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	Henry and Wolsey Henry and the Break from Rome Henry and Cromwell	Students are introduced to the key personalities and events of the Henry VIII unit, and the major **turning points** that influence the rest of the narrative of this course. Students will look at **cause and effect** within this unit. • Wolsey • Domestic Policy • Foreign Policy • The Divorce Case • Act of Supremacy • Act of Succession • Break from Rome • Dissolution of the Monasteries • Ten Articles • Six Articles • Anne Boleyn • Supremacy • Cleves Marriage • Pilgrimage of Grace • Fall of Cromwell **Skills:** • Evidence • Change and continuity • Causation	16 mark question on Break from Rome and Pilgrimage of Grace, 16 mark question on religious changes **Henry Mock paper**
Autumn 2	The Early Cold War Increasing Tensions in the Cold War	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. • Conferences • Truman Doctrine and Marshall Plan • Berlin Airlift • NATO • Hungarian Uprising • Berlin Crisis • Cuban Revolution • Cuban Missile Crisis • Czechoslovakia **Skills:** • Narrative • Consequence • Significance	8 mark consequences question 8 mark Narrative Account on the Hungarian Uprising Narrative Account of Berlin / Cuban crises

Spring 1	Détente Weimar Germany	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. • Détente • SALT I • Afghan Invasion • Ronald Reagan • Gorbachev **Skills:** • Narrative • Consequence • Significance 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. • Impact of War • Stresemann • Dawes Plan	8 mark consequences question, 16 mark question on significance. 4 mark inference question, 12 mark essay on Stresemann
Spring 2	The Depression and the rise of the Nazis Life in Nazi Germany	The course continues with the major strains and problems placed on the Weimar Democracy by the international situation of the 1920s and 1930s, as well as the rise of Nazism in Germany, before looking at the **causes and effects of** eventual victory of the Nazi Party and the creation of a Nazi dictatorship. • Wall Street Crash • Depression • Rise of the Nazi Party • Force • Propaganda • Education • Women • Church • Resistance **Skills:** • Causation • Evidence • Interpretation	**Assessment Week 2: Full Unit 2 mock exam.** Interpretations questions on the Depression Interpretations of life in Nazi Germany
Summer 1	Life in Nazi Germany Revision	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. • Force • Propaganda • Education • Women • Church • Resistance **Skills:** • Causation • Evidence • Interpretation Walking-Talking Mocks opportunities and revision sessions.	Interpretations of life in Nazi Germany **Unit 3 mock paper**
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