



GCSE History – Year 11

Curriculum Intent

Our ambition is to instil a love of history in our students. We will challenge them to be curious about past societies and how and why events change over time. We ensure that they acquire the skills necessary to navigate the vast amount of information available in our modern society in order to build helpful and accurate reconstructions of the past. Our curriculum is broad and balanced, with a largely chronological approach that we believe allows our students to develop key historical knowledge about Britain, Europe and the wider world. We will revisit key concepts such as kingship, legitimacy, authority, religion and social hierarchy at all levels in encouraging students to retain and recall appropriate knowledge.

“Study the past if you would define the future.”— Confucius

Students will learn:

The course in Year 11 follows the same pattern as Year 10 in covering two modules. A thematic study and a British depth study:

Thematic study: Health and the People c1000 - the present day.

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long-term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.

British Depth Study: Norman England, c1066–c1100

This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising from contemporary and historical controversies.

Key Concepts / Terms

- Ancient medicine
- Galenic theory and
- Public health
- Physician
- Quackery
- Remedy
- Surgery
- Disease
- Anaesthesia
- Vaccination
- Miasma and the ba
- Superstition
- Divinity
- Cure
- Antiseptic
- Poison
- Circulation
- Codification
- Germ theory
- Experimentation
- Observation
- Plastic surgery
- Antibiotic
- DNA
- Anglo Saxon
- Coerl
- Thegn
- Tithe
- Earl
- Geld
- Danelaw
- Conquest
- Control
- The Feudal System
- Gonfanon
- Fyrd



How can learning be enriched at home?

- Extension homeworks linking wider or more challenging reading.
- Support/revision booklets provided by the teacher including: key word grids, practise questions, key content lists, exam board mark schemes.
- Show my homework/general quizzes to aid knowledge and understanding.
- Access to online resources such as GCSE Bitesize and John D Clare for consolidation and comprehension.
- ToK-style questions embedded in lessons (challenging, open-ended, more philosophical-style questions related to the topic designed to stretch thinking.)
- Read a history book related to your period of history – either fact or fiction. (For example, for the Germany module *Alone in Berlin* by Hans Fallada. See history department reading lists)
- Practise spellings; keep a glossary of new words; use a physical dictionary; keep a vocabulary book for new or challenging words gained from class or wider reading.

What does excellence look like?

- Use accurate and detailed factual knowledge consistently in answers; have a wide and secure knowledge base.
- Have several strategies for knowledge retention and effective deployment within answers.
- Consistently produce reasoned explanations that are both clear and accurate.
- Write both short and extended responses that are structured and organised effectively.
- Show an awareness of historical context and use this, where appropriate, in extended responses.
- Use argument and counter argument to good effect.
- Evaluate sources taking account provenance: origin, purpose and usefulness.
- Show an understanding that the past can be interpreted in different ways, explain reasons for this.
- Use key concepts appropriately to show both knowledge and understanding.

Key Skills

- Memorisation
- Critical analysis
- Independent thinking and research, including wider reading of challenging material.
- Creating and sustaining an argument
- Extended writing
- Source evaluation
- Provisional thinking
- Contextual awareness
- Assessing significance
- Evaluation of differing perspectives



How will we assess impact?

- Regular Q & A to ascertain understanding and comprehension.
- End of unit tests every half term. Detailed teacher feedback on assessment strengths and weaknesses.
- Dedicated reflection and improvement time after assessments.
- Peer and self-assessment.
- The use of model answers and mark schemes.
- Quizzes and spot tests.

A people without the knowledge of their past history, origin and culture is like a tree without roots.

Marcus Garvey

International Opportunities

Visits Programme

Our international visits programme allows students to explore different aspects of history through contrasting international cultures. This is through not only their every day interactions, and potential visits to historically significant sites, but also through discussions with exchange partners.

Real world topical issues with a historical underpinning will also be included as part of our Community Lecture series and debated through our Model MUN conference

Within the curriculum

- 'Meanwhile elsewhere...' teaching tool which explores linked international historical events
- Analysis of international institutions and multilateral groups
- Comparative analysis of the development of contrasting political systems in different parts of the world