

KS4 Long Term Curriculum Plan: History, Year 11

Curriculum Aim: The Year 11 curriculum for History seeks to develop the solid foundations from the Year 10 curriculum in terms of both knowledge and exam skills. This course seeks to build on the narrative structures of Year 10 by moving into a depth study of Henry VIII, and then two further depth studies on the Cold War and Weimar and Nazi Germany. This year seeks to give students a clear understanding of the different key structures in both British and world politics, including a look at the changing face of Monarchy and Parliament's relationship under Henry VIII, and the growth of international political structures during the Cold War. We end the year with an in-depth investigation of how democracy can be subverted through the study of Weimar and Nazi Germany, and the conditions under which democracy can fall. Within this, students will develop and master the skills and techniques required for exam success and in particular will focus on moving students from discussions of causation and change to engaging with historical significance and narrative, source utility, and the complexities of historical interpretation.

Link to prior learning: This develops the skills learned in Year 10, as well as getting students to engage in greater depth with topics such as Henry VIII and Weimar and Nazi Germany that have been covered in Year 8 and Year 9. These units are designed to extend students' understanding not just of the specific historical contexts, but also of the structural and historic themes of democracy, political engagement, and dictatorship.

Rationale of sequencing: While we endeavour to give students a chronological understanding of the past, the Year 11 curriculum steps away from this in order to develop students' understanding of key political concepts in greater depth. By starting with Henry VIII students begin to investigate issues of representative democracy and constitutional monarchy, and in following with the Cold War, students can engage with the ideas of democracy, dictatorship, capitalism, and communism. It is these key concepts that form the basis of understanding the historical interpretations that are central to the Weimar and Nazi Germany course.

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn 1	<p>Henry VIII and his Ministers, 1509 – 1540</p> <p>Weimar Germany</p> <p>The Depression and the rise of the Nazis</p>	<p>Students will complete a mock exam on the Henry VIII and his Ministers Unit 2 content that they studied at the end of Year 10 to consolidate knowledge, assess how well they have revised, and give them an opportunity to experience this exam paper.</p> <p>Henry and Wolsey Henry and Cromwell Henry and religion</p> <p>The term then continues to introduce students to the early stages of Weimar Germany, including the collapse of the Monarchy and the construction of Parliamentary Democracy. It is also where students tackle the concept of interpretation for the first time.</p> <p>Impact of War Stresemann Dawes Plan</p> <p>The course continues with the major strains and problems placed on the Weimar Democracy by the international situation of the 1920s and 1930s Wall Street Crash • Depression Rise of the Nazi Party</p>	<p>Henry Mock paper</p> <p>Unit 1 resits</p> <p>4 mark source questions 12 mark causation questions 8 mark source utility questions 4 mark interpretations questions 16 mark Interpretations questions</p>
Autumn 2	<p>Life in Nazi Germany</p> <p>Revision</p>	<p>This term we complete the Nazi Germany course, including an intensive investigation of differing interpretations of the Nazi Regime and aim to begin revision with the students on the whole course, in particular focusing on the key skills and themes from each unit.</p> <p>Force Propaganda Education Women Church Resistance</p> <p>Walking-Talking Mocks opportunities and revision sessions.</p>	<p>4 mark source questions 12 mark causation questions 8 mark source utility questions 4 mark interpretations questions 16 mark Interpretations questions</p> <p>Unit 3 mock paper</p>

Spring 1	<p>The Early Cold War</p> <p>Increasing Tensions in the Cold War</p>	<p>Students are introduced to the Cold War Unit. This includes a context setting lesson on the end of World War II and the geopolitical situation in 1945, before then dealing with the significance and consequences specific events and challenges of the period 1945 – 1991.</p> <p>Conferences Truman Doctrine and Marshall Plan Berlin Airlift NATO Hungarian Uprising Berlin Crisis Cuban Revolution Cuban Missile Crisis Czechoslovakia</p> <div data-bbox="1249 220 1697 384" style="border: 1px solid black; padding: 5px;"> <p>Skills: •</p> <ul style="list-style-type: none"> • Narrative • Consequence • Significance </div>	<p>8 mark consequences questions</p> <p>8 mark narrative account questions</p> <p>16 mark 'Importance of' questions.</p>
Spring 2	<p>Détente</p> <p>End of the Cold War</p>	<p>This term deals with the final stages of the Cold War and the development of international solutions to the problem, as well as the rise of new political forces such as Reagan, Thatcher, and Gorbachev.</p> <p>Détente SALT I Afghan Invasion Ronald Reagan Gorbachev</p> <div data-bbox="1238 560 1686 724" style="border: 1px solid black; padding: 5px;"> <p>Skills: •</p> <ul style="list-style-type: none"> • Narrative • Consequence • Significance </div>	<p>8 mark consequences questions</p> <p>8 mark narrative account questions</p> <p>16 mark 'Importance of' questions.</p> <p>Assessment Week 2: Full Unit 2 mock exam.</p>
Summer 1	Revision	<p>This term should give students the opportunity to revise and prepare for their Summer exams, with an opportunity to re-visit work and techniques from Units 1, 2, and 3.</p> <p>Crime and Punishment, c.1000AD – present Historic Whitechapel, 1870 – 1910 Henry VIII and his Ministers, 1509 – 1540 Superpower relations and the Cold War, 1941 – 1991 Weimar and Nazi Germany, 1917 – 1939</p>	Various Regular exam questions and plans
Summer 2		GCSE Exams.	

Further Information

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

<https://www.bbc.co.uk/history/british/> <https://www.bbc.com/bitesize/subjects/zj26n39>