

Year 11 Curriculum Overview [2026-2027]
Subject History

Autumn Term	Knowledge & Understanding			Literacy Skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT1						
	Health and the People Unit 3: A revolution in medicine.	- Louis Pasteur - Lister and antiseptic - Hospitals - Women in medicine - Simpson and anaesthetic - Town Conditions - Snow and Cholera - The Great Stink	- MCQ retrieval activities revisit substantive knowledge, chronology and key historical vocabulary. - Regular source analysis activities retrieve both historical knowledge and disciplinary skills, requiring students to apply contextual understanding when analysing provenance,	Speak confidently: - Structured classroom debates using historical evidence to justify arguments 'When I say, you say' retrieval activities reinforce key vocabulary and historical concepts - Oracy is developed through exam question discussion and collaborative evaluation of interpretations.	Critical thinking – Evaluate evidence, interpretations and competing arguments to reach substantiated conclusions. Communication – Present ideas clearly through discussion, debate and analytical writing using precise historical terminology. Problem solving – Investigate complex historical enquiries by analysing evidence and	Formative Assessment- 8 marker on usefulness of a source about Public Health.
	Unit 4: Modern medicine	- Penicillin - Impact of war - World War compare - Liberal Reforms - The Welfare State - Development of drugs and alternative therapies				Summative Assessment: Unit 1 Paper 2.
HT2	Elizabeth 1 1569-1601 Unit 1:	- Introduction to Elizabethan England and Elizabeth 1st - Problems facing Elizabeth on her accession - Elizabeth's Court and Government				Summative Assessment: Mock Exam- Full Paper 1 Unit 1 of Paper 2

	Elizabeth's Court and Parliament	- The succession crisis - Essex's rebellion	utility and reliability. - Frequent exam question practice, where students deconstruct model responses, identify success criteria and apply AQA mark schemes to assess and improve answers. - Retrieval is supported through interleaving, revisiting key concepts across all four GCSE units. - Blind Questions require students to independently revise specified content before lessons and complete unseen GCSE-	Think Critically: - Evaluate historical interpretations from historians. - Critically evaluate the usefulness, provenance and reliability of evidence. Articulate through Writing: - Regular extended writing using GCSE exam structures - Explicit teaching of disciplinary writing for explanation, analysis, interpretation and judgement questions Read with Purpose: - Guided reading of historical scholarship and academic texts - Annotation of sources	identifying patterns of change and continuity. Research and analytical skills – Critically evaluate sources, interpretations and scholarship, considering provenance, reliability and utility. Decision making – Make informed judgements supported by relevant historical evidence. Organisation and self-management – Independently revise, retrieve knowledge and apply learning across thematic and period studies. Resilience – Develop perseverance through challenging historical enquiry, exam practice and	
	Unit 2: Life in Elizabethan times	- Growth of poverty - Dealing with poverty - Growth of the gentry - Life of the gentry - Theatre - Golden age - Voyages of Discovery				

			style exam questions from memory at the start of lessons. • • Knowledge organisers, low-stakes quizzes, retrieval grids and cumulative questioning strengthen long-term retention and prepare students for terminal examinations. • Regular opportunities for self-assessment, peer assessment and whole-class feedback ensure retrieval informs future learning and addresses gaps in understanding.	• Annotation of historical interpretations.	iterative improvement. Collaboration – Work effectively with peers to discuss evidence, evaluate interpretations and refine historical arguments. Ethical reasoning – Reflect on themes including power, conflict, democracy, justice, medicine, human rights and social responsibility. Global and cultural awareness – Develop an understanding of diverse societies, historical perspectives and the lasting impact of historical events on the modern world.	
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Spring Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT3	Unit 3: Troubles at home and abroad	- Religion - Threats from Puritans - The Northern Rebellion of 1569 - Catholic Plots - The problem of Mary Queen of Scots - Relations with Spain - The Armada				Formative Assessment: 8 marker on Account Question.
	Unit 4: Site Study					
HT4	Conflict and Tension: Revision Health and the People revision Elizabeth revision Germany revision	All elements of substantive knowledge from all 4 units together with exam question structured writing and revision of command words				Summative Assessment: Unit 2 Paper 2.

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	Knowledge & Understanding	Literacy Skills		
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Summer Term	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]	Opportunities for developing literacy skills	Employability Skills [if any]	
HT5	Exam revision continued	Focus on the following key strands: • Timing • Evidence and Interpretations • The sixteen-mark questions • Judgement for level 4 answers				