



KS4 – Year 11 Long Term Mapping

Subject Intent/ Aims:

At St Philip Howard we want to foster a love of Humanities and reflect its importance on how it has and does shape our day to day lives. Pupils will be taught how History has changed our world and how Geography is shaping the future world. Humanities teaching will encourage pupils to think creatively, attempt to rationalize our past and to ask questions about our present world. Pupils will learn how Humanities helps us to understand others through their languages, histories and cultures which will foster a growing awareness in our young people of the need for social justice and equality. Our teaching will encourage pupils to have enquiring empathetic minds that seek to make intellectual sense of the changing world.

Pupils will be able to approach their learning critically and logically with subjective, complex, imperfect information. They will weigh evidence skeptically and consider more than one side of every question.

As such in Humanities pupils will build skills in writing and critical thinking. We will endeavor to develop informed and critical citizens of the future enriching learning within and outside of the classroom. Success will ensure that pupils appreciate that without the Humanities, democracy cannot flourish and the sustainability of our planet cannot be guaranteed.

ADVENT- Key Concepts:

**Conflict and Tension 1918-39 Part 2 AND
3**

LENT- Key Concepts:

**Elizabethan England, c1568–1603 Part 1
and 2**

PENTECOST- Key Concepts:

**Elizabethan England, c1568–1603 Part 3
Historic Site Study**



<p><u>National Curriculum Coverage:</u> <u>N/A</u></p>	<p><u>National Curriculum Coverage:</u> <u>N/A</u></p>	<p><u>National Curriculum Coverage:</u> <u>N/A</u></p>
<p><u>Components (Key Content):</u></p> <p>Part two: The League of Nations and international peace</p> <ul style="list-style-type: none"> The League of Nations: its formation and covenant; organisation; membership and how it changed. Diplomacy outside the League The collapse of the League: the effects of the Depression <p>Part three: The origins and outbreak of the Second World War</p> <ul style="list-style-type: none"> The development of tension: Hitler's aims and Allied reactions Escalation of tension 1936-39 The outbreak of war and end of appeasement. 	<p><u>Components (Key Content/ Knowledge)</u></p> <p>Part one: Elizabeth's court and Parliament</p> <ul style="list-style-type: none"> Elizabeth I and her court. The difficulties of a female ruler. <p>Part two: Life in Elizabethan times</p> <ul style="list-style-type: none"> The 'Golden Age'. The poor: reasons for the increase in poverty. English sailors: Hawkins and Drake. 	<p><u>Components (Key Content/ Knowledge)</u></p> <p>Part three: Troubles at home and abroad</p> <ul style="list-style-type: none"> Religious matters: the question of religion, English Catholicism and Protestantism; Mary Queen of Scots: Conflict with Spain, reasons; events. <p>Part four: The historic environment of Elizabethan England</p> <p>2023- Sheffield Manor Lodge</p> <p>2024 - The Americas and Drake's circumnavigation, 1577—1580</p>



HO Knowledge	HO Knowledge	HO Knowledge
<p>Part two: The League of Nations and international peace</p> <ul style="list-style-type: none"> The powers of the League; the work of the League's agencies; the contribution of the League to peace in the 1920s, including the successes and failures of the League, such as the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria. Locarno treaties and the Kellogg-Briand Pact. The Manchurian and Abyssinian crises and their consequences; the failure of the League to avert war in 1939. <p>Part three: The origins and outbreak of the Second World War</p> <ul style="list-style-type: none"> The Dollfuss Affair; the Saar; German rearmament, including conscription; the Stresa Front; Anglo-German Naval Agreement. Remilitarisation of the Rhineland; Mussolini, the Axis and the Anti- 	<p>Part one: Elizabeth's court and Parliament</p> <ul style="list-style-type: none"> Background and character of Elizabeth I; court life, including patronage; key ministers. Relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601. <p>Part 2 Life in Elizabethan Times</p> <ul style="list-style-type: none"> Living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre. Attitudes and responses to poverty; the reasons for government action and the seriousness of the problem. Circumnavigation 1577–1580, voyages and trade; the role of Raleigh. 	<p>Part three: Troubles at home and abroad</p> <ul style="list-style-type: none"> The Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters. Background- Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact. Naval warfare, including tactics and technology; the defeat of the Spanish Armada.



<p>Comintern Pact; Anschluss; reasons for and against the policy of appeasement; the Sudeten Crisis and Munich; the ending of appeasement.</p> <ul style="list-style-type: none">• The occupation of Czechoslovakia; the role of the USSR and the Nazi-Soviet Pact; the invasion of Poland and outbreak of war, September 1939; responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain.		
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<p><u>Generic Composite Skills:</u></p> <ul style="list-style-type: none"> • Source Analytical Skills. • Communications skills – both verbal and written. • Evaluation skills. • Organisational skills. • Initiative. • Independent learning and research skills. <p>/ Extended writing Skills</p>	<p><u>Composite Skills:</u></p> <ul style="list-style-type: none"> • Source Analytical Skills. • Communications skills – both verbal and written. • Evaluation skills. • Organisational skills. • Initiative. • Independent learning and research skills. <p>/ Extended writing Skills</p>	<p><u>Composite Skills:</u></p> <ul style="list-style-type: none"> • Source Analytical Skills. • Communications skills – both verbal and written. • Evaluation skills. • Organisational skills. • Initiative. • Independent learning and research skills. <p>/ Extended writing Skills</p>
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<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice</u>
<p>Assessment Objective 1: Knowledge and Understanding</p> <ol style="list-style-type: none"> 1. Recall and select relevant historical knowledge 2. Demonstrate an understanding of historical context 3. Demonstrate an understanding of historical processes: Cause and effect/continuity and change. 4. Understand historical sources 5. Deploy detailed, in-depth knowledge. 6. Demonstrate knowledge and understanding of a specific historical topic 	<p>Assessment Objective 1: Knowledge and Understanding</p> <ol style="list-style-type: none"> 7. Recall and select relevant historical knowledge 8. Demonstrate an understanding of historical context 9. Demonstrate an understanding of historical processes: Cause and effect/continuity and change. 10. Understand historical sources 11. Deploy detailed, in-depth knowledge. 12. Demonstrate knowledge and understanding of a specific historical topic 	<p>Assessment Objective 1: Knowledge and Understanding</p> <ol style="list-style-type: none"> 13. Recall and select relevant historical knowledge 14. Demonstrate an understanding of historical context 15. Demonstrate an understanding of historical processes: Cause and effect/continuity and change. 16. Understand historical sources 17. Deploy detailed, in-depth knowledge. 18. Demonstrate knowledge and understanding of a specific historical topic
<p>Assessment Objective 2: Application and Interpretation</p> <ol style="list-style-type: none"> 1. Apply historical knowledge as evidence 2. Show awareness of different approaches to, and interpretations of, historical issues and events. 3. Compare and contrast historical sources as evidence. 	<p>Assessment Objective 2: Application and Interpretation</p> <ol style="list-style-type: none"> 6. Apply historical knowledge as evidence 7. Show awareness of different approaches to, and interpretations of, historical issues and events. 8. Compare and contrast historical sources as evidence. 9. Explain the importance of historical sources 10. Present a summary of evidence. 	<p>Assessment Objective 2: Application and Interpretation</p> <ol style="list-style-type: none"> 11. Apply historical knowledge as evidence 12. Show awareness of different approaches to, and interpretations of, historical issues and events. 13. Compare and contrast historical sources as evidence. 14. Explain the importance of historical sources 15. Present a summary of evidence.



<p>4. Explain the importance of historical sources</p> <p>5. Present a summary of evidence.</p> <p>Assessment Objective 3: Synthesis and Evaluation</p> <p>1. Evaluate different approaches to, and interpretation of, historical issues and events.</p> <p>2. Evaluate historical sources as evidence.</p> <p>3. Evaluate and synthesize evidence from both historical sources and background knowledge.</p> <p>4. Develop critical commentary using the evidence base</p> <p>5. Synthesize by integrating evidence and critical commentary.</p> <p>6. Present an analysis of a summary of evidence.</p> <p>Assessment Objective 4: Use of Historical Skills</p> <p>1. Demonstrate the ability to structure an essay answer, using evidence to support relevant, balanced and focused historical arguments.</p>	<p>Assessment Objective 3: Synthesis and Evaluation</p> <p>7. Evaluate different approaches to, and interpretation of, historical issues and events.</p> <p>8. Evaluate historical sources as evidence.</p> <p>9. Evaluate and synthesize evidence from both historical sources and background knowledge.</p> <p>10. Develop critical commentary using the evidence base</p> <p>11. Synthesize by integrating evidence and critical commentary.</p> <p>12. Present an analysis of a summary of evidence.</p> <p>Assessment Objective 4: Use of Historical Skills</p> <p>6. Demonstrate the ability to structure an essay answer, using evidence to support relevant, balanced and focused historical arguments.</p> <p>7. Demonstrate evidence of research skills, organization and referencing.</p> <p>8. Demonstrate the use of historiography by including the views of historians.</p> <p>9. Demonstrate the ability to reach a qualified historical judgment.</p>	<p>Assessment Objective 3: Synthesis and Evaluation</p> <p>13. Evaluate different approaches to, and interpretation of, historical issues and events.</p> <p>14. Evaluate historical sources as evidence.</p> <p>15. Evaluate and synthesize evidence from both historical sources and background knowledge.</p> <p>16. Develop critical commentary using the evidence base</p> <p>17. Synthesize by integrating evidence and critical commentary.</p> <p>18. Present an analysis of a summary of evidence.</p> <p>Assessment Objective 4: Use of Historical Skills</p> <p>11. Demonstrate the ability to structure an essay answer, using evidence to support relevant, balanced and focused historical arguments.</p> <p>12. Demonstrate evidence of research skills, organization and referencing.</p> <p>13. Demonstrate the use of historiography by including the views of historians.</p> <p>14. Demonstrate the ability to reach a qualified historical judgment.</p>
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<ol style="list-style-type: none"> 2. Demonstrate evidence of research skills, organization and referencing. 3. Demonstrate the use of historiography by including the views of historians. 4. Demonstrate the ability to reach a qualified historical judgment. 5. Demonstrate synopticity – 'Approaching History in the way a professional historian would' by drawing together knowledge, ideas and arguments to show overall historical understanding. 	<ol style="list-style-type: none"> 10. Demonstrate synopticity – 'Approaching History in the way a professional historian would' by drawing together knowledge, ideas and arguments to show overall historical understanding. 	<ol style="list-style-type: none"> 15. Demonstrate synopticity – 'Approaching History in the way a professional historian would' by drawing together knowledge, ideas and arguments to show overall historical understanding.
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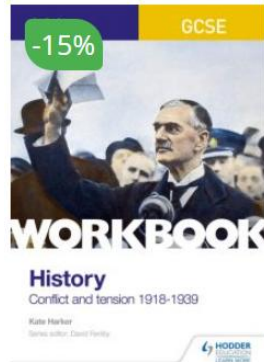


<u>Assessment/s (Formative and Summative):</u>	<u>Assessment/s (Formative and Summative):</u>	<u>Assessment/s (Formative and Summative):</u>
<p>RRR tasks Vocab tests Knowledge Tests Y11 Nov Mock Exam AQA GCSE Exam Questions Paper 1</p>	<p>RRR tasks Vocab tests Knowledge Tests Y11 Feb Mock Exam AQA GCSE Exam Questions Paper 2</p>	<p>RRR tasks Vocab tests Knowledge Tests AQA GCSE Exam Questions Historic Site Study Q</p>



Adapted Curriculum Content:

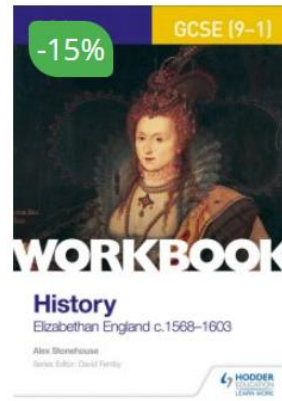
Reduced content workbooks



AQA GCSE (9-1) History
Workbook: Conflict and
Tension, 1918-1939

Adapted Curriculum Content:

Reduced content workbooks



AQA GCSE (9-1) History
Workbook: Elizabethan
England, c1568-1603

Adapted Curriculum Content:

Reduced content workbooks



AQA GCSE (9-1) History
Workbook: Elizabethan
England, c1568-1603



Adaptive Implementation Practices:

Well considered and regularly reviewed seating plans.

Dyspraxia: Gradual teaching of smaller skills and components into larger skills. Allow extra time to complete tasks and ask pupils to repeat back instructions. Use of lined paper with margins. Only ask pupil to answer Qs if they volunteer. Extra support during task changes. Use of simple clear language. Use of laptop where necessary. Variety of teaching approaches e.g visual / auditory / kinesthetic. Visual reminders of expectations.

Autism: Break down steps / instructions and explain new tasks in advance where possible. Consistent tone and phrasing and use of symbols to assist communication. Differentiation through chunking and clear goals. Modelling of completed work. Time out and cooling off time if needed.

Dyscalculia: Differentiated work with chunks and repeated, clear instruction. Extra time to complete tasks. Time out if needed. Use of squared paper and calculator where appropriate.

ADHD: Use of fidget tools and chair stretches when needed. Time warning countdowns and brain breaks / time out cards. Clear behaviour expectations and use of praise / reward. Interruption slides to reengage during lessons and provide brain break. Visible instructions for all tasks, chunked and differentiated.



<u>Key Terms:</u>	<u>Key Vocabulary:</u>	<u>Key Terms:</u>	<u>Key Vocabulary:</u>	<u>Key Terms:</u>	<u>Key Vocabulary:</u>
<p>Appeasement</p> <p>Anschluss</p> <p>Assembly</p> <p>Big Three</p> <p>Collective Security</p> <p>Communist</p> <p>Council</p> <p>Covenant</p> <p>Demilitarize</p> <p>Depression</p> <p>Diktat</p> <p>Fascist</p> <p>Foreign Minister</p> <p>Foreign Policy</p> <p>Fourteen Points</p> <p>Isolationism</p> <p>League of Nations</p> <p>Lebensraum</p> <p>Locarno Treaty</p> <p>Luftwaffe</p> <p>Mandate</p> <p>Plebiscite</p> <p>Rhineland</p>	<p>Conscription</p> <p>Idealist</p> <p>Pacifist</p> <p>Propaganda</p> <p>Provenance</p> <p>Ratify</p> <p>Rearmament</p> <p>Satirical</p> <p>Treaty</p> <p>Unanimous</p> <p>Veto</p>	<p>Absolute Monarchy</p> <p>Anglican</p> <p>Armada</p> <p>Counter Reformation</p> <p>Deserving Poor</p> <p>Divine Right</p> <p>Fireship</p> <p>Holy War</p> <p>House of Correction</p> <p>Jesuit</p> <p>Papal Banner</p> <p>Papal Bull</p> <p>Pauper</p> <p>Privy Council</p> <p>Protestant</p> <p>Puritan</p> <p>Renaissance</p> <p>Undeserving Poor</p> <p>Witan</p>	<p>Allegiance</p> <p>Alms house</p> <p>Aristocracy</p> <p>Astrology</p> <p>Bishop</p> <p>Catholic</p> <p>Cavalry</p> <p>Celibate</p> <p>Census</p> <p>Chivalry</p> <p>Circumnavigate</p> <p>Clergy</p> <p>Colony</p> <p>Commodity</p> <p>Conspiracy</p> <p>Convoy</p> <p>Coronation</p> <p>Corrupt</p> <p>Customs</p> <p>Diocese</p> <p>Duty</p> <p>Ecclesiastical</p> <p>Enclosure</p> <p>Estate</p> <p>Excommunicate</p>	<p>As for Term 2</p>	<p>As for Term 2</p>



Self Determination Stresa Front Rhineland Sudetenland Treaty of Versailles			Exile Flogged Gentry Grant Guild Heir Illegitimate Jesuit Martyr Mass Monopoly Noble / Nobility Outlaw Parliament Patronage Pauper Penance Privateer Recusancy Ruff Secular Treason Vagrant		
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<p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>RS – Appeasement and Pacifism Geography – Scramble for Africa</p>	<p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>RS – Catholicism v Protestantism RS – Pope v Crown Engineering – Historic Site Study English – The Globe Theatre Geography – Circumnavigation of Globe / growth of empire Art – Elizabethan Portraits</p>	<p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>RS – Catholicism v Protestantism RS – Pope v Crown Engineering – Historic Site Study English – The Globe Theatre Geography – Circumnavigation of Globe / growth of empire Art – Elizabethan Portraits</p>
<p><u>SMSC/ BV/ RSHE:</u></p> <p>BV – Appeasement and Pacifism</p>	<p><u>SMSC/ BV/ RSHE:</u></p> <p>SMSC – Catholicism v Protestantism SMSC – Pope v Crown SMSC / BV- Treatment of the poor in Elizabethan era</p>	<p><u>SMSC/ BV/ RSHE:</u></p> <p>SMSC – Catholicism v Protestantism SMSC – Pope v Crown SMSC / BV- Treatment of the poor in Elizabethan era</p>



St Philip Howard Catholic Voluntary Academy



Department Planning 2024

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St Ralph
Sherwin
Catholic Multi Academy Trust



ST. PHILIP HOWARD
CATHOLIC VOLUNTARY ACADEMY



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Department Planning 2024



**St Ralph
Sherwin**
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