

Year 11 Curriculum Map; History Around Us, the First Crusade and the Making of America

- A good history student should be able to set events issues and people within the **context** of their own time and to display empathetic understanding of the views, norms and conditions of those time. They should also be able to read and understand historical sources in the **context** of their production and set firmly against the student's knowledge
- A good history student should understand and be able to explain the **causation** of significant events. Higher level students should be able to prioritise the causes of events
- A student of history should recognise that there are differing **interpretations** of the past; students working at a higher level should be able to evaluate the different views
- A good history student should be able to make judgements about the **significance** of events, issues and people. They should be able to explain why certain events are significant and what the impacts of significant events are
- A good history student should be able to evaluate the **utility** of historical sources and information by measuring them against provenance and wider knowledge
- The four assessment objectives are:

Assessment Objective

AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
AO2	Explain and analyse historical events and periods studied using second-order historical concepts.
AO3	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
AO4	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied

Term 1	Term 2	Term 3
<p>Recap industrial development Quarry Bank Mill, examine Causation, why was the mill built here at this time? Context, how typical? Interpretation and evaluation, were the Greys good employers? Source based exercise, was Quarry Bank Mill typical? AO1,AO2,AO3, AO4 Significance, how important is the mill as a historical site? Change and continuity, how did the mill change over time? Visit and site investigation of the mill Evaluation, How useful is Quarry Bank Mill in telling us about life in early 19th Century Britain? AO1,AO2,AO3, AO4 The Making of America 1789-1900 America's expansion How and why the USA expanded, from 1789 to 1838</p>	<p>Settlement and conflict on the Plains 1861–1877 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 including Little Crow's War (1862), Red Cloud's War (1865–1868) and the Great Sioux War (1876–1877) Custer, source based exercise AO1,AO2,AO3, AO4 American cultures 1877–1900 Changes to the Plains Indians' way of life including the impact of reservations and the destruction of the buffalo • The impact of economic, social and political change on the lives of African Americans • The growth of big business, cities and mass migration How far did reconstruction lead to improvements in lifestyle for black American? AO1,AO2, AO4</p>	<p>Jerusalem July 1098 to July 1100 Disputes, delays and the journey to Jerusalem • The capture of Jerusalem: preparations, tactics and the sack of the city • The establishment of the Kingdom of Jerusalem and the Muslim response Practice exam paper AO1,AO2,AO3, AO4</p>

- The expansion of southern cotton plantations and of slavery, 1793–1838
- The removal of indigenous people from the east, 1830–1838

What were the key features of this time period ?

AO1,AO2

**The West
1839–1860**

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 Californian Gold Rush (1848–1849) and the consequences of the Pikes Peak Gold Rush (1858–1859)

Why did the United States expand westwards in this time period? Sources and knowledge based

AO1,AO2,AO3, AO4

**Civil War and Reconstruction
1861–1877**

Divisions over slavery and the causes of the Civil War

- The African American experience of the Civil War, 1861–1865

The First Crusade, c.1070–1100

**Origins
c.1070–1095**

The Islamic world, including its diversity and its relations with Christians

- Pressures on the Byzantine Empire
- Latin Christendom and the power of the papacy

Source based exercise on key features of the time

AO1,AO2,AO3, AO4

**Responses
November 1095 to
December 1096**

Urban II and the preaching of the First Crusade

- Joining the First Crusade: who went and why
- The People’s Crusade and the challenges it faced

Causation and interpretation source based questions AO1,AO2,AO3, AO4

**Into Asia Minor
December 1096 to
October 1097**

Alexios I and his negotiations with the crusade leaders

- The siege of Nicaea and the Battle of Dorylaeum: the nature of Christian and Muslim warfare

<ul style="list-style-type: none">• Reconstruction and continuing limitations to African American liberty <p>How far was slavery responsible for the American Civil war?</p> <p>AO1,AO2, AO4</p>	<ul style="list-style-type: none">• The journey across Asia Minor: physical challenges and disunity among the Leadership <p>Quick knowledge, key features of the experience</p> <p>AO1,AO2</p> <p>Antioch</p> <p>October 1097 to June 1098</p> <ul style="list-style-type: none">• The siege by the crusaders• The capture of Antioch: rivalries, strategies and atrocities• The events of June and the defeat of Kerbogha	
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