

# History

## Year 11

### Scheme of Learning 2025 - 2026

**M Labrou – Acting Head of History**

Topics by Term	Topic Overview for Year Group					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topics Taught</b>	<b>Paper 1 - Medicine through Time revision</b>  Course Booklet	<b>Paper 2 - Anglo Saxon and Norman England revision</b>  Course Booklet	<b>Paper 3 – Weimar and Nazi Germany revision</b>  Course Booklet	<b>Paper 2 - Superpower Relations Revision</b>  Course Booklet	<b>All topics and papers</b>  Course Booklet	N/A
<b>Week Times</b>	6.5 Weeks	7.5 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
	<b>Vital Prerequisites</b>	<b>Vital Prerequisites</b>	<b>Vital Prerequisites</b>	<b>Vital Prerequisites</b>	<b>Vital Prerequisites</b>	<b>Vital Prerequisites</b>

	<b>Why are we teaching this now?</b>					

<b>Term 1 – Paper 1 - Medicine through Time revision</b>				
<b>Course Booklet</b>				
<b>Pupils are to work through the Paper 2 course booklet</b>		<b>Assessment</b>	<b>Homework</b>	<b>Personal Development curriculum links (SMSC, British Values, PSHE)</b>
All types of questions are included and classes should have completed a minimum of three of each question type by the end of the term				
The pace at which pupils work through the booklet and order in which the booklet is to be completed is to be determined by the class teacher based upon the needs of each pupil				
<p>Course Book lesson BQs:</p> <ol style="list-style-type: none"> <li>1- What ideas were there about the causes, treatment and prevention of disease in the Medieval period?</li> <li>2- What ideas did people have about the causes, treatments and prevention of the Black Death in the Medieval Period and Exam skills – 12 mark focus</li> <li>3- How did ideas about causes, treatment and prevention of disease change during the Renaissance and how were approaches to the Great Plague different to the Black Death three centuries earlier?</li> <li>4- How did ideas about disease and hospital care change during the 19th century?</li> <li>5- How did surgery and prevention of disease develop during the 19th century?</li> <li>6- How did understanding of disease, diagnosis, care and treatment improve in the 20th century?</li> <li>7- How has prevention of disease improved in the 20th Century?</li> <li>8- What were trenches and illness like during WW1?</li> <li>9- What role did the RAMC and FANY play on the Western Front?</li> <li>10- What medical advances were made before and during WW1?</li> </ol>		<ol style="list-style-type: none"> <li>1) 10 mark peer assessed knowledge quiz</li> <li>2) One formal written assessment</li> <li>3) PIT lesson on Written Assessment (reviewing skills)</li> </ol>	<ol style="list-style-type: none"> <li>1) Revision for knowledge quiz</li> <li>2) Revision for assessment</li> <li>3) At least one written piece of work set by the class teacher each term recapping prior material to allow for interleaving of learning. Nature of task will vary class by class to allow for differentiation</li> </ol>	See Year 9 Term 1-4 SoL (Paper 1) for where links exist

<b>Term 2 - Paper 2 - Anglo Saxon and Norman England revision</b>			
<b>Course Booklet</b>			
<b>Pupils are to work through the Paper 1 course booklet</b>	<b>Assessment</b>	<b>Homework</b>	<b>Personal Development curriculum links (SMSC, British Values, PSHE)</b>
<p>All types of questions are included and classes should have completed a minimum of three of each question type by the end of the term</p> <p>The pace at which pupils work through the booklet and order in which the booklet is to be completed is to be determined by the class teacher based upon the needs of each pupil</p> <p>Course Book lesson BQs:</p> <ol style="list-style-type: none"> <li>1 - What was Anglo-Saxon Society like?</li> <li>2 - Who was Edward and why was there a succession crisis?</li> <li>3 – Why did William win the Battle of Hastings?</li> <li>4 – How did William try and gain control of England?</li> <li>5 – Why were there rebellions against William between 1068 and 1071 what happened?</li> <li>6 – How did William respond to the rebellions?</li> <li>7 – How and why did landownership change between 1066 and 1087?</li> <li>8 - What were the causes of the revolt and why did the Revolt of the Earls fail in 1075?</li> <li>9 – How far did the Feudal System change society?</li> <li>10 - How far did society and the church change in Norman England?</li> </ol>	<ol style="list-style-type: none"> <li>1) 10 mark peer assessed knowledge quiz</li> <li>2) One formal written assessment</li> <li>3) PIT lesson on Written Assessment (reviewing skills)</li> </ol>	<ol style="list-style-type: none"> <li>1) Revision for knowledge quiz</li> <li>2) Revision for assessment</li> <li>3) At least one written piece of work set by the class teacher each term recapping prior material to allow for interleaving of learning. Nature of task will vary class by class to allow for differentiation</li> </ol>	<p>See Year 9 Term 5-6 SoL (Paper 2) for where links exist</p>

<b>Term 3 – Paper 3 - Weimar and Nazi Germany</b>			
<b>Course Booklet</b>			
<p><b>Pupils are to work through the Paper 3 course booklet</b></p> <p>All types of questions are included and classes should have completed a minimum of three of each question type by the end of the term</p> <p>The pace at which pupils work through the booklet and order in which the booklet is to be completed is to be determined by the class teacher based upon the needs of each pupil</p> <p>Course Book BQs:  1 - What was the impact of WW1 on Germany and how strong was the new Weimar constitution?  2 - What issues did the Weimar Republic face?  3 - How Golden was the Golden Age of Weimar Germany?  4 - How did the Nazi Party develop between 1919 and 1923? How successful was the Munich Putsch?  5 - Why did the Nazi Party grow in support between 1929 and 1933?  6 - How did Hitler establish a dictatorship in Germany by August 1934?  7 – How did the Nazis control the German people?  8 – How significant was opposition to the Nazis?  9 – How far did the Nazis improve the economy and living standards in Germany between 1933 and 1939?</p>	<p><b>Assessment</b></p> <p>1) 10 mark peer assessed knowledge quiz  2) One formal written assessment  3) PIT lesson on Written Assessment (reviewing skills)</p>	<p><b>Homework</b></p> <p>1) Revision for knowledge quiz  2) Revision for assessment  3) At least one written piece of work set by the class teacher each term recapping prior material to allow for interleaving of learning. Nature of task will vary class by class to allow for differentiation</p>	<p><b>Personal Development curriculum links (SMSC, British Values, PSHE)</b></p> <p>See Year 10 Term 3-6 SoL (Paper 2) for where links exist</p>

<b>Term 4 – Paper 2 - Superpower Relations</b>			
<b>Course Booklet</b>			
<b>Pupils are to work through the Paper 2 course booklet</b>	<b>Assessment</b>	<b>Homework</b>	<b>Personal Development curriculum links (SMSC, British Values, PSHE)</b>
<p>All types of questions are included and classes should have completed a minimum of three of each question type by the end of the term</p> <p>The pace at which pupils work through the booklet and order in which the booklet is to be completed is to be determined by the class teacher based upon the needs of each pupil</p> <p>Course Book lesson BQs:            1 – How and why did relations deteriorate during and immediately after WW2?            2 – How did Soviet expansion lead to a deterioration in relations?            3 – What were the causes, main events and consequences of the Berlin Crisis of 1948-49?            4 – How did tensions intensify - 1949-1956?            5 – What caused the Berlin Crisis of 58-61, what were the key events and how was it resolved?            6 – How did the CMC and the Soviet Invasion of Czechoslovakia impact upon superpower relations and the development of the Cold War?            7 - What was Détente and why did it end?            8 - How did Reagan and Gorbachev impact on the development of the Cold War?            9 - How did the Cold War end?</p>	<p>1) 10 mark peer assessed knowledge quiz            2) One formal written assessment            3) PIT lesson on Written Assessment (reviewing skills)</p>	<p>1) Revision for knowledge quiz            2) Revision for assessment            3) At least one written piece of work set by the class teacher each term recapping prior material to allow for interleaving of learning. Nature of task will vary class by class to allow for differentiation</p>	<p>See Year 10 Term 1-3 SoL (Paper 3) for where links exist</p>

<b>Term 5 – All units</b>		
<b>Course Booklet</b>		
<b>Pupils are to work through all units in the course booklet with teachers determining topics of greatest necessity</b>	<b>Assessment</b>	<b>Homework</b>
<p>All types of questions are included and classes should have completed a minimum of three of each question type by the end of the term</p> <p>The pace at which pupils work through the booklet and order in which the booklet is to be completed is to be determined by the class teacher based upon the needs of each pupil</p>	<p>1) 10 mark peer assessed knowledge quiz  2) One formal written assessment  3) PIT lesson on Written Assessment (reviewing skills)</p>	<p>1) Revision for knowledge quiz  2) Revision for assessment  3) At least one written piece of work set by the class teacher each term recapping prior material to allow for interleaving of</p>

		learning. Nature of task will vary class by class to allow for differentiation
--	--	--