

KAA Curriculum Overview		History	Year 11	EOY Exam	Sequencing and Progression	
<p>Rationale</p> <p><i>Give an overview of what students are studying this year and why. Link directly to your overall curriculum intent.</i></p> <p>The aims and objectives of this qualification are to enable students to:</p> <ul style="list-style-type: none"> • develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience • engage in historical enquiry to develop as independent learners and as critical and reflective thinkers • develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context • develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them • organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions. 				<p><i>What content and skills will be assessed in the EOY exam?</i></p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. • Explain and analyse historical events and periods studied using second-order historical concepts. • Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. • Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. <p><i>Link to model exam papers here.</i> https://drive.google.com/drive/folders/1XTfYAZLGNdT3ycdLabhCd45fP7FV_TpW?usp=sharing</p>	<p><i>How does this year build on what they've learnt last year?</i></p> <ul style="list-style-type: none"> • Explaining causes and consequences • Evaluating the usefulness of sources • Comparing significance of factors • Understanding & evaluating interpretations (Year 9) 	<p><i>How will it benefit them as they move forward next year?</i></p> <ul style="list-style-type: none"> • Success at GCSE
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2
Link to MTP Overview	https://docs.google.com/document/d/1J5J9C1BVijEPBVfFfcXjO-47RRQ7gDZo/edit?usp=sharing&oid=102925239205324548526&rtpof=true&sd=true					

<p>Topic studied & Fertile Question</p>	<ol style="list-style-type: none"> Was the Weimar Republic doomed or destroyed? The Weimar Republic 1918-29 Why did Germany go from democracy to dictatorship? Hitler's Rise to Power, 1919-33 	<ol style="list-style-type: none"> Why did the Nazis face so little opposition? Nazi Control and Dictatorship, 1933-39 What was life like for different groups in Nazi Germany? Life in Nazi Germany, 1933-39 	<ol style="list-style-type: none"> Why did the US and the USSR go from allies to enemies? The origins of the Cold War, 1941-58 When was the Cold War hottest? Cold War Crises, 1958-70 	<ol style="list-style-type: none"> (Continued) When was the Cold War hottest? Cold War Crises, 1958-70 Did anyone win the Cold War? The end of Cold War, 1970-91 	<p>REVISION</p>	<p>REVISION</p>
<p>Adjustments following last assessments / evaluation.</p>	<ul style="list-style-type: none"> - Rejection of CNOP, adoption of COPE - More exam technique focus, less detailed content due to skills-based nature of paper 	<ul style="list-style-type: none"> - Lack of confidence in breadth study (migration) - re-assessed Autumn Mocks to ensure revision 	<p>N/A - no teaching of the Cold War in 2020/21/22</p>	<p>N/A - no teaching of the Cold War in 2020/21/22</p>		
<p>Key knowledge and skills students need to have gained by the end of the unit</p>	<p>Unit 1:</p> <ol style="list-style-type: none"> 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. 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. 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 	<p>Unit 3:</p> <ol style="list-style-type: none"> 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. 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. Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936). Nazi control of culture and the arts, including art, architecture, literature and film. The extent of support for the Nazi regime. 	<p>Unit 1:</p> <ol style="list-style-type: none"> The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences. The 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. 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) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic. 	<p>Unit 2 (continued):</p> <ol style="list-style-type: none"> 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. The events of the Cuban Missile Crisis. The consequences of the Cuban Missile Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968). Opposition in Czechoslovakia to Soviet control: the Prague Spring. The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia. International reaction to Soviet measures in Czechoslovakia. <p>Unit 3:</p>		

	<p>achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</p> <p>8. Changes in the standard of living, including wages, housing, unemployment insurance.</p> <p>9. Changes in the position of women in work, politics and leisure.</p> <p>10. Cultural changes: developments in architecture, art and the cinema.</p> <p>Unit 2:</p> <ol style="list-style-type: none"> 1. Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. 2. The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA. 3. The reasons for, events and consequences of the Munich Putsch. 4. Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926. 5. The growth of unemployment – its 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. 6. 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. 7. Political developments in 1932. The roles of 	<ol style="list-style-type: none"> 9. Opposition from the Churches, including the role of Pastor Niemöller. 10. Opposition from the young, including the Swing Youth and the Edelweiss Pirates. <p>Unit 4:</p> <ol style="list-style-type: none"> 1. Nazi views on women and the family. 2. Nazi policies towards women, including marriage and family, employment and appearance. 3. Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. 4. Nazi control of the young through education, including the curriculum and teachers. 5. Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. 6. Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour. 7. Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities. 8. The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht. 	<ol style="list-style-type: none"> 7. The significance of the arms race. The formation of the Warsaw Pact. 8. Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response. 9. The international reaction to the Soviet invasion of Hungary. <p>Unit 2:</p> <ol style="list-style-type: none"> 1. The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61. 2. The construction of the Berlin Wall, 1961. 3. Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963. 	<ol style="list-style-type: none"> 1. Détente in the 1970s, SALT 1, Helsinki, and SALT 2. 2. The significance of Reagan and Gorbachev's changing attitudes. 3. Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty (1987). 4. The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. 5. Reagan and the 'Second Cold War', the Strategic Defence Initiative. 6. The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe. 7. The significance of the fall of the Berlin Wall. 8. The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact. 		
--	--	--	---	--	--	--

	<p>Hindenburg, Brüning, von Papen and von Schleicher.</p> <p>8. The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</p>					
<p>How is understanding assessed at the end of the unit?</p>	<ul style="list-style-type: none"> • Marked practice 8 mark • Marked practice 12 mark • Marked practice 16 mark 	<ul style="list-style-type: none"> • Autumn 2 Mocks - full Paper 3, Units 1-3 • (+ Paper 1 Migration Through Time, Section B) 		<ul style="list-style-type: none"> • Spring 2 Mocks - Full Paper 2 (Elizabeth + Cold War) • (+ Germany, full Paper 3) 	<ul style="list-style-type: none"> • Walking-talking mock on HE (as not featured in mock exams) 	