

Walthamstow Academy - Year 11 Curriculum Experience History

Term	HISTORY Curriculum Content	Assessment(s)	Extra-Curricular Options <i>(Places to visit; videos; wider reading; clubs to join)</i>
Year 11 Curriculum Overview:			
	<ul style="list-style-type: none"> - <i>Students continue studying Paper 3 Weimar Germany and Nazi Germany, 1918-39 at the beginning of year 11. This Paper has the same analysis and source analysis questions as Paper 1, therefore students are already familiar with the structure and success criteria for these high mark questions. Students also have the Historian Interpretations analysis question which they have studied the skills, structure, and success criteria for the interpretation questions at kS3.</i> - <i>The next paper that students will study in Y11 is their Paper 2 Early Elizabeth, 1558-88 British depth study. Students must answer a range of extended and evaluation questions which they've been studying throughout KS3 alongside their Paper 1 and Paper 3 GCSE papers. Students have also studied the knowledge and the skills for this paper 2 unit in Y8 as part of their Reformation unit at the beginning of Y8. Therefore, students are familiar with the key content of this paper; Elizabeth's early problems; religious changes prior to Elizabeth's reign, Elizabeth's religious settlement; plots and Mary Queen of Scots; relations with Spain and the Armada.</i> - <i>The final paper y11 students will study is their period study 'Superpower Relations and the Cold War, 1941-91. Students study Superpower Relations beginning with 'the marriage of convenience' between the USA and USSR during WWII against a common enemy – Nazi Germany, followed by deteriorating relations following WWII, détente and then the second Cold War and the end of Communism following Gorbachev's reforms during the 1980s. This is the final Paper because in many ways it is the most challenging to students because the exam questions are not the same as any of the questions in the previous 3 papers. Therefore, we teach it last in order to ensure that students fully understand the demands of this Cold War paper's assessment criteria. This paper focuses on the key historical skills of the effects / impacts of the key events of the Cold War, including the 'Narrative' exam question introduced in the new 2015 GCSE History specifications. The subject knowledge for this paper is new to the students however, students learn the structure, planning, and success criteria for 'Narrative' question in y9 in the Causes of WWI unit and the y9 Holocaust unit.</i> 		

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<p>Year 11 HT1</p>	<p>Unit title: Paper 3: Weimar and Nazi Germany, 1918-1939</p> <p>Unit Title: KT1: Weimar Germany, 1918-23:</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Spartacist Revolt, (Communists), 1919 and reasons for failure • Kapp Putsch (Freikorps), 1920 and reasons for failure • Evaluation of the weakness of the Weimar democratic government • Strengths and weaknesses of the democratic Weimar Constitution • 1923 the year of crisis: French invasion of the Ruhr and Passive Resistance. Causes and effects of hyperinflation <p>Unit Title: Weimar Germany, 1923-1929: Stresemann Recovery and ‘Golden Period’</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Stresemann and the Dawes Plan, 1924 – Solving of the French Invasion of the Ruhr and paying reparations • Stresemann and the reasons for the solving of hyperinflation, 1924 • The Young Plan, 1929 • The effects of the Locarno Pact, 1925 and joining the League of Nations, 1926 • The effects of the Kellogg-Briand Pact, 1928 • Evaluation of Stresemann’s economic and foreign policies • Changes in society, 1924–29 <p>Students will develop skills of:</p> <ul style="list-style-type: none"> • Analysing the cause and effects of 3 factors of an event • Analysing and evaluating 2 Historians’ interpretations and explaining their differing views using own contextual knowledge 	<p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Interpretation analysis tasks - Source analysis tasks - Source inference tasks - Teacher questioning <p>Summative Assessment:</p> <p>Q2: Explain the main challenges to the Weimar government between 1919-20. (12)</p>	<p>Rise of the Nazis BBC Documentary:</p> <p>https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics</p>
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	<ul style="list-style-type: none"> Analysing the utility of 2 sources using contextual own knowledge Making 2 supported inferences from a source 		
<p style="text-align: center;">Year 11 HT2</p>	<p>Unit Title: KT2 The Development of the Nazi Party, 1919-33</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> Background to Hitler and the DAP, 1919-20 The development of the NSDAP, 1920 Causes and consequences of the Munich Putsch, 1923 Consequences of the Munich Putsch: Mein Kampf, 1925 Reorganisation of the Nazi Party, 1925-28 Bamberg Conference, 1926 The 'Lean Years', 1925-28 <p>Unit Title: KT2 The Development of the Nazi Party, 1919-33</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> The causes and effects of the Wall Street Crash on Germany The Great Depression 1929-32: 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. 	<p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Interpretation analysis tasks - Source analysis tasks - Source inference tasks - Teacher questioning <p>Summative Assessment:</p> <p>Q3d: How far do you agree with Interpretation 2 about the reasons for the failure of the Munich Putsch?</p> <p>Explain your answer, using both interpretations and</p>	<p>Rise of the Nazis BBC Documentary:</p> <p>https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics</p>

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	<ul style="list-style-type: none">• 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.• Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. <p>Unit title: Key topic 3: Nazi control and dictatorship, 1933–39</p> <ul 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. <p>Students will develop skills of:</p> <ul style="list-style-type: none">• Analysing the cause and effects of 3 factors of an event• Analysing and evaluating 2 Historians interpretations and explaining their differing views using own contextual knowledge• Analysing the utility of 2 sources using contextual own knowledge• Making 2 supported inferences from a source	<p>your knowledge of the historical context. (20)</p>	
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	<ul style="list-style-type: none">• Challenges at home and from abroad: the French threat, financial weaknesses. 2 The 'settlement' of religion• Religious divisions in England in 1558.• Elizabeth's religious settlement (1559): its features and impact.• The Church of England: its role in society.• Challenge to the religious settlement: The nature and extent of the Puritan challenge. The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.• The problem of Mary, Queen of Scots: Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. Relations between Elizabeth and Mary, 1568–69. <p>Unit title: Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88</p> <p>Students will learn about:</p> <ul style="list-style-type: none">• Plots and revolts at home: The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70.• The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies.• The reasons for, and significance of, Mary Queen of Scots' execution in 1587. <p>Students will develop skills of:</p> <ul style="list-style-type: none">• Analysing and evaluating the cause and effects of 3 factors of an event• Analysing the cause and effects of 3 factors of an event• Describing the key features of one aspect of the topic.	<p>Formative assessment:</p> <ul style="list-style-type: none">- Key questions and hinge questions designed into all lessons- Teacher questioning <p>Summative Assessment:</p> <p>Q2: Explain the challenges faced by Elizabeth on her accession to the throne. (12)</p> <p>Formative assessment:</p> <ul style="list-style-type: none">- Key questions and hinge questions designed into all lessons- Teacher questioning <p>Summative Assessment:</p> <p>Q3: 'The Revolt of the Northern Earls was the greatest threat faced by Elizabeth'.</p> <p>How far do you agree</p>	<p>stories/tower-of-london-prison/#gs.an01z0</p>
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<p>Year 11 HT4</p>	<p>Unit title: Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88</p> <p>Students will learn about:</p> <ul style="list-style-type: none">• Relations with Spain: Political and religious rivalry. Commercial rivalry. The New World, privateering and the significance of the activities of Drake.• Outbreak of war with Spain, 1585–88: English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley.• Drake and the raid on Cadiz: ‘Singeing the King of Spain’s beard’.• The Armada: Spanish invasion plans. Reasons why Philip used the Spanish Armada.• The reasons for, and consequences of, the English victory. <p>Unit title: Key topic 3: Elizabethan society in the Age of Exploration, 1558–88</p> <p>Students will learn about:</p> <ul style="list-style-type: none">• Education and leisure: Education in the home, schools and universities. Sport, pastimes and the theatre.• The problem of the poor : The reasons for the increase in poverty and vagabondage during these years. The changing attitudes and policies towards the poor.• Exploration and voyages of discovery: Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade. The reasons for, and significance of, Drake’s circumnavigation of the globe.• Raleigh and Virginia: The significance of Raleigh and the attempted colonisation of Virginia. Reasons for the failure of Virginia. <p>Students will develop skills of:</p> <ul style="list-style-type: none">• Analysing and evaluating the cause and effects of 3 factors of an event• Analysing the cause and effects of 3 factors of an event• Describing the key features of one aspect of the topic.	<p>Formative assessment:</p> <p>- Key questions and hinge questions designed into all lessons</p> <p>- Teacher questioning</p> <p>Summative Assessment:</p> <p>Q2: Explain why the Spanish Armada failed. (12)</p> <p>Formative assessment:</p> <p>- Key questions and hinge questions designed into all lessons</p> <p>- Teacher questioning</p> <p>Summative Assessment:</p> <p>Q3: ‘Bad planning was the main reason for the failure of the attempted colonisation of Virginia.</p> <p>How far do you agree? (16)</p>	<p>BBC Armada docu-drama:</p> <p>https://www.bbc.co.uk/programmes/p02pkxkm</p> <p>Visit the RSC: Stratford Upon Avon and the historic town:</p> <p>https://www.rsc.org.uk/</p> <p>Visit the Globe theatre in London:</p> <p>https://www.shakespearesglobe.com/</p>
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	<p>Unit title: Superpower relations and the Cold War, 1941–91: Key topic 1: The origins of the Cold War, 1941–58</p> <p>Students will learn about:</p> <ul style="list-style-type: none">• Early tension between East and West: 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 development of the Cold War: 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.• The Cold War intensifies: The significance of the arms race. The formation of the Warsaw Pact.• Events in 1956 leading to the Hungarian Uprising, and Khrushchev’s response. The international reaction to the Soviet invasion of Hungary. <p>Unit title: Key topic 3: Superpower relations and the Cold War, 1941–91: Key topic 2: Cold War crises, 1958–70</p> <p>Students will learn about:</p> <ul style="list-style-type: none">• Increased tension between East and West: The refugee problem in Berlin, Khrushchev’s Berlin ultimatum (1958), and the summit meetings of 1959–61.	<p>Formative assessment:</p> <ul style="list-style-type: none">- Key questions and hinge questions designed into all lessons- Teacher questioning <p>Summative Assessment:</p> <p>Q2: Write a narrative account analysing the key events of the USSR's takeover of the Satellite States in the period 1944–48</p> <p>Formative assessment:</p>	<p>Visit the Cold War Exhibition at the Imperial War Museum:</p> <p>https://www.iwm.org.uk/search/stories?query=&filters%5Bsm_topic_name%5D%5BCold%20War%5D=on</p>
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	<ul style="list-style-type: none"> • Cold War crises: The construction of the Berlin Wall, 1961. Reaction to crisis: Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963. • Opposition in Czechoslovakia to Soviet control: the Prague Spring. • The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia. • 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). ● International reaction to Soviet measures in Czechoslovakia. <p>Students will develop skills of:</p> <ul style="list-style-type: none"> • Analysing and evaluating the effects consequences of 3 factors of an event in a narrative account over a short period of time • Analysing the significance / importance of a key event during the Cold War 	<p>- Key questions and hinge questions designed into all lessons</p> <p>- Teacher questioning</p> <p>Summative Assessment: Q3: Explain the Importance of the Truman Doctrine (8)</p> <p>Q3: Explain the importance of the construction of the Berlin Wall (8)</p>	<p>Cuban Missile Crisis documentary: https://www.youtube.com/watch?v=hZcRqkObP2U</p>
<p>Year 11 HT5</p>	<p>Unit title: Key topic 3: Superpower relations and the Cold War, 1941–91: Key topic 3: The end of the Cold War, 1970–91</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Attempts to reduce tension between East and West: Détente in the 1970s, SALT 1, Helsinki, and SALT 2. • The significance of Reagan and Gorbachev's changing attitudes: Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty (1987). • Flashpoints: The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. 	<p>Formative assessment:</p> <p>- Key questions and hinge questions designed into all lessons</p> <p>- Teacher questioning</p> <p>Summative Assessment: Q2: Write a narrative account analysing the key</p>	

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	<ul style="list-style-type: none">• Reagan and the 'Second Cold War', the Strategic Defence Initiative.• The collapse of Soviet control of Eastern Europe: The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe.• The significance of the fall of the Berlin Wall.• The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact. <p>Students will develop skills of:</p> <ul style="list-style-type: none">• Analysing and evaluating the effects consequences of 3 factors of an event in a narrative account over a short period of time• Analysing the significance / importance of a key event during the Cold War <p>REVISION FOR THE REMAINDER OF THE TERM</p>	<p>events of détente in the years 1970-79. (8)</p>	
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