

### KS4 History: Year 11 Shaping the Nation

Scheme	What are they learning?	Why are they learning it?	How will it help in the real world?	Does it fit with the school INTENT statement at all? How?	How will it link to future learning?
<p style="text-align: center;"><b>Paper Two</b></p> <p><b>Unit three</b>  <b>Britain and Health of the People 1000CE - present (A British Breadth/thematic study)</b></p> <p><i>Expanding their skills from KS3 students undertake a thematic study but, over a much greater sense of period. The study will revisit familiar eras introduced to them at KS3 and will greatly enhance their understand of them. Additionally, they will compare similarities and differences between them and discover the driving factors for and roadblocks that prevent progress overtime. Students are also introduced to new historical concepts and factors in this unit including: Religion, War, significant individuals, Government (the role of), Technological developments, Scientific advancements, the</i></p>	<p>Studies cover three units of learning, taught broadly in chronological order, in order to study three the following reoccurring themes:</p> <p><b>Theme one: Disease and infection</b></p> <p>In this unit student are taught how ideas about what causes illnesses and treatments for them have changed. From the supernatural to natural, from wise women and quacks through to germ theory and the development of vaccination (so relevant at this present time!).</p> <p><b>Theme two: Surgery and Anatomy</b></p> <p>Pupils explore the three big problems that surgeons faced: pain, blood loss and infection and how they resolved these and found a few surprises along the way. Did you know for example that Queen Victoria played a key role in the development of anaesthetics or that in the Middle Ages your barber</p>	<p>Student feedback confirms that Britain and the Health of the people unit ignites students' interest in History. Pupils enjoy revisiting their past learning in Y11 and the thematic study aids their memory retention and introduces new concepts, increasing students' complexity and depth of understanding.</p> <p>Likewise, the Normans unit revitalises their past interest and provides students will new challenges such as applying the History know how to study an historical site and</p>	<p>Students will develop their:</p> <ul style="list-style-type: none"> <li>• Gain the skills required to succeed at the next academic level in broad range of subjects.</li> <li>• Become confident readers and be able to sift through and prioritise information</li> <li>• Develop strong analysis skills and think for themselves.</li> <li>• Gain a greater understanding of international relations today.</li> <li>• Develop a good level of interest in current political, social, moral and economic affairs</li> <li>• Develop an interest in History, that will</li> </ul>	<p>Develop students as learners and encourages independence.</p> <p>To inspire and raise pupils' interest in both past and current affairs and continued learning.</p> <p>Develop a good general understanding of History as a discipline. understanding</p> <p>In addition to academic success, History students gain a greater sense of self of their place in the world and become confident and respectful citizens who are mindful of British values and our place in the world.</p>	<p>Many of our GCSE History students go onto study at six forms. The course prepares them well for their A 'level studies and has many transferable skills.</p> <p>For those that don't GCSE history is a well respect qualification, that is known for its academic rigour.</p> <p>Provides a basis of understanding for future study and supports learning in many other GCSE subjects including science, health and social care, business and English. This unit has helps pupils to understand how ideas and new thinking can lead to revolutionary thinking ideas as studied in Y12 History.</p>

<p><i>importance of communication and plain old 'good luck'.</i></p>	<p>could also amputate a limb in less than two minutes?</p> <p><b>Theme three: Public Health</b></p> <p>Hugely appreciated in these current times! Where would we be without the NHS and how did it come to be? What factors led to its creation and why did it take so long for the Government to think and overcome objections too it? All these questions and more are addressed in this unit.</p>	<p>to identity sometime quite subtle changes made following the Norman conquest. Armed with prior learning on concepts of power, conflict and ideology (y9) and a degree of maturity pupils really do develop an understanding of what it is to be conquered far beyond their levels of understanding in year 7.</p>	<p>mature as they do.</p>		
<p><b>Unit Four</b></p> <p><b>Norman England 1066 – 1100 (A depth study including the study of an Historical site)</b></p>	<p>Studies covers three units of learning covering the following key themes and the links between them:</p> <p><b>Part One: The Norman Conquest of England</b></p> <ul style="list-style-type: none"> <li>• Students revisit the crisis 1066 advancing their understanding of the complex relationship between European rulers in this time.</li> <li>• Look at the Battle of Hastings with fresh eyes</li> <li>• Establish how William took control in order to ensure</li> </ul>	<p>Students develop their understanding of History as a discipline, and students are taught to think clearly and intelligently about challenging intellectual problems and historical controversies. Key skill focuses on writing historical narratives, significance,</p>			

	<p>his successful conquest of England</p> <p><b>Part two: Life under the Normans</b></p> <ul style="list-style-type: none"><li>• Pupils explore the subtle differences between the Anglo Saxon and Norman approach to ruling England. From ditching the English Thegns and establishing French overlords and embracing trail by combat! In this unit students explore social and economic consequences of William’s victory.</li></ul> <p><b>Part four: The Norman Church and monasticism</b></p> <ul style="list-style-type: none"><li>• The expansion of the Church in England under William vastly changed the landscape of the country and introduced brand new words (Did you know that Monks who undertook a vow of silence introduced us to sign language?)</li></ul>	<p>chronological understanding and students are encouraged to show depth of understanding about complex historical events and argue their ideas with confidence and flair. They gain a greater understanding of what it means to be an Historian and develop a degree of sophistication in their communication skills.</p>			
--	--	--	--	--	--

	Students explore the increasing power and influence of the church in England and complex relationship between Church and Monarchy and meet some significant figures who shaped it.				
--	--	--	--	--	--