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## Subject: History

## Year 11 Curriculum Map 2024 - 25

Week Commencing	Topic (including links to additional resources)	Assessment Window
Staff INSET 02/09 Students Return 03/09	Welcome back and recall and retrieval focusing upon building blocks from previous delivered content -LUNR and CP EE launch – Requirements of British Depth Study and what it looks like. 'Memory mate' – specific question structure and support	
09/09/2024	<b><u>Enquiry 1: How did Elizabeth use her power?</u></b> <b>Elizabeth and her court including the Privy Council and the Essex Rebellion</b> <ul style="list-style-type: none"> <li>Identify what the system of patronage was</li> <li>Identify and describe Elizabethan court and role of courtiers</li> <li>Compare and contrast the Privy Council and Privy Chamber</li> <li>Compare and contrast Cecil and Walsingham</li> <li>Evaluate the causes and consequences of the Essex Rebellion</li> </ul>	
16/09/2024	<b><u>Enquiry 1: How did Elizabeth use her power?</u></b> <b>Elizabeth and her Parliaments including opposition from the Puritans</b> <ul style="list-style-type: none"> <li>Identify and explain the role of parliament -who, what and for how long?</li> <li>Explain the significance of proclamations</li> <li>Define 'Monopolies' and link this to growing criticism of Elizabeth</li> <li>How did the Puritans oppose in speech and in writing?</li> <li>Explain the significance of Peter Wentworth and John Stubbes</li> <li>Evaluate the significance of the Golden speech</li> </ul>	
23/09/2024	<b><u>Enquiry 1: How did Elizabeth use her power?</u></b> <b>Elizabeth and her people including local government, propaganda and censorship</b> <ul style="list-style-type: none"> <li>Explain how Elizabeth used Lord Lieutenants to maintain order</li> <li>Explain the role of JP's</li> <li>How did Elizabeth control the people -propaganda and censorship?</li> <li>Compare the different methods and reach a judgment on which was most effective</li> </ul>	
30/09/2024	<b><u>Enquiry 2 –Dangerous People: Why were there so few Catholics in England by 1603?</u></b> <b>Elizabeth's laws on religion and how they were enforced</b> <b>The work of Jesuit priests and how Elizabeth dealt with them</b> <ul style="list-style-type: none"> <li>Identify and define conformists, papists, recusants and plotters</li> <li>What social, economic and financial laws were passed to remove the recusant threat?</li> <li>What is the difference between a Seminary and Jesuit priest?</li> <li>Who was Edmund Campion?</li> <li>Who was Margaret Clitheroe?</li> <li>What was the Bloody Question?</li> <li>How does Walsingham fit into the Catholic enquiry?</li> </ul>	

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07/10/2024	<p><b><u>Enquiry 2 –Dangerous People: Why were there so few Catholics in England by 1603?</u></b></p> <p><b>The threat from Mary Queen of Scots</b></p> <ul style="list-style-type: none"> <li>• Why was Mary Queen of Scots a threat to Elizabeth?</li> <li>• What was the link between Scotland and Spain?</li> <li>• Which is more important –the Throckmorton or Babington plot? Why?</li> <li>• What were the consequences of Mary’s execution?</li> <li>• How can we technically bring 1604 into the enquiry?</li> </ul>	
14/10/2024	<p><b><u>Enquiry 2 –Dangerous People: Why were there so few Catholics in England by 1603?</u></b></p> <p><b>The threat from Spain: Rivalry and the Spanish Armada</b></p> <ul style="list-style-type: none"> <li>• Why was there long-standing rivalry with Spain?</li> <li>• What evidence is there to support the view that Elizabeth antagonised Spain?</li> <li>• Why is the Netherlands crucial in the escalation of worsening Anglo-Spanish relations?</li> <li>• Why did the Armada fail?</li> <li>• How did Elizabeth reinforce her position following the defeat of the Armada?</li> <li>• Did the failed Armada solve the Spanish problems?</li> <li>• Was England really at threat by the Catholics or was it paranoia?</li> </ul>	
21/10/2024	<p><b><u>Enquiry 3: What really mattered to the Elizabethans?</u></b></p> <p><b>Comparing the daily lives of the gentry, middling sort and labouring poor</b></p> <p>-The houses and possessions -the food -land and power of the gentry, middling sort and labouring poor</p> <p><b>Elizabethan Family life and kinship</b></p> <p>-Family life regarding husbands and wives -Parents and children -kinship (the wider family) and the notion of the nuclear family</p> <p><b>How successfully did Elizabeth tackle poverty?</b> EMP context (poverty) and reliance on harvests from C+P thematic study</p> <ul style="list-style-type: none"> <li>• the settled poor</li> <li>• the vagrant poor</li> <li>• Distinguish differences</li> <li>• Long term and short-term causes of the poverty crisis x 3</li> <li>• Responding to the problem (categories of unemployed poor- Impotent poor, able-bodied poor and vagabonds)</li> <li>• Use of York as a case study</li> <li>• The impact of the Elizabethan Poor Law</li> <li>• criticism of date 1601 and why significant -features of poor Law described:</li> <li>• Poor rate and logistics</li> <li>• Criminalization of begging</li> <li>• Important poor looked after in alms-houses</li> <li>• Refusal and vagabonds’ places in Bridewells –Houses of correction</li> </ul>	
October Half Term		
04/11/2024	<p><b><u>Enquiry 4: Merry England?</u></b></p> <p><b>The Puritan influence on changes in popular culture</b></p> <ul style="list-style-type: none"> <li>• romanticized interpretation of an age of culture</li> </ul> <p>Art, music, literature</p> <ul style="list-style-type: none"> <li>• Reality explored and linked explicitly to the Puritans</li> <li>• Exploration and key facts of decline of</li> </ul> <p>-parish feasts -calendar customs</p>	

	<p>-Sports -the alehouse</p> <ul style="list-style-type: none"> <li>• Link to the Puritan concerns of:</li> </ul> <p>-protecting the Sabbath -stopping Catholic practices -stopping Pagan practices -preventing disorder -preventing unwanted pregnancy and sex outside of marriage</p> <ul style="list-style-type: none"> <li>• Explicit links made to the influence of the Puritans on the life of people in the late years of Elizabeth's reign.</li> </ul> <p><b>Witchcraft</b></p> <ul style="list-style-type: none"> <li>• Superstitious context of Elizabethan period –belief in magic and witchcraft</li> <li>• Cross over and recall using C+P thematic study to retrieve key knowledge on witchcraft accusations</li> </ul> <p>-famine -familiar -old vulnerable women -rich/poor divide</p> <ul style="list-style-type: none"> <li>• Exposition of features of witchcraft trials</li> </ul> <p>-steep rise in witchcraft accusations in late Elizabethan period –linked to population increase and poor harvests -high levels of prosecution in Essex 124 accusations versus 24 in Hertfordshire. Link to Puritan influence - typical case of accusations stemmed back to complaint from a neighbour highlighting village tensions</p> <ul style="list-style-type: none"> <li>• Analysis of changing historical interpretations on witchcraft during the period</li> <li>• Traditional versus revisionist academic views</li> <li>• Interpretation 1 – village tensions</li> <li>• Interpretation 2 – hatred of women and misogyny</li> <li>• Interpretation 3 –Puritan concerns</li> </ul>	
11/11/2024	<b>AR1 Revision and preparation for CP EE and LUNR AR's</b>	OAT Eng / Maths / Sci
18/11/2024	<b>AR1 Completion</b>	Achievement Round 1
25/11/2024	<b>AR1 DDI and Critical Reflection</b>	Achievement Round 1
02/12/2024	<p><b><u>Enquiry 4: Merry England?</u></b> <b>Theatres and their Puritan opponents</b></p> <ul style="list-style-type: none"> <li>• Context – miracle plays and banning by Puritans</li> <li>• Establishment of Bankside and location near Thames -record names of two theatres and dates built</li> <li>• Identification and description of features of the new theatre using only primary sketch from era</li> </ul> <p>-yard/pit and groundlings -stage -galleries -trumpeter</p> <ul style="list-style-type: none"> <li>• Evaluation of Bankside and its attraction:</li> <li>• Anti-social behaviour at plays and links to crime</li> <li>• Inns, prostitution, casual sexual encounters and gambling</li> <li>• Opposition to the theatre -London authorities</li> <li>• Opposition of Puritans and links to concerns over immorality</li> <li>• Success of theatre and ignorance of Privy council</li> </ul>	
09/12/2024	<p><b><u>Enquiry 5: What did the Elizabethan adventurers achieve?</u></b> <b>John Dee and Francis Drake</b></p> <ul style="list-style-type: none"> <li>• Visual opinion line regarding the Elizabethan explorers</li> <li>• The winners</li> <li>• The Brains</li> </ul>	

	<ul style="list-style-type: none"> <li>• The losers</li> <li>• Introduction of John Dee and why he was the brains behind exploration first introducing the idea of an Empire. Link explicitly to rivalry with Spain</li> <li>• Why did Elizabeth encourage exploration?</li> </ul> <p>NEST  Naval Power  Empire  Spain  Trade</p> <ul style="list-style-type: none"> <li>• The poster boy of British exploration –Sir France Drake</li> <li>• Was he a pirate or a patriot?</li> <li>• Evidence to support interpretation as a successful adventurer – circumnavigation of globe, knighted aboard Golden Hind</li> <li>• Evidence to challenge – achieved this as he needed to avoid the Spanish ships he had plundered</li> </ul>	
16/12/2024	<p><b><u>Enquiry 5: What did the Elizabethan adventurers achieve? Humphrey Gilbert, Walter Raleigh and Roanoke</u></b></p> <ul style="list-style-type: none"> <li>• The loser- Gilbert and failed attempt to establish a colony on Newfoundland. Exposition of why poor choice</li> <li>• Drowning of Gilbert on the Squirrel</li> <li>• Sir Walter Raleigh and Roanoke–laid the foundation for Jamestown in 1607 after Elizabeth died</li> <li>• 1584 –granting of charter in return for 1/5 of gold and silver</li> <li>• Reconnaissance voyage –laying the foundations</li> <li>• Voyage to Roanoke – fundamental problem of Elizabeth’s refusal to allow Raleigh to go.</li> <li>•</li> <li>• Role played by Grenville and Lane –loss of supplies/seeds due to treacherous coastline and dependency on Algonquian people</li> <li>• Chronology of events 1585 -1586</li> <li>• Abandonment of 600 settlers and return to England</li> <li>• Lack of food</li> <li>• Worsening relations with Algonquians and murder of Winginia</li> <li>• Rescue by Drake of Lane and settlers</li> <li>• 1595 Raleigh quest to find ‘El Dorado’ in South America –failure</li> </ul> <p><b>Trade with the East Ralph Fitch and James Lancaster</b></p> <ul style="list-style-type: none"> <li>• Context – significance of demand for spices by gentry and middling sort – why?</li> <li>• Establishment of the Turkey Company who commissioned Fitch.</li> <li>• Elizabethan dream – to develop direct trade links between England and India (not under Spanish influence)</li> <li>• Highlight fact that Fitch’s voyage laid the foundations for the later adventures and success of James Lancaster and the establishment of the East Indian Trade Company in Java (not until 1603 -6 months after the death of Elizabeth).</li> <li>• Chronology of Fitch’s voyage from 1583 -1591 in respect of:  -Information found by Fitch in India  -Spice Islands and sea trade with China</li> <li>• Link to James Lancaster and how Fitch’s information enabled his navigation to India</li> <li>• Formation of East India Company in 1600 and establishment of England’s first warehouse in Java</li> </ul> <p>Turning point in World history – the first footholds of the British Empire which turned into the biggest trading company in the world</p>	
Christmas Break		
06/01/2025	Revision masterclasses in preparation for AR2 CP LUNR EE	
13/01/2025	<ul style="list-style-type: none"> <li>• HAU Launch</li> <li>• Drop down day for 11 A/Hi 1,2,3</li> </ul>	

	<ul style="list-style-type: none"> <li>Separate Drop-down day for 11C</li> </ul> HAU Visits to Gladstone Pottery Museum <ul style="list-style-type: none"> <li>16.1.25 all day -half cohort</li> <li>17.1.25 all day-half cohort</li> </ul>	
20/01/2025	Revision masterclasses in preparation for AR2 CP LUNR EE HAU -consolidation and masterclass	
27/01/2025	<b>CP EE exam</b>	Achievement Round 2
03/02/2025	<b>LUNR exam</b>	Achievement Round 2
10/02/2025	<b>HAU exam TBC</b> <b>DDI and Critical reflection</b>	Achievement Round 2
February Half Term		
24/02/2025	<b><u>Delivery of World Period Study content -The Making of America 1789-1900</u></b> <b><u>Unit 1: Expansion, Exploitation and Expulsion 1789-1829</u></b> <ul style="list-style-type: none"> <li>The expansion America 1789-1838 –chronological development and theories behind expansion</li> <li>The exploitation of Slavery –sectional differences and development of the Cotton Kingdom</li> </ul> <b><u>Unit 1: Expansion, Exploitation and Expulsion 1789-1829</u></b> <ul style="list-style-type: none"> <li>The expulsion of the Native Americans: Andrew Jackson and the IRA of 1830</li> <li>The civilized tribes and treatment</li> <li>The Cherokee Trial of Tears and significance</li> </ul>	
03/03/2025	<b><u>Unit 1: Expansion, Exploitation and Expulsion 1789-1829</u></b> <ul style="list-style-type: none"> <li>The expulsion of the Native Americans: Andrew Jackson and the IRA of 1830</li> <li>The civilized tribes and treatment</li> </ul> The Cherokee Trial of Tears and significance <b><u>Unit 2: How did groups see the West 1838-1860</u></b> <ul style="list-style-type: none"> <li>The Native Americans -case study of the Lakota Sioux</li> <li>Push and Pull factors –the experiences of early migrants</li> <li>The hazards and challenges facing early migrants on the Oregon and California trails between 1830 and 1860</li> </ul>	
10/03/2025	<b><u>Unit 2: How did groups see the West 1838-1860</u></b> <ul style="list-style-type: none"> <li>The Mormons – persecution and settlement of Utah</li> <li>The nature and impact of the Californian gold rush 1848-9 and the consequences of the Pike’s Peak gold rush 1858-9</li> </ul>	
17/03/2025	<b><u>Delivery of the making of America Curriculum Content unit 3: Civil War and Reconstruction 1861-1877</u></b> <ul style="list-style-type: none"> <li>Divisions over slavery and the long-term causes of the Civil War - sectional differences</li> <li>The short-term trigger -election of Lincoln and the inevitability of War (chronology)</li> <li>The African-American experience of the Civil War 1861-1865: Limited War (1861-2)</li> <li>The African-American experience of the Civil War 1861-1865: Total War (13<sup>th</sup> Amendment 1863-1865)</li> <li>Identify limited positive change re Freedman’s Bureau, Sea Islands</li> <li>Warning signs in the North -Lynching post Conscription Act</li> </ul>	

24/03/2023	<p><b><u>Delivery of the making of America Curriculum Content unit 3: Civil War and Reconstruction 1861-1877</u></b></p> <ul style="list-style-type: none"> <li>• 3 phases of Reconstruction -presidential, radical and betrayal</li> <li>• Theory versus reality of the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> amendment (emancipation proclamation, citizenship and right to vote)</li> <li>• Scallawags and carpetbaggers</li> <li>• Emergence of the Black codes in the South</li> <li>• Emergence of the KKK and the White League</li> </ul> <p><b><u>Delivery of the making of America Curriculum Content unit 4: Settlement and Conflict on the Plains 1861-1877</u></b></p> <ul style="list-style-type: none"> <li>• How did the railroads and ranches change the Plains?</li> <li>• Impact of the railway on the Plains -winners and losers</li> <li>• Cattle drives and cow towns -cowboys</li> <li>• Cattle ranches and the open range</li> </ul> <p><b><u>Delivery of the making of America Curriculum Content unit 4: Settlement and Conflict on the Plains 1861-1877</u></b></p> <ul style="list-style-type: none"> <li>• How did homesteaders survive and thrive on the Plains?</li> <li>• Factors encouraging migration</li> <li>• Problems on the Plains Solutions to these problems</li> </ul> <p>To what extent was homesteading a success?</p>	
31/03/2025	<p><b><u>Delivery of the making of America Curriculum Content unit 4: Settlement and Conflict on the Plains 1861-1877</u></b></p> <ul style="list-style-type: none"> <li>• The Indian Wars including Little Crow's War (1862), the Sand creek Massacre (1864) Red Cloud's War (1865-68) and the Great Sioux War (1876-1877)</li> </ul> <p><b><u>Delivery of the Making of America Curriculum Content Unit 5: How did the lives of the Americans change 1877-1900?</u></b></p> <p><b>The lives of the Native Americans 1877-1900</b></p> <ul style="list-style-type: none"> <li>• Annihilation and destruction of Native American culture</li> <li>• Destruction of the Buffalo</li> <li>• Reservations</li> <li>• Friends of the Indian</li> <li>• The ghost dances</li> <li>• Wounded knee</li> <li>•</li> </ul>	
07/04/2025	<p><b><u>Delivery of the Making of America Curriculum Content Unit 5: How did the lives of the Americans change 1877-1900?</u></b></p> <p><b>The lives of the African Americans 1877-1900</b></p> <p><b>Economic changes</b></p> <ul style="list-style-type: none"> <li>• Opportunities in the West</li> <li>• Challenges in the North</li> <li>• Education and training 0Booker T Washington</li> </ul> <p><b>Social Changes</b></p> <ul style="list-style-type: none"> <li>• Jim Crow Laws</li> <li>• Living conditions</li> </ul> <p><b><u>Delivery of the Making of America Curriculum Content Unit 5: How did the lives of the Americans change 1877-1900?</u></b></p> <p><b>The lives of the African Americans 1877-1900</b></p> <p><b>Political changes</b></p> <ul style="list-style-type: none"> <li>• Redeemers</li> <li>• KKK</li> <li>•</li> <li>• Constitutional changes</li> <li>• Lynching's</li> </ul> <p><b>The impact of big business, cities and mass migration</b></p> <ul style="list-style-type: none"> <li>• Big business and growth of corporations – Carnegie and United Steel Corporation, cotton and tobacco factories, bonanza farms</li> </ul>	

	<p><b>The growth of cities</b></p> <ul style="list-style-type: none"> <li>• Chicago case study -stimulation of industries</li> <li>• Urban life and mortality rate in tenements</li> <li>• Leisure -theatre, wild west shows, public parks</li> </ul> <p>Education</p> <p><b><u>Delivery of the Making of America Curriculum Content Unit 5: How did the lives of the Americans change 1877-1900?</u></b></p> <p><b>Mass migration</b></p> <ul style="list-style-type: none"> <li>• The American Dream</li> <li>• Ellis island</li> <li>• The experience of immigrants</li> <li>• Anti-immigrant violence</li> <li>• Migrant prejudice and discrimination</li> </ul>	
Easter Break		
28/04/2025	<i>Curriculum revision</i>	
05/05/25	<i>Curriculum revision and masterclasses</i>	GCSE
12/05/2025	<b>16.5.25 AM</b> <b>HAU examination</b>	GCSE
19/05/2025	<i>Curriculum revision and masterclasses</i>	GCSE
May Half Term		
02/06/2025	<b>5.6.25 AM</b> <b>CP EE examination</b>	GCSE
09/06/2025	<b>10.6.25 PM</b> <b>MOA LUNR examination</b>	GCSE
16/06/2025		GCSE
23/06/2025		
30/06/2025		
07/07/2025		
14/07/2025		
21/07/2025		