company; role of Robert Clive & the Indian Rebellion, 1857 • Cecil Rhodes; the Suez Canal and Boer War • Impact of migration, including internal migration and forced migration (e.g. Australia) • Push/pull factors 	<ul style="list-style-type: none"> • Evaluating main factors e.g. causes or impacts. • Understanding change over time. 	
	Part 4: Britain in the 20 th Century	<ul style="list-style-type: none"> • How did Britain lose its empire? • Why did immigration to Britain increase after WW2? • What was the significance of the Falklands War? 	<ul style="list-style-type: none"> • Impact of world wars • Increased demands for independence • Empire Windrush / Caribbean migrants 		
Summer Term	Completion of the Thematic study Part 4: Britain in the 20 th Century	<ul style="list-style-type: none"> • What is Britain's relationship with Europe? • How has migration affected Britain and Europe? 	<ul style="list-style-type: none"> • The European Union (and ECSC / EEC) • Impact of the Cold War • Reasons for population movements in the 20th century 	<ul style="list-style-type: none"> • Use of retrieval practice techniques & activities. • Timed conditions for exam questions or varying types. 	
	Revision of content, skills and examination technique	Dependent on time remaining...	<ul style="list-style-type: none"> • Revision of key content across units studied • Examination practice questions 		

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> • Standard school stationery • Writing paper • Folder and dividers 	<ul style="list-style-type: none"> • End of unit tests (subject knowledge and skills focus) • Mock examinations in Autumn term • Peer and self-assessment • Homework tasks including research and examination style questions • Retrieval practice activities

Inclusion	Inclusion with Year History
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are ‘chunked’ to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this. 	<p>In addition to the whole-school inclusion points:</p> <ul style="list-style-type: none"> • Extra-curricular opportunities in the history department are available for all students, with all being encouraged to attend and take a leading role. • Resources are digitised and uploaded onto Teams to allow all students to access them from home or with additional technology to support students with visual needs. • Syllabus organisers are provided for each topic and students complete their own glossary to aid development of their knowledge of key vocabulary and concepts. • A range of activities are used within lessons to address the needs of all learners. • Small video clips are often used and subtitles / captions are included. • A range of resources for additional learning are provided on Teams including Podcasts to address the needs of all learners.

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> • Additional reading available. • Appropriate materials from the history.org.uk [the Historical Association] will be used to support and extend learning e.g. ‘Windrush generation’. • Opportunity to take part in the HA Great Debate competition 	<ul style="list-style-type: none"> • Visit local historical sites such as castles, cathedrals or abbeys and discuss their legacy to the world we live in today. • Discussion around migration to and from Britain and follow current developments in the news as they happen. • Encourage additional reading.

If you have any questions about this Learning Overview, please contact the named Teacher above.