



Year 11 Curriculum Grid

History

Year/Term	Unit	Intent	What skills are developed?
Autumn Term 2022	Local Historical Site Study (Quarry Bank Mill)	<p><u>Main areas studied:</u></p> <ul style="list-style-type: none"> • The Industrial Revolution – main changes of the era • Why Lancashire? • When and why was the site created? • How has the site changed over time? • How has the site been used over time? • The diversity of the people who lived and worked at the site • Reasons for change • Significant turning points for the site • Significant features of the site • Comparison between QBM and other mills of the era • What does the site reveal about everyday life and opinion of the time? • What can we learn from the physical remains of the site? • What can we learn from artist’s impressions of the site? <p>Key Historical Concepts: Historical Enquiry, Interpretation, Cause & Consequence, Significance, Chronology, Similarities & Differences, Cultural Diversity, Communicating about the Past</p>	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> • Identify • Describe • Explain • Analyse • Evaluate • Think critically • Understand provenance • Learn independently • Work in groups/teams • Communicate effectively • Research • Develop examination-based skills for the OCR B History specification (variety of question stems) <p><i>As well as developing historical second-order concepts including:</i></p> <ul style="list-style-type: none"> • Chronology • Using evidence • Causation • Interpretation • Change and continuity • Similarities and Differences • Significance
Spring Term 2023	Living under Nazi Rule, 1933-45	<p>Democracy to Dictatorship – How were the Nazi able to take control of Germany so quickly? Hitler and the Nazi Party in Jan 1933. Nazi ideology in 1933. Establishing a dictatorship. Achieving total power 1933-34.</p> <p>What made it so hard to oppose Nazi rule? Machinery of terror. The range and effectiveness of Nazi propaganda. Opposition to Nazi rule.</p> <p>How did the lives of the German people change, 1933-39? Work and home. Women’s lives. The lives of young people. Youth organisations. Nazi racial policy.</p> <p>What was the impact of the Second World War on the German People? Changing lives, 1939-42. War economy. Impact on German civilians. Wartime opposition.</p> <p>Total war, 1943-45. The move to ‘total war’ 1943. Desperation, 1944. Chaos, destruction and peace, 1945.</p>	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> • Identify • Describe • Explain • Analyse • Evaluate • Think critically • Understand provenance • Learn independently • Work in groups/teams • Communicate effectively • Research • Develop examination-based skills for the OCR B History specification (variety of question stems) <p><i>As well as developing historical second-order concepts including:</i></p>

		<p>Occupation. What did Nazi rule mean for the people of Europe, 1939-45? Contrast of Eastern and Western Europe. The occupation of the Netherlands. Responses to Nazi rule.</p> <p>Homework: <u>Seneca Learning platform inc. quizzes, gap fills, etc.</u></p> <p>Key Historical Concepts: Historical Enquiry, Interpretation, Cause & Consequence, Significance, Chronology, Similarities & Differences, Cultural Diversity, Communicating about the Past</p>	<ul style="list-style-type: none"> • Chronology • Using evidence • Causation • Interpretation • Change and continuity • Similarities and Differences • Significance
<p>Summer Term 2023</p>	<p>Revision and review: All topics</p>	<p>Paper 1: Historical site study – Quarry bank Mill</p> <p>Paper 2: The Peoples Health, c.1250 to present, The Elizabethans, c.1580–1603</p> <p>Paper 3: The Making of America, c.1789-1900, Living under Nazi Rule, c.1933-45</p>	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> • Identify • Describe • Explain • Analyse • Evaluate • Think critically • Understand provenance • Learn independently • Work in groups/teams • Communicate effectively • Research • Develop examination-based skills for the OCR B History specification (variety of question stems) <p><i>As well as developing historical second-order concepts including:</i></p> <ul style="list-style-type: none"> • Chronology • Using evidence • Causation • Interpretation • Change and continuity • Similarities and Differences • Significance