

Year 11 History Curriculum Plan

AO	Requirements
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
AO2	Explain and analyse historical events and periods studied using second-order historical concepts.
AO3	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
AO4	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

	Key questions and themes	Overview of the unit	Assessment	Suggested resources and websites
<p>Unit 1</p> <p>Power, Monarchy and Democracy, 1000- 2014</p>	<p>Themes:</p> <ul style="list-style-type: none"> • Individuals, institutions and groups with power • Claims to power • Methods of maintaining power • Challenges to power and power changing hands 	<p>c.1000–c.1485</p> <p>Anglo-Saxon kingship c.1000–1066: the basis of kingship; the power and responsibilities of the kings; relations between the kings and the thegns. Different claims to the throne in 1066: the Norman invasion, including the establishment of the Norman monarchy and the transfer of power from Saxons to Normans at all levels of society; the extent of the power of the monarch and the barons by 1087.</p> <p>Struggles over power: John and Magna Carta; emergence of Parliament in the reigns of Henry III and Edward I, including the role and importance of Simon de Montfort; deposition of Richard II in 1389; Wars of the Roses.</p> <p>c.1485–c.1800</p> <p>Tudor government: growth of royal power under Henry VIII; the role of Parliament under Henry VIII and Elizabeth I.</p> <p>Defeat and return of monarchy: Charles I's personal rule 1629–1640; the Civil Wars and the abolition of the monarchy; the Restoration of the monarchy in 1660.</p> <p>James II's rule and the reasons for the 1688 Revolution (The Glorious Revolution); the legacy of the Glorious Revolution including the Bill of Rights; the development of Parliament under William III and Anne; the</p>	A01,A02	<p>https://www.hoddereducation.co.uk/media/Documents/History/OCR-EMW-GCSE-History.pdf</p>

	<p>Themes:</p> <ul style="list-style-type: none"> • Individuals, institutions and groups with power • Claims to power • Methods of maintaining power • Challenges to power and power changing hands <p>Individuals, institutions and groups with power</p> <ul style="list-style-type: none"> • Claims to power • Methods of maintaining power • Challenges to power and power changing hands 	<p>emergence of political parties and the development of a Parliamentary monarchy in the course of the 1700s.</p> <p>c.1800–2014</p> <p>The changing relationship between Parliament and people c.1800 to c.1918: dissatisfaction with electoral system by early 1800s; reasons for and impacts of the Parliamentary Reform Acts of 1832, 1867 and 1884; the rise and effectiveness of mass Trade Unions and the Labour Party 1880s–1914; the struggle for the vote for women and the reasons why it was won for some women in 1918.</p> <p>The changing relationship between Parliament and people c.1914–c.1980: government control in the world wars; the increased role of the state from 1945 to c.1980.</p> <p>Challenges to Parliament c.1980 to early 2000s: the Miners' Strike 1984–1985, CND and Greenpeace; Prime Ministerial power under Thatcher and Blair; the devolution of power to regions of the UK; the challenges of coalition government.</p>		
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<p><u>Unit 2</u></p> <p>The English Reformation c.1520–c.1550</p>		<p>English Reformation c.1520–c.1535 Role and importance (including wealth) of the church in England c.1520; religious practice and the relationship between the church and ordinary people; the role and impact of the Lollards’ and Luther’s ideas; critics of the English church in the 1530s; popular attitudes towards reform of the church; Henry VIII’s desire to annul his first marriage; the legislation of the Reformation Parliament 1529–1534.</p> <p>Dissolution of the Monasteries c.1534–c.1540 Thomas Cromwell and the Valor Ecclesiasticus; the Visitation of the Monasteries; the process of dissolution; Suppression Acts 1536 and 1539; immediate reactions to Dissolution including support, those who took advantage and those who opposed; effects of Dissolution on religious orders; effects on lives of ordinary people, especially the old and poor; cultural impacts; resistance and protest, including the Lincolnshire Rising and the Pilgrimage of Grace 1536–1537.</p> <p>The impact of the Reformation in English parishes c.1534–c.1550 Development and changes in religious policy under Henry VIII and Edward VI; effects on religious worship, including church services, prayer books and the issue of the Bible in English; impact on the fabric of churches; effects on the clergy; enforcement of new religious policies; response of ordinary people to religious changes; resistance and protest, including the Prayer Book Rebellion 1549.</p>	<p>A01,A02,A03</p>	<p>https://www.hoddereducation.co.uk/media/Documents/History/OCR-EMW-GCSE-History.pdf</p>
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<p>Unit 3</p> <p>Castles: Form and Function c.1000–1750</p>		<p>The location of the castle • The strategic location of the castle e.g. as border defence, protection of ports or coast, monitoring trade routes.</p> <ul style="list-style-type: none"> • The specific geographical location e.g. at intersections or road or river routes, as central point in royal or baronial lands. • The specific physical location e.g. on high ground, near to rivers. • The evidence used by historians e.g. maps from medieval to modern times, drawings in local histories. <p>The appearance and layout of the castle at different times in its history</p> <ul style="list-style-type: none"> • Key features of the castle e.g. motte and bailey layouts, towers, barbicans; defences against artillery. • When and why these features were installed or removed. • What these changes reveal about the history of the country at the time. • The evidence used by historians e.g. contracts, architect plans, contemporary drawings, aerial photographs. <p>Day to day function(s) of the castle at different times in its history</p> <ul style="list-style-type: none"> • Castles as means of conquest, particularly in the Norman period. • Castles as means of baronial and or royal power. • Castles as centres of administration, justice etc. • Castles as dwelling places. • The evidence used by historians e.g. royal licenses, newspaper articles. 	<p>A01,A03</p>	
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		<p>Life in the castle at different times in its history</p>		
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- The lives of the castle owners.
- The people who made the castle function e.g. blacksmiths, cooks etc.
- The evidence used by historians e.g. bills and accounts, inventories.

Key events associated with the castle at different times in its history

- Connections to events including: baronial and other rebellions, border warfare (where appropriate), civil war sieges.