

Curriculum Map: Year 11 History

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Early Elizabethan England, 1558-1588	The Weimar Republic, 1919-1929	Nazi Germany, 1929-1939	<p>Dependent on nature of assessment decided upon nationally for Summer 2022.</p> <p>Either:</p> <p>A) Additional time for Weimar and Nazi Germany + Revision</p> <p>Or</p> <p>B) Paper 2 Section A (Superpower Relations and the Cold War or The American West) + Revision</p>		
Intent	To enable students to learn about a strong female monarch. To enable students to be active global citizens and to develop powerful knowledge through such themes as poverty, relations with other countries and government responses to domestic threats. To develop powerful knowledge in terms of an analysis of the Elizabethan government's response to challenges at home.	To enable students to become active citizens and to develop powerful knowledge through the study of political concepts such as left and right wing as well as the decline of democracy and the rise of dictatorship.	To enable students to reflect upon racism and anti-Semitism in order to contribute to community cohesion. To enable students to critically evaluate source material (ie. propaganda) and interpretations.			
Key Knowledge	Voyages of discovery Plots and revolts War with Spain and the Spanish Armada Leisure, poverty and education	The origins of the Weimar Republic 1918-1919, The early challenges to the Weimar Republic 1919-1923, The recovery of the Weimar Republic 1924-1929, How Hitler became Chancellor 1932-1933, Changes in German society 1924-1929, The Munich Putsch and the 'lean years' 1923-1929	The growth in support for the Nazis 1929-1932, The creation of a dictatorship 1933-1934, The police state, Controlling and influencing attitudes, Life in Nazi Germany			
Key Skills	Knowledge and Understanding (AO1), Explanation and Analysis (AO2)	Knowledge and Understanding (AO1), Explanation and Analysis (AO2), Sources (AO3), Interpretations (AO4)	Knowledge and Understanding (AO1), Explanation and Analysis (AO2), Sources (AO3), Interpretations (AO4)			
Key Vocabulary	Revolt, plot, Catholic, Armada, vagabonds, poverty, monasteries,	Armistice, democracy, constitution, left/ right wing, PR, Article 48,	Reichstag, Chancellor, President, propaganda, political intrigue, terror,			

	inflation, New World, trade, colonies, expedition, Native Americans	conservative, communism, revolution, putsch, war guilt, diktat, socialist, Spartacist, Freikorps, hyperinflation, reparations, Nazi Party, Depression	coalition, Reichstag Fire, Enabling Act, Night of the Long Knives, purge, SA, SS, Gestapo, concentration camps, Concordat, Hitler Youth, League of German Maidens, Aryan, rearmament, persecution, antisemitism, Nuremberg Laws, Kristallnacht	
Key Reading	The Time traveller guide to Elizabethan England – Ina Mortimer		Travellers of the Third Reich – Julia Boyd	
End Point	Students develop knowledge and understanding of key aspects of early Elizabethan England ending with leisure, poverty and education.	Students develop knowledge and understanding of the reasons for the collapse of the Weimar Republic and the rise of the Nazis.	Students develop knowledge and understanding of the nature of life in Nazi Germany and the treatment of minority groups.	
Form of Assessment	GCSE exam questions	GCSE exam questions Mock exam	GCSE exam questions	
Enrichment Opportunities	Sessions on exam technique and practice for the relevant exam board. Use of National Archives for material on Elizabethan England.			
Leadership Opportunities	Leadership development throughout the year includes refining debating skills through topics in the Germany topic where students discuss and debate using evidence to come to a judgement. (Examples include: Why was opposition to the Nazis limited? Which of the main aspects of police state were the most effective in maintaining control?) Presentation skills are also linked as students will present their argument to the class at the end of the topic of work. Teamwork skills are developed through the year through starters in lessons and end points of lessons where students will work together to reach judgements, find suitable evidence and work together to answer enquiry questions about the topics being studied. For example, working together to create fact files of individuals in Elizabethan England, working together to uncover meaning behind Historical sources in Nazi Germany, working in groups to come up with solutions to problems faced by Germany in the Twentieth Century.			