








A summary of our principles: History at Admiral Lord Nelson School

<p>ALNS History Curriculum</p> <p>Our curriculum is designed to give students a broad range, depth, and complex experience of a wide scope of time periods, events and topics Embedded into them, across both KS3 & KS4, are the key skills required for life-long learning in the main and in the short term, the four different GCSE History exams. These skills are developed and built on over the 5 years to allow for progression of the key requirements in relation to the topics being covered.</p>	<p>Balanced</p> <p>Our curriculum incorporates a range of different political, economic, social, cultural, moral, and diverse contexts across students’ 5 year learning journey. The main second order concepts in common use are covered: Cause, consequence, change and continuity, similarity and difference, historical significance, sources and evidence, historical interpretations. In addition, the design of the curriculum allows pupils to engage with the past on different geographical scales from local and regional to national and global perspectives.</p>	<p>Rigorous</p> <p>Our choices of topics and tasks have been very carefully chosen and developed to ensure challenge, engagement, and success. Support for students of differing abilities and starting points across both key stages 3 & 4 allows for progression in key skills.</p>	<p>Coherent</p> <p>Our curriculum has been designed to work explicitly in harmony with a range of other subjects (RE, Psychology, English), encouraging students to make connections and links between subjects and topics/themes covered across both KS3 & KS4.</p>
<p>Chronology</p> <p>A secure mental timeline makes pupils’ existing historical knowledge more secure, and therefore makes new knowledge easier to learn. Understanding the broad features or characteristics of historical periods also establishes a meaningful context for what pupils will go on to learn. When curriculum design does not take this chronological knowledge into consideration, pupils’ understanding of the past is likely to be disconnected or episodic.</p>	<p>Appropriate</p> <p>We ensure that tasks build students’ confidence by being age-appropriate and accessible as well as engaging, whilst ensuring that all students are challenged, modelling excellence to all. Yet we include challenging concepts and a broad range of topics as well as choice. All pupils are entitled to a broad history curriculum. Any adaptations made to support pupils’ learning in history should not be to the overall curriculum content but rather to how the content is taught.</p>	<p>Focused</p> <p>We teach each unit chronologically and, in some cases, thematically, so that there is an over-arching focus for each topic/unit. Certain themes run through the curriculum including black history, gender-based history and British values. Learning Low-downs help to prepare our pupils for the unit ahead and to support students who may miss lessons due to absence.</p>	<p>Relevant</p> <p>Our curriculum is designed to engage students, making links to current affairs and topics/ideas that are interesting and relevant to young people and the world that they are growing up in. Moreover, our curriculum endeavours to be relevant to History as a discipline: this includes historical interpretations, effective teaching about sources and evidence and the work of real historians</p>

How does our History Department incorporate ALNS Teaching Principles?

<p>Fostering a love of learning </p> <p>Our curriculum is designed to give students a broad, purposeful, and meaningful experience of a wide range of history.</p> <p>We are passionate about History and about providing our students with opportunities that they might not otherwise experience, such as visits, podcasts, links to current affairs and historical discipline</p>	<p>Challenge for All </p> <p>We have high expectations for our students and take a 'teach to the top' approach in mixed ability classes at both KS3 & KS4 so that all students are challenged yet supported through scaffolding of skills required to reach 'the top'. Our choices of topics and tasks have been very carefully chosen and developed to ensure challenge, engagement, and support for students of differing abilities & starting points across both key stages 3 & 4 allowing very clearly for progression in key skills.</p>	<p>Feedback for Learning </p> <p>Our students receive regular verbal and written feedback which focuses clearly on the knowledge and skills required to ensure progress and success.</p> <p>We build students' confidence and skills in giving feedback to each other and to be self-reflective, building their metacognitive skills in relation to their own learning.</p> <p>Quick sixes, marked reviews, IT based quizzes, history by numbers and formal assessments allow pupils to develop an understanding of how they are progressing.</p>	<p>Literacy for Life </p> <p>We explicitly share substantive concepts in their historical context. Certain concepts are not simply definitions as some have meanings in different contexts. We frequently use the Frayer model to ensure clarity of understanding of key terminology. Glossaries are integral to our book work.</p> <p>Reading is integral to students' learning and Guided reading tasks are a regular feature in KS3 and KS4 learning, developing students' comprehension & metacognition as well as their oracy skills.</p> <p>This year Oracy will be developed further, and SOLs amended to provide ample opportunity.</p>
<p>We incorporate a range of learning styles to suit different learners and regularly review our Schemes of Learning taking account of student feedback so that students feel involved in their learning journey.</p> <p>Fostering a love of learning is enhanced by the social media @alnshistory account.</p>	<p>Modelling and Scaffolding </p> <p>We ensure that tasks build students' confidence by being age-appropriate and accessible as well as engaging, whilst ensuring that all students are challenged, modelling excellence to all.</p> <p>We take an 'I do – we do – you do' approach to the modelling and learning process to build confidence & resilience. In addition, we use the 'Be the teacher' activities to support exam skills, writing styles and understanding mark schemes. Year 11s now have a source booklet specifically to model and scaffold exam source questions</p>	<p>Responsive teaching </p> <p>We take a responsive approach to teaching, incorporating lessons which respond to common misconceptions identified through 'Assessment for Learning' strategies which include questioning, whole class marking for specific skills at the formative stages and peer/self-assessment using clear success criteria. Interventions are swiftly incorporated to ensure that progress is maximised.</p>	<p>Stickability </p> <p>Our Schemes of Learning incorporate a range of strategies, such as interleaving, spaced learning, IT based quizzes, quick sixes, and dual coding to support the 'stickability' of students' learning. Learning is also supported by the social media @alnshistory account.</p> <p>Our curriculum is enhanced by several linked topics on the other subject curricula to encourage students to make links and to embed information and ideas more deeply into their long-term memory.</p>

Curriculum Implementation

History provides a chance for students to develop higher level thinking skills, such as making inferences, evaluating the value of sources and making judgements about alternative historical interpretations. It also demands complex reading and writing skills and has challenging vocabulary requirements. More importantly history also has a wider moral purpose for individual students and wider society. Arthur Marwick says, "As a man without memory and self-knowledge is a man adrift, so a society without memory (or more correctly, without recollection) and self-knowledge would be a society adrift."

In the modern world when young people are navigating a complex media environment, history is the best subject for helping them think critically about the vast amount of information that they must manage. Without developing this analytical thinking as adults, they will find it hard to decipher information from 'fake' or misleading news and media stories. In a political environment when populism is on the rise and intellectualism is under attack, history became an important way to help students uphold 'British values' of tolerance and reason.

History also provides us with a collective memory; it gives us a sense of connection to place, time, and community. If we want our students to be ready to be full participants in British society, it is essential that they leave school with some historical understanding of the institutions of power and how society is formed and what our rights are within it. In E H Carr's words "The past is intelligible to us only in the light of the present; and we can fully understand the present only in the light of the past."

Our principles behind our approach to History lessons:

We aim to help students to understand the unique value of historical study by providing opportunities for students to:

- Develop a range of cognitive skills to enable students to think with increasing criticality by making links between past and present events to become independent and engaged learners.
- Gain a sound chronological understanding of the past and how it has influenced today.
- Understand that history is relevant to their lives whilst being able to discern how the past is similar yet different to today and other time periods studied.
- Foster a sense of curiosity about the past.
- Develop skills to effectively question and formulate enquiries to interrogate information and to think outside the box.
- Explain how and why things happen to be able to measure the extent and speed of change within a wider context.
- Understand that history does not follow a linear pattern of progress, that the past is in fact a complex web of interconnecting factors.
- Understand that history is a construct that is subject to change and re-interpretation based on evidence from the past and is influenced by beliefs, views, and context of an individual or community.
- Interpret historical sources to gain an understanding of the past. Being able to utilize content and context of a source to ascertain nature, origin, and purpose of a historical source in addition to identifying bias in a source to make increasingly insightful inferences.
- See that some events are viewed as more significant than others – and that this view can change.
- Have an appreciation of the social, cultural, religious and economic 'angles' of history as well as political and military.
- Be able to see the past from multiple perspectives, be able to tackle multiple arguments and debate about the past. Understanding that the past is sometimes that can be contested.
- To construct logical arguments (written and verbal) to communicate about the past using academic historical language, developing sophisticated ways to articulate their understanding and views.
- Feel supported in their historical journey at ALNS
- The History curriculum is designed to be representative of our lives; reflecting the lived experience of students and allowing all students to fully understand the world they live in. Topics represent key features of society; BAME, Gender, LGBTQ+ and disability

How is the Curriculum planned?

The History Curriculum is planned to build a broad understanding of a range of historical topics. These topics span from ancient times through to the twenty-first century.

Lessons and assessments have been planned to support knowledge retrieval and build key skills relating to the GCSE success criteria: historical knowledge, historical enquiry and all second order concepts.

All students will gain these experiences through:

- Schemes of Learning which, whilst focusing on key events, embrace a range of different time periods exploring the key events in differing ways, offering an array of differing perspectives and viewpoints.
- Development of students' cultural capital and literacy skills to secure both their basic levels of comprehension and deeper understanding of history.
- A progressive approach to the curriculum and the key skills required for GCSE so that students are able to embed and develop their comprehension and analytical skills as they progress through the key stages. Within our tailored curriculum across key stages 3 and 4, lessons are challenging, yet scaffolded so that students can develop confidence as they progress.

How is the curriculum planned to be linked explicitly to relevant learning in other subjects and to the context of their lives?

Curriculum Links with other subjects

Year Group	History	Other subjects English, Science RE and Psychology
Year 7	History: Elizabeth I and Elizabethan theatre	Historical & cultural contextual connections to Elizabeth I & Elizabethan theatre when studying 'Love & Conflict' Scheme of Learning.
Year 8	History: Holocaust & Anti-Semitism – also Religious Education	Historical, social & cultural contextual connections to 'Guilt, Memory & Reality' – <i>Maus</i> – the Holocaust & anti-Semitism. <i>The Merchant of Venice</i> – anti-Semitism – treatment of Jews across time RE – Holocaust and Judaism
Year 9	History: USA 1929-2000 &	Students study <i>Of Mice & Men</i> & 1930s America
Year 10 and 11	History: Health and Medicine & Nazi Germany	Marie Curie unit of radioactivity, how antibiotics work, RIs and CTs scans Scanning Techniques in Year 10 (neuropsychology unit) Medicine/Psychology over time (neuropsychology unit) 'Civilisation & Savagery' SoL – <i>Lord of the Flies</i> . Historical context of WWII (Hitler & Nazis)
Year 11	History: Germany & Elizabeth I	'Power & Conflict' – <i>Macbeth</i> – historical, social & contextual connections to post Elizabethan era (Jacobean period) and theatre in this period (links to Elizabeth I in History). James I & the Gunpowder plot (just post Elizabethan period).

How is the curriculum delivered?

The History Curriculum is delivered using a range of pedagogical approaches. The History curriculum is planned to develop a broad understanding of interesting key historical events, chronology, interpretation skills, source analysis and significance. The knowledge and skills required for the National Curriculum is divided into KS3 and KS4. In key stage 3 students are introduced to history with a skills unit that then leads to a chronological series of topics focusing on the Medieval period through to World War 2. In KS4 the focus is on GCSE following the WJEC Eduqas exam board which looks at units in the USA 1929-2000, Germany in transition 1918-1939, Medicine through time 500 AD to modern day and Elizabeth I 1558-1603. All assessment for both KS3 and KS4 follows the question style required for the GCSE exam and incorporates all skills necessary for them to achieve. To ensure that students develop an understanding of Portsmouth, local history is developed e.g., the Mary Rose, the siege of Portsmouth 1642, Portsmouth links to the slave trade, the Pompey Pals, and Portsmouth in the Blitz.

Students are assessed regularly, using formative, peer, and summative assessments. In addition, each Scheme of Learning has specific assessments – with a range of assessment opportunities – clearly outlined in each Scheme of Learning. Within each Scheme of Learning, according to the year group, the assessments are designed to build key skills appropriate to the stage of students' learning.

Feedback from teachers, focuses on specific skills from the Key Stage 3 and 4 Programmes of Study and GCSE Assessment Objectives, all of which underpin all Schemes of Learning.

The importance of reading and vocabulary acquisition are also at the core of our curriculum. Thus, topics are carefully selected to ensure that students receive a breadth and depth of topics and that they are appropriately challenged, whilst being engaged, building confidence, comprehension skills and strategies. Equally, teachers' model and encourage students to be more specific, academic, and sophisticated with their vocabulary. A range of strategies are incorporated into lessons and Schemes of Learning, such as glossaries as well as the use of dictionaries and thesauruses being integral tools in lessons.

Key Pedagogies

The History Curriculum draws upon pedagogical approaches which support the development of students' learning, comprehension, application and recall of key ideas within the curriculum that they are studying. These include the pedagogical approaches below:

Teachers as the specialist

We pride ourselves on being History teachers who are passionate about our subject and who have a wealth of knowledge and expertise to share and develop our students' knowledge and their own passion and interest in History. We are dynamic in our approach to our own reflective practice, and we recognise the important role that the teacher has as a subject expert. Teachers ensure students receive quality first teaching by ensuring examples are well modelled e.g. using the **I do, we do, you do approach** and **'be the teacher'** marking opportunities making explicit the skills being used. Teachers understand that memory is a highly complex process and to build strong neural paths students must be exposed to new content more than once. The use of **spaced learning / interleaving** is common practice across the department, with the aim being to help students commit key concepts and knowledge into long term memory. This is done in a variety of ways including the use of **recall starters/ quick sixes, dual coding activities, low stakes quizzes and mind maps**. Students are also provided with learning lowdowns at the start of topics to help them prepare for new learning. Teachers understand that using academic language is essential. Understanding historical academic language gives students the skills they need to think about, talk about, and understand key concepts and ideas. When meeting new vocabulary teachers ensure key meanings are understood and explained in a student friendly way e.g. Using the **frayer model or dual coding**. Students are also encouraged to read questions carefully and underline key words when tackling problems in lessons and exams.

Guided Reading

This strategy provides an opportunity for pupils to develop their knowledge and understanding in a structured and focussed way. It allows for a focus on literacy and oracy.

Flipped Learning

Flipped Learning puts greater focus on the pre-learning which takes place prior to the lesson so that the lesson can focus on applying the knowledge. Flipped Learning creates opportunities with students' independent learning before their lesson. It requires careful planning to ensure that the learning/application in the lesson builds on the learning that has taken place prior to the lesson. (It is important to have strategies in place for students who have not completed the task for IL).

ABC: Add, Build, Challenge.

To avoid the 'table tennis approach' to whole class discussion (back and forth between teacher and individual student), students are encouraged to use 'ABC', the 'basketball approach', enabling discussion to go across the classroom between students.

Metacognition

The development of students' cognitive knowledge and regulation:

- Their own knowledge of themselves as a learner and the factors affecting their cognition (person & task knowledge; self-appraisal)
- Their awareness and management of cognition, including knowledge about strategies (procedural & strategy knowledge)
- Their knowledge about why and when to use a given strategy (conditional knowledge)
- Their identification and selection of appropriate strategies and allocation of resources (planning)
- Their awareness of their own comprehension and task performance (monitoring/regulating; cognitive experiences)
- Their assessment of the process and products of their own learning; revisiting and revising goals (evaluating)

This metacognitive approach is evident through our use of modelling, including live and shared writing. Students are also encouraged to reflect on the strategies that they have used and what has worked for them. They are given tasks to carry out such as transforming text into pictures, summarising full texts into 20 words and explaining how specific approaches have supported or hindered their learning. They are also encouraged to evaluate their own (and others') learning.

Technology

Chromebooks are consistently used so pupils can easily access all lessons resources. All teachers post every lesson electronically on Google Classroom. This supports pupils' learning in lessons but also allows for pupils at home self-isolating to access the day to day materials.

Chromebooks are used, when appropriate, for lesson activities, knowledge retrieval and assessments. Chromebooks can be used in all lessons to access PowerPoints and lesson resources.; Chromebooks can be used by students for all research purposes Students classified as SEND K and students with exam access will be able to use Chromebooks for all classroom assessments.

Chromebooks are used for the reading of academic texts to support learning; Students use Chromebooks for self-marking assessment and for interactive quizzes including group quizzes when the opportunity is provided within the scheme of Learning; Chromebooks may be used for independent learning tasks, when relevant, which can then be submitted electronically. Specific uses of Chromebooks include: Blookets for knowledge retrieval / Some assessments as appropriate, Mentimeter for class voting and inclusivity of giving answers / Directed internet research / Google forms – e.g., multiple choice activities when watching video clips. Jam boards are used to supporting individual sorting tasks and class participation tasks. Teachers regularly use technology such a Word Wall

to enhance questioning and student participation. We ensure that students are not disadvantaged by not having a Chromebook.

How is the curriculum assessed?

Teachers use a range of assessment strategies within lessons, between lessons, within units in Schemes of Learning and at the end of units.

Assessment Types

- Questioning (written and verbal)
- GCSE style questions
- Marked Reviews
- Google forms – multiple choice quizzes
- Accumulative assessments
- Past paper questions
- Mock exams

Assessment is used to identify misconceptions, as well as to identify individual and whole class strengths and areas for further development and focus

Feedback types

- WWW and next steps stickers / ‘fast marking’ use app stickers
- Group / whole class feedback
- Mark scheme feedback
- Quick self / peer assessment
- Book check sheets

ALNS History Department Assessment:

Teacher Feedback	Students Taking Next Steps	Peer or Self-Assessment
Mark exercise books as appropriate using purple pens.	Students use pink pen to take their next steps and feed forward, including where there has been a specific therapy following whole class diagnostic assessment	Students use green pen to peer and self-assess.
Focus on one piece of work to mark. For example, a PEEL paragraph or an exam question.	After marking always allow time in next lesson for students to take their next steps.	There should be an opportunity for self or peer assessment in most lessons .
Use of “Next Step Sticker” and FAST MARKING APP when appropriate to outline what went well and how the student can make further progress from their piece of work.	Students answer any questions you have asked them on the content.	Students use SPAG code to mark each other’s or their own SPAG.
Feedback on the sticker should be focused on skill development or knowledge – as appropriate.	Students take their next steps outlined in feedback sticker. This can be done by rewriting part of their answer using your advice.	When marking a specific piece of work, students can write a “What went well” comment and an “even

		better if comment” under their peers or their own work.
Feedback should allow students to show progress by responding to your feedback.	Students improve on SPAG using code to tell them how to improve	Students WWW and EBI comments can be knowledge or skill specific and should help the peer/themselves progress.
Where appropriate use assessment objectives as a guidance for feedback given on marking stickers.	Allow students time to annotate how they have improved in green pen . This is also an opportunity for self or peer assessment following next steps.	As often as possible students use a mark scheme to mark a piece of work and for WWW and EBI comments. Example RMIs – Read Mark Reviews
Develop student’s knowledge of content by asking questions within their piece of work (not on sticker). This can be used to clarify a misunderstood point or extend their knowledge. E.g., “How could you extend your answer here?”, “What other example might be better?”	If necessary, give further verbal/written feedback so that answer can progress further. Allow time for next steps when peer assessment has taken place.	
For rapid diagnostic assessment of whole class comprehension of a task, the whole class assessment proforma may be used and will be recorded in the teacher’s data folder. The following lesson will address the therapy needed to further aid progress and students will complete this feedforward in pink		
Google from type assessments can have feedback built in		

History Curriculum Map 2022-2023

Year 7

7.1 What is history?
 Key Concepts: Historical Chronology/Evidence Source/ Interpretation
 Key Skills: Evidence handling, interpretation, knowledge, change and continuity, chronology, and communication
 7.2 A brief study of ancient history
 Key Concepts:
 Key Skills: Evidence handling, significance, change and continuity and knowledge, and communication
 7.3 Why did William take the title of King?
 Key Concepts: Invasion Power/Succession
 Key Skills: causation, knowledge, and communication
 7.4 Did the Norman cause a backlash of trouble?
 Key Concepts: Control Feudal/feudalism
 Key Skills: significance, change and continuity and interpretation, knowledge, and communication
 7.5 Could Medieval Kings do whatever they wanted?
 Key Concepts: Monarchy/Parliament/Religion
 Key Skills: Evidence handling, causation, interpretation, knowledge, continuity and knowledge, and communication
 7.6 Did people in the MA have difficult lives?
 Key Concepts: Society/Lack Death Revolts
 Key Skills: Evidence handling, causation, interpretation, knowledge, and communication
 7.7 Were the Tudors really terrible?
 Key Concepts: Monarchy/Local History/Reformation
 Key Skills: Evidence handling, causation, interpretation, knowledge, and communication
 7.8 The Gunpowder Plot
 Key Concepts: Society/Religious/Political
 Key Skills: Evidence handling, significance, knowledge, and communication
 7.9 (RWC)

Year 8

8.1 How should the British Empire be remembered?
 Key Concepts: Empire/Power/Legacy
 Key Skills: Evidence handling, causation, significance, change and continuity, chronology, and interpretation,
 8.2 How far did the Industrial Revolution change Britain?
 Key Concepts: Industrialisation/Revolution/Protest/Change/Trade
 Key Skills: Evidence handling, causation, significance, change and continuity, chronology and interpretation, knowledge, and communication
 8.3 People and Events: Whitechapel Murders Investigation
 Key Concepts: Social and economic conditions
 Key Skills: Evidence handling, causation, significance, change and continuity and interpretation, knowledge, and communication
 8.4 Twentieth Century Conflict: WW1
 Key Concepts: War/Alliances/Propaganda/Case military/local history
 Key Skills: Evidence handling, causation, significance, change and continuity, chronology and interpretation, knowledge, and communication
 8.5 Twentieth Century Conflict: WW2
 Key Concepts: Dictatorship/Invasion/Home Front/Impact War/local history
 Key Skills: Evidence handling, causation, significance, change and continuity, knowledge, and communication

Year 9

9.1 Twentieth Century Conflict: WW2
 Key Concepts: Dictatorship/Invasion/Home Front/Impact War/local history
 Key Skills: Evidence handling, causation, significance, change and continuity, chronology and interpretation, knowledge, and communication
 9.1b – Possible Unit – Historical experiences of Black people in Britain in the 20th century
 9.2 The Development of the USA, 1929-2000
 Key Skills: A02 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
 A02 Explain and analyse historical events and periods studied using second-order historical concepts
 A02 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
 9.2a Economic downturn and recovery
 Key Concepts: Wall St Crash, Great Depression, Domestic policy: New Deal
 9.2b The economic impact of the Second World War and post-war developments
 Key Concepts: Industrial output, affluence, consumerism, suburbs, poverty
 9.2c The issue of civil rights, 1941-70
 Key Concepts: Segregation, integration, racism, discrimination, civil rights legislation
 9.2d Political change, 1960-2000
 Key Concepts: domestic policy, economic and social reforms
 9.2e Cold War rivalry
 Key Concepts: Foreign Policy, containment, communism, capitalism, domino theory
 9.2f The search for world peace since 1970
 Key Concepts: détente, limitation of arms, Middle East Conflict
 9.2g Social Change 1950-2000
 Key concepts: popular culture youth culture, protest, and women's rights

Year 10

2f Changes in health and medicine in Britain, c.1500 to the present day
 Key Skills: A02 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
 A02 Explain and analyse historical events and periods studied using second-order historical concepts
 A03 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
 10.1 Causes of illness and disease*
 Key Concepts: Poverty, famine, industrialisation, bacterial and viral causes
 10.2 Attempts to prevent illness and disease
 Key Concepts: Black Death, alchemy, leeches, quackery, medical doctors, application of science, Edward Jenner, vaccination, bacteriology
 10.3 Attempts to treat and cure illness and disease
 Key Concepts: Herbal medicine, barber surgeons, leeches, anatomy, antiseptics, radiation, antibiotics, transplant surgery, cancer treatment
 10.4 Advances in medical knowledge
 Key Concepts: Anatomy, anatomy, four humours, Vesalius, Paré, Harvey, Pasteur, Koch, Germ theory, DNA, genetic research
 10.5 Developments in patient care
 Key Concepts: Role of the church and monasteries, endowed hospitals, Florence Nightingale, Liberal reforms, NHS
 10.6 Developments in public health and welfare
 Key Concepts: Public health, industrialisation, Edwin Chadwick, reform, improving in housing and pollution
 10.7 Study of a historical environment: Scurvy Hospital in the Chinese War
 Key Concepts: conditions, role of the media, government intervention, Significance
 10 Germany in Twentieth Century, 1919-1939
 Key Skills: A02 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
 A03 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
 A04 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
 11.1a The impact of the First World War
 Key Concepts: Treaty of Versailles, right and left-wing politics, hyperinflation

Year 11

Germany in Transition continued:
 11.1b The recovery of Weimar
 Key Concepts: Golden age, Dawes and Young Plan, League of Nations
 11.1c The Weimar to power and the end of the Weimar Republic
 Key Concepts: Depression, electoral appeal, chancellorship
 11.1d Consolidation of power, 1933-34
 Key Concepts: dictatorship, legislation, Reichstag Fire, Enabling Law, Night of the Long Knives
 11.1e Nazi economic, social, and racial policies
 Key Concepts: policies, unemployment, autarky, persecution, Aryan, indoctrination
 11.1f Terror and persecution
 Key Concepts: Policies, propaganda, legal system, concentration camps, SS and Gestapo
 11.1g Hitler's foreign policy
 Key Concepts: foreign policy, rearmament, annexation, reoccupation, Anschluss, pact, invasion
 The Elizabethan Age 1558-1603
 11.2a Elizabethan Government
 Key Concepts: common law of court, privy council, local government, and role of Parliament
 11.2b Lifestyles of the rich and poor
 Key Concepts: homes, fashion, poverty/vagrancy and the Poor Law
 11.2c Popular Entertainment
 Key Concepts: craft guilds, theatre designs and plays
 11.2d The problem of religion
 Key Concepts: Religious Settlement, Middle Way, Acts of Supremacy and Uniformity
 11.2e The Catholic Threat
 Key Concepts: Catholicism, excommunication, recusancy, rebellion, Plots
 11.2f The Spanish Armada
 Key Concepts: causes, events, and results
 11.2g The Stuart Threat
 Key Concepts: Parliament, challenge, opposition

