

## Year 11 Overview 2025-26 – History

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment	
8 weeks (c15 Lessons) (38 Days)					
Tues 2-Sep Tues Y7 only Wednesday- whole school	A	1	<b>Elizabethan England HE – The Globe Theatre</b> 1. Background of plays and Growth of Theatres 2. Achievements of Theatre 3. Attitudes towards Theatres 4. Structure and Design of the Globe 5. People connected with the Globe 6. How does the site reflect culture, values and fashions of the time. 7. Essay Prep 8. Timed essay	<b>ST1 Exam – Full Paper 2 – Health and Elizabeth</b>  <b>Cold War Pt1:</b> <b>GI:</b> Students can identify the main differences between Communist East & Capitalist West. They can describe how the rivalry developed in simple terms up to & including 1949. <b>BW:</b> Pupils can describe how the rivalry originated and progressed in developed explanations. They can writ extended answers about how this changed from historic origins to 1949. <b>EI:</b> Students can also use complex thinking to suggest the main reasons, key turning points and share of responsibility for the origins of the Cold War.	
8-Sep	B	2			
15-Sep (INSET Friday)	A	3			
22-Sep	B	4			
29-Sep	A	5			
6-Oct	B	ST1	1. ST2 Preparation lesson – Health 2. ST2 Preparation lesson – Elizabeth 3. ST2 Feedback – Health 4. ST2 Feedback – Elizabeth		
13-Oct	A	ST1			
20-Oct	B	8			
			<b>The Cold War – Pt.1 1940s</b> 1. Were the allies allies? (Include conflicting ideologies) 2. Yalta and Potsdam 3. Iron Curtain & Soviet Takeover of E. Europe		
7 weeks (17 lessons) (35 Days)					
3-Nov	A	9	<b>The Cold War continued....</b> 1. Truman Doctrine and Marshal Aid 2. Impact of Marshall Aid (Stalin’s reaction) 3. Berlin Blockade & Airlift 4. Unit 1 Review – 1940s essay practise		<b>For Cold War Pt 2:</b> <b>GI</b> : Students can identify areas where the Cold War spread to outside of Europe. They can simply explain the development of rivalries linked to the USSR and USA. <b>BW:</b> Students can explain the changing nature of the Cold War in developed terms, referring to people and places with specific accuracy. They can identify and explain key turning points. <b>EI</b> : Students can also use complex thinking to explain how the Cold War developed geographically and technologically throughout the 1950s. They will recognise the importance of new personalities in changing the course of the Cold War.
10-Nov	B	10			
17-Nov	A	11			
24-Nov	B	12			
1-Dec	A	13			
8-Dec	B	14			
15-Dec	A	15			
			<b>Cold War U2 – Pt.2 1950s</b> 5. Chinese Revolution 6. Korean War 7. US involvement in Vietnam 8. NATO and the Arms Race 9. The Space Race 10. The Thaw & The Hungarian Uprising 11. The Impact of the Hungarian Uprising – I, We You sources 12. U2 Crisis 13. Unit 2 Review		
			<b>Cold War U3 – Pt.3 1960s</b> 14. Causes of the Berlin Wall 15. Impact of the Berlin Wall – WAA Q 16. Cuban Revolution 17. 13 days of the Cuban Missile Crisis		
6 weeks (c.12 lessons) (30 Days)					
5-Jan	B	16	1. ST2 Prep – Germany 2. ST2 Prep – Cold War	<b>For Cold War Pt 3:</b> <b>GI</b> : Students can identify areas where the Cold War spread to outside of Europe. They can simply	
12-Jan	A	17			
			<b>Cold War U3 – Pt.3 1960s continued.....</b>		

19-Jan	B	ST2	<div>3. Impact of the CMC</div> <div>4. Prague Spring and Brezhnev Doctrine</div> <div>5. Sources of Tension &amp; Détente</div> <div>6. Unit 3 Review</div> <div>Begin Revision of Previous Topics</div> <div>7. Elizabeth - Court &amp; Parliament (Focus on Key advisors?)</div> <div>8. Health - Surgery Review</div> <div>9. Germany - Kaiser and Weimar Crises</div> <div>10. Cold War - 1940s</div> <div>11. Elizabeth - Troubles at home and abroad</div> <div>12. Health - Public Health Review</div>	<div>explain the high point of tension as the Cuban Missile Crisis.</div> <div>BW: Students can explain the high point of tension as the Cuban Missile Crisis in developed terms, referring to people and places with specific accuracy. They can identify and explain how the Cold War tensions began to ease in the late 1960s.</div> <div>EI : Students can also use complex thinking to explain how the Cuban Missile Crisis was a turning point. They will recognise the importance of new personalities in changing the course of the Cold War. They will be able to explain each flashpoint in detail and write persuasive conclusions about relative importance.</div> <div>ST2 Exam – Full Paper 1 – Germany and Cold War</div>
26-Jan	A	ST2		
2-Feb	B	20		
9-Feb	A	21		
Half-Term			6 weeks (c.15 lessons) (28 Days)	
23-Feb	B	22	<div>1. ST2 Germany Feedback</div> <div>2. ST2 Cold War Feedback</div> <div>3. ST2 Feedback lesson 3</div> <div>Continue Revision Programme</div> <div>4. Health - Surgery 16 mark closed book timed practice with feedback</div> <div>5. Germany - Golden Weimar &amp; Hitler's Seizure of Power</div> <div>6. Cold War - 1950s</div> <div>7. Cold War - 1940s closed book timed practice with feedback</div> <div>8. Elizabeth - Life in EE - Poverty and Exploration</div> <div>9. Health - Similarity Questions practice</div> <div>10. Elizabeth - Life in EE - Golden Age themes - Fashions, Gentry, Theatre</div> <div>11. Elizabeth - Interpretation closed book timed practice with feedback</div> <div>12. Germany - Nazi Germany - Terror, Propaganda, Resistance</div> <div>13. The Globe Review (homework preparation for closed book essay)</div> <div>14. The Globe closed book exam practice</div> <div>15. Cold War - Sources focus Q1 and Q2 (can we do Vietnam)</div>	
2-Mar	A	23		
9-Mar	B	24		
16-Mar	A	25		
23-Mar	B	26		
30-Mar (finish Wednesday 1 <sup>st</sup> April)				
	A	27		
Easter Holiday			5 weeks (c.5 lessons) (24 Days)	
20-Apr	B	28	<div>1. Elizabeth - Core Knowledge Test</div> <div>2. Health - Disease Review</div> <div>3. Germany - Nazi Germany - Social Policies, Economy, WW2</div> <div>4. Germany - closed book timed practice with feedback</div> <div>5. Cold War - 1960s</div>	
27-Apr	A	29		
4-May (Bank holiday Mon)	B	GCSE		
11-May	A	GCSE		
18-May	B	GCSE		
Half-Term			7 weeks (?? lessons) (35 Days)	
1-Jun	A	GCSE		
9-Jun	B	GCSE		
16-Jun	A	GCSE		
23-Jun	B	GCSE		

(Total: 190 Days)				

### Prompt Questions

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
- For each Unit? By the end of the Year?
  - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)
- How will you assess students understanding?
- How will written feedback be given?
- How can lessons be adapted?