

Subject Curriculum Overview for Academic Year 2023/2024

		Subject Leader: Gary Ward	Year Group: 11	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
The Making of America: 1789-1900	<p>Curriculum goal – Students will understand how, despite severe geographical, political and racial tensions, the USA developed into a leading industrial nation by 1900.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Describe how tension grew between northern and southern states, and between the USA and eastern tribes between 1789 and 1839 as the USA began to expand westwards ➤ Explain how white settlers, the Mormons, plains tribes and gold miners had differing visions of the West between 1839 and 1860 ➤ Identify the causes of, key events, and aftermath of the Civil War (including Reconstruction) ➤ Describe why the Indian tribes of the Great Plains were pushed into conflict and defeated between 1861 and 1877 ➤ Explain how life changed for Native Americans and African Americans by 1900 ➤ Describe how the development of cities and big business impacted upon life for Americans between 1877 and 1900 		<p><u>Generic:</u> President, Constitution, Congress, Supreme Court, states, territories, North, South, East, West, frontier, Great Plains, Rocky Mountains,</p> <p><u>Expansion 1789-1839:</u> slavery, plantations, North and South, Cotton Kingdom, Louisiana Purchase, Missouri Compromise (1820), abolition, vision, expulsion, President Jackson, Indian Removal Act (1830), reservations, Cherokee, Trail of Tears</p> <p><u>Visions of the West 1839-61:</u> Black Hills of Dakota, Lakota Sioux, tipi, Great Spirit - Wakan Tanka, tribe, buffalo, nomadic, migrant, Manifest Destiny, Mormons, Brigham Young, Salt Lake City, gold rush, Sierra Nevada, Pike's Peak,</p> <p><u>Civil War 1861-77:</u> civil war, Bleeding Kansas, Republican Party, Confederacy, President Lincoln, Emancipation Proclamation, Reconstruction, Freedmen's Bureau, President Johnson, Black Codes, 13th-15th Amendments; share croppers,</p> <p><u>Settlement and Conflict on the Plains 1861-77:</u> trans-continental railway, cattle ranching, cowboys, homesteaders, Sand creek Massacre, Great Sioux War, Battle of the Little Bighorn, Colonel Custer, Sitting Bull, buffalo, Dawes Plan, Ghost Dance, Battle of Wounded Knee,</p> <p><u>Changing life 1877-1900:</u> Exodusters, Booker T Washington, Jim Crow Laws, Plessy vs Ferguson, Ku Klux Klan, Corporations, Pullman Railroad Car Company, bonanza farms, urbanisation – growth of Chicago, immigration – Ellis Island, American Protective Society, Chinese Exclusion Act,</p>	<p>Lesson starters and plenaries will be used to reinforce knowledge and understanding of key content</p> <p>Exam-style knowledge questions and essays on each of the five sections of content</p>

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Subject: History		Subject Leader: Gary Ward	Year Group: 11	SPRING TERM
Topic	Key Learning Points	Key Vocabulary	Assessments	
Revision of all GCSE topics: *Crime and Punishment *History Around Us: Ludlow Castle *The Elizabethans: 1580-1603 *Living Under Nazi Rule: 1933-1945 *The Making of the USA:1789-1900	<p>A cyclical schedule is planned to reinforce knowledge and understanding of the content of each unit.</p> <p>At each stage exam technique is included with regular planning exercises and frequent practice in realistic conditions. Homework will be to review and improve revision materials for the following week’s lesson topics, as well as weekly exam-style work.</p> <p>Expectations of students to take responsibility for content revision increase over time so that by Easter the balance in lessons will have tipped in favour of independent revision.</p> <p>Weekly exam work will be included in lessons.</p>	As stated in the Yr10 and Yr11 autumn term overviews.	<p>Whole-school mock exams in January/February.</p> <p>In-lesson reduced mocks before Easter.</p> <p>Weekly timed exam work focused on technique and timing for individual questions.</p>	

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Subject: History		Subject Leader: Gary Ward	Year Group: 11	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Revision of all GCSE topics: *Crime and Punishment *History Around Us: Ludlow Castle *The Elizabethans: 1580-1603 *Living Under Nazi Rule: 1933-1945 *The Making of the USA:1789-1900	The schedule will be skewed to best fit the dates for exams. For instance, if the Crime and Punishment exam is the first one students will sit, that will be the major focus in the lessons leading up to it. Subject content will focus on aspects of the content History teachers deem to be more likely to feature in exams.		As stated in the Yr 10 and Yr11 autumn term overviews.	All lessons will feature realistic exam practice

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How parents can support learning in the subject this academic year

- *Support students in organising their revision resources. Those provided by the History department include revision notes and booklets for each of the 5 exam units.
- *Test knowledge using the flash cards they create independently.
- *Ask students to explain the technique required for each of the various exam papers and questions. Check students have a resource they have made to reinforce this.
- *Encourage the use of GCSEPod to help improve mind maps for each section of the topics. All students have access to this and it is particularly useful for History.

Recommended Reading

- *Each student is provided with a History revision book which covers four of the five units. This is a useful tool for regular checking of essential knowledge.
- *There is a Ludlow Castle guide book which we recommend for students who wish to broaden and reinforce their knowledge and understanding for the local history unit.
- *The History department has a collection of History magazines, often with articles related to the exam units we teach. These are available for students who are interested in immersing themselves a little more and developing their expertise.

Points to note

- *Teaching of 'new' content will be complete at the end of the autumn term. From January onwards lessons are planned as a rota which returns to each exam unit frequently. Throughout the spring term we gradually place the responsibility for revising knowledge onto students as we focus increasingly on exam skills and technique in lessons.