Curriculum C	ontent Ma	p					Subject: Year 11 History						
Month		Γ	Term 1 September October		November December		January February half term 1		Term 2 February half term 2 March		April	Term 3 May June	
	Jnits of Work		Conflict and tension, 1918–1939 (Section B) Germany, 1890–1945: Democracy and dictatorship	Conflict and tension, 1918–1939 (Section B)	Conflict and tension, 1918–1939 (Section B) Germany, 1890–1945: Democracy and dictatorship	Connict and tension, 1918–1939 (Section B) Germany, 1890–1945: Democracy and dictatorship	Connict and tension, 1918–1939 (section B) Germany, 1890–1945: Democracy and dictatorship	Connict and tension, 1918–1939 (Section B) Germany, 1890–1945: Democracy and dictatorship	Connict and tension, 1918–1933 (Section B) Germany, 1890–1945: Democracy and dictatorship	Connict and tension, 1918–1939 (Section B) Germany, 1890–1945: Democracy and dictatorship	Connict and tension, 1918–1939 (Section B) Germany, 1890–1945: Democracy and dictatorship	Britain Health and the People	Britain Health and the People
Cultural Transmission	National Curriculum L area – KS3		Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 19	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day
	Substantive Knowledge	The What!	The growth of parliamentary government and the influence of Prussian militarism. Industrialisation, social reform and the growth of socialism. The domestic importance of the Navy Laws. Aims of the peacemakers. Wilson and the Fourteen Points Clemenceau and Lloyd George and the League of Nations	The extent to which they achieved their aims. Diktat Territorial changes Military restrictions War guilt and reparations including reparations Reactions of the Allies German objections strengths and weaknesses of the settlement	Weimar democracy; political change and unrest, 1919–1923: Spartacists; Kapp Putsch; the Munich Putsch. The extent of recovery during the Stresemann era (1924–1929). Gap filling: Norman church, towns and villages	The Saar German rearmament, including conscription The Stresa Front Anglo-German Naval Agreement. Filling in the gaps of Normans paper - religion, legal system, 19th century surgery and public health for Britain health and the people.		Nazi Police State, AP2 preparation, The role of women	The occupation of Czechoslovakia The role of the USSR and the Nazi-Soviet Pact The invasion of Poland and outbreak of war, September 1939 Responsibility for the outbreak of war, including that of key individuals: Nitler, Stalin and Chamberlain	Nazi policies towards, women, children and Jews Nazis and the Church Ending of Appeasement	Hitler, Stalin and Chamberlain Goebells and the use of propaganda Repression and the Police State, Himmler, SS and the Gestapo Opposition and resistance, including White Rose group, Swing Youth, Edewless Pirates and July, 44 bomb plot.	evision of Britain Health and the People Normans Normans	Revision of Britain Health and the People Conflict and Tension revision. Normans
	Disciplinary knowledge	The How!	We build upon knowledge in y9 where we cultivated an understanding of the Kaiser and his Welpolitik. We extend our learning by assessing the failures of the Treaty of Versailles and leaders in Europe as well as examining territorial changes AO1: demonstrate knowledge and understanding of the key features	We extend our learning by assessing the failures of the Treaty of Versailles and leaders in Europe as well as examining territorial changes	Students consider if the treaty was fair and sensible, not only at the time it was written, but also in hindsight. Was it the best that could have been achieved at the time and how far have later events altered our perceptions about the treaty?	the relative importance of the political,	The effects of the Depression, the Manchurian and Abyssinian crises, The focus is on the years 1396 to 1938 and appeasement	The focus should be on explaining the collapse of the policy of appeasement	The focus should be on the reasons for propaganda and the development of Nazi culture; the methods used; their level of success and their effects on German people	The focus should be on the reasons for propaganda and the development of Mazi culture; the methods used; their level of success and their effects on German people	The focus should be on explaining the collapse of the policy of appeasement and the relative importance of the different factors which contributed to the outbreak of war in 1939n	Extended writing opportunities Source analysis Source and interpretation practice 8 mark and 20 mark question	Extended writing opportunities Source analysis Source and interpretation practice 8 mark and 20 mark question
	Sequencing (Flow)	Retrieval & Extension	We build upon knowledge in y9 where we cultivated an understanding of the Kaiser and his Wetpolitik We extend our learning by assessing the failures of the Treaty of Versailles and leaders in Europe as well as examining territorial changes AO1: demonstrate knowledge and understanding of the key features and	AO1-3 - We extend our learning by assessing the failures of the Treaty of Versailles and leaders in Europe as well as examining territorial changes		We build on knowledge about the build up to WW1 crafted in y9 and examine the build up of miltarisation and how there was a search for lebensraum prior to 1939		We support students understanding of the decline of the Weimar Republic and the ways in which Hitler elminuated his political enemies. Some knowledge from y9 and previously studied in y11 up to this point.	01-4 skills are reinforced. Linking Hitler's rise to power with international events – notably the rise of Communism and the Nazi-Soviet PactAs well as considering the Nazis international policy, we examine domestic policy and notably their treatment of women, children and the Jews	Y9 content revisited - Holocaust.	Internatiobnal perspectives, bringing toether knowledge garnered in y9 and also in y11.	revision	revision
	summative Assessment		Explain why you found it so hard to create a Treaty you could all agree on. If countries found it hard to agree, do you think they would slick to the eventual Treaty? "The League of Nations failed more often than it succeeded in the 1920s' How far do you agree with this statement?	Study Source A and B. How useful are Sources A and B for a historian studying opinions about the collapse of the League of Nations? Explain your answer using Sources A and B and your contextual knowledge. (12 marks)	Interpretations of Weimar Republic - 4, 4 and 8 mark questions - Considering the success of the Stresseman years . 4 mark describe queestions,	Assessing the failure of the League of Nations - enquiry question and building 'Structural weaknesses in The League of Nations when it was first set up were the main reasons it was doomed to fail'. How far do you agree with this statement? Explain your answer.	8 mark Abyssinia Crisi and Manchuris crisis 8 mark question practice. Historical interpretations of Hilder and Hindenburg - roadmap of Rhineland. Source of what Churchill will think will happen .	Interpretations of the Reichstag Fire	How did Anschluss help Hitler to Unite all German-speaking people in a Greater Germany? Overturn Versailles? Ream? Provide Lebensraum - be careful, Austria isn't Lebensraum be careful, Austria isn't options have opened up for Hitler.	8 mark question - ways life of women, children were affected by Nazi policies - 12 mark question - how were the Nazis able to keep control	Why do you think Britain did not want to make an alliance with Hitler? How had Hitler's position in Europe changed? Think about the alliances, explain your answer.	20 mark question revison for Papers 1B and 2A.	
Personal Empowerment	Virtue		Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Speech	Good Temper & Humour	Self-Mastery	Self-Mastery	Compassion
	Link to Virtue	The opportunity to reflect, think deeply and critically about an issue.	By exploring the situation in Europe before WW1 our students will evaluate the extent of friendliness and civility. How did this precipitate a situation where war seemed likely in 1914.	We shall explore the justice and truthfulness needed to create a more democratic peaceful and secure society that avoids war.	How did soldiers during WW1 demonstrate courage?	Why soldiers needed to demonstrate generosity of spirit to one another in the trenches to work together and build comradeship.	Showing gratitude for what we have. How we can show generosity to one another so we don't repeat the mistakes of the past.	By demonstrating good speech our students	By demonstrating good speech our students will understand how conflicts can be resolved.	Our students will understand the good tempe and good humour needed to avoid war in 1914. Our students will understand the good tempe and good humour needed to deal with tense international relations	How did soldiers and officers demonstrate self mastery to overcome obstacles of war during the period 1914-18.	How did soldiers and officers demonstrate self mastery to overcome obstacles of war during the period 1914-18.	How did soldiers demonstrate self-mastery and compassion for one another in the trenches. How do we demonstrate compassion for one another in times of conflict?
Preparation for Work	Skill		Listening	Leadership	Problem-Solving	Creativity	Staying Positive	Speaking	Speaking	Staying Positive	Aiming High	Aiming High	Speaking
	Link to Skill	Transferable skills	Listening to the varying views and speeches and the views of others.	The leadership of key figures such as Haig, Schlieffen. How can we exercise leadership roles in the classroom and work with to promote successful group work.	How did generals of WW1 work together to solve complex issues of warfare.	How did generals use creative solutions to issues of warfare. How can y11 think creatively to construct evaluative judgements that reconcile opposing points of view?	How did Britain stay positive in the years	Ensuring we speak out against injustice	Ensuring we can communicate effectively so conflicts do not arise	How did people and politicians stay positive during WW1?	Why did Schlieffen Aim High with his plan to invade Europe? Aiming high with military development.	Why did Schlieffen Aim High with his plan to invade Europe? Aiming high with military development.	Speaking to one another and communicating during times of war. Speaking about loss and life in Europe leading up to the ending of war in 1918.
Preparation for Citizenship	SMSC & British Values	1 opinions on curent issues	Encourages students to take responsibility for their own behaviour as we consider the role of protest as well as the respect	Encourages students to take responsibility for their own behaviour as we consider the role of protest as well as the respect	Respect for democracy Tolerance and harmony Respecting differences in opinions as we consider interpretations and assess their viewpoints Encourages respect for different opinions	Respect to vernocacy Tolerance and harmony Respecting differences in opinions as we consider interpretations and assess their viewpoints Encourages respect for different opinions		Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony
	Link to SMSC & British Values	Developing											