





Year 11 Curriculum – 2024-2025

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	Autumn Term				Spring Term		Summer Term		
	HT1	HT2			HT3	HT4		HT5	HT6
Key Concepts	<p>Health and the people: c1000 to the present day.</p> <p>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</p>	<p>Norman England, c1066–c1100</p> <p>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</p>			<p>Norman England, c1066–c1100</p> <p>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,</p>	<p>Norman England, c1066–c1100</p> <p>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</p>		<p>Revision Programme.</p> <p>Students will take a series of prediction papers across all four modules they have studied. These papers along with assessment data and teacher evaluation will go on to inform the structure and focus of the guided revision programme undertaken until the exams. Students will also have the opportunity to attend booster sessions focusing on high tariff questions.</p>	<p>Student cohort left.</p>



	<p>, 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</p>	<p>arising contemporary and historical controversies.</p>			<p>political, social and cultural standpoints of this period and arising contemporary and historical controversies.</p>	<p>and cultural standpoints of this period and arising contemporary and historical controversies.</p>			
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	<p>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.</p>								
<p>Knowledge & Understanding (National Curriculum) <i>Skills are across the whole year.</i></p>	<p>Modern medicine Modern treatment of disease: the development of the pharmaceutical industry;</p>	<p>The Normans: conquest and control Causes of Norman Conquest, including the death of Edward the</p>			<p>Life under the Normans Feudalism and government: roles, rights, and responsibilities; landholding</p>	<p>The Norman Church and monasticism The Church: the Anglo-Saxon Church before 1066; Archbishop Lanfranc and</p>		<p>Revision Programme. Students will follow a guided revision programme informed by teacher assessment and curriculum checkpoints. The core focus will be on</p>	



	<p>penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments. The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.</p>	<p>Confessor, the claimants and claims. Military aspects: Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon and Norman tactics; military innovations, including cavalry and castles. Establishing and maintaining control: the Harrying of the North; revolts, 1067–1075; King William’s leadership and government; William II and his inheritance.</p>			<p>and lordship; land distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as ordeals, ‘murdrum’; inheritance; the Domesday Book. Economic and social changes and their consequences : Anglo-Saxon and Norman life, including towns,</p>	<p>reform of the English Church, including the building of churches and cathedrals; Church organisation and courts; Church-state relations; William II and the Church; the wealth of the Church; relations with the Papacy; the Investiture Controversy. Monasticism: the Norman reforms, including the building of abbeys and monasteries; monastic life; learning; schools and education;</p>		<p>upskilling students to fully access the exam papers and looking to achieve sustained gains at grade boundaries.</p>	
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	<p>Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.</p>				<p>villages, buildings, work, food, roles and seasonal life; Forest law.</p>	<p>Latin usage and the vernacular.</p> <p>The historic environment of Norman England</p> <p>The historic environment is 10% of the overall course which equates to approximately 12 hours out of 120 guided learning hours.</p> <p>Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content</p>				
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						of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Norman England.			
Skills	R <i>Develop</i> RESILIENCE					Tackling challenging extended writing tasks using the 4-5-1 rule in a timely manner and incorporating complex subject specific vocabulary			
	A <i>Possess</i> AMBITION					Regular use of curriculum checkpoints where students are expected to respond to feedback in a timely manner as well as responding to think pink boxes.			
	I <i>Demonstrate</i> INTEGRITY					Taking responsibility for all work produced within lessons. Demonstrating and upholding strong moral and ethical values when learning about particular topics throughout the year.			



	<p>S <i>Embed Self-Discovery</i></p>					<p>Regular 30 minute homework tasks which students are expected to engage in. As well as this, students have access to a wider reading list to further bolster their understanding of topics.</p>			
	<p>E <i>Display EMPATHY</i></p>					<p>Understanding and having compassion when learning about more complex and ethically challenging topics.</p>			
Curriculum Links	Link to Science topics. STEM.	Links to yr 7 topics in medieval life/castles Feudal system.			Links to yr 7 topics in medieval life/castles Feudal system.	Links to yr 7 topics in medieval life/castles Feudal system.		Develop revision skills/revision techniques applicable to History/EBacc and other subject situations.	
Assessment	Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year. Formal Exam 1 Full Health Paper	Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year. Curriculum Checkpoint 2x8 mark questions on 1066 and Norman Control.			Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year. Mini Normans paper (2 sections)	Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year. Full Mock Papers Normans and WW1.		Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year. Full mock Papers USA and Health. Full prediction papers across all four modules.	



Aspirations & Careers	NHS. Social work. Medical research.	Historian. Tour guide. Researcher. Builder.			Historian. Tour guide. Researcher.	Historian. Tour guide. Researcher.		Universally applicable to employment. Developing life skills of knowledge retention, recall and integration.	