History Year 11 Curriculum Map 2026/27

Week Commencing	Lesson topic	HAIL P6 will be used to critically reflect HAIL examination questions	Assessment
Staff INSET 01/09 Students Return 02/09	**Delivery of World Period Study content -The Making of America 1789-1900** **Unit 1: Expansion, Exploitation and Expulsion 1789-1829** • The expansion America 1789-1838 –chronological development and theories behind expansion • The exploitation of Slavery –sectional differences and development of the Cotton Kingdom	Weekly Seneca recall on CP LMA 1250-1500 Write a clear and organised summary that analyses American expansion (9) Why did slavery in the Deep South expand so rapidly between 1789-1838? (10)	
07/09/2026	**Unit 1: Expansion, Exploitation and Expulsion 1789-1829** • The expulsion of the Native Americans: Andrew Jackson and the IRA of 1830 • The civilized tribes and treatment • The Cherokee Trial of Tears and significance	Weekly Seneca recall on EE Unit 1 – How did Elizabeth use her power? Royal Court and Privy council	**LC 1** How far do you agree that the expulsion of Native Americans was the greatest factor in the expansion of America 1789-1838 (18) **30 min timed in classroom**
14/09/2026	**Unit 2: How did groups see the West 1838-1860** • The culture of the Plains Indians • Early migration push and pull factors • Hazards and challenges facing early migrants	Weekly Seneca recall on CP EMP 1500-1750 Write a clear and organised summary that analyses the culture of the Plains Indians 1839-1860 (9) Write a clear and organised summary that analyses the difficulties faced by early migrants on their journeys to Oregon and California in the 1840s and 1850s. Support your summary with examples. (9)	
21/09/2026	**Unit 2: How did groups see the West 1838-1860** • The Mormons – persecution and settlement of Utah • The nature and impact of the Californian gold rush 1848-9 and the consequences of the Pike's Peak gold rush 1858-9	Weekly Seneca recall on EE Unit 1 -How did Elizabeth use her power? Parliament and increasing Puritan opposition	**LC 2** 'The discovery of gold was the main reason for migration to the West between 1839 and 1860.' How far do you agree with this statement? (18)

			30 min timed in classroom
28/09/2026	**Delivery of the making of America Curriculum Content Unit 3: Civil War and Reconstruction 1861-1877** • Divisions over slavery and the long-term causes of the Civil War -sectional differences • The short-term trigger -election of Lincoln and the inevitability of War (chronology) • The African-American experience of the Civil War 1861-1865: Limited War (1861-2)	Weekly Seneca recall on CP - Industrial Period 1750-1900	
05/10/2026	• The African-American experience of the Civil War 1861-1865: Total War (13th Amendment 1863-1865 • Identify limited positive change re Freedman's Bureau, Sea Islands • Warning signs in the North -Lynching post Conscription Act	Write a clear and organised summary that analyses the changes in the lives of African – Americans during the Civil War 1861-5 (9)	
12/10/2026	**Delivery of the making of America Curriculum Content unit 3: Civil War and Reconstruction 1861-1877** • 3 phases of Reconstruction -presidential, radical and betrayal • Theory versus reality of the 13th, 14th and 15th amendment (emancipation proclamation, citizenship and right to vote) • Scallawags and carpetbaggers • Emergence of the Black codes in the South • Emergence of the KKK and the White League	Weekly Seneca recall on EE Unit 1 – How did Elizabeth use her power? Elizabeth and her people - propaganda and censorship	**LC 3** 'The Civil War and Reconstruction were a time of great progress for African Americans in the South.' How far do you agree with this statement? Give reasons for your answer. (18 marks) **30 min timed in classroom**
19/10/2026	**Delivery of the making of America Curriculum Content unit 4: Settlement and Conflict on the Plains 1861-1877** • How did the railroads and ranches change the Plains? • Impact of the railway on the Plains -winners and losers • Cattle drives and cow towns -cowboys • Cattle ranches and the open range	Weekly Seneca recall on CP - Britain since 1900 What was the impact of railroads and the cattle industry on the Plains in the 1860s? (10)	
October Half Term			
02/11/2026	**Delivery of the making of America Curriculum Content unit 4: Settlement and Conflict on the Plains 1861-1877** • How did homesteaders survive and thrive on the Plains? • Factors encouraging migration • Problems on the Plains Solutions to these problems • To what extent was homesteading a success? **Delivery of the making of America Curriculum Content unit 4: Settlement and Conflict on the Plains 1861-1877** • 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)	Weekly Seneca recall on EE unit 2 - The Catholic threat. Internal threats and laws used to repress and isolate Recusants	**Core Mocks**
09/11/2026	**Delivery of the Making of America Curriculum Content Unit 5: How did the lives of the Americans change 1877-1900?** **The lives of the Native Americans 1877-1900** • Annihilation and destruction of Native American culture • Destruction of the Buffalo • Reservations • Friends of the Indian • The ghost dances • Wounded knee	Weekly Seneca recall on EE unit 2- The Catholic threat. International threats – Mary Queen of Scots and the Spanish Armada Write a clear and organised summary that analyses the	**Core Mocks**

		difficulties faced by settlers on the Plains and how they tried to overcome these. Support your answer with examples (9)	
16/11/2026	**Delivery of the Making of America Curriculum Content** **Unit 5: How did the lives of the Americans change 1877-1900?** **The lives of the African Americans 1877-1900** **Economic changes** • Opportunities in the West • Challenges in the North • Education and training 0Booker T Washington **Social Changes** • Jim Crow Laws • Living conditions **Delivery of the Making of America Curriculum Content** **Unit 5: How did the lives of the Americans change 1877-1900?** **The lives of the African Americans 1877-1900** **Political changes** • Redeemers • KKK • Constitutional changes • Lynching's	Weekly Seneca recall on EE Unit 3 -Daily lives. The contrasting homes and diets of the gentry, middling sort and labouring poor. Why did the Plains Indians and the United States come into conflict in the 1860s? Explain your answer (10)	
23/11/2026	**The impact of big business, cities and mass migration** • Big business and growth of corporations – Carnegie and United Steel Corporation, cotton and tobacco factories, bonanza farms **The growth of cities** • Chicago case study -stimulation of industries • Urban life and mortality rate in tenements • Leisure -theatre, wild west shows, public parks Education **Delivery of the Making of America Curriculum Content** **Unit 5: How did the lives of the Americans change 1877-1900?** **Mass migration** • The American Dream • Ellis island • The experience of immigrants • Anti-immigrant violence • Migrant prejudice and discrimination	Weekly Seneca recall on EE unit 3 - Daily Lives. Family, kinship and poverty	**LC 4** There was little progress for Black Americans between 1877 and 1900'. How far do you agree with this view? (18) **30 min timed in classroom**
30/11/2026	Contingency week to ensure all units are covered and all LC's have been completed via timed application within the classroom	Weekly Seneca revision on EE unit 4 -Calendar Customs, witchcraft and Elizabethan Theatre	
07/12/2026	• HAU Launch • Drop down day for 11 A/Hi 1,2,3 • Separate Drop-down day for 11B/Hi 1 and 2 HAU Visits to Gladstone Pottery Museum • 10.12.26 visit 1 • 11.12.26 visit 2		
14/12/2026	**Delivery of World Depth Study -Living under Nazi Rule 1933-1945** **Hitler and the Nazi Party in 1933** • Identify the key figures in the Nazi party • Summarise the ideology of the Nazi party • Evaluate the impact of the Wall Street crash on the rise of the Nazis • Evaluate how significant the Wall Street Crash was in Hitler becoming Chancellor in January 1933	Weekly Seneca revision on EE Unit 5 – Elizabethan adventurers	
Christmas Break			

04/01/2027	**Establishing the Dictatorship January 1933 to July 1933** • Identify the significance of the Reichstag Fire • Evaluate the consequences of the R Fire and explain the Enabling Act • Analyse the consequences of the Enabling Act on democracy • Define 'Gleichschaltung' and its impact on Germany	Weekly Seneca revision on MOA Unit 1 -Expansion, Exploitation and Expulsion 1789-1838 What can Source A tell us about Hitler and the Nazi Party in January 1933? Use the source and your own knowledge to support your answer. (7)	
11/01/2027	CP/EE revision in class – recall, bugging, application and model responses to support independent revision and preparation		**Full mocks**
18/01/2027	MOA revision in class – recall, bugging, application and model responses to support independent revision and preparation		**Full mocks**
25/01/2027	HAU revision in class – recall, bugging, application and model responses to support independent revision and preparation		**Full mocks**
01/02/2027	**Achieving total power: July 1933 to August 1934** • Explain how Nazi legislation further consolidated Nazi power • Identify what the Night of the Long Knives was • Evaluate the significance of NOLK on Germany • Interpret and analyse the international reaction to NOLK	Weekly Seneca recall on MOA Unit 2 1839-1860 – Culture of Plains Indians, Push/Pull factors and Hazards/challenges facing early migrants What can Source A tell us about how Hitler consolidated his power between 1933 and 1934? (7)	
08/02/2027	**Control and Opposition 1933-1939** **Machinery of terror** • Identify the machinery of terror used during the regime • Be able to explain the purpose of the SS, Gestapo, Concentration camps, the SD, People's court • Apply gained key learning to sources and interrogate evidence **Control and Opposition 1933-1939** **Machinery of Propaganda** • Identify the key figures responsible for propaganda • Compare and contrast the range of propaganda methods used to indoctrinate the German people Evaluate the most important method of control through an iceberg	Weekly Seneca recall on MOA Unit 2 – Mormons, CGR and PP	**LC 5** In the period January 1933 to August 1934, the passing of new laws was the most important method Hitler used to gain total power.' How far do you agree? Give reasons for your answer. (18) **30 mins timed in classrooms**
February Half Term			
22/02/2027	**Control and Opposition 1933-1939** **Opposition to the Nazis – the Left** • Identify what is meant by the 'Left' • Explain the actions taken by the Social Democrats in the early years of the regime • Compare this with the actions of the Communists • Explore and identify the purpose of an interpretation on early political opposition **Control and Opposition 1933-1939** **Opposition to the Nazis – the Church** • Distinguish the differences between the Catholic and Protestant Church in Germany • What is the Concordat and why was it signed? • Summarise the resistance of 3 religious individuals during the regime	Weekly Seneca recall on MOA Unit 3 – Long- and short-term causes of the American Civil War, Limited and Total War What can Source D tell us about Nazi propaganda? Use the source and your own knowledge to	

	• Judge how successful Nazi religious policy was	support your answer. (7 marks) What can source A tell us about Nazi control of German society between 1933 and 1939? Use the source and your own knowledge to explain your answer (7)	
01/03/2027	**Control and Opposition 1933-1939** **Opposition to the Nazis – the youth** • Why were young people so important to the Nazis? • Which groups opposed and how? • Explain the reasons for the Nazi reaction to this • Summarise the level of successful opposition to the Nazi regime **Dem Deutschen Volke** **How did the lives of the Germany people change1933-1945?** **The workers** • Identify why workers were so crucial to the regime • Identify and explain how the Nazis used the DAF to control the working population • Analyse the motives and methods of 'Strength through Joy' (KDF) • Evaluate how successful the Nazis were in achieving their economic policy	Weekly Seneca recall on Unit 3 MOA – 3 phases of reconstruction – Presidential, Radical and Betrayal	
08/03/2027	**Dem Deutschen Volke** **How did the lives of the Germany people change 1933-1945?** **Women** • Identify and explain the significance of women in Hitler's ideology • Describe the methods used to control women • Evaluate the impact that Nazi policy had upon women's lives • Evaluate how successful Nazi policy regarding women was **Dem Deutschen Volke** **How did the lives of the Germany people change 1933-1945?** **The youth in Nazi Germany** • Identify why the young were so crucial to the 1000 Year Reich • Identify and evaluate the changes to education linking to indoctrination • Consider and evaluate the motives and details of the Hitler Youth organisations • Evaluate the impact of Nazi policy linking explicitly to youth opposition	Weekly Seneca recall on MOA Unit 4 -Transcontinental railroad, cattle industry and homesteaders	**LC 6** Between 1933 and 1939 the main way the Nazis controlled the German people was by winning them over with popular policies'. How far do you agree? (18) **30 min timed in classrooms**
15/03/2027	**Dem Deutschen Volke** **How did the lives of the Germany people change 1933-1945?** **The treatment of minority groups** • Identify who was a minority group in the regime • Define and support opinion regarding the 'ubermenschen' in Nazi Germany • Explain the steps used to deal with the 'burdens on the Nazi Volk' • Make the explicit link to the persecution of the Jews in Germany 1933-1939 **The persecution of the Jews 1933-1939** • Recall why the Jews were untermenschen and apply to primary source material • Identify key events and the gradual persecution of the Jews between 1933 and 1945 offering reasons for these measures • Challenge misconceptions in History regarding the Holocaust	Weekly Seneca recall on MOA Unit 4 – Indian-American Wars What can Source A tell us about the persecution of the Jews between 1933-1939? Use the source and your own knowledge to explain your answer (7)	

	• Identify and evaluate the significance of Kristallnacht in the persecution of the Jews		
22/03/2027	**Germany in War 1939-1945** **What was the impact of WW2 on the German people?** • Identify the changing lives of the German people 1939-1942 • Link the change in fortune of WW2 to wartime opposition –who opposed and why? • Analyse whether wartime opposition was a complete failure during Germany in War 1939-1945 **What was the impact of WW2 on the German people?** **Total War 1943-1945** • Identify what 'Totalerkrieg' was and why it is such a turning point in our study • Compare the impact of Total War on German people • Evaluate why 1944 was such a year of desperation • Summarise the end of the regime and the chaos, destruction and peace that ensued in 1945 the period	Weekly Seneca recall on MOA Unit 5 – How did life change for Native Americans and African Americans between 1877-1900 What can Source A tell us about the impact of Total War on the Germany people? Use the source and your own knowledge to support your answer. (7)	
Easter Break			
12/04/2027	**Nazi Occupation** • Compare and contrast the nature of Nazi rule in Eastern and Western Europe through a comparison between Poland and Belgium • Identify the features of the Holocaust including the Einsatzgruppen, ghettos and death camps • Identify and explain the responses to Nazi rule providing clear examples of collaboration, accommodation and resistance	Weekly Seneca recall on MOA unit 5 – corporations and the impact of mass migration/growth of cities	**LC 7** German occupation in the Second World War was, in general, far harsher in eastern Europe than in Western Europe.' How far do you agree with this view? (18) **30 min timed in classrooms**
19/04/2027	Revision – HAU focus	Weekly Seneca recall on HAU	
26/04/2027	Revision -CP/EE focus and HAU focus	Past paper – bug, plan and write	
03/05/2027	SUMMER EXAMINATIONS		
10/05/2027	SUMMER EXAMINATIONS		
17/05/2027	SUMMER EXAMINATIONS		
24/05/2027	SUMMER EXAMINATIONS		
May Half Term			
07/06/2027	SUMMER EXAMINATIONS		
14/06/2027	SUMMER EXAMINATIONS		