

Year 11 History	Subject Intent	History at Ernulf Academy aims to create and inspire the inquisitive minds and critical thinkers of the future. It provides the opportunity for pupils to develop their historical understanding through a rich, knowledge -based curriculum that has clear, purposed sequencing to ensure success at KS4 and beyond. Pupils are motivated and engaged to learn about the past to better understand how the world around them is shaped. They are given the tools to make sense of a complex and dynamically changing world, whilst improving transferable skills such as written communication, investigation, analysis, problem-solving, interpretation and evaluation – skills that will enable them to access a whole range of future pathways.
	KS3 Subject Narrative	Our KS3 curriculum follows the National Curriculum through the ‘Knowing History’ programme of study. It includes a wide range of diverse topics which provide pupils with the chronological overview and thematic understanding that they need to be successful at KS4 and beyond. It focuses on depth of knowledge and draws upon historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance. Pupils explore methods of historical enquiry, including how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
	KS4 Subject Narrative	At KS4 we follow the Pearson Edexcel 9-1 GCSE programme of study. We cover different historical topics across the two years -ranging from Medieval themes to Modern world depth studies and across British and international world topics. These topics have been carefully selected to deepen knowledge of content learned in KS3 and build on the skills embedded in the KS3 curriculum to best equip pupils for success at the end of KS4 and for progression beyond. Emphasis lies in the skills of source analysis and inference; explanation of cause and consequence; and evaluation of historical evidence.
	Routine Assessment Strategies	We regularly use knowledge retrieval starters at the beginning of lessons; low stakes quizzes take place throughout; and plenaries focus on new knowledge. Pupils sit at least one formative writing assessment with SAR (Strength Action Response) per unit.

Year 11 History	WHY THIS, WHY NOW?	Autumn Term – Paper 2 Superpower Relations and the Cold War	Spring Term – Paper 2 Early Elizabethan England	Summer Term- Revision and exam skills
	Enquiry questions	How did tension between the USSR and USA develop over time? What is the impact of these relations on world events? Why did the Cold War not become ‘hot’?	What challenges did Elizabeth face? How did Elizabeth deal with religion? What was life like in Elizabethan England? How significant was exploration in Elizabethan England?	How does this all fit together? How can we combine exam skills with historical knowledge?
	Key Subject Knowledge	Know the difference between communism and capitalism Summarise, analyse and evaluate the significance of key events of the Cold War including the Berlin crises, Hungarian Uprising, Cuban Missile Crisis, the Vietnam war, the Space Race and the Soviet Invasion of Afghanistan.	Describe how religion, finances, threat from abroad and her position as a woman were challenges to Elizabeth. State features of Elizabeth’s religious settlement Investigate Elizabethan education, sport and pastimes. Describe how life for the poor changed during Elizabeth’s reign Explore how and why exploration was important in Elizabethan England.	Revision of all key subject knowledge across year 10 and 11
	Subject Competencies	Chronology Explanation of continuity and change, Evaluation of significance	Source analysis, interpretation, and inference Explanation of cause and consequence Explanation of continuity and change Description of Historical events	All subject competencies covered across year 10 and 11.
	Summative Assessments (high stakes assessments which test cumulative knowledge)	Exam style assessment using exam materials / questions for paper 2-part A (Super Power Relations and the Cold War) Mock exam 1: assessment of all year 10 and 11 content taught to date.	Exam style assessment using exam materials / questions for paper 2-part B (Early Elizabethan England) Mock exam 2: assessment of all year 10 and 11 content taught to date.	Exam style assessment using exam materials / questions for all topics / papers. GCSE exam (external)
	How does this pave the way for further study?	Chronological understanding of 20 th century History and understanding of the development of key current world affairs. Knowledge gained from this topic is fundamental in accessing further key study option topics in post 16 History e.g Russia and USA breadth studies	Focus on a period depth study is a key element of post 16 qualifications in History. Elizabeth topic provides pupils with a stepping stone to a range of options taught in post 16 History including breadth studies in Tudor England and Spain in the age of discovery.	Exam and written communication skills are essential at all levels of post 16 and further education – and beyond into employment

