

# Haberdashers' Abraham Darby Year 11 History Learning Journey



This way to Results Day!



### 3 exams:

- History Around Us
- Crime and Punishment and the Elizabethans
- Living Under Nazi Rule and The Making of America

## GCSE Exams – Summer Term 2

### GCSEs

Students will have gained a wide-ranging and secure knowledge of the past which they can readily deploy to answer historical questions. All the options across the five elements of the specification address knowledge of significant historical issues that will help learners in further study of history and in making sense of their world.



## Exam Preparation - Summer Term 1

### Exam Preparation

Throughout the year students have learned through meaningful examples and repeated encounters (e.g. knowledge recall tests) to help develop core knowledge and commit key information to long-term memory. Securing overview knowledge of the past through the creation of timelines effectively helps pupils learn chronological knowledge. Connecting knowledge through factorisation or second-order concepts such as change and continuity allows pupils to develop depth and breath. Students will review core, substantive and disciplinary knowledge, practice exam questions and low-stakes testing. Students will identify gaps in knowledge and any remaining misconceptions will be addressed.



## Exam Preparation - Spring Term 2

### American Cultures, 1877 – 1900

Understand changes to the Plains Indians' way of life; the impact of economic, social and political change on the lives of African Americans; the growth of big business, cities and mass migration

### Settlement and Conflict on the Plains, 1861-77

Understand the causes and nature of white American exploitation of the Plains: railroads, ranches and cow towns; homesteaders: living and farming on the Plains; the Indian Wars

### Civil War and Reconstruction, 1861-77

Understand divisions over slavery and the causes of the Civil War; the African-American experience of the Civil War, 1861 – 65; reconstruction and continuing limitations to African American liberty



## World Period Study: The Making of America – Spring Term 1

**Key skills include:** cause and consequence; diversity; chronology and timelines; arguments; similarities and difference; making connections between KS3 and KS4

### America's Expansion

Understand how and why the USA expanded, from 1789 to 1838; the expansion of Southern cotton on plantations and of slavery, 1793 – 1838; the removal of indigenous people from the East, 1830 – 1838

### The West, 1839 – 60

Understand the culture of the Plains Indians, including a case study of the Lakota Sioux; the journeys of the early migrants to California and Oregon; the Mormon settlement of Utah; the nature and impact of the California goldrush (1848 – 49) and the consequences of Pike's Peak gold rush (1858-59)



## World Period Study: The Making of America - Autumn Term 2

**Key skills include:** cause and consequence; diversity; chronology and timelines; arguments; similarities and difference; making connections between KS3 and KS4

### Quarry Bank Mill

Understand the diversity of peoples and activities associated with the site and significant times in its past. Evaluate the importance of the site both locally and nationally and its typicality based on other similar sites. Understand what the site reveals about everyday life, values and attitudes. Analyse varying interpretations of the site and how the physical remains can inform artistic reconstructions. Evaluate the challenges and benefits of studying the historic environment.



## Site Study: Quarry Bank Mill – Autumn Term 1

**Key skills include:** understanding abstract concepts such as 'revolution'; understanding wider historical context; second order concepts; diversity and typicality; local and national history; primary source analysis; connections between KS3&4

### Quarry Bank Mill

Students visit and study the history of a selected local site. Studying the history around them provides a valuable approach to studying history, and helps students find a connection with the lives of people from the past. Students understand the wider historical context of the site and the Industrial Revolution in Britain. They learn how the site was built and why the site developed as it did. To explain the physical features of the site and how and why the site changed over time.



## Site Study: Quarry Bank Mill - Autumn Term 1

**Key skills include:** Understand abstract concepts such as 'revolution'; understanding wider historical context; second order concepts; diversity and typicality; local and national history; primary source analysis; connections between KS3&4

### Year 10

Students will enter Year 11 having covered Crime and Punishment Through Time 1250 – Present, Elizabethan England 1580 – 1603 and Living Under Nazi Rule. Students will continue to make progress by developing their knowledge of the past and their knowledge about how historians have investigated the past. They will understand how historians construct historical claims, arguments and accounts. Students will continue to develop disciplinary thinking through the study of both second order concepts and a wide range of historical interpretations, sources and meaningful examples which will enable them to learn and understand progressively and with greater complexity. Students will be able to read, write and speak impressively.



**World Period Study:**  
The Making of America 1789 – 1900



**World Depth Study:**  
Living Under Nazi Rule 1933 - 1945



Start  
here