



Academic Year <u>Year; 7</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Rationale	The purpose of this is to provide students with a 1000 year overview of how specific pieces of legislation, particular events and people have shaped the Britain, our modern world and how we live today. They will understand how and why there has been a shift in power from the monarch to the government and its people, so that they know that William 1 was a king with absolute power in 1066 and Elizabeth II is a figurehead presiding over a democratic nation in 2020. Students will also appreciate how Britain has evolved from this rule of law, into a democracy with an awareness of the religious changes with shaped the country, so how Britain was a majority Catholic nation, becoming one which is more diverse from a religious point-of-view. They will see who the key figures and events were, especially in the c16th driving such change. Additionally, students will see how and why the role of women has changed over the centuries and how particular women were important in influencing these changes. Year 7 focuses on these changes in Britain so they lessons are planned and sequenced chronologically each term. This ensures that over the course of the year, students understand how and why change took place over the millennium, starting with Rule of Law, then Democracy and Religion and finally Mutual Respect & Liberty in the summer term, with a special focus on women. It also means that connections can be made between political, social, economic and religious change.		
Autumn A	Medieval Realms post 1066. Why was 1066 such a tumultuous year? How did William control England after 1066	Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Similarity and Difference	Essay: Causation - Why did William win the Battle of Hastings? Knowledge Test.
Autumn B	Medieval Realms Why was Religion important in 1066? What was a pilgrimage? What were the crusades?	Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Similarity and Difference	Source Analysis: William's Methods of Control. Knowledge Test.



Spring A	Medieval Realms What were the causes/ consequences of the Black Death? How did it effect England? What was the Peasants Revolt? Was King John a good/bad king? Who was Thomas Becket? Why was Thomas Becket seen as Martyr?	Writing cogently Reading critically Source Analysis Causation Significance Interpretations Change and Continuity Similarity and Difference	Cumulative Assessment: All Skills
Spring B	The Tudors What are the interpretations of Henry VII? Why did Henry VIII break from Rome? How successful was Henry VIII? Was Mary really 'Bloody'? Why is Elizabeth seen as 'our greatest monarch'?	Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Similarity and Difference	Oracy: Murder of Thomas Becket- News Report Essay: Causation and significance – Why did Henry Break with Rome? Knowledge Test.
Summer A	English Civil War Why was there an English Civil War? How had the power of Parliament increased? What were the key events of the English Civil War?	Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Similarity and Difference	Causation/ Significance: What caused the Civil War? Knowledge Test.
Summer B	English Civil War What happened during the Interregnum? What are the interpretations of Oliver Cromwell? How was the Monarchy restored?	Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Interpretations Similarity and Difference	All Skills: End of Year Assessment

Subject curriculum; History

Serviam; Developing our gifts and talents for the good of others.





Academic Year <u>Year; 8</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Rationale	Year 8 builds on this knowledge by providing a broader world perspective, but using the same 3 themes as a basis: Rule of Law, Democracy, and Mutual Respect & Liberty. By starting with Empire and Slavery the students will see how the changes within Britain which took place (learnt in Y7), had a wider reach and impact. In Spring term, they will learn about both world wars and how they dramatically altered life for so many around the world, leading into SOW on the Female Suffrage and the Holocaust. The intention of these 2 years of study, is to provide a broad content base, but one which enables the students to understand more about how the modern world came to be. This then feeds into content and skills required for KS4 and KS5. They key skills/historical concepts required are: cause and consequence, significance, continuity and change, along-side source analysis and evaluation of interpretations. KS3 lessons and assessments will be designed to build these GCSE and A' Level skills from the start of high school, so that students are very comfortable and familiar with what is required of them later on in their studies. In KS3 the skills requirements are built into each lesson (and assessments) so that there is a constant acquisition and refinement of skills. 6 weekly projects will also form part of the homework requirements across KS3, such as for the Holocaust and Empire SOW. The intention here is to allow students to develop their planning and research skills, combined with presentation skills, which is particularly useful when it comes to the coursework element of A' Level.		
Autumn A	The Trans-Atlantic Slave Trade What was the experience of Slavery in the Trans-Atlantic Slave Trade? What was the Middle Passage? Why did Slavery start/end? How did Slaves resist their masters?	Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Similarity and Difference	Historical Empathy: The Trans-Atlantic Slave Trade – 6 week Slave Diary Project. Knowledge Test.
Autumn B	The British Empire To what extent was the British Empire a positive force throughout the world? Why did the British Empire end? What was the Indian Mutiny? What was the legacy of the British Empire?	Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Similarity and Difference	Causation/ Significance: The British Empire – Explain why GB established an Empire? Knowledge Test.



Spring A	The 20th Century World – WW1 Why did World War One break out in 1914? What were the MAIN causes? Who was Archduke Franz Ferdinand?	Writing cogently Reading critically Source Analysis Causation Significance Interpretations Change and Continuity Similarity and Difference	Cumulative Assessment: Half Year Checkpoint - All skills
Spring B	The 20th Century World – WW1 The experience of War Was Haig the 'Butcher of the Somme'? Why were people 'shot at dawn' What was the experience at home? How was Propaganda used?	Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Similarity and Difference	Interpretations: Interpretations of the Battle of the Somme. Knowledge Test.
Summer A	The 20th Century World - Suffrage for Women Why did women win the right to vote in 1918? What are the differences between the suffragists and suffragettes? What methods did they use? Were they 'terrorists' or 'martyrs'?	Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Similarity and Difference	Causation/ Significance Suffrage: Essay - How did Women get the vote? Knowledge Test.
Summer B	The 20th Century World – WW2 - The Holocaust & Representations of History What is the Holocaust? How should we represent the Holocaust? How can artefacts show the Holocaust Why is it crucial that it is still remembered?	Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Interpretations Similarity and Difference	All Skills: End of Year Assessment

Subject curriculum; History

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Academic Year <u>Year; 9</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Rationale	<p>Early Elizabethan England 1558 – 1588 (First half of the year) British depth study. The depth study focuses on a substantial and coherent short time span and requires students to understand the complexity of a society or historical situation and the interplay of different aspects within it. These include social, economic, political, religious and military aspects. The content is divided into three key topics. These provide a framework for teaching and understanding the option, but should not be taken in isolation from each other. For each depth study, there is some chronological overlap between key topics – this structure helps highlight the complexity and interplay of different aspects within society. Assessment: Students will be assessed on their knowledge and understanding. Questions will target key features and causation, and may also target other second order concepts (change, continuity, consequence, similarity, difference, significance).</p> <p>This is building on the skills work completed in KS3 and prepares students for KS5.</p> <p>Superpower Relations 1941 – 1991 (Second half of the year) Period Study. The period studies focus on a substantial and coherent medium time span of at least 50 years and require students to understand the unfolding narrative of substantial developments and issues associated with the period. The content is divided into three key topics, which provide a framework for teaching and understanding the option. These run in chronological sequence, but should not be taken in isolation from each other – students should appreciate the narrative connections that run across the key topics. Assessment: Students will be assessed on their knowledge and understanding. Questions will target: consequence; significance (of specified events in relation to situations and unfolding developments); and analytical narrative (requiring students not only to describe what happened, but also to analyse events to find connections that explain the way in which events unfolded).</p> <p>This is building on the skills work completed in KS3 and prepares students for KS5.</p>		
Autumn A	<p><u>Topic 1: Queen, Government and Religion 1558 - 1569</u> 1. The situation on Elizabeth’s accession ● Elizabethan England in 1558: society and</p>	<p>Change Continuity Consequence Similarity</p>	<p>Completion of exam questions throughout the term: 4 mark – key features</p>



	<p>government. ● The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. ● Challenges at home and from abroad: the French threat, financial weaknesses.</p> <p>2. The 'settlement' of religion ● Religious divisions in England in 1558. ● Elizabeth's religious settlement (1559): its features and impact. ● The Church of England: its role in society.</p> <p>3. Challenge to the religious settlement ● The nature and extent of the Puritan challenge. ● The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.</p> <p>4. The problem of Mary, Queen of Scots ● Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. ● Relations between Elizabeth and Mary, 1568–69.</p>	<p>Difference Significance Knowledge and understanding</p>	<p>12 mark – causation 16 mark – 'How Far' Judgements</p> <p>Knowledge Tests</p>
Autumn B	<p><u>Topic 2: Challenges to Elizabeth at home and abroad 1569 – 1588</u></p> <p>1. Plots and revolts at home ● The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70. ● The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies. ● The reasons for, and significance of, Mary Queen of Scots' execution in 1587.</p> <p>2. Relations with Spain ● Political and religious rivalry. ● Commercial rivalry. The New World,</p>	<p>Change Continuity Consequence Similarity Difference Significance Knowledge and understanding</p>	<p>Completion of exam questions throughout the term:</p> <p>4 mark – key features 12 mark – causation 16 mark – 'How Far' Judgements</p> <p>Knowledge Tests</p>



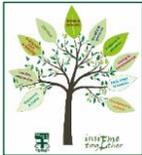
	<p>privateering and the significance of the activities of Drake.</p> <p>3. Outbreak of war with Spain, 1585–88 ● English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley. ● Drake and the raid on Cadiz: ‘Singeing the King of Spain’s beard’.</p> <p>4. The Armada ● Spanish invasion plans. Reasons why Philip used the Spanish Armada. ● The reasons for, and consequences of, the English victory.</p>		
Spring A	<p><u>Topic 3: Elizabethan Society in the Age of Exploration 1558 – 1588</u></p> <p>1. Education and leisure ● Education in the home, schools and universities. ● Sport, pastimes and the theatre. 2 The problem of the poor ● The reasons for the increase in poverty and vagabondage during these years. ● The changing attitudes and policies towards the poor. 3 Exploration and voyages of discovery ● Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade. ● The reasons for, and significance of, Drake’s circumnavigation of the globe. 4 Raleigh and Virginia ● The significance of Raleigh and the attempted colonisation of Virginia. ● Reasons for the failure of Virginia.</p>	<p>Change Continuity Consequence Similarity Difference Significance Knowledge and understanding</p>	<p>Completion of exam questions throughout the term:</p> <p>4 mark – key features 12 mark – causation 16 mark – ‘How Far’ Judgements</p> <p>Knowledge Tests.</p>
Spring B	<p><u>Topic 1: The origins of the Cold War, 1941–58</u></p> <p>1. Early tension between East and West ● The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences. ● The</p>	<p>Consequence Significance Narrative Knowledge and understanding</p>	<p>Completion of exam questions throughout the term:</p> <p>8 mark – consequence</p>



	<p>ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill. ● The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.</p> <p>2. The development of the Cold War ● The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. ● The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). ● Berlin: its division into zones. The Berlin Crisis (blockade and airlift) and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.</p> <p>3. The Cold War intensifies ● The significance of the arms race and the formation of the Warsaw Pact. ● Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response. ● The international reaction to the Soviet invasion of Hungary.</p>		<p>8 mark – narrative 8 mark – significance</p> <p>Knowledge Tests.</p> <p>Oracy – to show 2 different perspectives of the Cold War.</p>
<p>Summer A</p>	<p>Topic 2: Cold War crises, 1958–70</p> <p>1. Increased tension between East and West ● The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61. ● Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident. ● Opposition in Czechoslovakia to Soviet control: the Prague Spring.</p>	<p>Consequence Significance Narrative Knowledge and understanding</p>	<p>Completion of exam questions throughout the term:</p> <p>8 mark – consequence 8 mark – narrative 8 mark – significance</p> <p>Knowledge Tests.</p>



	<p>2. Cold War crises ● The construction of the Berlin Wall, 1961. ● The events of the Cuban Missile Crisis. ● The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia.</p> <p>3. Reaction to crisis ● Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to Berlin in 1963. ● The consequences of the Cuban Missile Crisis: the 'hotline', the Limited Test Ban Treaty 1963; the Outer Space Treaty 1967; and the Nuclear Non-Proliferation Treaty 1968. ● International reaction to Soviet measures in Czechoslovakia.</p>		<p>End of Year Exam on all content and skills year-to-date.</p>
<p>Summer B</p>	<p>Topic 3: The end of the Cold War, 1970–91</p> <p>1. Attempts to reduce tension between East and West ● Détente in the 1970s, SALT 1, Helsinki, and SALT 2. ● The significance of Reagan and Gorbachev's changing attitudes. ● Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty 1987.</p> <p>2. Flashpoints ● The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. ● Reagan and the 'Second Cold War', the Strategic Defence Initiative.</p> <p>3. The collapse of Soviet control of Eastern Europe ● The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe. ● The significance of the fall of the Berlin Wall. ● The</p>	<p>Consequence Significance Narrative Knowledge and understanding</p>	<p>Completion of exam questions throughout the term:</p> <p>8 mark – consequence 8 mark – narrative 8 mark – significance</p> <p>Knowledge Tests.</p>



	collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact.		
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Academic Year <u>Year; 10</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Rationale	<p><u>Crime and punishment in Britain, c1000–present and Whitechapel, c1870-c1900: crime, policing and the inner city (Paper 1)</u> (Taught for the whole academic year other than the last half term)</p> <p>Thematic studies: The thematic studies require students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods. They include people, events and developments and reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history. Each thematic study begins with an introductory section called ‘The process of change’. This explains the focus and identifies the relevant concepts and factors that need to be understood and applied when teaching the content. This content is then divided into four further sections, which run sequentially from medieval to the present day. The four sections provide a framework for understanding the option, but should not be taken in isolation from each other – students should appreciate developments across the option as a whole.</p> <p>Assessment: Students will be assessed on their knowledge and understanding, with questions focusing on similarity and difference, and change and continuity. This may include turning points (significance), extent of, and causes or consequences of change.</p> <p>Historic environments: Each historic environment is linked to a thematic study and focuses on that site in its historical context. It examines the relationship between a place and historical events and developments. Much of the content is linked to the thematic study, but additionally some of the content focuses on the place itself.</p> <p>Assessment: The content is assessed through a question on features of the period and also through an historical enquiry. For the historical enquiry, students will need to develop the skills necessary to analyse, evaluate and use contemporary sources to make substantiated judgements, in the context of the historical events studied.</p> <p><u>Weimar and Nazi Germany 1919 – 1939 (Paper 3)</u> (Taught in the final summer term)</p> <p>The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. These include social, economic, political, cultural and military aspects. The main content is divided into four key topics. These provide a framework for teaching and understanding the option, but should not be taken in isolation from each other.</p>		



	<p>Assessment: Students will be assessed on all four Assessment Objectives. All questions may relate to any content specified in the four key topics. Questions focusing solely on knowledge and understanding will target causation. Other questions will target the ability to analyse and evaluate contemporary sources and later interpretations. Students should be aware that interpretations are based on evidence from their period of study.</p> <p>This is building on the skills work completed in KS3 and prepares students for KS5.</p>		
Autumn A	<p><u>Topic 1: c1000–c1500: Crime and punishment in Medieval England</u></p> <p>1. Nature and changing definitions of criminal activity ● Crimes against the person, property and authority, including poaching as an example of ‘social’ crime. ● Changing definitions of crime as a result of the Norman Conquest, including William I’s Forest Laws. 2 The nature of law enforcement and punishment ● The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later medieval England, including tithings, the hue and cry, and the parish constable. ● The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild. 3 Case study ● The influence of the Church on crime and punishment in the early thirteenth century: the significance of Sanctuary and Benefit of Clergy; the use of trial by ordeal and reasons for its ending.</p>	<p>Turning points (significance) Extent of, and causes or consequences of change. Similarity and Difference. Knowledge and understanding.</p>	<p>Completion of exam questions throughout the term:</p> <p>4 mark – similarity and difference 12 mark – causation 16 mark – ‘How Far’</p> <p>All of which incorporate change and continuity.</p> <p>Knowledge tests.</p>
Autumn B	<p><u>Topic 2: c1500–c1700: Crime and punishment in early modern England</u></p> <p>1. Nature and changing definitions of criminal activity ● Continuity and change in the nature</p>	<p>Turning points (significance). Extent of, and causes or consequences of change. Similarity and Difference.</p>	<p>Completion of exam questions throughout the term:</p> <p>4 mark – similarity and difference</p>



	<p>of crimes against the person, property and authority, including heresy and treason. ● New definitions of crime in the sixteenth century: vagabondage and witchcraft.</p> <p>2. The nature of law enforcement and punishment ● The role of the authorities and local communities in law enforcement, including town watchmen. ● The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code.</p> <p>3. Case studies ● The Gunpowder Plotters, 1605: their crimes and punishment. ● Key individual: Matthew Hopkins and the witch-hunts of 1645–47. The reasons for their intensity; the punishment of those convicted.</p>	<p>Knowledge and understanding.</p>	<p>12 mark – causation 16 mark – ‘How Far’</p> <p>All of which incorporate change and continuity.</p> <p>Knowledge tests.</p>
<p>Spring A</p>	<p><u>Topic 3: c1700–c1900: Crime and punishment in eighteenth- and nineteenth century Britain</u></p> <p>1. Nature and changing definitions of criminal activity ● Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smuggling. ● Changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs.</p> <p>2. The nature of law enforcement and punishment ● The role of the authorities and local communities in law enforcement, including the work of the Fielding brothers. The development of police forces and the beginning of CID. ● Changing views on the purpose of punishment. The use and ending of</p>	<p>Turning points (significance). Extent of, and causes or consequences of change. Similarity and Difference. Knowledge and understanding.</p>	<p>Completion of exam questions throughout the term:</p> <p>4 mark – similarity and difference 12 mark – causation 16 mark – ‘How Far’</p> <p>All of which incorporate change and continuity.</p> <p>Knowledge tests.</p>



	<p>transportation, public execution and the Bloody Code. Prison reform, including the influence of John Howard and Elizabeth Fry.</p> <p>3. Case studies ● Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the separate system in operation. ● Key individual: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force.</p>		
Spring B	<p><u>Topic 4: c1900–present: Crime and punishment in modern Britain</u></p> <p>1. Nature and changing definitions of criminal activity ● Continuity and change in the nature of crimes against the person, property and authority, including new forms of theft and smuggling. ● Changing definitions of crime, including driving offences, race crimes and drug crimes.</p> <p>2. The nature of law enforcement and punishment ● The role of the authorities and local communities in law enforcement, including the development of Neighbourhood Watch. Changes within the police force: increasing specialisation, use of science and technology and the move towards prevention. ● The abolition of the death penalty; changes to prisons, including the development of open prisons and specialised treatment of young offenders; the development of non-custodial alternatives to prison.</p>	<p>Turning points (significance). Similarity and Difference. Extent of, and causes or consequences of change. Knowledge and understanding.</p>	<p>Completion of exam questions throughout the term:</p> <p>4 mark – similarity and difference 12 mark – causation 16 mark – ‘How Far’ (+ 4 marks SPaG)</p> <p>All of which incorporate change and continuity.</p> <p>Knowledge tests.</p> <p>Oracy – showing the changes and continuity since the start of the period.</p>



	<p>3. Case studies ● The treatment of conscientious objectors in the First and Second World Wars. ● The Derek Bentley case: its significance for the abolition of the death penalty.</p>		
<p>Summer A</p>	<p><u>The historic environment</u> <u>Whitechapel, c1870–c1900: crime, policing and the inner city</u></p> <p>● The local context of Whitechapel. The problems of housing and overcrowding. Attempts to improve housing: the Peabody Estate. Provision for the poor in the Whitechapel workhouses. The lack of employment opportunities and level of poverty. Links between the environment and crime: the significance of Whitechapel as an inner city area of poverty, discontent and crime. ● The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community. The tensions arising from the settlement of immigrants from Ireland and Eastern Europe. Pressures caused by the increase in Jewish immigration during the 1880s and the tendency towards segregation. The growth of socialism and anarchism in Whitechapel. ● The organisation of policing in Whitechapel. The work of H division and the difficulties of policing the slum area of Whitechapel, the rookeries, alleys and courts. Problems caused by alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks on Jews. The Whitechapel Vigilance Committee. ●</p>	<p>Evaluate and use contemporary sources to make substantiated judgements Knowledge and understanding.</p>	<p>Completion of exam questions throughout the term:</p> <p>4 mark - key features 8 mark - source utility 2 x 4 mark – source follow up and questions</p> <p>Knowledge Tests.</p> <p>End of Year Exam on all content and skills from Y9 to date: Elizabeth, Cold War and C & P so far.</p>



	<p>Investigative policing in Whitechapel: developments in techniques of detective investigation, including the use of sketches, photographs and interviews; problems caused by the need for cooperation between the Metropolitan Police, the City of London Police and Scotland Yard. Dealing with the crimes of Jack the Ripper and the added problems caused by the media reporting of the 'Ripper' murders. ● The national and regional context: the working of the Metropolitan Police, the quality of police recruits, the role of the 'beat constable'. The development of CID, the role of the Home Secretary and of Sir Charles Warren, public attitudes towards the police. 2 Knowledge, selection and use of sources for historical enquiries ● Knowledge of local sources relevant to the period and issue, e.g. housing and employment records, council records and census returns, Charles Booth's survey, workhouse records, local police records, coroners' reports, photographs and London newspapers. ● Knowledge of national sources relevant to the period and issue, e.g. national newspapers, records of crimes and police investigations, Old Bailey records of trials and Punch cartoons. ● Recognition of the strengths and weaknesses of different types of source for specific enquiries. ● Framing of questions relevant to the pursuit of a specific enquiry. ● Selection of appropriate sources for specific investigations.</p>		
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<p>Summer B</p>	<p>Topic 1: The Weimar Republic 1918–29</p> <p>1. The origins of the Republic, 1918–19 ● The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. ● The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.</p> <p>2. The early challenges to the Weimar Republic, 1919–23 ● Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles. ● Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. ● The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.</p> <p>3. The recovery of the Republic, 1924–29 ● Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. ● The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</p> <p>4. Changes in society, 1924–29 ● Changes in the standard of living, including wages, housing, unemployment insurance. ● Changes in the position of women in work, politics and leisure. ● Cultural changes: developments in architecture, art and the cinema.</p>	<p>Causation.</p> <p>The ability to analyse and evaluate contemporary sources.</p> <p>The ability to analyse and evaluate interpretations.</p> <p>Knowledge and understanding.</p>	<p>Completion of exam questions throughout the term:</p> <p>4 mark - inference of source 12 mark - causation 8 mark – source utility 2 x 4 mark – interpretations questions 16 mark – interpretations question (+ 4 mark SPaG)</p> <p>Knowledge Tests.</p>
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Academic Year <u>Year 11</u>	Content and rationale. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – how will the knowledge and skills be assessed?
Rationale	<p><u>Weimar and Nazi Germany 1919 – 1939 (Paper 3)</u></p> <p>The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. These include social, economic, political, cultural and military aspects. The main content is divided into four key topics. These provide a framework for teaching and understanding the option, but should not be taken in isolation from each other. For each depth study, there is some chronological overlap between key topics – this structure helps highlight the complexity and interplay of different aspects within society.</p> <p>Assessment: Students will be assessed on all four Assessment Objectives. All questions may relate to any content specified in the four key topics. Questions focusing solely on knowledge and understanding will target causation. Other questions will target the ability to analyse and evaluate contemporary sources and later interpretations. Students should be aware that interpretations are based on evidence from their period of study.</p> <p>This is building on the skills work completed in KS3 and prepares students for KS5.</p>		
Autumn A	<p><u>Topic 2: Hitler’s rise to power, 1919–33</u></p> <p>1. Early development of the Nazi Party, 1920–22 ● Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20. ● The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.</p> <p>2. The Munich Putsch and the lean years, 1923–29 ● The reasons for, events and consequences of the Munich Putsch. ● Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926.</p> <p>3. The growth in support for the Nazis, 1929–32 ● The growth of unemployment – its</p>	<p>Causation.</p> <p>The ability to analyse and evaluate contemporary sources.</p> <p>The ability to analyse and evaluate interpretations.</p> <p>Knowledge and understanding.</p>	<p>Completion of exam questions throughout the term:</p> <p>4 mark - inference of source 12 mark - causation 8 mark – source utility 2 x 4 mark – interpretations questions 16 mark – interpretations question (+ 4 mark SPaG)</p> <p>Knowledge Tests.</p>



	<p>causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. ● Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.</p> <p>4. How Hitler became Chancellor, 1932–33 ● Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. ● The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</p>		
<p>Autumn B</p>	<p><u>Topic 3: Nazi control and dictatorship, 1933–39</u></p> <p>1. The creation of a dictatorship, 1933–34 ● The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. ● The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.</p> <p>2. The police state ● The role of the Gestapo, the SS, the SD and concentration camps. ● Nazi control of the legal system, judges and law courts. ● Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.</p> <p>3. Controlling and influencing attitudes ● Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936. ●</p>	<p>Causation. The ability to analyse and evaluate contemporary sources. The ability to analyse and evaluate interpretations. Knowledge and understanding.</p>	<p>Completion of exam questions throughout the term:</p> <p>4 mark - inference of source 12 mark - causation 8 mark – source utility 2 x 4 mark – interpretations questions 16 mark – interpretations question</p> <p>Knowledge Tests.</p> <p>Mock exams on Elizabeth, Cold War and Crime and Punishment.</p>



	<p>Nazi control of culture and the arts, including art, architecture, literature and film.</p> <p>4. Opposition, resistance and conformity ● The extent of support for the Nazi regime. ● Opposition from the Churches, including the role of Pastor Niemöller. ● Opposition from the young, including the Swing Youth and the Edelweiss Pirates.</p>		
Spring A	<p>Topic 4: Life in Nazi Germany, 1933–39</p> <p>1. Nazi policies towards women ● Nazi views on women and the family. ● Nazi policies towards women, including marriage and family, employment and appearance.</p> <p>2. Nazi policies towards the young ● Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. ● Nazi control of the young through education, including the curriculum and teachers.</p> <p>3. Employment and living standards ● Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. ● Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.</p> <p>4. The persecution of minorities ● Nazi racial beliefs and policies and the treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities. ● The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.</p>	<p>Causation.</p> <p>The ability to analyse and evaluate contemporary sources.</p> <p>The ability to analyse and evaluate interpretations.</p> <p>Knowledge and understanding.</p>	<p>Completion of exam questions throughout the term:</p> <p>4 mark – source inference 12 mark - causation 8 mark – source utility 2 x 4 mark – interpretations questions 16 mark – interpretations question</p> <p>Knowledge Tests.</p>
Spring B	Revision of all units.		Knowledge and Understanding.



			<p>Exam questions from across the 4 units.</p> <p>Mock exam on Germany.</p>
<p>Summer term: End of KS readiness for the 6th form</p>	<p>Key Knowledge studied at KS4 that will be useful for the 6th form</p>	<p>Summary of the main core skills taught at KS4 that can be reactivated at KS5</p>	