

















2023-24 CURRICULUM MAP FOR HISTORY YEAR 11

<p>HALF TERM 1: THE USA: A NATION OF CONTRASTS, 1910-1929</p> <p><u>1. Why did immigration become such a major issue in American society?</u></p> <ul style="list-style-type: none"> - The Open Door - Demands for restriction - Government legislation - Xenophobia; anarchists – the Red Scare; Palmer Raids - Sacco and Vanzetti case <p><u>2. Was America a country of religious and racial intolerance during this period?</u></p> <ul style="list-style-type: none"> - Religious fundamentalism – the Bible Belt - The Monkey Trial - Treatment of Native Americans - Segregation, Jim Crow, KKK - Black reaction, migration, NAACP, UNIA <p><u>3. Was the 1920s a decade of organised crime and corruption?</u></p> <ul style="list-style-type: none"> - Reasons for, life under and enforcement of prohibition - Organised crime – Al Capone, St Valentine’s Day Massacre - Corruption – Harding, ‘Ohio Gang’, Tea Pot Dome scandal <p><u>4. What were the causes of the economic boom experienced in the 1920s?</u></p> <ul style="list-style-type: none"> - America’s economic position in 1910 - assets and natural resources - Economic impact of the First World War - Hire purchase - Electrification - Mass production - Laissez faire - Individualism and protectionism 		<ul style="list-style-type: none"> • For each key question, students will be given opportunities to read contemporary sources and interpretations. • Students will be reading chapters from the Eduqas textbook on this topic • Contemporary newspaper covering the Wall Street Crash
<p>HALF TERM 2: THE USA: A NATION OF CONTRASTS, 1910-1929</p> <p><u>5. What factors led to the end of prosperity in 1929?</u></p> <ul style="list-style-type: none"> - Overproduction - Falling consumer demand - Boom in land and property values - Over speculation - The Wall Street Crash – panic selling, Black Thursday, market crash <p><u>6. How did popular entertainment develop during this period?</u></p> <ul style="list-style-type: none"> - Advent of silent movies - Popularity of the cinema and movie stars - Advent of the talkies - Popular music; jazz - Impact of radio and gramophone - Dancing and speakeasy culture <p><u>7. How did the lifestyle and status of women change during this period?</u></p> <ul style="list-style-type: none"> - Role of women in the pre-war years - Impact of the First World War - Changing attitudes - Influence of Jazz culture - Flapper lifestyle and feminism - New fashions & opposition to the flapper lifestyle 		<ol style="list-style-type: none"> 1. Use Source A and your own knowledge to describe the Sacco and Vanzetti case. 2. Do the interpretations support the view that black Americans were treated badly in the USA during the 1920s? 3. What was the purpose of Source B? 4. Which of the sources is more useful to an historian studying the causes of American economic prosperity before 1929?
<p>HALF TERM 2: THE USA: A NATION OF CONTRASTS, 1910-1929</p> <p><u>5. What factors led to the end of prosperity in 1929?</u></p> <ul style="list-style-type: none"> - Overproduction - Falling consumer demand - Boom in land and property values - Over speculation - The Wall Street Crash – panic selling, Black Thursday, market crash <p><u>6. How did popular entertainment develop during this period?</u></p> <ul style="list-style-type: none"> - Advent of silent movies - Popularity of the cinema and movie stars - Advent of the talkies - Popular music; jazz - Impact of radio and gramophone - Dancing and speakeasy culture <p><u>7. How did the lifestyle and status of women change during this period?</u></p> <ul style="list-style-type: none"> - Role of women in the pre-war years - Impact of the First World War - Changing attitudes - Influence of Jazz culture - Flapper lifestyle and feminism - New fashions & opposition to the flapper lifestyle 		<ol style="list-style-type: none"> 1. Read out the opening statements for sequence 3 tasks. 2. Present information on ways that black Americans fought back in the 1920s: NAACP / UNIA 3. Share mind mapping logic & sequencing
<p>HALF TERM 2: THE USA: A NATION OF CONTRASTS, 1910-1929</p> <p><u>5. What factors led to the end of prosperity in 1929?</u></p> <ul style="list-style-type: none"> - Overproduction - Falling consumer demand - Boom in land and property values - Over speculation - The Wall Street Crash – panic selling, Black Thursday, market crash <p><u>6. How did popular entertainment develop during this period?</u></p> <ul style="list-style-type: none"> - Advent of silent movies - Popularity of the cinema and movie stars - Advent of the talkies - Popular music; jazz - Impact of radio and gramophone - Dancing and speakeasy culture <p><u>7. How did the lifestyle and status of women change during this period?</u></p> <ul style="list-style-type: none"> - Role of women in the pre-war years - Impact of the First World War - Changing attitudes - Influence of Jazz culture - Flapper lifestyle and feminism - New fashions & opposition to the flapper lifestyle 		<ul style="list-style-type: none"> • For each key question, students will be given opportunities to read contemporary sources and interpretations. • Students will be reading chapters from the Eduqas textbook on this topic • Contemporary newspaper covering the Wall Street Crash <ol style="list-style-type: none"> 5. Which of the sources is more useful to an historian studying the reasons for the Wall Street Crash? 6. To what extent do you agree with this interpretation? 7. What was the purpose of Source B?
<p>HALF TERM 2: THE USA: A NATION OF CONTRASTS, 1910-1929</p> <p><u>5. What factors led to the end of prosperity in 1929?</u></p> <ul style="list-style-type: none"> - Overproduction - Falling consumer demand - Boom in land and property values - Over speculation - The Wall Street Crash – panic selling, Black Thursday, market crash <p><u>6. How did popular entertainment develop during this period?</u></p> <ul style="list-style-type: none"> - Advent of silent movies - Popularity of the cinema and movie stars - Advent of the talkies - Popular music; jazz - Impact of radio and gramophone - Dancing and speakeasy culture <p><u>7. How did the lifestyle and status of women change during this period?</u></p> <ul style="list-style-type: none"> - Role of women in the pre-war years - Impact of the First World War - Changing attitudes - Influence of Jazz culture - Flapper lifestyle and feminism - New fashions & opposition to the flapper lifestyle 		<ol style="list-style-type: none"> 1. Read out the opening statements for sequence 3 tasks. 2. Present information on a film from the 1920s 3. Share mind mapping logic & sequencing
<p>HALF TERM 2: THE USA: A NATION OF CONTRASTS, 1910-1929</p> <p><u>5. What factors led to the end of prosperity in 1929?</u></p> <ul style="list-style-type: none"> - Overproduction - Falling consumer demand - Boom in land and property values - Over speculation - The Wall Street Crash – panic selling, Black Thursday, market crash <p><u>6. How did popular entertainment develop during this period?</u></p> <ul style="list-style-type: none"> - Advent of silent movies - Popularity of the cinema and movie stars - Advent of the talkies - Popular music; jazz - Impact of radio and gramophone - Dancing and speakeasy culture <p><u>7. How did the lifestyle and status of women change during this period?</u></p> <ul style="list-style-type: none"> - Role of women in the pre-war years - Impact of the First World War - Changing attitudes - Influence of Jazz culture - Flapper lifestyle and feminism - New fashions & opposition to the flapper lifestyle 		







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<p>HALF TERM 3: CHANGES IN ENTERTAINMENT AND LEISURE IN BRITAIN, c.500 to the present day</p> <ol style="list-style-type: none"> 1. What have been the main developments in sport over time? 2. How have holiday patterns and travel changed over time? 3. How was society affected by developments in theatre, stage and screen over time? 4. How have musical tastes and dance patterns changed over time? 5. How have changing patterns in entertainment affected the lives of children over time? 6. Why have blood sports and other forms of cruelty been seen as entertainment over time? 7. Historical site visit – 2021 Wembley <p>THE ELIZABETHAN AGE, 1558-1603</p> <ol style="list-style-type: none"> 1. How successful was the government of Elizabeth I? 2. How did life differ for the rich and poor in Elizabethan times? 3. What were the most popular types of entertainment in Elizabethan times? 4. How successfully did Elizabeth deal with the problem of religion? 5. Why were the Catholics such a serious threat to Elizabeth? 6. How much of a threat was the Spanish Armada? 7. Why did the Puritans become an increasing threat during Elizabeth's reign? 		<ul style="list-style-type: none"> • For each key question, students will be given opportunities to read contemporary sources and interpretations. • Students will practice reading sources & interpretations from exam papers for understanding
		<ol style="list-style-type: none"> 1. Students will complete exam questions on all key questions. 2. Students will practice all types of exam questions on the paper. 3. Students will complete a practice paper.
		<ul style="list-style-type: none"> • Students will read out practice exam question answers • Students will complete class revision orally • Walking, talking mocks will involve student oral contributions
		
<p>HALF TERM 4: THE DEVELOPMENT OF GERMANY, 1919-1991</p> <ol style="list-style-type: none"> 1. How successful was the Weimar Government in dealing with Germany's problems between 1919 and 1933? 2. How did the Nazis take total control of Germany by 1934? 3. How were the lives of the German people affected by Nazi rule between 1933 and 1939? 4. Why did life change for the German people during the Second World War? 5. Why were conditions in West and East Germany different after 1949? 6. How did relations between the two Germanies change between 1949 and 1991? 7. What factors led to the reunification of Germany in 1990? 		<ul style="list-style-type: none"> • For each key question, students will be given opportunities to read contemporary sources and interpretations. • Students will practice reading sources & interpretations from exam papers for understanding
		<ol style="list-style-type: none"> 1. Students will complete exam questions on all key questions. 2. Students will practice all types of exam questions on the paper. 3. Students will complete a practice paper.
<p>THE USA: A NATION OF CONTRASTS, 1910-1929</p> <ol style="list-style-type: none"> 1. Why did immigration become such a major issue in American society? 2. Was America a country of religious and racial intolerance during this period? 3. Was the 1920s a decade of organised crime and corruption? 4. What were the causes of the economic boom experienced in the 1920s? 5. What factors led to the end of prosperity in 1929? 6. How did popular entertainment develop during this period? 		<ul style="list-style-type: none"> • Students will read out practice exam question answers • Students will complete class revision orally • Walking, talking mocks will involve student oral contributions
		



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<p>7. How did the lifestyle and status of women change during this period?</p>		
<p>HALF TERM 5: All Topics</p> <p>1. Changes to Entertainment and Leisure:</p> <ul style="list-style-type: none"> - Knowledge Organisers - Self Quizzing - Picture Retrieval - Exam Questions - Evaluating contemporary sources & interpretations <p>2. Elizabeth I, 1557-1603</p> <ul style="list-style-type: none"> - Knowledge Organisers - Self Quizzing - Picture Retrieval - Exam Questions - Evaluating contemporary sources & interpretations <p>3. Germany 1919-1991</p> <ul style="list-style-type: none"> - Knowledge Organisers - Self Quizzing - Picture Retrieval - Exam Questions - Evaluating contemporary sources & interpretations <p>4. The USA 1910-1929</p> <ul style="list-style-type: none"> - Knowledge Organisers - Self Quizzing - Picture Retrieval - Exam Questions - Evaluating contemporary sources & interpretations 		<ul style="list-style-type: none"> • For each key question, students will be given opportunities to read contemporary sources and interpretations. • Students will practice reading sources & interpretations from exam papers for understanding
		<ol style="list-style-type: none"> 1. Students will complete exam questions on all key questions. 2. Students will practice all types of exam questions on the paper. 3. Students will complete a practice paper on each topic.
		<ul style="list-style-type: none"> • Students will read out practice exam question answers • Students will complete class revision orally • Walking, talking mocks will involve student oral contributions
		
<p>HALF TERM 6: Exams</p>	